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Practical Cataloging and Classification Training by Library and Information Science Users Education at Kwara State University Library, Nigeria

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Abstract

Purpose

The study examined the cataloging and classification training of users in library and information science and their use of library catalogs at the Kwara State University Library, Nigeria. Training is a vital necessity for performing any professional responsibility. Therefore, the trainee's actions towards the training program cannot be affected.

Design/methodology/approach

The study adopted a descriptive research approach. It surveyed a sample of 250 university library users selected from a population of 515 through random sampling.

The findings

Library and Information Science users at Kwara State University Library, Nigeria, have a negative perception of the practical study of cataloging and classification as a course of study and a weak inclination toward using library catalogs. Scheme tools available for practical cataloging and classification are Dewey, Library of Congress Classification, and Sears List of Subject Headings, Anglo-American Cataloguing Rule, and Catalog Cards. Users in library and information science have the cataloging and classification skills and artifacts they have acquired from practical training, but some of their problems in studying cataloging and classification include the lack of a cataloging and classification laboratory, insufficient indexing and classification tools, and insufficient time allocated for study. Practical learning of cataloging and classification, insufficient cataloging and classification textbook materials to guide users, and outdated practical catalog and classification tools used by professional catalogers

Keywords: cataloging, classification, users, Kwara State University Library, Nigeria.

INTRODUCTION

Librarianship as a profession relies on access, retrieval and dissemination of information through a variety of media. As such, the organization of information resources in a library is an important aspect of library science that facilitates information access and retrieval. Cataloging and classification are vital components of library and library services. It is a systematic process of describing an information source, placing it in its appropriate subject area(s) and positioning it according to category identity after selection, demand and acquisition. Systematic organization of information resources in a library can be achieved through cataloging and classification (Ogunniyi, 2013). The process also includes preparing indexes, cards (for author, title, subject, etc.), shelf lists, and, in the electronic age, an online public access system (OPAC). A library catalog is the final product of indexing and referencing information sources on shelves. Through the catalog, users can access items arranged sequentially on the shelves. The catalog may be in a variety of formats, such as card, book, microform, and electronic (OPAC). All this gives users access to library materials.

Access to library information resources is a major priority among library users. Providing access to library materials through access points such as catalogues, shelf lists, catalogues, and Online Public Access Catalog (OPAC) is one of the major library activities undertaken by librarians so that users can access materials. This means that the library collection is useless without proper cataloging and classification (Aina, 2012). However, the orientation of librarians towards cataloging and classifying information sources in various departments of library and information science makes one wonder whether the library will be well organized, as their attitudes seem unfavorable. When most of the librarians are posted in the cataloging and classification

departments of the library, they feel weary of this development and go at length to reallocate them to other departments.

According to Idris (2015), for appropriate, effective and efficient implementation of cataloging and classification procedures, librarians and students of library and information science must be well trained and appropriately oriented so that they can further develop positive attitudes towards cataloging as well. It also adheres to the principle of uniformity and consistency in indexing and classification. Hence, Folashade (2014) pointed out that the role of cataloging and classification is to create easy and quick access to information materials available in the library to provide effective and efficient library services.

Cataloging is the process of describing books and non-book materials and noting important bibliographic information about the materials (Folashade, 2014). It is the process of producing a catalog that includes a description of each of the items in the collection so that the user can identify them without necessarily needing the assistance of library staff (Ola, 2011). Cataloging is the process of compiling or creating entries for inclusion in an index, while classification involves arranging information materials according to their categories for easy identification, retrieval and use (Ola, 2011). The essence is to achieve uniformity and consistency of the materials organized and placed on the shelves so that users can access and retrieve them. The catalog also shows where the book is located in the library, promoting easy and quick access and retrieval of the book from storage space (Apotiade, 2012). This study will examine cataloging and classification for undergraduate students in library and information science as a course.

Statement of the problem

Despite the recognition that cataloging and classification are at the core of library practice, it appears that some librarians and library and information science users do not embrace application and training in library practice. Library users in particular have a negative attitude towards the study of cataloging and classification as well as the use of the library catalog in the library. Through the researcher's observation, some library and information science users find practical training in cataloging and classification difficult, and therefore they approach cataloging and classification practical classes with a negative attitude. It appears that a large number of users in library and information science have little or no skills in cataloging and classification, which consequently leads to their negative perceptions of the practical study of cataloging and classification. Likewise, some of them find it difficult to access library materials through the library catalog. Against this background, the study took up cataloging and classification as a course at Kwara State University Library, Nigeria, by users in library and information science.

Objectives of the study

The study investigated library and information science users studying practical cataloging and classification as a course of study at Kwara State University, Nigeria. The specific objectives of the study are:

- i. To identify the perceptions of library and information science users towards the practical study of cataloging and classification at Kwara State University Library, Nigeria;

- ii. Examining tools available to users in library and information science for practical training in cataloging and classification;
- iii. Knowing the skills that users in library and information sciences have in cataloging and classification;
- iv. Determine the importance of the practical study of cataloging and classification for users in the library and information sciences; and
- v. Knowing the problems faced by users of libraries and information science in studying practical cataloging and classification.

Research questions

The following research questions will guide the study:

- i. What is the perception of library and information science users towards practical studying cataloging and classification at Kwara State University Library, Nigeria?
- ii. What tools are available to users in library and information science for practical training in cataloging and classification?
- iii. What skills do library and information science users have in cataloging and classification?
- iv. What is the importance of studying practical cataloging and classification for users in library and information science?
- v. What problems do library and information science users face while studying practical cataloging and classification at school?

Literature presentation

Library resources are easily accessible through cataloging and classification. According to Edeka (2000), the needs of the user or potential user of the library are of great importance in producing the library catalog and classifying library materials. The functions of indexing and classification are to enable the user to find a book whose author, title, or topic he knows and to show what the library contains by a specific author or topic and in a specific type of literature (Joudrey, Taylor, and Miller, 2015). Cataloging and classification are activities carried out behind the scenes in a library by librarians in order to enable library users to easily and quickly access materials acquired in the library.

Nwalo (2012) stated that indexing is the description of the book, indicating its important bibliographic details such as author, title, subtitle, edition, publisher, place of publication, date of publication, series, subject, and comparison, while classification includes the act or process of arranging informational materials. In categories, cataloging is usually classified into two parts, such as descriptive cataloging and subject cataloging. While the former highlights the bibliographic elements of the book other than the topic, the latter outlines the coverage of the topic.

Ebiwolate (2010) noted that cataloging and classification help organize materials easily for easy access in the library. The role of the library is to organize information resources and services in a way that supports the needs of users. Clark (2000) described cataloging as the process of placing a book's descriptive information on a catalog card. Descriptive information typically includes author name, book title, and edition, place of publication, publisher, and year of publication, ISBN, and number of pages.

Classification, on the other hand, is a grouping process. It involves grouping similar entities and separating dissimilar entities. Library classification aims to create order out of chaos and provides a comprehensive view of documents related to a subject (Gulati, 2013). This makes for easy identification, quick retrieval and use. Once the organized arrangement is completed, it will save the time of successive readers as well as the time of the librarian. Cataloging and classification are essential activities in a library that help in directing users to the required materials on the shelf. The library catalog is an essential tool in any library as an index or key to the collections, as it contains an entry representing each item (Sangam, 2015).

Therefore, gaining this knowledge through practical experience during the undergraduate educational training process will serve as a boost for LIS graduates in their subsequent careers. However, undergraduate students' attitudes toward the course are cause for concern due to their perception of the course. Perception has been described as the way one thinks or feels about someone or something, and has been recognized as one of the elements that influences a person's behavior (Folashade, 2014). Idris (2015) stated that perception is the way you think and feel about something or the way you act toward something or someone, which allows or shows how you think and feel. Cognition is an essential part of human identity. Muhammad and Waheed (2011) stated that perception is an inclination and predisposition that directs an individual's behavior and persuades him to act in a way that can be evaluated as positive or negative.

The perception of undergraduate library and information science students toward cataloging and classification entails their feelings or views toward cataloging and classification as a course of study. Ebiwolate (2010) reported that despite the characteristics of cataloging and classification, which serve as indicators of information sources, the majority of undergraduate students in library and information science have a negative attitude towards the study of cataloging and

classification as well as the use of library catalogues. Learning and use of the catalog is very poor in most Nigerian libraries among undergraduate students in library and information science (Ebiwolate, 2010). Some library and information science students find it difficult to learn cataloging and classification because of their negative perception of cataloging and feel that cataloging and classification are cumbersome to understand, which subsequently affects their understanding and use of the library catalogue.

Okoroafor (2012) noted the poor use of the library catalog due to the negative attitude of undergraduate students in library and information science towards the study of cataloging and classification. Similarly, Obaleke, Olemi, and Aina (2012) reported negative attitude of undergraduate students in library and information science towards cataloging and classification, attributing this to poor user education programs about cataloging and classification. Most undergraduate library and information science students are reluctant to study cataloging and classification skills, even as a course. They often complain that indexing and classification is cumbersome, inherently repetitive, multitasking, and redundant. Only a few of them consider cataloging and classification interesting (Okoroafor, 2012).

Ebiwolate (2010) noted that the practical nature of cataloging and classification makes it difficult for undergraduate library and information science students to understand. Most library and information science topics are based on theory, while cataloging is based on a practical basis, and students of library and information science find it difficult to deal with it. Hence, they develop a negative tendency towards studying cataloging and classification, as well as using the library catalog

Ogunniyi (2013) reported that the majority of undergraduate students in library and information science have a negative perception of cataloging and classification courses. Library and

information science students often find cataloging and classification courses difficult, so they approach lectures and hands-on training with fear, hatred, and a negative attitude. Those who achieve up to at least 40% in the course are always happy and satisfied with their performance. This negative perception of undergraduate students in library and information science towards cataloging and classification courses also affects their sending to work in libraries after graduation. These undergraduate library students are not always happy to be sent to the cataloging and classification department of the library to work as catalogers during industrial training. The cataloging department of a library is one of the most feared or least preferred departments to work in among undergraduate students when they get a job in a library environment when they are sent to the library for industrial training (Ogunniyi, 2013).

Afolabi and Osaniyi (2014) reported that over the years, undergraduate students in library and information science, as well as some library faculty and library-staff librarians have expressed opinions that depict cataloging and classification courses as somewhat difficult. Also, adherence to the rules and regulations of cataloging and classification, along with the use of precise punctuation marks in cataloging, makes it difficult for library and information science students and librarians to learn cataloging and thus leads to a negative perception of cataloging and classification among students and librarians.

Oyler (2011) reported that authors of articles in the library and information science literature, scholars, undergraduate students in library and information science, and librarians in library schools all seem to agree on three things about cataloging and classification, leading to a poor perception of the cataloging and classification course:

- i. Cataloging and classification are difficult to learn due to strict adherence to rules and regulations;
- ii. Cataloging and classification are tedious in practice compared to other active, practically oriented courses. This can be attributed to the iterative nature of indexing and classification work
- iii. Cataloging and classification materials are too extensive and cumbersome to understand. This can be viewed from the perspective of different indexing and classification systems, tools, rules, regulations and methods.

At the School of Libraries at the University of Pretoria, South Africa, de Boer, Coetzee, and Coetzee (2011) found that among undergraduate library and information science students taking cataloging and classification courses, the majority disliked the cataloging and classification course because of its burdensome nature. . Things that make the course stressful include poor teaching methods, inadequate materials, lack of laboratories for practical purposes, and poor motivation. The majority of students do not like to analyze and master the technical details required in indexing and classification. De Boer, Coetzee and Coetzee concluded that since cataloging and classification require skills, teaching methods should be adapted to equip them with good skills and knowledge of cataloging and classification. Therefore, library and information science lecturers may need to modify their teaching methods to enable students to acquire the required skills in cataloging and classification.

Ogunniyi (2013) conducted a study on resources, teaching methods, time allocation and attitudes associated with student performance in cataloging and classification courses in library schools in southern Nigeria. The study found that 28 (50%) and 105 (64.9%) students from the Department of Library, Archives and Information Studies, University of Ibadan, and the Department of

Library and Information Sciences, Delta State University, Abraka, perceived cataloging and classification to be difficult due to its abstract nature. In the same vein, Nwalo (2012) stated that library and information science students usually fear and hate lecturers who teach cataloging and classification courses, which leads to a negative and poor perception among library and information science students toward cataloging and classification courses in the field of library and information science schools.

Idris (2015) reported that library and information science students who receive training on cataloging and classification in university libraries or library schools have an attitude of distancing themselves from lecturers or teachers who teach cataloging and classification courses due to their negative attitude towards cataloging and classification, which affects their overall performance in Training in indexing and classification. From his study, Oyadeji (2012) discovered that undergraduate students in library and information science considered cataloging and classification courses to be very complex and broad in nature. Students also considered that cataloging lecturers were too strict and abstract, and that there was little need for traditional cataloging skills in this age of the Internet and ICT.

According to Madukoma, Onuoha, Omeluzor, and Ogbuiyi (2013), some trainee librarians and undergraduate students in library and information science show a negative perception of cataloging, classification, and training courses. Likewise, Folashade (2014) reported that a large number of undergraduate students in the field of library and information science show a thoughtless attitude toward cataloging and classification courses, making it difficult for them to understand this important aspect of library and information science. Folashade noted that for undergraduate library and information science students to achieve positive results and perform well and excellently in the cataloging and classification course, they must acquire cataloging and

classification skills and develop a positive attitude towards cataloging and classification. Cataloging work requires a lot of patience, skills, focus, and attitude. Library and information science students should develop a positive perception of cataloging and classification. If not, there will be problems associated with effective indexing and classification. Cole (2015) backs this up, stating that a pessimistic attitude might have a negative impact on undergraduate library and information science students' cataloging and categorization abilities.

Library and information science students should be interested in cataloging and classification so that they can put the required information materials into the hands of library users 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, making the task of cataloging a little easier, the attitude of undergraduate library and information science students towards this important aspect of the library profession would be positive, but observations have shown that many students are not interested in developing a positive attitude toward cataloging and classification. Some students are always in a hurry to leave the indexing unit when they are sent there for their daily routine during their industrial training, and they do not show any commitment.

In his study, Nnadozie (2013) revealed that most undergraduate students in library and information science performed poorly on cataloging and classification exams because they considered the course too difficult and uninspiring. This shows that undergraduate students in library and information science consider cataloging and classification a problematic course of study.

Methodology

This study focuses on the study of cataloging and classification as a course in the library of Kwara State University, Nigeria. A descriptive research method survey research design was used in the study, using library and information science undergraduate students from 300–400 levels in the 2019–2021 academic sessions as respondents. The questionnaire was the tool used to collect data in the study. This was applied to participants randomly, and the data were analyzed using a simple percentage and number of repetitions. The total population of five hundred and fifteen (515) undergraduate students was used for the study, and a sample of two hundred and fifty (250) respondents was drawn using random sampling.

Results and discussion of results

Here the data are presented, and the results are discussed.

Background Information

The 250 copies of the questionnaire distributed to respondents resulted in a response rate of (240) 96%. The personal characteristics of the respondents with regard to gender and age are discussed here.

Table I: Gender of respondents

Gender	Responses	Percentage (%)
Male	94	39%
Female	146	61%
Total	240	100%

The first table shows the gender of the sample members, as the number of males reached 94 individuals, representing 39%, while the number of females reached 146 individuals, representing 61%. This means that the majority of participants are female. They were between 21 and 30 years old, 228 (95%), which is an acceptable age for undergraduate students.

Discuss the results.

This section presents data based on the research questions. This is shown in tables' two to six.

Table Two: Perceptions of library and information science students towards the study of cataloging and classification

I perceive cataloging and classification	Agree	(%)	Disagree	(%)
Course is difficult, so I deal with it with a negative attitude	167	70%	73	30%
It's interesting, but for the way it was taught	56	23%	184	77%
Rules and regulations make it difficult to learn	196	82%	44	18%
It is repetitive in nature, which makes it boring	162	68%	78	32%
Scheme is too broad and cumbersome to understand	193	80%	47	20%
Very complex and broad in nature	187	78%	53	22%
Strict of the cataloguer make catalog difficult to learn	49	20%	191	80%
There are no modern tools for practical teaching	69	26%	177	74%

The second table reveals the perceptions of undergraduate students in library and information sciences towards the study of cataloging and classification. The result shows that the majority of respondents perceive cataloging and classification courses as very difficult 167 (70%) and regulations that make them difficult to learn 196 (82%); Furthermore, the schemes are too broad and cumbersome to understand 193 (80%), too complex and extensive 187 (78%), and repetitive, making them boring 162 (68%). Therefore, university students deal with it with negative behavior due to course difficulty 167 (70%). This means that the sample members have a negative perception of studying indexing and classification as a course at the university.

This finding supports the finding of Ebiwolate (2010) that despite the characteristics of cataloging and classification, which serve as indicators of information sources, the majority of undergraduate students in library science have a negative perception of the study of cataloging and classification as well as the use of library catalogs. This makes learning and using the catalog frowned upon among students in most Nigerian university libraries. Similarly, Okoroafor (2012) highlighted the misuse of library catalogs due to the negative attitude of library and information science undergraduate students towards the study of cataloging.

Table Three: Tools available to undergraduate students in library and information sciences for training in cataloging and classification

I practice using the following cats and classification tools	Agree	(%)	Disagree	(%)
Dewey Decimal Classification Scheme	200	83%	40	17%
Library of Congress Classification Scheme	230	96%	10	4%
Universal Decimal Classification Scheme	35	15%	205	85%
Notation	3	1%	237	99%
Catalog card	235	98%	5	2%
Sears list of subject headings	220	92%	20	8%
Anglo-American Cataloguing Rule	210	87%	30	13%
Call number display	82	34%	158	66%
Subject schedules	64	27%	176	73%
Cataloguing tools	89	27%	151	73%

The third table reveals the tools available to undergraduate students in library and information sciences for training in cataloging and classification. The result showed that the majority of respondents indicated the use of catalog cards 235 (98%), the Library of Congress classification system 230 (96%), the Dewey Decimal Classification System 200 (83%), and the Sears list. Subject headings 220 (92%), Anglo-American Cataloging Rules 210 (87%), and subject schedules were used as training tools. As for the universal decimal classification system, 205 (85%), abstraction tools 176 (73%), display of call numbers 158 (66%), indexing tools 151 (63%), and notation 237 (99%) were not used as part of the training tools.

This means that the main tools available to undergraduate library and information science students for training in cataloging and classification are the Dewey Decimal Classification System, the Library of Congress Classification System, the catalog card, the Sears List of Subject Headings, AACR2, and the subject schedule. This finding is consistent with the findings of Stevenson (2014), who stated that in university libraries and library schools, a large number of cataloging and classification tools are available to undergraduate students in library and information science.

Table Four: Cataloging and classification skills among university library and information science students

I have the following skills:	Agree	(%)	Disagree	(%)
Catalog skills	156	65%	84	35%
Classification skills	167	70%	73	30%
Shelving and shelf-reading skills	188	78%	52	22%
Sorting skills	58	24%	182	76%
Cutting of catalog card	230	96%	10	4%
Illustrative skills	55	23%	185	77%
Accessioning skills	57	24%	183	76%
Use of cutter numbers	42	17%	198	83%
Subject identification skills	192	80%	48	20%
Book labeling skills	195	81%	45	19%

The fourth table reveals the skills of library and information science students in indexing and classification. From the result, the majority of respondents indicated having index card cutting skills of 230 (96%), classification skills of 167 (70%), indexing skills of 156 (65%), book labeling skills of 195 (81%), subject identification skills of 192 (80%), and shelving skills of 188 (78%). This means that the main skills that library and information science students have are cataloging, classifying, and catalog card cutting.

This finding is in line with the findings of Ogunniyi (2013), who found that cataloging and classification training are offered as compulsory exercises in Nigerian university libraries and library schools. Hence, it is required that Library and Information Science undergraduates be skilled in cataloging and classification, such as the ability to catalog, the ability to classify, knowledge of cataloging tools, knowledge of classification schemes, and awareness of cataloging rules and regulations. Okoroafor (2016) reported that library and information science undergraduates are often trained in cataloging and classification on a regular basis through conferences, seminars, workshops, symposiums, or formal education, and this has resulted in the students' ability to catalog and classify information materials.

Table Five: The extent of the importance of studying cataloging and classification for bachelor's students in library and information science

Study of Cats and classification includes the following:	Agree	(%)	Disagree	(%)
I improved my cataloging and classification skills	196	82%	44	18%
Enhanced my knowledge of cats & classification rudiments	196	82%	44	18%
Given me the ability to catalog information resources	146	61%	94	39%
Given me the ability to classify information resources	146	61%	94	39%
Given me the ability to sort informational materials	81	34%	159	66%
Created awareness of cataloging and classification schemes	230	96%	10	4%
I improved my knowledge of cataloging and classification	196	82%	44	18%
Cataloging and classification are the heart of librarianship	73	30%	167	70%
It gave me a better understanding of organizing inf. resources	90	37%	150	63%
Enhance my knowledge of book labeling skills	99	41%	141	59%

Table V shows the importance of studying cataloging and classification for undergraduate students in library and information science. Participants indicated the importance of improving cataloging and classification skills, enhancing knowledge of the basics of indexing and classification, and improving knowledge in indexing and classification (82%), respectively. The ability to index information sources and the ability to classify information sources 146 (61%), respectively, created awareness of indexing and classification schemes 230 (96%) among undergraduate students.

This finding is consistent with the findings of Folashade (2014), who reported the importance of studying cataloging and classification for undergraduate students in library and information science who fit the above list.

Table Six: Problems of studying cataloging and classification among library and information science students

Hindrances	Agree	(%)	Disagree	(%)
Lack of cataloging and classification laboratories	234	97	6	3
Inadequate cataloging and classification tools	234	97	6	3
Inadequate time is allocated for the practical training of Cats & class	146	61	94	39
Inadequate cats and class of book materials to guide students	146	61	94	39
Poor cats and class skills and knowledge among undergraduates	81	34	159	66
Inadequately skilled of cats and class professionals	64	27	176	71
Challenging cataloging and classification language	64	27	176	71
Outdated practical cats and class tools used by professional	196	82	44	18

Table Six reveals the problems that hinder the study of cataloging and classification for undergraduate students in library and information sciences. According to the table, 234 (97%) of respondents identified that the lack of cataloging and classification laboratories and inadequate cataloging and classification tools are problems that hinder the study of cataloging and classification for undergraduate students in library and information sciences. Other problems are inadequate time allocated for practical training in cataloging and classification, inadequate cataloging and classification textbook materials to guide students (146, 61%), and outdated practical cats and class tools used by professionals (196, 82%). This means that the main problems that hinder the study of cataloging and classification for bachelor's students in library and information sciences are the lack of cataloging and classification laboratories, insufficient indexing and classification tools, insufficient time allocated for practical training of indexing and classification, insufficient indexing and classification of book materials to guide students, and outdated training methods.

This finding is consistent with the findings of Folashade (2014) and Stevenson (2014), who found that there is no cataloging and classification laboratory in most libraries and library schools. The laboratory is an essential resource for transforming theoretical knowledge into practical knowledge. They are closely related to laboratories and indexing instruments. The available cataloging tools are kept either in the department library or the main library because there is no laboratory to store them, which may limit students' use of the cataloging tools. Okoroafor (2016) also noted that one of the factors responsible for the negative perception of undergraduate library and information science students towards cataloging and classification is the insufficient time allocated to the teaching and practical learning of cataloging and classification. The time allocated for training indexing is usually two hours a week, which is not enough, in addition to not allocating specific time for practical applications. Ogunniyi (2013) found that the performance of undergraduate students in library and information science from the University of Ibadan and Delta State University library schools was at an average level in cataloging and classification training. The reason for this average performance in training on indexing and classification can be attributed to the students' weak attitude and negative perception towards indexing and classification, which is a factor of the lack of a cataloging

laboratory for effective practical training, lack of indexing tools, and weak indexing skills and knowledge.

This practical study of cataloging and classification as a subject taken by library and information science users is critical to the progress of library and information science. The results of the study are as follows:

- i. Library and Information Science users at Kwara State University, Nigeria, have a negative perception of the practical course of studying cataloging and classification as a course of study.
- ii. Tools available to users in library and information science for cataloging and classification practical training are the Dewey Decimal Classification System, the Library of Congress Classification System, the catalog card, the Sears List of Subject Headings, the subject heading scheme, and Anglo American Cataloguing Rules.
- iii. The skills that library and information science users have from cataloging and classification practical training are cataloging skills, classification skills, catalog card cutting, subject identification skills, and shelving and shelving reading skills.
- iv. The importance of studying cataloging and classification for users in library and information science is to improve cataloging and classification skills, enhance knowledge of the basics of indexing and classification, the ability to index information sources, the ability to classify information sources, and increase awareness of indexing and classification schemes.
- v. Some of their problems in studying cataloging and classification practical courses are the lack of a laboratory for cataloging and classification; insufficient indexing and classification tools; and insufficient time allocated for practical training in cataloging

and classification. Inadequate indexing and classification of book materials to guide students; and outdated catalog and classification schemes used for practical purposes by professionals.

Conclusion

In conclusion, Library and Information Science undergraduates have a negative perception of the study of cataloging and classification due to its complex and broad nature, thus engaging in repetitive work, which makes it boring. Hence, undergraduates approach practical training with a negative attitude. As a result, they are not skilled in the use of cutter numbers, find it difficult to sort cards and books in the desired order, make illustrations in cataloging and classification, and are not able to access and identify subject matters. These, no doubt, would have a major impact on the practice of librarianship.

Recommendations.

- i. Cataloging and classification professionals must encourage undergraduate students to learn the subject, which lies at the heart of library science.
Sufficient awareness should be created among them to arouse interest.
- ii. Sufficient cataloging and classification with practical tools Materials should be provided to guide students in a way that enables them to acquire skills related to indexing and classification.

- iii. iii. A cataloging and classification laboratory should be provided to train students in the practical aspects while allocating sufficient time for the practical learning of cataloging and classification.
- iv. iv. Adequate time should be allocated to learning cataloging and classification as a practical activity by the library.
- v. v. Professionals must strategize in their practical methods to stimulate interest in indexing and categorizing student learning in their practical training rather than studying to pass exams. vi. Appropriate practical learning by catalogers and students, respectively, in practical terms would enhance the possession of sufficient knowledge and skills necessary for strong practice in the field of librarianship after graduation.

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