PERCEPTION OF ACADEMIC LIBRARIANS OF CATALOGUING AND CLASSIFICATION ROUTINES IN MICHAEL OKPARA UNIVERSITY OF AGRICULTURE, UMUDIKE LIBRARY

Chimezie P. Uzuegbu (PhD)
Department of Library and Information Science,
Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria.
uzuegbu.chimezie@mouau.edu.ng
https://orcid.org/0000-0001-8806-4743
&
Oluchi C. Adigbo
Polytechnic Library
Akanu Ibiam Federal Polytechnic Uwanna, Afikpo, Ebonyi State, Nigeria
ejimnwaoly@gmail.com

Abstract
This study investigated the perception of librarians of cataloguing and classification routines in Michael Okpara University of Agriculture Umudike (MOUAU) Library. The analytical research design was adopted for the study. The interpretivist approach to analysis was used to analyse the data collected. The census sampling technique was implemented by studying the entire population of 26 librarians working in MOUAU Library. Seven questions were asked and duly answered using data collected from a structured interview schedule and an opinionnaire. From the results obtained, librarians were part of the staff of Cataloguing and Classification Department in MOUAU Library and admitted to be responsible for core cataloguing and classification routines in their library (namely determining of subject headings, subject cataloguing and assigning of class marks), excepting descriptive cataloguing which para-professionals performed. Furthermore, the study showed that all the librarians studied perceived cataloguing and classification routines as challenging aspects of library practice and thus, disliked working in the Cataloguing and Classification Department of MOUAU Library. Consequent on the findings, the study made seven recommendations which included the need to provide cataloguing and classification librarians with relevant personal protective equipment (PPE) such as eye glasses, special reader-lenses, and computer screen shields to avert eye problems which librarians attributed to cataloguing and cataloguing routines.

Keywords: Cataloguing and Classification, Cataloguing Routines, Librarians Perception, MOUAU Library

Introduction

Cataloguing and classification are the crux of librarianship the world over. As libraries of various types exist to identify, select, acquire, organise, store, preserve and disseminate information to people of diverse categories, cataloguing and classification job remain

fundamental to the fulfilment of every library's mandate. It helps to bring all works of human knowledge into a definite structure used for locating information resources in the library. The ideal practice is that librarians perform the vital routines in cataloguing and classification. However, it is supposed that in some libraries, these duties are largely left for another cadre of staff referred to as para-professionals to do. Yet, no one knows why librarians shift or abandon cataloguing and classification routines which are core professional duties that ought to be performed by academic librarians for the para-professionals. This is compounded by the fact that the researchers' anecdotal inquiries show that librarians shy away from cataloguing and classification duties.

Some studies exist on cataloguing and classification perceptions of librarians, especially in the area of students' perception and attitude to cataloguing and classification as a course of study (Ossai-Onah, Anyanwu & Uche, 2014) and as an industrial training exercise (Quadri & Abiodun, 2017).However, there seem to be no available study to show what the perceptions of librarians are, concerning cataloguing and classification routines in the Michael Okpara University of Agriculture (MOUA) Library, where it is speculated that para-professionals do most of the cataloguing and classification jobs.

Research Questions

With the aim of finding out librarians' perception of cataloguing and classification routines in MOUAU Library, the following specific questions were raised for the study.

1. What is the pattern of deployment of librarians to the Cataloguing and Classification Department of MOUAU Library?
2. What routines do librarians perform in the Cataloguing and Classification Department of MOUAU Library?
3. What skills do librarians that work in the Cataloguing and Classification Department of MOUAU Library posses?
4. What is the perception of librarians towards cataloguing and classification routines in MOUAU Library?
5. What are the opinions of librarians on cataloguing and classification routines in MOUAU Library?
6. What problems do librarians encounter in the course of performing cataloguing and classification routines in MOUAU Library?
7. What are the strategies to enhance librarians' interest in cataloguing and classification routines of the MOUAU Library?

Literature Review

Perception is a derivative of the word to "perceive". It means to become aware of something through the senses of seeing, hearing, feeling, tasting and or smelling. Scholars view perception as a complete process of apprehending objects and events in the community (Myers, 2011; Robbins, 2013). Several factors operate to shape and sometimes distort perception. These

factors, according to Rao (2008), can be within the perceiver or in the context of the situation in which the perception is made and includes: factors in the perceiver (referring to attitudes, motives, interest, experience and expectations), factors in the situation (cutting across time, work setting and social setting), and factors in the target (which include novelty, motion, sounds, size, background, proximity and similarity). On the other hand, Rao (2008) goes further to posit that the factors that affect people's perception are learning, mental set (expectancy), motives and needs, cognitive styles (one's way of understanding a situation). Consequently, perception in this work accounts for how cataloguing and classification routines are understood amongst librarians.

Studying librarians' perception with regards the practice of cataloguing and classification in libraries is appropriate.In spite of the fact that a typical Cataloguing and Classification Department staff of a library is made up of other categories of library staff called library officers (designated as para-professionals) and clerical staffs (referred to as non-professionals), academic librarians are regarded as the actual professionals in every library institution (Aina, 2012). Librarians are the most trained and qualified people to undertake and execute cataloguing and classification routines which are professional duties in libraries (David-West & Angrey, 2018). By the way, the primary duty of an academic librarian is to provide and maintain effective access to information in diverse formats, cutting across books, electronic resources, newspapers, magazines, audio and video recordings, maps, manuscripts, photographs and other graphic materials, bibliographic databases and web-based and digital resources (Cabonerro & Dolendo, 2013). In Nigeria, a librarian is one who possess a bachelor or master's degree in library and information science obtained from a university and is saddled with the task of collection, storage, processing (classification and cataloguing) and dissemination of recorded knowledge in a library (Kumar, 2015; LRCN, 2013; Malviya, 2017). In addition to having academic status in academic settings, librarians are professionally expected to perform and supervise cataloguing and classification routines in their libraries, and not to relegate such assignments to library officers (the para-professionals) and clerical staff (non-professionals). Librarians cannot avoid cataloguing and classification routines.

Cataloguing and classification encompass the technical processes of describing, organizing and providing access to all information resources available in the library. They are core library routines (Nwokocha & Ugocha, 2013). According to Quadri and Abiodun (2017), cataloguing and classification are two activities that professionalise librarianship and take place in a unit or section of a library called Cataloguing and Classification Department. Both terms, cataloguing and classification, go hand in hand. Cataloguing gives the bibliographic detail of an information material, while classification points out the subject area the information resource belongs to. Both are skilful arts obtained through professional training (Jimoh & Igwe, 2011; Prajapati, 2015). Whereas cataloguing is the act of listing various reading material that exist in a given library, classification focuses on the distribution of the materials into various groups of subjects that are treated in the resource (Cabonerro & Dolendo, 2013; Ogumodede, Nwokocha & Apata, 2014). Thus, the attendant orderly arrangement of books on library shelves is a function

of classification, while the ease in access and use of information materials arranged on library shelves is a product of cataloguing.

As presented by scholars, the essential aspects of cataloguing and classification routines that require librarians' execution include cataloguing of information materials; classification; catalogue card production; filing of catalogue cards; pasting of book pockets, date due cards, spine labels; and catalogue maintenance (Joudrey, Taylor & Miller, 2015). The first routine is cataloguing, which is the process of describing and recording of the physical features of a book necessary to identify and distinguish it from other materials in the library (Ahiauzu & Opara, 2022; Emmanuel, 2019). The process involves descriptive and subject cataloguing. Descriptive cataloguing, involves recording of bibliographic details of a library material according to the rules contained in Anglo American Cataloguing Rules, 2nd Edition (AACR2) and Resource Description and Access (RDA). The codes describe rules for each of the activities involved in cataloguing (sequence, punctuation, indentation, capitalization etc.). The elements of description include: title/statement of responsibility; edition area; type of material: publication distribution area; physical description; series: note area and standard number (Nwosu, 2012). On the other hand, subject cataloguing entails determining the content analysis of information material using certain parameters. The subject headings are used in assigning subject to information materials and any subject not found in it is not acceptable.

The second essential routine is classification which is defined as the separation and grouping of books and other information materials according to their subject (David-West & Angrey, 2018). The tools used for classification is the classification schemes, especially the Dewey Decimal Classification Scheme (DDC) and the Library of Congress Classification Scheme (LCC), as used in academic libraries. The third routine, catalogue card production, refers to the typing of catalogue entries on cards using information on pre-catalogue slips. Whereas it is ideal for librarians to complete the first two routines (descriptive and subject cataloguing and classification), the third routine may be done by a Typist in the Department who will use the information librarians recorded on the catalogue slip to produce cards. After typing, the catalogue cards are proofread, corrected and certified by a librarian. The fourth routine is the filing of catalogue cards. Here, arrangement is done with the aid of a card sorter. Sorted cards are filed appropriately by the Library Officers either in the public catalogue or in the shelf list catalogue. The fifth, sixth and seventh routines, which can be completed by library assistants assigned to the Cataloguing and Classification Department, are the pasting of book pockets, date due slips, and spine labels respectively. These three assignments involve attaching of book pockets on the processed books, inserting of book cards in their pockets and pasting of date due slip. The eight and the last routine is catalogue maintenance. Librarians in the Cataloguing and Classification Department see to it that two types of catalogues are maintained for the library, namely, the shelf list catalogue and the public catalogue. Albeit, the very important aspects of cataloguing and classification routines librarians should perform by themselves are descriptive cataloguing, subject cataloguing, determination of subject headings (all as facets cataloguing)

and the assigning of class marks, which is classification (Cabonerro & Dolendo, 2013; Quadri & Abiodun, 2017).

Evidently, the above explained routines in cataloguing and classification border on knowledge acquisition, otherwise known as skills. Librarians must acquire skills associated with cataloguing and classification routines in other to function effectively (Cabonerro & Dolendo, 2013). The work of Quadri and Abiodun (2017) offer clues on skills associated with cataloguing and classification routines. According to them, cataloguing – both descriptive and subject cataloguing – entails the ability to scan through an information material to identify, extract correctly and record bibliographic details of such material, while analysing critically the content of an information material. For classification, the knowledge of how to assign the correct class mark using an appropriate classification scheme is essential. On catalogue card production, the scholars opine that librarians must possess typing skills and take mastery of computer keyboard and associated applications (Quadri & Abiodun, 2017). For filing of catalogue cards, librarians must be acquainted with library filing rules. Pasting of book pockets, date due slips and spine labels require artistic skills, while catalogue maintenance needs the ability to go through the catalogue cabinets from time to time, to separate glued cards, identify torn or worn-out cards and send them for re-typing, and so on. Although the demonstration of these skills by librarians is seriously challenged by prolonged inadequate or non-existent tools and relevant facilities needed for cataloguing and classification in most libraries in Nigeria (Nnadozie, 2019), how these routines are regarded, viewed or interpreted amongst librarians is worth studying.

Several conceptual reviews infer that most librarians avoid to work in cataloguing and classification departments of their libraries. On this, David-West and Jonah (2019) reason that the art of cataloguing materials exerts a lot of mental pressure on cataloguers and thus, puts them away from the routine. Olowu (2011) believed that cataloguing is a burdensome activity that takes time to accomplish, making librarians to avoid the routines. While Nnadozie (2019) remarked that cataloguing and classification are too technical, Nwokocha and Ugocha (2013) posit that the technical nature of the routines frighten most librarians and deter them from specializing on cataloguing.However, there is dearth of empirical studies to verify these assertions. There is no available contextual empiricism on perception of librarians to cataloguing and classification routines in Nigerian libraries. In fact, in the Nigerian clime, available empirical studies on perception to cataloguing and classification focus only on students' perception of it as a course they offer in the library and information department of the Federal Polytechnic Nekede, Imo State, Nigeria (Ossai-Onah, Anyanwu & Uche, 2014) and as a study of the attitude students exhibited during their industrial work experience scheme in Federal Polytechnic Offa library, Kwara State, Nigeria (Quadri & Abiodun, 2017). In both studies, cataloguing and classification routines were perceived as demanding and complex jobs laden with too many rules. Thus, there seems to be few studies that show perception of librarians of cataloguing and classification routines, especially in an academic library setting in Nigeria, constituting the gap the present study intends to fill.

Theoretically, this study is anchored on Bandura's model of reciprocal determinism. In this theory, Bandura argues that behaviour, as well as other personal and environmental factors operate as interrelated determinants of each other (Bandura, 1977). By application therefore, this study assumes that librarians' perception (the personal factor), cataloguing and classification routines (the action upon which behaviour plays), and the library where the routines are carried out (the environment) are inter-related. Thus, librarians' perception to cataloguing and cataloguing is expected to influence their performance of the routine and affect positively or negatively the timely processing and orderly arrangement of library collections.

Methodology

The study was carried out in Umudike area of Abia State in Nigeria. The analytical research design was adopted for this study. The design was considered appropriate because the study adopted the interview method of data collection (Popoola, 2012) and an interpretivist approach to analysis. The population of the study comprised 26 librarians working in MOUAU Library (Charity Imo, Personal Communication, 2021). The census sampling technique was adopted to study the entire population. A structured interview schedule and an opinionnaire were used to collect data for the study. The structured interview schedule, administered one-on-one to the respondents, comprised of two sets (A and B) and consisted of 10 and 11 interview questions for librarians who are currently deployed to Cataloguing and Classification Department and for those who are currently not working in the Cataloguing and Classification Department respectively. On the other hand, the opinionnaire, basically deployed to fulfil research question five, contained 15 item statements which the respondents were asked to agree to or disagree. Both instruments were duly face-validated by three experts, two from the Library and Information Science discipline and one from the Measurement and Evaluation field. To collect data for this study, the respondents (which were 25 librarians, constituting 96% of the sample) were all interviewed separately in their various offices. Responses were recorded with an audio recorder and supported with notes taken by the researchers. Ethically, respondents' anonymity was ensured and their responses were password-saved on the researchers' computer to ensure confidentiality. All the data collected were transcribed by the researchers and analysed subjectively using the interpretivist approach.

Data Analysis

Responses from 25 (out of the 26) librarians in MOUAU Library were used for data analysis in this study. The responses of librarians currently working in Cataloguing and Classification Department are synthesized with the responses of the librarians that are not currently deployed to the Cataloguing and Classification Department to account for the ensuing subjective headings and interpretations.

Pattern of deployment of librarians to the Cataloguing and Classification Department of MOUAU Library

The study sought to find out the deployment pattern of librarians to Cataloguing and Classification Department of MOUAU Library. Table 1 below shows the distribution of librarians that are currently working, worked before, or never worked in the Cataloguing and Classification Department of MOUAU Library.

Table 1: Distribution of librarians in MOUAU Library

Categories	No. of respondents
Librarians currently working in Cataloguing and Classification Department of MOUAU library	4
Librarians that worked in the Cataloguing and Classification Department of MOUAU Library in the past	4
Librarians that never worked in the Cataloguing and Classification Department of MOUAU Library	17
Total	**25**

Source: field data, 2022.

Table 1 above shows that only 4 librarians are deployed to the Cataloguing and Classification Department of MOUAU Library as at the time of the study. Interview response of the 4 librarians revealed that their deployment to the Cataloguing and Classification Department is without any set criteria. In other words, the University Librarian deployed them to the Cataloguing and Classification Department arbitrarily. Hence, there is no criterion for the deployment of librarians to the Cataloguing and Classification Department of MOUAU Library.

Routines performed by librarians in the Cataloguing and Classification Department of MOUAU Library

To respond to research question two, which sought to identify the routines of librarians in the Cataloguing and Classification Department of MOUAU Library, the 4 librarians working in the Department were asked to explain their duties in the Cataloguing and Classification Department. Unanimously, they said that their routines included performing of subject cataloguing, determining of subject heading and the assigning of class marks to information materials. This means that, descriptive cataloguing, sorting and flings of cards, catalogue maintenance and others were not directly done by the librarians in MOUAU library. However, they claimed to be performing supervisory roles to para-professionals (the library officers) in the department that undertake these other aspects of cataloguing and classification routines.

Furthermore, the 4 librarians who had worked in the Cataloguing and Classification Department in the past confirmed to have undertaken only the same routines – determining of

subject heading, doing subject cataloguing and assigning of class marks – when they worked in the Cataloguing and classification department of MOUAU Library. Interestingly too, librarians who never worked in the Cataloguing and Classification Department before also indicated their readiness to tow the same line of performing subject cataloguing and classification whenever they will be posted to the Cataloguing and Classification Department.

Skills possessed by librarians that work in the Cataloguing and Classification Department of MOUAU Library

To find out the skills necessary for efficient performance of cataloguing and classification routines, the 4 librarians working in the Cataloguing and Classification Department noted that librarians must be able to do subject analysis which require articulate mind and perseverance in searching content of information materials. On the other hand, the 4 librarians that worked in the Cataloguing and Classification Department in the past stated that performing cataloguing and classification routines very well is a function of patience to read through specific parts of an information material and to understand the scope of an information material in question. The remaining 17 librarians that never worked in Cataloguing and Classification Department before were of the view that the skills needed to carry out cataloguing and classification routines are basic knowledge of the theoretical aspects of cataloguing and classification. For them, the training acquired from the classroom will be sufficient to guide them when they undertake the cataloguing and classification routines in the future.

The perception of librarians towards cataloguing and classification routines in MOUAU Library

The 25 librarians interviewed – comprising of librarians that are currently working, worked before, or never worked in Cataloguing and Classification Department of MOUAU Library – unanimously stated that they perceive cataloguing and classification routines as a sedentary, difficult, tedious, mentally tasking and time-consuming aspect of librarianship. Furthermore, the librarians who never worked in the Cataloguing and Classification Department of MOUAU Library before expressed unwillingness to undertake cataloguing and classification routines, stating that cataloguing and classification procedures are the challenging aspects of library practice capable of keeping a librarian on the seat for a long time while causing you to crack your brain and use many tools simultanuosly .

Opinions of librarians about cataloguing and classification routines in MOUAU Library

The fifth question of this study sought to gather librarians' opinion about cataloguing and classification routines.Librarian's responses to the opinionnaire fielded to them are presented in Table 2 below.

Table 2: Opinion of librarians on cataloguing and classification routine

The librarians' opinions	N	Agreed (%)	Disagreed (%)
Cataloguing and classification routines are too boring.	25	68%	32%
Cataloguing and classification routines involve special knowledge.	25	92%	8%
The rules in cataloguing and classification routines are too many and sometime confusing.	25	76%	24%
Cataloguing and classification routines are brainstorming exercise.	25	100%	0%
Cataloguing and classification routines are burdensome.	25	56%	44%
Cataloguing and classification routines are time consuming.	25	88%	12%
I avoid cataloguing and classification routines because it was not properly taught during my school days.	25	52%	48%
The working environment in my library demoralizes my interest in cataloguing and classification routines.	25	52%	48%
I simply cannot perform cataloguing and classification routines very well.	25	24%	76%
The cataloguing and classification I studied in school is not what I encounter in practice.	25	28%	72%
Lack of hands-on-desk exercise during my school days made me unable to perform the cataloguing and classification routines very well.	25	72%	28%
Cataloguing and classification routines interest me a lot.	25	12%	88%
Working in cataloguing and classification department is always my desire	25	32%	68%
I am very conversant with cataloguing and classification routines	25	40%	64%
Cataloguing and classification are the core of librarianship as a profession	25	100%	0%

Source: field data, 2022.

The opinions of librarians on cataloguing and classification exercise on Table 2 above are intriguing. Majority of the librarians under study agreed that they avoided being posted to the Cataloguing and Classification Department and shy away from its routines because of the boring

and burdensome nature of the exercise, the special knowledge involved in preforming the task, the confusing rules associate with the routine, the time consumed in performing the task, the demoralizing working environment in the library, and the fact that the knowledge of cataloguing and classification was not properly imparted in them due to lack of practical exposure of cataloguing and classification routines during their school days. Hence, it is surprising to find most of the respondents agreeing that they are able to perform cataloguing and classification routines very well because there is no difference between the theory taught in their school days and the practice right before them in the work place, yet on the contrary they indicated that they are not conversant with cataloguing and classification routines. This is suggestive that librarians in MOUAU Library have a negative opinion and attitude to cataloguing and classification routines, implying that working in their library's cataloguing and Classification Department is not the desire of majority of them.

The problems librarians encounter in the course of performing cataloguing and classification routines in MOUAU Library

To ascertain the problems encountered by librarians in performing cataloguing and classification routines, the librarians currently working in the Cataloguing and Classification Department noted lack of internet connection in the Department, inadequate cataloguing and classification tools, dominance of manual cataloguing over expected electronic cataloguing, and regular cases of seeing information materials with deceptive titles. On the other hand, the librarians that worked in the Cataloguing and Classification Department of MOUAU Library in the past stated that the possibility of developing sight related problems is high for librarians that perform cataloguing and classification duties. A particular respondent cited her case as an example, maintaining that her years of engagement in cataloguing and classification routines caused her sight problems, occasioned by constant reading. However, the librarians that never worked in the Cataloguing and Classification Department of MOUAU Library said that the problems they may encounter if they work in cataloguing and classification department will be predominantly in difficulty with the use of working tools such as the cataloguing schemes, schedules, list of subject headings and cutter table. Notably, the remarks of these librarians that are not working in Cataloguing and Classification Department, again, infer a negative perception for the cataloguing and classification exercise of librarianship.

Ways of enhancing librarians' enthusiasm to work in Cataloguing and Classification Departments

Here, librarians made several suggestions towards enhancing their interest in performing cataloguing and classification routines. The librarians currently working in the Cataloguing and Classification Department of MOUAU Library and their counterparts that worked there in the past made three summarised suggestions. Firstly, they suggested that the Cataloguing and Classification Department of MOUAU Library should be connected to the internet to enable on-line cataloguing. Secondly, that adequate working tools should be provided for cataloguing and classification. Thirdly, that seminars and workshops should be organised for librarians regularly to keep them updated on new trends in cataloguing and classification practice.

However, the librarians that never worked in Cataloguing and Classification Department of MOUAU Library doubled down on the need for organising regular trainings for librarians to perform cataloguing and classification routines effectively and added that special remuneration and allowances should be provided for cataloguers. Furthermore, they remarked that an apparent disconnect exists between theoretical teaching of cataloguing and classification in library schools' education/ training and its practice in Libraries. They maintained that the curriculum of library schools should emphasise practical teachings and be made a compulsory course, instead of being an elective course as practiced in the curriculum of the Library School of Michael Okpara University of Agriculture, Umudike.

Discussion and Implication of Findings

This study noted the arbitrary approach adopted by the University Librarians in the posting of staff to various departments of the library. Although there is no available study to explain the benchmark norms upon which librarians and library staff in general can be posted and reposted in units within the libraries, it is imperative to develop criteria to guide this managerial activity. This is a lacuna in librarianship literature.

The second finding revealed the routines performed by librarians in cataloguing and classification department to include subject heading determination, subject cataloguing and assigning of class marks and call numbers. The three listed routines are part of what librarians are expected to perform as professionals in the library practice. However, descriptive cataloguing was seen as a routine not done by librarians contrary to the assertion of Cabonerro & Dolendo, 2013; Quadri & Abiodun, 2017. Yet, there is no available contrary study to suggest that descriptive cataloguing is a routine that librarians should relegate to library officers who apparently did the job in MOUAU Library.

In the aspect of skills possessed by librarians that work in the Cataloguing and Classification Department of MOUAU Library, this study showed ability to do subject analysis, coupled with the acquisition of sufficient theoretical knowledge of cataloguing and classification techniques as skills necessary for efficient performance of cataloguing and classification routines. Researchers agree with this indirectly as they opine that cataloguing and classification is a skilful art that is subject to specific rules and guidelines which the practitioner acquires through a period of professional training according to Jimoh and Igwe (2011); Prajapati (2015). This means that poor understanding of the theoretical knowledge of the subject, obtainable in the library schools, shapes and influences skills possessed by librarians in cataloguing and classification practice.

With respect to perception of librarians about cataloguing and classification routines, the findings showed that librarians unanimously perceived cataloguing and classification routines as sedentary, difficult, tedious, mentally tasking, time-consuming, and challenging aspects of library practice that stuck librarians to their seat for a long time. This aligned with the ideas of Nnadozie, (2019); Nwokocha and Ugocha (2013); Olowu (2011) who recognized cataloguing

and classification routines as a technical and demanding aspect of library job that frightened most librarians and deterred them from specialising in it.

The librarians' perceptions were garnered through their opinions. Apparently, librarians in MOUAU Library showed negative opinions to cataloguing and classification routines, as majority of them pronounced their disinterest to work in the Cataloguing and Classification Department of their library. This, again, validates the non-empirical notion of Nwokocha and Ugocha (2013) that most librarians are scared of cataloguing and classification jobs.

On the problems encountered by librarians in performing cataloguing and classification routines, Nnadozie's (2019) submission that tools and other facilities used in the technical service are either inadequate or non-existent tally with the problems indicated by the study respondents. The problems included lack of internet connection which makes it impossible to perform on-line cataloguing, inadequate working tools that leads to slow pace of work and output, information materials with indistinct titles resulting in waiting so much time in order to determine their subject and class marks, as well as difficulty in using the working tools. Moreover, the observation by some respondents highlighting the fact that long involvement in cataloguing and classification exercise endangers the librarians' sight and vision is intriguing but not supported in available literature. The implication of this is that the cataloguing and classification job is deemed as hazardous and should be included in the list of jobs that require relevant personal protective equipment (PPE) for the cataloguers. Perhaps, this revelation calls for further research into other possible workplace related illness and injuries other than sight problems that can be attributed to cataloguing and classification practice in librarianship.

In suggesting ways of enhancing the librarians' enthusiasm to work in the Cataloguing and Classification Departments of MOUAU Library, respondents proposed that cataloguing and classification sections of libraries should be connected to the internet for easy access to online catalogues and union catalogues of other libraries. This, of course, will lessen the problems associated with manual cataloguing and reflect current realities and international best practices in libraries. They also recommended that adequate working tools should be made available while seminars and workshops be organized for librarians on cataloguing and classification trends from time to time. Further suggestions, all of which are worthwhile for the librarianship profession, included mapping out special remuneration and allowances for librarians who perform cataloguing and classification routines, incorporating sufficient practical exercise into the teaching and learning of cataloguing and classification in library schools education and training align with existing literature.

Conclusion

This study investigated the perceptions of librarians of cataloguing and classification routines in MOUAU Library. A total of seven questions were asked and duly answered. From the results obtained, academic librarians as professionals in librarianship were part of the staff of Cataloguing and Classification Department in MOUAU Library admitted to be responsible for core cataloguing and classification routines in their library (namely determining of subject

headings, subject cataloguing and assigning of class marks) but not descriptive cataloguing which para-professionals performed. The pre-study observation indicating that the cataloguing and classification duties in MOUAU Library were basically done by para-professionals is partly correct. Beside this, MOUAU librarians perceived cataloguing and classification routines as challenging aspects of library practice and thus, disliked working in the Cataloguing and Classification Department of their library.

Recommendations

Consequent to the findings of this study, the following recommendations are necessary:

i. For the fact that librarians interpret and regard cataloguing and classification work as very technical routines, they should be availed of opportunities for training and retraining.
ii. As a result of the demanding, difficult, meticulous and mentally exerting nature of cataloguing and classifications routines, the reason for which most librarians dislike being posted to that department, there should be special incentives for motivating cataloguers in libraries. This will encourage and attract other librarians to cataloguing and classification routines.
iii. Recruitment of librarians, particularly in academic institutions, should include aptitude tests on cataloguing and classification to ascertain their competence and ensure that they will not shy away or be incapable of performing cataloguing routines during their career.
iv. Internet connectivity should be provided in cataloguing and classification departments to enable access to online catalogues and cataloguing software for easy flow of work and productivity.
v. Cataloguing and classification librarians should be provided with relevant PPE such as eye glasses, special reader-lenses, and computer screen shields to avert eye sight problems that librarians in this study attributed to cataloguing work
vi. Further studies on other possible workplace related illnesses and injuries other than sight problems should be conducted on cataloguing and classification librarians especially as it concerns the sedentary nature of cataloguers. Intermittent exercises should be practices by librarians who do cataloguing
vii. Library schools in Nigeria should incorporate sufficient practical sessions into the curriculum for teaching cataloguing and classification, since poor understanding of the theoretical knowledge of the subject shapes and influences the skills possessed to practice it.

References

Ahiauzu, B., & Opara, V. C. (2022). Impact of online cataloguing system on cataloguer's productivity in university libraries in Rivers State. *Global Educational Journal of Library and Information Science, 9* (1), 01-14.

Aina, L.O. (2012). Mentoring in cataloguing: Bridging the gap between the young and adult. *Published in the 32nd annual seminar/ workshop organised by NLA, Cataloguing, Classification and Indexing Section,21st -26th October, Benin*

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, New Jersey: Prentice Hall.

Cabonerro, D.A. & Dolendo, R. B. (2013). Cataloguing and classification skills of library and information science practitioners in their workplaces: A case analysis. *Library Philosophy and Practice* (e-journal). Retrieved from digitalcommons.unl.edu

David-West, B. T. & Angrey, C. U. (2018). Cataloguing and classification skills and information dissemination in libraries. *Journal of Educational Research and Review, 6*(7), 94-97.

David-West, B. T. & Jonah, E. A. (2019). Demographic variables and stress management among cataloguers in university libraries in Cross Rivers State. *Information and Knowledge Management,* 9 (9). Available at: http://www.iiste.org/

Emmanuel, V. (2019). Influence of information and communication technology (ICT) on cataloguing services in libraries. *International Journal of Library Science, 17* (2). Retrieved from https://www.researchgate.net/profile/Vivien-Emmanuel-2/publication/371425950_Influence_of_information_and_communication_technology_ICT_on_cataloguing_services_in_libraries/links/64831d9bb3dfd73b776fdb0d/Influence-of-information-and-communication-technology-ICT-on-cataloguing-services-in-libraries.pdf

Jimoh, R. A. & Igwe, K. N. (2011). *Essentials of cataloguing and classification for libraries and library schools*. Offa: Wunmi Commercial Press.

Joudrey, D.N., Taylor, A. G. & Miller, D. P. (2015). *Introduction to cataloguing and classification. Library and information science text series.* Santa Barbara: California Libraries.

Kumar, K. (2015). *Library manual.* New Delhi: Vikas Publishing House. Librarians' Registration Council of Nigeria. (2013). *Librarians code of ethics.* Abuja: Mac-Don Ethel.

Malviya, A. (2017*). Dictionary of library and information science*. New Delhi: Paradise Press.

Myers, D. (2011). *Exploring psychology*. New York: North Publishers.

Nnadozie, D. (2019). Technical service in Nigeria university libraries. In C. O. Nnadozie, C. P. Uzuegbu, M. C. Nwosu, K. N. Igwe and J. O. Akidi (Eds.), *University librarianship: Issues and perspectives in Nigeria. A Festschrift in Honour of Professor Raphael U. Ononogbo* (pp 158-172). Lagos: ZEH Communications.

Nwokocha, U. & Ugocha, O. (2013). *Introduction to cataloguing for Nigeria Libraries.* Okigwe: Marco Press.

Nwosu, O. C. (2012). *Principles of cataloguing and classification with AACR 2R, MARC* 2 *and classification schemes*. Enugu: Sound and Sense.

Ogunmodede, T. A., Nwokocha, M. N. & Apata, M. C. (2014). Influence of automated cataloguing system on manual cataloguing system in the library: A case study of selected academic libraries in South-West, Nigeria. *Information Technologist, 2* (2), 61-65

Olowu, K. (2011). Prospects and challenges of online cataloguing in Nigeria. *Bayero Journal of Library and Information Science, 1* (1), 52-56

Ossai-Onah, O. V., Anyanwu, E. U. & Uche, A. C. (2014). Perception of library and information science students in cataloguing and classification as a course: Experience at the library school of Federal Polytechnic Nekede. *Benue Journal of Library, Management and Information Science, 4* (1), 1-9.

Popoola, S.O. (2012). Conceptual model building and research design. *Paper Presented on Research Methods at chapel Seminar Series of school of Postgraduate Studies, Babcock University, Ilesha-Reno, Ogun State, Nigeria, on 3rd December, 2012*

Prajapati R.S. (2015). *Theories and practice of library management.* New Delhi: Discovery Publishing House.

Quadri, R. F. & Abiodun, O. L. (2017). Attitudes of students on Industrial Work Experience Scheme towards cataloguing and classification in Federal Polytechnic Offa, library Kwara State Nigeria. *Ebonyi Journal of Library and Information Science*, *4* (1), 181-187.

Rao, S. (2008). Factors influencing perception. Retrieved from http//www.citeman.com/2840-factors-influencing-perception.html

Robbins, S. P. (2013). *Organisational behaviour*. Boston: Pearson Education.