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# UNDERGRADUATES' ATTITUDE AS CORRELATES OF ACADEMIC ACHIEVEMENT IN CATALOGUING AND CLASSIFICATION IN LIBRARY SCHOOLS IN SOUTHERN NIGERIA

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**UNDERGRADUATES' ATTITUDE AS CORRELATES OF ACADEMIC  
ACHIEVEMENT IN CATALOGUING AND CLASSIFICATION IN LIBRARY  
SCHOOLS IN SOUTHERN NIGERIA**

**BY**

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## **Abstract**

*This study focuses on the undergraduates' attitude as correlates of their academic achievement in cataloguing and classification in library schools in Southern Nigeria. Cataloguing and classification courses are the heart and soul of librarianship but some undergraduates will avoid the courses if they are made optional courses in library schools. Cataloguing and classification are compulsory in library schools in Nigeria; students are expected to pass the courses before they graduate but it was observed that some students failed the courses and were not able to graduate. Two research questions and one hypothesis were used for the study. Survey research of correlational type was adopted for the study. Final year constituted the population of this study. Purposive sampling technique was used to select all the 550 final year undergraduates in library schools in Southern Nigeria. Questionnaire was the main instrument used to collect data in this study. Descriptive and inferential statistics were used to present the results of the research questions and hypothesis respectively. Findings from the study revealed that: 397 out of 550 questionnaires were returned and found usable for the analysis; undergraduates in the library schools in Southern Nigeria had negative attitude (-1.30) towards cataloguing and classification; majority 261 (65.7%) of the undergraduates' academic achievement was at average level and there was significant correlation between attitude and classification. The following recommendations were made to improve undergraduates' achievement in cataloguing and classification courses: students should have positive attitude towards cataloguing and classification in library schools in Nigeria; lecturers should encourage the undergraduates to have positive attitude towards cataloguing and classification with the use of student-centred teaching methods which may improve their academic achievement in the courses and cataloguing and classification laboratory should be provided in the library schools to balance theories with practical to improve the achievement of the undergraduates in cataloguing and classification courses.*

**Keywords: Attitude, Cataloguing and classification, Academic achievement, Library Schools, Southern Nigeria**

## **Introduction**

Attitude is a central part of human identity. Every day, people love, hate, like, dislike, favour, oppose, agree, disagree, persuade and so on. All these are evaluative responses to an object. Hence, attitude can be defined as a summary evaluation of an object of thought (Mohamed and Waheed 2011). Mohamed and Waheed (2011) further aver that attitude is inclinations and predispositions that guide an individual's behaviour and persuade to an action that can be evaluated as either positive or negative. According to Gbore and Daramola (2013), attitude as a factor could be viewed as the totality of an individual's inclination towards object, institution or idea. Attitude could be learned or formed and acquired from members of the family, teacher and peer group. Gbore and Daramola (2013) further state that the learner acquires from the teacher's disposition to form attitude towards learning which could positively or negatively affect his performance. Adesoji (2008) citing Halladyna and Shanghnessy (1982) concludes that a number of factors have been identified as related to students' attitude to science; such factors include teaching methods, teacher's attitude, influence of parents, gender, age, cognitive styles of pupils, career interest, societal view of science and scientists, social implications of science and achievement. Yara (2009) notes that, attitude of students can be influenced by the attitude of the teachers and methods. Mohamed and Waheed (2011) gave three components of attitude as cognitive (beliefs, thoughts, attribute), affective (feelings, emotions) and behavioural information (past events and experiences).

Researchers have established relationship between students' attitude and academic achievement. Evans (2007) discovered significant correlation between students' attitude and achievement both at the beginning and end of introductory undergraduate college statistics. Mohamed and Waheed (2011) citing Papanastasiou (2000); Nicolaidou and Philippou (2003); Bramlettand and Herron (2009); Mohd, Mahmood, and Ismail (2011), confirm positive relationship between students' attitude and their academic performance. Studies on relationship between students' attitude towards Mathematics and academic achievement of students show positive correlation between students' attitude towards mathematics and academic achievement of students (sMohamed and Waheed 2011 citing Papanastasiou, 2000). In view of the foregoing discussion, it is imperative to study the relationship between attitude of undergraduates and their academic achievement in library schools in Southern Nigeria.

## **Statement of the Problem**

Cataloguing and classification courses are the heart and soul of librarianship but some undergraduates will avoid the courses if they are made optional in the library schools. Cataloguing and classification are compulsory in library schools in Nigeria; students are expected to pass the courses before they graduate but it was observed that some students failed the courses and were not able to graduate. Attitude of undergraduates to cataloguing and classification could affect their academic achievement in the courses. The study therefore studied the correlation between the students' attitude and their academic achievement in cataloguing and classification courses in library schools in Southern Nigeria.

## **Objectives of the Study**

The following specific objectives in this study are to:

- i. find out the attitude of undergraduates towards cataloguing and classification in library schools in Southern Nigeria; and
- ii. ascertain the level of academic achievement of undergraduates in cataloguing in library schools in Southern Nigeria.

## **Research Questions**

1. What is the attitude of undergraduates towards cataloguing and classification in library schools in Southern-Nigeria?
2. What is the level of academic achievement of undergraduates in cataloguing and classification in library schools in Southern Nigeria?

## **Hypothesis**

The hypothesis was tested at 0.05 level of significance.

**HO1** There is no significant relationship between attitude and academic achievement of undergraduates in cataloguing and classification in library schools in Southern Nigeria.

## **Literature Review**

Ojebode (2004) asserted that attitudes are best expressed when individuals make statement about their feelings or opinions about certain objects, issues or things. Ojebode citing White (1989) contended that it is easier to experience or demonstrate attitude than to define it. Explaining this premise further, he was able to establish the fact that although attitudes seem to remain ambiguous, it is both a determinant and consequence of learning. Anwer, Iqbal and Harrison (2012) stated that there is no consensus among researchers on the meaning of attitude because attitude is a multi-faceted construct. Different researchers define attitude differently. Anwer, Iqbal and Harrison citing Salta and Tzougraki (2004) describe attitude as the tendency to think, feel or act positively or negatively towards objects in our environment.

In the University of Pretoria Library School, De Boer, Coetzee and Coetzee (2001) found that among the 200 level undergraduates taking cataloguing, they do not like analysing and mastering the technical details required in cataloguing. They concluded that as these skills are required for cataloguing, teaching methods will have to be adapted to equip students for the workplace. Lecturers may therefore need to adjust their teaching method to enable the students acquire the required skills in cataloguing and classification.

Ogunniyi (2006) found that 28 (50%) and 105 (64.9%) undergraduates from the Department of Library, Archival and Information Studies, University of Ibadan and Department of Library and Information Science, Delta State University, Abraka perceived cataloguing and classification as difficult courses. Nwalo (2012) averred that students usually fear and dislike rather than respect the lecturers teaching cataloguing and classification and try to distance themselves from the lecturer as much as possible. The negative attitude of students' toward cataloguing and classification may have adverse effect on their academic achievement. Oyadeji (2012) discovered from his study that students considered the courses as too complex, the lecturers are too abstract and there is little need for traditional cataloguing and classification skills in this age of the Internet. In a study on the attitude of students on industrial training in Lagos State Polytechnic library towards cataloguing and classification, Yusuf (2014) found that, students had negative attitude towards cataloguing and classification. On the sources of students' attitude towards a particular course, Yusuf (2014) citing Onoshkpopokaiye (2011) stated that students draw from teachers' disposition to form their own attitude which may eventually affect

their learning outcomes. Students' positive attitude may be enhanced by teachers' positive attitude towards teaching of cataloguing and classification.

Studies conducted had shown relationship between students' attitude and their academic achievement. Sarwar (2004) found that students' attitude positively related to the academic achievement of secondary school students in Punjab. Ramirez (2005) discovered that students' perceived doing Mathematics among others were significant predictors of achievement among Chilean students. In the United States of America (USA), Li (2012) submitted that researchers studied the relationship between students' attitude and academic achievement in college Mathematics by inviting 218 freshmen to complete a set of questionnaire. The result indicated that students' attitude were highly correlated with their achievement in college calculus. In a longitudinal study conducted in the USA, Li citing Reynolds and Walberg (1992) found that attitude had a powerful influence on students' academic achievement. In related studies, Michelli (2013); Adodo and Oyeniyi (2013) found that there was relationship between achievement of students in Mathematics and Biology respectively.

## **Methodology**

The descriptive research design of correlational type was used in the study. The population of the study consisted of all the final year undergraduates (550) in library schools in Southern Nigeria. The study adopted purposive sampling technique to select all the 550 final year undergraduates. Questionnaire was the main instrument used. Descriptive and inferential statistics were used to answer the research questions and test the hypothesis respectively.

## **Questionnaire administration and response rate**

Response rates to the two research questionnaires is presented in Table 1.

**Table 1: Undergraduates' Questionnaire Distribution and Response Rate**

S/N	Name of Library School	No. Administered	No. Returned	No. Valid	Percent
1	Abia State University, Uturu.	41	28	28	68.3
2	Delta State University, Abraka.	152	121	121	79.6
3	Enugu State University of Science and Technology, Agbani, Enugu.	20	11	11	55
4	Imo State University, Owerri.	79	43	43	54.4
5	Nnamdi Azikiwe University, Awka.	45	38	38	84.4
6	Tai Solarin University of Education, Ijebu-Ode.	83	49	49	59
7	University of Ibadan, Ibadan.	60	51	51	83.3
8	University of Nigeria, Nsukka.	43	35	35	81.4
9	University of Uyo, Uyo.	275	21	21	74.1
	Total	550	397	397	72.0

Table shows that, out of the 550 copies of the questionnaire administered to the undergraduates in library schools in Southern Nigeria, 397 (72.2%) were returned and found usable for analysis.

### **Demographic information of the Respondents**

This section focuses on the demographic information of the respondents. Table 2 is the gender distribution of the undergraduates in library schools in Southern Nigeria.

**Table 2: Gender Distribution of the Undergraduates**

Gender	Frequency	Percentage
Male	140	35.3
Female	257	64.7
Total	397	100.0

Table 2 reveals that 257 (64.7%) of the undergraduates respondents' are females while 140 (35.3%) are males. Finding indicates that, majority of the respondents were females.

**Research Question 1:** What is the attitude of undergraduates towards cataloguing in library schools in Southern Nigeria?

The result of students' attitude towards cataloguing is presented in Table 3 .

**Table 3: Attitude of Undergraduates towards Cataloguing in Library Schools**

S/N	Items	SD	D	A	SA	Mean	S.D.
1	I do not like attending lectures when cataloguing and classification are taught.	21 5.3%	25 6.3%	147 37.0%	204 51.4%	3.35	.82
2	It is unnecessary learning cataloguing and classification in library schools in Nigeria.	41 10.3%	28 7.1%	119 30.0%	209 52.6%	3.25	.97
3	Cataloguing and classification courses are not interesting to me.	33 8.3%	43 10.8%	154 38.8%	167 42.1%	3.15	.92
4	When I hear the word cataloguing and classification I have a feeling of dislike.	32 8.1%	51 12.8%	138 34.8%	176 44.3%	3.15	.93
5	I will need cataloguing and classification when I graduate.	49 12.3%	36 9.1%	161 40.6%	151 38.0%	3.04	.98

6	Only genius passes cataloguing and classification.	40 10.1%	72 18.1%	116 29.2%	169 42.6%	3.04	1.01
7	Cataloguing and classification are more interesting when using tools like AACR2, subject headings and classifications schemes.	41 10.3%	52 13.1%	162 40.8%	142 35.8%	3.02	.95
8	I really like cataloguing and classification.	54 13.6%	50 12.6%	156 39.3%	137 34.5%	2.95	1.01
9	I fear working in cataloguing and classification section after graduation.	51 12.8%	73 18.4%	153 38.5%	120 30.2%	2.86	.99
10	I have never enjoyed studying cataloguing and classification in the library school.	64 16.1%	63 15.9%	138 34.8%	132 33.2%	2.85	1.06
11	Using cataloguing and classification tools confuse me.	41 10.3%	101 25.4%	154 38.8%	101 25.4%	2.79	.94
12	I prefer other courses to cataloguing and classification.	53 13.4%	85 21.4%	165 41.6%	94 23.7%	2.76	.96
13	Cataloguing and classification are fascinating.	74 18.6%	73 18.4%	145 36.5%	105 26.4%	2.71	1.05
14	My final year project can never be on cataloguing and classification.	67 16.9%	95 23.9%	143 36.0%	92 23.2%	2.65	1.01
Weighted Average Mean = -1.30							

Table 3 discloses that, majority of the respondents agreed with all the negative statements: I do not like attending lectures when cataloguing and classification are taught  $\bar{X}=3.35$ ,  $SD=.82$ ; It is unnecessary learning cataloguing and classification  $\bar{X}=3.25$ ,  $SD=.97$ ;

Cataloguing courses are not interesting to me  $\bar{X}=3.15$ ,  $SD=.92$ ; When I hear the word cataloguing and classification I have a feeling of dislike  $\bar{X}=3.15$ ,  $SD=.93$ ; Only the genius passes cataloguing and classification  $\bar{X}=3.04$ ,  $SD=1.01$ ; I fear working in cataloguing and classification section after graduation  $\bar{X}=2.86$ ,  $SD=.99$ ; I have never enjoyed studying cataloguing and classification in the library school  $\bar{X}=2.85$ ,  $SD=1.06$ ; Using cataloguing and classification tools confuse me  $\bar{X}=2.79$ ,  $SD=.94$ ; I prefer other courses to cataloguing and classification  $\bar{X}=2.76$ ,  $SD=.96$  and My final year project can never be on cataloguing and classification  $\bar{X}=2.65$ ,  $SD=1.01$ . Also, all the respondents agreed on the positive statements in the table: I need cataloguing and classification when I graduate  $\bar{X}=3.04$ ,  $SD=.98$ ; Cataloguing and classification are more interesting when using tools like AACR 2, subject headings and classification schemes  $\bar{X}=3.02$ ,  $SD=.95$ ; I really like cataloguing and classification  $\bar{X}=2.95$ ,  $SD=1.01$  and Cataloguing and classification are fascinating  $\bar{X}=2.71$ ,  $SD=1.05$ . The weighted average mean of the responses is -1.30. It could be deduced that, the undergraduates have negative attitude towards cataloguing in library schools in Southern Nigeria.

**Research Question 2:** What is the level of academic achievement of undergraduates

in cataloguing and classification in library schools in Southern Nigeria?

The level of academic achievement of the undergraduates in the library schools is presented in Table 4.

**Table 4: Academic Achievement of Undergraduates in Cataloguing and Classification**

Achievement	Frequency	Percentage
Low (0-19)	117	29.4
Average (20-34)	261	65.7
High (35 and above)	19	4.8
Total	397	100.0

Table 4 shows that, majority of the respondents' academic achievement in cataloguing and classification was average level 261 (65.7%).

**HO1:** There is no significant relationship between attitude and academic achievement of undergraduates in cataloguing and classification in library schools in Southern Nigeria.

Table 5 shows the finding.

**Table 5: Relationship between Attitude and Undergraduates Academic Achievement in Cataloguing**

Variable	N	Mean	N	Df	R	P	Remark
Attitude of Students	397	31.2720	9.0828	395	.238**	.000	Sig.
Academic Achievement	397	23.8942	6.8279				

\* Sig. at 0.05 level

Table 5 indicates that there is positive relationship between attitude and undergraduates' academic achievement in cataloguing ( $r = .24^{**}$ ,  $df = 395$ ,  $P < 0.05$ ). The result implies that, there is very weak positive significant relationship between attitude and undergraduates academic achievement in cataloguing. Therefore, the null hypothesis is rejected.

### Discussion of Findings

Finding revealed that undergraduates had negative attitude towards cataloguing in library schools in Southern Nigeria. This result confirms the findings of Ogunniyi's (2006) and Okoroafor's (2009) studies that undergraduates of the University of Ibadan (UI) and Delta State University (DELSU) library schools, and Babcock University and University of Ibadan (UI) library schools have negative attitude towards cataloguing respectively. Also, Oyadeji (2012) discovered that students considered cataloguing and classification as complex, the lecturers are too abstracts and there is little need for traditional cataloguing and classification in this age of Internet. Negative attitude towards cataloguing may actually be one of the reasons for the majority of undergraduates in library schools in Southern Nigeria having average academic achievement in cataloguing.

Result indicated that the academic achievement of the majority of the undergraduates 261(65.7%) in cataloguing test was at average level. The finding confirms Ogunniyi's (2006) and Okoroafor's (2009) discoveries that UI and DELSU; and UI and Babcock undergraduates had average performances in cataloguing and classification courses.

The result of the hypothesis of the correlation between attitude and academic achievement of undergraduates in cataloguing in library schools in Southern Nigeria revealed to be positive and significant. Therefore the null hypothesis is rejected. The implication of the finding is that negative attitude towards cataloguing will result into poor, low and at best average in cataloguing. Positive attitude of undergraduates will result into high and very high academic achievement of undergraduates in cataloguing and classification in library schools in Southern Nigeria. The finding of this study confirms earlier findings of the significant relationship between attitude of students and their academic achievement in Mathematics (Sarwar, 2004; Evans, 2007; Mohammed and Waheed 2011 & Michelli 2013), in Calculus (Li, 2012) and in Biology (Adodo and Oyeniyi 2013).

### **Conclusion**

The attitude of undergraduates toward cataloguing and classification was negative which might have contributed to their average academic achievement in the courses. There was correlation between attitude and academic achievement of undergraduates in cataloguing.

### **Recommendations**

In view of the findings from the study, the following recommendations are made:

1. Students should have positive attitude towards cataloguing and classification courses in library schools in Nigeria.
2. Lecturers should encourage the undergraduates to have positive attitude towards cataloguing and classification through the use of student-centred teaching methods which may improve their academic achievement in the courses.
3. Cataloguing and classification laboratory should be provided in the library schools to balance theories with practical to improve the achievement of the undergraduates in cataloguing and classification courses.

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