Influence of Classroom Variables on Interest of Undergraduate Students in Cataloguing and Classification in Selected Library Schools in South-West, Nigeria

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Abstract

This study, investigated the effect of classroom variables (instructional materials, physical environment, teaching methods and lecturers attribute) on undergraduate students' interest in cataloguing and classification in selected library schools in South-West, Nigeria.

The study adopted the ex-post facto type of survey research design. All the undergraduate students (200 level – 400 level) of the Department of Library, Archival and Information Studies of the University of Ibadan and Tai Solarin University of Education, Ogun State totaling 427 were involved in the study (266 students of Tai Solarin and 161 undergraduate students of University of Ibadan).The instrument used in the study was Undergraduate Student's Interest in Cataloguing and Classification Questionnaire (USICCQ). Data collected were analysed using frequency count, percentages, mean, standard deviation and multiple regression analysis.

The following classroom variables had significant effects on undergraduate students; interest in cataloguing and classification: -Instructional materials ($\beta = 0.34$; $t = 8.32$; $P < 0.05$); physical environment ($\beta = 0.31$; $t = 7.73$; $P < 0.05$), and teaching methods ($\beta = 0.28$; $t = 6.92$; $P < 0.05$). However, Lecturers' attribute ($\beta = 0.20$; $t = 0.48$; $P > 0.05$) had no significant effects on undergraduate students' interest in cataloguing and classification. It is recommended that the library schools should provide adequate instructional materials in a conducive environment for students. Lecturers in cataloguing and classification should arouse students' interest in learning the course by making learning attractive through effective deployment and use of requisite facilities and resourcefulness.

Introduction

Cataloguing in modern information world is focusing on access and organisation of information resources (Bothmann, 2004). Cataloguing and classification have always been at the heart of librarianship since the inception of the profession. Therefore, the courses have been emphasised in the library education curriculum and are made compulsory for all librarianship students at the undergraduate and master degree levels. Ma (2005), cataloguing, classification, and subject analysis are generally the core courses in the university curricula and offered with other required courses.

The American Library Association (ALA) *Task Force on Core Competencies* (2002) stated under the heading, "Organisation of Knowledge Resource," that the ability to organise collections of informational materials in order that desired items can be retrieved quickly and easily is a librarian's unique competency. Well-

organised collections are the foundation for all library services. The draft also stated that the core competencies for librarians are about connecting users with information, connecting people to ideas, facilitating learning management, managing the applications of information technologies, and research.

The *ALA Task Force on Core Competencies(2002)* also specifies that competence in organising collections involves thorough knowledge of bibliographic and intellectual control principles and standards, understanding of how to apply these principles and standards in practical, cost-effective operations; and, the ability to collaborate with those who provide systems for managing organisational functions such as library vendors and institutional computer center staff members.

The direct outcome of cataloguing is the library catalogue. According to Wynar (2000) A catalogue is required when a collection grows so big that it is not possible for one individual to have a mental record of all the materials present in a collection. The collection may be that of a library, museum, Internet resources or a database. It is a guide to the materials present in the collection so that retrieval of any material could be easy when needed.

A catalogue performs a variety of functions. These include:

i) providing a complete bibliographic description of every item in a library collection, which can be accessed by the author, title, subject or any other access point;
ii) enabling a user to know if a library has a particular item being sought in its collection;
iii) enabling a user to know all the items on a subject present in a collection or all the items authored by a particular author in a collection;
iv) assisting a user to make a choice of a document as regards the edition;
v) enabling a user to gain access to an item present in a collection through multiple access points such as an author, a title or a subject.

In a computerised catalogue, more access points may be provided, such as: the edition number, publisher name, date of publication, place of publication and ISBN (International Standard Book Number). (Aina, 2004).

The process of preparing catalogue entries is called cataloguing, and the person who does the cataloguing is called the cataloguer**.** Cataloguing consists of two parts. These are: descriptive cataloguing which simply means description of books with special reference to the bibliographic information contained there-in, for example, author, title, editor and publishers while subject cataloguing deals with identification of the subject content of documents and assigning to it a subject heading. Classification is the grouping of subjects according to the common characteristics which they possess. Aina (2004) posited that 'classification displays the relationships between things, and between classes of things'.

Cataloguing and classification go hand-in-hand since the two activities are integrated. Therefore, in libraries, users are said to be satisfied when they are able to retrieve materials that match their request through a catalogue. Cataloguing and classification are core courses in library science because they are the heart and soul of librarianship. The courses are so central to

librarianship that they are often the subject of test for prospective library employees. A mastery of cataloguing and classification enhances the employment prospects of newly qualified librarian.

In fact, Nwalo (2001) averred that if a library decides to keep only one librarian, then, the librarian must be a good cataloguer. Despite the importance of cataloguing and classification to librarianship, it is amazing that many undergraduate and postgraduate students of library science have an inherent dislike for the course and would avoid it if they could. It is common knowledge that newly admitted students of library and information studies often get biased about cataloguing and classification related courses even before they attend a cataloguing lecture. This is because the older students would have drummed it loud and clear into their ears that "the fear of cataloguing is the beginning of wisdom" (Nwalo, 2012). The lecturers in cataloguing and the students are also not the best of friends. Nwalo (2012) observed that the students usually fear and dislike rather than respect the lecturers who teach cataloguing and classification. One wonders why the students have lukewarm attitude towards cataloguing and classification courses in library schools?

Classroom variables are known to influence effective teaching, students' interest and performance. Classroom variables include physical environment of the classroom. Physical environment includes noise level. A noisy classroom makes teaching and learning difficult. Noise may, for example, decrease teaching time for teachers to continuously pause or by making it difficult for one student and teacher to hear one another Crook & Langdon (2002).

Class size is another aspect of physical environment of the classroom. Students' performance. Ibitoye (2003) For example, established that high density class has minimal effects on learning of simple concepts but influences learning of complex concepts and with activities that required students to interact. Cataloguing and classification certainly have complex concepts to be learned and the students need interaction in the course of practical. Small class size is known to promote higher quality student-teacher interactions Loo, (2003).

Ventilation and lighting in the classroom are other physical environment factors that can influence students learning interest and performance. A classroom that lacks proper ventilation leads to fatigue among the students and the attendant loss of concentration. The same is applicable to lighting. Kleiber (2001) has proved that students showed less fatigue after a study session in natural lighting than in an artificially illuminated instructional environment.

Teacher characteristics also influence students' interest and performance in a subject. Teachers who are qualified and have a mastery of this subject are likely to have better curriculum delivery than those who do not possess these characteristics. In another development, Guga (1998) opined that education cannot be given just by anybody, it requires a teacher who plans and delivers the lessons for instructions in such a way that set objectives can be achieved. It was in this regard that Owolabi (2007) suggested that government should do everything possible to retain old and experienced teachers who are still

willing to serve so as to contribute their wealth of experience in improving the educational system.

The extension of retirement age for lecturers in Nigeria universities from 65 to 70 years following pressure from the Academic Staff Union of Universities is, therefore, a step in the right direction. Retaining experienced cataloguing and classification lecturers in Nigeria's library and information science schools based in universities will be in the interest of teaching and learning the subjects more effectively thereby encouraging better students' performance.

Physical facilities for teaching and learning, also referred to as instructional factors are also important in studying students' interest in and achievement in a subject. Instructional materials and equipment are necessary for effective teaching and learning of highly technical and practical based subjects like cataloguing and classification. Where the materials like computers with appropriate cataloguing and classification software and cataloguing tools, including classification schemes, Anglo-American Cataloguing Rules and subject headings are adequately provided, it will encourage students' interest in and enhance their performance in cataloguing and classification. Unfortunately, the instructional facilities and other classroom conditions are often inadequate in the library schools.

The following research questions guided the study:

1. What relationship exists between classroom variables (instructional materials, physical environment, teaching methods and lecturers attribute) and undergraduate students' interest in cataloguing and classification?
2. What is the relative contribution of classroom variables to undergraduate students' interest in cataloguing and classification?
3. What is the joint contribution of classroom variables to undergraduate students' interest in cataloguing and classification?
4. Which of the classroom variables would predict students' interest in cataloguing and classification?

Statement of the problem

Whereas, cataloguing and classification are the bedrock of librarianship, undergraduate students in Nigerian library schools are known to have low interest in, and poor attitude to cataloguing and classification courses. This often results in poor performance of students in class and could affect their practice of cataloguing on graduation. This problem has persisted for a long time yet there is dearth of studies on factors affecting interest and performance of students in cataloguing and classification courses. This study, therefore, investigated the influence of classroom variables (instructional materials, physical environment, teaching methods and lecturer's attributes) on interest of undergraduate students in cataloguing and classification in selected library schools in South-West, Nigeria. The study is pertinent as it is expected to provide information on how to improve facilities, resources and techniques for teaching and learning cataloguing and classification for enhanced students performance and interest in the courses.

Literature review

Recorded information has been presented in many ways and in many forms. Information can be textual (e.g., books or magazines), non-textual (e.g.,

paintings or sculptures), or a combination of the two (e.g., musical scores or maps). Likewise, information materials may also be categorized as printed (as in textual), non-printed (electronic) and even multimedia. In addition, these information materials can be physically stored in libraries, and virtually stored in databases (textual or non-textual) for private use (e.g., within an organization) or for public use (e.g., through the Internet).

According to Aina (2004), library is an institution responsible for the collection, processing and storage of recorded knowledge for the purpose of reading, studying and consultation. In order to make the collections in the library easily accessible for users, the librarian, who is the custodian of the collections, organises them in a way that they can be easily accessible without wasting user's time. This organisation is called cataloguing and classification.

Omekwu (2007) observed that the book and other information resources acquired in the library do not just jump to the shelves, but undergo a delineated process that is both technical and intellectual. A traditional model follows this pattern: a book is published, a librarian receives notice and decides to add it to the collection, submits an order; the item arrives, is processed, catalogued and classified, then it appears on the shelf ready to be found, identified, selected, obtained and used for (or borrowed) by user.

These processes are long, tortuous and repetitive. The obvious results are: books spend weeks, months or years gathering dust on the shelves without being processed. The application of Information and Communication Technology (ICT) including the Internet in this process is designed to either eliminate or at least reduce the tortuous and repetitive cycle of the service and create platforms for effective retrieval of information resources. According to Adedibu and Babafemi (2009), the collections that are not processed and arranged on the shelves are not useful to library users. That is why Aina (2004) lamented that the most important retrieval tools for organising a library collection are the catalogues.

Eyitayo (1996) opined that the essence of all library operation is the maintenance of bibliographic control which is the primary functions of the cataloguing and classification section of the library system. He is of the opinion that it is impossible to think of librarianship without the structure and patterns found in bibliographic control. Therefore, cataloguing is central to librarianship in a realistic and functional manner.

Students' interest in cataloguing and classification

Generally speaking, the role of interest is more important than responsibility for students. Despite the importance of cataloguing and classification to librarianship, most undergraduates and even postgraduate students of library science have low interest in the courses and would avoid them if they could. It has been observed that newly admitted students of Library and Information Studies get biased about cataloguing and classification related courses ever before they attend a cataloguing lecture because the older students would have drummed it loud and clear into their ears that "the fear of cataloguing is the beginning of wisdom". This is like saying that any student who is lucky to pass cataloguing courses is as good as having graduated. This contention is certainly erroneous. (Nwalo, 2012). Therefore, students who already have formed negative/low interest in

cataloguing and classification are unlikely to make themselves ready to understand the course and invariably perform lower in examinations.

Generally speaking, the role of interest is more important than responsibility for students. A learner's perceived content difficulty can lower his interest. The mere fact that the learner has developed fear towards a subject is sufficient to dampen his interest Uzoeshi & Iwundu (2002).

Influence of classroom variables on effective teaching of cataloguing and classification

i) **Physical environment**: The physical environment of school plays a major role in the learning process. Peter Barrett & other professors (nd) at University of Salford in Britain carried out a research in seven schools. They evaluated 34 classrooms with differing learning environments and age groups, took account of design parameters such as classroom orientation, natural light, noise, temperature, air quality, flexibility of space, storage facilities and organization. They concluded that 73% of the variation in pupil performance driven at the class level can be explained by the building environment. Factors suggest that placing an average pupils in the least effective, rather than the most effective classroom environment would affect their learning progress by as much as the average improvement across one year. Cataloguing involves correctness and accuracy in description of the physical properties of a document. The following environmental conditions could affect effective teaching and learning of cataloguing: (a) defective lighting and ventilation (b) crowded classroom which leads to overheated conditions, reduced working capacity and spread of respiratory infections, (c) careless disorder in the room e.g. waste papers on the floor, amount to restlessness, inattention and unsatisfactory work. It is only in the best environmental setting that the most effective learning takes place Uzoeshi & Iwundu (2002).

ii) **Instructional factors:** Instructional materials are equipment and instruments necessary for delivery of concepts to the students to enhance teaching/learning process. It makes learning to be vivid and meaningful. Lack of current tools for cataloguing, Anglo American Cataloguing Rules (AACR2), Dewey Decimal Classification Scheme (DDC), Computers and software programs for online cataloguing), use of manual practical, thus, limiting acquisition of knowledge and skills for online cataloguing that is becoming common in our libraries etc. affects effective teaching and learning of cataloguing. Adalikwu (2012) in his work "The influence of instructional materials on Academic performance of senior secondary school students in Chemistry, Cross River State. (A two group pre-test post- test). A total of 100 senior secondary chemistry students were selected from five (5) schools in Yakuur Local Government Area of Cross River State. Fifty (50) S.S 1 students (Experimental group) were taught with instructional materials and another forty (40) (control group) were taught without instructional materials (teaching aids). The study revealed that students taught with instructional materials performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements.

The use of instructional materials gives the learner opportunity for clarity and comprehensibility. The effective use of instructional materials would enable students to effectively learn and retain what they have learnt and thereby advancing their performance in cataloguing and classification examinations.

iii) **Lecturers' characteristics:** Alao (1999) in a paper titled "there is no substitute for good teacher" refer to the teacher as the pillars which cannot be substituted. The basic task of the teacher is to foster interest and learning in the students. Cataloguing lecturers need continuous training to keep current in this of Information and Communication Technology and the way the teacher influences the way the learner learns.

Non-involvement of cataloguing students in teaching, non-adoption of different teaching strategies, non-usage of languages that students understood, not relating very well with students and non-display of adequate mastery of subject matter could be attributed to low interest in learning cataloguing and classification.

Chauraya (2013), assessed lecturers' attributes in selected universities in Zimbabwe where a sample of 110 students were selected. The study found that respondents assessed lecturers as strong in areas that include preparedness, enthusiasm in teaching and learning, content mastery, approaches and providing accessible references but weak in taking care of diverse students backgrounds.

iv) **Teaching methods:** Hostile and dominating lecturers affect students behaviours adversely while the non-punitive interested lecturers facilitates good behaviour and adjustment. Cataloguing courses should be taught through a variety of methods like lectures, practical (manual), practical (online), group discussions, workshops, seminars, self-projects, practical assignments, case studies and quizzes. Therefore, the teaching method adopted by cataloguing lecturers no doubt influences the learner. Lecturers who adopt discussion method and encourage students to participate discover learning whereas lecturers who never involve students in classroom learning breed boredom and lack of interest in learning.

Liu (1999) investigated the influence of different teaching methods on students' computer attitudes. Two teaching methods were used in the study (i) teacher-centered and (ii) instructive method. Two groups of teacher education students served as the sample, each of which learned basic computer skills with one of the two teaching methods. Their computer attitudes were measured and compared in four attitude variables – enjoyment, motivation, importance and freedom from anxiety. Differences were found between the two groups.

Research design

This study adopted the ex-post facto type of survey research design.

Population of the study

The population of the study consisted of all undergraduate students (200-400 level) of library and information science in, Tai Solarin University of Education, Ijagun, Ogun State (266 students) and University of Ibadan (161 students).

Table 1: Population distribution of Library Science students (200-400 level)

Name of institution	Level of Study	Population
University of Ibadan	200	51
	300	50
	400	60
Tai Solarin University of Education	200	75
	300	99
	400	92
TOTAL		**427**

Source: Record office, University of Ibadan and Tai Solarin University of Education, Ijagun, Ogun State.

Sampling procedure and sample size

Total enumeration technique was used to select all the 200-400 level students of the Department of Library and Information Science, Tai Solarin University of Education, Ijagun, Ogun State and University of Ibadan. The first year students were excluded from the study because they do not offer the courses at that level.

Research instrument

The research instrument employed for the study is the questionnaire named 'Undergraduate Students' Interest in Cataloguing and Classification Questionnaire (USICCQ)' developed by the researcher. Section A of the instrument captures the demographic information of the respondents, Section B consisted of five questions each on classroom variables-instructional materials, teaching methods, physical environment and lecturers characteristics and section C consisted of ten questions on students interest in cataloguing and classification-(Dependent variable) using a Likert-type four-point ranging from Strongly Agree to Strongly Disagree.

Validity and reliability of the research instrument

The questionnaire was validated through expert advise and pre-test. A reliability test, using the Cronbach-alpha yielded a co-efficient of reliability of $\alpha = 0.05$.

The analysis of data was done using the descriptive statistics of frequency count, percentage, mean, standard deviation and Multiple Regression Analysis.

Results and Discussion

Demographic information of the respondents

Demographic information of the respondents are presented in Tables 2-3.

Table 2: Gender Distribution of the Respondents

Gender	Frequency	% Percentage
Male students	163	38.2
Female students	263	61.6
Gender not indicated	1	0.2
Total	427	100.0

Table 2: Reveals that 427 undergraduate students were involved in the study, out of which 38% are male students while 62% are females. One student failed to indicate the gender.

Table 3: Age Distribution of the Undergraduate Students

Age	Frequency	% Percentage
16 – 22	149	34.9
22 & above	267	62.5
Age not indicated	21	2.6
Total	427	100.0

The table reveals that 34.9% of the respondents fall within 16-22 years while 62.5% fall within 22 years and above, 2.6% of the students failed to indicate their age.

Answers to the research questions are hereby presented and discussed as follows:

Research question 1: What relationship exists between classroom variables (instructional materials, physical environment, teaching methods and lecturers attribute) and undergraduate students interest in cataloguing and classification?

Table 4: Level of students' Interest in Cataloguing and Classification

SN	ITEMS	SA	A	D	SD	MEAN	Std.D
1.	I only learn things that interest me.	36 (8.4)	126 (29.5)	191 (44.7)	72 (16.9)	2.29	.86
2.	Generally, I found cataloguing and classification class very interesting	168 (39.3)	224 (52.4)	2 (0.5)	30 (7.0)	3.23	.83
3	If I have my way, I would rather not take the cataloguing and classification course.	169 (39.3)	229 (53.6)	22 (5.2)	5 (1.2)	3.31	.66
4	I hardly concentrate during cataloguing and classification class.	42 (9.8)	124 (29.0)	29 (6.8)	230 (53.9)	1.94	1.11
5	The classroom environment aided my interest in cataloguing and classification.	24 (5.6)	81 (19.0)	48 (11.2)	270 (63.2)	1.65	.98
6	Cataloguing and classification terminologies are too technical to be easily comprehended.	45 (10.5)	223 (52,2)	61 (14.3)	98 (23.0)	2.50	.96
7	I love cataloguing and classification because it is the core of librarianship.	20 (4.7)	255 (59.7)	79 (18.5)	73 (17.1)	2.48	.83
8	Many students fail the course and this negatively affects my interest in it.	54 (12.6)	217 (50.8)	19 (4.4)	136 (31,9)	2.26	.94
9	It is very easy for me to pass cataloguing and classification than any other course	66 (15.5)	59 (13.8)	221 (51.8)	81 (19.0)	2.60	.90
10	I just hate the course, cataloguing and classification	60 (18.7)	54 (12.6)	261 (58.8)	42 (19.8)	2.08	1.04

Table 4 reveals that the students interest in cataloguing and classification is below average. The weighted average is 2.43.The result of research question one shows that the librarianship undergraduate students had low interest in cataloguing and classification courses. The result is in line with Brocon and Chin (2000), who investigated students' low interest in mathematics in secondary schools, and found that the interest was low. They averred that without interest, students engage in surface level learning, with interest, they engage in deep level learning. They therefore concluded that

learning can only take place if the learner has an interest in the subject or course being taught.

Research question 2: What is the relative contribution of classroom variables (instructional materials, physical environment, teaching methods and lecturer's attribute) to undergraduate students' interest in cataloguing and classification?

Table 5: Summary of Multiple Regression Analysis Showing Relative Influence of Classroom variables on Undergraduate Students Interest in Cataloguing and Classification.

		Unstandardized coefficients	Standard coefficient		
	β			t	Sig.
(Constant	5.386	1.938		2.779	0.05
Instructional materials	.457	0.55	.343	8.316	0.05
Teaching methods	.637	0.92	.277	6.923	0.05
Physical Environment	.360	.047	.310	7.729	0.05
Lecturers' attribute	.044	.092	.020	.479	0.632

Table 5 shows that availability of instructional materials has the highest significant relative influence on students' interest in cataloguing and classification (β = 0.34; t = 8.32; P < 0.05) followed by physical environment (β = 0.31; t =7.73; P <0.05); and teaching methods (β = 0.28; t = 6.92; P < 0.05). Lecturer's attribute had no significant relative influence on undergraduate students interest in cataloguing and classification (β =0.20; t = 0.48; P > 0.05).

The result of research question two shows that availability of instructional materials has the highest significant relative influence on students' interest in cataloguing and classification .Instructional materials play a major role in the delivery of concepts to students to enhance teaching – learning process. Instructional materials attract and hold attention of students in the class; make learning permanent; make concept clear; relieve and aid the teaching of verbal presentation of fact; give room for student/teacher interaction; stimulate students' interest and help the student to recall the experience they have been exposed to; that is, it forms a kind of mental picture in the mind of students. Therefore, lack of current tools in cataloguing affects ' interest in learning the course.

Cataloguing and classification are very challenging courses that demand adequate preparation and students' learning competency and can best be taught with adequate and up to date tools. The educational experts have come to agree that courses cannot be taught by chalk – talk alone, so, the adoption of instructional materials goes a long way in reducing teaching-learning problems.

Research question 3: What is the joint contribution of classroom variables (instructional materials, physical environment, teaching methods and lecturer's attributes) to undergraduate students' interest in cataloguing and classification?

Table 6: Summary of Multiple Regression Analysis Showing Joint Influence of Classroom variables on Undergraduate Student's Interest in Cataloguing and Classification

Model	Sum of squares	Df	Mean squares	F	Sig.	Remarks
Regression	3239.226	4	809.807	52.335	.000	Sig.
Residual	6529.818	422	15.474			
Total	9769.044	426				
R = 0.576	R^2 = 0.332;	Adjusted R^2 = 0.325				

Table 6 shows that there is a joint influence of classroom variables and students' interest in cataloguing and classification R = 0.58). Therefore, classroom factors accounted for 33% of students interest (Adjusted R^2 = 0.325). This joint influence is shown to be significant ($F_{(4,422)}$ = 5234; P <0.05).

The result of research question three is in line with the assertion of Paul (2013) that the classroom environment can affect a child's academic progress over a year by as much as 25%. Moreover, the result is also in support of the research carried out by some professors at University of Salford in Britain. They concluded that 73% of the variation in pupil performance driven at the class level can be explained by the building environment factors measured in the study.

Cataloguing involves correctness and accuracy and must be done in an educative atmosphere conductive for teaching and learning, Ma, (2005) It is only in the best environmental setting that the most effective learning takes place. Teaching methods also play an important role in students' interest in cataloguing and classification. No matter how well planned and carefully designed a curriculum can be, how well prepared and ready the students can be and how adequate the instructional materials and facilities can be, the achievement of educational objectives are teachers dependent.

Lecturers' characteristics had no significant relative influence on undergraduate students' interest in cataloguing and classification. This result could be because only very qualified and experienced lecturers are appointed to teach courses in cataloguing and classification.

Research question 4: Which of the classroom variables (instructional materials, physical environment, teaching methods and lecturers' attribute would predict students' interest in cataloguing and classification?)

Based on Tables 4, 5and 6; the following classroom variables had significant relative influence on interest of undergraduate students in cataloguing and classification; Instructional Materials (β = 0.34, t = 8.32; P <0.05); Physical environment (β = 0.31; t = 7.73; P <0.05) and teaching methods (β = 0.28; t = 6.92; P <0.05).The result of research question four reveals that the following factors have relative influence on undergraduate students' interest in cataloguing and classification:

- Instructional materials,
- Physical Environment,
- Teaching method.

Conclusion

Based on the findings of the study, it could be concluded that instructional

materials, physical environment and teaching methods have significant effects on undergraduate students' interest in cataloguing and classification. To engender positive interest in cataloguing and classification courses by the undergraduate students, instructional materials, teaching method and physical environment have to be improved in the library and information science schools.

Recommendations

Based on the findings of the study, the following recommendations are hereby made:

1. Since the study has identified the inadequacy of teaching facilities and unconductive classroom environment as challenges to students' interest in cataloguing and classification, library schools in South-West Nigeria should ensure that adequate facilities and conducive environment are provided for effective teaching and sustained interest of students in learning courses like cataloguing and classification both theoretically and practically.
2. To boost the capacity of the library schools to provide adequate teaching and learning facilities organisations and individuals that have been rendering support to the schools should do more in order to improve facilities and increase access to cataloguing tools and resources.
3. Lecturers of cataloguing and classification should adopt good teaching methods to stimulate the students' interest in learning the courses. Since undergraduates are known to have a phobia for learning cataloguing and classification, adoption of resourceful teaching methods, including field trips could engender interest of the students in the courses.

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