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**JOB SPECIALIZATION PREFERENCES OF POSTGRADUATES IN TWO PRIVATE
LIBRARY SCHOOLS IN SOUTH-WEST, NIGERIA: A CASE FOR CATALOGUING
AND CLASSIFICATION**

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Abstract

The study examined job specialisation preferences of Masters in Library and Information Science (MLIS) students in cataloguing and classification in Leadcity University, Ibadan, Oyo State and Adeleke University, Ede, Osun State library schools. The study was guided by five research questions. Descriptive survey design was adopted while total enumeration of 72 postgraduates was used in the study. The instrument used to generate data was questionnaire, while data collected was analyzed with the use of inferential statistics. A total of 33 copies of the questionnaires were useful for analysis out of the 45 retrieved from the respondents. Result revealed among others that: majority 19 (57.6%) of the respondents studied library and information science during their undergraduates programmes; majority of postgraduates with $\bar{x}=2.59$ have positive perception towards cataloguing and classification courses; and 24 (72.7%) respondents were willing to work in cataloguing and classification section at the end of their programmes. The course should be taught using relevant tools, cataloguing and classification laboratory should be equipped with relevant resources, and students should develop interest in the courses in order to improve their willingness to work in cataloguing and classification section of library and information after graduation.

Keywords: Cataloguing; Classification; Job specialization; Library schools; Postgraduates.

Introduction

Cataloguing and classification are the processes of organising information resources in library and information centres with the use of internationally accepted tools like Anglo American Cataloguing Rules 2 (AACR2), Resources Description and Access RDA), Sears List of Subject Headings/Library of Congress Subject Headings, Dewey Classification Scheme/Library of Congress Classification Scheme. The main purpose of cataloguing and classification is to create a catalogue (physical or electronic) to enable users easily access and retrieve information resources in library and information centres. Library schools all over the world are expected to

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produce graduates and postgraduates that will work in different areas of job specialization after their graduation.

Some of the areas of work that graduates are expected to work in library and information centres among others are acquisition, cataloguing and classification, serials, reference, electronic library, institutional repository, information and communication technology. Information resources systematically selected and acquired from the acquisition section of the library are being processed and organized systematically for ease of access and retrieval by library users through cataloguing and classification processes Universally, cataloguing and classification tools like Anglo American Cataloguing Rules 2 (AACR2), Resource Description and Access (RDA), Sears List of Subject Headings/Library of Congress Subject Headings, Dewey Decimal Classification Scheme/Library of Congress Classification Scheme, filing rules etc. are being used depending on the type of the library and their preference to organize information resources. Circulation and Reference sections of the library depend on the work done in cataloguing and classification section to arrange information resources in their sections on the shelves for the use of their clientele in every library in the world.

All the areas of work in library and information centres are very important but majority of students are not interested to work in cataloguing and classification section after graduation. Ogunniyi (2008) found that majority of undergraduates from the University of Ibadan and Delta State University, Abraka, Delta State opted to work in reference section of the library at the end of their programmes while only 23 (41%) and 46 (26%) of the sampled respondents from the University of Ibadan and Delta State University, Abraka respectively preferred to work in the cataloguing and classification section of the library.

Statement of the Problem

It was observed that some students in library schools are not interested to work in cataloguing and classification section in library and information centres at the end of their

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graduation. If this trend is not checked, it may lead to dearth of cataloguers in library and information centres in future. Therefore, postgraduates in selected private library schools were studied to identify their areas of job preferences.

Research Questions

1. What is subject background of postgraduates during their undergraduate study in two private library schools, South-West, Nigeria?
2. What is perception of postgraduate towards learning cataloguing and classification in two private library schools, South-West, Nigeria?
3. What is the level of postgraduates' willingness to work in cataloguing and classification section after graduation in two private library schools, South-West, Nigeria?
4. What other sections are postgraduates from two private library schools in South-West, Nigeria willing to work after graduation?
5. What are the strategies for improving postgraduates' interest in cataloguing and classification in two private library schools, South-West, Nigeria?

Literature Review

A career can be defined as applying one's skills and knowledge that assists in taking control over his profession and developing an interconnection with professionals (Redman and Wilkinson, 2001). Individuals are inclined towards those career options that matches their expectations and improve their living standards (Singh, 2020). In the field of librarianship, graduates tend to shy away from cataloging and classification. Working in the cataloguing department of any library or information centre is a challenging job. It is a department where the organization of information

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resources takes place. In libraries, cataloguing and classification is held in high esteem and is very important because it is regarded as the heart of the library. It should be noted that the processing of reference and circulation materials in the library are the functions of the cataloguing and classification section.

Library and information schools are expected to expose students of library and information science to the rudiments of cataloguing and classification of systematically organise information resources (physical and online) in library and information centres to enable users to locate needed resources with ease. In spite of the great importance of cataloguing and classification in the organisation of knowledge, some students if not all would prefer not to work in the section after their training from library and information schools. According to Coetzee and De Boer (2000) cited in Ogunniyi (2009), many information workers entering the profession are emphatic that they do not like cataloguing as such and would not like to become cataloguers.

Nwalo (2001) posited that librarianship students in Nigeria generally dislike cataloguing and classification and would avoid it if they could. In a research by Ogunniyi (2008), it was found that majority of undergraduates from the University of Ibadan and Delta State Univesity, Abraka, Delta State library schools opted to work in reference section of the library at the end of their programmes while only 23 (41%) and 46 (26%) out of 56 and 177 of the sampled respondents from the University of Ibadan and Delta State University, Abraka respectively preferred to work in cataloguing section of the library. The study found that majority of undergraduates from the two library schools were not interested to work in cataloguing and classification section.

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Contrary to the findings of Coetzee and De Boer (2000) cited by Ogunniyi (2009), Nwalo (2001) and Ogunniyi (2008), Osaniyi and Afolabi (1986) cited by Ogunniyi (2008) discovered that 58(67%) and 27 (60%) of library school students from Ahmadu Bello University, Zaria and Bayero University, Kano respectively responded that they would like to work in cataloguing, classification and indexing section at the end of their training. This discovery of students willing to work in cataloguing, classification, and indexing section of library and information centres may likely be due to adequate provision of cataloguing and classification tools, use of appropriate method(s) in teaching cataloguing and classification courses, and provision of cataloguing, classification, and indexing laboratory in the two library schools in Northern Nigeria as at that time. Ogunniyi and Nwalo (2015) found that majority of the library schools in Southern Nigeria do not have cataloguing laboratory, laboratory instructors and assistants.

On the perception of students toward cataloguing and classification, Ogunniyi (2009) found that 28 (50%) and 115 (64.5%) undergraduates from the University of Ibadan, Ibadan, Oyo State and Delta State University, Abraka, Delta State respectively perceived cataloguing and classification as difficult/most difficult courses in library schools. In the polytechnic sector, Yusuf (2015) discovered that some ND II, HND I and II at the Federal Polytechnic, Offa, Kwara State perceived the courses as difficult with their practical attributed to insufficient practical, and traditional method of teaching employed by lecturers teaching the courses make the courses not interested. Insufficient practical and non-usage of appropriate teaching methods will make students perceived practical oriented courses to be difficult. Ogunniyi (2015) found that undergraduates in Southern Nigeria library schools have negative attitude (-1.30) towards cataloguing and classification. In the University of Port Harcourt, David-West and Wali (2020)

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discovered that students have negative attitude towards cataloguing and classification during Student’s Industrial Work Experience (SIWES). It was further found that their negative attitude towards the courses was because library science was not their choice of course to study. The study therefore focused on job specialization preferences of postgraduates in two private library schools with emphasis on cataloguing and classification.

Methodology

This study utilised descriptive survey method in the data-gathering process of the research. A structured questionnaire was designed by the researchers and administered to Master students in the two (2) selected private library schools in South West, Nigeria. The total population of the respondents was 72. Due to the small number of respondents in the selected universities, this study adopted total enumeration technique. Inferential statistics was used to analyse collected data.

Results and Discussion of Findings

Table 1: Response Rate

S/N	Name of Library Schools	Total Population	No of Students Available	Number of Questionnaire Retrieved	Number Usable
1.	Adeleke University, Ede, Osun State	18	12	7	7
2.	Lead City University, Ibadan, Oyo State	54	33	26	26
	Total	72	45	33	33

Table 1 reveals that out of 45 administered questionnaires, 33 were returned and found usable for the study.

Table 2: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	14	42.4
Female	19	57.6
Total	33	100.0

Table 2 shows the gender distribution of the postgraduates. The table reveals that 14 (42.4%) of the respondents were male while the remaining 19(57.6%) were female. The result from this table implies that more of the postgraduates were female.

Answers to Research Questions

Research Question 1: What is the subject background of postgraduates during their undergraduate study in private library schools in South-West? Nigeria?

Table 3: Subject Background of Postgraduates during their Undergraduate Study

Subject Background	Frequency	Percentage
Library and Information Science	19	57.6
Education	2	6.1
Social Sciences	1	3.0
Science	1	3.0
Agricultural Science	1	3.0
Medicine	0	0
Law	8	24.2
Technology	0	0
Arts	1	3.0
Total	33	100.0

Table 3 reveals the subject background of postgraduates during their undergraduate study in the two private library schools studied. The table shows that highest representation, Library and Information with 19(57.6%) of the postgraduates, while none of the postgraduates selected Medicine, and Technology as their subject background during their undergraduate programme.

Therefore, the subject background of the majority of the postgraduates during their undergraduate study was Library and Information Science 19 (57.6%).

Research Question 2: What is the perception of postgraduates towards learning cataloguing and classification in private library schools?

Table 4: Postgraduates Students’ Perception towards Learning Cataloguing and Classification

Item	SA	A	D	SD	Mean	Std. D
They are the most difficult courses in the library school	7	10	14	2	2.66	.89
They are simple courses	6	12	7	8	2.44	1.06
The courses are very interesting	13	17	3	0	3.30	.64
Learning cataloguing and classification is not interesting	3	5	13	12	1.97	.95
Others, please specify	-	-	-	-	-	-
Weighted Average					2.59	

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Value: 0.00 - 2.49 = *Negative*, 2.50 - 4.00 = *Positive*

Table 4 reveals the postgraduates’ perception towards learning cataloguing and classification in the two (2) private library schools. Based on the value of the weighted average (2.59 out of 4.00 maximum value obtainable) which falls within the decision value for *positive*, it can be inferred that the perception of postgraduate students towards learning cataloguing and classification in private library schools is positive. This positive perception towards cataloguing and classification may possibly be as a result of majority of the students having library and information science background or having conducive environment in learning the courses in their library schools. This finding is at variance with the findings of Ogunniyi (2009), Ogunniyi (2015), Yusuf (2015) and David-West and Wali (2020) who discovered that undergraduates (University of Ibadan and Delta State University library schools; and library schools in Southern

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Nigeria), ND II, HND I and II (Federal Polytechnic, Offa, Kwara State) and University of Port Harcourt, Rivers State have negative perceptions toward cataloguing and classification courses.

Research Question 3: Are postgraduates willing to work in cataloguing and classification section after graduation in private library schools?

Table 5: Willingness of Postgraduates to Work in Cataloguing and Classification Section after Graduation

Question	Response	Frequency	Percentage
Do you want to work in cataloguing and classification section of the library after the end of your course?	Yes	24	72.7
	No	9	27.3
	Total	33	100.0

Table 5 shows the willingness of the postgraduates to work in cataloguing and classification section of the library after graduation. The table shows that 72.7% of the respondents are willing to work in cataloguing and classification section while the remaining 27.3% are not willing. Based on this result, it can be concluded that most of the postgraduates are willing to work in cataloguing and classification section after graduation in the selected library schools. This is in support of Osaniyi and Afolabi (1986) cited by Ogunniyi (2008) who discovered that 58(67%) and 27 (60%) of library school students from Ahmadu Bello University, Zaria and Bayero University, Kano respectively responded that they would like to work in cataloguing, classification and indexing at the end of their training.

This result is contrary to the findings of Ogunniyi (2008) who found that majority of undergraduates from the University of Ibadan, Ibadan, Oyo State and Delta State University,

Abraka, Delta State opted to work in reference section of the library at the end of their programmes.

Research Question 4: What other sections are postgraduates from two private library schools willing to work after graduation?

Table 6: Other Sections Postgraduates Are Willing to Work after Graduation (n=9)

Other Library Sections	Frequency	Percentage
Acquisition	-	0.0
Serials	-	0.0
Circulation	-	0.0
Reference	7	77.8
Electronic/Digital	1	11.1
Theses/Projects	1	11.1
Others, please specify	-	-
Total	9	100.0

From the Table 6, 7(77.8%) of the respondents prefer to work in the Reference section, 1(11.1%) each indicated that they will like to work in the Electronic/Digital and Theses/Projects. Therefore, the other preference of work areas in the library selected by majority of the postgraduates is Reference 7(77.8%).

Research Question 5: What are the suggestions of postgraduates in improving their interest in cataloguing and classification in the two private library schools, South-West, Nigeria?

Table 7: Suggestions to Improve Postgraduates Interest in Cataloguing and Classification

Item	SA	A	D	SD	Mean	Std. D.	Remark
Lecturers should make the courses more interesting when teaching	31	02	0	0	3.94	.24	Accepted
The courses should be taught with relevant tools available for learning	32	01	0	0	3.97	.17	Accepted
Lecturers should teach the courses step by step since some of the students did not have library and information science background	28	05	0	0	3.85	.36	Accepted
Cataloguing laboratory with tools should be provided to balance theory with practical	29	04	0	0	3.88	.33	Accepted
There should be provision for online cataloguing in the computer laboratory	25	08	0	0	3.76	.44	Accepted

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Lecturers should give practical assignments to students regularly, mark and discuss them in the class	25	08	0	0	3.76	.44	Accepted		
Students should develop more interest in the courses	29	03	01	0	3.85	.44	Accepted		
Others, please specify	-	-	-	-					

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree
Decision Value for Remark: 0.00 - 2.44 = Not Accepted, 2.45 - 4.00 = Accepted

Table 7 shows that majority of the respondents agreed to all the suggestions to improve their interest in cataloguing and classification after graduation.

Recommendations

Based on the findings of this study, the following recommendations were made in improving students interest in cataloguing and classification courses in library schools in Nigeria:

1. Cataloguing and classification courses should be taught with relevant tools for proper understanding of the students;
2. Lecturers should make cataloguing and classification more interesting when teaching the courses by giving relevant practical examples to the students;
3. Cataloguing and classification laboratory should be equipped with basic tools for students' practical;
4. Cataloguing and classification laboratory instructors and assistants should be employed by Managements in all the tertiary library schools in Nigeria to assist students' learning of the courses during their practical sessions;

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5. The use of information and communication technology should be part of teaching and learning cataloguing and classification courses in library and information schools in Nigeria; and

Students should develop more interest in cataloguing and classification courses in order to encourage them to be willing to work in the cataloguing and classification section after graduation.

Conclusion

Majority of postgraduates in the study are willing to work in cataloguing and classification section after graduation contrary to previous findings where majority of undergraduates were not willing to work in the section after their graduation.

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