CATALOGUING AND CLASSIFICATION EDUCATION AND THE USE OF LIBRARY CATALOGUE BY LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES AT DELTA STATE UNIVERSITY, ABRAKA

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Abstract

Purpose

The study investigated cataloguing and classification training of library and information science undergraduates and their use of library catalogue at Delta state university. Training is of vital necessity in the discharge of any professional responsibility. So, the disposition of the trainee towards the training programme cannot be undermined.

Design/methodology/approach

The study adopted the descriptive research method. It surveyed a sample of 206undergraduates drawn from a population of 413 through random sampling.

Findings

Library and Information Science (LIS) undergraduates in Delta State University, Abraka have negative perception towards the study of cataloguing and classification as a course and poor disposition to the use of library catalogue. The available course tools for training in cataloguing and classification are Dewey, Library of Congress Classification, Sears list of subject heading, notation and catalogue card. LIS undergraduates possess cataloguing skill, classification skill and cutting of catalogue card skill obtained from the training but some of their problems in the study of cataloguing and classification course are lack of cataloguing and classification laboratory, inadequate cataloguing and classification tools, inadequate time allocated for the teaching and practical learning of cataloguing and classification, inadequate cataloguing and classification book materials to guide students and outdated teaching methods by lecturers.

Keywords: Cataloguing, Classification, Undergraduates, Delta State University,

Introduction

Librarianship as a profession is anchored on information access, retrieval and dissemination through a variety of media. As such, the organization of information resources in the library is an important aspect of librarianship that makes for easy information access and retrieval. Cataloguing and classification are very vital components of librarianship and library services. It is a systematic process of describing and placing the information resource in its appropriate subject area(s) and location by class identity after selection, ordering and acquisition.

Systematic organization of information resources in the library can be achieved through cataloguing and classification (Ogunniyi, 2013).

The process also entails the preparation of catalogues/cards (for author, title, subject, etc.) and shelf lists; and in the electronic age, online public access catalogue (OPAC) system. The library catalogue is the end product of cataloguing and pointer to the information resources on the shelves. It is through the catalogue that users can have access to the materials arranged sequentially on the shelves. The catalogue may be in a variety of forms like card, book, microform and electronic (OPAC). All these gives access to the library materials by users.

Access to information resources in the library constitutes a major priority among library users. Providing access to library materials through access points such as catalogues, shelf lists,

indexes and Online Public Access Catalogue (OPAC), is one of the major activities in the library undertaken by librarians so that users can access the materials. This implies that the collection of a library is useless without adequate cataloguing and classification (Aina, 2012). However, the disposition of librarians towards cataloguing and classification of information resources in various departments of library and information science makes one wonder if the library will be well-organized as their attitudes seem not to be favourable. When most librarians are deployed to cataloguing and classification sections of the library, they are weary of such development and go at length to be re-deployed to other sections.

According to Idris (2015), for adequate, effective and efficient discharging of cataloguing and classification routine, librarians as well as library and information science students must be well trained and adequately oriented so as to continue to develop positive attitudes towards cataloguing as well as uphold the principle of uniformity and consistency in cataloguing and classification. Hence, Folashade (2014) noted that the role of cataloguing and classification is to create easy and quick access to available information materials in the library to make for effective and efficient library services.

Cataloguing is an act of describing books and non-book materials pointing out important bibliographic information about the materials (Folashade, 2014). It is a process of producing a catalogue, which involves describing each of the items of the collection such that a user can identify them without necessarily requiring the assistance of a library staff (Ola, 2011). Cataloguing is the process of compiling or constructing entries for insertion into a catalogue, while classification involves the arrangement of information materials according to their classes for easy identification, retrieval and usage (Ola, 2011). The essence is to bring uniformity and consistency in materials organised and placed on shelves for access and retrieval by users. The catalogue also tells where, in the library a book is located, thereby promoting easy and quick access and retrieval of the book from the storage space (Apotiade,

2012). This study will investigate the Library and Information Science undergraduates' cataloguing and classification study as a course.

Statement of the Problem

Despite the recognition of the fact that cataloguing and classification is core to the practice of librarianship, some librarians and Library and Information Science undergraduates seem not to embrace the application and training for the practice of librarianship. Undergraduates in particular have negative attitude towards the study of cataloguing and classification as well as the use of the library catalogue in the library. From the researcher's personal observation, some Library and Information Science undergraduates perceive cataloguing and classification training to be difficult and so they approach the cataloguing and classification lectures and practical classes with fear, anxiety and negative disposition. A large number of LIS undergraduates seem to possess little or no cataloguing and classification skills, which consequently lead to their negative attitude towards the study of cataloguing and classification. Similarly, some of them find it difficult to access library materials through the library catalogue. It is against this background that the study investigated cataloguing and classification as a course in Delta State University, Abraka by Library and Information Science undergraduates.

Objectives of the Study

The study investigated undergraduate Library and Information Science students in the study of cataloguing and classification as a course at the Delta State University, Abraka. The specific objectives of the study are to;

i. find out the perception of Library and Information Science undergraduates towards the study of cataloguing and classification course in Delta State University, Abraka;

ii. examine the tools available to Library and Information Science undergraduates for training in cataloguing and classification course;

iii. know the skills Library and Information Science undergraduates have on cataloguing and classification.

iv. determine the relevance of the study of cataloguing and classification to Library and Information Science undergraduates; and

v. know the problem of Library and Information Science undergraduates in the study of cataloguing and classification.

Research Questions

The following research questions will guide the study;

i. What is the perception of Library and Information Science undergraduates towards the study of cataloguing and classification course in Delta State University, Abraka?

ii. What tools are available to Library and Information Science undergraduates for training in cataloguing and classification course?

iii. What skills do Library and Information Science undergraduates have on cataloguing and classification?

iv. Of what relevance is the study of cataloguing and classification to Library and Information Science undergraduates?

v. What problem do Library and Information Science undergraduates encounter in studying cataloguing and classification in school?

Literature Review

Accessing library resources with ease is facilitated through cataloguing and classification. According to Edoka (2000), the need of the user or potential user of the library is of great importance in producing library catalogue and classifying library materials. The functions of cataloguing and classification are to enable a user find a book of which either the author, title and subject is known and to show what the library has by a given author, or a given subject and in a given kind of literature (Joudrey, Taylor & Miller, 2015).Cataloguing and classification is one of the behind-the-scene activities carried out in the library by librarians in order to enable library users have easy and quick access to materials acquired in the library.

Nwalo (2012) stated that cataloguing is the description of a book, pointing out its important bibliographic details such as author, title, sub-title, edition, publisher, place of publication, date of publication, series, subject and collation, while classification involves the act or process of arranging information materials into groups or classes. Cataloguing is usually categorized into two parts such as descriptive cataloguing and subject cataloguing. While the former highlights the bibliographic elements of the book other than subject, the latter identifies the subject coverage.

Ebiwolate (2010) noted that cataloguing and classification helps to easily organize materials for easy access in the library. The role of the library is to organize information resources and services in a way that support the needs of users. Clarke (2000) described cataloguing as the process of putting down the descriptive information of a book in a catalogue card. The descriptive information usually encompasses the name of the author, title of the book, edition, place of publication, publisher, year of publication, ISBN and number of pages.

Classification on the other hand is a process of grouping. It involves putting together like entities and separating unlike entities. Library classification aims to create a system out of disorder and provides a comprehensive view of the documents on a subject (Gulati, 2013). This makes for easy identification, quick retrieval and usage. Once an orderly arrangement has been achieved, it will save the time of successive reader as well as of the librarian. Cataloguing and classification are necessary activities in the library that help to direct users to the needed materials on the shelf. The library catalogue is an essential tool in any library, as an index or a key to the collections, containing an entry representing each item (Sangam, 2015).

Therefore, the acquisition of this knowledge through practical experience at the training process of education of undergraduates will be a boost to LIS graduates at their job placement thereafter. However, the dispositions of undergraduates to the course call for concern because of their perception of the course. Perception has been described as the way one thinks or feels about someone or something and has been acknowledged as one of the elements that affects a person's behaviour (Folashade, 2014). Idris (2015) stated that perception is the way that you think and feel about something or the way you behave towards something or somebody that allows or shows how you think and feel. Perception is a central part of the human identity. Mohammed and Waheed (2011) stated that perception is an inclination and predisposition that guide an individual's behaviour and persuade him to act that can be evaluated as either positive or negative.

The perception of Library and Information Science undergraduates towards cataloguing and classification entails their feeling or views towards cataloguing and classification as a course. Ebiwolate (2010) reported that despite the characteristics of cataloguing and classification which serves as pointer to information resources, majority of LIS undergraduates have negative attitude towards the study of cataloguing and classification as well as the use of library catalogue. The learning and use of the catalogue is very poor in most Nigerian libraries among Library and Information Science undergraduates (Ebiwolate, 2010). Some Library and Information Science undergraduates find it difficult to learn about cataloguing and classification due to their negative perception of cataloguing and feel that cataloguing and classification is cumbersome to understand, which consequently affect their understanding and use of the library catalogue.

Okoroafor (2012) reported a poor use of the library catalogue due to the negative attitude of LIS undergraduates towards the study of cataloguing and classification. Similarly, Opaleke, Olayemi and Aina (2012) reported the negative attitude of Library and Information Science undergraduates towards cataloguing and classification and this was attributed to poor user education programmes on cataloguing and classification. Most Library and Information Science undergraduates are reluctant in studying cataloguing and classification related skills, even as a course. They often complain that cataloguing and classification is cumbersome, repetitive in nature, multi-tasking and redundant. Only few of them perceive cataloguing and classification to be interesting (Okoroafor, 2012).

Ebiwolate (2010) observed that the practical nature of cataloguing and classification makes it difficult for Library and Information Science undergraduates to comprehend. Most subjects in Library and Information Science are theory-based, while cataloguing is practical-based and Library and Information Science undergraduates find it difficult to cope with. Hence, they develop negative attitude towards the study of cataloguing and classification as well as the use of the library catalogue.

Ogunniyi (2013) reported that majority of Library and Information Science undergraduates have negative perception towards cataloguing and classification course. Library and Information Science undergraduates often perceive cataloguing and classification course as being difficult and so approach the lectures and practical training with fear, hatred and negative disposition. Those who perform up to the minimum of 40% in the course are always happy and satisfied with their performance. This negative perception of Library and Information Science undergraduates towards cataloguing and classification course also affect their posting to work in libraries after graduation. Such library undergraduates are not always pleased being posted to the cataloguing and classification section of the library to work as cataloguers during Industrial Training. The cataloguing section of the library is one of the most feared or disliked section to work among undergraduates when they secure employment in library environment when they are posted to the library for Industrial Training (Ogunniyi, 2013).

Afolabi and Osaniyi (2014) stated that over the years, Library and Information Science undergraduates as well as some library teaching staff and librarians working in the library have expressed views which portray cataloguing and classification course as somewhat difficult. Also, the adherence to cataloguing and classification rules and regulations coupled with the use of accurate punctuation marks in cataloguing makes it difficult for Library and Information Science undergraduates and librarians to learn cataloguing and therefore lead to negative perception towards cataloguing and classification among the students and librarians.

Oyler (2011) reported that authors of articles in LIS literature, scholars, LIS undergraduates and librarians in library schools all seem to agree on three things about cataloguing and classification which leads to the poor perception towards cataloguing and classification course:

i. Cataloguing and classification is difficult to learn due to the strict adherence to rules and regulations;

ii. Cataloguing and classification is dull to practice compared to other active practical oriented courses. This could be attributed to the repetitive nature of the cataloguing and classification work; and

iii. Cataloguing and classification materials are too broad and cumbersome to comprehend. This could be viewed from the angle of the different cataloguing and classification schemes, tools, rules, regulations and methods.

In the University of Pretoria Library School, South Africa, De Boer, Coetzee and Coetzee (2011) found that among Library and Information Science undergraduates taking cataloguing and classification course, majority do not like the cataloguing and classification course because of its cumbersome nature. The thing that makes the course cumbersome includes poor teaching method, inadequate materials, lack of laboratory for practical and poor motivation. Majority of the students do not like analyzing and mastering the technical details required in cataloguing and classification. De Boer, Coetzee and Coetzee concluded that as skills are required for cataloguing and classification, teaching methods will have to be adapted to equip them to be well skilled and knowledgeable about cataloguing and classification. Library and Information Science lecturers may therefore need to adjust their teaching methods to enable the students acquire the required skills in cataloguing and classification.

Ogunniyi (2013) conducted a study on resources, teaching methods, time allocation and attitude as correlates of students' performance in cataloguing and classification course in library schools in Southern Nigeria. The study found that 28(50%) and 105(64.9%) students from the Department of Library, Archival and Information Studies, University of Ibadan and Department of Library and Information Science, Delta State University, Abraka perceived cataloguing and classification as difficult due to its abstract nature. In the same vein, Nwalo (2012) stated that Library and Information Science undergraduates usually fear and dislike rather than respect lecturers teaching cataloguing and classification courses, which leads to negative and poor perception of Library and Information Science undergraduates towards cataloguing and classification course in schools.

Idris (2015) reported that Library and Information Science undergraduates undergoing training in cataloguing and classification in university libraries or library schools have the attitude of distancing themselves from the lecturers or tutors teaching cataloguing and classification course due to their negative attitude towards cataloguing and classification, which affect their overall performance in cataloguing and classification training. Oyadeji (2012) discovered from his study that Library and Information Science undergraduates considered cataloguing and classification course as too complex and broad in nature. Also, the students considered the cataloguing lecturers as too strict, too abstract and there is little need for traditional cataloguing skills in this age of the internet and ICT.

According to Madukoma, Onuoha, Omeluzor and Ogbuiyi (2013), some librarians-in-training and LIS undergraduates show negative perception towards cataloguing and classification course and training. Similarly, Folashade (2014) reported that a large number of Library and Information Science undergraduates show lackadaisical attitude towards cataloguing and classification course, thus making it difficult for them to understand this important aspect of library and information. Folashade noted that for Library and Information Science undergraduates to achieve positive result and perform excellently well in cataloguing and classification course, they must acquire cataloguing and classification skills and develop positive attitude towards cataloguing and classification. The act of cataloguing involves a lot of patience, skills, concentration and attitude. Library and Information Science undergraduates must develop positive perception towards cataloguing and classification, if not, there is going to be problem associated with effective cataloguing and classification. This is supported by Cole (2015) when he stated that negative attitude can adversely affect Library and Information Science undergraduates' cataloguing and classification performance.

Library and Information Science undergraduates must be interested in cataloguing and classification to be able to place in the hand of library users the needed information materials without wasting time and with little effort after graduation (Yusuf, 2013). According to Folashade (2014), one would have thought that with the introduction of ICT which makes the task of cataloguing a little easier, the attitude of Library and Information Science undergraduates towards this important aspect of library profession would have been positive but observations have shown that many of the students are just not interested in developing positive attitude towards cataloguing and classification course. Some of the students are always in a hurry to leave the cataloguing unit when they are posted there for daily routine during their Industrial Training and they show no commitment.

Nnadozie (2013) in his study revealed that most Library and Information Science undergraduates performed poorly in cataloguing and classification examination because they perceive the course as too difficult and uninspiring. This shows that Library and Information Science undergraduates see cataloguing and classification as a problematic course.

Methodology

This study is focused on the Library and Information Science undergraduates in the study of cataloguing and classification as a course in Delta State University, Abraka. The survey research design of the descriptive research method was employed in the study using 200 – 400 level Library and Information Science undergraduates at the 2016/2017 academic session as respondents. Questionnaire was the instrument used for data collection in the study. This was administered on the respondents randomly and data was analyzed using simple percentage and frequency counts. The total population of four hundred and thirteen (413) undergraduates was used for the study out of which a sample of two hundred and six (206) respondents was drawn using random sampling.

Results and Discussion of Findings

The data is hereby presented and results discussed.

Background Information

The 206 copies of questionnaire administered to the respondents yielded 97.6% (201) response rate. The personal characteristics of the respondents pertaining to gender and age are herein discussed.

Table I: Gender of the respondents

Gender	Number of Responses	Percentage (%)
Male	78	38.8
Female	123	61.2
Total	**201**	**100**

Table I shows the gender of the respondents revealing that 78(38.8%) respondents are males, while 123 (61.2%) are females. This implies that majority of the respondents are females. They fall within 21-30years (198, 98.5%), which is an acceptable age of an undergraduate.

Discussion of Findings

This section presents the data based on the research questions. This is shown in Tables II – VI.

Table II: Perception of Library and Information Science undergraduates towards the study of cataloguing and classification course

I perceive cataloguing/classification	Agree		Disagree	
	No.	%	No.	%
Course to be very difficult	172	85.6	29	14.4
Course to be very easy	29	14.4	172	85.6
Course is difficult so I approach it with fear, hatred and negative disposition	157	78.1	44	21.9
Rules and regulations make it difficult to learn	186	92.5	15	7.5
Is repetitive in nature, which makes it boring	152	75.6	49	24.4
Materials (subject headings & schemes etc.) are too broad and cumbersome to comprehend	183	91.0	18	9.0
Is too complex and broad in nature	177	88.1	24	11.9
Tutors are too strict which makes cataloguing difficult to learn	39	19.4	162	80.6
Is too abstract in nature	151	75.1	50	24.9
Is interesting but for the way it is been taught	46	22.9	155	77.1
Tools are lacking for practical teaching hence, difficult to understand	53	26.4	148	73.6

Table II revealed the perception of Library and Information Science undergraduates towards the study of cataloguing and classification course. The result shows that majority of the respondents perceived cataloguing and classification course to be very difficult (172, 85.6%) and regulations that makes it difficult to learn (186, 92.5%); more so, materials used (subject headings & schemes, etc.) are too broad and cumbersome to comprehend (183, 91%), too complex and broad in nature (151, 75.1%) and repetitive in nature, which makes it boring (152, 75.6%). Undergraduates therefore, approach it with fear, hatred and negative disposition (157, 78.1%).

This implies that the respondents have negative perception towards the study of cataloguing and classification as a course in the university. This finding corroborates Ebiwolate (2010) that despite the characteristics of cataloguing and classification, which serves as a pointer to information resources, majority of LIS undergraduates have negative perception towards the study of cataloguing and classification as well as the use of library catalogue, which makes the learning and use of the catalogue among students disdainful in most Nigerian university libraries. Similarly, Okoroafor (2012) highlighted the poor use of the library catalogue due to the negative attitude of LIS undergraduates towards the study of cataloguing.

Table III: Tools available to Library and Information Science undergraduates for training in cataloguing and classification course

I train with the following cataloguing and classification tools:	Agree		Disagree	
	No.	%	No.	%
Dewey Decimal Classification Scheme	180	89.6	21	10.4
Library of Congress Classification Scheme	193	96.0	8	4.0
Universal Decimal Classification Scheme	11	5.5	190	94.5
Notation	127	63.2	74	36.8
Catalogue card	201	100	-	-
Sears list of subject heading	138	68.7	63	31.3
Anglo American Cataloguing Rule	80	39.8	121	60.2
Call number display	71	35.3	130	64.7
Subject schedules	63	31.3	138	68.7
Indexing tools	79	39.3	122	60.7
Cutter number display (Table)	65	32.3	136	67.7
Abstracting tools	44	21.9	157	78.1

Table III reveals the tools available to Library and Information Science undergraduates for training in cataloguing and classification course. The result shows that majority of the respondents indicated the use of catalogue card (201, 100%), Library of Congress Classification Scheme (193, 96.0%), Dewey Decimal Classification Scheme (180, 89.6%), Sears list of subject heading (138, 68.7%) and notation (127, 63.2%) as training tools. However, the Universal Decimal Classification Scheme (190. 94.5%), Abstracting tools (157, 78.1%), Subject schedules (138, 68.7%), Call number display (130, 64.7%), Indexing tools (122, 60.7%) and Anglo American Cataloguing Rule (121, 60.2%) were not used as part of the training tools.

This implies that the major tools available to Library and Information Science undergraduates for training in cataloguing and classification course are Dewey Decimal Classification Scheme, Library of Congress Classification Scheme, notation, catalogue card and sears list of subject heading. This finding corresponds with the findings of Stevenson (2014) who reported that in university libraries and library schools, quite a number of cataloguing and classification tools are available to Library and Information Science undergraduates.

Table IV: Cataloguing and Classification Skills of Library and Information Science undergraduates

I possess the following skills:	Agree		Disagree	
	No.	%	No.	%
Cataloguing skills	127	63.2	74	36.8
Classification skills	138	68.7	63	31.3
Shelving and shelf-reading skills	23	11.4	178	88.6
Sorting skills	29	14.4	172	85.6
Cutting of catalogue card	197	98.0	4	2.0
Use of punctuation skills	37	18.4	164	81.6
Illustrative skills	26	12.9	175	87.1
Accessioning skills	28	13.9	173	86.1
Use of cutter numbers	13	6.5	188	93.5
Subject identification skills	19	9.4	182	90.6

Table IV reveal the skills of Library and Information Science undergraduates in cataloguing and classification. From the result, majority of the respondents indicated the possession of cutting of catalogue card skill (197, 98.0%), classification skills (138, 68.7%) and cataloguing skills (127, 63.2%). This implies that the major skills Library and Information Science undergraduates possess cataloguing, classification and cutting of catalogue card skills.

This finding is in line with the findings of Ogunniyi (2013) who found that cataloguing and classification training are offered as compulsory exercise in Nigerian university libraries and library schools. Hence, it is required that Library and Information Science undergraduates should be skilled in cataloguing

and classification such as ability to catalogue, ability to classify, knowledge of cataloguing tools, knowledge of classification schemes and awareness of cataloguing rules and regulations. Okoroafor (2016) reported that Library and Information Science undergraduates are often trained in cataloguing and classification on regular basis through conferences, seminars, workshops, symposium or formal education and this has resulted in the students' ability to catalogue and classify information materials.

Table V: Relevance of the study of cataloguing and classification to Library and Information Science undergraduates

The study of cataloguing and classification has:	Agree		Disagree	
	No.	%	No.	%
Improved my cataloguing and classification skills	186	92.5	15	7.5
Enhanced my knowledge of cataloguing and classification rudiments	186	92.5	15	7.5
Given me the ability to catalogue information resources	136	67.7	65	32.3
Given me the ability to classify information resources	136	67.7	65	32.3
Given me the ability to sort information materials	71	35.3	130	64.7
Created awareness of cataloguing and classification schemes/tools	201	100	-	-
Positive perception towards cataloguing and classification	54	26.9	147	73.1
Improved my knowledge in cataloguing and classification	186	92.5	15	7.5
That cataloguing and classification is the heart of librarianship	44	21.9	157	78.1
Given me better understanding of the organization of information resources	61	30.3	140	69.7

Table V reveals the relevance of the study of cataloguing and classification to Library and Information Science undergraduates. The respondents indicated the relevance of improved cataloguing and classification skills, enhanced knowledge of cataloguing and classification rudiments and improved knowledge in cataloguing and classification (186, 92.5%) respectively. Also, is the ability to catalogue information resources and ability to classify information resources (136, 67.7%) respectively and created awareness of cataloguing and classification schemes/tools (201, 100%) on the undergraduates. This implies that the major relevance of the study of cataloguing and classification to Library and Information Science undergraduates are improved cataloguing and classification skills, enhanced knowledge of cataloguing and classification rudiments, ability to catalogue information resources, ability to classify information resources, awareness of cataloguing and classification schemes/tools and improved knowledge in cataloguing and classification.

This finding is in agreement with the findings of Folashade (2014) who reported the relevance of the study of cataloguing and classification to Library and Information Science undergraduates that conforms to the above listing.

Table VI: Problems of Library and Information Science undergraduates study of cataloguing and classification

Problems	Agree		Disagree	
	No.	%	No.	%
Lack of cataloguing/classification laboratory	201	100	-	-
Inadequate cataloguing/classification tools	201	100	-	-
Inadequate time allocated for the teaching and practical learning of cataloguing/classification	136	67.7	65	32.3
Inadequate cataloguing/classification book materials to guide students	136	67.7	65	32.3
Poor cataloguing/classification skills and knowledge among undergraduates	71	35.3	130	64.7
Inadequate skilled cataloguing/classification professionals and lecturers	54	26.9	147	73.1
Challenging cataloguing/classification language	54	26.9	147	73.1
Outdated teaching methods	186	92.5	15	7.5

Table VI reveals the problems militating against Library and Information Science undergraduates' study of cataloguing and classification course. From the table, all the respondents (100%) indicated the lack of cataloguing/classification laboratory and

inadequate cataloguing/classification tools respectively as problems militating against Library and Information Science undergraduates study of cataloguing and classification course. Also, other problems are inadequate time allocated for the teaching and practical learning of cataloguing/classification and inadequate cataloguing/classification book materials to guide students(136, 67.7%)respectively and outdated teaching methods (186, 92.5%). This implies that the major problems militating against Library and Information Science undergraduates' study of cataloguing and classification are lack of cataloguing/classification laboratory, inadequate cataloguing/classification tools, inadequate time allocated for the teaching and practical learning of cataloguing/classification, inadequate cataloguing/classification book materials to guide students and outdated teaching methods.

This finding is in agreement with the findings of Folashade (2014) and Stevenson (2014) who found that there is no cataloguing and classification laboratory in most libraries and library schools. Laboratory is an essential resource in turning theoretical knowledge into practical knowledge. Closely related to laboratory are cataloguing tools. Available cataloguing tools are either kept in the departmental library or main library; since there is no laboratory to keep them, which may limit the use of the cataloguing tools by the students. Also, Okoroafor (2016) noted that one of the factors responsible for the negative perception of Library and Information Science undergraduates towards cataloguing and classification is inadequate time allocated for the teaching and practical learning of cataloguing and classification. Time allocated for teaching cataloguing is usually two hours per week, which is insufficient coupled with no specific time allocated for practical. Ogunniyi (2013) found that the performance of Library and Information Science undergraduates from the University of Ibadan and Delta State University Library Schools was at average level in cataloguing and classification training. The reason for this average performance in cataloguing and classification training could be

attributed to the students' poor attitude and negative perception towards cataloguing and classification which is a factor of lack of cataloguing laboratory for effective practical training, lack of cataloguing tools and poor cataloguing skills and knowledge.

This study of cataloguing and classification as a course by Library and Information Science undergraduates is of paramount importance in the advancement of Librarianship and Information Science. The findings of the study are as follows:

i. Library and Information Science undergraduates in Delta State University, Abraka have negative perception towards the study of cataloguing and classification as a course of study.

ii. The tools available to Library and Information Science undergraduates for training in cataloguing and classification course are Dewey Decimal Classification Scheme, Library of Congress Classification Scheme, notation, catalogue card and sears list of subject heading.

iii. The skills Library and Information Science undergraduates possess from cataloguing and classification training obtained are cataloguing skill, classification skill and cutting of catalogue card skill.

iv. The relevance of the study of cataloguing and classification to Library and Information Science undergraduates are improved cataloguing and classification skills, enhanced knowledge of cataloguing and classification rudiments, ability to catalogue information resources, ability to classify information resources, awareness of cataloguing and classification schemes/tools and improved knowledge in cataloguing and classification.

v. Some of their problems in the study of cataloguing and classification course are

vi. lack of cataloguing and classification laboratory, inadequate cataloguing and classification tools, inadequate time allocated for the teaching and practical learning of cataloguing and classification, inadequate cataloguing and classification of book materials to guide students and outdated teaching methods by lecturers.

Conclusion

In conclusion, Library and Information Science undergraduates have negative perception towards the study of cataloguing and classification course due to the complex and broad nature, thereby engaging in repetitive work, which makes it boring, hence, undergraduates approach the course with fear and hatred. As a result, they are not skilled in shelving and shelf-reading information resources, finds it difficult to sort cards and books in the desired order, unable to use punctuations, make illustrations in cataloguing and classification and not able to accession and identify subject matters. These no doubt would have a major effect in the practice of librarianship.

Recommendations

i. Cataloguing and classification lecturers should encourage undergraduates in the learning of the subject matter being the core of librarianship. Enough awareness should be created among them to arouse interest.

ii. Adequate cataloguing and classification tools and book materials should be made available to guide students and taught in such a way that they are able to acquire cataloguing and classification related skills.

iii. Cataloguing and classification laboratory should be provided for the training of students in practical with adequate time allocated for the teaching and practical learning of cataloguing and classification.

iv. Enough time should be allocated for the teaching and learning of cataloguing and classification as a course by the Department.

v. Lecturers should strategize in their teaching methods so as to arouse interest in students for learning cataloguing and classification in their training rather than mare studying to pass examinations.

vi. Adequate teaching and learning by lecturers and students respectively, in practical terms would enhance possession of adequate knowledge and necessary skills for a robust librarianship practice upon graduation

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