



LINK BETWEEN LECTURER IMMEDIACY AND ACADEMIC ACHIEVEMENT IN CATALOGUING AMONG MASTER DEGREE STUDENTS IN LIBRARY AND INFORMATION SCIENCE SCHOOLS IN SOUTHERN NIGERIA

Michael Jato^{1*} and Kenneth Ivo Ngozi Nwalo²

¹University Library, Adeyemi Federal University of Education, Ondo.

²Library, Archival and Information, Faculty of Education, University of Ibadan, Ibadan.

*Corresponding Author's Email: michaeljato53@gmail.com

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ABSTRACT: *The study investigated the link between lecturer immediacy and academic achievement in cataloguing among master degree students in LIS schools in Southern Nigeria, where there is a preponderance of LIS schools. Descriptive survey design of correlational type was used and total enumeration was adopted to include all the 420 master degree students, with 360 valid response rates for the study. The result reveals that the academic achievement of master degree students in LIS schools was good. There is a remarkable positive link between lecturer immediacy and master degree students' academic achievement in cataloguing in LIS schools. The study concludes that master degree students in library schools have good mastery of cataloguing at knowledge, comprehension and evaluation levels but are deficient in application, analysis, and creative aspects. Master degree students should improve their academic performance in application, analysis and creative aspects in cataloguing in order to have adequate knowledge of cataloguing courses.*

KEYWORDS: Lecturer immediacy, Cataloguing, Achievement, Master degree student, LIS.



INTRODUCTION

Academic achievement is one of the major parameters used to determine the academic progress of students in Library and Information Science Schools in Nigeria. Academic achievement is the improvement of a student's present knowledge and abilities as indicated by their Grade Point Average (GPA), as well as by their personality development and academic advancement from lower to higher study levels (Basri, Alandejani & Almadani, 2018). In accordance with Steinmayr, Meinbner, Weidinger and Wirthwein (2020), academic achievement is a measure of educational performances that indicates how well a student has finished particular goals which are the major target of activities in instructional contexts, such as schools, colleges, and universities. An academic achievement is a fairly wide field and encompasses a broad spectrum of educational accomplishments. As a result, the metrics employed to evaluate academic achievement determine how it should be defined. There are more curriculum-based criteria, such as grades or success on an educational achievement test, as well as more generic indications, like declarative information (facts) and procedural knowledge (skills) gained in an educational system (Steinmayr et al., 2020). There are other indications of academic achievement that are cumulative, such as degrees and certificates. Academic achievement is one of the most important outcomes of formal educational experiences and it plays a vital role in students' academic success (Moore, 2019; Sakiz, Ozdas, Goksu & Ekinci, 2021). The primary focus of this study is the master degree students' academic achievement in cataloguing. Master degree students of Library and Information Science (LIS) schools need to have good mastery of cataloguing courses to enhance their academic achievement. Therefore, every LIS school' student is expected to take cataloguing courses seriously from the onset.

Cataloguing is the description of any information carrier to point out the important bibliographic features. It has descriptive and subject aspects: Descriptive cataloguing, as the term implies, is the description of any information carrier to point out the important bibliographic features like author/creator and date of publication. Identifying and characterising the information carrier's physical and bibliographic features, as well as deciding which name or titles to be used as access points, are the main goals of descriptive cataloguing. The important bibliographic and physical features serve as either access points or identifiers to the stock of library collections and thus promote a good information retrieval system (Nwalo & Rafiu, 2016; Rafiu, 2021).

In the cataloguing process, cataloguers create bibliographic records that serve as links to items in a library collection. Cataloguing is the core of library services because it provides and maintains subject matter for the library list utilising content standards, encoding outlines and regulated vocabularies (Snow & Hoffman, 2017). According to the authors, these facilitate discovery and access to library collections. Therefore, the fundamental library function of providing precise access to information resources is through the process of cataloguing. Cataloguing involves a complex process and as such, it is a knowledge and skill that can only be learnt and developed over time. Cataloguers indeed need to learn cataloguing rules and adapt to using complex cataloguing tools.

Cataloguing tools have been devised to provide guides and to ensure standards in the creation of descriptive records. They include Anglo-American Cataloguing Rules, Second Edition (AACR2), Machine Readable Catalogue (MARC21), formats for organised data and Resource Description and Access (RDA). Harrington (2004) and Atinmo and Oyelude (2016) observed that cataloguing in itself is imperfect, and so its rules are continually changing. For instance,



in the past, AACR provided codes and rules for the structure and standard for the records of information resources without a rival. In the 21st century, however, cataloguing is increasingly associated with Resource Description and Access (RDA). RDA is a specification tool for descriptive cataloguing that provides data attributes and guidelines for capturing the contents and formulation of bibliographic metadata for description and gateway to information resources covering all forms of content and media (Librarianship Studies and Information Technology, 2021). RDA has transformed cataloguing from analogue to digital activity because it has provided guidelines for cataloguing both digital and non-digital resources.

Subject cataloguing involves assigning descriptive keywords to a bibliographic resource (Schools Catalogue Information, Services, 2020). Subject cataloguing is the analysis of the content of the information materials, including allocation of class marks (classification). The term classification was coined from the Latin word “classes” which in Ancient Rome was used to describe people with unique qualities and, as such, a member of that group. Classification is bringing order out of disorder, and in respect of libraries, it means to organise a piece of information (Koganuramath, 2012). Essentially, classification assists in ordering things according to their similarity and unlikeness, and it is also a technique employed in segregating or grouping things. It consists of a procedure for arranging, grouping, coding and organising books and other library materials on shelves or entries of a catalogue/database according to their subject in a systematic, sequential and assistive way by allotting the retrieval numbers with the aid of a classification system (Librarianship Studies and Information Science, 2023). Therefore, library classification is the systemisation of data repositories in a method that is majorly beneficial to clients of knowledge hubs.

Cataloguing and classification depict an essential intelligent pillar which the work of the library discipline depends on. They focus on the interpretability of catalogue entries and the discovering of information and are basic to the success of any library function (Caborero & Dolendo, 2013; Adeleke & Olorunsola, 2015). Cataloguing and classification are two complementary tasks that are basic to bibliographic control that foster quick location and timely retrieval of library resources by the clientele. Cataloguing and classification are crucial components of library practices, while the cataloguing guides offer knowledge on concrete and superficial elements of documents. Classification, on the contrary, assists in locating the documents in the large repository of the knowledge hub easily. As the foundation of the organised information resources that make library resources easily accessible and retrievable in a timely manner, cataloguing and classification courses provide the basis of education in libraries and information science. It is a strong possibility that the teaching and learning of cataloguing and classification will equip the would-be librarians with the requisite knowledge and skill to provide precise access for a timely retrieval of library resources. All master degree students, therefore, should ordinarily understand the art, not only to be able to organise the library resources but also to search the library catalogue and other discovery tools effectively to assist library users. It would be vital for the master degree learners in library schools to possess documentation and grouping knowledge skills to prepare them well for the professional practice.

In recognition of the importance of cataloguing and classification in the library profession, they are often being offered as compulsory modules in LIS schools in Nigeria (Adamu, 2018). LIS schools provide formal education and training to prospective librarians. LIS programmes have long placed a high value on cataloguing and classification (Luther, 2010). At the University of Limpopo, South Africa, for example, a classification module is offered as a mandatory unit for



obtaining an information science certificate (Mahlatji, Maphopha & Dikotla, 2016). Master degree students in LIS are required not only to register but also to pass modules relating to cataloguing and classification as components of conditions to meet before granting a master degree in library schools in Nigeria.

The compulsory status of cataloguing and classification subjects implies that master degree students must register and pass them, at least, with a 45% score before they can graduate. Thus, it is essential that master's degree students succeed academically in cataloguing and classification. Nonetheless, existing research indicates that the majority of students of LIS schools in Nigeria view cataloguing and classification as challenging courses, leading to a fear of these subjects (Atinmo & Oyelude, 2016; Adamu, 2018). According to Nwalo (2012), for example, students typically attempt to keep their distance from the lecturers teaching cataloguing and classification out of fear and hatred rather than out of respect. Atinmo and Oyelude (2016: 129) also averred that the subject is considered difficult, such that to some of the students of LIS, "the fear of cataloguing and classification is the beginning of wisdom". According to the authors, students pass the fear to others who come after them and thus create a phobia for the subject. Thus, there is a need to create a supportive learning environment for the master degree students of LIS schools to lessen the fear and phobia. One of the ways to alleviate these challenges is through lecturer immediacy.

Immediacy describes an impression of physical or psychological intimacy that occurs during communication actions and leads to attraction to and a favourable opinion of the communicator (Asiri, 2013). Immediacy encompasses a diverse range of verbal and non-verbal communications that could be applied to communicate verbal expressions and non-verbal cues of body language in a traditional classroom setting. Immediacy behaviours describe the positive characteristics employed to relay messages verbally and non-verbally while teaching. These behaviours create a supportive classroom climate for the students to be more self-initiating, self-confident, and less anxious. Amoozegan (2023) also states that as a result, students feel comfortable and like learning, and that they also experience other beneficial instructional outcomes like academic success. Lecturer immediacy could be instrumental in facilitating learning and academic achievement in the cataloguing and classification of the master degree students in LIS schools. In particular, the lecturers could capture master degree students' interest in learning cataloguing and classification to improve academic achievement if they build positive characteristics via verbal and non-verbal immediacy. Verbal immediacy describes spoken utterances employed by the lecturer to create within the learners a measure of love or hatred toward him. Expressions like semantics in current or past action words, likelihood, possession declarations, and collective allusions are examples of expressive stylisations that fall within the category of verbal immediacy. Calling learners by name, requesting their ideas, and promoting feedback are examples of verbal immediacy behaviours (Mehrabian, 1981). Lecturers' use of signals and countenances encouragingly are many of the instances that indicate lecturers' use of non-verbal immediacy behaviours (Ozdaz, 2022). The argument behind non-verbal immediacy is that students will feel more connected to and fond of the instructor and the course material if they view a teacher exhibiting certain non-verbal behaviours. It is related to the willingness of students to involve in and add to class brainstorming, as well as their comprehension of their intellectual and affective mastery (Candelaria & Clements, 2023). The impressions are transmitted via conducts which include smiling, visual connection, head nodding, body contact and including gestures. Non-verbal immediacy seems to determine students' perception of the teacher and the course materials.



Positive perception of the students for the teacher and the course material could be instrumental to active participation and engagement in class discussions, which may enhance academic achievement. It is on this premise that the study investigates the link between lecturer immediacy and academic achievement of master degree students in cataloguing in Southern Nigeria.

Statement of the Problem

Cataloguing is one of the most important subjects taught in library schools. Cataloguing has two aspects (descriptive and subject) often referred to as the hub, pivot, heart and the core of librarianship. Descriptive and subject (classification) cataloguing are required courses in LIS schools in Nigeria because they are indispensable. However, observation has shown that despite the compulsory status of these courses, most master degree students of library schools often express apprehension over the subjects. Consequently, the academic achievement of students in cataloguing and classification is known to be poor relative to other library courses. The low academic achievement could be as a result of lecturer immediacy. The communication styles employed by a lecturer during a teaching-learning exercise could either facilitate or hinder learning and academic achievement. Literature has revealed that the lecturer, who employs verbal and nonverbal immediacy positively, creates a friendly classroom environment for students to learn and also promotes their academic achievement. On the other hand, when a lecturer employs verbal and non-verbal immediacy negatively, this creates a hostile classroom environment and impedes students' learning and academic achievement. The academic performance of master's degree students in LIS schools in cataloguing may have an impact on librarianship practices in Nigeria. In this context, the research investigates the link between lecturer immediacy and academic achievement in cataloguing among master students in LIS schools in Southern Nigeria.

Purpose of the Study

Primary goal of the investigation is to explore the link between lecturer immediacy and academic achievement in cataloguing among master degree students in LIS schools.

The definite goals are to:

- i. determine the level of academic achievement of master degree students in cataloguing;
- ii. find out frequency of lecturer immediacy while teaching cataloguing; and to
- iii. ascertain the connection between lecturer immediacy and academic achievement of master degree students in cataloguing;

Research Questions

- i. What is the level of academic achievement of master degree students in cataloguing?
- ii. What is the frequency of lecturer immediacy while teaching cataloguing?

Hypothesis

The null hypothesis was tested in the study at the 0.05 level of significance.



There is no remarkable link between lecturer immediacy and academic achievement of master degree students in cataloguing in LIS schools.

LITERATURE REVIEW

Academic success is a multifaceted concept that comprises various dimensions of cognitive development. For instance, intellectual achievement defines whether one can take part in higher education, earn educational degrees and certificates and based on the educational degrees and certificates one possesses, could shape individual occupational engagement after graduation. Academic achievement is one of the most important outcomes of formal educational experiences and there is no doubt about the vital role academic achievement could play in a student's academic success (immediate) and later life (Moore, 2019). Academic achievement could be categorised as minimal, average or outstanding achievement. Unsatisfactory achievement describes suboptimal performance of a student attainment, for example, exceptional cognitive ability of a student, and when the degree of academic achievement is in the middle (average) or even, there is a noticeable void between intended achievements and actual achievement. On the other hand, high achievement refers to a student with a greater scholarly accomplishment than projected (Cheng, Wang & Liu, 2019). Studies by Adamu (2018) and Rafiu (2021) have shown that students' academic achievement in cataloguing is below average (lower) when compared with other librarianship courses. However, there are studies that have reported both positive (above average) and negative (below average) students' academic achievement in cataloguing and classification.

Mahlatji, Maphopha and Dikotla (2016) reported poor academic achievement when the authors stated that the re-evaluation of students' mastery in classification examinations and terminal evaluation was poor in spite of extra tutorials, peer discussion, and practicals at the University of Limpopo. The study revealed that in the area of classification proficiency, a large proportion of respondents pointed out that they possess the skill to follow classification processes to some extent but find it complicated to determine the subjects of information resources. The authors argued that the process of classification starts by determining the subjects; failure to be able to determine the subjects of information materials would mean that library information resources would be misplaced. Atinmo & Oyelude (2016) also reported an unsatisfactory academic achievement in cataloguing and classification courses. The authors stated that year after year, lecturers teaching the courses have to contend with large numbers of students because of the students who had failed the course in the previous session and had to carry it over to the following session. Widespread beliefs claimed that cataloguing is the most difficult key subject in the Librarian Licensure Examination (Caborero & Dolendo, 2013). In support of the assumptions, the authors listed the academic performance of the takers in the examination from 2007 to 2012. The lists showed that the academic performance of the takers from 2007 to 2012 was poor. The poor results corroborated the findings by Atinmo and Oyelude (2016), which revealed that yearly, lecturers who teach cataloguing and classification courses have to teach a very large number of students because of those who had failed the course in the previous academic session. In contrast to the findings, the results from the assessment of cataloguing in the library and information science professionals in the Philippines were quite remarkable, particularly in descriptive cataloguing (Caborero & Dolendo, 2013). The result showed that the librarians from the five schools assessed scored higher marks in descriptive cataloguing. Ogunniyi and Nwalo (2015) adopted a correlation research design to investigate the academic



achievement of the undergraduate students in cataloguing and classification. The authors found that the achievement of the undergraduate students in cataloguing and classification in LIS schools in Southern Nigeria was above average. Unlike the result of Ogunniyi and Nwalo (2015), Rafiu and Nwalo (2016) discovered that the academic achievement of the students in cataloguing and classification was below midpoint (44.4%).

Many reasons have been advanced for the negative academic achievement of students in cataloguing and classification, for instance, English language proficiency (Rafiu & Nwalo, 2016); negative attitude (Adamu, Yunusa & Miringa, 2017); insufficient time (Ogunniyi & Nwalo, 2016; Adamu, 2018); and resources utilisation (Ogunniyi & Nwalo, 2015). The findings by these researchers have shown that factors such as language proficiency, insufficient time, and negative attitude could be responsible for the negative academic accomplishment of students in cataloguing and classification. Rafiu (2021) investigated the influence of attitude on students' academic achievement in cataloguing and classification in Nigerian polytechnic-based library schools, paying particular attention to attitude. The findings of the research showed a strong association between students' mindsets and academic performance in cataloguing and classification subjects. Academic progress in LIS courses may suffer from students' unfavourable attitudes toward perceived difficult subjects like cataloguing and classification. When students have fear and dislike for either the lecturer or the course materials or both, it is very unlikely for them to have a remarkable academic achievement in the course. However, the study is interested in the link between lecturer immediacy and master degree students' academic achievement in cataloguing.

The immediacy of the instructor has been a popular subject of investigation and study in recent decades. Researchers have concentrated mostly on how instructors' verbal and non-verbal behaviours, both verbal and non-verbal immediacy, affect students' experiences and academic performance in the classroom (Al Ghambi, 2017; Sakız et al., 2021). The extent of students' learning and academic achievement is greatly influenced by the instructor's immediate communication behaviours. Mehrabian (1981) described immediacy as the qualities that are cue-driven and consequently intensify the symbiotic sensory catalysts between the communicator and the communicant. Research results have demonstrated that instructors' verbal and non-verbal communication are essential for shaping students' learning activities as well as for enhancing students' communication skills with one another and with their lecturers (Allen, Witt & Wheelless, 2006; Al Ghamdi, 2017). Andersen, Andersen and Jensen (1979) focused on investigating Mehrabian's assertions on the impact of immediacy on students' learning and academic accomplishment in relation to the importance of immediacy in an educational setting. Immediacy quickly came to be the subject of several research studies as an instructional communication element in an educational setting. Thus, starting in the 1970s to the tail end of 20th Century, immediacy investigators in tertiary institutions created research measurement techniques targeted at determining the interdependence between the constructs of instructor immediacy and students' achievement (Asari, 2013; Foutz, Violanti & Kelly, 2021; Ozdas, 2022).

Research results have demonstrated that instructors' verbal and non-verbal communication are essential for shaping students' learning activities as well as for enhancing students' communication skills with one another and with their lecturers (Allen, Witt and Wheelless, 2006; Al Ghamdi, 2017). Immediacy is one of the facets of instructors' classroom behaviours, which is divided into two important parts: verbal and non-verbal (Kalat, Yazdi, & Ghanidadeh, 2018). The positive relationship (immediacy) between lecturer and student as related to



learning and academic achievement has been well established in recent times (Fernandes, 2019; Derakhshan, 2021; Foutz, Violanti & Kelly, 2021). Derakhshan (2021), for instance, stated that instructors' countenance and eye engagement played primary functions in students' learning of language and dynamic class engagement, which may invariably facilitate academic achievement. Non-verbal conversation facilitates learners' behaviours towards a lecturer and subsequently promotes degree of class involvement and consequently the academic achievement on the course. This illustrates that instructors' non-verbal expression contributes a recognisable part in instruction, learning and academic achievement (Verma & Chandel, 2015; Ozdas, 2022).

A study by Hussain et al. (2021) showed that covariance schema results revealed that teacher verbal immediacy and non-verbal immediacy values were highly interconnected to each other. The correlational analysis of the study further revealed that there remains a beneficial solid connection in university students' encouragement to learn and their view of teachers' verbal, non-verbal, and combined immediacy. The correlational findings confirmed the previous research studies (Fallah, 2014; Fernandes, 2019; Paul, Maiti and Nath, 2019) that a strong association between verbal, non-verbal, and entire teacher immediacy and students' encouragement to learn occurs. Ballester (2015) discovered that for three groups, the type of lecturer had a significant impact at the $p < .05$ level on the observers' perceptions of verbal and non-verbal immediacy. The mean verbal immediacy score for instructor A was substantially lower than the mean scores for teachers B and C, according to a post-hoc comparison using the Bonferroni test. The mean score of nonverbal immediacy for teacher A was also significantly lower than the mean score for teacher B and teacher C. Studies by Sakız *et al.* (2021) and Asiri (2013) concluded that teacher immediacy appears to be an important aspect in fostering student communication and academic accomplishment as well as in building interpersonal interactions with students. Similarly, Kalat et al. (2018) found that the most frequent codes resulting from teachers' immediate consequences were affective (interpersonal relation) and cognitive (attention). Unlike the findings of Kalat *et al.* (2018) and LeFebvre and Allen (2014), which found that teacher immediacy correlated positively with cognitive learning. The study revealed that when the students experienced higher teacher immediacy, it correlated to an increase in cognitive learning as evidenced by a higher grade in the course.

In a recent study by Ozdas (2022), it was discovered that the quantitative data on students' interpretations of the instructor's immediacy, opinion and behaviours correlate with academic achievement. The study revealed that teachers' encouraging postures and behaviours favourably shaped the students' cognitive accomplishment and their unfriendly attitudes and conduct negatively influenced the students' achievement. The author concluded that being delightful, maintaining the right conversation, politeness and teachers' use of body language clearly were many of the instances pointing to teachers' favourable postures and behaviours. Another study by Amoozegan (2023) also indicated that pedagogical immediacy is favourably linked to observation. Studying and estimated competence acquisition are fantastically connected with lesson contentment. The research further demonstrated that when instructors exhibited immediacy behaviours in engagement with students, they were encouraged to pay closer attention, which fosters students' academic achievement. Unlike early research, recent studies have established a positive relationship between lecturer immediacy and student academic achievement.

Albert Mehrabian's Implicit Communication Theory anchors this study, which is based on principles of implicit communication schema; information is perpetually conveyed through a



level of verbal and non-verbal conversation referred to as immediacy. In another way, information is transmitted through explicit and implicit means. Explicit information seems to convey the content, while the implicit communication carries sentiments and passions. Mehrabian (1981) described implicit conversation as the “area of expressions not articulated by accurate grammar but expressions of emotions and mindset beyond the contents relayed by speech” (p. 2). Therefore, explicit information is naturally verbal, but implicit points to non-verbal conversation. Witt, Wheelless, and Allen (2004) remarked that both verbal and non-verbal communication behaviours have been united under the construct of immediacy. The inference of the theory to the investigation is that if lecturers teaching cataloguing create a supportive atmosphere within the classroom through verbal and non-verbal immediacy communications, it would improve the teacher-student relationship. When the learners perceive that the language of a teacher conveys affective feelings of warmth, closeness and belonging, it would promote the learners intellectual learning and remembering and students’ mindsets of the teacher’s efficiency and academic achievement.

METHODOLOGY

The correlational type of descriptive survey design was employed in the course of the investigation. It also refers to the type of research that purports to gather evidence on the current condition of a phenomenon and a reliable representation of circumstances, people and events (Rahi, 2017). This research design is suitable for this study, as data were systematically collected from a sample population to know their status quo in respect of the variables in the study. The correlational aspect of the design determined the level of association between the independent and dependent indicators.

The study applied the census method to choose all the master degree students in LIS schools investigated. Complete enumeration technique was preferred because the population of the master degree students is manageable in LIS schools. All the master degree students offer courses in cataloguing and classification compulsorily. Therefore, all the 420 master degree students of LIS were involved in the inquiry but the valid response rate was 360. The instruments employed for data gathering in the investigation are the questionnaire and achievement test. The questionnaire instrument was adapted but the academic achievement test was self-designed. Google Forms was the template used for the questionnaire instrument. Extended Google Form (EGF) was the template used for the 25 items academic achievement test of master degree students in cataloguing and classification.

Descriptive and inferential statistics were adopted for the analysis of the research data. The data were collated and analysed using descriptive statistics like percentages, frequency count, mean and standard deviation. Research questions 1-2 were analysed using percentage, mean and standard deviation. The null hypothesis was tested using the Pearson Product Moment Correlation.



RESULTS/FINDINGS

Table 1a: Level of academic achievement of master degree students in cataloguing in LIS schools

Q	EXC (5)	G (4)	AV (3)	F (2)	P (1)	MEAN
1	1(0.3%)	5(1.4%)	9(%)	55(%)	290(%)	1.26
2	33(9.2%)	110(30.6%)	181(50.3%)	15(4.2%)	21(5.8%)	3.33
3	13(3.6%)	57(15.8%)	41(11.4%)	98(27.2%)	151(41.9%)	2.12
4	27(7.5%)	97(27%)	53(14.7%)	59(16.4%)	124(34.4%)	2.57
5	65(18.1%)	157(43.6%)	93(25.8%)	13(3.6%)	32(8.9%)	3.58
6	90(25%)	132(36.7%)	96(26.7%)	18(5%)	24(6.7%)	3.68
7	22(6.1%)	68(18.9%)	111(30.8%)	71(19.7%)	88(24.4%)	2.63
8	23(6.4%)	79(21.9%)	90(25%)	87(24.2%)	81(22.5%)	2.66
9	11(3.06%)	49(13.6%)	66(18.3%)	114(31.7%)	120(33.3%)	2.21
10	20(5.6%)	72(20%)	91(25.3%)	88(24.4%)	89(24.7%)	2.57
11	29(8.1%)	99(27.5%)	91(25.3%)	58(16.1%)	83(23.1%)	2.81
12	53(14.7%)	120(33.3%)	82(22.8%)	72(20%)	33(9.2%)	3.24
13	21(5.8%)	77(21.4%)	103(28.6%)	89(24.7%)	70(19.4%)	2.69
14	12(3.3%)	33(9.2%)	33(9.2%)	112(31.1%)	170(47.2%)	1.90
15	13(3.6%)	54(15%)	68(18.9%)	115(31.9%)	110(30.6%)	2.29
16	19(5.3%)	138(38.3%)	110(30.6%)	23(6.4%)	70(19.4%)	3.04
17	23(6.4%)	148(41.1%)	111(30.8%)	40(11.1%)	38(10.6%)	3.22
18	24(6.7%)	140(38.9%)	94(26.1%)	49(13.6%)	53(14.7%)	3.09
19	11(3.1%)	49(13.6%)	30(8.3%)	121(33.6%)	149(41.4%)	2.03
20	10(2.8%)	81(22.5%)	101(28.1%)	70(19.4%)	98(27.2%)	2.54
21	27(7.5%)	131(36.4%)	100(27.8%)	69(19.2%)	33(9.2%)	3.14
22	14(3.9%)	97(26.9%)	87(24.2%)	70(19.4%)	92(25.6%)	2.64
23	7(1.9%)	50(13.9%)	48(13.3%)	106(29.4%)	149(41.4%)	2.06
24	17(4.7%)	122(33.9%)	80(22.2%)	78(21.7%)	63(17.5%)	2.87
25	8(2.2%)	55(15.3%)	90(25%)	91(25.3%)	116(32.2%)	2.30
Weighted Mean = 2.66						

Key: Excellent (EXC), Good (G), Average (A), Fair (F) Poor (P)

Table 1a shows the degree of academic achievement of the participants in cataloguing in LIS schools in Southern Nigeria. It was found that ($\bar{x} = 1.26$) was the least mean and ($\bar{x} = 3.68$) was the highest mean. The inferences that could be drawn based on the weighted mean ($\bar{x} = 2.66$) are that the academic achievement of the participants in cataloguing in LIS is above average.

**Table 2a: Frequency of lecturer verbal immediacy while teaching cataloguing in LIS schools**

S/N	Statement	VO	O	R	N	Mean
1	uses examples of his experiences to describe a concept.	158 43.9%	151 41.9%	3626.1	15 4.2%	3.26
2	asks students how they felt about an assignment.	79 21.9%	166 46.1	94 26.1%	21 5.8%	2.84
3	commends students' answers, comments or actions when they are right.	180 50.0%	130 36.1%	40 11.1%	10 2.8%	3.33
4	asks questions or encourages students to express their views.	180 50.0%	148 41.1%	26 7.2%	6 1.7%	3.39
5	addresses students by first name.	108 30.0%	162 45.0%	61 16.9%	29 8.1%	2.97
6	refers to class as "our" class or what "we" are doing.	137 38.1%	155 43.1%	47 13.1%	21 5.8%	3.13
7	comments on papers and holds oral conversations to provide feedback on individual work.	108 30.0%	166 46.1%	54 15.0%	32 8.9%	2.97
8	invites students to respond to inquiries even when they have not expressed a desire to speak.	148 41.1%	148 41.1%	43 11.9%	21 5.8%	3.18
9	engages in discussions with specific students either prior to or following class.	115 31.9%	155 43.1%	61 16.9%	84 23.3%	3.14
10	invites students besides the class to telephone or meet him outside of class if they have anything to clarify on the course.	101 28.1%	112 31.1%	86 23.9%	61 16.9%	2.70
11	asks questions from students to solicit their opinions.	130 36.1%	166 46.1%	54 15.0%	10 2.8%	3.16
12	Uses humour to make the class atmosphere fun and enjoyable.	162 45.0%	162 45.0%	21 5.9%	15 4.2%	3.31
13	criticises faults in students' works, action or comments.	58 16.1%	104 28.9%	119 33.1%	79 21.9%	2.39
14	speaks with a monotonous or boring tone to the class.	18 5.0%	29 8.1%	126 35.0%	187 51.9%	1.66
15	uses vocal variety much when talking to the class.	104 28.9%	144 40.0%	79 21.9%	33 9.2%	2.89
16	addresses me by my first name	122 33.9%	108 30.0%	79 21.9%	51 14.2%	2.84
17	initiates conversation with me before the day's lecture.	65 18.1%	140 38.9%	94 26.1%	61 16.9%	2.58
18	asks questions that have specific answers.	115 31.9%	187 51.9%	47 13.1%	11 3.1%	3.13



19	has initiated conversations with me after the class.	65 18.1%	140 38.9%	94 26.1%	61 16.9%	2.58
20	condemns students' work, action or comment.	14 3.9%	72 20.0%	97 26.9%	177 49.2%	1.79
Weighted mean = 2.86						

Key: VO =Very Often, O = Often, R = Rarely, N= Never

Table 2b: Frequency of lecturer non-verbal immediacy while teaching cataloguing in LIS schools

S/N	Non-verbal immediacy	VO	O	R	N	Mean
21	The lecturer uses facial gestures to show that students have made a mistake.	72 20.0%	151 41.9%	104 28.9%	33 9.2%	2.88
22	adopts a very casual stance when speaking with the class.	115 31.9%	144 40.0%	43 11.9%	58 16.1%	2.88
23	looks at the class while talking.	198 55.0%	130 36.1%	14 3.9%	18 5.0%	3.41
24	uses head nods to confirm students' correct answers.	151 41.9%	158 43.9%	29 8.1%	22 6.1%	3.22
25	sits behind the desk while teaching.	27 7.5%	50 13.9%	127 35.3%	156 43.3%	1.86
26	has a very tense body position when speaking to class	14 3.9%	61 16.9%	115 31.9%	170 47.2	1.78
27	frowns at the class while teaching.	7 1.9%	25 6.9%	86 23.9%	242 67.2%	1.44
28	speaks to the class while glancing at the board or notes of students.	25 6.9%	40 11.1%	133 36.9	162 45.0%	1.83
29	walks around the class most of the time and comes back to his desk when he is tired.	50 13.9%	108 30.0%	108 30.0%	94 26.1%	2.72
30	Smiles at individual students during lectures and yet maintains his authority in the class.	194 53.9%	130 36.1%	18 5%	18 5%	3.39
Weighted mean =2.54						

Key: VO =Very Often, O = Often, R = Rarely, N= Never

Table 2 has two parts, a and b, that present the descriptive analysis of the median on the frequency of verbal and non-verbal immediacy respectively of the instructors lecturing cataloguing in LIS schools. Table 2a is on the verbal immediacy of the lecturers. The table



reveals that item 3 has the highest mean ($\bar{x} = 3.39$) and item 14 has the least mean ($\bar{x} = 1.66$). Inferences that could be drawn based on the weighted mean ($\bar{x} = 2.86$) on Table 2a is that lecturers teaching cataloguing in LIS used verbal immediacy communication often.

Table 2b is on the non-verbal immediacy of the lecturers. The table reveals that the highest mean ($\bar{x} = 3.41$) on lecturers' non-verbal immediacy was on statement 'looks at the class while talking' while the least mean ($\bar{x} = 1.44$) was on statement 'frowns at the class while teaching'.

The inferences that could be drawn from Table 2b based on the weighted mean (2.54) is that the instructors lecturing cataloguing in LIS used non-verbal immediacy communication often.

Table 3: Relationship between lecturer immediacy and academic achievement of master degree students in cataloguing in LIS schools in Southern Nigeria

Variables	Means	Standard Deviation	N.	R.	P.	Remarks
Lecturer immediacy Academic achievement	1124.7333 194.8800	44.84758 80.25341	360	0.373	0.0000 1	Significant .
Significant at 0.05 level						

Table 3 presents the relationship between the lecturer immediacy and academic achievement of master degree students in cataloguing in library schools in Southern Nigeria. The table reveals a strong association ($r = 0.373$, $n = 360$, $p (0.00001) < 0.05$), which implies that as the level of lecturers' immediacy increases, the scale of the academic achievement of master degree students in cataloguing also increases. Moreover, the Pearson correlation index ($r = 0.373$) denotes a beneficial association between the lecturers' immediacy and the academic achievement of master degree students in cataloguing in LIS schools.

DISCUSSION

The outcome of this investigation reveals that academic achievement of master degree students in LIS schools is good (above average). The finding is similar to that of Oggunniyi and Nwalo (2015), who found that academic attainment of the undergraduate students in cataloguing and classification in LIS was above average. However, the finding is at variance with that of Mahlatji et al. (2016), who reported minimal academic achievement of students in classification evaluations and terminal examinations in spite of extra tutorials, peer discussion, and practicals in the University of Limpopo. Similarly, Rafiu and Nwalo (2016) discovered that the academic achievement of the students in cataloguing and classification was underwhelming. Other studies which report low academic achievement in cataloguing include Cabonero and Dolendo (2013), Atinmo and Oyelude (2016), Adamu (2018), and Rafiu (2021). Moreover, the current study showed that the academic achievement of master degree students in cataloguing and classification was above average at knowledge, comprehension, and evaluation levels, whereas their cognitive knowledge was poor at application, analysis, and creative aspects in cataloguing and classification. The discoveries are similar to Cabonero and



Dolendo (2013), who reported that librarians from the five schools assessed scored higher marks in descriptive cataloguing and scored fewer marks in classification. The study discovered a positive association between lecturer immediacy and the academic achievement of master degree students in LIS schools in Southern Nigeria. Studies that corroborate the findings include Hoyer (2011) and Sutiyatno (2018). The study by Hussain et al. (2021), moreover, supported the current finding and showed that covariance table outcomes revealed that instructor verbal immediacy and non-verbal immediacy ratings were favourably related with each other. The findings confirm the correlational relationship of immediacy and academic achievement of the students. In another investigation by Ozdas (2022), the study found that the quantitative data on students' opinions of the lecturer immediacy, mindsets and behaviours correlate with academic accomplishment. The study further revealed that teachers' favourable dispositions and behaviours certainly shaped the students' academic achievement and their unpleasant sentiments and behaviours negatively influenced the students' academic achievement. In a more recent study by Amoozegan (2023), the result showed that instructional immediacy is positively related to perceived learning and that perceived learning is positively related to course satisfaction, further confirming the finding of the study. The outcomes pointed out that when lecturers exhibited verbal and non-verbal immediacy behaviours in interaction with students, they were encouraged to become more attentive, which boosts students' academic achievement.

IMPLICATIONS FOR RESEARCH AND PRACTICE

Cataloguing, the systematic description of library information resources, is the cornerstone of librarianship and hence, compulsory for all students in LIS schools in Nigeria. However, the academic achievement of students in cataloguing is known to be poor in relation to other librarianship courses. Previous studies in cataloguing achievement have focused on undergraduates and not master degree students, who are the future managers of the activity in libraries. The understanding of the relationship between lecturer immediacy is vital for enhancing academic achievement in cataloguing. This knowledge could lead to teaching practices in LIS schools which can ultimately impact the quality of future librarianship practices.

CONCLUSION

Master degree students in LIS schools in Southern Nigeria have good mastery of cataloguing and classification at cognitive knowledge, comprehension and evaluation but are deficient at application, analysis and creative aspects in cataloguing and classification. The students should improve their academic performance in application, analysis and creative aspects in cataloguing and classification in order to have adequate knowledge of cataloguing and classification courses. Immediacy behaviours create a favourable and conducive learning environment for meaningful classroom interaction to foster positive and encouraging instructional outcomes like academic achievement in cataloguing and classification.



Future Research

Future research may compare male and female lecturers' immediacy and students' academic achievement in cataloguing among master degree students in Southern Nigeria.

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