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Assessment of the Level of Compliance to E-Resources Collection Development Policy in Nigerian Polytechnic Libraries

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Introduction

Academic libraries provide appropriate and representative information services through the collection, arrangement, and dissemination of information for the exploitation of staff and students. The creation of its collections is a matter of concern as it seeks to fulfill the knowledge needs of its patrons. This has been attested by the five laws of library science promulgated by Ranganathan (1957) which were premeditated to deliver the right resources to the right user at the right time to meet the information requirements of the library users. In the current ICT-based academic environment, the multidimensional influx of information has pressed libraries to embrace new philosophies and technologies for the creation of relevant collections (Dhiman & Maity, 2016). Generally, libraries are experiencing a paradigm shift posed by technology, which resulted in information overload, but still, they embraced the adoption and use of ever-increasing technologies. One of their major roles is to provide the necessary information that will satisfy the needs of users through the proper acquisition of information sources in a varied format especially Electronic Information Resources (EIR).

Electronic services have become an increasingly important component of the collection of academic libraries over the past decade owing to the continuing advancement in information technology and its effect on the development of library collection policies due to the changing patrons demand for pin-pointed and detailed information within a short period of time (Kumari, 2015). In the 21st century, many changes have occurred in the process of acquiring information resources in libraries with the continued integration of EIR. This has made libraries have more than the print format when making a purchasing decision for their libraries (Van Zijl, 2005), and it results to a significant shift from conventional ways of providing information resources and

services. As EIR is becoming pervasive, many academic libraries are embracing their acquisition and use either through direct purchase, subscription, or consortia.

Dhawle, Dhamdhere, Karambelkar & Dahibhate (2012) states that the main objectives and purpose behind developing EIR is to: fulfill user needs through appropriate information source, support teaching, learning and research accomplishments, to provide promising and relevant information and obtain the best and useful literature to the primary group of the users. In essence, the development of print and digital resources depends almost entirely on the library policy and available budget at their disposal. Similarly, the purpose of collection policy in libraries according to Samantaray & Rath, (2014) is:

- To meet the responsibilities of the library to its community
- To discover the reader's exact information needs
- To make the right document accessible to the right reader through the selection and procurement process at the right time.
- To make judicious use of the library budget
- To check the list for weeding out periodically
- Sharing of resources through networking

In essences, the ICT revolution has altered both the traditional function of libraries and the traditional development of library collection, and due to the low cost of e-resources, 24*7 access to e-resources, simple and easy access and multidimensional needs of modern users, libraries are reinterpreting their collection development policies in the technological environment (Kaur & Gaur, 2017).

Many reasons were cited for acquiring EIR. Fundamental is the perception that in the electronic environment, libraries have the opportunity to provide much richer sets of information resources to a large audience and remove the barrier of space and time, which pertain to conventional print information resources (Wells & Sallenbach, 2015). It is therefore, a tough task and time consuming to select the appropriate e-resources to be included in the library collection. The librarians should not be left alone to make selection of e-resources. In building the collection of e-resources for their library, all members of the society where the library runs, such as tutors and student leaders, must participate since they are the key users of the library.

The key role of collection development plan is to define the procedures for obtaining new information source through proper selection and acquisition. The plan should also assist in allocating the budget to meet different needs and to review and amend the plan to meet changing needs, Policies for storage, weeding, and preservation must also be established as part of collection management (Patel, 2016).

In an electronic environment, the studies which focus on how libraries comply with collection policy when developing e-resources are highly relevant, because they provide a basis for determining proper utilization of the resources. There is, however, little research into compliance with collection development policy on the acquisition of e-resources in Nigerian academic libraries and particularly in Polytechnics.

The objectives of the study

This study attempt to:

1. Find out how user analysis/ user need assessment is conducted in the libraries understudy
2. Find out the selection tools used for acquiring E-resources.
3. Examine the type of policy used and what areas of acquisition the policy covers
4. To examine the level of compliance to e-resources acquisition policy in the libraries understudy.
5. Examine the challenges associated with the effective acquisition of e-resources in the libraries under study.

Statement of the Problem

In Nigeria as in other countries, the emphasis for library collections is shifting from print based to more sophisticated EIR. They acquire, store, promote and provide access for the benefit of users, especially the primary users that consist of academics and students. Although a large amount is spent on building digital and electronic libraries and it appears that the potential users may not use the resources in spite of their availability (Thong, Hong & Tam, 2002). The importance of collection development policy (CDP) in a library is to clarify how collection of the library will be developed right from selection, acquisition, description and arrangement.. The policy document serves as a guide/ blueprint for selection and deselection of materials (prints and electronic), and provides a sound foundation for future planning (Johnson 2009, Ghalib & Rubina , 2016). Despite the importance of collection development policy in libraries, most libraries in Nigeria have the existence of the policy but appeared not to complying with the

policy when developing e-resource collections, while little has no such policy. Studies such as that of Mole & Obidike, (2016), Chaputula & Kanyundo, (2014) and Mwilongo, Luambano & Lwehabura (2020) report different challenges in terms of compliance to collection policy in libraries and to some extent absence of a well-documented policy that will guide future acquisition. A number of libraries are not following or complying with the policy for developing information resources. This will lead the libraries to acquire E-resources that are not relevant to the desired needs of the user which in turn leads to a lack of utilization of the resources.

Significance of the Study

The study is considered significant in many ways:

1. The outcome of the study could inform adjustment in e-resources collection development policy.
2. The findings of the study will portray the challenges faced by the libraries in the acquisition and use of e-resources.
3. Results of the study will provide a foundation for improving e-resources acquisition procedures in the studied libraries.
4. The finding of the study will hopefully assist collection development librarians and E-resources librarians on the standard guideline of developing library collection.
5. Findings of the study will serve as a reference document for E-resources librarians, collection development librarians, and the chief librarians on how to acquire and use electronic resources.
6. Finally, the result of the study will add to the existing literature on librarianship with special reference to electronic information resource usage.

Scope and Limitations of the Study

The scope of the study is confined to collection development policy with regards to the acquisition and use of electronic information resources in Nigerian polytechnics. It also investigates the procedures of community analysis, selection and acquisition of e-resources. The scope cover 12 polytechnics accredited by the National Board for Technical Education (NBTE). The limiting factor for the study will be the time frame within which the study is to be conducted, data collection from the research sites, and the scattered population of the study as these institutions are placed in different locations across the country.

Review of Related Literature

Collection growth and development is one of the library profession's most demanding and creative methods, whereby library staff obtain a selection of reading materials to satisfy their users' demands. It focuses on the design of the library collection, preferably following the guidelines already defined and articulated in the policies of the library (Kumbar & Hadagali, 2005).

Chaputula & Kanyundo (2014) confirmed that the absence of a CDP at the Mzuzu University Library has significantly impacted collection growth practices. In this respect, the lack of a CDP significantly affected much of the core collection creation activities, such as selection, acquisition, weeding, and preservation. The study noted that this absence indicated that there were no specific ideas for collection developers about what kind of materials they were supposed to obtain, in what quantities, how they were supposed to procure those resources, what position each of them was supposed to play and how they were supposed to treat worn-out materials.

Saliu, Hamsetu, Urhefe,& Yakubu, (2014) examined the perception of certified librarians on e-resource collection development policy in Nigerian libraries and notes that many libraries do not have electronic resource collection development policy and there are no e-resource selection criteria and linked the circumstance to the lack of awareness and expertise of information professionals on e-resources.

In a study by Oizia (2015), only 3 out of 7 academic libraries surveyed have a written collection development policy, and the policies of the 3 academic libraries included all aspects of the information resource development policy, although the implementation of collection policies has been influenced by the evolving information needs of library users in the electronic world.

Mole & Obidike, (2016) determined strategies for overcoming the challenges associated with electronic collection development (ECD) in Nigerian university libraries and reported ineffective implementation of e-resources collection development policies in academic libraries and attributed the challenges to inadequate skills of the librarians and lack of proper funding for e-resources development.

Hamutumwa's (2014) study revealed that the UNAM Library has a draft policy for collection creation where electronic resources are addressed briefly. The lack of a full-fledged implementation strategy on the collection of electronic resources has a negative impact on the collection development activities of the library. As there are no clearly documented instructions to guide the collection development activities and most of the collection development practices involving electronic resources are actually haphazardly implemented.

Mondal & Maity, (2016) after examining selection and acquisition of e-resource collection in selected libraries of R&D Institutions in Kolkata city, recommends that, a comprehensive written

collection development policy of e-resources must be framed and maintained by the libraries to set a standard practice for selection, acquisition and management of e-resources.

Kaur & Walia, (2016) conducted a study of selected libraries and observed that only six have collection development policy or written guidelines for developing e-resource collection. Therefore, a universal factor of collection development is investigating the information needs of users and then building library collection in accordance with users' need. Similarly, in a study on the use of electronic information resources in the Fort Hare University, Maya, (2018) reveals that there is no collection development policy regarding e-resources in the library.

Umar & Bakare, (2018) assessed collection development policy at National Open University of Nigeria (NOUN) library and revealed the absence of written collection development policy, but the library has both prints and e-resources for use. Despite the absence of written policy, majority of NOUN library collections are available online because it's a distance learning University and their materials can be accessed any time.

Okogwu & Ekere , (2018) study collection development policy of electronic resources in university libraries in South East Nigeria and established that the studied libraries use conventional library policies and there is absence of policy concerning e-resources and recommends the formulation of written policy that will guide and serve as reference tool for developing e-resources.

Jan & Ganiae (2019) observed that collection development practices used by most University libraries are still conventional, particularly in developing countries. The author further noted that the factors that contribute to inadequate development of collections include: lack of CDP, defects in the selection and acquisition procedure, lack of assessment of consumer needs, among others.

Mwilongo, Luambano & Lwehabura (2020) investigated the practice of collection development in Tanzanian academic libraries. The result of the study showed that weaknesses in the development of collections lead to different factors, including financial constraints, absence of documented and detailed library collection policy, low level of adoption of advanced information access and management technology, weak strategies for professional development initiatives among library employees and poor infrastructure for collection development activities and management in an advanced information management environment and, these factors if not well addressed, will affect the collection of libraries, user needs and satisfaction with resources, consultation, teaching and learning process.

Methodology

Research Design

In social sciences, the commonly used research design includes the experimental, the descriptive, the correlational and the historical (Eyaufe, 2018). Descriptive design has been reported as the most prevalent in social sciences investigations (Eyaufe, 2018 citing Babbie, 2009, Aggralwal, 2008 & Yin, 2011). Descriptive cross-sectional survey design is used in this study. The main purpose of descriptive research is the narrative of the state of affairs as it happens at present.

Population of the Study

In this study, there are two types of population; the secondary consists of the Polytechnics and the primary the subject of the study. The secondary population is drawn from the list of polytechnics in Nigeria

The focus of this study will be on Federal and States Polytechnics because of the following reasons:

1. They are funded by Federal and State Governments and scattered across the six geopolitical zones of Nigeria unlike the private with 95% of them located in the Southern part of the country.
2. They have a significant number of student enrollments as compared to private ones and

In this regard, a sample was drawn from the total polytechnics, as indicated in the sampling procedure section. The primary population consists of 358 library staff serving as the population of the study

Sampling Technique

Kumar (2011) noted that you try to pick a sample that is impartial in quantitative studies and represent the population from which it is collected, whereas in qualitative research several factors can affect the selection of sample, such as the ease of access to the potential respondents, your judgment that the participant has extensive knowledge of the event or a situation of interest to you. In this study, multistage cluster sampling and judgmental sampling were considered. In selecting the institutions, the researcher considered the use of multi-stage cluster sampling while judgmental sampling was use to select the polytechnic librarians

Sample Size

To select the librarians, judgmental sampling was used. This is the researcher's own judgment as stated by Quinlan (2011). The overall sample size of the study consist of the 12 polytechnic librarians from 12 different polytechnics.

Data Collection Methods

Different data collection methods exist depending upon the nature of the investigation. While the quantitative researcher employs the use of questionnaire and observation, qualitative researchers usually use interviews and observations for data gathering. In this study, questionnaire is used to gather data for the study.

Administration of the Research Instrument

The researcher administered the questionnaires to librarians personally some with the help of a research assistant to aid in distributions and retrieval because of the wide geographical spread of the respondents that cut across all parts of the country. This assisted in the timely and prompt retrieval of the questionnaires from the respondents.

Validity of the Research Instrument

A copy of the research problem, objectives were given to the expert to cross-check and see whether the instrument measured the variables of the study. Their suggestions and comments were effected and made the instrument valid.

Data Analysis

Quantitative data was accumulated in excel sheets and transferred to SPSS for analysis. Descriptive statistics using frequency counts and percentages was used to analyze the data

Result and Discussion

To achieve the objectives of the study, a structured questionnaire was designed for the librarians. The designed instruments were face validated and administered to the librarians in selected polytechnic across the six geopolitical zones of Nigeria. A total of 10 (83.3%) of the librarians,

who completed their copies with valid information is used for the study. The data collected were analyzed with the Statistical Package for the Social Sciences (SPSS), IBM version 26. Among the statistical procedures used were descriptive statistics of frequency and percentages. The analysis of the returned questionnaire is presented in this section. It begins with the demographic information of the participants followed by the research objectives.

Information about the Participants

Table 1: Classification of Librarians by Gender (N=10)

Gender	Frequency	Percent
Male	8	80
Female	2	20
Total	10	100

Table 1 reveals the gender of librarians. It is observed that 80% are male and 20% female. The data in the table clearly show that males occupy the librarian's position in most polytechnic libraries.

Table 2: Distribution of Librarians by their Age Groupings (N=10)

Age Range	Frequency	Percent
31-40	1	10
41-50	7	70
51-60	2	20
Above 60	0	0
Total	10	100

The data in table 2 indicate that the majority of the librarians (70%) are between 41-50 years' age bracket. 20% are between 51-60 and only 10% are between 31-40 years. Table 3 show the distribution of the librarians by highest educational qualification

Table 3: Distribution of Librarians by Highest Educational Qualifications (N=10)

Qualifications	Frequency	Percent
HND/Degree	2	20
Masters	6	60
Doctorate	2	20
Total	10	100

Objective 1: To find out how user analysis/ user need assessment is conducted in the libraries understudy

Table 4: Opinions of Librarians on User Analysis of Need Assessment for E-Resources Acquisition for the Libraries

User Analysis for Need Assessment	Yes		No	
	Freq.	%	Freq.	%
Based on Curriculum of the Programs Offered	7	70.0	3	30.0
Based on Statistics of users visit to the Digital Library (E-resources) Section	6	60.0	4	40.0
As per Recommendations of Department Heads and Staff Members	8	80.0	2	20.0
As per Recommendations of Library / Purchase Committee	7	70.0	3	30.0
Students Feedback	6	60.0	4	40.0
Librarians Own Decision as per recommendations of the E-resource Distributors	3	30.0	7	70.0
As directed by the Authority	5	50.0	5	50.0

(Source: Field data, 2020)

Table 4 shows that 80.0% of the librarians are of the view that users' need assessment is based on the recommendations of Department Heads and Staff Members of the respective institutions as well as the recommendations of Library/ Purchase Committees. Next to these are need assessment based on the Curriculum of the Programs Offered in the institutions and the Statistics of user visits to the Digital Library (E-resources) Sections along with students' feedback. But 50.0% of the librarians are of the view that such need assessment is usually conducted as directed by the institutional authority. Others like Librarians Own Decision as per

recommendations of the E-resource Distributors are not generally the norms of institutions as only 30.0% agree with its suggestion in the Table.

Objective 2: To find out the selections tools used for acquiring E-resources

Table 5: Opinions of Librarians on Selection Tools Used for E-Resources Acquisition for the Libraries

E-resources Selection Tool:	Yes		No	
	Freq.	%	Freq.	%
List of sources as given by the department heads	90.0	90.0	1	10.0
Printed / electronics catalogues	90.0	90.0	1	10.0
E-mails and Internet browsing	50.0	50.0	5	50.0
Library networks & consortia	90.0	90.0	1	10.0
Suggestion box / feedback forms	80.0	80.0	2	20.0
Any other tools	20.0	20.0	8	80.0
	10.0	10.0	9	90.0

(Source: Field data, 2020)

Table 5 reveals that a list of sources as given by department heads, Printed / electronics catalogues and Internet browsing are the major tools used for e-resources selection in the libraries. In the Table, 90.0% of the librarians listed these three tools as the concurrent policies for e-resources acquisition for libraries. The use of Library networks and consortia is supported by 80.0% as one of the tools used for the acquisition of e-resources for libraries. Suggestion box / feedback forms from users are not major tools for such acquisition, as indicated with a low percentage rating in the Table.

Research Objective 3: Examine the type of policy used and the areas covered by the policy

Type of E-resources Policy

Table 6: Type of E-resources Policy

Type of E-resources Acquisition Policy?	Frequency	Percent
Written	6	60
Unwritten	4	40
Total	10	100

According to 60.0% of the librarians, their libraries have a written e-resources acquisition policy, which they follow in the libraries. But 40.0% are of the view that the acquisition policy in their libraries is unwritten. Table 8 shows the distribution of the librarians on the policy aspect covered by such acquisition:

Table 7: Opinions of Librarians on Policy Aspect Covered by Such Acquisition

Policy Aspect Covered	Yes		N	
	Freq.	%	Freq.	%
Objective of the library	9	90.0	1	10.0
Selection process	9	90.0	1	10.0
Weeding	6	60.0	4	40.0
Evaluation	8	80.0	2	20.0
Access and use	9	90.0	1	10.0
Fund allocation	6	60.0	4	40.0
The growth rate of the publication	5	50.0	5	50.0
Possibility of consortia agreement	6	60.0	4	40.0

(Source: Field data, 2020)

The policy covered by such acquisition, as indicated in the Table, as ranked by the librarians included Objective of the library (90.0%), the Selection process (90.0%), Access and use

(90.0%), Evaluation (80.0%), Weeding (60.0%), Fund allocation (60.0%), Possibility of consortia agreement (60.0%) and the growth rate of publications (50.0%).

Research Objective 4: To examine the level of compliance to e-resources acquisition policy in the libraries under study.

Table 8: Level of Compliance with the Acquisition Policy

Level of Compliance	Frequency	percent
High	3	30
Moderate	6	60
Low	1	10
Total	10	100

On the level of compliance with the acquisition policy of e-resources in the libraries, as revealed in Table 9, 60.0% of the librarians are of the view that it was moderate while 30.0% say it is high and 10.0% low.

Objective 5: Examine the challenges associated with effective acquisition of e-resources in the libraries under study

Table 10 show the distribution of the librarians' opinions on the challenges faced in the provisions and utilization of the e-resources in their libraries:

Table 10: Opinions of Librarians on Challenges Faced in the Provision and Utilization of E-Resources in Nigerian Polytechnics Libraries

Challenges	Yes		No	
	Freq.	%	Freq.	%
Inadequate budget	7	70.0	4	40.0
Lack of e-resources policy	5	50.0	5	50.0
Delay in supply	4	40.0	6	60.0
Lack of library committee to decide which e-resources are to be acquired	2	20.0	8	80.0
Management interference on e-resource acquisition and management issues	4	40.0	6	60.0
Licenses issues	4	40.0	6	60.0
Inadequate infrastructure such as ICT facilities	7	70.0	3	30.0
Shortage of manpower	6	60.0	4	40.0
Lack of competent staff to manage e-resources	5	50.0	5	50.0
Frequent power failure	7	70.0	3	30.0
Changing technology	5	50.0	5	50.0

(Source: Field data, 2020)

Among the staff, as indicated in Table 10, the most severe challenges are inadequate funding associated with limited budget for e-resources for the libraries and lack of electricity power supply. These two challenges were rated by 70.0% each of the librarians involved in the study. Inadequate funding is reflected in insufficient ICT infrastructure facilities and equipment with equal rating by them. At the personnel level, 60.0% are of the view that the libraries lack the required manpower for the effective provision of e-resources in terms of number and skills (50.0%). Other challenges identified by them are Lack of e-resources policy (50.0%), Changing technology (50.0%), Licenses issues relating to packages (40.0%), Management interference on e-resource acquisition and management issues and Delay in supply (40.0%). Part of the challenges arose from not including the acquisition of e-resources for libraries in the budgetary allocation, as expressed by 60.0% of the librarians. Only 40.0% agree that e-resources are included in their budget allocations for their libraries. For those who said such inclusion was

made in their budgetary allocation, the mean percentage is 37.0 with a standard deviation of 36.53 of their library budgets allocated for print resources compared with 13.5 and a standard deviation of 13.34 for e-resources. On why e-resources acquisition was not included in the libraries' budgets, 30.0% are of the view that it was due to the high cost of a subscription to digital and electronic resources while 30.0% were of the view that the cost and maintenance of ICT equipment and accessories are some of the factors. But 40.0% associated the non-inclusion of the e-resources into the library budget to personnel problems and are of the view that there is no qualified staff to manage and provide Electronic / Digital Information Services in their libraries. Only 10.0% believe that the non-inclusion is because Print Sources are sufficient / Waste of money to spend on E-resources and 20.0% associated the non-inclusion to users' negative attitude to e-resources.

Summary of the Major Findings

The major findings of the study are:

1. Users' need assessment is based on the recommendations of Department Heads and Staff Members of the respective institutions and recommendations of Library/ Purchase Committee.
2. A list of sources as given by department heads, Printed / electronics catalogues and Internet browsing are the major tools used for e-resources selection in the libraries.
3. According to 60.0% of the libraries have a written e-resources acquisition policy and the major areas covered by the policy, includes the Objective of the library, the Selection process, Access, use, and Fund allocation.
4. The level of compliance to e-resources policy in the libraries is moderate as indicated by

the majority of the librarians.

5. The most severe challenges are lack of funds due to insufficient budgetary allocation, lack of electricity power supply, lack of e-resources policy among others.

Conclusions

Tertiary institutions in Nigeria and other parts of the world are given priority to the development of the electronic library to aid in teaching, learning, and research endeavors and the Polytechnic libraries have invested significantly in this area. It is, therefore, a key obligation for polytechnic libraries to remain competitive with the technical change to cope with the continuous sophisticated information requirements of users (Ankrah & Atuase, 2018). As a result, most libraries have now experienced substantial changes globally; they use professional frameworks, virtual databases, digital web interfaces, virtual reference services, and personal web portals (Ramzan, 2004). Information resources are acquired in line with collection policy in libraries. The policy is a document that represents an action plan used to assist the library staff when determining the areas to be considered when acquiring new information sources and how much importance each area would receive (Evans 2000). The collection policy helps the library serve its community and also, guides the librarians in finding out the information needs of the users, selection, acquisition, evaluating, and use of information. The policy defines the scope of the existing collections and plans for the continued development of the collection. It also considers the goals and the objective of the library, the primary and the potential users, and the organizations it serves. The policy can be written or unwritten. White and Crawford (2001) propose the use of a written policy that will guide in appropriate decisions and to help in the planning of future changes, especially concerning electronic resources. Although, several

constraints hinder the effective acquisition of EIR services in the studied libraries. The most severe challenges are inadequate funding associated with a limited budget for EIR and lack of electricity power supply. Inadequate funding is reflected in insufficient ICT infrastructure facilities and equipment with equal ratings by librarians. At the personnel level, the librarian's states that their libraries lack the required manpower for the effective provision of e-resources in terms of number and skills. Other challenges identified by the librarians are Lack of e-resources policy, changing technology, license issues relating to packages, management interference on e-resource acquisition, and delay in supply. There are also challenges that arose from not including the acquisition of e-resources for the libraries in budgetary allocations. The Polytechnic has to facilitate strategies for improving infrastructural development, ICT skills development, and human resources development.

Recommendations

The following recommendations are made based on the findings and the conclusion reached in this study:

1. There is the need for polytechnic libraries to assess the information need of the community through other means, such as need assessment based on the Curriculum of the Programs Offered in the institutions and the Statistics of user visits to the Digital Library (E-resources) Sections.
2. The libraries are encouraged to acquire and make available more e-resources, such as e-databases, subscriptions to online journals, and creating an institutional repository that will aid the staff and students in learning and research activities.
3. The polytechnics libraries should build their electronic library in line with the policy governing electronic resources management and development.

4. It is suggested that the management of the institutions and that of the library adhere to or comply with electronic collection policy. This will assist in the proper acquisition and use of the electronic library.
5. Funding for e-resources should be improved through budgetary allocation by the respective institutional authorities. Besides, libraries are encouraged to find more ways of funding, especially from donor and intervention agencies and philanthropists. This will assist in filling budget inadequacies by the parent institution.

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