

ASSESSMENT OF CATALOGUING AND CLASSIFICATION COURSE IN TWO LIBRARY AND INFORMATION SCIENCE SCHOOLS IN NORTH-EAST, NIGERIA

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ABSTRACT: *Cataloguing and classification of information resource can be the responsibility of professional librarians; various tools including Library of Congress Classification Scheme, Dewey Decimal Classification Scheme and Library of Congress Subject Heading, Anglo America Cataloguing Rules are used. Information resources are useless when access is not provided; this fundamental function is within the concept of cataloguing and classification. Thus, cataloguing and classification is an essential process that provide access to all acquired information resources of the library for it allows people to find information needed for their personal and professional growth and development. It also provides access points to information resources in a way that users will be able to find the need information or resources, with this, the study determine cataloguing and classification skills of library and information science students which is centered on Analysis of Cataloguing and Classification course in library and information science department ATBU, Bauchi and MAUTECH YOLA.*

INTRODUCTION

Systematic organization of resources in the library is achieved through cataloguing and classification education. Cataloguing and classification as a subject area in Universities has been dramatically affected by rapid changes in library and information science schools. Hijji, K.M.(2013) confirm a shortage of cataloguers in library schools due to Lack of sufficient time allocation for teaching, insufficient cataloguing and classification tools, inadequate professional staff, method of teaching and ineffective laboratories for practical's.

The tools as reported by Edeka (2000) were Anglo American Cataloguing Rules second edition (AACR2), Machine Readable Cataloguing (MARC2.), Resource Description and Access (RDA), Library of Congress Subject Headings (LCSH), SEARs List of Subject Heading and Cutter table. The most commonly used classification schemes worldwide, are Dewey Decimal Classification Scheme (DDCS), Colon Classification Scheme, Bliss Classification Scheme, Library of Congress Classification schemes (LCCS), Universal Decimal Classification Scheme (UDCS). Library and information science schools in Nigeria are facing challenges, from the researcher's preliminary investigations, most library schools do not have adequate lecturers in cataloguing and classification courses to teach. Therefore, an increasing challenge, prompted the researcher to conduct a research on the Analysis of cataloguing and classification course in the department of library and information science ATBU, in terms of teaching method, availability of tools, adequacy of time and staff strength in terms of professional cataloguers.

Analysis means the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand,

and can do with their knowledge as a result of their educational experiences, the process culminates when result is used to improve. Bowen-chang and Hosein (2009) suggest that the infusion of technological innovations in to libraries and the changing role of cataloguers have unearthed a new dimension in the sphere of cataloguing that influences its teaching as well. It is difficult to discharge a role without appropriate professional skills and competence. As the work of knowledge organization moves dominantly to a global information network environment, cataloguer will need professional upgrading various areas.

The work of a cataloguer is of professional who requires dedication and skillful use of the various tools to teach in order to have a complete knowledge of the profession that can easily link the users of the library to the needed available resources in a particular library. Ocholla and Ocholla (2014) stated that practical cataloguing/hands on is taught together with theory at all levels. The schools offering cataloguing and classification education is considered to be a core course; backbone of librarianship's professional qualification; a course that supports knowledge of library information and reference services; extremely useful for the critical analysis and synthesis of a library collection for the organization of knowledge in libraries (Boydston and Leysen 2014). Nwalo (2010) in his study on the cataloguing and classification tasks, reported that it required intellect of a cataloguer who must be knowledgeable on a wide variety of subjects and logical in thought and who must pay attention to details and have a mastery of the technicalities of classification schemes.

Classification of library resources is very important in bringing orderly arrangement and location to the resources. It is imperative for students of librarianship to have adequate knowledge of cataloguing and classification courses to prepare them for professional practice. Invariably, this will enable students to organize information resources in any library where they are employed after graduation. The human resource in cataloguing and classification consist of lecturers, laboratory instructors/assistants. These are considered very important in the facilitation of teaching and learning process in the library schools. Alimi and Balogun (2010) asserted that the success of any teaching and learning process invariably influences or depends on how effective and efficient the lecturers are, tools for practicals and as well how current they are. Obomanu and Akporehwe (2011), reported in their research, affirmed that, lecturers and instructors in cataloguing and classification should be experts in the field. Lecturers who are teaching students in the classroom and instructors handling cataloguing and classification laboratories are expected to make cataloguing and classification tools available for their practical work, while laboratory instructors/assistants are expected to guide the students in the use of cataloguing tools as it is being done in the science laboratory.

The instructional and learning materials should be adequate and meaningful to the needs of the learner (Yoloye, 2004). It is imperative that learning materials should be easily comprehended by the readers. Materials needed for teaching and learning cataloguing and classification consist of textbooks, cataloguing and classification tools, such as Library of Congress Subject Heading (LCSH), SEARS List of Subject Heading, Anglo American Cataloguing Rules (AACR2), Dewey Decimal Classification Scheme (DDCS) these materials are needed to enhance teaching and learning of the courses. Adeogun and Osifila (2011) revealed that, the availability of educational resources is very important because of its role in the achievement of educational objectives and goals. Cataloguing tools are very essential in teaching and learning cataloguing and classification courses in library schools.

Aina (2007) reported that “processing of library materials is an important task in the library profession”. The author added that, all students must be adapted to cataloguing, classification, indexing and abstracting, and that the need for these activities are expensive, yet they must be available to students on one-to- one in a LIS school. The author further described cataloguing tools are specialized publications and equipment, hardware and software used in cataloguing and classification. Although cataloguing tools are very expensive all library and information schools are expected to procure and make them available for the undergraduate students’ practicals. Aina (2007) listed the required cataloguing tools to be made available to include the following: 20 sets of both Dewey Decimal Classification (DDC) scheme and Anglo-American Cataloguing Rules (AACR2); 10 copies of Library of Congress Subject Headings; and Sears List of Subject Headings.

Undergraduate library science students are expected to register and pass all courses relating to cataloguing and classification as part of the requirements for the award of bachelor’s degree in library and information studies. Lecturers are employed in various departments in the universities to impart appropriate and adequate knowledge on the students. Appropriate teaching method is expected to be used by lecturers in teaching and learning processes in all the various courses being offered in the universities. Teaching is the art and science of using various strategies or methods in any situation to make learners learn or to facilitate their learning (Moronkola2010). It is expected that lecturers use various methods to impart the expected knowledge to be gained by learners so that learners will be able to understand and demonstrate appropriate skill required from them. Bakare (2011) and Magit (2012) observed that, the lecture method is the most common method of teaching used by lecturers in higher institutions. The lecture method is teacher-centered pedagogy. It is pertinent to note that if adequate resources are provided to enhance teaching and learning, there should also be adequate instructional time allotted for teaching to cover the course contents as well as for students to make use of cataloguing tools in the laboratories. In an educational setting, time is allotted for teaching and practical subjects/courses which requires practical classes. Cataloguing and classification courses are expected to be taught theoretically and practically in library and information schools. Allison and Olugbade (2011) citing Agabi and Olugbade (2010) noted that all school system activities are carried within a time frame which may be limited to minutes, hours, days, months or even years. In educational institutions, time table is prepared to cover subjects/courses with allocated time and classrooms to be used for teaching.

Statement of the Problem

Ideally skillful and dedicated professional librarians who acquire professional certificates are expected to teach Cataloguing and classification as subject area in library schools. Based on the preliminary observation by the researcher, that cataloguers are rarely in most library schools in Nigeria. Cataloguing and classification have been dramatically affected by rapid changes which become a challenge to library schools in Nigeria. From the researcher’s preliminary investigations cataloguers are lacking in most library schools in Nigeria. There are increasing challenges in which the following components needs to be look in to, how available are tools for practical class, how adequate is time allotted for teaching the courses, what methods are used for teaching the courses and how adequate are the qualified staff for teaching the courses? The above problems prompted the researcher to undergo for the research so that the findings may proffer a way of encouraging producing more professional

cataloguers. The library school to be investigated is Abubakar Tafawa-Balewa University Bauchi.

Objectives of the Study

The objectives of the study are to:

- i. determine the influence of the availability of tools for teaching and learning cataloguing and classification courses in library and information science department ATBU;
- ii. Determine the influence of the adequacy of time allotted for teaching and practical for cataloguing and classification courses in ATBU;
- iii. Determine the method of teaching cataloguing and classification course in library and information science department, ATBU.
- iv. Determine the adequacy of staff and their qualification in library and Information science department ATBU.

Research Questions

The following research questions will be answered in the study:

1. What is the extent of the availability of tools for teaching and learning cataloguing and classification courses in the department of library and Information Science in ATBU?
2. What is the extent of the adequacy of time allotted for teaching cataloguing and classification course in the department of library and Information Science in ATBU?
3. What is the extent of methods of teaching cataloguing and classification professionals in library and Information Science in ATBU?
4. How adequate are the Lecturers teaching cataloguing and classification course in library and Information Science in ATBU?

Significance of the Study

The result of the study will be useful to National Universities Commission (NUC), library schools, students, librarians and the libraries in related library and information science schools in Nigeria. The study will be useful to NUC in curriculum design as identified necessary tools for teaching and learning cataloguing and classification. It will help library schools in planning process to make available laboratories for students to undergo practical classes at the time need be. Study is expected to positively influence standard in teaching cataloguing and classification courses in ATBU, Bauchi

Furthermore, the results of this study are expected to analyze the availability of cataloguing tools, adequacy of time allotted for teaching the courses, method of teaching and the staff strength for teaching cataloguing and classification in library schools in Nigeria. This would provide facts that will enable Nigerian Library and Information Science Educators (NALISE) to formulate policies on teaching methods, time allocation and resources for teaching and learning cataloguing and classification courses.

Findings from the study would reveal the extent of availability of cataloguing and classification tools, adequacy of time allotted, method of teaching and provision of qualified staff that will enable library schools to design programmes to motivate the students in learning the courses which may improve their performances. In addition, information on adequacy of textbooks on cataloguing and classification in library schools in Nigeria would be revealed and may enable NALISE and library school's authority to adopt strategy in motivating lecturers in producing quality books for teaching and learning the courses. The study will add to the body of literature on cataloguing and classification in Nigeria and the world at large. The study is expected to be of great interest to researchers, cataloguers and administrators in library and information science.

Scope of the Study

The study will focus on the influence of availability and use of tools, time allocation, staff strength and method of teaching cataloguing and classification courses in library and information science department ATBU, Bauchi. Teaching methods being used by lecturers will be investigated as it affects Library schools in Nigeria. Resources like textbooks, cataloguing tools and laboratories will be analyzed as they also affect teaching cataloguing and classification courses.

METHODOLOGY

The section describes the methods adopted for the study under the following sub-headings: research design, population and sample, research instruments, data collection procedure and method of data analysis.

Research Design

The survey research method will be adopted for this study. The survey method is simple one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Okon (2007) defined research designed as a plan or blueprint which specifies how data relating to a given problem should be collected and analyzed. Aina (2008) stressed that in cross-sectional survey design, opinions of individuals are collected at one point and comparisons are made between the subgroups and is a cheap method of collecting data and it can be accomplished within a relatively short time. Since this study is concerned with the factors influencing the choice cataloguing and classification in library schools in North-east.

Population and sample

The target population of this study comprised of 736 and the sample size is 160 final year students in two university library schools in North-east, Nigeria. Abdulsalami (2005), population is a set of all elements, objects or events that are of concern for a given study. The study consists of all students in two library schools in North-East Nigeria. A breakdown of the full pledge library schools in the geopolitical zone is given in Table 3.1.

Table 3.1 Population of Undergraduate Students in two Library and information science Departments in North-East Nigeria

States	Institutions	Undergraduate Students' Population	Sample size of each library school Population of students400/500L
Adamawa state	FUTY Yola	422	95
Bauchi state	AbubakarTafawa Balewa university Bauchi.	314	65
Total		736	160

Source: Admission List.

The study will adopt systematic method that has the basic principle to give everybody in the population a chance to be of a sample” Dawson (2000) further stated that, sample technique is a process whereby researchers usually draw conclusions about large groups by taking a sample as a segment of the population selected, 400/500 level undergraduate students learning cataloguing and classification courses in two library schools in North-eastern Nigeria were selected, who constituted 160(10%) out of 736 as the entire population of all students in the schools under study. The 400/500 level students were selected because of their exposure to cataloguing and classification courses, having offered in the previously years. The selected library schools are: Abubakar Tafawa-Balewa University Bauchi and Federal university of technology Yola.

Research Instrument

The research instrument that was used for this study was self-developed questionnaire. Questionnaire is made up of closed-ended questions. A4 point Likert type scale response mode

Analysis and Presentation of Demographic Data

Table 4.2.1: Respondents' Sex

Name of Library	MOUTECH		ATBU	
	Freq.	%	Freq.	%
Male	6	54.4%	10	58.8%
Female	5	45.6%	7	41.2%

The result from table 4.2.1 above indicates that, 24 (57.1%) were males; and 18 (42.9%) were females.

Research question I: What is the extent of the availability of tools for teaching and learning cataloguing and classification courses in two library schools in North-East, Nigeria?

Table 4.2.2: Extent of Availability of Tools for teaching and Learning

Availability of tools	SA	A	TOTAL	D	S D	TOTAL
Cataloguing and Classification Laboratory	13 (31.0%)	20 (47.6%)	33 (78.6%)	6 (14.3%)	3 (7.1%)	9 (21.4%)
Anglo American Cataloguing Rules2	18 (42.9%)	20 (47.6%)	38 (90.5%)	4 (9.5%)	00 (0.0%)	4 (9.5%)
Library of Congress Subject Headings	18 (42.9%)	15 (35.7%)	33 (73.3%)	9 (21.4%)	00 (0.0%)	9 (21.4%)
Sears List of Subject Headings	14 (33.3%)	20 (47.6%)	34 (80.9%)	8 (19.0%)	00 (%)	8 (19.0%)
Dewey Decimal Classification Scheme	17 (40.3%)	13 (31.0%)	30 (71.3%)	6 (14.3%)	6 (14.3%)	12 (28.6%)
Library of Congress Classification Scheme	21 (50.0%)	13 (31.0%)	34 (81.0%)	5 (11.9%)	3 (7.1%)	8 (19.0%)
MARC 21 Coding Standard	4 (9.5%)	20 (47.6%)	24 (57.1%)	12 (28.6%)	6 (14.3%)	18 (42.9%)
Cutter Table	11 (26.2%)	14 (33.3%)	25 (59.5%)	14 (33.3%)	3 (9.1%)	17 (42.4%)
Resource Description and Access	6 (14.3%)	15 (35.7%)	21 (50.0%)	15 (35.7%)	6 (14.3%)	21 (50.0%)
Library of Congress CD-MARC	6 (14.3%)	17 (40.5%)	23 (54.8%)	11 (26.2%)	8 (19.0%)	19 (45.2%)
Gross total	128	167	295	90	35	125
Average	30.5	39.8	70.2	21.4	8.3	29.8

Table 4.2.2 describes the responses of the respondents with regards to the availability of tools for teaching and learning cataloguing and classification courses in two library schools in North-East, Nigeria. The result describes that 78.6% of the total respondents agreed that Cataloguing and Classification Laboratory are available in all the North – East school libraries. The result further shows that Anglo American Cataloguing Rules2, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification Scheme and Library of Congress Classification Scheme are all available as they have rated above 55.5%. it was described 57.1%, 59.5% of the respondents that MARC 21 Coding Standard and cutter table are also available. Also, Resource Description and Access, Library of Congress CD-MARC are available as described by 50.0% and 54.8% of the total respondents respectively.

Therefore, from this result, it is statistically significant to note that a total of 70.2% of the responses goes to agreement with the tools available in all the three library schools, as such it can be concluded that tools for teaching and learning cataloguing and classification courses in two library schools in the north-Eastern Nigeria is highly available.

Research question II: What is the adequacy of time allocated for teaching and learning cataloguing and classification in your library school?

Table 4.2.3: Adequacy of Time allocated for Teaching and Learning Cataloguing and classification

Adequacy of time allotted	SA	A	Total	D	SD	Total
Two hours is allocated per week for teaching cataloguing and classification and is not adequate	13 (31.0%)	17 (40.5%)	30 (71.5%)	8 (19.0%)	4 (9.5%)	12 (28.5%)
There is no time allocated for cataloguing and classification practical on the time in our library school	5 (11.9%)	17 (40.5%)	22 (52.4%)	14 (33.3%)	6 (14.3%)	20 (47.6%)
Three hours is allocated for teaching cataloguing and classification in our library school	13 (31.0%)	11 (26.1%)	24 (57.1%)	13 (31.0%)	5 (11.9%)	18 (42.9%)
There is practical cataloguing and classification but there is no specific time allocated for them on the time table	9 (21.4%)	13 (31.0%)	22 (52.4%)	13 (31.0%)	7 (16.7%)	20 (47.6%)
One hour is allocated per week for teaching cataloguing and classification in the library school and is not adequate	2 (4.8%)	18 (42.9%)	20 (47.6%)	13 (31.0%)	9 (21.4%)	22 (52.4%)
Time allocated for teaching cataloguing and classification is not enough to cover the course outlines	10 (23.8%)	16 (38.1%)	26 (61.9%)	9 (21.4%)	7 (16.7%)	16 (38.1%)
Practical classes for cataloguing and classification is moderately adequate	12 (28.6%)	3 (7.1%)	15 (35.7%)	7 (16.7%)	20 (47.6%)	27 (64.3%)
Extra time is needed for teaching cataloguing and classification	18 (42.9%)	17 (40.5%)	35 (83.3%)	6 (14.3%)	1 (2.4%)	7 (16.7%)
Time allocated for practical cataloguing is not adequate	20 (47.7%)	8 (19.0%)	28 (66.7%)	8 (19.0%)	6 (14.3%)	14 (33.3%)
The hours allocated for teaching the courses are not convenient	10 (23.8%)	19 (45.2%)	29 (69.0%)	12 (28.6%)	1 (2.4%)	13 (31.0)
Gross total	107	156	263	108	49	157
Average (Mean)	25.5%	37.1%	62.6%	25.7%	11.7%	37.4%

Table 4.2.3 describes the responses of the respondents with regards to the time allocated for teaching and learning cataloguing and classification in two library schools in North-East, Nigeria. The result revealed that 71.5% of the total respondents agreed that two hours is allocated per week for teaching and learning cataloguing and classification, 57.1% of the

respondents agreed three hours is allocated for teaching cataloguing and classification in each semester. Also 52.4% agreed that there is practical cataloguing and classification without specific timing in the school time table. The result also shows that 52.4% of the total respondents disagreed with the statement that said one hour is allocated per week for teaching and learning cataloguing and classification, which implies that more than one hour is allocated for it, although time is given, the next question reveals that 61.9% agreed that the time allocated for this teaching and learning is enough to cover the course out line. On practical classes, only 35.7% of the respondent agreed that the practical time is moderately adequate, whereas majority 64.3% disagreed to that, which means that the practical time is not moderately adequate. The result reveals that 83.3% of the total respondent agreed that extra time is needed for teaching and learning cataloguing and classification in their schools. Lastly, on conveniences, 69.0% of the respondents agreed that the hours allocated for teaching the course is not convenient at all.

Therefore, from this result, it is statistically significant to note that majority 62.6% of the total responses agreed with majority of the items in this table, hence this implies that the time allocated for teaching and learning cataloguing and classification is not adequate at all in all the school library under study; as such it can be concluded that time for teaching and learning cataloguing and classification in library schools in the northern Nigeria is highly not adequate.

Research question III: What teaching methods is used in teaching cataloguing and classification in your library school?

Table 4.2.4: Teaching Methods is used in Teaching Cataloguing and Classification

Teaching Methods	SA	A	Total	D	SD	Total
Lecture; talk and chalk	10 (23.8%)	27 (64.3%)	37 (88.1%)	4 (9.5%)	1 (2.4%)	5 (11.9%)
Discussion	15 (35.7%)	17 (40.5%)	32 (76.2%)	10 (23.8%)	0 (0.0%)	10 (23.8%)
Small group work	7 (16.7%)	18 (42.9%)	25 (59.5%)	10 (23.8%)	7 (16.7%)	17 (40.5%)
Large group discussion	7 (16.7%)	29 (69.0%)	36 (85.7%)	4 (9.5%)	2 (4.8%)	6 (14.3%)
Laboratory	10 (23.8%)	13 (31.0%)	23 (54.8%)	12 (28.6%)	7 (16.7%)	19 (45.2%)
Assignment	16 (38.1%)	18 (42.9%)	34 (81.0%)	8 (19.0%)	0 (0.0%)	8 (19.0%)
Field-trip	4 (9.5%)	13 (31.0%)	17 (40.5%)	14 (33.3%)	11 (26.2%)	25 (59.5%)
Practical online assignment	7 (16.7%)	17 (40.5%)	24 (57.1%)	9 (21.4%)	9 (21.4%)	18 (42.9%)
Workshops, seminars	7 (16.7%)	11 (26.2%)	18 (42.9%)	12 (28.6%)	2 (4.8%)	14 (33.3%)
Quizzes	3 (7.1%)	19 (45.2%)	22 (52.4%)	6 (14.3%)	14 (33.3%)	20 (47.6%)
Gross total	86	182	268	89	53	142
Average (Mean)	20.9%	44.4%	65.4%	21.7%	12.9%	34.6%

Table 4.2.4 sought to answer research question 3 which sought to find out the methods used in teaching cataloguing and classification in school library. From the result obtained in the study, the result reveals that among the ten (10) teaching methods of teaching the course, it was found out that 88.1% of the total respondents agreed that lecture; talk and chalk is the methods used in teaching cataloguing and classification, 85.7% agreed that large group discussion is the method, 81.0% agreed that given assignment is the best method, also 76.2% agreed that its discussion, others are small group work and quizzes.

Therefore, from this result, among the 10 methods, only four was effectively agreed upon by the respondents according to the percentages these are; 88.1% for lecture; talk and chalk methods, 85.7% for large group discussion method, 81.0% for assignment, and 76.2% for discussion.

Research question IV: What is the adequacy of professional Lecturers in your library school? Tick (√) as appropriate

Table 4.2.5: Adequacy of Lecturers in School Libraries

Adequacy of Lecturers	SA	A	Total	D	SD	Total
There is no professional lecturers in the field of cataloguing and classification course in my library school	8 (19.0%)	8 (19.0%)	16 (38.0%)	21 (50.1%)	5 (11.9%)	26 (62.0%)
There is only one (1) lecturer teaching cataloguing and classification course in my school.	6 (14.3%)	12 (28.6%)	18 (42.9%)	14 (33.3%)	10 (23.8%)	24 (57.1%)
There is adequate lecturers that influence my teaching cataloguing and classification courses in my school.	8 (19.0%)	22 (52.4%)	30 (71.4%)	12 (28.6%)	00 (0.00%)	12 (28.6%)
There is an instructor/Assistant Assisting the lecturers in teaching and cataloguing and classification in my library school.	7 (16.7%)	17 (40.5%)	24 (57.2%)	15 (35.7%)	3 (7.1%)	18 (42.9%)
There are no enough lecturers teaching cataloguing and classification course in my school.	13 (31.0%)	17 (40.5%)	30 (71.4%)	7 (16.7%)	5 (11.9%)	12 (28.6%)
Gross total	42.0	81.0	123	58.0	29.0	87.0
Average (Mean)	20.0%	38.6%	58.6%	27.6%	13.8%	41.4%

Table 4.2.5 sought to answer research question 4 which sought to find out the adequacy of professional lecturers in school library. From the result obtained only 38.0% of the total respondents agreed that there are no professional lecturers in the field of cataloguing and classification course in library school, whereas majority 62.0% disagreed to that, which implies that there are professional lecturers in the field of cataloguing and classification course in my library school. The result also indicated that majority of the respondents' (57.1%) claims that there is not only one (1) lecturer teaching cataloguing and classification

course. Also, item 3 shows that 52.4% of the respondents agreed that there is adequate lecturers that influence their teaching cataloguing and classification courses. On instructors and assistance, 57.2% of the respondents agreed that there is an instructor/Assistant assisting the lecturers in teaching and cataloguing and classification in most school libraries. Lastly, the result shows that 71.4% of the respondents agreed that there are no enough lecturers teaching cataloguing and classification course in most school.

Therefore, from these results, it is clear that even though there are instructors of cataloguing in most of the schools, there are no enough professional lecturers.

Research question V: What is the qualification of lecturers teaching cataloguing and classification courses in your library school?

Table 4.2.5: Qualification of Lecturers Teaching Cataloguing and Classification Courses

Teachers/Qualifications	SA	A	Total	D	SD	Total
All graduate Assistants with BLS only	10 (23.8%)	6 (14.3%)	16 (38.1)	14 (33.3%)	12 (28.6%)	26 (61.9%)
A graduate Assistant and Assistant lecturer BLS and MLS only	2 (2.4%)	17 (40.5%)	19 (45.2%)	12 (28.6%)	11 (26.2%)	23 (54.8%)
Two Lecturers with MLS qualifications only	16 (38.1%)	6 (14.3%)	22 (52.4%)	9 (21.4%)	11 (26.2%)	20 (47.6%)
one graduate assistant Lecturer with MLS, and PhD (senior lecturer)	6 (14.3%)	18 (42.9%)	24 (57.1%)	11 (26.2%)	7 (16.7%)	18 (42.9%)
Two lecturers, MLS and PhD holder (senior lecturer)	10 (23.8%)	12 (28.6%)	22 (52.4%)	16 (38.1%)	4 (9.5%)	20 (47.6%)
Gross total	44	59	103	62	45	107
Average (Mean)	20.9%	28.1%	49.0%	29.5%	21.4%	51.0%

Table 4.2.5 describes the responses of the respondents with regards to qualification of lecturers teaching cataloguing and classification courses in two library schools in North-East, Nigeria. The result reveals that 38.1% of the total respondents agreed that all the teachers of cataloguing and classification are graduate assistance, the result further shows that 52.4% agreed lecturers of cataloguing and classification included a graduate assistant and assistant lecturer BLS and MLS only, whereas 52.4% agreed that the lecturers has Masters in Library Sciences, 57.1% agreed that one graduate assistant, lecturer with MLS, and PhD (senior lecturer).

From these results, it is practically clear that majority of lecturers teaching cataloguing and classification courses in the schools are teachers with masters' qualification only.

SUMMARY OF FINDINGS

This research work was able to find out five major findings which relates to the problems stated in the introduction of this study; these findings are that;

1. Tools for teaching and learning cataloguing and classification courses in library schools in the north-Eastern Nigeria is highly available. Majority 62.6% of the total responses agreed with majority of the items in this table, hence this implies that the time allocated for teaching and learning cataloguing and classification is not adequate at all in all the school library under study; as such it can be concluded that time for teaching and learning cataloguing and classification in library schools in the north-Eastern Nigeria is highly not adequate.
2. Among the 10 methods, only four was effectively agreed upon by the respondents according to the percentages these are; 88.1% for lecture; talk and chalk methods, 85.7% for large group discussion method, 81.0% for assignment, and 76.2% for discussion.
3. That even though there are instructors of cataloguing in most of the schools, there are no enough professional lecturers.
4. Majority of lecturers teaching cataloguing and classification courses in the schools are teachers with masters' qualification only.

CONCLUSION

The following observations are made on the analysis in the course of this study, they include:

- i. Some students still have negative attitude towards cataloguing and classification despite their major role play in librarianship activities.
- ii. Traditional teaching method of cataloguing and classification employed by the lecturers makes it boring to the students thereby, creating negative motion towards the courses (cataloguing and classification).
- iii. There are no enough tools and equipment to practicalize cataloguing and classification in the laboratories
- iv. They get confused while trying to catalogue and classify a given book and there is no enough time to practice in their own as well as the nature of the schemes and subject headings make them dislike cataloguing and classification which led to the consuming of their time.

RECOMMENDATION

Base on the findings on research conducted, the following recommendation can be considered.

1. The cataloguers and classifiers should be given more training on the aspect of cataloguing and classification so as to impact the knowledge acquired there to the students
2. The management should make provision for computers to work with in the laboratory connected with internet so as to have access to latest rules guiding the cataloguing and classification activities
3. There should be group for team work and collaborate so that students will be sharing idea together and this will enhance their comprehension on the cataloguing and classification activities
4. Lecturers that are taking cataloguing and classification should improve their method of teaching and they should be breaking down the terms used in the schemes and subject headings to the student's languages
5. The cataloguing and classification teaching environment should be conducive this will aid the comprehension of students
6. The laboratory should be well equipped with necessary tools and equipment such as adopted classification scheme by librarianship school, subject heading like library of congress subject heading, sear's list of subject headings, treasuries, dictionaries, encyclopedias cutter tables, authority file etc
7. Lecturers should devote enough time to teach them (students) how to classify and catalogue and enough time should be given to the students to carry out the practical on their own
8. There should be mutual understanding between the training lecturers and students so as to create effective communication while teaching them in class

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