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## INFLUENCE OF LIBRARIANS ATTITUDE TOWARD CATALOGUING AND CLASSIFICATION IN ACADEMIC LIBRARIES

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# INFLUENCE OF LIBRARIANS ATTITUDE TOWARD CATALOGUING AND CLASSIFICATION IN ACADEMIC LIBRARIES

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## Abstract

*This study investigated the influence of librarians' attitude toward cataloguing and classification in academic libraries. Academic library is the heartbeat of a higher institution of learning. Without an academic library, students, researchers, staff might find it very difficult to study and conduct effective and efficient research. All information resources in academic libraries are expected to be catalogued and classified by librarians/cataloguers with standard classification schemes which would bring all the related books together. The attitude of librarians toward cataloguing and classification can be positive or negative. Positive in the essence that they tend to enjoy or like cataloguing and classification, understand its value, and have confidence in it. However, librarians with a negative attitude toward cataloguing and classification tend to dislike it, and feel afraid to engage in it. The attitude of librarians toward cataloguing and classification would be determined whether the library information resources in the academic libraries would be catalogued or not. If librarians develop a positive attitude toward cataloguing and classification, all the library information resources in an academic library would be catalogued, classified, organized, arranged and shelved in order for the library users to make use of them. But if librarians develop a negative attitude toward cataloguing and classification, some of library information resources might not be catalogued or wrongly catalogued where they would not be useful for the users.*

*Keywords: Attitude, Academic library, Librarian, catalogue, cataloguing and classification*

## Introduction

Academic library as the name implies, is the library that can be found in higher institutions of learning such as colleges of education, Polytechnics and Universities Ubogu and Okiy (2011). According to David-West and Wali (2020), academic libraries are established in higher institutions of learning with the main purpose of supporting and complementing the institution's

personnel's information needs, be it on academic, political, economic, socio-cultural, technological, etc. According to Agyen-Gyasi, Lamptey and Frempong (2010), academic libraries are essential contributors to knowledge generation and serve a wide spectrum of knowledge seekers. Academic libraries serve two complementary purposes: to support the school's curriculum and to support the research of the university faculty and students (Adenira, 2011). Academic institutions play a key role in society by preparing future generations to use the acquired knowledge to fulfill their responsibilities more effectively. Academic libraries serve users such as students, faculty, administrators and staff with diverse information needs.

### **Librarians and their Responsibilities**

A librarian is a professional trained in the field of library and information science that is in charge of a library and is responsible for its management and services. They render quality services to the library users to ensure that their information needs are met. The librarian takes care of the library and its resources. They oversee the daily operations of a library at the public or private level. They are responsible for acquiring, organizing, managing and distributing library resources and ensuring that library provision meets the needs of all its users. According to Al-Qallaf (2006), librarians provide access to eclectic e-collections, create and maintain digital content, support e-learning, provide real time e-reference, negotiate contracts and licensing agreements and struggle with the economics of electronic information. Librarians' help library users find information and conduct research for personal and professional use. They can also help students learn how to use the library database to find online scholarly articles or hardcopy materials for research papers, projects, dissertation and thesis. Abram (2008) states that a librarian must have solid knowledge about user behavior. Stephens (2007) created a model of the key skills of a pragmatic blogging librarian such as monitoring, gathering, reflecting, sharing, commenting and creating communities.

In the era of technological development, librarians are expected to be very much updated on technological changes. Modern era librarians are expected to make greater use of emerging technologies in the library management and services to make it more popular and useful among the patrons. Modern era librarians are expected to help patrons dive in the oceans of information available in books and digital records.

In addition to the responsibilities of librarians, the following are also part of their job:

- Answering readers' enquiries;
- Developing, cataloguing and classifying library resources;
- Ensuring that library services meet the needs of particular groups of users (e.g undergraduate, researchers, staff, postgraduate students, disabled students);
- Train and supervise library technicians, assistants, other support staff and volunteers;
- Organize library materials so that they are easy to find.

## **Cataloguer**

A cataloguer is a professional librarian who classifies library materials e.g books according to a categorical system. He/she responsible for the processes of description, subject analysis, classification and authority control of library materials. Bahmann (2007) described cataloguers as professional librarians, sizable in number but indispensable in providing important but veiled services to libraries and library users. According to Aina (2012) the tasks of a cataloguer are multifarious; they need to possess technical knowledge and subjects that will enable them to perform their task. Crosby (2001) affirmed that the work of cataloguers has changed and expanded. According to her, cataloguers classify books, videos, CD-ROMS, and other materials so as to enable users to find what they are looking for. The primary duties of a cataloguer are to prepare bibliographic records and provide access and retrieval of items in the library. The work of a cataloguer requires dedication and skillful use of the various tools to teach in order to have a complete knowledge of the profession that can easily link the users of the library to the needed available resources in a particular library. Yusuf (2012) states that cataloguers are expected to provide effective and efficient services that will enhance information retrieval and increase the use of library resources. According to him, it may be difficult to achieve if the cataloguers do not possess sufficient knowledge and skill since there will not be a good connection between users and the library collections. Bello and Mansor (2011) strongly believed that a cataloguer must be skilled enough to perform bibliographic description in all kinds of resources with the use of appropriate bibliographic tools such that users could easily and efficiently access the resources in the library irrespective of the method used whether manually or technologically.

As cataloguers have the responsibility to facilitate patron access to information resources, these tasks cannot be done without following specific rules provided by: Anglo American Cataloguing Rules (AACR) and Machine Readable Cataloguing Standards (MARC). The knowledge of these cataloguing rules and skills in the use of LCC, LCSH DDC as the case may be will ever be relevant in academic libraries. Cataloguer is expected to check punctuation, uniformity with existing records and authorities and access points. A good cataloguer will not just copy a catalogue without reviewing the records because records that are perfect at an instance are hard to find. Apart from importing records, a cataloguer creates electronic reading lists, makes decisions regarding terminology in order to create appropriate locations for the various items such that searching the catalogue becomes easier for the use of DVDs, CDs, books on tape, electronic documents, reference materials, books, magazines and indigenous publications using cataloguing tools with his/her sharpened pencil and eraser.

A seasoned cataloguer ensures that the author and title are correct, look through the book, turn to bibliographic tools and provide the best, most accurate record. Attention to details is the

hallmark of an exceptional cataloguer because he or she knows that accurate bibliographic records and improved access is a good advertisement for the library. However, regular training and conferences attendance will help cataloguers keep abreast of changing cataloguing rules and tools.

## **Cataloguing**

Cataloguing is the process of describing information resources uniquely based on some unique properties such as the author, the title, the place of publication, the date of publication and the publishers. The place of publication, the date of publication and the publishers are usually referred to as “imprint”. According to Akidi & Omekwu (2019), cataloguing is the systematic description of a book, pointing out the important bibliographic details such as author, title, sub-title, parallel title, edition, publisher and place of publication, date of publication, series, subject and collation. Esse (2013) described cataloguing as simply the bibliographic description of documents by means of different classification procedures and rules. Ugwanna (2013) defines cataloguing as the process of preparing *catalogue entries for all materials* that are available in the library. It includes identifying the author, title, publication information and determines the main entry, added entries, subject headings and call number. Cataloguing shows vividly the bibliographic details of materials in such a way that a user can easily identify them with ease, even when there is no help coming from a staff (librarian).

The main purpose of cataloguing is:

1. To enable users to find a book of which either the author or the title or the subject is known.
2. To assist in the choice of a book as to its edition (bibliographical) and as to its character (literary or topical).
3. To show what the library has by a given author, on a given subject or in a given kind of literature.
4. To show what library has where it is located (on display, in store, on loan) and what stories it tells.

## **Steps and Processes of Cataloguing**

Cataloguing can be grouped into two:

1. **Original cataloguing:** This is used when copy catalog information is not available for an item. In this case, the cataloguer /librarian does all of the cataloging from scratch. Original cataloguing involves creation of bibliographic records without making reference to other records prepared by another cataloguer elsewhere. Correct original cataloguing is a complicated and time-consuming process that is bound by many rules. The primary source for original

cataloguing is a publication called AACR2 or *Anglo American Cataloging Rules, 2nd Edition*. The rules advise cataloguers how to create a catalogue record, how to select and record information about an item's title, author, publishers, edition and so on.

**2. Copying cataloguing:** It is an alternative to original cataloguing. Copy cataloguing is the process of editing a pre-existing bibliographic record instead of creating a completely new record from scratch. It can also mean finding a matching existing cataloguing record (bibliographic record) for an item in hand, editing and incorporating the record as necessary and attaching the local holding information to the bibliographic record. Copy cataloguing is the preparation of bibliographic records with already prepared records by another person in another library. This involves the use of Machine Readable MARC standard format. Some of the sources of copying cataloguing are WorldCat, Library of congress, British online, Online Computer Library Centres (OCLC), etc

Original cataloguing can be divided into two, namely:

**i. Descriptive cataloguing:** This is the process of identifying and describing the bibliographic and physical form of an item, determining the author(s)/editor(s), title, place of publication, publisher, year of publication, pagination, ISBN/ISSN and physical description, that will be used as access points, and recording these data in a bibliographic record. Descriptive cataloguing enables the user to find and identify a book, by the name of the author, the title, variant titles, etc. Two popular standards for descriptive cataloguing are Anglo-American Cataloging Rules (AACR) and its successor Resource Description and Access (RDA).

**ii. Subject cataloguing:** This is the aspect of cataloguing which focuses on the subject content of a book or information material. Subject cataloguing encompasses classification and assignment of subject headings for the information items. Subject cataloguing is "any catalogue arranged by subjects, whether in alphabetical or classified order." – Harrods Librarian's Glossary and Reference Book. Subject cataloguing is "that part of cataloguing which involves the allocation of subject headings to entries for specific books or other documents." According to Miller (2004), subject cataloguing deals with what a book or other library item is about, and the purpose of subject cataloguing is to list under one uniform word or phrase all the materials on a given topic that a library has in its collection. By doing so, if a person is looking for information on a particular topic; he is able to get it through the subject headings approach. All forms of subject catalogues have a two-fold objective: first to enable an enquirer to identify documents on a given subject and second, to make known the presence of material on allied or related subjects.

A library having a million volumes that are not organized for easy retrieval will be judged as having nothing. Nwalo (2003) observes that a building filled with books is not necessarily a library unless those books have been organized for access and made available for use. Joni (1995) avers that when a library has invested so much money to purchase books and other research materials, cataloguing is a small price to pay to be able to find them when they are

needed. When resources are acquired in the library, they are arranged in specific patterns so that users can access them easily.

## **Classification**

Classification is the process of arranging, grouping, coding, and organizing books and other library materials (e.g. books, serials, sound recordings, moving images, cartographic materials, manuscripts, computer files, e-resources etc.) on shelves or entries of a catalogue, bibliography and index according to their subject in a systematic, logical and helpful order by way of assigning them call numbers using a library classification system so that users can find them as quickly and easily as possible. Ode and Omokaro, (2007) defined classification as simply a consortium of liked things and sorting out things according to their differences. According to Opaleke, Olayemi, and Aina (2006) classification is a necessary device in organization. It directs the users to a specific subject and groups books on the same or related subjects. Thus, book classification refers to two basic processes: the making of a classification scheme and people who perform this activity are known as classificationists. Classification is done with a view to assign class marks to books using schemes such as the Library of Congress Classification (LC), Dewey Decimal Classification (DDC), Moys Classification scheme and others.

## **Purposes of Classification**

1. It brings related information items together, that is, it brings like/ the same books together.
2. It enables clientele to locate and retrieve information materials as quick as possible
3. It helps in compilation of subject bibliography
4. It reveals the weakness and strength of library collections. It shows which subjects have a good collection and which subject require more attention
5. It saves time

## **Components of Classification Schemes**

1. **Schedule:** Schedule is used to describe the printed list of all the main classes, divisions and subdivisions of the classification scheme. They provide a logical arrangement of all the subjects encompassed by the classification scheme.
2. **Notation:** Notation is the system of symbols used to represent the terms encompassed by the classification scheme. The notation can be pure – using one type of symbol only – or mixed –

using more than one kind of symbol. A pure notation would normally involve only letters of the alphabet or only numerals. A mixed notation would normally utilize both letters and numerals.

**3. Index:** The Index to the classification scheme is an alphabetical list of all the subjects encompassed by the scheme, with the relevant class mark shown against each subject.

### **Principles of Cataloguing and Classification**

**1. Convenience of the user:** Library should be arranged and organized in such a way that users would be able to access library materials conveniently.

**2. Consistency and standardization:** the tools used in cataloguing library materials must be uniform all through. If the cataloguer is using the library of congress, he/she must be consistent with it.

**3. Representation:** Every information resource acquired by the library must be represented by one catalogue entry either by author, or title or subject.

**4. Common usage:** The formation resources in an academic library should be properly arranged in such a way that when a user enters, he/she should be able to locate, retrieve and use those resources with little or no stress.

**5. Rationality:** The rules in a cataloguing code should be defensible and not arbitrary.

### **Cataloguing and Classification Tools**

Cataloguing tools are equipment used by cataloguers for the purpose of information retrieval. They are used in cataloguing and classification activities, and in encoding bibliographic information into the library catalogues. Manaf, Nadzar and Ibrahim (2009) define cataloguing tools as authoritative rules, codes, guidelines that are acceptable and used by the communities of practice, and regarded as essential to attain accuracy and consistency in the creation of a catalogue record. Some of the cataloguing tools are:

- Classification schemes
- Subject headings
- Subject/ classification schedules
- Anglo American Cataloguing Rules 2<sup>nd</sup> (AACR2)
- Worksheet



- Cutter table
- Pencils and erasers, etc.

Classification schemes are the main tools used in classifying information resources in the library. They are systematically listed terms or notions representing subject disciplines and sub-disciplines. They are useful for the organization of library resources for easy and quick access.

### **Types of classification schemes**

There are several classification schemes used in cataloguing and classified information resources in the library. Some of them are:

1. Colon Classification (CC)
2. Moy's Classification Schemes (MC) for classifying law books
3. Universal Decimal Classification (UDC)
4. Bliss Bibliographic Classification (BC)
5. Bernard Classification Scheme (BCS) for classifying medical books
6. Dewey Decimal Classification (DDC)
7. Universal Decimal Classification (UDC).

All the classification schemes are very important in cataloguing and classifying library information resources, but the one commonly used in academic libraries is the Library of Congress classification schemes.

### **Library of Congress Classification Schemes**

The Library of Congress Classification was developed for the Library of Congress, beginning in 1897, by James Hanson (chief of the Catalog Department) and his assistant Charles Martel. Library of Congress Classification is an enumerative system of library classification which classifies by discipline, i.e. a system that lists numbers for single, compound, as well as complex subjects. It has been adopted by other libraries all over the world, particularly academic and research libraries. Main classes of LCC represent major disciplines which are divided into subclasses which are further divided into divisions. Such a categorization creates a hierarchical display for LCC, progressing from the general to the specific.

LCC divides the entire field of knowledge into 21 main classes, each identified by a single capital letter of the alphabet. The letters I, O, W, X, Y have not been assigned subject areas but could be used for future expansion.

- A - General Works
- B - Philosophy, Psychology, Religion
- C - History Auxiliary Sciences
- D - World History and History of Europe, Asia, Africa, Australia, New Zealand, etc.
- E - History of the Americas (General U.S History)
- F - History of the Americas ( Local & Latin America)
- G - Geography. Anthropology. Recreation
- H - Social Sciences
- J - Political Science
- K - Law
- L - Education
- M - Music
- N - Fine Arts
- P - Language and Literature
- Q - Science
- R - Medicine
- S - Agriculture
- T - Technology and Home Economics
- U - Military Science
- V - Naval Science
- Z - Bibliography and Library Science

Some of the classes above can be broken down into various disciplines. For examples

- Q - Science
- QA - Mathematics/Computer sciences
- QB - Astronomy

- QC - Physics
- QD - Chemistry
- QE - Geology

**Worksheet for cataloguing a book is illustrated below:**

**Resources Types:** ..... Book .....

**Authors/Editors:** ..... Fajiwe, O.T .....

**Title:** ..... Principles of Physics .....

**Edition:** ..... 2<sup>nd</sup> ed. ....

**Place of Publication:** ..... Ibadan .....

**Publisher:** ..... Olabode Thomas (Nigeria Publishers) Ltd .....

**Year of Publication:** ..... 2023 .....

**Collation (pagination):** ..... xxi, 243p.: ill.; 23cm .....

**Series:** ..... .....

**ISBN/ISSN:** ..... 978-978-366-997-6 .....

**Barcode:** . .....

**Classification:** ..... QC 21.3 .F33 2023 .....

**Subject:** ..... Physics .....

**Note:** ..... Includes references and index .....

**Call Mark/Call Number**

Each book on the shelf in academic libraries are provided with a call mark built on the Library of Congress (LC) Scheme. The call mark of any book is made up of letters representing the broad subject area covered by the book and a series of Arabic numerals and a combination of such letters and numbers for LC only. For example, a book with call mark built on the Library of Congress (LC) Scheme reads as follows:-

## Library of Congress

- Call Mark: QC - represents broad subject areas
- 21.3 - further narrows down the subject areas
- .F33 - the cutter numbers for the first word in the author's name.

With the call mark, one can proceed to the shelf and locate the book easily if the book is on the shelf. The user can still be assisted further in locating books on the shelf with the help of a guide (shelf guide) usually pasted on the shelf.

### **Attitude of Librarians toward Cataloguing and Classification**

Attitude is a tendency for individuals who organize thoughts, emotions and behaviors towards a psychological object. Attitude can be categorized as bi-dimensional (person's emotions and beliefs) or multidimensional (affect, behavior, and cognition). Human beings are not born with attitudes; they learn them afterwards. Some attitudes are based on people's own experiences, knowledge and skills, and some are gained from other sources. People with positive attitudes can remain hopeful and see the best even in difficult situations. Positive attitudes are necessary for any successful and significant achievement. Ojebode (2004) asserted that attitudes are best expressed when individuals make statements about their feelings or opinions about certain objects, issues or things. Nwosu (2014) reported that the development of three principles, requiring ability, aptitude, and attitude, that guide cataloguers in acquiring competences and skills and essentially engaging in continuing education will position cataloguers to cope with the challenges inherent in cataloguing practices. This implies that a cataloguer must be very knowledgeable.

Cataloguing and classification are core tenant of librarianship, has at its heart the goal of making library materials more accessible to the users (Adeoye, et al, 2016). Librarians' attitude toward cataloguing and classification can be referred to as positive, negative, or neutral feelings and dispositions. Librarian with a positive attitude toward cataloguing and classification tend to enjoy or like it, understand its value, and have confidence in it. However, librarians with a negative attitude toward cataloguing and classification tend to dislike it, and feel afraid to engage in it. They belief that cataloguing and classification is a brain - tasking, time consuming and meticulous job (Idiegbeyanose, 2013). Some of these librarians are always in a hurry to leave the cataloguing and classification unit when they are posted there, even when corrected, they are not bordered, no sign of seriousness and commitment in them. They also belief that cataloguing and classification require rules and regulations coupled with the use of accurate punctuation marks which might be very difficult for them to learn and therefore lead to their negative attitude toward it. Isiyaku, Bello & Ado (2018) investigated the challenges and prospects of cataloguing

and classification. The study identified that librarians are no longer interested in cataloguing and classification units due to its tedious nature, very boring, difficult and time consuming.

Librarians are expected to develop positive attitude toward cataloguing and classification in order to place information materials needed in the hands of the users without wasting their time (Yusuf, 2012). The Cataloguing section requires maximum concentration and tacit knowledge. David-West & Angrey (2018) explained that cataloguing and classification skills are major tools in information dissemination because it is an access and retrieval tool which allows people to find information needed for their research work and personal development. Positive attitude are necessary for any successful and significant achievement. Positive attitude stimulates librarians to make an effort and leads to high achievement in that cataloging and classification. Therefore, when librarians develop a positive attitude toward cataloguing and classification, success can be achieved.

## **Conclusion**

Attitudes are the best predictor for estimation of librarians' success in cataloguing and classification. The attitudes toward cataloguing and classification by librarians change with exposure to cataloguing and classification, but that the direction of change may be related to the quality of that exposure. A positive attitude leads to happiness and success, and can change the entire life of librarians from their erroneous belief that cataloguing and classification is very difficult and not interesting.

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