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Editorial

The South Eastern Journal of Research and Sustainable Development (SEJRSD) is published twice a year online and hard copy. But recently, the journal policy was amended on 10th September, 2021 to be published **monthly**. Thus, the journal begins its monthly publication with volume 6 (1); 2021. It is designed to disseminate knowledge to teachers, teacher-trainees, researchers, curriculum specialists and other interested stakeholders. SEJRSD has continued to serve as an effective instrument for development and innovation in education and equips researchers whose purpose is in development and innovation in educational sector.

The Editor-in-Chief of this Journal is sincerely thankful to the editorial team especially to the numerous subscribers to this volume of the Journal and to all those who has contributed in one way or the other towards making this volume a reality.

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Note to Contributors

The South Eastern Journal of Research and Sustainable Development (SEJRSD) is published twice a year online and hard copy. But recently, the journal policy was amended. Thus, the journal hence forth publishes **monthly (Every Month)** in a year. The journal publishes peer-reviewed, well researched findings and opinion papers from educators, teachers and other stakeholders in any discipline. The editorial board of SEJRSD therefore requests for original and thoroughly researched empirical and theoretical papers on trending issues in any field.

Note the following:

- Any article submitted for assessment for publication should not exceed 12pages on A4 paper with 12points font size, Time New Roman Face and double line spaced
- The front page cover should include the title of the article, the author's name, affiliation and e-mail address, followed by the abstract of the study. The abstract should be precise, not exceeding 150 words
- Article must be written in clear and coherent sentences
- The article must be submitted online via the e-mail address: sejrsd@gmail.com
- Tables, figures, graphs and diagrams if any, should be embedded in the main body of the work where they appear using the appropriate format
- The 6th edition of APA (American Psychological Association) referencing style should be used. Avoid footnotes
- Quotation of more than 40 words should be indented and typed single line spaced with indication of page (s) of the quoted passage
- All article submitted to SEJRSD for assessment are copyrighted to SEJRSD
- Each article must be accompanied by non-refundable vetting fee of \$9/
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South Eastern Journal of Research and Sustainable Development Vol. 10(2);
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- A final corrected copy for an accepted article must be submitted online via the e-mail address: sejrsd@gmail.com in MS Word format, accompanied by \$42 / ₦15,000.00 for sole authorship and \$48 / ₦17, 000.00 for two while more than two authors' will pay \$53/ ₦19,000.00 publication fee.

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(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
2021 Impact factor: 2.75, Journal Ranking A++ September, 2022.

TABLE OF CONTENT

Relationship between parental reading beliefs and reading interest of children in nursery schools in Anambra State Chigbo-Obasi, Tonia Uchechi, Anyikwa, Ngozi Eucharica	1
Relationship between cataloguers' self-efficacy and their use of electronic resources for collection development Obiozor-Ekeze Roseline Nkechi	17
Comparative analysis of difficulty indices of multiple-choice, true/false and completion item formats administered on secondary school students in mathematics Okpala, U.J., Agu, N.N.	29
Relationship between cataloguers' self-efficacy and their use of electronic resources for collection development Obiozor-Ekeze Roseline Nkechi	41
Comparative analysis of reliability indices of multiple-choice, true/false and completion item formats administered on secondary school students in mathematics Okpala, U.J., Agu, N.N.	53

(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
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(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
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**RELATIONSHIP BETWEEN CATALOGUERS' SELF-EFFICACY
AND THEIR USE OF ELECTRONIC RESOURCES FOR
COLLECTION DEVELOPMENT**

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Abstract

In view of the observation of the researcher as a cataloguer in university library, some cataloguers tend to be fixated on the use of printed resources for collection development despite the urgent need of modern day library users to access digital information. The purpose of the study was to determine the relationship between cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries in South-East, Nigeria. Three research questions were raised for the study while three hypotheses were tested. Correlational research design was adopted for the study. The population of this study comprised all the 157 catalogue librarians (professionals and paraprofessionals) who are either previously or currently in the cataloguing section, and employed in the 10 public university libraries in the South-East Nigeria. Disproportionate sampling technique was employed to obtain 83 young librarians and 74 old librarians. Cataloguers' Self-Efficacy Questionnaire (CSEQ) and 'Cataloguers' Use of E-resources for Collection Development Questionnaire (CUECDQ) were used to collect data. The instruments for data collection were validated by three experts at Nnamdi Azikiwe University, Awka. The reliabilities of CSEQ and CUECDQ were established using Cronbach alpha method to obtain indices of 0.80 and 0.81 respectively for CSEQ and CUECDQ. Pearson product moment correlation was used to answer the research questions while the hypotheses were tested at 0.05 level of significance by comparing the computed correlation index against the critical values for appropriate decision. The findings of the study revealed that a high positive and significant relationship existed between cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries. The finding of the study further revealed that the coefficients of correlation differed significantly in favour of the young cataloguers. In view of the findings of the study, it was recommended among others that university authorities should organize seminars and workshop for old cataloguers on the need to develop self-efficacy in the use of electronic resources for collection development. This will to all intents and purposes bridge the self-efficacy gap between young and old cataloguers in using electronic resources for collection development.

Key words: Self-efficacy, electronic resources, collection development.

(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
2021 Impact factor: 2.75, Journal Ranking A++ September, 2022.

Introduction

Over the years, the university libraries have been in the vanguard of providing requisite service to its users. Thus, they play a complimentary role to the university community in ensuring that the needs, interest and preferences of library users are prioritized to the satisfaction of library users. Corroborating the afore-mentioned, Parmar and Pateria (2019) pointed out that university libraries support consultancy, research, teaching as well as sundry academic programmes of the institution. In similar vein, university libraries are committed to collection development in various formats – print and electronic. It is instructive to note that prior to the advent of Information Communication Technologies (ICTs), university libraries information for library users in print formats such as textbooks, newspapers, monographs, magazines among others. In other words, collection development was done manually.

Collection development is a systematic process of building library collections to serve 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 they serve 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 the university libraries revolved round the use of print resources. However, in contemporary times, this trend seems to be taking a nosedive (Buenrostro, 2013; Mushi, 2020). This may not be unconnected to technological evolution. The advancement in technology has demanded for a change in collection development within the university libraries. Modern technologies have left libraries with no option but adopt information technology in the course of collection development. Technological changes on collection development have re-inforced the need for university libraries to look the way of e-resources in their collection development process. Technology has put a new

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South Eastern Journal of Research and Sustainable Development Vol. 10(2);
2021 Impact factor: 2.75, Journal Ranking A++ September, 2022.

complexion on the way and manner in which academic library collection development process is done. This is expedient given the backdrop that some students appear more favourably disposed to the use of e-resources than print information resources in spite of the lack in technical skills and supporting infrastructure.

E-resources refer to those library materials that are not couched on paper or book. According to Akpojotor (2016), e-resources are 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. Jain and Jorosi (2015) pointed out that some of the electronic resources used by cataloguers to meet the information needs of their users include: Facebook, MySpace, Ning, Blogs, Wikis, LinkedIn, Twitter, YouTube, Flickr and Google Scholar. Contextually, e-resources are digitalized materials which are used by cataloguers for collection development in university libraries to facilitate easy access to intellectual materials by library users.

University libraries have used electronic resources at their disposal to inform their new patrons of new acquisition and current additions to their collections (Ivala & Gachago, 2014). It goes without saying that the survival and relevance of contemporary libraries in the 21st century hinge on their creative abilities to make provisions for dynamic services (Irenea, Tjani & Bakare, 2018). Similarly, Sadiku, Issa, Salman, Omopupa and Rabi (2017) noted that the new trend has to all intents and purposes, necessitated the need for cataloguers to migrate from the traditional mode of collection development to the electronic mode. Okoroma (2018) asserted that the new shift from the conventional method to the use of electronic resources for collection development is premised on the fact that information technology has brought versatility to bear on the types and mode of library service delivery. This contemporary reality has tacitly re-inforced the need to embrace innovative means of collection development to meet the needs of modern day library users who are digital natives. Interestingly, the use of electronic resources for collection development is dependent on some factors. One of such factors is self-efficacy.

(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
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(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
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Self-efficacy is the confidence an individual has in their ability to perform a task. Mensah and Lebbaeus (2013) pointed out that self-efficacy refers to a person's belief in the ability to perform in a certain manner with a view to attaining certain goals. Going further, Mensah and Lebbaeus averred that it is a person's belief in their "capabilities to produce designated levels of performance that exercise influence over events that affect their lives" While some cataloguers have high self-efficacy, others tend to exhibit low self-efficacy. Huseyin and Suel (2014) posited that high levels of computer self-efficacy considerably contributes to high computer competencies. Arilesere, Oyiza, and Yetunde (2020) investigated computer self-efficacy and use of Information and Communication Technology for Service Delivery in Public University Libraries in Ogun State and found that computer self-efficacy positively contributed to librarians' use of ICT for service delivery. Similarly, Oladipo, Omodele and Soyemi (2021) investigated the influence of library personnel's self- efficacy and use of social media on service delivery in university libraries in Lagos State and found that personnel's self-efficacy positively and significantly influenced service delivery in the university libraries in Lagos state, Nigeria.

In view of the observation of the researcher as a cataloguer in university library, some cataloguers tend to be fixated on the use of printed resources for collection development despite the urgent need of modern day library users to access digital information. This is a source of worry to relevant stakeholders in the university system and has consequently raised questions as to whether cataloguers possess the requisite self-efficacy for the use of electronic resources. In order to ascertain if self-efficacy contributes to the use of electronic resources for collection development among cataloguers, there is need to determine if a relationship exists between the two variables. If such a relationship does exist, there may further be a need to ascertain if it is stronger when moderated using age of cataloguers. The moderating influence of age on the cataloguers' use of digital resources for collection development is research-worthy. Thus, the purpose of the study was to determine the relationship between cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries in South-

(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
2021 Impact factor: 2.75, Journal Ranking A++ September, 2022.

East, Nigeria. Additionally, it ascertained if that relationship differed significantly along age line. Specifically, the study sought to determine the:

1. Relationship between cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries.
2. Relationship between young cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries.
3. Relationship between old cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries.

Research Questions

The following research questions were posed to give direction to the study:

1. What is the relationship between cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries?
2. What is the relationship between young cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries?
3. What is the relationship between old cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries.
2. There is no significant relationship between young cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries.
3. There is no significant relationship between old cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries.

Method

This study employed correlation research design. The design is considered appropriate for the study because it concentrates on the existing relationship between or among variables (Nworgu, 2015). The population of this study comprised all the 157 catalogue librarians (professionals and paraprofessionals) who are either previously or currently in the cataloguing section, and employed in the 10 public university libraries in the South-East Nigeria. Disproportionate sampling technique was employed to obtain 83 young librarians and 74 old librarians. Cataloguers' Self-Efficacy Questionnaire (CSEQ) was adapted from Bituin and Dacanay (2018) self-efficacy scale for teachers which was made up of 15 items was used for data collection. More so, the questionnaire titled 'Cataloguers' Use of E-resources for Collection Development Questionnaire (CUECDQ)' which was constructed by the researcher was used to collect data. CUECDQ has 10 items. CSEQ and CUECDQ were validated by three experts. The reliabilities of CSEQ and CUECDQ were established using Cronbach alpha method. Reliability indices of 0.80 and 0.81 were respectively obtained for CSEQ and CUECDQ. Pearson product moment correlation was used to answer the research questions while the hypotheses were tested at 0.05 level of significance by comparing the computed correlation index against the critical values for appropriate decision. Nwana's (2007) recommendations were used in taking decisions regarding the research questions. Thus, the correlation coefficient (r) with scores:

0.00 – 0.20 = Very low relationship

0.20 – 0.40 = Low relationship

0.40 – 0.60 = Moderate relationship

0.60 – 0.80 = High relationship

0.80 – 1.00 = Very high relationship.

(SEJRSD)

Testing of the hypotheses was done with P-value (Using SPSS 20). The decision rule was that null hypothesis was rejected when p-value was less than (<) 0.05; otherwise when it was greater than (>) 0.05, it was not rejected.

Results

Table 1: Pearson r on Relationship between Cataloguers’ Self-Efficacy and their Use of Electronic Resources for Collection Development in University Libraries.

Source N	of	Variation	r	p-value	Remark
Cataloguers		157	0.619	0.00	High positive Significant Relationship

Data in Table 1 show that there is a high positive and significant relationship existing between cataloguers’ self-efficacy and their use of electronic resources for collection development in university libraries. This means that the higher the self-efficacy, the greater the tendency of cataloguers to use electronic resources for collection development.

Table 2: Pearson r on Relationship between Young Cataloguers’ Self-Efficacy and their Use of Electronic Resources for Collection Development in University Libraries.

Source N	of	Variation	r	p-value	Remark
Young Cataloguers		83	0.842	0.00	Very High positive Significant Relationship

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Data in Table 2 show that there is a very high positive and significant relationship existing between young cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries. This means that the higher the self-efficacy, the greater the tendency of cataloguers to use electronic resources for collection development.

Table 3: Pearson r on Relationship between Old Cataloguers' Self-Efficacy and their Use of Electronic Resources for Collection Development in University Libraries.

Source N	of	Variation	r	p-value	Remark
Old Cataloguers		74	0.396	0.00	Low positive Significant Relationship

Data in Table 3 show that there is a low positive and significant relationship existing between old cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries. This means that the higher the lower the self-efficacy, the lower the tendency of cataloguers to use electronic resources for collection development.

Discussion

Relationship between Cataloguers' Self-Efficacy and their Use of Electronic Resources for Collection Development in University Libraries.

The finding of the study revealed that a high positive and significant relationship existed between cataloguers' self-efficacy and their use of electronic resources for collection development in university libraries. This means that the higher the self-efficacy, the greater the tendency of cataloguers to use electronic resources for collection development. Put differently, the more self-efficacious a cataloguer is, the less anxious the cataloguer will be in using electronic resources for collection development. It is instructive to note that different results were obtained when the

relationship was ascertained using young and old cataloguers separately. The coefficients of correlation differed significantly in favour of the young cataloguers. The implication is that age influenced cataloguers' use of electronic resources for collection development. This trend may not be altogether surprising given that modern day cataloguers (predominantly the young ones) who are digital natives have the greater tendency of using electronic resources than their old counterparts. This is to the extent that the use of electronic devices has become an extension of their fingers.

The revelation of the finding of the current study could be explained by the fact that a cataloguer who is self-efficacious would be less anxious and the logical consequence will be success. On the other hand, a cataloguer who exudes low self-efficacy is bound to be very anxious and failure is the consequence of low self-efficacy as well as high anxiety. The finding of the current study is consistent with the position of Arilesere, Oyiza, and Yetunde (2020) that computer self-efficacy positively contributed to librarians' use of ICT for service delivery. Corroborating the afore-mentioned findings, Oladipo and Soyemi (2021) found that personnel's self-efficacy positively and significantly influenced service delivery in the university libraries.

Conclusion

Based on the findings of the study, it was concluded that cataloguers' self-efficacy positively and significantly contributed to their use of electronic resources for collection development in university libraries. It was further concluded that age of cataloguers moderated the relationship between their self-efficacy and their use of electronic resources for collection development.

Recommendations

In line with the findings of the study, the following recommendations were made. These include:

1. Young cataloguers should sustain their computer self-efficacy. That way, they will be able to continually use electronic resources for collection development to the benefit of modern day library users.

(SEJRSD)

South Eastern Journal of Research and Sustainable Development Vol. 10(2);
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2. University authorities should organize seminars and workshop for old cataloguers on the need to develop self-efficacy in the use of electronic resources for collection development. This will to all intents and purposes bridge the self-efficacy gap between young and old cataloguers in using electronic resources for collection development.
3. Old cataloguers should make frantic efforts towards developing computer self-efficacy so that they will be able to utilize electronic resources for collection development as and when necessary.

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(SEJRSD)

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(SEJRSD)

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(SEJRSD)

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(SEJRSD)

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