# STUDENTS' ATTITUDE TO CATALOGUING AND CLASSIFICATION IN AN ACADEMIC INSTITUTION (THE CASE OF FEDERAL POLYTECHNIC OFFA)

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## Abstract

*The study examined the students' attitude to cataloguing and classification in an academic institution using department of library and Information Science, federal polytechnic offa as a case study. It was a survey study and therefore questionnaire was the instrument for the collection of data. Random sampling method was used in selecting the sample from HND II, HND I and ND II students. The study revealed that some students perceived the courses as difficult with their practical which attributed to insufficient practical, also tradition method of teaching employed by lecturers teaching the courses makes the courses not interested. Recommendations among the students are that school should provide a well-equipped cataloguing and classification laboratory for teaching and learning. Lecturers teaching the courses should employ new strategies for effective teaching of the courses and theory should be balanced with practicals as well as provision of ICTs facilities connected with internet which will change the negative attitude of students to the courses.*

## INTRODUCTION

Librarianship is an age-long profession that deals with management of libraries through acquisition, processing, organization, storage, preservation and conservation as well as dissemination of information in diverse formats and media. It could be noted from the above definition of librarianship that processing of information is highly paramount.

However, processing of information materials is concerned with all technical aspect of librarianship in which cataloguing and classification are not excluded. Cataloguing refers to the description of a book pointing out its important bibliographic details such as author(s) name, title, sub-title, edition, editor, publisher, place of publication etc [Nwalo, 2012]. on the other hand, classification is the process of grouping information materials according to their likeness and separation according to their difference thereby, assigning number, or alphabet, or alphanumeric to the library materials. It could be noted from the above explanation that cataloguing and classification are on essential aspect of librarianship which cannot be over-emphasized.

Therefore, for adequate, effective and efficient discharging of cataloguing and classification services, future librarians or librarianship students must be well trained and adequately oriented so as to continue to modernize or up-date the principle of uniformity and universality and consistency of this profession.

In any research work, it is clear that there will be a problem which the researcher will intend to solve. However, of recent, it is noted that cataloguing and classification as a course in an academic institution is being given less attention. Despite the importance of cataloguing and classification to librarianship, it is amazing that most undergraduate students of library science have some kinds of attitude for the subjects.

This study stands to investigate the impression that students have towards cataloguing and classification as a course.

This research work stands to nurture the following aims;

i. To determine the attitude of students towards cataloguing and classification as a course
ii. To determine the factor that gives rise to the attitude towards learning of cataloguing and classification as a course
iii. To know the challenges being encountered during cataloguing and classification lecture (Both theory and practical aspect)
iv. To suggest the recommendation on how to provide the solution to the challenges if encountered

## LITERATURE REVIEW

### Librarianship School: an overview and historical development

History of library and information science can also be referred to as history of library education or history of education for librarianship. It traces the developments in the study of principles and practices of acquisition,

processing and dissemination of information resources in library schools. It is in the realization of the significant role played by information in the process of societal development that library and information schools were set-up. These schools are to train and produce man power for information work. A library school or library and information school is the department (or faculty) on library of information science in a higher education institution (HEI) with specialization in the training of librarians and information workers. It can be classified into university-based library school and polytechnic-based library school for the training of professionals and Para-professional, information workers respectively.

The study of library and information science (LIS) it may be argued began with the effort to organize a collection of information materials and provide access to them. In the 17th century, King Assurbanipal of Assyria assembled what is considered as the first systematically collected library at Nineveh. The legendary library of Alexandria Egypt was perhaps the best known example of an early library that flourished because of the quality of the organization of its collection. In the 19th century, Thomas Jefferson, a former president of United States of America had a private library of over 6,700 volumes. He devised a classification system for the collections based on the baconian method which grouped the books by subjects. Jefferson's collection became the nucleus of the present United States Library of Congress after the destruction of the congress library by fire during the First World War.

In Africa, the emergence and subsequent development of library and information science schools in its sub-regions owes a lot to the effort of UNESCO when in 1953 organized a seminar on the development of libraries in Africa at the University College, Ibadan, Nigeria. The seminar recommended among other things, the establishment on institution for the training of library personnel in Africa. Hitherto, a majority of the librarians planning the libraries in the regions were expatriates. The few privileged Africans who received training in librarianship were sent abroad (Europe and United States) to take courses lending to the award of the British America Library Association Qualification. In Nigeria, the first library and information science school started at the then University College Ibadan (now University of Ibadan) in 1959 as institute of librarianship (now Department of Library, Archival and Information Studies). This was followed by Ahmadu Bello University Zaria in 1965, Bayero University Kano in 1977, University of Maiduguri in 1978, Abia State University Uturu in 1981 (the then Imo State University), University of Nigeria Nsukka in 1983 etc.

## Cataloguing and Classification: An Overview

Cataloguing and classification section (CC) is a technically oriented service. Cataloguing and classification are the heart and soul of librarianship {Shera, 1956; cited by Afolabi and Osaniyi, (1986) and Nwalo, (2001)}. Cataloguing and classification is responsible for bibliographic description and organization of information materials according to their subject areas for easy retrieval. This process begins as soon as the materials are received from the acquisition department. The cataloguing and classification section is out of bounds to clientele. This is to forestall the loss of new materials of which records have not been properly kept. Cataloguing and classification require maximum concentration. Cataloguing and classification is the foundation on which entire library system rests and depends upon. The cataloguing and classification services comprise of cataloguers, classifiers and other librarians that are involved in the art of organization of knowledge in libraries.

Cataloguing and Classification (CC) was established due to the technical nature of librarianship, and the need for an arm of the Nigerian library association to organize workshops and conferences to train and retrain cataloguers, information specialists and teachers/librarians nationwide with a view to advancing their techniques of organization of knowledge (Lasisi, 1999, 2001). This cataloguing and classification body (CC) has over the years concentrated its efforts in the area of information technologies, treating various themes and sub-themes ranging from computer appreciation, computer maintenance, software and hardware choice parameters for cataloguing and classification in Nigerian libraries, to retrospective conversion of cataloguing records (RCC).

The practice of cataloguing and classification has witnessed radical transformations over the years as a result of the introduction of ICT. The changes are reflected in both information sources and new tools in managing cataloguing records. These changes include; computers, internet, CD-ROMs, online databases, electronic files, metadata structures, library software packages, online public access catalogue (OPAC) as well as creation of hyperlinks.

The infusion of the aforementioned ICT components into cataloguing and classification marked a turning point in the way it is being done and by whom the cataloguing is done.

## Attitude of Students to Cataloguing and Classification

Attitude is the way that you think and feel about something or the way you behave towards something or somebody that shows how you think and feel. According to Afolabi and Osaniyi (1986) as cited in Nwalo (2001) adherence to punctuation in cataloguing made it harrowing to students learning it. On the agreement of various people on the teaching of cataloguing, Intner (1989) as cited in Oyler (2001) that "authors of articles in the literature, speakers at meeting, and faculty and students in librarianship schools all seem to agree on

**Table 1:** Students in Library and Information Science Department, Federal Polytechnic Offa.

| Levels | Frequency | Percentage |
|---|---|---|
| HND II | 20 | 21.05% |
| HND I | 16 | 16.84% |
| ND II full time | 20 | 21. 05% |
| ND II year III | 19 | 20% |
| ND II year II | 20 | 21.05% |
| **TOTAL** | **95** | **100%** |

three things about cataloguing and classification course work, there is on enormous amount of materials to be covered; it is difficult and it is dull." It is debatable to state that cataloguing and classification is dull. It depends on the environment of teaching and the person teaching the courses.

## Essence of Cataloguing and Classification

Cataloguing and classification are the heart and soul of librarianship (Shera, 1956; cited by Afolabi and Osaniyi, 1986 and Nwalo, 2001). Cataloguing and classification are necessary whenever a collection grows too large to be remembered items. A small collection or library holding will have little or no need for a formal way of organizing knowledge to aid their retrieval and use. Cataloguing and classification help the librarian and users to manage library materials since cataloguing is the process of describing and recording the attribute of information resources. Ordinarily a collection of books will be listed by authors or if he or she is not known by title, or by any other information which will prepare information for proper identification, this information is called an entry.

## RESULTS AND DISCUSSION

Table 1 shows the personal data of respondent. It reveals that twenty (20) (21. 05%) of student are respondents from HND II class of library and information science, department  sixteen (16) (16.84%) of students are a respondents from HND I class of library and information science department twenty (20) (21.05%) of students are respondents from ND II full time class of library and information science department nineteen (19) (20%) of students are respondents from ND II year II class of library and information science department. This shows the total number of students responded to the questionnaire distributed to selected levels/classes.

Table two (2) shows the attitude of student towards learning of cataloguing and classification as a course, twenty (20) (21.05%) of students in library and information science department chose strongly agree to I don't like doing cataloguing and classification courses,

including practical, five (5) (5.3%) chose agree to I don't like doing cataloguing and classification courses including practical, fifty (50) (52.6%) chose strongly disagree to I don't like offering cataloguing and classification courses with practical while twenty (20) (21.05%) chose disagree to I don't like offering cataloguing and classification course with practical. This signifies that if the courses are properly taught, students will develop more interest for cataloguing and classification courses.

Table three (3) shows factors affecting the student attitude towards learning of cataloguing and classification, thirty nine (30) (41.05%) respondents chose strongly agree to, by using traditional method to catalogue and classify information materials with subject headings and schemes usually becomes boring to students, fifty (50) (52.6%) chose agree to, by using traditional method to catalogue and classify, information with subject headings and schemes usually becomes boring to students, one (1) (1.05%) respondents chose undecided that is, they cannot decide whether using traditional methods to classify and catalogue can be boring to students or not, while five (5) (5.3%) of respondents chose disagree to using traditional methods to catalogue and classify with subject headings and schemes usually becomes boring to students. The above table shows that by continue using traditional method to practice cataloguing and classification activities will be contributing to the negative attitude of students towards learning cataloguing and classification courses.

Table (4) shows  how effective teaching method of cataloguing and classification employed by the lecturers, thirty five (35) (36.8%) of respondents chose agree to teaching method employed by the lecturers towards teaching cataloguing and classification is effective, ten (10) (10.53%) of respondents chose strongly agree to teaching method employed by the lecturers towards teaching cataloguing and classification is ineffective, while fifty (50) (52.6%) of respondents chose strongly agree to teaching method employed by the lecturers towards teaching cataloguing and classification is average. This simply means that cataloguing and classification lecturers are to improve the teaching method being employed towards teaching of cataloguing and classification so as to make many students develop much interest in taking the courses.

Table (5) shows what can be done to improve or maintain positive attitude of students towards the learning of cataloguing and classification. Sixty (60) (63.15%) of respondents chose strongly agree to by involving in practical in the cataloguing and classification laboratory with the available tools and equipments, thirty (30) (31.6%) of respondents chose agree to by involving in cataloguing and classification practical in laboratory with the available tools and equipments, four (4) (4.2%) of respondents chose strongly disagree to by involving in cataloguing and classification practical in laboratory with the available tools and equipments, while one (1) (1.05%) of respondents chose disagree to by involving in

**Table 2**: To know the attitude of students towards learning of cataloguing and classification as a course

| S/N | | Strongly agree Frequency/percentage | Agree Frequency/percentage | Undecided Frequency/percentage | Strongly disagree Frequency/percentage | Disagree Frequency/percentage | Percentage |
|---|---|---|---|---|---|---|---|
| 1 | I don't like courses with practical including cataloguing and classification | 20 21.05% | 5 5.3% | - | 50 52.6% | 20 21.05% | 100% |
| Total | | 95 Respondents | | | | | 100% |

**Table 3:** To know what factors affecting the attitude of the students towards learning of cataloguing and classification

| S/N | | Strongly agree Frequency/percentage | Agree Frequency/percentage | Undecided Frequency/percentage | Strongly disagree Frequency/percentage | Disagree Frequency/percentage | Percentage |
|---|---|---|---|---|---|---|---|
| 1 | Cataloguing and classification can be tedious using traditional method with subject headings and schemes | 39 41.05% | 50 52.6% | 1 1.05% | - | 5 5.3% | 100% |
| Total | | 95 Respondents | | | | | 100% |

**Table 4:** To know how effective method of cataloguing and classification employed by the lecturers

| S/N | | Strongly agree Frequency/percentage | Agree Frequency/percentage | Undecided Frequency/percentage | Strongly disagree Frequency/percentage | Disagree Frequency/percentage | Percentage |
|---|---|---|---|---|---|---|---|
| 1 | Teaching method is effective | - | 35 36.8% | - | - | - | |
| 2 | Teaching method is ineffective | 10 10.53% | - | - | - | - | |
| 3 | Teaching method is average | 50 52.6% | - | - | - | - | |
| Total | | Ninety five (95)  Respondents | | | | | 100% |

cataloguing and classification practical in laboratory with the available tools and equipments. This implies that positive attitude towards learning cataloguing and classification can be improved by involving in cataloguing and classification practical in laboratory with the available tools and equipments. On the other hand, fifty (50) (52.6%) of respondents chose strongly agree to, by converting traditional method of cataloguing and classification to using Information Communication Technology (ICT) positive attitude can be improved, thirty five (35) (36.8%) of respondents chose agree to, by converting traditional method of cataloguing and classification to using Information Communication Technology method(ICT) positive attitude can be improved positive attitude of students towards learning of cataloguing and classification, eight (8) (8.42%) of respondents chose undecided to, by

**Table 5:** To known what can be done to improve or maintain positive attitude towards learning of cataloguing and classification

| S/N | | Strongly agree Frequency/percentage | Agree Frequency/percentage | Undecided Frequency/percentage | Strongly disagree Frequency/percentage | Disagree Frequency/percentage | Percentage |
|---|---|---|---|---|---|---|---|
| 1 | By involving in practical in the cataloguing and classification laboratory with their tool and equipment | 60 63.15% | 30 31.6% | - | 4 4.21% | 1 1.05% | 100% |
| 2 | by converting traditional method of cataloguing and classification to using Information Communication Technology method (ICT) | 50 52.6% | 35 36.8% | 8 8.42% | 2 2.1% | - | 100% |
| Total | | Ninety five (95)  Respondents | | | | | 100% |

converting traditional method of cataloguing and classification to using Information Communication Technology (ICTs) that is they cannot decide whether it can improve positive attitude of students towards learning of cataloguing and classification or not, while two (2) (2.1%) of respondents chose strongly disagree to, by converting traditional method of cataloguing and classification to using Information Communication Technology (ICT) can improved students positive attitude towards learning of cataloguing and classification. This table implies that traditional method of practicing cataloguing and classification can be converted into using computer that is Information Communication Technology (ICTs) to aid the processing and to save space as well as to improve the positive attitude of students towards learning cataloguing and classification.

Table (6) shows how to identify the challenges facing students while trying to catalogue and classify information materials, five (5) (5.3%) of respondents chose strongly agree to I don't know how to use classification schemes and subject heading properly, fifteen (15) (15.8%) of respondents chose agree to I don't know how to

use classification schemes and subject heading properly, five (5) (5.3%)  of respondents chose undecided to  I don't know how to use classification schemes and subject heading properly that is they cannot decide on it, twenty (20) (20.1%) of respondents chose strongly disagree to I don't know how to use classification schemes and subject heading properly, while  fifty (50) (52.6%) of respondents chose disagree to I don't know how to use classification schemes and subject heading properly. This indicates that majority of the students know how to make use of classification schemes and subject headings.

However, ten (10) (10.53%) of respondent chose strongly agree to I get confused while trying to catalogue a given book, ten (10) (10.53%) of respondent chose agree to I get confused while trying to catalogue a given book, fifty (50) (52.6%) of respondents chose strongly disagree to I get confused while trying to catalogue a given book, while twenty five (25) (26.3%) of respondents chose disagree to I get confused while trying to catalogue a given book. This shows that majority of student know how to catalogue a given material. In the

same vein, twenty (20) (20.1%) of respondents chose strongly agree to training given to me in the class was not enough to practice on my own, thirty five (35) (36.8%) of respondents chose agree to training given to me in the class was not enough to practice on my own, five (5) (5.3%) of respondents undecided to training given to me in the class was not enough to practice on my own, ten (10) (10.53) of respondents chose strongly disagree to training given to me in the class was not enough to practice on my own, while twenty five (25) (26.3%) of respondents chose disagree to training given to me in the class was not enough to practice on my own. This simply implies that training given to students in the class to practice on their own is average, it need to be improved by adding more time to time given to them. Furthermore, ten (10) (10.53%) of respondents chose strongly agree to the voluminous nature of cataloguing and classification schemes scare one a lot, forty (40) (42.1%) of respondents chose agree to the voluminous nature of cataloguing and classification schemes scare one a lot, (20) (20.1%) of respondents chose strongly disagree to the voluminous nature of

**Table 6:** To identify the challenges students face while trying to catalogue and classify materials

| S/N | | Strongly agree Frequency/percentage | Agree Frequency/percentage | Undecided Frequency/percentage | Strongly disagree Frequency/percentage | Disagree Frequency/percentage | Percentage |
|---|---|---|---|---|---|---|---|
| 1 | I don't know how to use classification schemes and subject headings properly | 5 5.3% | 15 51.8% | 5 5.3% | 20 20.1% | 50 51.6% | 100% |
| 2 | I get confused while trying to catalogue a given book | 10 10.53% | 10 10.53% | - | 50 52.6% | 25 26.3% | 100% |
| 3 | Training given to me in the class was not enough to practice on my own | 20 20.1% | 35 36.8% | 5 5.3% | 10 10.53% | 25 26.3% | 100% |
| 4 | The voluminous nature of cataloguing and classification schemes scare one a lot | 10 10.53% | 40 42.1% | - | 20 20.1% | 25 26.3% | 100% |
| 5 | Cataloguing and classificaiton activities are time consuming | 40 42.1% | 35 36.8% | 1 1.05% | 4 4.2% | 15 15.8% | 100% |
| **Total** | | **Ninety five (95)  Respondents** | | | | | **100%** |

**Table 7:** Possible solution to some of the above challenges facing students towards learning cataloguing and classification

| S/N | | Strongly agree Frequency/percentage | Agree Frequency/percentage | Undecided Frequency/percentage | Strongly disagree Frequency/percentage | Disagree Frequency/percentage | Percentage |
|---|---|---|---|---|---|---|---|
| 1 | Training and Retraining of cataloguing and classification lecturers. | 50 52.6% | 40 42.1% | 5 5.3% | - | - | 100% |
| 2 | Provision of internet facilities with many computers to work with in the laboratory. | 50 52.6% | 40 42.1% | 2 2.1% | - | 3 3.2% | 100% |
| 3 | Organize group for team work and collaboration. | 35 36.8% | 50 52.6% | 2 2.1% | 3 3.2% | 5 5.3% | 100% |

**Table 7** Contd

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | Subscription of online subject headings and schedules may go along way in assisting structurts to practice on their own. | 45 47.4% | 45 47.4% | - | 3 3.2% | 2 2.1% | 100% |
| 5 | There should be break-down of terms used in the schemes by lecturers. | 45 47.4% | 45 47.4% | - | 3 3.2% | 2 2.1% | 100% |
| Total | | Ninety five (95)  Respondents | | | | | 100% |

cataloguing and classification schemes scare one a lot, while twenty five (25) (26.3%) of respondents chose disagree to the voluminous nature of cataloguing and classification schemes scare one a lot. This shows that voluminous nature of cataloguing and classification schemes scare average students in librarianship school. Moreover, forty (40) (42.1%) of respondents chose strongly agree to cataloguing and classification activities are time consuming, thirty five (35) (36.8%) of respondents chose agree to cataloguing and classification activities are time consuming, one (1) (1.05%) of chose undecided to cataloguing and classification activities are time consuming. Four (4) (4.2%) of respondents chose strongly disagree to cataloguing and classification activities are time consuming, while fifteen (15) (15.8%) of respondents chose disagree to cataloguing and classification activities are time consuming. This simply highlights, the challenges facing students while trying to catalogue and classify information materials which makes some students have negative attitude to cataloguing and classification courses.

Table (7) shows the possible solution to some of the challenges facing students towards the learning of cataloguing and classification, fifty (50) (52.6%) of respondents chose strongly agree to training and retraining of cataloguing and classification lecturers (that is cataloguers and classifiers), forty (40) (42.1%) of respondents chose agree to training and retraining of cataloguing and classification lecturers, while five (5) (5.3%) of respondents chose undecided to training and retraining of cataloguing and classification lecturers. This implies that cataloguers and classifiers should be trained and retrained in their area of specialization. However, fifty (50) (52.6%) of respondents chose strongly agree to provision of internet facilities with many computers to work with in the laboratory, forty (40) (42.1%) of respondents chose agree to provision of internet facilities with many computers to work with in the laboratory, two (2) (2.1%) of respondents chose undecided to provision of internet facilities with many computers to work with in the laboratory, while three (3) (3.2%) of respondents chose disagree to provision of internet facilities with many computers to work with in the laboratory. This signifies that by providing computers with internet facilities to cataloguing and classification activities in the laboratory will sustain the positive attitude of students towards the learning of cataloguing and classification. Furthermore, thirty five (35) (36.8%) of respondents chose strongly agree to organize group for team work and collaboration, fifty (50) (52.6%) of respondents chose agree to organize group for team work and collaboration, two (2) (2.1%) of respondents chose undecided to organize group for team work and collaboration, three (3) (3.2%) of respondents chose strongly disagree to organize group for team work and collaboration, while five (5) (5.3%) of respondents chose disagree to organize group for team work and collaboration. This implies that students in librarianship should be grouping for tem work and collaborates with each other so that there will be room for knowledge sharing among each other. Moreover, forty five (45) (47.4%) of respondents chose strongly agree to subscription of online subject headings and schedules may go along way in assisting students to practice on their own, forty five (45) (47.4%) of respondent chose agree to subscription of online subject headings and schedules may go along way in assisting students to practice on their own, three (3) (3.2%) of respondents chose strongly disagree to subscription of online subject headings and schedules may go along way in assisting students to practice on their own, while two (2) (2.1%) of respondents chose disagree to subscription of online subject headings and schedules may go along way in assisting students to practice on their own. This also implies that subscription of online tools to supplement traditional tools in assisting students to practice on their own so as to, increase

their skill in practicing cataloguing and classification activities. In addition, forty five (45) (47.4%) of respondents chose strongly agree to there should be breakdown of terms used in the schemes by lecturers, forty five (45) (47.4%) of respondents chose agree to there should be breakdown of terms used in the schemes by lecturers, three (3) (3.2%) of respondents chose strongly disagree to there should be breakdown of terms used in the schemes by lecturers, while two (2) (2.1%) of respondents chose disagree to there should be breakdown of terms used in the schemes by lecturers. This signifies that cataloguing and classification lecturer in librarianship schools should make sure that all the terms used in the schemes are broken down for clarity of explanation. This above which indicates that provided solutions are highly supported by ninety (90) (94.7%) of students (majority) so as to make them develop much interest in learning cataloguing and classification courses.

**Summary of Findings**

i.      Some students don't like cataloguing and classification because of the practical involves and by using traditional method to practice, it becomes boring (tedious)

ii.      Majority of the students admits that cataloguing and classification are core courses in librarianship and they serve as the back bone of the profession which library cannot do without their activities.

iii.      It is discovered that teaching method of cataloguing and classification employed by lecturers is average and it can be improved by involving in more practical with the tools and equipments in laboratory. Also by counting traditional method of practicing cataloguing and classification to using information communication technology (ICT).

iv.      Some students get confused and don't know how to use classification schemes and subject headings while trying to catalogue and classify information material. It also shows that training given to them is not enough to practice on their own. However, voluminous of schemes and subject headings scare them thus, their activities consuming their time.

v.      In suggested possible solution to the challenges facing students, it is noted that some problems can be solved by giving cataloguers and classifiers thorough training and retraining them. Also there should be provision of internet facilities to work within the laboratory, organizing group for team work, subscription for online subject heading and schedules and finally the lecturers should be translating those terms used in the schemes to the students language.

**CONCLUSIONS**

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 is no enough tools and equipments to practicalize cataloguing and classification in the laboratory

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.

i.      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

ii.      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

iii.      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

iv.      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 students languages

v.      The cataloguing and classification teaching environment should be conducive this will aid the comprehension of students

vi.      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

vii.      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

viii.      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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