

## Student's Attitude towards Cataloguing and Classification in University of Port Harcourt: A Case Study of Student's Industrial Work Experience Scheme (SIWES)

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### ABSTRACT

The paper examined student's attitude towards cataloguing and classification during SIWES in the Department of Library and Information Science, University of Port Harcourt. The study employed descriptive survey design, questionnaire was used for data collection. The population of the study consisted of final year students of the department of library and information science 2019/2020 session totalling 90 that did industrial training (IT). A total of ninety questionnaire was administered to them, and a total of sixty five (65) 72.2% were returned and found suitable for analysis. The data collected were collated and analyzed using mean for the research questions and z test for the hypotheses at 0.05 significant level. The findings revealed that students have negative attitude towards cataloguing and classification during SIWES. Further findings also revealed that students have this negative attitude because library science was not their choice of course to study, it was only given to them by the University Management as a result of failing to secure admission in their choice of course. The study recommends among others that lecturers in the department should supervise thoroughly students on IT to ensure that they partake very well in the practical sessions and also disciplinary measures should be put in place for those who do not partake to effect a change.

**Keywords:** students, attitude, cataloguing, classification, (siwes).

### INTRODUCTION

Cataloguing and classification are gateway to information resources access and utilization and they are means of organizing library resources in order to ensure that access and retrieval of such information resources are made easy (Akidi, & Omekwu 2019). It is the core of the library profession. It is therefore mandatory that a student who is aspiring to be a professional should be competent to do the job.

The students industrial work experience scheme started in 1974 in higher institution of learning in Nigeria. (SIWES) is financed by the Federal Government through the Ministry of Commerce and Industry. It is managed by the Industrial Training Fund (ITF) aiming at making education more relevant and also to bridge the yearning gap between theory and practice. It exposes and prepare students of universities and other tertiary institutions for the industrial work situations they are likely to meet after graduation. It is also a planned and structured programme based on a

stated and specific career objectives geared towards developing the occupational competencies of participants (Mafe, 2009). It is a compulsory graduation requirement for all Nigerian University students offering library and information science. The students are supposed to use this opportunity to have hands on training on the practical aspect of cataloguing and classification in order to become efficient and effective cataloguers.

Moreso, since it is the professional staff that are responsible for carrying out cataloguing and classification routines. All positive attitude should be developed during the SIWES programme in order to have significant and successful achievement. Kosoko (2014) stated that attitude is made up of three components, that is 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. Thus for these students to be productive in future, to any organization that they might be gainfully employed they must demonstrate good attitude to their job.

The researchers observed that most students did not do cataloguing and classification during their IT, they could not write any report on this aspect of librarianship. Some of the students also complained about lack of career interest because it was not their choice of course to study, they had no interest in cataloguing and classification despite the fact that it is the core of librarianship. According to Aminu & Timothy (2014) an individual's interest in a course of study is of paramount importance because if one is not interested in a course, it may affect his or her attitude. Also other researchers established their facts, Nnadozie, (2013) in his study reveals that most graduating students performed very poorly in cataloguing and classification as a problematic course. It is against this backdrop the researchers carried out this study student's attitude towards cataloguing and classification in University of Port Harcourt: A case study of SIWES.

### **STATEMENT OF PROBLEM**

Cataloguing and classification is the bedrock of librarianship. It ensures the timely access and retrieval of information resources to users. It is being done by a library professional who is skilful and competent in his/her job. However, it is observed by some researchers that most students do not want to take part in the practical aspect of this course during IT. Despite the effort made by lecturers to teach this course to students. There is a continuous decline in interest for this course. During the presentation of IT report most of the students carefully avoided this aspect. These students who will graduate and become future professional might cause problem for the profession, if corrective measures are not in place. It is against this backdrop the researchers decided to find out why?

### **Objective of the Study**

- To determine the attitude of students towards cataloguing and classification during (SIWES).
- To ascertain if students choice of course influence their attitude towards cataloguing and classification during (SIWES).

### **Research Questions**

- To what extent does students attitude influence cataloguing and classification during SIWES?
- To what extent does student's choice of course influence their attitude towards cataloguing and classification during SIWES?

### **Hypotheses**

- There is no significant difference mean score between student's attitude and cataloguing and classification during SIWES.
- There is no significant difference between the mean score of student's choice of course and cataloguing and classification during SIWES.

### **LITERATURE REVIEW**

Cataloguing is the systematic description of a book, pointing out the important bibliographic details such as author, title, sub-title, parallel title, edition, publisher and place of publication, date of publication, series, subject and collation (Akidi & Omekwu 2019). Cataloguing and classification require librarians who are intelligent, skilful, resourceful, dedicated, innovative, have initiative and keen interest in performance of routine task,

Nwosu, (2014) reported that the development of three principles, requiring ability, aptitude, and attitude, that guide cataloguers in acquiring competences and skills and essentially engaging in continuing education will position cataloguers to cope with the challenges inherent in cataloguing practices. This implies that a cataloguer must be very knowledgeable. 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.

The efficiency of any library and information center depends on the calibre of its staff. (Adomi and Nwalo 2003). The library staff who has possessed a degree in library and information science is a professional. Isiyaku, Bello & Ado (2018) investigated the challenges and prospects of cataloguing and classification. The study identified that librarians are no longer interested in cataloguing and classification units due to its tedious nature, very boring difficult and time consuming.

Yusuf, (2015) investigated a study on attitude to cataloguing and classification in an academic institution, the study revealed among others that students perceived the course as difficult with their practical.

Also Adamu, Yinusa & Miringa (2017) examine a study on the attitude of library and information science students on industrial training towards cataloguing and classification. The study revealed among others a negative attitude towards cataloguing and classification.

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Parekh, (2018) conducted a study on students attitude towards cataloguing and classification in Gujarat University. A case study of students on library and information science. The study revealed among others that students have negative attitude towards cataloguing and classification.

Also 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 development the attitude of team work as well as add new dimension to their experience (ITF 2004).

David-West & Angrey (2018) explained that cataloguing and classification skills is major tools in information dissemination because it is an access and retrieval tool which allows people to find information needed for their research work and personal development. The scholars maintained that cataloguers must be adequately trained to carry out this task. In others words students should be committed to this exercise to become effective and skilful librarians in future.

According to Aina (2012) the tasks of a cataloguer are multi-farious, they need to possess technical knowledge and subject that will enable them perform their task. Cataloguing helps librarians to manage library materials. Libraries need the right number of staff with a certain level of positive attitude to carry out its functions.

According to Aminu and Timothy (2014) individual interest in a course of study is of paramount importance because if one is not interested in a course, it may affect his/her attitude which will also tell on their performance. It is only when you have made the right choice that it will influence your performance positively.

Owie, (2003) explain that the most important reason a person chooses a particular course is that the person has intrinsic interest in the field. This implies that student's choice of course plays a prominent role in their performance.

Igbinsosa, (2007) assert that students have no interest in studying librarianship as a course. They do not realize that librarians are the professional behind the success of students, researchers and other professionals.

Agunmanu (1989) conducted a study on factors that influenced the students in Imo state University library schools. The findings reveal that 80% of the respondents entered the library school because they failed to secure admission into other departments such as law or engineering and that 20% of the students pick the profession due to the influence of librarians in their family.

Cataloguing and classification provide timely access to information relevant to user,s needs, which requires library and information science students that will invest consistently in self development in order to be relevant in the 21<sup>st</sup> century and not be in the labour market for too long.

### RESEARCH METHODOLOGY

The study examined student's attitude towards cataloguing and classification in University of Port Harcourt. The descriptive survey research design was adopted for the study. Two objectives, two research questions and two hypotheses were formulated to guide the study. The population of the study comprises of 90 final students 2019/2020 session of the Department of Library and Information Science. The census sampling technique was used to derive the sample size using the whole population. Questionnaire titled student's attitude towards cataloguing and classification (SACC) was used for data collection. To determine the validity of the instrument, the questionnaire was given to experts for scrutiny. 90 copies were administered to the students and yielded returned rate of (65) 72.2%. Data were analyzed using Mean and z test.

### RESULTS

**Research Question1:** To what extent does student's attitude influence cataloguing and classification during (SIWES)

**Table1.** Mean( $\bar{x}$ ) scores of respondents on the extent student's attitude influence cataloguing and classification (C & C) during SIWES

S/n	Questionnaire Items	Student's Attitude		C&C During SIWES		Mean Set	Rank Order	Decision
		$\bar{X}$	St. D	$\bar{X}$	St. D			
1.	To what extent do I find it difficult to understand the practical aspect of cataloguing and classification	3.46	0.56	2.54	0.41	3.0	2 <sup>nd</sup>	High extent
2.	To what extent does it bore me	3.03	0.50	2.61	0.48	2.82	4 <sup>th</sup>	High extent

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3.	To what extent it is very tedious and I do not like it	3.38	0.52	2.85	0.52	3.12	1 <sup>st</sup>	High extent
4.	To what extent I do not attend the practical session regularly during SIWES	2.77	0.50	2.74	0.48	2.76	5 <sup>th</sup>	High extent
5.	To what extent does the teaching method of the librarians discourage me.	3.23	0.52	2.60	0.48	2.92	3 <sup>rd</sup>	High extent
	Aggregate Mean ( $\bar{x}$ ) Score	3.17	0.52	2.67	0.47	2.92		High extent

Table 1 described the mean ( $\bar{x}$ ) scores and standard deviation of respondents on the extent students' attitude influence cataloguing and classification (C & C) during SIWES. The respondents agree on the high extent on all items in the table with mean ( $\bar{x}$ ) scores greater than criterion mean ( $\bar{x}$ ) of 2.50 following the rank order from 1st to 5th. The aggregate mean ( $\bar{x}$ ) scores of 2.92 explained that to a high extent students find it difficult to understand the practical aspect of cataloguing and classification,

students are bored, it is very tedious leading to dislike, students don't attend the practical session regularly during SIWES and the librarians teaching method is ineffective which influence cataloguing and classification during SIWES.

**Research Question1:** To what extent does students choice of course influence their attitude towards cataloguing and classification during Students Industrial Work Experience (SIWES).

**Table2.** Mean ( $\bar{x}$ ) scores of respondents on the extent students choice of course influence their attitude towards cataloguing and classification (C & C) during SIWES.

S/n	Questionnaire Items	Student's Attitude		C&C During SIWES		Mean Set	Rank Order	Decision
		$\bar{X}$	St. D	$\bar{X}$	St. D			
6	To what extent I did not choose LIS as my course of study	3.46	0.56	2.20	0.42	2.83	1 <sup>st</sup>	High extent
7.	To what extent I don't have career interest in LIS	3.17	0.50	2.20	0.42	2.69	3 <sup>rd</sup>	High extent
8.	To what extent does the teaching I got from class not enough for one to practice	2.77	0.50	2.10	0.40	2.43	5 <sup>th</sup>	High extent
9.	To what extent the libraries I did my SIWES are not automated and I find it difficult to do manual cataloguing	3.35	0.52	2.10	0.41	2.73	2 <sup>nd</sup>	High extent
10.	To what extent it will take regular practice to do cataloguing and classification	3.03	0.52	2.10	0.41	2.57	4 <sup>th</sup>	High extent
	Aggregate Mean ( $\bar{x}$ ) Score	3.15	0.52	2.14	0.42	2.65		High extent

Table 2 presents the mean ( $\bar{x}$ ) scores and standard deviation of respondents on the extent student's choice of course influence their attitude towards cataloguing and classification during SIWES. The respondents agree on the high extent influence on all items in the table with the mean ( $\bar{x}$ ) scores greater than the criterion mean ( $\bar{x}$ ) of 2.50 following the rank order from 1<sup>st</sup> to 5<sup>th</sup>. The aggregate mean ( $\bar{x}$ ) score of 2.65 explain that to a high extent students don't choose LIS as course of study, teaching gotten in class is not enough for

students to practice, libraries where students do SIWES are not automated making it difficult for students to do manual cataloguing, it takes regular practice to do cataloguing and classification during SIWES for effective dissemination of information aimed at learners behavioural change.

### Hypotheses

**Ho1:** There is no significant difference between the mean ( $\bar{x}$ ) scores of student's attitude and cataloguing and classification during SIWES

**Table3.** Z test analysis of students' attitude on cataloguing and classification (C&C) during SIWES.

Variable	N	$\bar{x}$	St.D	df	P	z-cal	z-crit	Decision
Students attitude	65	3.17	0.52	63	0.05	3.22	$\pm 1.96$	Sign
C & C during SIWES		2.38	0.47					

Table 3 presented the z -test analysis of student's attitude on cataloguing and classification during SIWES with 3.22 as the z - calculated, which is

above the z - critical of  $\pm 1.96$  at 0.05 level of significance. This indicate that the result is significant.

**Ho2:** There is no significant difference between the mean (x) scores of students' choice of course and cataloguing and classification during SIWES

**Table4.** z - test analysis of students' choice of course on cataloguing and classification during SIWES

Variable	N	$\bar{x}$	St.D	df	P	z-cal	z-crit	Decision
Students choice of course	65	3.15	0.52	63	0.05	2.10	$\pm 1.96$	Sign
C & C during SIWES		2.14	0.42					

Table 4 x-rayed the z - test analysis of students' choice of course on cataloguing and classification during SIWES with 2.10 as the z - calculated, which is above the z - critical of  $\pm 1.96$  at 0.05 level of significance. This shows that the result is significant.

### DISCUSSION OF FINDINGS

The findings reveals that table 1 responses on the extent of students' attitude on cataloguing and classification during SIWES agreed on the high extent influences on all items with mean (x) scores greater than the criterion mean (x) score following the rank order of 1<sup>st</sup> to 5<sup>th</sup>. The aggregate mean (x) score of 2.92 explained that to a high extent students find it difficult to understand the practical aspect of cataloguing and classification, students are bored, it is very tedious leading to dislike, students don't attend the practical session regularly during SIWES and the libraries teaching method is ineffective which influences cataloguing and classification during SIWES. The test of hypotheses one showed that there is a significant difference between the mean (x) score of students' attitude and cataloguing and classification during SIWES. In line with the findings, Nwosu (2014) & Omeku (2019) reported that requiring ability, aptitude and attitude guide cataloguers in acquiring competences and skills to engage in continuing education of learner to cope with challenges inherent in cataloguing and classification practices and David-West & Angrey (2018) explained that the cataloguer must be very knowledgeable and skilful to disseminate the needed information to the learners to change their behavioural pattern. The scholars maintains that for the students to have positive attitude towards cataloguing and classification, there must be a conscious and targeted effort to impact the required knowledge needed for the task during SIWES. Isiyaku, Bello and Ado (2018) endorsed that librarians are no longer interested in cataloguing and classification units due to its tedious nature, very boring, difficult and time consuming. Thus, Adamu, Yinusa and Moringa (2017) agrees that the attitude of librarians towards cataloguing and classification culminate into the

negative attitude of students in industrial training on cataloguing and classification. This means that no attitude of student can rise above the attitude of its teachers. To this extent, there is need for cataloguers to have interest and knowledgeable on the subject matter so as to boost the interest of students in cataloguing and classification practices. Aina (2012) stated that cataloguers need to be committed and possess technical knowledge on the subject matter for effective impartation on students.

The findings also show that table 2 responses on the extent of students' choice of course on cataloguing and classification during SIWES agreed on the high extent influence on all items with mean(x) scores greater than the criterion mean(x) score following the rank order of 1<sup>st</sup> to 5<sup>th</sup>. The aggregate mean(x) scores of 2.65 explained that to a high extent students don't choose LIS as course of study, teaching gotten in class is not enough for students to practice, libraries where students do SIWES are not automated making it difficult for students to do manual cataloguing it takes regular practice to do cataloguing and classification during SIWES. The test of hypotheses two reveals that there is a significant difference between the mean (x) score of students' choice of course and cataloguing during SIWES. In line with the findings, Owei (2003) agrees that the reason a person choose a particular course is that the person has intrinsic interest in the field of study, which invariably influences their academic performance. This is why Aminu and Timothy (2014) posit that an individual's interest in a course of study is a function of his/her commitment and involvement in a given industrial training scheme aimed at the overall academic performance. This means that students' choice of course pave the way for their consistent commitment and involvement leading to good grades on the course which arouses their interest on the course of study.

### CONCLUSION

Cataloguing and classification is the gateway to information resources, access and utilization. Cataloguers are to develop interest on it for

effective impartation on students to change their negative attitude on this all important subject matter. Thus for any library and information science student to succeed in future as a librarian, must demonstrate positive attitudes towards cataloguing and classification during (SIWES), because cataloguing and classification is the bedrock of librarianship that cannot be ignored.

### RECOMMENDATIONS

- The Department of Library and Information Science should supervise their students to ensure that they are being taught during (SIWES) to have adequate knowledge of cataloguing and classification to prepare them for professional practice.
- University management should allow students to study their choice of course for effective academic performance.
- Cataloguers must have positive attitude to cataloguing and classification for easy impartation to students and change their negative attitude towards cataloguing and classification during (SIWES).
- Libraries where students do SIWES should be fully automated to make it easy for students to do cataloguing and classification.
- The course lecturers in the department should ensure that students do more often of practical classes of organization of information resources than theory in order for them to be very conversant with it and this also will enable the students to organize information resources in any library when they are employed in future.
- Disciplinary measures should be put in place for those who do not partake of cataloguing and classification during (SIWES) in order effect a change.

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