Utilization of Cataloguing and Classification Resources by Postgraduates in Library Schools in Two Selected Private Universities in South-West, Nigeria

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Abstract

Utilisation of cataloguing and classification resources by Master students in two private library schools in South-West, Nigeria was the concern of this paper. The use of cataloguing and classification tools is very important in teaching and learning organization of knowledge in library schools. It was observed that some graduates from library schools were not familiar with the use of cataloguing and classification tools until they are on industrial attachment or serving in library and information centres. This study therefore focused on the available cataloguing and classification tools, their use, and the challenges confronting their usage.Four research questions guided the research work. Research design of survey typewas used, and the population comprised of all the Master students(72) of Lead City University, Ibadan, Oyo State (54) and Adeleke University, Ede, Osun State (18) Library Schools. Total enumeration was used as sample. Questionnaire and observation checklist were the instruments used for data collection. Descriptive statistics was used to analyse collected data. Findings from the study among others revealed that lecturers, Anglo American Cataloguing Rules 2, Library of Congress Subject Headings were available while cataloguing laboratory, computer laboratory, DDC, MARC 21 coding standard were not available for learning cataloguing and classification in the library schools. The rate of use of cataloguing and classification resources by the respondents was low. Recommendations made for challenges confronting the use of resources among others are: cataloguing and classification tools should be provided in a well-equipped laboratory in enhancing teaching and learning of the courses in library schools; and computer laboratory with relevant resources should be provided for online cataloguing and classification to enhance 21st Century compliant with other library schools in the world.

Keywords: Cataloguing, Classification, Library schools, Postgraduates, Utilization

Introduction

Cataloguing is the systematic way of describing information resources bringing out their bibliographic detailslike author, title, edition, editor, place of publication, publisher, date of publication, series through descriptive and subject analysiswhile classification systematically assigns symbol (number or alphabet, alphabet and numeral) to subject treated in an information bearing resources. In libraries, these usually include; creating bibliographic details, making subject analysis, assigning of classification notation and preparing resources for appropriate use (Fabunmi, 2011). The processes involved in cataloguing and classificationrequires the use of tools in library and information centres.Miksa (2005) in Nampeya (2009) averred that cataloguing tools and resources is available in "any device or document (print-based or electronic) that assist in the creation of an original bibliographic record or in the verification of bibliographic information in existing records". This may include input rules, metadata formats and standards, cataloguing software and textbooks, continuing education programmes, workshops and cataloguers web-based toolkits.

Since 1967 to 2010, Anglo American Cataloguing Rules 2 (AACR2) is the tool that is being used for descriptive cataloguing in library and information centers. AACR2 becomes the guiding principles for cataloguing information resources.Resource Description and Access (RDA) was published in 2010 to replace Anglo American Cataloguing Rules 2 for descriptive cataloguing.According to Anhalt and Stewart (2012) in Ogunniyi (2015), RDA will provide a comprehensive set of guidelines and instructions on resource description and access covering all types of content and media; enables users of library catalogues and other systems of information organization to find, identify, select, and obtain resources appropriate to their information needs.Majority of libraries are still making use of AACR2 in Nigeria. Sears List of Subject Headings and Library of Congress Subject Headings are being used by small, public libraries and academic libraries respectively in assigning subject to information resources. In classifying information resources, there are subject and general classification schemes. The most popular general classification schemes in the world are Dewey Decimal Classification Scheme and Library of Congress Classification scheme. There are other tools like LC CD-MARK, catalogue rules union catalogues etc needed in technical services section of the library.

All the cataloguing and classification tools are expected to be kept in cataloguing, classification and indexing laboratory in library schools to enhancepractical teaching and learning cataloguing and classification courses. Cataloguing laboratory instructor is needed to assist lecturers teaching the courses during practical classes in the laboratory. Availability of well-equipped computer laboratory for online cataloguing and classification processes is very important in any of the library and information schools. The provision of information, human and physical resources in library and information schools will assist students to balance theories and principles of cataloguing and classification learnt in the classroom with practical classes in the laboratory. Availability and utilization of these resources may improve students' achievement in cataloguing and classification courses. It could also improve students' interest in the courses and also make some of the graduates to work in cataloguing and classification section in library and information centres. The study therefore focuses on the use of cataloguing and classification resources by postgraduates in two selected private library schools in South-west, Nigeria.

Statement of the Problem

The use of cataloguing and classification tools is very important in teaching and learning organization of knowledge in library schools. It was observed that some graduates from library schools were not familiar with the use of cataloguing and classification tools until they are on industrial attachment or serving in library and information centres.Cataloguing and classification are expected to be taught and learn in classroom settings and laboratory for practical classes in library schools all over the world. Theoretical teaching and learning of the courses without corresponding practical classes in the laboratory may result to dislike, fear and poor achievement of students in the courses. In practical classes, laboratories (cataloguing and computer), tools, equipment, instructors, and technologists are expected to be available and utilized by learners. If the resources are available and utilized by students, it may encourage them to have passion for the courses and perform better in them. On the other hand, if the resources are available and not utilized, students may not perform well in the courses. Non-availability of the resources in the laboratories may also result to negative attitude of students towards cataloguing and classification because theories must be balanced with practical classes in teachings of the courses. Non-utilisation of these tools during practical classes may result to future dearth of cataloguers in library and information centres. Therefore, the researchers investigated available cataloguing and classification resources (human, tools, and laboratories), extent of utilization, and challenges confronting the use of these resources.

Objectives of the Study

The objectives of this study are to:

1. find out the available cataloguing and classification resources for useof postgraduatesin selected private library schools in South-West, Nigeria;
2. ascertain the rate of use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria;
3. identify the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria; and
4. find out the suggested solutions to the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria.

Research Questions

1. What are the resources available in cataloguing and classification for use of postgraduates in selected private library schools in South-West, Nigeria?
2. What is the rate of use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria?
3. What are the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?
4. What are the suggested solutions to the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?

Literature Review

Availability of Cataloguing and Classification Resources in Library Schools

Cataloguing and classification resources are very essential in teaching and learning processes of the courses. Resources generally are divided into human, physical, information or material and financial but the first three are emphasized in this review.Human resource deals with the personnel teaching cataloguing and classification, instructors and technologists in cataloguing laboratory and computer laboratory. According to Ekundayo and Alonge (2012) human resources are unique educational input necessary for the development of skill acquisition and literacy of the students.Lecturers are expected to impart knowledge in the students in their various courses. Cataloguing and classification are both theoretical and practical oriented. Laboratory instructors are needed to assist students to learn how to make use of cataloguing and classification tools taught in the classroom. Computer laboratory technologists are to assist students in online cataloguing and classification and the use of information and communication technology in organizing information resources in library and information centres. In the 21st Century, the use of information and communication technology is expected to be used through various application softwares in cataloguing and classifying information resources.

Physical resources in cataloguing and classification are cataloguing laboratory and computer laboratory. Laboratory is indispensable to the understanding of science. In teaching and learning cataloguing and classification courses, laboratoryis very essential. Cataloguing and classification courses require good laboratory where cataloguing tools are kept for use. Dan-Ologe and Shittu (2012) in Ogunniyi and Nwalo (2015) highlighted the importance of a laboratory as follows: supporting or strengthening theoretical knowledge; experiencing the pleasure of discovery and development of psychomotor skills; increasing creative thinking skills; developing manual dexterity by using tools and equipment; and allowing students to apply acquired skills instead of memorizing. Cataloguing and classification laboratory must be well equipped with cataloguing and classification tools for students and lecturers' use.

Information resources which are also termed as material resources are very important in cataloguing and classifying information resources in the library and information centres. In cataloguing of information resources, the material resources needed are called tools. Descriptive cataloguing requires Anglo American Cataloguing Rules 2 (AACR2) which was replacedwith Resource Description and Access some years ago. These tools give rules and instructions in the placement of bibliographic description of information resources. Sears List of Subject Headings and Library of Congress of Subject Headings provide acceptable global subject treated in an information resource. General classification tools include Dewey Decimal Classification, Library of Congress Classification Scheme, Bliss, Colon, Universal Decimal,etc while Library of Medicine Classification, Moys Classification and Oxford Classification are specialized (subject) based classification schemes. Both cataloguing and classification tools must be treated in the classroom setting by lecturers and made available in cataloguing and classification laboratory for students' practical classes. Textbooks are part of the material resources that must be provided in teaching and learning cataloguing and classification in library and information science schools.

Ogunniyi and Nwalo (2015) in their study found the highest number of resources available for learning cataloguing are lecturers 372 (93.7%), Library of Congress Subject Headings 329 (82.9%) and cataloguing and classification textbooks 328(82.6%). The study also revealed that over 40% of students stated that MARC 21 coding standard 186 (46.9%), CD-MARC 180 (45.3%),

LC Union Catalogue 169 (42.6%) andResource Description and Access (RDA)164 (41.3%) were not available in their library schools. The implication is that students would not be able to make use of these resources since they were not available.

Utilization of Cataloguing and Classification Resources by Students in Library and Information Schools

The concept of availability is another phenomenon which is associated with use. It is impossible to use what is not available. Hence, for cataloguing students to perform well in achievement test, cataloguing tools and resources must be readily available in cataloguing laboratory in library schools, and students must possess the necessary competencies to use them. Nwalo (2001) in ProjectSolutionz (2020) laments the dearth of these resources in the library schools in Nigeria. Despite the importance of cataloguing and classification in librarianship, it was observed that many undergraduates and even postgraduates in Nigeria continue to record poor academic achievement in cataloguing courses in library schools. This is attributable to several factors especially poor provision and low utilisation of basic resources for teaching and learning.

Ogunniyi and Nwalo (2015) found that the rate of utilization of human and material resources was low by majority of the undergraduates in learning cataloguing in library schools in Southern Nigeria: lecturers, textbooks, cataloguing tools like Anglo AmericanCataloguing Rules2, Library of Congress Subject Headings and Sears List of Subject Headings andtextbooks. Utilization of cataloguing laboratory, computer laboratory, cataloguing laboratory instructor, Dewey Decimal Classification Scheme and Library of Congress Classification Scheme was very low.

Challenges Confronting Students' Use of Cataloguing and Classification Resources in Library Schools

Ogunniyi and Nwalo (2015) opined that despite the established importance of the use of cataloguing tools and resources to cataloguers' job performance which cataloguing students are expected to fit in at the end of graduation, it has been observed that cataloguers generally experience some challenges while using cataloguing tools and resources and these could be as a result of insufficient training in the library school. The authors found that cataloguing tools like Resource Description and Access (RDA) and MARC 21 coding standard were not available in most of the library schools. Although both the lecturers and undergraduates claimed availability of cataloguing laboratory instructor and cataloguing laboratory, through observation, it was revealed that majority of the library schools do not have cataloguing laboratory, laboratory instructors, and assistants. Furthermore, Ogunniyi (2015) discovered the following as some of the challenges confronting undergraduates learning of cataloguing and classification among others: lack of computer programmes for online cataloguing, there is no practical class for cataloguing and classification in the laboratory, cataloguing and classification is too technical, there is no cataloguing and classification instructor/assistant in their library school, and time allocated for teaching cataloguing and classification was not sufficient.These challenges if not addressed urgently in library schools in Nigeria may not allow graduates in the profession to like working in cataloguing and classification section of the library or information centers.

Adamu (2018) asserted that library and information science schools in Nigeria are facing challenges.From the researcher's preliminary investigations, most library schools do not have

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adequate lecturers to teach cataloguing and classification courses while John-Okeke (2017) observed non-availability of cataloguing and classification tools. Therefore, it is impossible to use what is not available. Ogunniyi and Jato (2019) cited Issa, Idowu, Harande and Igwe (2016) discovered that lack of cataloguing and classification tools for practical exercises was part of the challenges identified which affect quality of library and information education in Nigeria by the respondents.These tools should be provided for practical classes in the laboratory. In addition, instructors should be employed in the laboratory to assist students in their practical classes. Azubogu (2020) found that cataloguing of information materials in the library has been seen as a difficult task by students of library and information science, which in the real sense should not be to any student because cataloguing is one single course that one can score an "A". It is just a question of being dedicated and optimist in learning it. The provision of relevant tools in the laboratory with practical classes may improve students' perception and attitude towards cataloguing and classification in library and information schools.

Methodology
Survey design was used, and the population comprised of all the postgraduates in private library schools, South-West, Nigeria (Lead City University, Ibadan, Oyo State and AdelekeUnivesity, Ede, Osun State. Two research assistants were used in the collection of required data for the study.Total enumeration was used to collect data from the Master students in the library and information schools. Questionnaire and observation schedule were the instruments used for data collection. Data collected wereanalysed, and interpreted using percentages and frequencies; mean and standard deviation. The criterion mean for the scale is 2.5 as the rating was based on 4 points.

Results and Discussion of Findings
Table 1: Response Rate

S/N	Name of Library Schools	Total Population	No of Students Available	Number Retrieved	Number Usable
1.	Adeleke University, Ede, Osun State	18	12	7	6
2.	Lead City University, Ibadan, Oyo State	54	50	45	45
	Total	**72**	**62**	**52**	**51**

Table 1 reveals that out of 62 administered questionnaires, 52 were returned and 51 were usable for the study.

Demographic Information of Respondents
Table 2: Gender Distribution of Students

Gender	Frequency	Percentage
Male	16	31.4
Female	35	68.6
Total	**51**	**100.0**

Table 2 shows that 51 respondents were involved in this study. Out of the 51 postgraduates, 16(31.4%) were males while the remaining 35(68.6%) were females. The result from this table implies that the females were more than males in the two selected private library and information schools.

Response to Research Questions
Research Question1: What are the resources available in cataloguing and classification for use of postgraduates in selected private library schools in South-West, Nigeria?

Table 3: Resources Available for Postgraduates in Private Library Schools

Library Resources	Available		Not Available		Remark
	Freq.	**%**	Freq.	**%**	
Human Resources					
Lecturer	51	100.0	0	0	Available
Computer Technologist	44	86.3	7	13.7	Available
Cataloguing and Classification Laboratory Instructor	25	49.0	26	51.0	Not Available
Physical Resources					
Cataloguing and Classification Laboratory	34	66.7	17	33.3	Available
Computer Laboratory	5	9.8	46	90.2	Not Available
Instructional Resources					
Anglo American Cataloguing Rules 2	41	80.4	10	19.6	Available
Library of Congress Subject Headings	46	90.2	5	9.8	Available
Sears List of Subject Headings	45	88.2	6	11.8	Available
Dewey Decimal Classification Scheme	5	9.8	46	90.2	Not Available
Library of Congress Classification Scheme	51	100.0	0	0	Available
MARC 21 Coding Standard	4	7.8	47	92.2	Not Available
Cutter Table	51	100.0	0	0	Available
Resource Description and Access.	46	90.2	5	9.8	Available
Library of Congress CD-MARC.	5	9.8	46	90.2	Not Available
Library of Congress Union Catalogue (NUC).	45	88.2	6	11.8	Available
ALA Filing Rules	8	15.7	43	84.3	Not Available
Cataloguing and Classification textbooks	51	100.0	0	0	Available

Online practical in cataloguing and classification	31	60.8	20	39.2	Available

N= 51

Key: **1** = Not Available, **2** = Available

Table 3reveals the resources available for postgraduates' cataloguing and classification in selected private library schools in South-west Nigeria. Although majority of the resources were selected to be available by the respondents, it may be noted that five resources were not available: cataloguing and classification laboratory instructor, computer laboratory, Dewey Decimal Classification, MARC 21 coding standard, LC CD-MARC and ALA filing rules. All these resources are expected to be available for students' practical classes in the laboratory. This study is almost in tandem with Ogunniyi and Nwalo (2015); although the study found that majority of the undergraduates stated that all the listed resources were available,the study also revealed that over 40% of undergraduates stated that MARC 21 coding standard 186 (46.9%), CD-MARC 180 (45.3%), LC Union Catalogue 169 (42.6%) and Resource Description and Access (RDA)164 (41.3%) were not available in their library schools.

Research Question2: What is the rate of use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria?

Table 4: Rate of Utilisation of Resources by Postgraduates in Private Library Schools

Item	VHU	HU	OU	NU	Mean	Std. D
Human Resources						
Lecturer	5	46	0	0	3.15	.36
Computer Technologist	4	3	9	35	1.52	.92
Cataloguing and Classification Laboratory Instructor/Assistants	2	30	0	19	2.27	1.00
Physical Resources						
Cataloguing and Classification Laboratory	4	26	0	21	2.25	1.09
Computer Laboratory	3	2	0	46	1.25	.79
Instructional Resources						
Anglo American Cataloguing Rules II	3	25	8	10	2.41	.87
Library of Congress Subject Headings	4	24	8	10	2.43	.90
Sears List of Subject Headings	4	24	7	11	2.39	.94
Dewey Decimal Classification Scheme	4	1	1	45	1.29	.85
Library of Congress Classification Scheme	4	24	7	11	2.39	.93
MARC 21 Coding Standard	3	1	2	45	1.25	.77
Cutter Table	5	23	8	11	2.41	.96
Resource Description and Access.	4	23	8	11	2.37	.93
Library of Congress CD-MARC.	4	0	0	47	1.24	.81

Library of Congress Union Catalogue (NUC)	8	25	7	10	2.62	.97
ALA Filing Rules	4	0	1	46	1.25	.82
Cataloguing and Classification textbooks	50	0	1	0	3.96	.28
Online						
Online practical in cataloguing and classification	1	36	7	7	2.60	.75
Weighted Average					**2.17**	

Key: VHU= Very Highly Used, **HU**= High Used, **OU** = Occasionally Used, **NU** = Not Used
Decision Value: 0.00 - 2.49 =*Low*,**2.50 - 4.00** = *High*

In table 4, based on the value of the weighted average (2.17 out of 4.00 maximum value obtainable) which falls within the decision value for *low*, it can be inferred that the rate of use of cataloguing and classification resources by postgraduates in selected private libraryschools in South-west Nigeria is low. Low utilization of cataloguing and classification resources was also discovered by Ogunniyi and Nwalo (2015) amongst undergraduates in library schools in Southern Nigeria. This study is a little better than that of Ogunniyi and Nwalo (2015) finding because, from Table 4, the use of lecturers, LC Union catalogue, cataloguing and classification textbooks and online practical in cataloguing and classification were high while the mean of the highest used resources in Ogunniyi and Nwalo's was 2.26 which is low. Low usage of cataloguing and classification resources by postgraduates may not be far away from non-availability of cataloguing laboratory and tools in some library schools in Nigeria.

Research Question3: What are the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?

Table 5: Challenges Confronting the Use of Cataloguing and Classification Resources

Item	SA	A	D	SD	Mean	Std. D	Remark
Cataloguing and classification instructors are not available to assist students in the laboratory.	1	22	27	1	2.45	.57	Accepted
There is no cataloguing and classification laboratory in our library and information school	1	25	23	2	2.49	.61	Accepted
There is no cataloguing and classification practical in the computer laboratory.	1	45	3	2	2.88	.47	Accepted
Cataloguing and classification tools are kept in the departmental library which does not allow students to make use of them like when they are in the laboratory	46	1	3	1	3.80	.63	Accepted
Cataloguing and classification tools are not being regularly used by lecturers for practical in the library school	38	0	3	0	3.88	.47	Accepted

I don't have interest in cataloguing and classification courses	1	0	3	47	1.05	.23	Not Accepted
Others, please specify							

Key: SA = Strongly Aware, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree
Decision Value for Remark: 0.00 - 2.49 =*Not Accepted*,**2.50 - 4.00** = *Accepted*

Table 5 shows that all the listed items were selected except not having interest in cataloguing and classification courses asthe challenges confronting the use of cataloguing and classification resources by postgraduates in the selected private schools.Almost all the respondents stated that they have interest in cataloguing and classification courses. The selected challenges confronting postgraduates in cataloguing and classification courses in selected private library schools in Nigeria is similar to that of the study conducted by Ogunniyi (2015) amongst undergraduates in library schools in Southern Nigeria and discovered lack of computer programmes for online cataloguing, there is no practical class for cataloguing and classification in the laboratory, and there is no cataloguing and classification instructor/assistant in the library schools among others. Public and private library schools should wake up to their responsibilities of providing laboratories, tools, instructors, and technologists in cataloguing and computer laboratories respectively. This will encourage students to make use of the laboratory, perform well in cataloguing and classification courses, and eventually may decide to be cataloguers in library and information centers after graduation.

Research Question4: What are the suggested solutions to the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?

Table 6: Suggested Solutions to the Challenges Confronting the Use of Cataloguing and Classification Resources

Item	SA	A	D	SD	Mean	Std. D	Remark
Cataloguing and classification instructors should be employed in the laboratory	39	9	1	2	3.66	.71	Accepted
Cataloguing and classification laboratory should be established in library schools	44	5	1	1	3.80	.56	Accepted
There should be online cataloguing and classification practicals in the computer laboratory	43	6	1	1	3.78	.57	Accepted
Cataloguing tools should be kept in the laboratory for easy access and use of students	5	21	25	0	2.60	.66	Accepted
Cataloguing and classification tools should be used regularly for practical by lecturers	44	5	1	1	3.80	.56	Accepted
Students should develop interest in cataloguing and classification courses	48	2	1	0	3.92	.33	Accepted
Others, please, specify	-	-	-	-	-		

Key: SA = Strongly Aware, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree
Decision Value for Remark: 0.00 - 2.49 =*Not Accepted*,**2.50 - 4.00** = *Accepted*

Table 6 shows all the listed suggested solutions to the challenges confronting the use of cataloguing and classification resources in the selected private schools were selected by majority of the respondents.

Result of Observations

Observation schedule was used in the study to find out available resources in the two selected private library schools in South-West Nigeria. The findings are the following:
1. In Lead City University, Ibadan, Oyo State, there was no cataloguing and classification laboratory but students have their practical session in the library.
2. There was no computer laboratory but online cataloguing and classification practical were carried out in the library through the use of cataloguing calculator for Cutter numbers, online cataloguing, copy cataloguing, OCLC, and World Cat.
3. Lecturers teaching the courses were the instructors teaching the students practical cataloguing and classification. Cataloguing instructor was not employed in the school.
In Adeleke University, Ede, Osun State, the following were observed:
   1. There was a cataloguing and classification laboratory where Dewey Decimal Classification schemes were being used by lecturers for practical.
   2. There was no computer laboratory in the department but the University library provided the opportunity for students' use of computer in cataloguing and classification information resources.

Conclusion

Some major cataloguing and classification tools, cataloguing and computer laboratories instructors and technologists respectively were not being utilized by the respondents because they were not available in the selected library schools. It is important to note that what is not available cannot be used.

Recommendations

Based on the findings from the study, the following were suggested in improving the utilization of cataloguing and classification resources in library schools in Nigeria.

   1. Cataloguing and classification tools should be provided in a well-equipped laboratory in enhancing teaching and learning the courses in library schools;
   2. Computer laboratory with relevant resources should be provided for online cataloguing and classification to enhance 21st Century compliant with other library schools in the world.
   3. Cataloguing and classification and computer laboratory instructors and technologists respectively should be employed in teaching and learning cataloguing practical classes by the Management.
   4. Lecturers teaching cataloguing and classification should give practical assignments to their students that will encourage and force them to make use of cataloguing and classification tools and laboratory; this may arouse students' interest in the courses.

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