

Librarians' cataloguing interest, skills and behavioural competencies

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ABSTRACT

Cataloguing is paramount in Nigerian university library services and purely a technical process requiring specialized knowledge and skills, application of standards and protocols, use of technical tools and software, focus on organizing and processing library materials, and emphasis on accuracy, consistency, and quality control. This paper focuses on examining the cataloguing interest, skills and behavioural competencies required by librarians in Nigerian university libraries. Cataloguing interest refers to the driving attraction or enthusiasm for organizing, classifying and making information resources discoverable and retrievable which every librarian requires for greater efficiency. Fundamentally, librarians need adequate skills in cataloguing and metadata processes. This involves application of conceptual frameworks, standards, and principles within a bibliographic system. Additionally, behavioural competency describes both personal attributes that contribute to success in the profession and ways of thinking that can be developed through coursework and employment experience. Some recommendations were made which among others include that constant training and retraining of librarians in order to improve their cataloguing knowledge and that the university libraries should provide adequate cataloguing tools with which the librarians can master the art of cataloguing.

1. Introduction

Accurate bibliographic information resources is the hallmark of Nigerian university library services. Nigerian university libraries are also known as academic libraries and are central to the universities' objective of promoting research and scholarship (Soledad, Jasmina, and Torre, 2024). They are primarily set up to meet the teaching, learning and research needs of their student population, staff, visitors or members of the local communities in which the libraries are located; with adequate information resources. Hence, university libraries are regarded as the backbone of the intellectual system of the university, which aim at providing excellent services to its users and ensure that their patrons have access to quality information, handy information resources and timely services. Any library is adjudged to have achieved the mandate of excellent services when its users are satisfied with the services offered to them and in order to achieve such goal, Nigerian university libraries, usually acquire large number of information materials ranging from books to non-book materials, which can sometimes, run into hundreds of thousands and millions. Such collections of university library materials will most certainly be in a state of chaos and difficult to access by any intending user, if not well organized.

Skill or ability competencies translate to the application of conceptual frameworks, standards, and principles within a bibliographic system. The basis for competent cataloguing is not only the ability to master individual principles and skills but to synthesize these principles and skills to create cohesive, compliant bibliographic data that function within local and international metadata ecosystems. Thus, university librarians in adherence to stipulated cataloguing rules should be capable of systematically identifying and describing the physical features of each library information material, based on the information provided in each of the given material as well as classifying such according to their respective subject areas but surprisingly, some librarians fall short of this technical procedure as some seem not to be able to appropriately assign access points to books using AACR2 guidelines,

identify books that have catalogue-in-prints, assign appropriate punctuation marks in descriptive cataloguing, assign specific subject heading (s) to complex titles using LC subject headings, assign class marks using the LC classification schemes and so on. Again, David-West (2018) noted that inadequate knowledge of cataloguing and classification rules results to poor application of these rules and with these lapses, the librarians will neither be able to bring about excellent and quantitative bibliographic records nor provide easy and timely access to the bulk of existing library materials to intending library users.

Behavioural competencies describe both personal attributes that contribute to success in the profession and ways of thinking that can be developed through coursework and employment experience. These behavioural competencies include interpersonal communication, public service orientation, initiative and adaptability, professional curiosity and problem-solving. Unfortunately, Muhammad, Baffa and Garba (2018), observed that librarians show lack of commitment and dedication to cataloguing which is why they seem not to pay attention to details, or even to establish and maintain conducive work environment and relationship with colleagues and other library staff. Since competency is the ability to execute or do a job or task that is based upon knowledge, skills as well as supported by the attitude of work demanded by the job, Spencer and Spencer (2000) cited in Gamal and Soelistya (2019), the acquisition and possession of these competencies by university librarians becomes essentially imperative.

1.1 Statement of the Problem

The success of the university libraries depends largely on how well these libraries meet the information needs of their users through records of organized bibliographic information materials which in turn, hinges on the cataloguing competencies of the librarians who undertake such responsibilities. Librarians are professionals who have spent ample time in librarianship both at their undergraduate and postgraduate levels in conjunction with the mandatory six months industrial training at each level. With all these years of education and industrial training, it is expected that the librarians should exhibit adequate competencies in cataloguing, since the fact remains that cataloguing is the core in librarianship.

Sadly, the researcher from years of experience working in the cataloguing unit and interacting with fellow librarians, has observed that a reasonable number of librarians seem not to possess the expected cataloguing knowledge as majority seem unable to exhibit knowledge of established cataloguing standards and protocols and lack understanding on how to use the cataloguing tools and software. For instance, many seem not familiar with the Anglo-American Cataloguing Rules 2 (AACR2), Library of Congress List of Subject Headings (LCSH) and Classification Schemes (LCC). This seeming lack of cataloguing knowledge competency among librarians in Nigerian university libraries is probably the reason a good number of them do not even like to be posted to the cataloguing unit. In fact, this has even led to an obvious shortage in the number of cataloguers and has resulted to low work output. This is what has necessitated this study, “cataloguing interest, skills and behaviors’ required by librarians in Nigerian university libraries”.

1.2 Purpose of the Study

The aim of this study was to have an overview of the cataloguing interest, skills and behaviors required by librarians in Nigerian university libraries. The specific objectives of this study are to:

- i. examine the cataloguing interest of librarians in Nigerian university libraries;
- ii. examine librarians’ skills cataloguing in Nigerian university libraries;
- iii. examine the cataloguing behaviours in Nigerian University Libraries;

2. Method

This study adopted a desk research and literature review methodology, which is ideal for systematically synthesizing existing scholarly works, professional standards, and theoretical frameworks regarding librarians' cataloguing interest, skills, and behavioral competencies. The scope of the review encompasses peer-reviewed journal articles, empirical studies, institutional reports, and professional benchmarks such as the American Library Association core competencies published in library and information science literature. Data collection involves a comprehensive search strategy utilizing major academic databases, institutional repositories, and library science portals to retrieve literature focusing on technical services, bibliographic control, and cataloging workforce dynamics in university libraries. Information extraction is conducted using a thematic analysis approach. Relevant literature is critically evaluated, coded, and categorized into core thematic clusters addressing cataloguing interest, technical skill requirements, and behavioral competencies. To ensure the credibility and academic rigor of the review, secondary sources are cross-verified for authenticity, theoretical consistency, and methodological soundness, providing a cohesive qualitative synthesis to address the objectives of the study.

3. Results

3.1 Cataloguing Interest

Interest is a feeling of wanting to be involved in something. It could be regarded as the most central and wide-spread human feeling which directs awareness and helpfulness. Hidi and Renninger (2006 and 2016) referred to it as the psychological state of a person during involvement with some content or activity and also to the likelihood that the person will continue to want to reengage with that content over time and enjoy the challenges that continued engagement provides. Kumar and Lal (2024) described interest as a multifaceted human experience that drives curiosity, engagement, and motivation in various activities, subjects, and experiences. They said it involves both cognitive and affective dimensions, involving attention, curiosity, emotional involvement, and personal relevance. They also said that interest can evolve over time and is influenced by factors such as personal experience, social influences and intrinsic motivations.

With the above point of views, interest in cataloguing could be said to refer to librarians' psychological state during involvement with cataloguing and the likelihood that they will continue to reengage with cataloguing over time and enjoy the challenges that continued engagement in cataloguing brings. In other words, interest in cataloguing refers to librarians' attraction or enthusiasm for organizing, classifying and making information resources discoverable. Such interest involves enjoying detail-oriented work, appreciating order and structure, being curious about information organization, valuing accuracy and precision (AI) and so on.

It is noteworthy that interest has been conceptualized as a variable that develops in phases and Renninger and Hidi (2019) found that interests and their measurement have had an important place in both educational and business settings and the same measures, for instance, the seminal Strong Interest Inventory of 1943, have been used in educational counseling to help students choose a field of study and in business for personnel selection. The tacit assumption underlying these measures has been that interests are relatively stable and unchangeable individual attributes or traits (Rounds and Su, 2014; Su, 2019). However, other studies (Renninger, Nieswandt, and Hidi, 2015; Harackiewicz, Smith, and Priniski, 2016; O'Keefe and Harackiewicz, 2017) have presented a different picture, proving that interests follow a developmental course and has four developmental phases which include, triggered situational, maintained situational, emerging individual, and well-developed interest. The studies further indicated how the development of interest can benefit both workforce readiness and job output as in the case of cataloguing. They defined "readiness" as the likelihood that

persons entering the workforce are prepared to meaningfully engage in the challenges of their workplace. Such engagement requiring the ability and willingness to learn, explore, and identify work-relevant strategies. In turn, the strategies that are enabled by readiness allow workers to address relevant technical and social problems that are posed at work, identify organizational and teamwork efficiencies, and define performance. On the other hand, engagement is an element of interest but they are not interchangeable as one can be engaged but not interested whereas one cannot be interested without being engaged (Renninger and Bachrach, 2015). Engagement in this context for instance, could be seen as some level of involvement in cataloguing activity, a prerequisite for interest. Meaning that librarians who have the said readiness (or competence) for cataloguing, will be prepared to meaningfully engage in the challenges associated with the cataloguing work environment and such engagement requiring the ability and willingness (interest) of the librarians to learn, explore, and identify cataloguing-related strategies which in turn will enable them to address relevant technical and social challenges posed at cataloguing work.

Generally, as observed by Renninger and Hidi (2019), work is an omnipresent factor in people's lives, as in the case of cataloguing among librarians, and it is reasonable to ask why people remain in their jobs. In answering the question, Kaye, Jordan-Evans, and Career Systems International (2014), pointed out that six "stay factors" which account for why people remain in their jobs seem to have interest as an underlying component. In other words, according to Mariyanti (2012), the impulse in an employee is influenced by employee interest; meaning also that it is difficult staying at work when one's interest wanes. That is why Chaplin (2011) was of the view that interest is a feeling which states that a job is valuable or meaningful to individuals and as a motivational state that guides behaviour towards a certain target. Mariyanti further observed that employees who have high work interest are likely to be more committed in working optimally; following applicable regulations, and will not embarrass the company by giving unsatisfactory results. The implication in this context being that librarians who have an interest in carrying out their cataloguing works, will both value their job and display a positive disposition towards meeting the target of providing information users with easy and quick access to relevant information resources. Interest on the other hand is regarded as the object of attitudes (Sociology Guide, 2023), which is why Fajiwe et al (2023) agreed that librarians who have a positive attitude for cataloguing tend to enjoy or like it, understand its value and have confidence in it whereas librarians with a negative attitude toward cataloguing tend to dislike it and feel afraid to engage in it. Unfortunately, Isiyaku, Bello and Ado (2018) found out that librarians are no longer interested in cataloguing which accounts for why they refer to it as tedious, very boring, difficult and time-consuming. It is in line with these observations that emphasis has been placed on the importance to recognize that the development of employees' interest can be a benefit for both the employee and the employer and as such, it has been suggested that interest be supported to develop (Renninger and Hidi, 2019).

It is therefore, worthy to note at this juncture, that interest for cataloguing is an inevitable factor among librarians in university libraries. However, it will be pertinent to adduce that such interest results from existing cataloguing competencies because, consistent with interest theory according to Hidi and Renninger (2006), if initial experiences in an activity are positive, they can lead to dispositional interest and expand long term participation. In this context, the said "initial experiences in an activity being positive" suggestively translate to competency that leads to "dispositional interest". Gordon (1996) as cited in Soelistya and Gamal (2019) pointed out that interest is one of the indicators of competency and competency, according to Spencer and Spencer (2000) is a basic characteristic of a person, namely: character, motives, self-concept, knowledge and skills that can influence behavior and ability to produce workforce performance and job satisfaction. Oscar Roche (2018) explained in details that competency = knowledge + skills + behavior; knowledge = what is known in a particular field, facts and information, skill = the ability to do something well, behavior = the way in which a person acts in response to a particular situation or stimulus, particularly.

Considering these definitions, it is correct to say that someone's competency is a product of what facts and information they have at hand, how well they can do the task and how they conduct themselves when applying the skill. Lidgren and Stenmark (2003) pointed out that lack of interest indicates missing competence; hence, interest is seen as a complementing aspect of competence. In line with these, Berlian (2018) pointed out that competency will be very influential on job satisfaction and organizational commitment both in the short and long term while Seran, Kase, and Nursalam (2022) emphasized that individual competence has positive influence on interest. Thus, inferring from all these studies, it will be in order to adduce that a lack or shortage of cataloguing competencies among librarians working in the university libraries could result to lack of interest for cataloguing among them and as such, it is important for the librarians to possess adequate cataloguing competencies that could also help them to develop the corresponding interest for cataloguing. Luqman et al (2012) observed that if employees (librarians inclusive) enjoy their work, feel confident in their abilities to succeed in their assigned tasks, they are more likely to have a positive attitude in the work place and with such positive attitude, they become more committed, productive and useful to their organization. Such competencies according to the American Library Association's Core Competencies for Cataloguing and Metadata Professional Librarians (2017) refer to a cluster of interrelated components comprising knowledge, skills, and behavioural competencies.

In general, interest signifies an object, idea, or event that draws persons' attention or has personal value to them (Alexander et al, 1991; Murphy and Alexander (2000), cited in Alexander, 2023). Rotgans and Schmidt (2017) posited that interest can be the cause of knowledge acquisition, and that knowledge is responsible for an increase in interest thereby indicating that interest and knowledge influence each other reciprocally. In the same view, Hider (2006) cited in Bello and Mansor (2012) reported that over 70 percent of the libraries predominantly indicated the need for what was defined as core cataloguing skills and knowledge. On this note, being a good cataloguer requires a deep sense of knowledge and involves a lot of creativity with a corresponding interest. Anything short of this amounts to inadequate knowledge and in turn, amounts to knowledge incompetency. This is because it could lead to waste of time and effort, as the librarians will most likely struggle to understand and interpret established cataloguing rules, codes, and standards as well as find it difficult to understand how to use standard cataloguing tools. Whitwell (2009) identified a good grasp of specific subjects and a thorough knowledge of standard cataloguing codes as well as demonstration of conceptual skills as a depiction of cataloguing knowledge competency while Murray (2010) stressed that cataloguers get to figure out: (1) "what this thing is", (2) "who might find it useful", and (3) "how to make sure they find it." Thus, university librarians need to know not only the rules but in addition, the trick in knowing which rule to use, when and how to apply them thoroughly too to even bizarre items acquired in the library (Bello and Mansor, 2012). In a nutshell, the possession of this cataloguing knowledge with accompanying interest most certainly translates to the measure of cataloguing skills the librarians will display as one cannot demonstrate a skill unless one has the knowledge and willingness because knowledge is an enabler of skills.

3.2 Cataloguing Skills

Cataloguing is purely a technical aspect of the library services whereby the cataloguing librarians create functional catalogues and databases by providing quality bibliographic control services, records enrichment and authority control; using standard cataloguing tools. Nwosu (2012) perceived that cataloguing involves all the processes required to prepare information resources for the shelves, files or databases or make entries for the catalogue, either card, online or web catalogue. It is a skillful art, subject to specific cataloguing rules and guidelines, which the practitioner acquires through a period of professional training (Obi and Edet, 2019). However, Aina (2012) made a submission that cataloguing is a complex process used in providing access tools to materials in a collection so that users of such collection can access the materials of that collection. Hence, the need

for the librarians' skills and proficiency which must be used to improve the end users experience of locating and retrieving information resources.

Skill, according to (Merriam Webster, 2010) is the ability to use one's knowledge effectively. It also implies coordination, especially in the execution of learned physical tasks or a learned power of doing something competently. Diard (2024) noted that skills consist of soft and hard skills. Soft skills refer to individual knowledge expressed in qualities visible in interactions, making an employee to be good at what he does and compatible with where he works (Chen et al, 2019) whereas hard skills pertain to job-specific knowledge one can obtain through formal training or education (Parsons, 2024). Skills are crucial in any professional discipline that seeks efficiency and effectiveness in achieving desired goals. In Librarianship, cataloguing remains the only pathway of producing the all-important library catalogue which serves as the gateway to the pool of library information resources and so, demands absolute acquisition of requisite skills. Monyela (2019) lucidly asserted that cataloguing skills among others include; design, implementation and customization of information systems as well as for the input of data into them. The author posited that with their skills, knowledge and ability, cataloguers should be able to discern whether the library will be an information powerhouse or an empty warehouse. Okonkwo and Nwosu (2022) buttressed the above fact when the scholars affirmed that in the absence of skills, knowledge and competencies, manual cataloguing would be a mirage. Mkhize (2012) enunciated the skills required from the cataloguing and metadata librarian as pointed out below:

1. Ability to adapt-increase ones' knowledge and update skills
2. Ability to work independently
3. Problem solving skills
4. Organizational skills
5. Self-motivated and service-oriented (be an initiator and role player)
6. Skills to examine relevant cataloging and metadata schemes and identify their use.
7. Information technology skills.
8. Skills to embark on a programme of data quality enhancements
9. Skills to contribute to development of new cataloguing standards.
10. Skills to teach and train in library orientation and user education programs
11. To possess good networking skills.

Bamise, Oluwatoyin, and Igbeneghu (2019) also pointed out that attention to details is an essential skill cataloguers must imbibe to ensure consistency, accuracy, and uniformity in cataloguing. In consonance with these views, the American Library Association's Core Competencies for Cataloguing and Metadata Professional Librarians Document (2017) outlined general standards for cataloguing competency and specified that librarians are expected to demonstrate the ability to apply conceptual frameworks, standards, and principles within bibliographic systems in order to produce consistent and accurate data. This includes applying metadata content standards such as RDA, AACR2, and DACS, as well as disambiguating creators, contributors, and titles or series by formulating authorized access points using tools such as the RDA guidelines and the PCC NACO Participants Manual, while effectively managing identifiers for entities. The standards further require librarians to analyze and classify resources through the application of established best practices for subject analysis, including the use of metadata value standards such as LCSH, MeSH, TGM, AAT, and Sears, assigning classification numbers from schemes like DDC, LCC, and SuDocs, and allocating appropriate genre and form terms from standards such as LCGFT, AAT, and RBMS Genre Terms. Additionally, librarians are expected to encode machine-actionable data using metadata structure standards such as MARC, Dublin Core, and MODS, implemented through serialization formats like XML and Turtle. The competency framework also emphasizes the ability to assert relationships among creators, works, and related entities using standards such as the RDA Element Sets, and to apply universal metadata standards within local institutional contexts. This involves

assessing local user needs, establishing or advising on local metadata practices, selecting suitable standards for local application, documenting decisions and procedures, and designing or modifying cataloguing workflows. Furthermore, librarians should demonstrate competence in metadata integration, mapping, transformation, and cross walking between standards—for example, converting MARC records to XML—while employing normalization standards and documenting input and mapping decisions to ensure consistency and interoperability.

The above skills applied effectively, will greatly improve the end-users experience in a networked information retrieval environment as this can ensure access, authenticity, reliability and validity of networked resources (Hashim and Mokhter, 2012) as well as possibly induce interest, which according to Silvia (2019) is a powerful psychological state that makes one feel energetic, excited, fully engaged and focused, and makes the brain work better. Impaq (2021) disclosed that skills and interest are two qualities that go hand in hand and that one's abilities and interests determine one's potentials to do something because if one is intensely interested in something, it usually means that one also has the ability to do it. Although substantial research, according to Wall (2015), support the notion that people who are working in areas that peak their interests are happier, more productive, and stay on the job longer, what tends to be discounted by career development people and programs is that the same concept is true for one's abilities or skills. Thus, the author further stated that there is research evidence which suggests that people gravitate toward work that uses their abilities or skills because it provides satisfaction and intrinsic reward. Cataloguing tends to be seen as a rigorous process that requires attention to details, organization, and adherence to standards and guidelines in which librarians must follow specific rules and protocols to ensure consistency and accuracy when creating metadata for information resources and with such details, VTR Learning (2020) stated that it is easy to get bogged down but Benjamin (2024) posited that skill reduces boredom and increases job satisfaction. Adequate application of skills can give an individual a sense of accomplishment and so, developing cataloguing skills and achieving success in the process can possibly create a sense of accomplishment in the librarians which in turn could lead to increased interest and motivation to continue improving in the process. In other words, skills competence is known to build confidence therefore, librarians who possess and aptly apply competent cataloguing skills may find that the process becomes more engaging and enjoyable thereby, leading to greater interest in their cataloguing activities.

In line with the above explanations, the essence of cataloguing skills with its corresponding interest cannot be over emphasized because, an absence or shortage of such skills for instance, results to what is known as “skills gap”, which according to McGuiness and Ortiz (2015) describes the phenomenon whereby the skill levels of workers are insufficient to meet the requirements of their current job. The inability to meet such job requirements can negatively influence their interest on the job and this could lead to low productivity. Nwakogo (2016) observed that skills gap makes it practically impossible for an organization to achieve superior performance because people cannot give what they do not have; so, productivity and innovation suffer and workers will not be able to fulfill their potentials. On the same note, Behbahani (2023) and Minett (2023) concurred that lack of necessary skills can lead to a decrease in output quality because workers who are under qualified or lack experience are at risk of producing substandard work or making mistakes which can negatively impact the overall caliber of organization's output. Deducing from these opinions, it can obviously be understood that inadequate cataloguing skills among the librarians in university libraries will make it practically impossible for them to achieve desired objectives in bibliographic records control which will in turn, negatively impact the overall library services. In fact, the librarians could possibly be subjected to the adverse effects of lack of cataloguing skills which among others may include perceived complexity and difficulty, frustration, lack of confidence, un-engaging experience and lack of in-depth understanding. This is to say that lack of cataloguing skills will most likely make the librarians unable to apply the principles and make them perceive the task as complex and difficult,

overwhelming and tedious which will also make them struggle with cataloguing task. This can possibly erode their confidence and indeed lead to a lack of interest for cataloguing among them. Hence, Whitmel (2009) as cited in Bello and Mansour (2017) maintained that the skills and competencies needed of the librarians now and in the future must be demonstrated in order for them to perform optimally.

3.3 Cataloguing Behaviour

Appropriate knowledge and skills indeed, form a basis for cataloguing however, a grasp of key concepts and skills alone do not add up to successful cataloguing without corresponding behaviour. Behaviour refers to the observable reactions of an individual to a certain situation or like Hornby (2010) rightly stated, the way a person, animal, etc., behaves or functions in a particular situation. In the actual sense, behavior is a reflection of an individual's attitude; meaning that behavior is usually influenced or triggered by attitude and attitude according to Fajiwe et al (2023) is a tendency for individuals who organize thoughts, emotions, and behaviours towards a psychological object. Attitude itself, as they further buttressed, can be categorized as bi-dimensional (a person's emotions and belief) or multidimensional (affect, behavior, and cognition). Again, they stated that human beings are not born with attitude but learn them afterwards and some attitudes are based on people's experiences, knowledge and skills while some are gained from other sources. Also, people with positive attitudes can remain hopeful and see the best even in difficult situation.

Behavioural competency is a concept that assesses an individual's ability to demonstrate specific human behaviours that can help such individual survive in any given environment. It refers to observable behaviours and actions demonstrated in the performance of specific tasks, duties, or functions. Examples of such behavioural competencies include teamwork, problem-solving, customer service and relations, communication, result-orientation, decision-making, self-motivation, integrity, time management (Possibleworks, 2020). On this note, cataloguing behavioural competency implies the ability to demonstrate specific behaviours when cataloguing library information resources. According to Evans, et al (2023), cataloguing behavioral competency describe both personal attributes that contribute to success in the cataloging and metadata field and mindsets that can be developed through coursework, professional development, and employment experience. In alignment with the behavioural competencies outlined in the American Library Association's Core Competencies for Cataloguing and Metadata Professional Librarians (2017), librarians are expected to demonstrate strong interpersonal communication skills, which include collaborating effectively with colleagues, exhibiting clear and professional oral and written communication, building and sustaining collegial relationships, and listening attentively with openness and genuine interest. Furthermore, librarians should display a strong public service orientation by recognizing and respecting diverse cultures and populations, prioritizing users' needs, and valuing different perspectives and approaches to work. They are also required to show initiative and adaptability through creativity, flexibility, comfort with ambiguity, interdependence, and a sustained commitment to lifelong learning. Additionally, professional curiosity is essential, reflected in maintaining awareness of current professional literature and research, actively participating in professional organizations, and advocating for the advancement of the profession. Finally, librarians should possess strong problem-solving abilities, including the capacity to manage projects and workflows, think critically, maintain attention to detail, conduct assessments and evaluations, and contribute meaningfully to holistic visioning and strategic planning efforts within their institutions.

All these are a set of desired behaviours, defined through the outcomes to which these behaviours are directed which also tend to positively influence the interest for such. A 2002 research - "Interest, Learning, and the Psychological Processes that mediate their Relationship", as cited in Career Disha (2022), showed that interest includes effective and cognitive components which are part of individuals' engagement in activities and such engagement according to Renninger and Bachrach,

(2015) is an element of interest but are not interchangeable as one can be engaged but not interested whereas one cannot be interested without being engaged. Engagement in this context for instance, could be seen as some level of involvement in cataloguing activities. As librarians engage with cataloguing activities and demonstrate behavioural competency, their interest in cataloguing is likely to increase because mastering cataloguing and demonstrating competency builds confidence and confidence in turn, fuels interest for such. In line with this view, Chaplin cited in Syahputra, Lumbanraja, and Rini (2020) described interest as a motivational state that guides behaviour toward a certain target. The librarians need to embrace the fact that cataloguing remains the hub of librarianship, and also appreciate the fact that they are the brains behind this entire professional process. Therefore, they need to understand the essence of developing the right attitude that could help them exhibit proper behaviours towards cataloguing. Fajiwe et al (2023) affirmed that positive attitudes are necessary for any successful and significant achievement and that librarians' attitude towards cataloguing can be referred to as either positive, negative or neutral feelings and dispositions. Understandably, librarians with a positive attitude towards cataloguing tend to enjoy it, understand its value and have confidence in it whereas librarians with a negative attitude toward cataloguing tend to dislike it and feel afraid to engage in it. Sociology Guide (2023) disclosed that interest is regarded as the object of attitudes and Idiegbeyan-Ose and Ilo (2013) observed that librarians with negative attitude towards cataloguing believe that cataloguing is a brain-tasking, time-consuming and meticulous job. They also believe that cataloguing requires rules and regulations coupled with the use of specific punctuation marks which might be difficult for them to really know how to apply and all these make them exhibit fear for it and make them behave in such a manner that indicates avoidance for cataloguing. The essence of requisite behavioural competencies therefore, is for the librarians to be equipped with an understanding of what behaviours they are expected to cultivate and exhibit towards cataloguing because competency according to Spencer and Spencer (2000) is a basic characteristic of a person, namely: character, motives, self-concept, knowledge and skills that can influence behavior and ability to produce workplace performance and job satisfaction. Nwosu (2014) noted that three principles, requiring ability, aptitude and skills that guide cataloguing librarians in acquiring competencies and skills and essentially in engaging in continuing education will position librarians to cope with challenges inherent in cataloguing. Unfortunately, Isiyaku, Bello and Ado (2018) found out that librarians are no longer interested in cataloguing which accounts for why they refer to it as tedious, very boring, difficult and time-consuming. This lack of interest in cataloguing among the librarians may have resulted from their lack of cataloguing competencies.

4. Conclusion

Cataloguing interests, skills and behavioural competency remains a fundamental necessity among librarians in Nigerian university libraries and as a matter of emphasis, a deficit of such knowledge stands to pose a negative impact on the libraries' bibliographic record output. It is therefore, imperative that librarians make committed efforts to equip themselves with such all-important professional competency for greater proficiency. Based on the study, the following recommendations are hereby made:

1. The management of the Nigerian university libraries should offer more opportunities for training of technical staff in the areas of cataloguing.
2. Librarians should specifically be trained to understand the use of the different cataloguing tools.
3. The Management of the libraries should put measures that can curb the challenges hindering librarians' cataloguing interests, skills and behavioral competency.

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