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Institutional Support and Collection Development Practices in Private University Libraries in South-West Nigeria

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Abstract

This study sought to investigate the institutional support employed for collection development practices in Private University Libraries in South-West Nigeria. This study adopted the qualitative research design. The population comprised 57 key informants made up of heads of the libraries and acquisition librarians from 31 Private University libraries. The total enumeration technique was used for the study. A Key Informant Interview was the instrument used for data collection. Data were analyzed using content analysis. Findings revealed that institutional support had an impact on collection development practices. The predominant institutional support received was the prompt release of the library's budget allocation during accreditation, regular salary payment, and provision of work-related infrastructural facilities. Administrative bottlenecks and delayed institutional support until the accreditation period were the major obstacles to collection development practices in academic libraries. The study concluded by noting that institutions support is necessary to enhance collection development practices.

Keywords: *Institutional Support, Collection Development Practices, Private University Libraries*

Introduction

A library is a place where the librarian and affiliated staff members from several divisions select, acquire, organize, and disseminate the library's collection. The collection includes all formats, whether they are available in the library or through loan or purchase (Gulnaz & Fatima, 2018). The library cannot work without these collections. As a result, the growth of library collections is critical to the existence of libraries.

Mwilongo (2018) defined collection development as an on-going process that is undertaken by librarians and library staff with inputs from different stakeholders, including the academic and non-academic staff, administrators, and students.. Based on this fact, collection development practice aids in collecting and providing a wide range of information materials

to satisfy the urgent demand of library users in academic libraries (Mwilongo et al., 2020). This is possibly why Okolo et al. (2019) claimed that attractive buildings, well-trained personnel, and sophisticated information storage and retrieval technologies could only be appreciated if excellent services are provided to users via "live collections." The above assertion implies that successful library service is inextricably linked to the availability of appropriate library collections, which may be attained through collection development practices.

Collection development is typically manifested in policies, principles, and written standards that drive material selection and acquisition. It includes a variety of actions linked to the growth of a library's collection. These activities involve determining, implementing, and coordinating collection development and selection policies. They also contain resources like publisher and electronic catalogues, trade bibliographies, and guiding principles and procedures for assessing present and future user needs.

Nonetheless, the collection manager of the twenty-first century faces severe challenges in a variety of library and information environments due to budget constraints, a lack of skilled collection personnel, a lower priority in agency strategic plans, and reduced available staff time as a result of attention to other tasks (Jensen, 2017). This new reality of academic libraries also includes limited space, complex access models with competing interests in print and electronic, and growing user demand for digital and immediate access (Morris & Presnell, 2019). As a result, academic libraries operate in a complicated context, confronted with new problems in balancing their holdings in the face of shrinking library resources to support collection expansion and improve library services (Okogwu & Ekere, 2018).

These challenges required the assistance of the institutions where these universities live because the academic library's central purpose is to serve as an auxiliary to its parent institution in the fulfilment of its aim, vision and mission (Onwudinjo et al., 2015). For these reasons; libraries require institutional support to function successfully in order to accomplish these enormous responsibilities.

Awana (2007) defined institutional support as assistance provided to the library and its personnel by their parent body or employers outside of their core terms of the agreement to improve their well-being, which can influence their commitment to the organization and have positive effects on the development of the library and its collection to meet the information demands of their patrons. The institutional support of a library from the parent body has moved the duty of maintaining a collection of books or other written or printed materials to the parent institution as well as the faculty in which they are kept.

Academic libraries rely heavily on institutional support in the form of infrastructure, staff training, timely promotion, favourable institutional policy, and the like to deliver the best services to their library patrons and the larger community. Among other things, funding is regarded as the most critical aspect of collection development, which may be one of the reasons why Khan and Bhatti (2016) determined that without funding, most library collections would be relatively small, consisting of items no longer desired by individuals and likely of little value to library users.

The majority of funds in public university libraries come from the government through the annual institutional budget to improve the quality of services provided to the university's community. In contrast, the proprietors of private universities take responsibility for finance and make final decisions regardless of whether a budget is planned or not. Furthermore,

trends in university education financing in Nigeria indicated no progressive growth in money poured into university libraries, despite rising maintenance costs, increased student intake, inflation trends, and administrative costs. Therefore, it is critical to recognize that at Nigerian institutions, insufficient financing in comparison to other increasing indices has a detrimental influence on educational quality.

Furthermore, Konijnenburg (2010) observed that perceived institutional support in university libraries is heavily influenced by the quality of the relationship between the institution and the library, as evidenced by institutional concern for achievable collection development practices, library staff well-being, effective staff development policies, supervisor support, and fair treatment. However, in a nation like Nigeria, institutional support that may lead to library personnel's dedication to collection growth and other library routines appears to be a misplaced priority as many librarians in Nigeria are not financially satisfied (Adetayo & Hamzat, 2021). Library staff, such as acquisition librarians, rarely devote adequate time to pursuing library goals toward collection development practises tasks in their institutions due to one or more forms of dissatisfaction, such as non-budgeting attitudes except when accreditation is imminent, non-sponsoring of library staff training and workshops, non-provision of study leaves, and so on (Williams-Ilemobola et al., 2021). Therefore, this study investigated the nature of the institutional support for collection development practices in private university libraries in the South-West Geo-Political Zone of Nigeria.

Statement of the Problem

The quality and amount of the collection is a distinctive feature of each university library. This fact emphasizes the importance that university libraries throughout the world place on collection development. The beauty of successful collection development procedures rests in the library's capacity to properly harness all collection development aspects such as community evaluation, collection development policy, selection, acquisition, etc. Finally, collection development practices necessitate the deployment of financial and human resources that can only be provided by the library's parent institution. Given the significant role that collection development practises play in the services provided by academic libraries in Nigeria, several problems have been highlighted as impediments to successful collection development practises, particularly at private universities. Some of these elements, among others, are linked to financing, institutional policy, and institutional support at these universities. In the same vein, Adekanmbi and Boadi (2008) assumed a lack of continuous training for acquisition librarians, insufficient library staff, a lack of administrative support, and the absence and non-use of collection development policies are all mitigating factors against collection development practices in university libraries.

Previous research on collection development practises in university libraries in Nigeria has focused chiefly on acquisitions and selection, with few studies on the nature of institutional support in collection development practises. Therefore, this study is being conducted to fill this gap in literature inadvertently created with particular reference to private university libraries in South-West, Nigeria.

Objectives of the Study

The broad objective of this study examined the nature of institutional support for collection development practices in private university libraries in South-West Nigeria. The specific objectives were to:

1. identify the collection development practices in private university libraries in South-West, Nigeria
2. ascertain the level of institutional support in private university libraries in South-West, Nigeria
3. examine the nature of institutional support for collection development practices in private university libraries in South-West, Nigeria

MATERIALS AND METHOD

Research Design and Population

A qualitative research design was employed for this study. The population of this study comprised of 57 key informants in 31 private university libraries in South-West Nigeria. This comprised 29 heads of libraries and 28 acquisition/collection development librarians. These categories of staff were purposely chosen because they have in-depth and advance knowledge on collection development practices in their various libraries, and they always have input in management decisions on collection development matters in their various universities.

Sample Size and Sampling Technique

The total enumeration technique was used to study the respondents. The sample population comprises 29 heads of library and 28 acquisition/collection development librarians.

Research Instrument

Interview was used to collect data from a small group of subjects on a broad range of topics. This study generated interview data through Key Informant Interviews (KII) with selected heads of library and acquisition librarians, conducted in March 2021.

Validity of the Instrument

For effective face and content validity, the initial drafts of the main instrument (interview guide) were given to experts in library and information science for comments and criticisms. The criticisms, comments, and observations of these experts were carefully articulated and used in modifying and producing the final interview guide that was used for this study.

Method of Data Collection

After the scrutiny and correction of the interview guide questions, the researcher requested a letter of introduction from the Department of Library and Information Science, Adeleke University Ede. This letter was presented to the heads of the library in each private university library visited as a means of identification for permitting the researcher to elicit data from the study participants. The interviews with the key informants through personal contacts and phone calls were conducted. The researcher used an audio playback cassette recorder to conduct the interviews with the heads of libraries and heads of acquisition division in thirty-one (31) private university libraries in South-West Nigeria. The exercise covered three weeks, starting in March 14th and ending on April 6th, 2021.

Method of Data Analysis

The data gathered through KII were transcribed into Microsoft Excel. They were sorted, coded, and categorized according to the research objectives. Content Analysis was used to

analyze the interview because this is usually applied to a set of texts, such as interview transcripts. Descriptive content analysis was used to generate themes on the determinants of the influence of institutional support on collection development practices in private university libraries in South-West, Nigeria. Forty-two key informants responded to the interview, and their responses were found useable and were analyzed out of the 57 total population. Results from 42 key informant interviews with managerial input in collection development practices in 31 private university libraries were supported by extracts from reviewed literature. Overall, the methodology adopted for the study proved very appropriate and valuable.

Ethical Consideration

Before collecting and analyzing data, the researcher sought permission to carry out research from Adeleke University Research Ethical Committee (AUHREC) and completed the examination. The researcher adhered to the four main ethical principles of seeking consent, avoiding deception, privacy, confidentiality, and accuracy (Clifford, 2000). Therefore, permission is requested from various university librarians that were covered in the study. The consents of the head libraries and acquisition librarians were obtained before each interview and discussion commenced, and their participation in the study is voluntary. They were free to withdraw at any time or withhold response to any question they do not want to answer. The participants were duly informed and assured that their requested information would be treated with utmost confidentiality and anonymity. No deception was used in the study, and the personal identities of the librarians were protected as their names were not required.

The identity of the institutions is also kept confidential. The researcher used all information about the respondents strictly for research purposes only to contribute to library collection development practices and institutional supports in academic institutions. The interviews were transcribed verbatim to ensure accuracy. In order to improve the integrity and reliability of the study, the researcher tried to avoid data manipulation or any form of insincerity conducted by using data as elicited from the instrument. Finally, the researcher strictly adhered to principles that guide data collection, data analysis, and data interpretation.

RESULTS

Table 1: Demographic information of respondents

Gender	Frequency	Percentage (%)
Male	20	46%
Female	22	54%
TOTAL	42	100%
Position of Librarians		
Head of Library	16	37%
Acquisition/Collection Development	26	63%
TOTAL	42	100%
Highest educational qualification		
Bachelor Library & Information Science	8	19%
Masters Library & Information Science	29	71%
PhD Library & Information Science	5	10%
TOTAL	42	100%

Source: primary data, 2021

The study revealed that the majority of the respondents are female (54%) with master's degree holders (71%). The distribution of respondents according to the position held in library shown (37%) heads of library and (63%) acquisition librarians.

Table 2: Collection development practices in private university libraries

Themes	Frequency	Percentage
<i>Methods of assessing the needs of library users</i>		
Requests / suggestions from users	42	100%
Librarians' interactions with users	22	52%
Observation of usage / movement	5	12%
Response to memo sent to faculty and students	20	48%
Through a liaison committee	3	7%
Study of the syllabus / curriculum	5	12%
<i>Involvement of users in selection of library materials</i>		
Response to indicate and forward their requests	20	48%
Suggestions from faculty and students	42	100%
<i>Methods of getting books into library after selection</i>		
Book vendors	42	100%
Direct purchase from publishers / bookshops	30	71%
Donation and gifts	21	50%
Faculty members purchase	5	12%
<i>Availability of collection development policy</i>		
Yes	31	74%
No	11	26%
<i>Existence of redundant materials</i>		
Yes	12	29 %
No	30	71 %

Decision Rule:

60% - 100% = Majority of respondents

50% - 59 = Average of respondents

0% -49% = Minority of respondents

The result in Table 2 reveals that requests/suggestions from users are the most common methods of assessing the needs of library users with 42(100%), followed by librarians' interactions with users 22 (52%) while 20 (48%) of respondents usually responded to memo. In terms of acquisition of books into private university libraries in South-West Nigeria, 42(100%) of the respondents claimed that book vendors were used, 30(71%) reported that direct purchases from publishers were practiced in their various libraries, 21(50%) of the respondents accepted donation and gifts while those purchased by faculty is (12%). In the area of availability of collection development policy, (74%) of the respondents have a formal collection development policy while (26 %) do not have a written collection development policy. The majority of the private universities in the South West are new; therefore, (71%) of the respondents agreed that their libraries do not have redundant materials, while (29%) affirmed that their libraries have redundant items which are weeded occasionally. Findings

revealed that the nature of collection development practices in private university libraries was relatively high, especially for collection development policy, selection and acquisition practices, but weeding and evaluation practices were relatively low.

Table 3: Level of institutional support

Theme	Frequency	Percentage
<i>Attitude of university management to library funding and development?</i>		
Positive attitude	37	88%
Negative attitude	5	12%
<i>Frequency of institution sponsor for workshops, trainings and conferences</i>		
No support	8	19%
Annually	13	31%
Once in a while	21	50%
<i>Consortium arrangement with other library</i>		
No agreement	6	14%
Yes, agreements exist	36	86%

Decision Rule:

60% - 100% = Majority of respondents

50% - 59 = Average of respondents

0% -49% = Minority of respondents

An observation of the result in Table 3 shows that the majority of the respondents, 37 (88%), believed that the management, senate, and council of their university have a positive attitude to library funding and development. In comparison, half of them, 21 (50%), revealed that the management only sponsors them for workshops, training and conferences once in a while. Membership of consortium arrangement 36 (86%) is common among private university libraries in South-West Nigeria. The majority of the respondents believed that they mostly receive financial support when preparing for accreditation exercise only.

Essential responses on the attitude of the university management to library funding and development

Hmmm, they are trying their best. Annually, at least something is release for collection development exercise (KII- Majority)

Mostly, our budget depends on accreditation exercise, it is when accreditation is coming that management releases huge amount for collection development, aside little fund is release periodically (KII- Majority)

Most of the time, the management do not release funds to our library except when we are preparing for accreditation exercise and if there is none accreditation throughout the year, we do not

request for fund, that is our policy (KII-Minority)

Table 4: Institutional support for collection development practices

Theme	Frequency	Percentage
<i>Attitude of university management to collection development funding</i>		
Positive attitude	37	88%
Negative attitude	5	12%
<i>Institutional policy</i>		
Favoured	36	86%
Partially favoured	6	14%
Not favoured	-	-
<i>Institution sponsor for workshops, trainings and conferences</i>		
No support	8	19%
Annually	13	31%
Once in a while	21	50%
<i>Provision of infrastructure facilities</i>		
Much available	34	81%
Little available	8	19%
Not available	0	0

Decision Rule:

60% - 100% = Majority of respondents

50% - 59 = Average of respondents

0% -49% = Minority of respondents

The result shown in table 4.6 revealed that a large percentage of respondents, 37(88%), agreed that their university management has a positive attitude towards collection development while 5 (12%) is of contrary opinion. In terms of institutional policy, most respondents, 36 (86%), reported favourable institutional policy, while a minority of the respondents, 6 (14%), were of contrary opinion. Similarly, an average of the respondents, 21(50%), claimed that their institutions sponsored them to conferences, workshops and training once in a while, 13 (31%) confirmed that they used to attend the conferences and training annually. In comparison, 8 (19%) of the respondents have not attended seminars, conferences and workshops. Regarding the provision of infrastructural facilities by the university management, 34 (81%) reported more availability, while 8 (19%) reported little provision from their university management.

Discussions

Collection development in academic libraries is the act of accumulating library resources while adhering to predefined standards in order to allow fairness and equity across the disciplines or subjects to be serviced. As a result, it is crucial to analyze library users' needs. The study revealed that user recommendations are the most prevalent means of assessing the needs of library users, and interactions between librarians and users were determined to be critical. This study backs up Oltmann (2016) results, who discovered that librarians prioritize the needs of their surrounding community over their own. This is possibly why Patel (2016) contends that library users are essential in collection building procedures since they may

provide valuable suggestions about what should be purchased to improve the collection and fill gaps in the existing collection.

Mondal and Maity (2016) provide an excellent example of user involvement in collection development when they report that all of the library staff (100%) of selected libraries of Research and Development in Kolkata, India confirmed that they select and acquire library resources based on suggestions from library users and subject specialists. The study, however, contradicts Mwilongo et al. (2020), who discovered that selection methods were done with less involvement from library users. This difference might be attributed to a lack of collection development policy in the academic libraries investigated by Mwilongo & colleagues. The study also revealed that book selections are made based on suggestions from faculty and students. This supports Khan's (2016) results, which indicated that resource selection is based on the suggestions of students and faculty members.

It is hardly unexpected that purchase was the most common means of getting books among research participants. This finding backs up Egunjobi and Olarenwaju's (2002) findings that purchasing is the most common means of acquiring library resources. In light of these considerations, both the purchase and non-purchase systems are viable means of library acquisition; non-purchase techniques such as gifts, exchange, legal deposit, and bequeaths should be used as supplements to purchase. As a result, this present study discovered that 50% of respondents obtain library books through donations and gifts. Similarly, Sasikala et al. (2014) discovered that 33.3 percent of 18 universities and 16.7 percent of college libraries in India obtained library paper-based information resources through donation/gifts and exchanges. However, academic libraries must be cautious about accepting donations so that they do not overburden the library with volumes that are not relevant to the requirements of its users.

Nevertheless, most academic libraries cannot avoid donations due to restricted library finances. As a result, academic libraries must develop a comprehensive policy and institutional guidelines for deciding what donations/gifts to accept into their collections. For example, an academic library policy may state that donation/gift resources will only be accepted if they meet the selection standards for the collection's resources.

The study found that a collection development policy exists in most private university libraries. This contradicts Nwosu and Udo-Anyanwu (2015) findings, who used a self-developed questionnaire to conduct a study on Collection Development in Academic Libraries in Imo State Nigeria: Status Analysis and Way Forward. The authors' findings revealed the absence of a comprehensive collection development policy. The prior research's lack of collection development policy may be attributed to the study's location in the eastern region, instead of the south-west part of Nigeria, where the current study is situated.

The majority of respondents stated that there were no redundant materials in their libraries. This might be a result of the weeding procedure that many libraries undertake. This procedure often entails removing superfluous books from the library collection, particularly those in poor physical condition, are out of date, or contain erroneous material and do not fit within the scope of the collection (Adriaanse, 2015).

The university administration's attitude toward collection development was found to be good. This is especially essential since collection development practises need substantial backing and commitment from decision-makers or the parent body regarding financing and stakeholder engagement in the selection process (Msonge, 2018). This support may also be

observed in the university administration's offer for consortia with other libraries. Cukadar et al. (2013), in their research of a new electronic resources marketing system for Anatolian University Libraries Consortium (ANKOS) in Turkey, emphasize the importance of consortia in developing country institutions. Cukadar et al. (2013) reported acquiring e-journals, eBooks and e-reference services through consortia by 67.5% of university libraries. It is worthy to note that the bulk of the financial support in the under study libraries is majority released during accreditation period. This is a common practice in many Nigeria libraries.

The study revealed that there was insufficient institutional support for workshops, training, and conferences. Half of those interviewed said they occasionally receive support for attending conferences. This can have ramifications for collection development because frequent conferences and workshops are required to meet global best practices. Failure to train employees may potentially endanger the cardinal objective of satisfying consumers' information requirements (Adetayo et al., 2021). Nonetheless, many people believed that the universities' institutional policies were favourable. This positive view of the institutional policy could be because of other institutional support received by respondents.

According to Awana (2007), some libraries are underused because they lack required parent body support such as facilities, equipment, and conduciveness. However, this is not the situation in the private universities libraries in Nigeria's south-west. The investigation showed that the parent organization provides infrastructural amenities. This implies that institutional support is being provided for the advancement of the library. As a result, the resources required for collection development are now available.

Conclusion

The study examined the nature of institutional support for collection development practices in private university libraries in South-West, Nigeria. The proliferation and widespread acceptance of private universities in Nigeria has resulted in an insatiable need for library and information resources, which necessitates continual expansion in terms of collection development. The study emphasized the immeasurable roles that private university institutional support has in collection development practises. This includes prompt release of the library's budget allocation during accreditation, regular salary payment, and provision of work-related infrastructural facilities. It is thus proposed that in order to improve collection development practises in private university libraries, university management should prioritize library and information resources and services in their institutions in order to improve collection development practises in private universities. All private university libraries should have a formal collection development policy that addresses acquisition, selection, weeding, gifts, and exchanges. Given the poor assessment on usage discovered, private university libraries should increase their efforts in these elements of collection development practises in order to prevent successful collection development practises targeted at satisfying the demands of faculty and students. The library budget, as well as the quality and amount of the collection, were found to have a moderate influence on collection development practises. As a result, appropriate funding allocation for collection development in university libraries is suggested. This will allow the library to use the best methods for selecting, acquiring, and managing collection development at all times. Private university administrations should not wait for accreditation before allocating appropriate money to the library. The library should be appropriately financed on a regular basis.

Implication of the Study

The research revealed that a collection development policy specifies the standards and principles that an academic library should follow while selecting and acquiring library items. Failure of the management team to follow the needed or defined principle in collection development of any library would result in resources that do not satisfy the expectations of academic library users, therefore failing to achieve the libraries' aims.

The study also indicates that some private institutions lack a documented collection development policy, which causes a slew of issues in collection development, assessment, and weeding. If no defined policies govern these library practices, the collection creation process will not be executed entirely. The implication is that libraries may be overwhelmed with books and other unrelated items to the institutions' curricula. The study discovered that institutional support is critical for collection development strategies to be effective and successful in private university libraries. Therefore, management should ensure prompt release of funds and not wait till accreditation periods.

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