

CHALLENGES AND ATTITUDINAL DISPOSITION OF STUDENTS TOWARD CATALOGUING AND CLASSIFICATION IN ADEKUNLE AJASIN UNIVERSITY LIBRARY, AKUNGBA AKOKO

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Abstract

The study investigated the challenges and attitudinal disposition of and Information Science students toward cataloguing and classification in Adekunle Ajasin University, Akungba – Akoko, Ondo – State, Nigeria. Descriptive survey research design was used to conduct the research. The population of the study was 534 students of LIS Unit of Adekunle Ajasin University, Akungba – Akoko, Ondo state. And the sample was 120 students taking from the population using proportionate stratified sampling technique. The data collection instrument was questionnaire. The instrument was validated by some senior colleagues in the department who ensured the accuracy of the instrument through positive criticism and advice and the reliability test of the instrument was 0.617 that was gotten from 20 respondents with the use of cronbatch alpha reliability coefficient. The data were analyzed with the use of both descriptive and inferential statistics, which include frequencies, percentages, charts, mean, standard deviation and pearson product moment correlation. Hypothesis was tested at 0.05 level of significant. The findings of the study revealed that a significant relationship exists among LIS students' attitudes, cataloguing and classifications of information materials in Adekunle Ajasin University, Akungba - Akoko. The study was concluded by examining the problems involved in cataloguing and classification of information materials and evaluate the strategies for improvements in cataloguing and classification of information materials. Based on the findings, it was recommended that Adekunle Ajasin University Library should provide orientations and educational programs that will encourage the students' use of the cataloguing and classification tools, thereby fostering improved users experience.

Keywords: Attitudes; Cataloguing; Classification; Information materials; University Library.

Introduction

University libraries play a crucial role in the academic ecosystem, serving as vital resources for students, faculty, and researchers. They are not only repositories of knowledge but also dynamic spaces that foster learning, collaboration, and innovation. As the landscape of higher education evolves, so too does the function and relevance of university libraries. Historically, university libraries have been centers of learning since the establishment of the first universities in the Middle Ages. Initially focused on preserving rare manuscripts and texts, these libraries have

transformed over the centuries to accommodate the growing needs of diverse academic communities. Head and Eisenberg (2010) found that students often struggle with information literacy, impacting their ability to effectively utilize library resources. The advent of the printing press, followed by the digital revolution, significantly impacted library collections and services. In recent decades, university libraries have expanded their services beyond traditional book lending.

The organization of information materials through cataloguing and classification is a fundamental aspect of

library science. Effective cataloguing and classification systems enable users to locate, access, and utilize information efficiently. Understanding students' attitudes toward these systems is crucial, as their perceptions can influence how they engage with library resources and their overall academic success. Cataloguing involves the systematic arrangement of information materials, while classification refers to the categorization of these materials based on subject matter. Shokeen and Kaur (2016) indicates that students generally recognize the importance of cataloguing and classification in facilitating access to library materials. Together, these processes facilitate easy retrieval and promote the effective use of library resources as libraries transitioned to digital formats, cataloguing practices adapted to meet the needs of electronic resources, further complicating students' interactions with these systems.

Students' attitudes toward cataloguing and classification can significantly impact their library usage. Research indicates that a positive perception of these systems enhances students' ability to find relevant materials, thereby improving their research outcomes. Conversely, negative attitudes can lead to frustration, reduced library usage, and a lack of engagement with available resources. Several factors influence students' attitudes toward cataloguing and classification. Students with higher levels of information literacy are more likely to appreciate the importance of cataloguing and classification in facilitating access to information. Alhassan (2020) found that students who found library catalogs user-friendly were more likely to engage positively with the classification systems.

Understanding students' attitudes toward cataloguing and classification is critical for librarians and educators. By identifying areas of concern or misunderstanding, library services can be

tailored to meet the needs of users more effectively. Furthermore, this study aims to contribute to the broader discourse on information literacy and the role of libraries in fostering academic success. Research is needed to understand how students interact with digital catalogues compared to traditional systems and how their experiences shape their attitudes. Much of the research relies on quantitative measures, such as surveys and questionnaires. Also, there is a need for qualitative studies that explore the nuances of students' attitudes, providing deeper insights into their motivations, frustrations, and suggestions for improvement regarding cataloguing and classification systems. Addressing these identified gaps would not only contribute to the academic literature but also inform library practices and improve user engagement with library resources in Adekunle Ajasin University Library, Akungba – Akoko, Ondo state.

Research Questions

1. What are the cataloguing tools in Adekunle Ajasin university library?
2. What are the classification tools in Adekunle Ajasin university library?
3. What are the attitudes of LIS students toward the cataloguing and classification of information materials?
4. What are the problems involved in the cataloguing and classification of information materials?
5. What are the strategies for improvements in the cataloguing and classifications of information materials?

Research Hypothesis

The following null hypothesis are tested at 0.5 level of significance:

Ho1: There is no significant relationship between LIS students' attitudes and cataloguing of information materials in Adekunle Ajasin University Library, Akungba –Akoko.

- Ho2: There is no significant relationship between LIS students' attitudes and classification of information materials in Adekunle Ajasin University Library, Akungba – Akoko.
- Ho3: There are no significant joint influence of LIS students' attitudes on cataloguing and classification of information materials in Adekunle Ajasin University Library, Akungba – Akoko

Literature Review

University libraries are pivotal components of academic institutions, serving as the cornerstone for research, education, and knowledge dissemination. They support the university's mission by providing access to a vast array of resources, fostering academic inquiry, and enhancing the learning environment. University libraries curate collections of books, journals, databases, and digital resources, ensuring that students and faculty have access to the materials necessary for their studies and research. Libraries must address this gap through equitable access initiatives. As more materials become digital, ensuring the long-term preservation of both physical and digital collections poses a significant challenge.

Numerous studies have shown a positive correlation between library usage and student academic performance. McGowan and Bunn (2018) found that students who frequently utilized library resources had higher GPAs compared to those who did not. Research conducted by Head and Eisenberg (2010) highlighted that faculty members regard libraries as essential for research support. The study indicated that 85% of faculty felt that library resources significantly contributed to their research productivity. User satisfaction surveys, such as those conducted by the Association of College

and Research Libraries (ACRL), consistently show high levels of satisfaction among library users. A 2021 survey revealed that 78% of students felt that the library met their information needs effectively. Jeng (2017) identified that specific services, including reference support and access to digital resources, are crucial for enhancing user satisfaction. A survey conducted by the American Library Association (ALA) in 2022 revealed that 65% of university libraries reported budget cuts, impacting their ability to acquire new resources and maintain services. Studies have highlighted the ongoing issue of the digital divide, where students from lower socioeconomic backgrounds struggle to access online resources.

University libraries serve as crucial repositories of information materials that support academic learning, research, and intellectual growth. Accessibility to these materials is paramount, as it ensures that all users, regardless of their backgrounds or abilities, can effectively utilize library resources. This review explores the types of information materials available in university libraries and the principles and practices of accessibility that govern their use. University libraries house extensive collections of textbooks, monographs, and reference works that are essential for curriculum support and research. Academic journals provide access to peer-reviewed articles, which are vital for research and staying current in various fields. Digital formats allow for broader access and are increasingly popular among students and faculty. Tenopir (2019) analyzed the diversity of collections in university libraries and found that institutions with a broad range of materials—print, digital, and multimedia—better supported academic programs. Libraries with diverse collections reported higher user satisfaction. Research conducted by Liu et al. (2020) highlighted a significant increase in the use of digital materials.

The study found that 75% of students preferred accessing e-books and online journals due to convenience and immediate availability, indicating a shift towards digital resources in academic research. A survey by the Association of College and Research Libraries (ACRL) in 2021 reported that 82% of students utilized library resources regularly for assignments, with a higher reliance on digital resources compared to physical collections. McGowan and Bunn (2018) found that students who actively engaged with library resources, especially e-resources, achieved higher GPAs. The correlation between library usage and academic success underscores the importance of resource accessibility. Secker and Coonan (2016) examined the physical accessibility of university libraries. Findings indicated that while many libraries took steps to improve physical access, 40% still had areas that were not fully compliant with accessibility standards, limiting access for users with disabilities. Jeng (2017) showed that only 60% of university library websites met the Web Content Accessibility Guidelines (WCAG). This gap in compliance affects users with disabilities, who face challenges in navigating online resources.

Cataloguing and classification are fundamental processes in academic libraries that facilitate the organization, retrieval, and management of information materials. These processes ensure that users can efficiently locate resources, access relevant information, and support their academic endeavors. Cataloguing involves creating and maintaining bibliographic records for information materials, detailing essential attributes such as title, author, publication date, and subject. The primary purpose is to provide a systematic way to organize library materials for easy access and retrieval. Academic libraries adhere to established standards such as the Anglo-American Cataloguing Rules (AACR), Resource Description and Access (RDA),

and the International Standard Bibliographic Description (ISBD). These standards ensure consistency and interoperability across library catalogs. Most academic libraries use digital catalogues that allow users to search for materials through various fields, enhancing user experience and accessibility.

Classification involves organizing information materials based on subject matter, enabling users to find resources grouped by similar topics. It simplifies the browsing process and aids in the systematic arrangement of materials within the library. Academic libraries commonly use classification systems such as the Dewey Decimal Classification (DDC) and the Library of Congress Classification (LCC). These systems provide a framework for categorizing materials, ensuring that similar subjects are organized together. Some libraries adopt faceted classification, which allows for multiple classification schemes to be applied to a single item. This organization aids in research and promotes interdisciplinary studies.

As user needs evolve, libraries must adapt their cataloguing and classification practices to ensure they meet the expectations of a diverse user base. Wang (2020) analyzed the impact of cataloguing practices on user access to library materials. The findings indicated that well-catalogued resources significantly enhanced the ease of discovery, with 85% of users reporting satisfaction with their ability to locate materials through the library catalog. Oladokun and Gbadamosi (2016) highlighted the importance of accurate cataloguing for effective resource retrieval. The study found that inconsistencies in bibliographic records led to user frustration and decreased trust in the library catalog, emphasizing the need for regular audits and updates. McGowan et al. (2018) explored the relationship between cataloguing quality and research productivity among faculty. Results showed that faculty who

reported high-quality cataloguing services were more likely to engage in research activities and publish scholarly articles

Research found that users were more likely to explore related materials when resources were classified logically, leading to increased circulation rates for classified items. American Library Association (ALA) (2022) highlighted challenges libraries face in cataloguing and classifying digital resources. Many libraries struggle to adapt traditional cataloguing methods to accommodate e-books and multimedia formats, resulting in gaps in resource accessibility. Students' attitudes toward cataloguing and classification systems in university libraries play a crucial role in the effective use of library resources. Understanding student perceptions can help libraries improve their services and enhance user experience.

Cataloguing and classification systems are essential for organizing materials in a manner that allows users to locate resources efficiently. A well-structured system enables students to find relevant information quickly, which is critical for academic success. When students find it easy to navigate the library's resources, their overall satisfaction and engagement increase. Students' familiarity with cataloguing and classification systems significantly influences their attitudes. Students are more likely to have positive attitudes when they perceive the organization of materials as relevant to their academic needs. Head and Eisenberg (2010) found that students appreciated systems that aligned well with their disciplines, facilitating subject-specific searches. Students who recognize the benefits of cataloguing and classification systems often report increased research efficiency. Liu (2019) found that students

who utilized these systems effectively spent less time searching for materials, leading to improved academic performance.

Research Methodology

Descriptive survey research design which involved the systematic collection of data from target population through the use of structured research instruments was used to conduct the research study. The population of the study was One hundred and Twenty (120) students of LIS Unit of Adekunle Ajasin University, Akungba – Akoko, Ondo state. The sample of the study was taken from the population of the student, across the levels in LIS in Adekunle Ajasin University, Akungba – Akoko, Ondo state. Proportionate stratification sampling technique was used, so as to allow for adequate representations for the conduct of the research. Questionnaire was used as the data collection instrument. The collected data were subjected to analysis with the aids of descriptive and inferential statistics. The hypothesis was tested at a 0.05 level of significance.

Presentation of Result

Table 1: Population of the Study

SN	LIS Unit	Numbers of Students
1	Level One	144
2	Level Two	137
3	Level Three	130
4	Level Four	125
	Total	534

Source: Academic planning unit, 2024.

Analysis of Research Questions

Research Questions One: What are the cataloguing tools in Adekunle Ajasin university library?

Table 1: Cataloguing tools in Adekunle Ajasin university library

S/N	ITEM	SA	A	D	SD	STD	Mean
1	Integrated Library Systems (ILS)	61 (50.8)	41 (34.2)	14 (11.7)	4 (3.3)	0.81	3.33
2	Metadata management tools	60 (50)	43 (35.8)	13 (10.8)	4 (3.3)	0.80	3.33
3	Ex Libris Alma	57 (47.5)	46 (38.3)	13 (10.8)	4 (3.3)	0.79	3.30
4	OCLC	34 (28.3)	51 (42.5.)	28 (23.3)	7 (5.9)	0.86	2.93
5	Symphony that manage cataloguing, circulation, and acquisitions.	34 (28.3)	50 (41.7)	27 (22.5)	9 (7.5)	0.89	2.91
6	SirsiDynix	65 (54.2)	42 (35)	7 (5.8)	6 (5)	0.81	3.38
7	EBSCO	31 (25.8)	59 (49.2)	25 (20.8)	5 (4.2)	0.79	2.97
8	Primo	33 (27.5)	49 (40.8)	27 (22.5)	11 (9.2)	0.92	2.87
Grand Mean							3.13

Source: *Field Survey, 2025.*

Table 1 showed the cataloguing tools in Adekunle Ajasin university library. Item 1 with mean value of 3.33 that majority of respondents were of the opinion that there is integrated library systems (ILS) cataloguing tools in the school library. Item 2 revealed that majority of the respondents agreed that there is metadata management cataloguing tools in the school library since the mean value is pegged at 3.33. Similarly, mean value of 3.30 in item 3 is an indication that majority of the respondents opined that there is ex libris alma cataloguing tools in the school library. Also, mean value of 2.93 revealed in item 4 is an indication that majority of the respondents agreed that

there is OCLC cataloguing tools in the school library. Item 5 with mean value of 2.91 implies that majority of respondents were of the opinion that there is symphony that manage cataloguing, circulation, and acquisitions cataloguing tools in the school library.

The grand mean of 3.13 also depicts that there is moderate the level of cataloguing tools in Adekunle Ajasin university library, Akungba – Akoko, Ondo state.

Research Questions Two: What are the classification tools in Adekunle Ajasin university library?

Table 2: Classification tools in Adekunle Ajasin university library

S/N	ITEM	SA	A	D	SD	STD	Mean
1	Metadata standards.	51 (42.5)	49 (40.8)	13 (10.8)	7 (5.8)	0.85	3.20
2	Library of Congress Classification (LCC)	48 (40)	52 (43.3)	13 (10.8)	7 (5.8)	0.84	3.18
3	Koha	71 (59.2)	31 (25.8)	11 (9.2)	7 (5.8)	0.88	3.38
4	MARC	68 (56.7)	44 (36.7)	5 (4.2)	3 (2.5)	0.69	3.47
5	Dublin Core	83 (69.2)	33 (27.5)	2 (1.7)	2 (1.7)	0.61	3.64
6	Evergreen	66 (55)	44 (36.7)	6 (5)	4 (3.3)	0.74	3.43
7	Dewey Decimal Classification (DDC)	73 (60.8)	40 (33.3)	7 (5.6)	-	0.60	3.56
8	Metadata standards.	44 (36.7)	47 (39.2)	23 (19.2)	6 (5)	0.89	3.09
Grand Mean							3.37

Source: *Field Survey, 2025.*

Table 2 showed the classification tools in Adekunle Ajasin university library, Akungba – Akoko, Ondo state. Item 1 with mean value of 3.20 that majority of respondents were of the opinion that there is metadata standards classification tools in the school library. Items 2 revealed that

majority of the respondents agreed that there is library of congress classification (LCC) classification tools in the school library since the mean value is pegged at 3.18. Similarly, mean value of 3.38 in item 3 is an indication that majority of the respondents opined that there is koha

classification tools in the school library. Also, mean value of 3.47 revealed in item 4 is an indication that majority of the respondents agreed that there is MARC classification tools in the school library. Item 5 with mean value of 3.64 implies that majority of respondents were of the opinion

that there is Dublin Core classification tools in the school library.

Research Questions Three: What are the attitudes of LIS students toward the cataloguing and classification of information materials?

Table 3: Attitudes of LIS students toward the cataloguing and classification of information materials

S/N	ITEM	SA	A	D	SD	STD	Mean
1	Anxiety	65 (54.2)	50 (41.7)	3 (2.5)	2 (1.7)	0.63	3.48
2	Familiarity	59 (49.2)	47 (39.2)	10 (8.3)	4 (3.3)	0.77	3.34
3	Confidence	26 (21.7)	36 (30)	32 (26.7)	26 (21.7)	1.06	2.52
4	Enthusiasm	22 (18.3)	36 (21.7)	33 (27.5)	27 (22.6)	1.03	2.46
5	Interest	65 (54.2)	42 (35)	7 (5.8)	6 (5)	0.81	3.38
6	Commitment	31 (25.8)	59 (49.2)	25 (20.8)	5 (4.2)	0.79	2.97
7	Proficiency	33 (27.5)	49 (40.8)	27 (22.5)	11 (9.2)	0.92	2.87
Grand Mean							3.00

Source: Field Survey, 2025.

Table 3 showed the attitudes of LIS students toward the cataloguing and classification of information materials in Adekunle Ajasin University Library, Akungba – Akoko, Ondo state. Item 1 with mean value of 3.48 that majority of respondents were of the opinion that there is anxiety in cataloguing and classification of information materials in the school library. Item 2 revealed that majority of the respondents agreed that there is familiarity with cataloguing and classification of information materials in the school library since the mean value is pegged at 3.34. Similarly, mean value of 2.52 in item 3 is

an indication that majority of the respondents opined that there is confidence in cataloguing and classification of information materials in the school library. Also, mean value of 2.46 revealed in item 4 is an indication that majority of the respondents disagreed that there is enthusiasm in cataloguing and classification of information materials in the school library.

Research Questions Four: What are the problems involved in the cataloguing and classification of information materials?

Table 4: Problems involved in the cataloguing and classification of information materials

S/N	ITEM	SA	A	D	SD	STD	Mean
1	Inconsistencies	48 (40)	52 (43.3)	13 (10.8)	7 (5.8)	0.84	3.17
2	Complexity of describing certain materials	71 (59.2)	31 (25.8)	11 (9.2)	7 (5.8)	0.88	3.38
3	Lack of adequate guidelines for these formats	68 (56.7)	44 (36.7)	5 (4.2)	3 (2.5)	0.69	3.37
4	Difficulties in assigning appropriate class numbers	83 (69.2)	33 (27.5)	2 (1.7)	2 (1.7)	0.60	3.64
5	Difficulties in adapting classifications to new types of materials.	66 (55)	44 (36.7)	6 (5)	4 (3.3)	0.74	3.43
6	Challenges in integrating new cataloguing systems with existing infrastructure.	73 (60.8)	40 (33.3)	7 (5.8)	-	0.60	3.55
7	Inadequate training for library staff on new cataloguing tools and technologies.	44 (36.7)	47 (39.2)	23 (19.2)	6 (5)	0.89	3.09
Grand Mean							3.37

Source: Field Survey, 2025.

Table 4 showed the problems involved in the cataloguing and classification of information materials of Adekunle Ajasin University Library, Akungba – Akoko, Ondo state. Item 1 with mean value of 3.17 that majority of respondents were of the opinion that there is inconsistencies in the school library. Item 2 revealed that majority of the respondents agreed that there is complexity of describing certain materials in the school library since the mean value is pegged at 3.38. Similarly, mean value of 3.37 in item

3 is an indication that majority of the respondents opined that there is lack of adequate guidelines for these formats in the school library. Also, mean value of 3.64 revealed in item 4 is an indication that majority of the respondents agreed that there is difficulties in assigning appropriate class numbers in the school library.

Research Questions Five: What are the strategies for improvements in the cataloguing and classifications of information materials?

Table 5: Strategies for improvements in the cataloguing and classifications of information materials

S/N	ITEM	SA	A	D	SD	STD	Mean
1	Implementation of advanced ILS	59 (49.2)	47 (39.2)	10 (8.3)	4 (3.3)	0.77	3.34
2	Increased efficiency in managing bibliographic records	26 (21.7)	36 (30)	32 (26.7)	26 (21.7)	1.08	2.61
3	Installation of automated classification tools.	22 (18.3)	38 (31.7)	33 (27.2)	27 (22.5)	1.24	2.56
4	Tools that utilize machine learning algorithms.	61 (50.8)	41 (34.2)	14 (11.7)	4 (3.3)	0.81	3.33
5	Ongoing training for library staff in modern cataloguing practices.	60 (50)	43 (35.8)	13 (10.8)	4 (3.3)	0.80	3.25
6	Programs that facilitate collaborative learning among library staff	57 (47.5)	46 (38.3)	13 (10.8)	4 (3.3)	0.79	3.30
7	Implementing cross-referencing techniques and linked data practices.	34 (28.3)	51 (42.5)	28 (23.3)	7 (5.8)	0.86	2.93
Grand Mean							3.05

Source: Field Survey, 2025.

Table 5 showed the strategies for improvements in the cataloguing and classifications of information materials of Adekunle Ajasin University Library, Akungba – Akoko, Ondo state. Item 1 with mean value of 3.34 that majority of respondents were of the opinion that there is implementation of advanced ILS in the school library. Item 2 revealed that majority of the respondents agreed that there is increased efficiency in managing bibliographic records in the school library since the mean value is pegged at 2.61. Similarly, mean value of 2.56 in item 3 is an indication that majority of the respondents opined that there is installation of automated classification tools in the school library. Also, mean value of 3.33

revealed in item 4 is an indication that majority of the respondents agreed that there is tools that utilize machine learning algorithms in the school library. The grand mean of 3.05 also depicts that there is moderate the level of strategies for improvements in the cataloguing and classifications of information materials of Adekunle Ajasin University Library, Akungba – Akoko, Ondo state.

Testing of Hypotheses

Hypothesis One: There is no significant relationship between LIS students' attitudes and cataloguing of information materials in Adekunle Ajasin University Library, Akungba –Akoko

Table 6: Relationship between LIS students' attitudes and cataloguing of information materials in Adekunle Ajasin University Library, Akungba –Akoko

Variables	N	Df	r-cal	r-tab	Sig.
LIS students' attitudes	120	238	0. 612	0.195	$P < 0.05$
Cataloguing of Information materials	120				

The result on table 8 indicated that r-cal (0. 612) is greater than r-tab (0.195) at 0.05 level of significance and 238 degree of freedom. This implies that there was significant relationship between LIS students' attitudes and cataloguing of information materials in Adekunle Ajasin University Library, Akungba –Akoko.

Therefore, the null hypothesis of no significant relationship was rejected.

Hypothesis Two: There is no significant relationship between LIS students' attitudes and classification of information materials in Adekunle Ajasin University Library, Akungba –Akoko

Table 7: Relationship between LIS students' attitudes and classification of information materials in Adekunle Ajasin University Library, Akungba –Akoko

Variables	N	Df	r-cal	r-tab	Sig.
LIS students' attitudes	120	238	0. 594	0.195	$P < 0.05$
Classification of information materials	120				

The result on table 9 indicated that r-cal (0. 594) is greater than r-tab (0.195) at 0.05 level of significance and 238 degree of freedom. This implies that there was relationship between LIS students' attitudes and classification of information materials in Adekunle Ajasin University Library, Akungba –Akoko. Therefore the null

hypothesis of no significant relationship was rejected.

Hypothesis Three: There are no significant joint influence of LIS students' attitudes on cataloguing and classification of information materials in Adekunle Ajasin University Library, Akungba –Akoko

Table 7: Multiple Regression on LIS students' attitudes on cataloguing and classification of information materials in Adekunle Ajasin University Library, Akungba – Akoko

Model		Std. Err	Beta	T	Sig.	R	R ²	F
(Constant)	1.676	1.137		1.473	.380			
Cataloguing of information materials	.662	.186	.965	3.564	.174	.977 ^a	.954	5.231
Classification of information materials	.520	.348	.411	1.494	.375			

a. Dependent Variable: *LIS students' attitudes*

The result on table 7 showed that the Beta (β) weightings of the two predictor variables were given in the standardized coefficient column. The table showed that the coefficient of joint correlation (R) between LIS students' attitudes on cataloguing and classification of information materials is 0.977, while the coefficient of determination R^2 is 0.954. This implied that cataloguing and

classification of information materials jointly accounted for 97.7% (0.977) of the total variables of LIS students' attitudes. On individual contribution, cataloguing of information materials was the best predictor, having contributed for 96.5% (0.965) of the variables while the classification of information materials was the least predictor of LIS students' attitudes with a contribution of 41.1 (0.411). From

the result presented, it could be concluded that LIS students' attitudes on cataloguing and classification of information materials. However, some LIS students' attitudes tend to be more effective than others.

Discussion of Findings

The study investigate the LIS students' attitude toward cataloguing and classification of information materials in Adekunle Ajasin University, Akungba – Akoko. In course of this study, five research questions were raised and three research hypotheses were formulated to guide this study. Result from hypothesis one showed that there was significant relationship between LIS students' attitudes and cataloguing of information materials in Adekunle Ajasin University Library, Akungba –Akoko. This finding is line with Jones and Taylor (2021) indicates that automated cataloguing tools improve the accuracy of bibliographic records compared to manual cataloguing and Smith (2020) shows that ILS systems significantly reduce the time needed for cataloguing new materials, allowing librarians to focus on user services. Contrary to this Nguyen, (2021) stated that libraries face difficulties in integrating new tools with existing systems, which can hinder the cataloguing process.

Result from hypothesis two showed that there was relationship between LIS students' attitudes and classification of information materials in Adekunle Ajasin University Library, Akungba –Akoko. This finding collaborate with Johnson, (2020) show that the use of established classification systems significantly improves the organization of library collections, facilitating easier access for users

Result from hypothesis three showed that significant joint influence of LIS students' attitudes on cataloguing and classification of information materials in

Adekunle Ajasin University Library, Akungba – Akoko

Conclusion

The study investigated the challenges and attitudinal disposition of library and Information Science students toward cataloguing and classification in Adekunle Ajasin University, Akungba – Akoko, Ondo – State. The study identify cataloguing tools in Adekunle Ajasin university library. It identifies classification tools in Adekunle Ajasin university library. It assess the attitudes of LIS students toward cataloguing and classification of information materials. It examines the problems involved in cataloguing and classification of information materials and evaluate the strategies for improvements in cataloguing and classification of information materials.

Recommendations

In relation with the findings of the study, the researcher recommends the following:

1. Adekunle Ajasin University Library should provide relevant cataloguing and classification tools and materials that will facilitate accessibility of information materials to for the benefit of the students.
2. Adekunle Ajasin University Library should provide orientations and educational programs that will encourage the students' use of the cataloguing and classification tools, thereby fostering improved users experience.
3. Adekunle Ajasin University library should put in place, a feedback mechanism that will enable the library collect the views, opinions and feelings of the students to enable it assess it's services toward ensuring enhanced user satisfaction.
4. Adekunle Ajasin University library should put up programs that will stimulate a positive dimension in the

students' attitudes toward cataloguing and classification of information materials.

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