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ATTITUDE OF LIBRARIANS TOWARDS THE USE OF E-RESOURCES FOR COLLECTION DEVELOPMENT IN UNIVERSITY LIBRARIES IN SOUTH EAST NIGERIA

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Abstract
 The purpose of this study was to determine the attitude of librarians towards the use of e-resources for collection development in university libraries in South East Nigeria. The study was guided by two research questions and one null hypothesis tested at 0.05 level of significance. A descriptive survey research design was adopted. Population of the study comprised all the 157 librarians in the collection development department in the 10 public university libraries in the South-East Nigeria. Disproportionate sampling technique was employed to select 83 young librarians and 74 experienced librarians. Self-designed questionnaire titled 'Librarians' Attitude towards the Use of E-resources for Collection Development Questionnaire (LAUECDQ)' was used for data collection. Mean and standard deviation were used to analyze data for the research questions while t-test was used to test the hypothesis. The finding of the study revealed that while young librarians have a positive attitude towards the use of e-resources for collection development, the older librarians have a negative attitude towards it. Findings further revealed that no significant difference existed between the mean scores of old and young librarians on their attitude towards the use of e-resources for collection development. Based on the findings, it was recommended that the university management should make a conscious effort towards organizing seminars and workshops especially for the old librarians on the need to prioritize the use of e-resources for collection development. That way, the attitude gap between the old and young librarians will be bridged on matters relating to their use of e-resources for collection development.

Keywords: *Electronic Information Resources, Librarians' Attitude, Collection Development, University Libraries, Southeast Nigeria.*

Introduction
The key function role of a university library is to provide comprehensive resources with a view to fulfilling the tripartite purposes of learning, teaching and research as they affect library users. Lending credence to this assertion, Parmar and Pateria (2019) pointed out that university libraries support consultancy, research, teaching as well as sundry academic programmes of the institution. The university library serves the purpose of providing its patrons the unfettered access to the use of print and digital library resources. The librarians in the university library play a crucial role in ''creating innovative tools that enhance access to information available locally, regionally, nationally and internationally (Abumandour, 2020; Mwantimwa, Mwabungulu & Kassim, 2021) Thus, university libraries are at the centre of academic activities going on in the university.

Hence, collection development in university libraries is pivotal to the institutional purpose of meeting the information needs of library users.

Collection development is a systematic process of building library collection to cater for the study, teaching, research, recreational, and other needs of library users (Mir, 2016). Mir added that there are processes involved in collection development viz: selection and de-selection of current and retrospective materials, the planning of strategies for continuing acquisition, and evaluation of collections to determine how well theyserve user needs. Functionally, collection development embodies the strategic processes of selecting, acquiring, maintaining, and weeding out of expendable information resources in a precise and objective manner with the aim of meeting the dire needs of library users.

In the past, collection development in university libraries revolves round the use of print resources. However the technological advancement of the 21st century has changed the means and mode o collection development in Nigerian libraries . Modern technologies have left libraries with no option but to adopt information technology in the course of collection development. The rapid technological advancement has changed the way information is created, packaged and disseminated. Similarly, both the teaching and learning landscape the world over has changed to the use of e-resources.

E-resources according to Akpojotor (2016), refers to electronic materials that deliver the collection of information as full text (aggregated) database-journals, image collections, multimedia in form of C.D, Internet and web technology. Contextually, e-resources are digitalized materials which are used for collection development in university libraries to facilitate easy access to intellectual materials by library users. Some of these materials appeal to the sense of sight, some to the sense of hearing while some others appeal to both sense of sight and sense of hearing of library users. It is interesting to know that these e-resources are evolution of information technology and hence, require certain infrastructure for hitch-free access by library users. These e-resources can be categorized into three: audio, visual and audiovisual information resources.Instructively, the use of e-resources for collection development by librarians will depend on sundry factors; attitude inclusive.

Attitude refers to an individual's feelings and disposition towards something. It refers to the manner in which an individual behaves, thinks and feels about someone or something; (Abraham & Ozioko, 2016). Attitude could be positive or negative. Spacey et al. (2013) averred that positive attitudes are presumed to be integral to acceptance, use and success of novel technologies. It plays a key role in the use of e-resources among librarians for the purpose of collection development. Meaning that the extent to which e-resources are used for collection development will hugely depend on librarians' attitude towards it. Put differently, if a librarian is accustomed to the archaic use of print resources

for collection development, such a librarian is not bound to exude favourable disposition towards the innovative means of using e-resources for collection development. There is a tendency for a librarian who is open to innovation and global trend in collection development to use e-resources for collection development. Suffice it to say that librarian's attitude to the use of e-resources for collection development could vary based on their years and level of experience.

Years of experience could be a potent factor in determining librarians' use of e-resources for collection development. There is the possibility of a librarian with a long years of experience (10 years and above) in collection development to stick to the analogue method of using print resources while those that are still young (0-10 years) in matters of collection development may be inclined towards the use of e-resources for collection development. Corroborating this, Sivakumaren, Jeyaprakash, Gopalakrishnan, and Geetha (2011) found that older librarians (10 years and above) had more favourable attitude to the use of ICT resources in the library more than younger (0-10 years) librarians. In contrast, Akter (2014) found that librarians with of less or equal to 5 years working experience were very much positive towards the use of modern technology compared to their counterparts with 6-15 or above 15 years working experience. There is paucity of works regarding the moderating influence of years of experience on librarians' attitude towards the use of e-resources for collection development. This became a source of concern to the researcher to ascertain if years of experience moderate librarians' attitude towards the use of e-resources for collection development. This study therefore sought to fill this gap.

Research Questions
The following research questions guided the study:
1. What is the attitude of young librarians towards the use of e-resources for collection development in university libraries in South-East Nigeria?
2. What is the attitude of old librarians towards the use of e-resources for collection development in university libraries in the South-East Nigeria?

Hypothesis
Null hypothesis was tested at 0.05 level of significance.
1. There is no significant difference between the attitude of old and young librarians towards the use of e-resources for collection development.

Methodology
The study adopted descriptive research design. According to Nworgu (2015), descriptive surveys are those studies which aim at collecting data on, and describing in a systematic manner; the characteristics, features or facts about a given population. The population of this study comprised all the 157 professional and paraprofessional staff of the library involved in collection development in the 10 public university libraries in South-East Nigeria. Disproportionate sampling technique was employed to obtain 83 young librarians and 74 older librarians. Questionnaire titled 'Librarians' Attitude towards the Use of E-resources for Collection Development Questionnaire (LAUECDQ) was used for data collection. LAUECDQ has 10 items. Mean and standard deviation were used to analyze data on the research questions while t-test was used to test the hypothesis. For the hypotheses, p-value interpretation was used with the decision rule that if the calculated t-value is greater than the critical t-value, the null hypothesis will be rejected; otherwise the null hypothesis will not be rejected.

Result
Resesarch Question 1: What is the attitude of young librarians towards the use of e-resources for collection development in university libraries in South-East Nigeria?

Table 1: Mean Scores of Young Librarians on their Attitude towards the Use of E-resources for Collection Development.

S/N	The following represent my attitude towards the use of e-resources for collection development:	Mean	SD	Remark
1.	I feel very happy when e-books are used for collection development.	3.28	0.71	Agree
2.	I choose e-resource if given the opportunity to choose resources for collection development.	2.97	0.98	Agree
3.	I prefer the use of e-journals for collection development	2.10	0.90	Disagree
4.	If given the opportunity, I prefer the use of e-resources for collection development.	1.98	0.88	Disagree
5.	The use of full-test database for collection development is preferable to me.	3.43	0.87	Agree
6.	I see the use of compact disc read-only memory for collection development as an unpopular trend.	2.29	1.03	Disagree
7.	I would wish to use as many e-resources as possible for collection development.	2.84	0.83	Agree
8.	I do not bother about the use of e-resources for collection development so long I can use print resources.	2.45	0.96	Disagree
9.	I can only use e-resources for collection development when it is made compulsory.	3.04	1.18	Agree
10.	When I hear the word Online public access catalogue, I have a feeling of dislike.	1.93	0.89	Disagree
	Cluster Mean	**2.63**	**0.92**	**Agree**

Data in Table 1 shows that item 5 has the highest mean score of 3.43. This indicates that many respondents agree that the use of full-test database for collection development was enjoyable. This is followed by item 1 with a mean score of 3.28, indicating that a good number of the respondents are in agreement that they feel very happy when e-books are used for collection development. Item

10 has the lowest mean score of 1.93 which means that the least number of the respondents agree that when they hear the word Online public access catalogue, they have a feeling of dislike. The cluster mean of 2.63 shows that the respondents have a positive attitude towards the use of e-resources for collection development.

Research Question 2: What is the attitude of old librarians towards the use of e-resources for collection development in university libraries in the South-East Nigeria?

Table 2: Mean scores of old librarians on their attitude towards the use of e-resources for collection development.

S/N	The following represent my attitude towards the use of e-resources for collection development:	Mean	SD	Remark
11.	I feel very happy when e-books are used for collection development.	2.83	0.62	Agree
12.	If asked to choose resources for collection development, I choose e-resource.	2.52	0.83	Agree
13.	I see the use of e-journals for collection development as unnecessary.	2.60	0.60	Agree
14.	If given the opportunity, I do not choose e-resources for collection development	2.03	1.00	Disagree
15.	The use of full-test database for collection development is enjoyable to me.	2.31	0.74	Disagree
16.	I see the use of compact disc read-only memory for collection development as an unpopular trend.	2.28	0.67	Disagree
17.	I would wish to use as many e-resources as possible for collection development.	2.46	0.96	Disagree
18.	I do not bother about the use of e-resources for collection development so long I can use print resources.	2.67	0.91	Agree
19.	I can only use e-resources for collection development when it is made compulsory.	2.50	0.75	Agree
20.	When I hear the word Online public access catalogue, I have a feeling of dislike.	2.71	0.78	Agree
	Cluster Mean	**2.41**	**0.79**	**Agree**

Analysis in Table 2 shows that item 11 has the highest mean score of 2.83. This indicates that a record number of the respondents agree that they feel very happy when e-books are used for collection development. This is followed by item 20 with a mean score of 2.71, indicating that a good number of the respondents are in agreement that when they hear the word online public access catalogue, they have a feeling of dislike. Item 14 has the lowest mean score of 2.03 which means that the least number of the respondents agree that if given the opportunity to choose, the use of e-resources for collection development is the one they will drop. The cluster mean of 2.41 shows that the respondents have a negative attitude towards the use of e-resources for collection development.

Table 3: Test of Significance of Difference between the Attitude of Older and Young Librarians towards the Use of E-resources for Collection Development.

Variables	N	$\overline{X}$	SD	Df	t-cal	t-crit.	Remark
Young	83	2.63	0.92				
				155	1.61	1.96	Significant
Old	74	2.41	0.79				

Data in Table 3 indicate that no significant difference exists between the mean scores of old and young librarians on their attitude towards the use of e-resources for collection development. The analysis result revealed that t-cal (1.61) is less than the t-crit value of 1.96 at 0.05 level of significance.

Discussion

Finding of the study revealed that while young librarians have a positive attitude towards collection development, the old librarians have a negative attitude towards collection development. Thus, the young librarians have a more favourable disposition towards the use of e-resources for collection development than their old counterpart. .This may not be separated from the fact that a good number of young librarians are digital natives who have become accustomed to the use of e-resources. Moreso, their positive attitude towards the use of e-resources for collection development is traceable to the fact that e-resources is more convenient to use for collection development than the print resources. On the contrary, the negative attitude of old librarians towards the use of e-resources for collection development could be attributable to the fact that the old librarians do not possess the information literacy to use e-learning resources. It could further be traced to the fact that the old librarians have become so used to the traditional method of using print resources for collection development that they are not receptive to the innovative way of using e-resources for collection development. The finding of the current study is in agreement with Akter (2014) that librarians with less or equal 5 years working experience were very much positive towards the use of modern technology compared to their counterparts with 6-15 or above 15 years working experience. This finding is however contrasted by the position of Sivakumaren, Jeyaprakash, Gopalakrishnan, and Geetha (2011) that older librarians (10 years and above) had more favourable attitude to the use of ICT resources in the library more than younger (0-10 years) librarians. This contrast could be linked to the sample characteristics. It could further be linked to the level of exposure and professional development of librarians in the disparate areas of study regarding the use of e-resources for

Therefore, the null hypothesis was not rejected. This result implies that there is no significant difference between the mean scores of old and young librarians on their attitude towards the use of e-resources for collection development.

collection development in keeping with global trend.

The revelation of the finding of the study is that no significant difference exist between the mean scores of old and young librarians on their attitude towards the use of e-resources for collection development. The deduction here is that both old and young librarians are not altogether aversed to the use of e-resources for collection development. Put differently, both old and young librarians look forward to collection development that will meet the need and yearnings of library patrons.

Conclusion

The use of e-resources for collection development is an ongoing academic discourse that must be given its pride of place. This is because, it is obviously a current fad. It is however curious to know that while young librarians have a positive attitude towards collection development, the old librarians have a negative attitude towards collection development.

Recommendations

In view of the findings of the study, these recommendations were made.

1. University management should make a conscious effort towards organizing seminars and workshops especially for the old librarians on the need to prioritize the use of e-resources for collection development. That way, the attitude gap between the old and young librarians will be bridged on matters relating to their use of e-resources for collection development.

2. Old librarians should as a matter of necessity, be open to the innovative use of e-resources for collection development in keeping with global trend in librarianship.

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