

**PERCEIVED IMPORTANCE AND UNDERSTANDING
OF COLLECTION DEVELOPMENT POLICY
AMONGST ACADEMIC LIBRARIANS IN NIGERIA**

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**FACULTY OF COMPUTER SCIENCE AND
INFORMATION TECHNOLOGY
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2021

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**DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
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**FACULTY OF COMPUTER SCIENCE AND
INFORMATION TECHNOLOGY
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**PERCEIVED IMPORTANCE AND UNDERSTANDING OF COLLECTION
DEVELOPMENT POLICY AMONGST ACADEMIC LIBRARIANS IN
NIGERIA**

ABSTRACT

Despite the importance of collection development policy (CDP) in developing library collection, little has been written about the perception and knowledge of those who are responsible for formulating, maintaining, and updating this policy, especially in Nigeria where collection development challenges seem to be rampant. The objective of this study was to assess the perceived importance and understanding of collection development policy among academic librarians in Nigeria. The study employed a quantitative methodology using a survey research design. A survey questionnaire developed based on the IFLA (2001) guideline for the collection development policy was used to collect the data for this study. One hundred and thirty-six (136) academic librarians were recruited from three selected academic libraries in the Northwestern zone of Nigeria using a stratified sampling method. Data were analyzed using descriptive and correlational analysis. The findings revealed that academic librarians had a high perceived importance and understanding level of CDP. The findings also revealed that educational level had a statistically significant correlation with the perceived importance ($p = .000$) and understanding of CDP ($p = .009$). However, the working experience had no statistically significant correlation with the perceived importance ($p = .100$) and understanding of CDP ($p = .307$). This study has contributed to the management of academic libraries by providing useful and reliable information on the perceived importance and understanding level of CDP among academic librarians in Nigeria. The study recommends that various educational programs should be developed to provide a better perception and understanding of CDP among library professionals in Nigeria.

Keywords: collection development; collection development policy (CDP); Academic librarians; perceived importance of CDP; understanding of CDP.

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**DILIHAT KEPENTINGAN DAN PEMAHAMAN MENGENAI DASAR
PEMBANGUNAN KOLEKSI DI KALANGAN PUSTAKAWAN AKADEMIK DI
NIGERIA**

ABSTRAK

Sungguhpun polisi pembangunan koleksi (CDP) adalah penting di perpustakaan, amat sedikit kajian yang telah dijalankan mengenai tanggapan dan pengetahuan pihak yang bertanggungjawab dalam mengolah, menyelenggara dan mengemaskini polisi tersebut terutama di Nigeria. Objektif kajian ini ialah menilai tanggapan kepentingan dan kefahaman terhadap CDP dalam kalangan pustakawan di Nigeria. Metodologi kajian ini adalah secara kuantitatif iaitu menggunakan rekabentuk tinjauan penyelidikan. Soal selidik dibangunkan berdasarkan garis panduan polisi pembangunan koleksi IFLA (2001). Seramai 136 pustakawan akademik dipilih sebagai responden daripada tiga perpustakaan akademik di zon barat laut Nigeria berdasarkan metod persampelan berstrata. Data dianalisis secara deskriptif serta hubungkait. Kajian mendapati, pustakawan akademik mempunyai tahap tanggapan kepentingan dan kefahaman yang tinggi terhadap CDP. Kajian juga mendapati bahawa tahap pendidikan mempunyai hubung kait statistik yang signifikan dengan tanggapan kepentingan ($p = .000$) dan kefahaman ($p = .009$). terhadap CDP. Namun, pengalaman kerja didapati tidak mempunyai hubung kait statistik yang signifikan dengan tanggapan kepentingan ($p = .100$) dan kefahaman ($p = .307$) terhadap CDP. Kajian ini memberi sumbangan kepada pengurusan perpustakaan akademik serta pembangun kurikulum dengan menyediakan maklumat yang berguna dan boleh dipercayai berkaitan dengan tahap tanggapan kepentingan dan kefahaman terhadap CDP dalam kalangan perpustakaan akademik di Nigeria. Kajian ini mencadangkan supaya program pendidikan dibangunkan untuk meningkatkan tahap kepentingan tanggapan dan kefahaman kepada CDP dalam kalangan profession perpustakaan di Nigeria.

Kata kunci: pembangunan koleksi; polisi pembangunan koleksi (CDP); pustakawan akademik; tanggapan kepentingan terhadap CDP; kefahaman terhadap CDP.

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CHAPTER 1: INTRODUCTION

1.1 Background of the study

Collection development policies (CDPs) are essential working tools for collection development activities as they help in the selection, planning, development, and evaluation of library collections (IFLA 2001). Literature in the field of librarianship almost without exception recommends that libraries should formulate, maintain, and revise functional CDPs. The reasons range from clarification or guidance to an indication of the judicial allocation of the collection budget, or simply helping to achieve the objectives of the library (Chaputula and Kanyundo 2014; Hollingum 2013). Kanwal (2016) pointed out that the evolving environment has increased the importance of CDP in the collection development process. Haider (2007) added that several collection development issues could be minimized through the formulation and adoption of written CDPs.

The available literature revealed that academic libraries in developed countries are increasingly formulating and updating their CDPs to tackle the present-day collection development challenges. For instance, a study conducted by Fought, et al. (2014) described how the University of Tennessee Health Science Library updated their CDP to increase the visibility of the library, rationalize the use of financial resources, promote use of the library collection, better serve library users, create resources awareness, and demonstrate the value of the library to the university management and other relevant stakeholders. Similarly, the study conducted by Pickett, et al. (2011) explained how Texas University Library revised their CDP to determine the strength of the collection and improve the weaknesses, plan for potential collection growth, and communicate the collection activities to relevant stakeholders. Furthermore, Douglas (2011) revealed how

the Maryland university library updated its 10-year-old policy to match the current collection practices, change in the budget, and user's needs.

However, academic libraries in some developing countries are found to be lagging in this regard. For instance, studies conducted by Nwosu and Adaora (2015) and Umar and Bakare (2018) in university libraries of Nigeria found that most libraries lack functional CDP. The absence of CDP does not seem to be confined to only academic libraries in Nigeria but similar situations are reported about academic libraries in Botswana, Pakistan, South Africa, and Malawi (Adriaanse 2015; Chaputula and Kanyundo 2014; Ghalib 2014; Kanwal 2016). CDP seems to be seriously neglected in the local librarianship. It is either they do not have the policy, or they have but not been properly updated or implemented. Therefore, academic libraries in developing countries must not remain behind as their students are expected to compete globally. They must be innovative and learn from the successes of their counterparts in the developed world. In other words, they must formulate and update their CDPs to meet the collection development challenges and attain the mission of the library, which is to serve the research needs of the academic community.

Academic librarians, who are being regarded as critical players in developing and maintaining academic library collections, are responsible for formulating, maintaining, and updating functional CDPs for their libraries (Pexton 2015). However, one cannot help but question how the adoption of CDP would be possible if those responsible do not perceive it as important, or if they do not have the required knowledge or skills to formulate and update it. Previous studies conducted on this subject indicate a need for a more deliberate effort in training librarians to be more proficient in CDP (Adriaanse 2015; Ghalib 2014; Kanwal 2016; Nwosu and Adaora 2015). Academic librarians must have enough knowledge and skills to formulate and update the CDP. Secondly, academic

librarians must perceive CDP as important for their collection development activities. No matter how much knowledge the academic librarians may have about CDP, if they do not perceive it as important, the adoption of CDP might not be possible.

In Nigeria, relatively little is known about the librarians' perceptions of the importance and knowledge of the CDP formulation process. While there is a plethora of scholarly work espousing the benefits of and need for having a CDP (Chaputula and Kanyundo 2014; Fought, et al. 2014), there have been no studies that directly examine the perception of the librarians on the importance of CDP. Also, several studies have discussed the process of creating functional CDPs (Levenson 2019; Van Zijl 2014), but how this process is understood by the Nigerian academic librarians is not reported in the literature. It is believed that if academic librarians perceive CDP as useful and relevant in developing library collections, and if they have the required knowledge and skills to write the CDP, they would be more likely to adopt it in their libraries. In tandem with this, there is a need to assess Nigerian academic librarians' perception of the importance and knowledge of the CDP using IFLA guidelines as a benchmark.

The collection development policy guideline developed by the International Federation of Library Association and Institutions (IFLA) is a valuable tool for developing functional CDPs for libraries. The IFLA guideline was developed in 2001 when IFLA recognized that most library professionals worldwide lack the basic knowledge of writing a CDP. The guidelines emphasized the importance of and need for having a CDP and provide a better understanding of the actual process of creating functional CDPs. The guidelines consist of two major sections; reasons for having a CDP, and elements of a CDP. The first aspect discusses the importance of having a CDP (selection, planning, public relation, and wider contexts), which was used to measure the academic librarians' perceived importance of CDP. The second aspect discusses major

elements necessary for a written CDP and was used to measure the academic librarians' understanding of CDP.

The context of academic libraries in Nigeria

Nigeria is part of West African countries bordering four different countries which include the Niger Republic from the North, Chad from the Northeast, Cameroon from the East, and the Benin Republic from the west. Nigeria was created when British Colonials combined Northern and Southern protectorates in 1914 but formally became an independent country on 1st October 1960. Nigeria is the country with the highest population in Africa and the 7th largest in the world, with over 200 million people (Nigeria National Bureau of Statistics 2019; Worldometers 2019). Nigeria comprises six zones and thirty-seven states including Abuja as federal capital territory. As a multi-cultural and multi-linguistic country, Nigeria has more than 250 ethnic groups. The main three languages are Hausa, Yoruba, and Igbo, and the official language is English. Similarly, the two main religions are Christianity and Islam, but constitutionally regarded as a secular state and divided into local, state, and federal governments accordingly.

The establishment of academic institutions in Nigeria began before independence. The first university in the country was the University of Ibadan that metamorphosed from Yaba Higher College which was the first university in the country and was founded in 1948. Follow by the University of Nigeria Nsukka in 1960, Obafemi Awolowo University in 1962, Ahmadu Bello University Zaria in 1962, and the University of Lagos in 1962. These five universities constituted the first-generation universities and they were established from 1960-1970. Similarly, the second-generation universities came into existence in 1975 and comprise eight universities. Universities established from 1980 to 1990 were universities of the third generation. The fourth-generation universities were

established between 1991 to date. Presently, there are 174 universities (NUC 2020), 150 colleges of education (NCCE 2019), and 132 polytechnics (NBTE 2020).

The history of academic libraries in Nigeria was strongly connected with the establishment of academic institutions in the country. Academic libraries concurrently emerged with their parent institutions. There are as many academic libraries as there are academic institutions in the country (Momodu 2015). The academic libraries are set up in academic institutions to support learning, teaching, and research activities. They also play a prominent role in the curriculum development of the various departments of their parent institutions. Academic libraries can be majorly categorized into universities, colleges of education, and polytechnics.

1.2 Statement of the problem

Despite the prevailing opinion among scholars that collection development policies (CDPs) are essential tools for effective collection development activities, most academic libraries in Nigeria are still operating without written CDPs (Nwosu and Adaora 2015; Okogwu and Ekere 2018) and those with the policy had not dedicated enough time and effort to update or implement them (Adriaanse 2015; Edem, et al. 2016; Samuel and Florence 2016). A review of the available CDPs in some academic libraries revealed that the policies did not incorporate some essential elements expected in a standard CDP (Adekanmbi 2007; Ghalib 2014).

The poor adoption of the CDP had resulted in, among other things, a lack of consistent approach in all aspects of collection development activities (Adekanmbi 2007; Chaputula and Kanyundo 2014; Ghalib 2014; Giri, et al. 2015; Nwosu and Adaora 2015). Studies have revealed that most of the essential elements of collection development activities (selection, acquisition, preservation, and evaluation) were done haphazardly due to the lack of written guidelines to guide the overall collection development activities

(Adekanmbi 2007; Chaputula and Kanyundo 2014; Kanwal 2016). Studies have also reported that many academic libraries were unable to meet one of their main obligation which is to provide collections that represent the research activities of the academic community (Ghalib 2014; Nwosu and Adaora 2015). The study by Umar and Bakare (2018), reported that academic libraries tend to focus only on some areas while neglecting others, leading to collection disparity.

Available literature in CDP revealed that lack of basic knowledge of the CDP among library professionals is the major reason for not creating this policy. Studies conducted by Ghalib (2014) and Kanwal (2016) in university libraries of Pakistan revealed that most of the respondents were in favor of the use of the CDP, but in the literal sense, they did not prepare such a document. One of the reasons for this situation was the lack of knowledge and skills. Lack of or limited knowledge of CDP does not seem to be confined to only librarians in university libraries of Pakistan but similar situations are reported about librarians in Botswana and South Africa (Adekanmbi 2007; Adriaanse 2015). In another study, Sambo and Abu-udenyi (2014) surveyed the perception of the Nigerian certified librarians on e-collection development policy and found that many libraries did not have such a document. The authors speculate one reason for this is the lack of knowledge and skills of librarians on overall collection management. Therefore, it is important to conduct a comprehensive study on the perceived importance and understanding of CDP among academic librarians in Nigeria.

There have been studies by a few researchers on CDP in Nigeria such as the study by Nwosu and Adaora (2015) which examined the status of CDP in five academic libraries in Nigeria while the study by Umar and Bakare (2018) examined the availability of CDP in the National Open University library. The findings of these studies, however, did not report the extent to which these policies were perceived as important or

understood among academic librarians in Nigeria. These studies only focused on the availability of CDP. Okwu and Echem (2019), reviewed the influence of CDP on user satisfaction in two-state-owned university libraries and reported how the absence of CDP affects library users through library collection. Edem, et al. (2016), reviewed only the extent of CDP implementation in five Nigerian academic libraries. Okogwu and Ekere (2018) and Sambo and Abu-udenyi (2014) investigated the collection development policy for electronic resources in academic libraries but were mainly concerned with the availability, implementation, and effect of the CDP on collection development activities as well as library users.

Reviewing the existing literature on CDP, it is realized that literature on the perception of academic librarians on the importance of CDP and how well academic librarians are prepared to formulate and update this policy is scant. Although a few studies have been conducted in developed and some developing countries, no study so far had been conducted in Nigeria. Since the adoption of the CDP is at least to an extent, dependent on the librarians' perception and knowledge of the CDP, a thorough investigation of the perception of the importance and knowledge of the CDP is necessary before any valid recommendations can be offered. This study aimed to fill this gap by conducting a comprehensive study on the perception of the importance and knowledge of CDP among academic librarians in Nigeria.

Additionally, studies from other professions have indicated that educational level and work experience could play an important role in the perception and understanding of the policy formulation process (Giannitsioti 2016; Hui 2018; Kim 2013; Kunaviktikul 2010; Spitzer and Golander 2001). In this view, the educational level and working experience would be taken into consideration when examining academic librarians' perception of the importance and understanding of CDP. Examining the perception of the

importance and understanding of CDP among academic librarians in conjunction with their educational level and working experience could provide an insight into how these demographic factors contribute to the perception of importance and understanding of the CDP.

1.3 Research Objectives

The main objective of this study was to assess the perceived importance and understanding of collection development policy among academic librarians in Nigeria. The specific objectives were as follows:

1. To determine the perceived importance of collection development policy among academic librarians in Nigeria
2. To determine the understanding of collection development policy among academic librarians in Nigeria
3. To determine whether demographic variables such as educational level and working experience have a relation with the perceived importance and understanding of collection development policy.

1.4 Research Questions

The following research questions were posed to meet the research objectives:

1. What is the academic librarians' perceived importance on collection development policy?
2. What is the academic librarians' understanding on collection development policy?

1.5 Research Hypotheses

1. There is a statistically significant relationship between academic librarians' educational level and their perceived importance of collection development policy
2. There is a statistically significant relationship between academic librarians' educational level and their understanding of collection development policy
3. There is a statistically significant relationship between academic librarians' working experience and their perceived importance of collection development policy
4. There is a statistically significant relationship between academic librarians' working experience and their understanding of collection development policy

1.6 Significance of the study

This study is considered important because it could provide useful and reliable data on the perceived importance and understanding of CDP among academic librarians in Nigeria. This information is important for the management of the academic library in Nigeria to make informed decisions associated with CDP training. It is expected that such training would not only result in greater perception and understanding of CDP but also in formulating and sustaining functional CDP that could provide solutions to collection development challenges facing academic libraries in Nigeria. The information will also indicate the extent to which the teaching of CDP ought to be emphasized at library schools curriculum in Nigerian. Furthermore, the instrument developed and validated in this study can be used as a reference for other libraries that wish to assess the perceived importance and understanding of CDP in their libraries. Finally, the study would contribute to the existing library literature by providing insights into the Nigerian academic librarians' perceived importance and understanding level of CDP and catalyze further research in this area.

1.7 Assumption of the study

The following assumptions were made while conducting this study:

1. It was assumed that the items were relevant to what the respondents were expected to know about collection development policy because they were adopted from international standard guideline on collection development policy
2. It was assumed that respondents' responses reflected their actual feelings and knowledge towards the collection development policy.
3. It was assumed that the sample of the study was representative of the entire academic librarians at the sampled universities.

1.8 Limitation of the Study

This study was limited to only academic librarians working in three federal university libraries in the Northwest region, Nigeria. Academic librarians were chosen as respondents in this study because they were assumed to be in a better position to provide relevant information required to actualize this study. The three universities were selected because they are conventional and happen to be the largest universities in the region where the demand for information resources is high and where the collection development process is more complicated. Other universities in the region were not covered due to the cost and other resource constraints such as time and geographical dispersion. The universities selected were; Ahmadu Bello University Zaria (ABU), Bayero University Kano (BUK), and Usmanu Danfodiyo University Sokoto (UDUS).

1.9 Definition of terms

The following definitions clarify the terms used in this study:

Academic Librarians: Library professionals working in academic libraries and having at least a bachelor's degree in library and information science.

Academic libraries: Libraries attached to institutions of higher learning such as universities, polytechnics, colleges, etc. with the primary function of serving undergraduate students, graduate students, and faculty members.

Collection: The totality of library materials such as books, journals, newspapers, government or institutional publications, charts, pictures, globes, microform, audio-visual, CD-ROM, DVD, e-book, e-journal, e-database as well as online resources.

Collection Development: The activities or process of building and maintaining adequate and quality collections to meet the diverse needs of the library.

Collection Development Policy (CDP): An official written document guiding all the collection development activities of a library.

Perceived importance of CDP: The extent to which academic librarians believe that CDP is important in their collection development activities, thereby leading to the adoption of the CDP.

Understanding of CDP: Academic librarians' self-reported knowledge level of elements needed for a good CDP.

Educational level: The highest level of education (qualification) in the field of library and information science an individual respondent has completed at the time of this study.

Working experience: The amount of time, in years, an individual respondent had worked in a library at the time of the study.

1.10 Summary

This chapter provides a background of the study, including a brief overview of the history of academic libraries in Nigeria. It identifies the current problem that insufficient information currently exists to establish a comprehensive plan to help ensure and assess Nigerian academic librarians' perception and knowledge of CDP. It then presented the objective of the study, research questions, and research hypotheses. The significance of the study on both management of academic libraries and curriculum developers was identified along with the assumption of study, limitation of the study, and definition of the terms. The next chapter will provide a review of the literature relevant to this study.

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CHAPTER 2: LITERATURE REVIEW

2.1 Overview

This chapter reviews relevant and related literature on collection development. It includes definition of the library collection, collection development, collection development policy, reasons for having a CDP, elements needed for a good CDP, availability or use of a CDP in academic libraries, perceived importance of a CDP, understanding of a CDP, and the influence of demographic variables on the perceived importance and understanding of a CDP.

2.2 Collection in Library Domain

Defining the term 'collection' is important for understanding the meaning of 'collection development' and 'collection development policy. According to Xie and Matusiak (2016), collection means the totality or sum of library materials, including books (textbooks, reference books, rare books, and theses), serials (journals, newspapers, annuals, and memories), government and institutional publications (reports, commission and conferences proceedings), miscellaneous materials (charts, pictures, and globes), microform (microfilm, microfiche, and slides), and audio-visual (a phonograph, magnetic tapes, audio cassette, video discs, videotapes). With the emergence of electronic resources, the library collection also includes CD-ROM, DVD, e-book, e-journal, e-database as well as online resources (Xie and Matusiak 2016). Collections can also be defined as all the tangible or intangible, local, or remote resources owned by a library, as well as resources from other libraries that could be accessed by the library users (Johnson 2018).

The library collection constitutes the basis of library services. Libraries exist because of the services they offer, and these services primarily come from the collection. The beauty of the library building, the competency of the staff, the sophistication of the

retrieval or storage devices can only be appreciated if effective services are provided, and these services depend on the availability of the collections (Nwosu and Adaora 2015). However, the size of the collection is no longer an important issue in present-day libraries. The most important thing is building and maintaining a quality collection (Dina 2015; Nwosu and Adaora 2015). A quality collection is one that proportionately represents the various programs within institutions at a particular time and is not overly bias towards any specific discipline (Adekanmbi 2007).

In academic libraries, collections are essential as they aid students to pass their exams and help knowledge seekers enhance their performance. Academic libraries would find it difficult to meet students' and researchers' needs unless a quality collection is developed (Ghalib 2014). The quality of the collection is usually connected to the quality and rating of academic institutions (Adeola 2014). Therefore, developing collections should be considered as an investment and viewed from the perspective of benefits. The better the work performed to align the collection with the users' needs, the better the use of the collection and the return of the investment of the collection (Rahman and Darus 2014). The activities of building and maintaining the collection through selection, acquisition, preservation, and evaluation with a purpose to satisfy a community of users are called collection development activities (Sambo and Abu-udenyi 2014).

2.3 Collection Development

Collection development is often used synonymously with the term selection or acquisition although collection development is more comprehensive in scope than selection and acquisition. Collection development involves a wider range of activities such as users' assessment, selection, acquisition, policy formulation, collection maintenance, collection evaluation, budgeting, planning for cooperation, and resource sharing (Johnson 2018; Patel 2016). It also includes identifying the collection strengths

and limitations as well as developing a mechanism for adjusting the limitations and maintaining the strength (Kaur and Gaur 2017; Khan and Bhatti 2016). The main objective of collection development is to create and maintain a quality collection to meet the diverse needs of library users (Das 2018; Fatima 2018).

Collection development refers to the series of activities carried out within library systems that support the active development of collections (National Archives (2018). Evans (2000) defined collection development “as a process of assessing the strengths and weaknesses in a collection based on users’ needs and community resources and then creating a plan to correct the weakness and maintain the strength”. However, this definition was later upgraded in terms of scope where collection development was described “as a process of meeting the information needs of the people (service population) in a timely and economical manner using information resources locally held, as well as from other organizations” (Evans 2000). Dhawale and Dhamdhare (2012) viewed collection development as a process of selecting the best reading materials for the majority of library users at a minimum cost. Khan and Bhatti (2016) defined collection development as a process of building a standard collection over a long period, according to a periodic assessment of users’ needs carried out through statistical analyses of collection usage and demographic projection.

Some scholars defined the collection development process based on their library settings. For instance, Adekanmbi (2007) defined the collection development process as planning, building, and sustaining relevant resources to library users through the use of the written policy. Kasalu and Ojiambo (2012) described the collection development process as an assessment of users’ needs, selection, acquisition, collection evaluation as well as weeding of the unwanted materials. Similarly, Kaur and Gaur (2017) described the process to include the setting of goals, data collection to determine users’ needs,

formulation of policy, the setting of the selection committee and selection criteria, acquisition, and evaluation. Patel (2016) described the collection development process as an analysis of users' needs, formulating or implementing a CDP, selection, acquisition, resources sharing, weeding, and evaluation of the collection. Xie and Matusiak (2016) summarized the collection development process into four major components; users' needs assessment, selection of materials, deselection of materials, planning for acquisition, and evaluation of the materials.

Khan and Bhatti (2015) argued that Evans was the first scholar to describe the collection development process using a cyclical model. According to Evans (2000), the collection development process is composed of six interrelated components that work together to achieve a common goal. Any problem with one of the components may affect all other components in the cycle. These components include community analysis, policies, selection, acquisition, evaluation, and weeding (Evans 2000). Designing a plan or policy to guide the entire collection development activities is considered necessary in the collection development process (Evans 2000), which is now known as a collection development policy (Johnson 2018).

2.4 Collection Development Policy

The phrase collection development policy (CDP) is often used synonymously with other phrases such as collection development plan, collection management policy, and collection management. CDP is much wider in scope than selection or acquisition policy as they encompass both the selection and acquisition policies as well as policies regarding evaluation, weeding, and discarding of materials (Evans 2000; Johnson 2018; Patel 2016). CDP is used to represent an official statement of principles guiding the selection of materials as well as the methodology for selecting, weeding, and accepting gifts (Johnson 2018). It is a written statement regarding the decisions taken by the library about the

functions it performs or the services it provides (Corrall and Roberts 2012). Drafting a policy is considered as the beginning of collection development activities and is the first evidence to determine if a library is dedicated to the true creation of collections.

There is no universally accepted definition of collection development policy among scholars in the area of librarianship. Many scholars, associations, and practitioners across the globe have defined CDP differently using a different perspective. Johnson (2018) defined CDP as an official written statement of the guiding principles for the selection, acquisition, evaluation, weeding, and accepting or rejecting of gifts. Demas and Miller (2012) defined CDP as an official document of rules and regulations guiding the selection, weeding, and acceptance or rejection of gifts. Gregory (2019) defined CDP as a blueprint or architectural design through which the library carries out its major activities of selecting, acquiring, and evaluating materials. Hunt (2017) viewed CDP as a representation of the written agreement between a library and users, either locally or externally.

Some scholars defined CDP in terms of its function. Chaputula and Kanyundo (2014) described CDP as a guide for selecting and unselecting all formats of materials for their library users. Pickett, et al. (2011) defined CDP as an effective communication tool that provides vital information to library users, administrators, and other stakeholders. Chukwusa (2012) defined CDP as a framework for broader collaboration and sharing of resources both locally and globally. Hollingum (2013) described CDP as an effective mechanism for financial control. Johnson (2018) described CDP as a tool that protects a library against illegal, unethical, and unfair external pressures. The policy protects a library from external pressures to acquire materials that are objectional and irrelevant and provides guidelines for future growth (Aber and Aber 2017; Dina 2015).

The main purpose of writing CDPs is to prevent libraries from being influenced by personal interests and from acquiring materials that might not support the library's mission (IFLA 2001). The policy provides a guideline for selecting and deselecting both print and non-print materials and established operating guidelines for planned collection development. It also provides a strong foundation for future planning, thus helping to set goals, especially where financial resources are limited. CDP provides an insight into the scope of existing collection and a strategy for continued collection growth as well as types of materials the library is intended to acquire (Agbo 2014).

There is much debate regarding the importance of CDP especially in this modern era of electronic resources. While many libraries have developed these policies, some have become outdated and neglected due to the time and effort needed to regularly update the policies. Owing to pressing issues surrounding collection development activities in terms of decreasing budget allocation, it is necessary to evaluate and discuss some of the main reasons why libraries should have functional written policies.

2.5 Reasons for having a collection development policy

There are innumerable reasons why CDPs should be formulated and used in developing and maintaining library collections. For this study, the emphasis would be on five main reasons; namely selection, planning/budgeting, protection, communication, and collaboration

2.5.1 Selection

The primary purpose of writing a CDP is to provide guidelines for the selection and deselection of library materials (Chaputula and Kanyundo 2014; Khan and Bhatti 2016). The process of selecting library materials is problematic and librarians often approach this activity with no or little training. This could result in haphazard development of collection which might no longer support the library's mission

(Chaputula and Kanyundo 2014). Under-selection or over-selection might result in developing a collection that would not satisfy the library users' needs (Van Zijl 2014). It is reported that about 80 percent of users' needs in the libraries are served by only 20 percent of the library collection (Kassim 2017). This evidenced that most of the materials acquired are rarely used and hence better selection criteria are needed. A well-written policy is important to outline the criteria and steps to follow when selecting and deselecting materials (Chaputula and Kanyundo 2014). The policy can also be used as a training document for collection development librarians in carrying out their selection duties (Gorman and Cullen 2000; Hollingum 2013). This could provide more control and consistency in the selection of the materials and promote mutual interest among the selectors (Chaputula and Kanyundo 2014). It also provides justification and guidelines for a more informed and consistent decision regarding the selection of materials (Johnson 2018; Van Zijl 2014).

2.5.2 Planning/Budgeting

Another important reason for writing up a CDP is to provide a solid groundwork for future planning thereby assisting in determining priorities when financial resources are limited (IFLA 2001; Pfohl 2018). The decreasing budget for library allocation is now a global phenomenon and the available fund have to be spent with great caution. This problem has been compounded with the high cost of library materials, particularly electronic resources, due to the high inflation rate and decreasing value of local currencies. A good policy would help in setting a limit in the acquisition of the materials and ensure the effective utilization of the limited financial resources (Chaputula and Kanyundo 2014). Not only will CDP provide a rational use of resources, but it could also be used for decision-making (Johnson 2018). Furthermore, with the availability of both electronic and print materials, and where libraries have to decide the proportion of acquisition of different formats of materials, the decision-making process has become

more complicated. This, therefore, is an additional reason for creating a CDP to assist in collection development activities (Das 2018). Librarians not only have to decide what to include in the collection but also to decide between print and electronic (Pexton 2015). A CDP provides an avenue for handling issues as to whether to choose print materials over electronic in all cases or only when the price of the print materials is equal or less than the electronic materials (Mishra and Ngurtinkhuma 2015).

2.5.3 Protection

A written CDP protects libraries and collection development librarians by providing them with a sound foundation for decision making (Van Zijl 2014). The CDP provides a guaranty against undue special interest pressure. A library can be subjected to unnecessary and unethical challenges regarding certain materials, and without the authority of policy to stand upon, it could be difficult to justify why some materials were selected and while others were rejected (Johnson 2018). Similarly, individuals' users or interest groups might try to enforce their interests or restrict the use of certain materials if written guidelines were not put in place (Morrisey 2008). A well-defined policy statement would resist undue pressure to include materials that are irrelevant as well as to exclude unpopular or controversial materials (Johnson 2018). The weeding of materials is another issue that is usually challenged by users (Johnson 2018). The policy is an important justification for anyone challenging library decisions about the inclusion or exclusion of certain materials (Van Zijl 2014).

2.5.4 Communication

Besides selection, planning, or protection, another reason for having a written CDP is that it communicates vital information among library stakeholders (IFLA 2001). The policy can be used to demonstrate accountability and communicate the library collection priorities to users, administrators, and other relevant stakeholders who raise

concerns on why certain materials are or are not included in the library collection (Pickett, et al. 2011). The policy statement provides vital information for library staff responsible for developing the collection, for library users that want to know why certain materials are or are not acquired, and funding bodies who provide funds for the acquisition of the collection (Johnson 2018). It demonstrates to users about the collection within the library as well as that can be accessed online (Pérez-Salmerón 2013).

2.5.5 Collaboration

A written CDP facilitates interlibrary cooperation and resource sharing (Johnson 2018). Libraries are increasingly collaborating through cooperatives, consortia, and alliances to improve access, save cost, and meet users' expectations. For collaboration ventures to succeed, CDPs are important to facilitate the exchange of comprehensible and comparable selection data among the cooperative libraries (IFLA 2001). As libraries are prepared to engage in cooperative and collaborative relationships, the CDP is important for both libraries and users to describe the roles and responsibilities for shared collection (Demas and Miller 2012). CDP serves as a strong foundation for local decision-making and provides a practical framework for a library to continue managing its collection collectively (Pexton 2015).

It would be naive to consider CDPs as solutions to all the challenges that occur in collection development activities. However, having guidelines or criteria to follow would bring many benefits to the library and explain a great deal to everyone that has a say in how collection development activity is carried out. The next discussion would identify and review some of the essential elements of a good CDP.

2.6 Elements of collection development policy

CDPs are developed by individual libraries to clarify their collection development activities. It is difficult to mention precisely the content of the policies since the nature of

every library is different. The mission of the library, subject coverage, and the user's composition often determine what should be included in the CDP (Van Zijl 2014). "Each institution, including its community and other constituents, is unique; therefore, their CDP will also be unique" (Levenson 2019). However, a policy should evolve continuously and should be written in a format that can be updated and circulated easily. Moran and Morner (2017) suggested that a good policy should be clear, flexible, written, and should serve as a guide rather than a rule. Demas and Miller (2012) suggested that CDP should provide sufficient and clear information to users and should not be too detailed and overwhelming. Ideally, ten to fifteen pages are enough for a good policy (Demas and Miller 2012).

Generally, the following issues are usually considered for inclusion in the formulation of CDPs:

- a) **Mission statement:** The first element of CDP consists of a clear statement of the overall library objective and that of the parent institution. This is usually given as part of the policy introduction and includes the reason for the creation of the library and its role within the parent institution (Karen 1999; Van Zijl 2014).
- b) **Purpose of the policy:** Another element of a written CDP is the description of the purpose of the policy. This is also given as part of the introduction and describes what the policy may encompass (Levenson 2019). This section explains "the reason for the creation of the policy, how it would be applied, and what authority the policy carries" (Van Zijl 2014). For instance, "this policy is designed to create a collection that will meet our research needs" (Karen 1999).
- c) **Community profile:** This element describes the characteristics of the library users which include their educational levels, disciplines of interest, and sometimes occupations (IFLA 2001; Karen 1999). The element should also explain how often

or to what extent users research as this information is important for the selection of materials (Van Zijl 2014).

- d) Collection description:** This element describes the scope and coverage of the existing library collection. The size of the collection (number of periodicals, monographic volumes, and electronic resources), formats of the collection (print and non-print), and language of the materials (IFLA 2001). The element describes the “range of subjects and the extent to which each subject will be collected, so be as specific as possible”(Karen 1999).
- e) Selection responsibilities and processes:** This element describes the person or unit responsible for the selection of the materials, and the criteria that should be applied in the selection of the materials (IFLA 2001). The selection responsibility could be for head librarians, or suggestions from several persons such as reference librarians, faculty members, users, and sometimes suppliers (Karen 1999).
- f) Collection evaluation:** This section describes the techniques and processes for collection evaluation. These techniques are generally divided into two main categories: collection-centered techniques and user-centered techniques (IFLA 2001). “Collection-centered techniques examine content and characteristics of the information resources to determine the size, age, the scope of the collection, while user-centered techniques describe how the collection is used and indicate the effectiveness of the collection relative to use” (IFLA 2001).
- g) Cooperative collection development program:** This element describes in detail all collaborative collection development programs in which the library is involved (Johnson 2018). “The role of the library in collaborative acquisitions, resource sharing, consortia purchasing, and collaborative collection development should be included in its CDP” (Levenson 2019).

- h) Censorship and intellectual freedom:** The support for intellectual freedom and the creation of collections that reflect a variety of viewpoints have been the fundamental core values of libraries (Levenson 2019). Hence, these principles should be recognized within the library's policy. The element should also describe the criteria for accepting and rejecting gifts, the procedure for weeding, and the discarding of materials as well as the procedure for handling complaints (Van Zijl 2014).
- i) Budget summary:** This element describes the budget summary of the money that could be spent by the library on various types of materials; special sources of funds such as grants or donations (IFLA 2001; Susana Sanchez Vignau and Meneses 2005). “The estimated proportion of library spending on monographs and serials or electronic media and databases should be included in the policy (Van Zijl 2014).
- j) Policy implementation and revision:** This element describes “the process for implementation, the timetable for revision, and other official adoption issues” (IFLA 2001). It should also describe “who, when, and how the policy will be reviewed and updated” (Levenson 2019).
- k) Approval statement:** This element provides a statement regarding policy approval by senior management. For instance, “this policy has been reviewed and approved by the library committee and university management” (Karen 1999).

These are some key issues to be considered for inclusion in the formulation of CDPs, although it is not the complete list. These elements may be combined or divided, increased, or reduced as deemed necessary to the circumstances of a particular library. Although it not possible to address all issues in a single policy, determining which issues are most important to address in the policy is essential.

2.7 Availability and use of Collection Development Policy in Academic Libraries

Ideally, in every library no matter how small or big it is, there should be a set of rules and regulations that would guide librarians in collection development activities to create and maintain adequate and quality collection for their users. This would guaranty that the materials acquired are relevant to library clientele, thereby ensure that the materials are used effectively (Johnson 2018). It would also allow collection development librarians to work more consistently towards establishing priorities, thus creating a better collection and making effective use of funds. These written guidelines are technically referred to as ‘collection development policies.

The available literature revealed that academic libraries in the developed countries are increasingly formulating and updating their CDPs to meet collection development challenges, to build a quality collection, communicate to the relevant stakeholders and demonstrate the library’s value to the funding agencies (Douglas 2011; Fought, et al. 2014; Pickett, et al. 2011). The study conducted by Fought, et al. (2014) described how the University of Tennessee Health Science Library updated its CDP to promote library collection, provide better services, create resource awareness, and demonstrate the library’s value to the university management as well as to other relevant stakeholders. Pickett, et al. (2011) described how Texas University Library revised its CDP to determine its collection strengths and weaknesses, plan for the equal potential growth of the collection, and communicate the collection activities to relevant stakeholders. Douglas (2011) revealed how the Maryland University library updated its 10-year-old policy to match the current collection practices, change in budget, and user’s needs. The updated policy statement was used for orientating new librarians on collection development duties as well as justification for the selection and rejection of certain materials.

However, academic libraries in developing countries seem to be lagging in the formulating and updating of CDP. Most of the libraries either do not have a written CDP, or they are not effectively updated or implemented (Chaputula and Kanyundo 2014; Ghalib 2014; Kanwal 2016; Nwosu and Adaora 2015). In the findings of a study on the status of collection development activities in five Nigerian academic libraries by Nwosu and Adaora (2015), it was realized that all the libraries were operating without CDP. The findings are indeed worrisome as literature had emphasized the importance of CDP in collection development activities. However, almost all the libraries had acquisition policies that guide their decisions regarding the type of materials to select for purchase. Similarly, a survey on the availability of CDP at NOUN library by Umar and Bakare (2018), revealed that the library had no written CDP, although collection development of both print and non-print materials had been carried out. In another study, Chaputula and Kanyundo (2014) also revealed how the absence of CDP affected collection development activities at the Mzuzu University library.

Ghalib (2014) who examined the policies and procedures of collection management in university libraries of Pakistan, found that out of twenty-six (26) libraries, only one (1) library (Shaheed Benazir Bhutto University) had adopted written CDP. However, the available CDP only contained guidelines for acquisition. Similarly, the findings of research on the status of CDP in some university libraries of Pakistan by Kanwar 2016, revealed that out of 29 libraries, 22 (76%) had not developed CDP, and only 7 (24%) had written CDP. The findings further revealed that despite having a written CDP, contents were merely purchasing policies and did not incorporate some essential elements of CDP. Ghalib (2014) stressed that the available policies were only acquisition guidelines with or without some details of CDP. Furthermore, a study on collection development and its organizational pattern of university libraries in India, conducted by

Abdul (2016) found that a significant number of university libraries in India had not adopted CDP.

Incidentally, some libraries were found to have formulated CDPs, but they were not properly updated or implemented. Ameyaw and Entsua-Mensah (2016) assessed the collection development activities at the VVU library in Ghana to find out whether the library had a written CDP. The study found that a written CDP existed in the library but lacked proper implementation and the policy had never been updated since its introduction to the library policy. Similarly, in a study on the responsiveness of collection development to community needs in the library of Cape Town, South Africa, Adriaanse (2015) reported that there was a written CDP but none of the staff referred to the policy when building the library collection. Adekanmbi (2007) examined the availability and use of CDP in a few academic libraries in Botswana and discovered that most of the libraries had not adopted CDP. Out of the sixteen (16) libraries surveyed in the study, only six (6) had adopted CDP and ten (10) without CDP. The study further revealed that those libraries with CDP did not use it in their collection development activities because they were not even aware of where the CDP was and had to spend some time locating the copy of the CDP.

Nwosu and Adaora (2015) concluded that there is no difference in the collection development activities of libraries with CDP and without CDP. Adekanmbi (2007) also asserted that library collections were built haphazardly because some libraries did not formulate the CDPs and those with CDPs did not appear to implement them. This also suggests a lack of a consistent approach in implementing collection development activities. Chaputula and Kanyundo (2014) revealed that the absence of CDPs had a great effect on the collection development activities of the libraries as most of the essential elements of collection development activities such as selection, acquisition, preservation,

and evaluation were done haphazardly due to the lack of CDP to guide the acquisition librarians. The study further noted that “the library staff lacks clear guidelines regarding the types and quantity of materials to be acquired, the role each supposed to play, and how to handle outdated materials (Chaputula and Kanyundo 2014).

Therefore, it can be concluded that CDPs are essential tools for effective collection development activities as they support libraries in providing materials to satisfy the needs of their intended users. Adekanmbi (2007) suggests that to ensure effective adoption of CDP, librarians must be made to believe in the importance of having a CDP in their collection development activities. The following discussion would review librarians’ perceived importance level of CDP.

2.8 Perceived importance of collection development policy

Logically, people do not attend to something that they do not consider important to them. They do not act unless they are motivated by the importance of a given situation. Perceived importance forms the basis for all human actions. Scholars in the field of communication believed that if the information is to be imparted to an audience, the audience must consider the issue at hand to be of some importance (Hamilton 1983; Oliver 1968; Wilson and Arnold 1969). Marketing and advertising professionals believed that people must be convinced that an issue or a product is important to them before they accept or purchase it (Bettman 1979; Hamilton 1983). The idea here is that people do not accept information or purchase products unless they perceived them as important to them.

Likewise, CDP is more likely to be formulated or implemented when it is perceived to be important. If librarians and other relevant stakeholders perceive CDP as not important, they may fail to put in the effort to formulate or implement it in their library (Wang, et al. 2018). Several studies have looked at the perceived importance of CDP among library professionals. Kanwal (2016) examined the perceived importance of

collection management policy among academic librarians in Pakistan and reported that the overwhelming majority of respondents perceived CDP as important for their collection development activities. 27 out of the 30 respondents were in support of the formulation and use of CDP in their respective libraries. In another study, Ghalib (2014) examined policies and procedures of collection management in university libraries of Pakistan. The study revealed that most of the respondents perceived CDP as important to guide selection, acquisition, decision making, and other collection development activities. Ameen (2004) examined the need for having CDPs in Pakistan academic libraries. His findings revealed that almost all the respondents (27, 90%) perceived that there should be a written CDP in their libraries and only 3 (10%) perceived that the policy was not important.

The above literature review indicated that librarians value the importance of having robust and regularly updated CDPs in their libraries as it provides guidelines for selecting materials, allocating funds to suitable materials to be acquired, as well as providing a justification for the selection of individual materials. However, no matter how important librarians may perceive CDPs are, if they do not understand the actual process of formulating and updating the CDP, they would not be able to implement the practice of CDP. Therefore, the understanding of the policy formulation process is as important as the policy itself.

2.9 Understanding of the collection development policy element

Developing a collection in any library requires an understanding of the basic elements of collection development activities, including the formulation of CDP which would assist in justifying the inclusion of each library resource. Castrucci (2015) stated that the ability of any organization to effectively engage in policy development depends on the understanding of the policy among their employee. The understanding

of CDP would not only facilitate its adoption but will also make collection development activities run effectively and provide better collection for users' satisfaction (Okwu and Echem 2019). Understanding the CDP formulation would enable librarians to create and apply the CDP in their selection, planning, acquisition, and evaluation collection.

Researches in the field of librarianship have indicated that knowledge of CDP is still lacking (Adekanmbi 2007). In the study conducted by IFLA (2001), it was found that almost all the members across the globe lack a basic knowledge of this CDP. In a more recent study, Kanwal (2016) who examined the status of CMP in university libraries of Pakistan, revealed that despite recognizing the importance of CDP, the librarians had not taken any concrete actions due to lack of practical knowledge, poor written communication skills, lack of time and motivation from the library management. Adriaanse (2015) who looked at the responsiveness of collection development policy to community users, found that most of the respondents were not familiar with their library policy and therefore did not refer to it when developing the collection. He further revealed that the lack of reference to the CDP by the respondents suggested an increasing need for internal collection development training. Another study also attributed the absence of CDP in many academic libraries to the lack of librarians' knowledge and skills to write the policies (Okogwu and Ekere 2018).

Adekanmbi (2007) suggested that the integration of CDP formulation into library school programs could equip librarians with better CDP formulation skills. Kanwal (2016) also suggested continuing education like workshops, seminars, conferences, and short collection development courses. It was stressed that librarians' self-reading is a proper way to increase the understanding of the CDP. Ghalib (2014) suggested proper educational training for librarians to increase their understanding of CDP. Agbo (2014) suggested that collection development librarians must be educated to the graduate or

master's level in library and information science courses and must have in-depth knowledge of budget allocation as these are essential to the understanding of the CDP, its implementation, and effectiveness of the entire collection development activities.

The literature review above discussed the perceived importance and understanding of CDP as essential variables contributing to the adoption of CDP. The next discussion would examine factors contributing to the perceived importance and understanding of the CDP including education level and working experience.

2.10 Educational level and perceived importance of CDP

Education is generally defined as a learning process in which individuals acquire knowledge and information that develop their mental ability (National Research Council 2012). Education level is assumed to have some bearing on people's perception of a given subject. The popular assumption is that the more education people have in a subject, the greater their perception towards that subject. This assumption has been supported by several studies that have looked at the perception of policies from various professions. In the information profession, educational level was found to be significantly correlated with the perception and compliance of information security policy (Hui 2018; Ögütçü 2016). The studies indicated that respondents with higher educational qualifications had a better perception and were more compliant with information security policies than those with a lower educational qualification. Similarly, in the health profession, several studies have indicated the influence of education on the perception of patient safety management policy (Choi 2010; Kim 2013; Park 2012; Swart 2015). The studies found that respondents who were educated on patient safety management had a better perception of patient safety policy than those who were not. Several other studies have demonstrated that education and training significantly correlated with the perception of antibiotic policy (Giannitsioti 2016), referral policy (Abodunrin 2010), and rehabilitation counseling

policy (Olga 2019). Respondents with a higher educational qualification had a better perception of the policies compared to those with lower educational qualifications.

Based on the above literature, it can be inferred that the educational level has an on the perceived importance of policy. The more educational training one had received about a policy, the more likely they are to perceive it as important. In other words, educational training provides a better perception of a policy. However, the relationship between educational level and perceived importance of collection development policy (CDP) is relatively unexplored. In this study, it is hypothesized that academic librarians with a higher educational qualification in the field of LIS would be more likely to perceive CDP as more important than those with a lower educational level.

2.11 Educational level and understanding of CDP elements

Educational level has also been associated with the understanding of a policy. Being educated on policy increases one's knowledge, skills, and understanding within the context of policy development (Byrd 2012; Rains and Carroll 2000). Studies by Primomo (2007), Janet and Björling (2013), and Byrd (2012) suggested that exposing students to policy-related training would significantly increase their understanding and possible engagement in policy development. Fyffe (2009) and Hofler (2006) suggested that education and training on policy including intensive fellowships help to establish a system of competent individuals who understand policy development. Rains and Carroll (2000) conducted pre-assessment and post-assessment on a policy competency among 27 graduates who completed a policy course. The study found a significant increase in policy understanding, and the ability to engage in policy development. After completing the policy course, the students demonstrated a positive increase in the understanding of the policy development process ($M = 3.74$, $SD = 3.51$).

In another study, Olaka (2010) found that the knowledge of copyright policy significantly differed among Kenya academic librarians based on their educational level. Those with higher educational levels such as Ph.D. and master's degrees demonstrated greater knowledge of copyright policy than those with a lower level of education such as bachelor's degrees, diplomas, and certificate holders. Similarly, Cox (1998) compared the knowledge of copyright policy among principals, educators, and librarians. Out of the three categories, librarians were found to have a greater knowledge of copyright policy due to their access to more coordinated copyright education. In addition, Shane (1999) found that the level of knowledge of copyright policy among teachers in California significantly differed based on their educational level. Those with master's degrees demonstrated greater knowledge of copyright policy than those with bachelor's degrees. The significant differences indicated a clear relationship between the knowledge of copyright policy and educational level. The more education the respondents received about the policy, the more they are likely to understand it.

Based on the above literature, it can be inferred that level of education has a significant influence on the understanding/knowledge of a policy. The more education one has received about a policy, the more likely they are to understand it, and the more likely they are willing to adopt it. However, the relationship between educational level and understanding of collection development policy (CDP) is relatively unexplored. In this study, it is hypothesized that academic librarians with a higher educational level in the field of LIS are more likely to have a greater understanding of the CDP than those with a lower educational level.

2.12 Working experience and perceived importance of CDP

Working experience can be defined as any experience a person has gained while working in a specific field or occupation (Alenezi and Karim 2010). Experience

contributes to the individual's expertise, knowledge, and perception of a subject through exposure. Although there is a limited empirical study that examines the influence of work experience on the perceived importance of CDP, some evidence presenting this relationship in other areas of study was found in the literature. For instance, studies conducted by Kim (2013) and Jang (2017) found that working experience had a great impact on the perceived importance of patient safety management policy. These studies revealed that respondents who had worked for many years had a greater perception of patient safety policy than those who had worked for a few years. Several other studies conducted in the nursing profession have also shown how work experience significantly influenced the perceived importance and willingness to participate in health policy development (Fyffe 2009; Kunaviktikul 2010).

However, some studies indicated that working experience had no significant effect on perceived importance in a given subject. For instance, Oguz and Assefa (2014) examined the perception of institutional repositories among members of faculty at the University of North Carolina using an online survey. The study revealed that the experience in using institutional repositories was not statistically significant, indicating this variable did not influence the positive perception of the institutional repositories. Although the research did not investigate explicitly subject-based repositories faculty members contributed to, their experience seems not to have an impact on their perception. Similarly, the study conducted by Bailey Jr (1991) found that the number of years of working experience does not influence the perceived importance of work with families.

The literature reviewed had shown inconsistent results. Some studies found the working experience to be critical on perceived importance, while others found no relationship between the experience and perceived importance. Therefore, this study seeks to contribute to the current studies aimed at resolving this inconsistency by

examining the influence of working experience on the perceived importance of CDP among academic librarians in Nigeria. In this study, it is hypothesized that the duration of working experience in the library is more likely to influence the perceived importance level of CDP.

2.13 Working experience and understanding of CDP elements.

Experience refers to the knowledge or skills that people acquire from participating in or exposure to a particular event (Chen 2011). Experience is associated with the knowledge and skills of individuals which is developed through education and training (Pil and Leana 2009; Van Maele and Van Houtte 2012). There is a limited empirical study that examines the influence of work experience on the understanding of CDP. However, some evidence presenting this relationship in other areas of study was found in the literature. For instance, studies have found that work experience significantly influenced the knowledge level of health policy development (Kunaviktikul 2010; Spitzer and Golander 2001). The authors stressed that greater experience provides opportunities to acquire knowledge, expertise, and skills in policy development. Similarly, a study conducted by Tilden and Tilden (1985) using Benner's inexperienced and experience framework for clinical practice, found that experience was a determinant of nurses' understanding of health policy. Moreover, Bobay (2009) observed that the ease with which nurses participated in health policy development was an indicator of their experience with health policy issues.

Shane (1999) examined the knowledge of copyright policy among teachers in California and found that a significant relationship existed between respondents' working experience and knowledge of copyright issues. The knowledge of copyright issues was higher in teachers with 5 years or more experience than those with only one year of experience, indicating a significant relationship between experience and knowledge.

However, a study conducted by Olaka (2010) revealed that Kenyan academic librarians' copyright knowledge did not differ based on their duration of service. Ericsson and Lehmann (1996) argued that "the duration of service in itself is not an indicator of one's knowledge in a given domain, as what is important is the deliberate practice one is engaged in while working in a given domain".

Academic librarians with more years of working experience are more likely to be exposed to local CDP training, workshops, conferences, seminars, etc. organized by the libraries where the respondents are working. Therefore, from the above literature, it is hypothesized that academic librarians with more years of working experience would have a better understanding of CDP than those with fewer years of working experience.

2.14 Summary

The opening section provides an overview and definition of the terms related to the collection, collection development, and collection development policy from the views of different researchers and scholars. The second section explored literature on the reasons for having a written CDP, major elements necessary for a written CDP, and availability as well as the use of CDP in academic libraries. The third section reviewed the literature on how collection development policy had been perceived as important by library professionals in their collection development activities as well as their practical knowledge and skills regarding the collection development policy formulation. The last section discussed the influence of the educational level on the perceived importance and knowledge/understanding of the collection development policy, and the influence of working experience on the perceived importance and knowledge/understanding of the collection development policy.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the methodology employed by the researcher to collect and analyze data. A research methodology is designed for achieving the objectives of the study (Creswell (2003)). The methodology includes research design, population, sample and sampling techniques, research instrument, validity and reliability, operationalization of the variable, the method for data collection, and analysis. A quantitative methodology was employed in this study as it was considered appropriate for a large population, quantifiable data, and questionnaire instrument.

3.2 Research Design

A research design is defined as a plan to organize various components of the study coherently and logically to effectively tackle the research problem, ranging from deciding the population, sample size, data collection method, and analysis (Miller and Salkind 2002; Vaus 2001). A research design as defined by Parahoo and McCaughan (2001), is a model for researching with full control over variables that could interfere with the validity of the results. In this study, a survey research design was employed. A survey research design is a quantitative research design that consists of a predetermined set of questions that are given to a sample or population to describe their opinions, beliefs, or characteristics (Coleman and Briggs 2002; Vaus 2001). In the survey research method, researchers collect quantitative or numbered data using a questionnaire. The data collected are analyzed to describe trends and to test hypotheses (Walliman 2005). For this study, the survey research method was considered appropriate as the study aimed to describe the Nigerian academic librarians' opinions about their perception of the importance and understanding of collection development policy.

3.3 The population of the study

A population is a collective term used to describe the overall cases that are subjects of the study (Walliman 2005). According to Parahoo and McCaughan (2001), a population is defined as the total number of cases in which data can be collected. This comprises of people or objects which are the focus of the researcher. The population for this study consisted of 207 academic librarians from the three selected federal universities in the Northwester region of Nigeria. These universities were Ahmadu Bello University Zaria (ABU), Bayero University Kano (BUK), and Usmanu Danfodiyo University Sokoto (UDUS). The academic librarians were chosen because they were in a good position to provide relevant information required in actualizing this research study. Similarly, the three universities were chosen based on the criteria set out by the researcher; the university must be conventional, established for more than 40 years, belong to either first- or second-generation, have both print and electronic resources, and have no functional written CDP. The breakdown of the population of academic librarians by each university is shown in Table 3.1:

Table 3.1: The population of academic librarians' from the three universities as of the year 2019

No.	Universities	Population
1	Ahmadu Bello University Zaria (ABU)	87
2	Bayero University Kano (BUK)	70
3	Usmanu Danfoyo University Sokoto (UDUS)	50
	Total academic librarians	207

Sources: Secretarial Office of the University libraries

3.4 Sample and Sampling Techniques

A sample can be defined as the selected number of individuals, elements, units from a larger group to represent the entire group in a study (Walliman 2005). According

to Polit and Beck (2009), a sample is the proportion of a research population. Sampling is done when the information is collected from a portion of the entire population (Walliman 2005). Proper representation of the entire population is the essential requirement of the sample (Walliman 2005). For this study, the process of determining the sample size was based on Krejcie and Morgan (1970) population and sample size table. According to the table, the approximate sample size of the **207** population is **136** (confidence level =95%, margin of error =2.5%).

Sampling techniques are usually divided into probability and non-probability sampling. In probability sampling, all members in the entire group have an equal chance to be chosen as a sample, whereas in non-probability sampling techniques, all members of the group have zero chance to be chosen as samples. As for this study, stratified random sampling was used to choose the required sample of the study. As defined by Babbie (2002), a stratified random sampling method is a probability sampling technique where the entire population is divided into various subgroups, and then the sample elements are randomly chosen from the various strata proportionally. Stratified random sampling is mostly used when the composition of the total group for certain characteristics is known before the sample is selected (Miller and Salkind 2002).

The stratified random sampling technique was used to ensure that the three universities were well represented. The sample size for each university was obtained by dividing the population of the university over the total population and multiplying by the approximate sample size. For example, for ABU, the sample size calculated was, $87/207*136= 57$, for BUK, $70/207*136 = 46$ and for UDUS $50/207*136 =33$. Then after determining the sample size for each university, a simple random sampling was used to select the respondents at the respective library. The respondents were selected from the sampling frame using the random number generated through the computer. Then the

numbers were matched with the list in the sample frame. The name of the librarian whose name number matched the computer-generated number becomes the respondent for the study. (Refer to Table 3.2).

Table 3.2: The Population and Sample size

No.	Universities	Population	Sample
1	Ahmadu Bello University Zaria (ABU)	87	57
2	Bayero University Kano (BUK)	70	46
3	Usmanu Danfoyo University Sokoto (UDUS)	50	33
	Total	207	136

3.5 Research Instrument

A research instrument is described as a tool used for data collection (Parahoo and McCaughan (2001). A printed questionnaire was adopted for collecting data in this study. The questionnaire was chosen because it is more economical and less time-consuming when collecting data from a large population. According to Walliman (2005), a questionnaire has more advantages when collecting data from a large sample when compared to the time and funds spend in conducting an interview. Salkind (2009) had stated that a questionnaire scale is used in research to know how somebody feels or perceives something. The questionnaire items were developed based on IFLA (2001) guideline for the collection development policy. IFLA guideline was chosen because it was intended to serve as a reference to new collection development librarians or areas where CDP adoption is minimal (IFLA 2001). Other collection development policy guidelines were not considered due to the limitation of time and cost. The IFLA guideline is divided into two major categories; reasons for having a CDP and elements of a good CDP. The first category was used to measure the respondents' perceived importance, while the second category was used to measure the respondents' understanding of CDP. For this reason, two questionnaire scales (perceived importance and understanding of

CDP) were adopted. Demographic items were also included in the survey questionnaire to obtain quantitative data.

The questionnaire consisted of three sections:

Section A: The first section consisted of questions that elicited demographic information about each participant including gender, age, institution, educational level, and working experience.

Section B: The second section consisted of twenty-two (22) close-ended questions that assessed whether academic librarians perceived CDP as important in developing a library collection. These questions were anchored on five scale measurements (1 = Not Important, 2 = Slightly Important, 3 = Moderately Important, 4 = Important, 5 = Very Important).

Section C: The last section consisted of nineteen (19) close-ended questions that assessed whether academic librarians had baseline knowledge of what elements needed for a written CDP. These questions were anchored on five scale measurements (1 = Not Understood at all, 2 = Slightly Understood, 3 = Somewhat Understood, 4 = Well Understood, 5 = Very Well Understood).

3.6 Validity and Reliability of the Instrument

Validity as described by Babbie (2002), is the degree to which an empirical measure adequately reflects the real meaning of the concept under consideration. There are different types of validity researchers should consider, but for the sake of this study, face and content validity were used. Face and content validity refers to the relevancy and comprehensiveness of the research instrument. Face validity means the subjective assessment of the operationalization of constructs. While content validity is the extent to which a measurement covers a range of meanings contained in a concept (Babbie 2002).

To establish content validity, the questionnaire items were adopted from the IFLA guidelines for collection development policy developed in 2001 and matched with the related literature. This is because the guideline is one of the most widely accepted and used standards for writing CDPs. Likewise, the instrument was given to experts in the field of librarianship for face validity. These experts were selected based on their experience in the field of librarianship. They included two experienced researchers (senior lecturers) from department of library and information science and two experienced practicing librarians (senior librarians). They critically examined the instrument in terms of the clarity of expression and the appropriateness of the language. Corrections and observations were made where necessary. For instance, the researcher was told to drop E-resource collection development policy guideline and use general collection development policy guidelines only. This was to limit the scope and cost of the study. The researcher also removed some items which initially were in the questionnaire because the validates complained the items were overlapping. Similarly, two questions from a demographic section that asked respondents' name of the department/unit and position held as collection development librarian were removed, while one question that asked respondents' working experience was added as demanded by the validate. Moreover, the response option for sections B and C which was in descending order (5 - 1) was changed to ascending order (1 - 5). Other corrections observed by the experts were very minor. All the corrections effected in the research instrument are contained in the copy of the validated instruments in Appendix A and B.

Reliability refers to a particular technique, applied repeatedly to the same object, and yields the same result each time (Babbie 2002). To determine the reliability of the survey instrument, a pilot study was conducted. The pilot was conducted to ascertain the appropriateness of the instrument with the level of the respondents in this study. The pilot study helped to ensure that the respondents understood the meaning of each item before

answering them. According to Holloway and Galvin (2016), a pilot study is commonly used in a quantitative study to get familiar with the data collection. The data from the pilot were collected, coded, and analyzed. A Cronbach's alpha value was used to test the internal consistency of the measurement scale.

3.7 Pilot Study

A pilot study was conducted in January 2020. A convenience sampling technique was used to peak thirty (30) academic librarians from two selected universities in the Northwester region of Nigeria that were easy to reach by the researcher and willing to participate. Although there is no consensus on the number of respondents a pilot test should have, some scholars recommended that 10% of the sample of the mother study or 30 respondents from the entire population should be enough for the pilot test (Johanson and Brooks 2010; Saunders 2011). The pilot study was conducted to ascertain the appropriateness of the instrument with the level of the respondents in the study. The questionnaires with a cover letter that explains the purpose of the study, the voluntariness of participation, and the confidentiality of the respondents' responses, were distributed to the respondents by the researcher with the assistance of some library staff. While distributing the questionnaire, the researcher personally explained to respondents areas that were found confusing and encouraged them to give their opinions regarding the clarity, length, and language of the questionnaire. The respondent needed 20 – 30 minutes to complete the questionnaire. All the thirty questionnaires were returned. All comments and suggestions were taken into consideration to improve the instrument. For example, it was observed that librarians with a Higher National Diploma (HND) did not belong to the academic librarians' cadre in Nigeria. The correction was also made by changing the numbering of the questionnaire scale. The demographic profile of the respondents in the pilot study is displayed in Table 3.4.

Table 3.3: Pilot Study Demographic Profile

Demographic variables	Frequency	Percentage %
Gender		
Male	24	80.0
Female	6	20.0
Total	30	100
Age		
Below 30	3	10.0
31 - 40	18	60.0
41 - 50	6	20.0
51 and above	3	10.0
Total	30	100
Institution		
Nigerian Defense Academic Kaduna	15	50.0
Federal University Gusau	15	50.0
Total	30	100
Educational Level		
Bachelor's degree	18	60.0
Master's degree	10	33.3
PhD	2	6.7
Total	30	100
Working Experience		
Below 10 years	19	63.3
11 – 20 years	5	16.7
21 and above	6	20.0
Total	30	100

A total of 30 academic librarians responded to the pilot study (100% response rate) and comprised 24 males (80%) and 6 females (20%). The number of males was greater than their female counterparts. The age category was set to below 30 years, 31 to 40 years, 41 to 50, and 50 years and above. There were 3 (10.0%) respondents aged below 30 years, 18 (60.0%) aged between 31 to 40, 6 (20.0%) aged between 41 to 50 years, and 3 (10.0%) aged 50 and above. A total of 15 respondents were from Nigerian Defense

academic Kaduna and 15 respondents were from Federal University Gusau. A total of 18 respondents were degree holders, 10 respondents had masters' degrees, and 2 respondents had doctoral (Ph.D.) degrees. The respondents' working experience was set to below 10 years, 11 to 20 years, and 21 years and above. 19 (63.3%) had below 10 years' experience, 5 (16.7%) had 11 to 20 years experience and 6 (20.0%) had 21 years and above experience.

3.8 Internal Consistency Reliability

There are different ways for determining the reliability level of a measurement scale. For this study, the reliability of the instrument was measured through Cronbach's alpha. As stated by Chen (2011), a Cronbach's alpha value is most commonly used to determine the internal reliability of a particular measurement scale for showing lower or higher guaranteed rates. Chua (2013) noted that to determine the reliability of a research instrument using Cronbach's alpha reliability test, the alpha value of .65 to .95 is satisfactory because a low alpha value ($\alpha < .65$) indicates that the ability of items to measure the variable is low, while an alpha value that is too high ($\alpha > .95$) means all items are similar. DeVellis (2016) recommended that the ideal Cronbach's alpha coefficient should be above .70 ($>.70$). Therefore, after deleting one item from the planning measuring scale as suggested by the analysis, the results for Cronbach's alpha coefficient test displayed that all the constructs scored above the recommended level of 0.70. Table 3.4 shows the Cronbach's alpha coefficient test results.

Table 3.4: Cronbach's Alpha

No	Variables	Dimensions	Number Items	Cronbach's Alpha
1	Perceived Importance	Selection	5	.718
		Planning	4	.862
		Public Relation	10	.777
		Cooperation	3	.771
2	Understanding		19	.922

3.9 Operationalization of variables

3.9.1 Independent variables

The following variables were employed as independent variables of perceived importance and understanding of collection development policy.

- i. Educational level: Educational level had been operationalized as the highest level of education (qualification) in LIS completed by an individual respondent at the time of this study. Therefore, academic librarians with bachelor's degrees, master's degrees, and Ph.D. as their highest qualification were considered for participation in this study.
- ii. Working experience: Working experience had been operationalized as the amount of time, in years, an individual respondent had worked in an academic library at the time of the study. Therefore, academic librarians with working experience below 10 years, 11 - 20 years, and 21 and above were considered for participation in this study.

Table 3.5: The independent variables, variable label, and operational definitions.

Variables	Variable Label	Operational Definition Categories	Level of Measurement
Educational Level	Highest qualification at the time of the study	Bachelor's degree/, Master's Degree/ PhD	Dichotomous Ordinal
Working Experience	Years of service at the time of the study	Below 10 years/ 11-20 years/ 21 and above	Dichotomous Ordinal

3.9.2 Dependent Variables

There were two dependent variables in this study; perceived importance of CDP and understanding of CDP.

- i. **Perceived importance of CDP:** Perceived importance had been operationalized as the extent to which academic librarians believe that CDP is important in developing a library collection, thereby leading to the adoption of the CDP. This variable had twenty-two items anchored on five Likert scales ranging from 1 (Not Important) to 5 (Very Important). A high score for each variable reflects higher perceived importance of CDP and a low score reflects lower perceived importance.
- ii. **Understanding of CDP:** Understanding had been operationalized as academic librarians' self-reported knowledge level of elements necessary for a written CDP. This variable had nineteen items anchored on five Likert scales ranging from 1 (Not Understood at all) to 5 (Very Well Understood). A high score for each variable reflects a higher understanding of CDP and a low score reflects a lower understanding.

Table 3.6: Items used to measure the perceived importance of CDP

i. I perceived that CDP is important to:		
Dimensions	No	Statement
Selection	S1	Provide practical guidance for the selection of print and non-print materials
	S2	Provide practical guidance for deselection of print and non-print materials
	S3	Reduce personal bias or influence of a single selector.
	S4	Ensure continuity and consistency in the selection process over a period despite changes in staffing and funding.
	S5	Allow library selection decisions to be evaluated and justified
Planning	P1	Provide sound foundations for future planning
	P2	Help to determine priorities particularly when there are limited financial resources.
	P3	Provide the basis for a reasonable allocation of financial resources among different subject areas.
	P4	Save the library budget by describing the reasons behind proposing for the acquisition of each material.
Public Relation	PR1	Facilitate communication between library staff and users.
	PR2	Facilitate communication between library staff and funding agencies.
	PR3	Help the library to handle challenges from users regarding the selection and rejection of certain materials.
	PR4	Help the library to handle challenges from funding agencies regarding the selection and rejection of certain materials.

Table 3.6: continued

Dimensions	No	Statement
	PR5	Demonstrate to the community of users what libraries do with their allocated funds.
	PR6	Demonstrate to funding agencies what libraries do with their allocated funds.
	PR7	Demonstrate to users what they should expect from the library in terms of collections and services.
	PR8	Protect the library against external pressure by stating the position of a library on intellectual freedom.
	PR9	Help the library to politely but firmly reject unwanted gifts.
	PR10	Help the library to reject sectarian or potential offensive materials.
Collaboration	C1	Facilitate local interlibrary cooperation and networking.
	C2	Facilitate global/international interlibrary cooperation and networking.
	C3	Facilitate collaborative development of library resources.

Table 3.7: Items used to measure the understanding of CDP

I understand that CDP includes standard elements that address various issues like:	
No	Statement
U1	Description of the overall objectives, goals, or mission of the library.
U2	Description of the purpose of writing the policy.
U3	Description of the number and types of users intended to serve.
U4	Description of the types and size of the materials in the library e.g. number of books, periodicals, theses, gray literature, maps, and electronic resources
U5	Description of the formats of library materials e.g. print, non-print or electronic materials

Table 3.7: continued

No	Statement
U6	Description of the language of library materials using research language codes
U7	Description of the subjects of library materials based on the classification scheme of the library e.g., sciences, social sciences, humanities, adult fiction, reference, etc.
U8	Description of library collection priorities or collection intensity level
U9	Description of the budget summary of the money the library will spend on various materials
U10	Description of the special sources of funds such as grant or donation
U11	Description of the unit or person(s) responsible for the selection of library materials e.g. librarians, subject specialists, or faculty members.
U12	Description of the selection criteria that guide the selection process of the library.
U13	Description of the library policies or procedures for handling complaint regarding the selection or rejection of certain materials
U14	Description of the techniques for evaluating the strength and weaknesses of the library collection e.g. Collection-centered approach or user-centered approach.
U15	Description of the time frame for evaluation of the library materials e.g. monthly, quarterly, bi-annually, or even annually
U16	Description of the criteria for acceptance or rejection of gift or donated materials
U17	Description of the criteria for weeding and disposal of unneeded materials
U18	Description of the policy implementation process or procedure
U19	Description of the timetable for revision/review of the overall policy.

Source: IFLA (2001)

3.10 Data Collection Procedure

The permission to collect data was solicited from the University Librarians at the respective academic institution. After the institutional approval for the survey was

obtained, the questionnaires with a cover letter that explains the purpose of the study, voluntariness of participation, and the confidentiality of the respondents' responses, were distributed to 136 academic librarians by the researcher with the assistance of some library staff. Another 30 questionnaires (10 from each library) were added to compensate for the probable nonresponses, making 166 questionnaires. The respondents were given enough time to complete the questionnaire and subsequent follow-up for the return of filled questionnaires was made. The researcher was also available to clarify issues for possible misconceptions. A total of 136 of the questionnaires were returned that made up a 100 percent response rate.

Table 3.8: Survey Response Rate

Total Population	207
Sample size	136
Oversample size	166
Completed Survey	136
Response Rate	100%

3.11 Data Analysis

The data derived from the responses were coded and analyzed using SPSS 23. This is because SPSS is considered as the powerful and widely accepted statistical program used in statistical research, and it is easy to learn or manipulate data (Mayers 2013). Frequency distribution was used to tabulate the number of responses received from each question. Descriptive analysis was employed to determine the mean. Correlation analysis was employed to determine the relationship between the variables. For descriptive statistics, the mean was calculated by adding all the scores rated by the respondents, then divided by the number of the respondents (136). A mid-point criterion mean or the average of each measure (3.00) was used and accepted as a positive response.

The mid-point criterion mean was calculated as follow: Criterion Mean = $\frac{5+4+3+2+1}{5} = 3.00$.

In the perceived importance of CDP, the mean score at or 3.00 was regarded as high while those mean scores below 3.00 were labeled as low perceived importance. For the understanding of CDP, the mean score at or 3.00 was regarded as high while the mean score below 3.00 was labeled as low understanding.

On the other hand, a correlational analysis was used to determine whether a relationship existed between the independent and dependent variables. A positive correlation indicates that one variable increases simultaneously with another, while a negative correlation shows that one variable decreases when the other one does.

3.12 Normality Test

A normality test is a statistical method used to determine whether a set of data corresponds to normal standard distribution. Vogt (2007) revealed that a normality distribution is a primary step expected to take place ahead of actual data analysis. The normality test was conducted for all the variables of this study to determine the normality distribution of the data. Several measures were employed for the normality test namely the measure of central tendency (MCT), Kolmogorov-Smirnov, and Shapiro-Wilk. This helped the researcher to determine the type of statistical tests to be employed.

i. The measure of Central Tendency (MCT)

The measure of central tendency (MCT) was calculated to review the data of the two variables (Perceived importance of CDP and Understanding of CDP), and the results showed that the measure of central tendency (Mean = Mode) was not normally distributed. The results of the perceived importance of CDP indicated that the mean is less than mode ($4.3412 < 4.86$), and thus indicated that data for this variable were not

normally distributed. Similar results on understanding CDP indicated that the mean is less than the mode ($3.6954 < 4.95$), so the distribution was not normal as indicated in Table 3.8.

Table 3.8: Measurement of central tendency

Variables	Responses	Mean	Median	Mode
Perceived Importance	136	4.3412	4.3636	4.86
Understanding	136	3.6954	3.9474	4.95

ii. Kolmogorov-Smirnov and Shapiro-Wilk

For Kolmogorov-Smirnov and Shapiro-Wilk test, the data is said to be approximately normally distributed if the significant P value $>.05$, but it is not approximately normally distributed if the significant P value $<.05$ (Chua 2013). Based on this assumption, the Kolmogorov-Smirnov test and Shapiro-Wilk test of these two variables (perceived importance of CDP and understanding of CDP) indicated that the test result was significant ($P<.05$) which suggested that data was not normally distributed as indicated in Table 3.9.

Table 3.9: Kolmogorov-Smirnov Test and the Shapiro-Wilk Test

Variables	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Perceived Importance	.087	136	.013	.951	136	.000
Understanding	.177	136	.000	.879	136	.000

The present study was subjected to a nonparametric test which is Spearman's Rho correlational test. The nonparametric test indicates a relationship between variables when

the distribution of data is not normal and when both variables are in the ordinal scale which is arranged according to scale (Chua 2013).

3.13 Conceptual framework

The conceptual framework in this study was designed to test the hypotheses. The framework assisted the researcher in specifying what relationships would be hypothesized among the key variables. The conceptual framework described the demographic information of the respondents as independent variables and perceived importance and understanding of CDP as dependent variables. Within this framework, the relationship between educational level and working experience with perceived importance and understanding of CDP was determined. The arrows show the relationship between independent variables and dependent variables. Both independent and dependent variables are indicated within a rectangle symbol. The following conceptual framework is not significant in answering the research questions based on the objectives of this study.

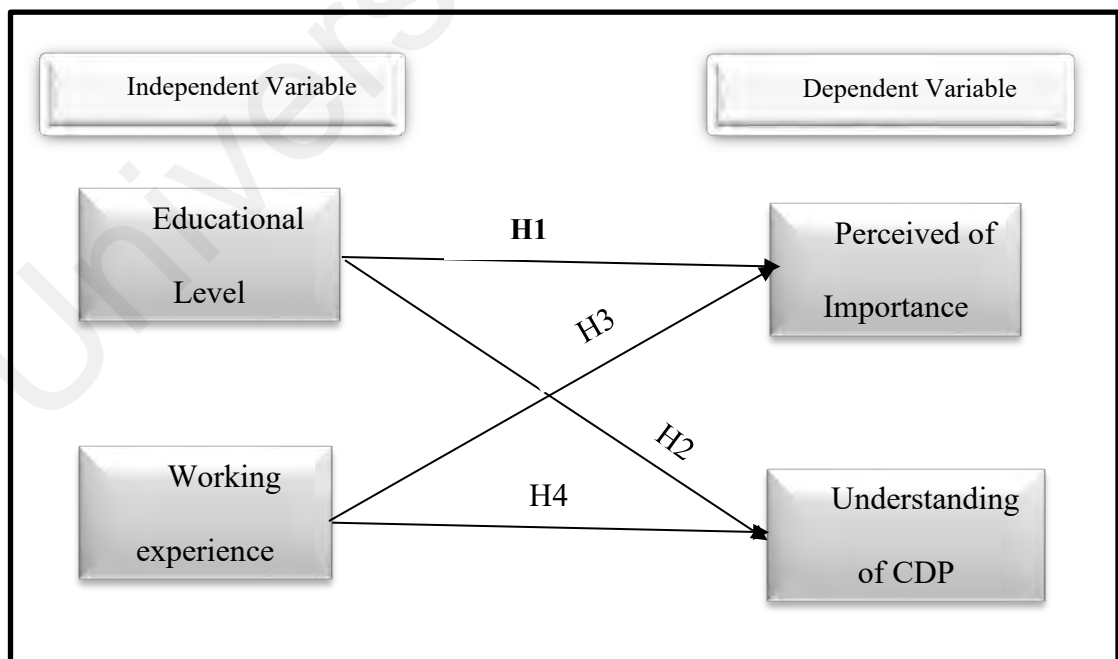


Figure 3.1: Conceptual Framework

The Research Hypotheses were:

H1: There is a statistically significant relationship between academic librarians' educational level and their perceived importance of collection development policy.

H2: There is a statistically significant relationship between academic librarians' educational level and their understanding of collection development policy.

H3: There is a statistically significant relationship between academic librarians' working experience and their perceived importance of collection development policy.

H4: There is a statistically significant relationship between academic librarians' working experience and their understanding of collection development policy.

3.14 Summary

This chapter described the methodological procedures used in this study. The chapter included the research design, population, sample, sampling techniques, research instrument, validity, reliability, method of data collection, and analyses, as well as the operationalization of the variables. The next chapter will provide a comprehensive analysis of data and findings.

CHAPTER 4: DATA ANALYSIS

4.1 Overview

This chapter presents the major findings of this investigation. The main objective of the study was to determine the perceived importance and understanding of CDP among academic librarians in Nigeria. An additional objective was to determine whether demographic factors such as educational level and working experience influenced the perceived importance and understanding of CDP. There are two aspects in this chapter; demographic description and a report on the responses of the items. The following research questions were developed to guide the study:

1. What is the academic librarians' perceived importance of collection development policy?
2. What is the academic librarians' understanding of collection development policy?

4.2 Demographic Information

Demographic information of the respondents consisted of gender, age, institution, educational level, and working experience.

Table 4.1: Demographic Profiles

Demographic Variables	Frequency	Percentage
Gender		
Male	104	76.5
Female	32	23.5
Total	136	100.0
Age		
Below 30 years	15	11.1
31 - 40 years	55	40.4
41 - 50 years	42	30.9
51 and above	24	17.6
Total	136	100.0

Table 4.1: continued

Demographic Variables	Frequency	Percentage
Institutions		
Ahmadu Bello University Zaria (ABU).	57	41.9
Bayero University Kano (BUK).	46	33.8
Usmanu Danfodiyo University (UDUS).	33	24.3
Total	136	100.0
Educational Level		
Bachelor's degree	47	34.5
Master's Degree	73	53.7
PhD	16	11.8
Total	136	100.0
Working Experience		
Below 10 years	80	58.8
11 – 20 years	30	22.1
21 to above	26	19.1
Total	136	100.0

The demographic profiles showed that of the 136 respondents, 104 (76.5%) were males and only 32 (23.5%) were females. The respondents' age shows that 55 (40.4%) were between 31- 40 years, and 15 (11.1%) were below 30 years of age. As for the institution, the data showed that 57 (41.9%) of the respondents were from ABU, 46 (33.8%) were from BUK, and 33 (24.3%) were from UDUS. The educational level of the respondents showed that 73 (53.7%) of the respondents were master's degree holders, 47 (34.5%) were bachelor's degree holders, and 16 (11.8%) were Ph.D. holders. The respondents' years of working experience indicated that 80 (58.8%) of the respondents had below 10 years of working experience, 30 (22.1%) had 11 to 20 years of working

experience, and 26 (19.1%) had above 21 years of working experience as academic librarians.

4.3 Descriptive Findings (research questions 1 and 2)

Descriptive analysis was conducted to determine the academic librarians' perceived importance and understanding of CDP. A mid-point criterion mean or the average of each measure (3.00) as used by Joseph (2013), was used and accepted as a positive response. The mid-point criterion mean in this study was calculated as follows:

$$\text{Criterion Mean} = \frac{5+4+3+2+1}{5} = 3.00$$

Research Question 1: To what extent do academic librarians perceive collection development policy to be important?

To examine the academic librarians' perceived importance of CDP, the academic librarians were asked to indicate their perceived importance level of CDP in four criteria (selection, planning, public relation, and collaboration) set out by IFLA standard, with the 22 item statements, using a Likert scale that ranges from 1 (Not Important) to 5 (Very Important). Responses to each item were summed and the mean scores were calculated. The mean scores were ranked from high to low. An overall mean score of 3.00 or above was regarded as high, and those below 3.00 were labeled as low.

Table 4.2: The mean scores of academic librarians' perceived importance level of CDP.

(Item Number) Item Statements	NI	SI	MI	I	VI	Mean
Frequency (Percentage)						
I. Selection						4.44
(1) Provides practical guidance for the selection of print and non-print materials	0 (0.0%)	5 (3.7%)	6 (4.4%)	27 (19.9%)	97 (72.1%)	4.60
(4) Ensures continuity and consistency in the selection process over a period despite changes in staffing and funding.	0 (0.0%)	5 (3.7%)	11 (8.1%)	33 (24.3%)	87 (64.0%)	4.49
(5) Allows library selection decisions to be justified and evaluated	0 (0.0%)	5 (3.7%)	11 (8.1%)	32 (23.5%)	88 (64.7%)	4.49
(2) Provides practical guidance for deselection of print and non-print materials	2 (1.5%)	7 (5.1%)	12 (8.8%)	31 (22.8%)	84 (61.8%)	4.38
(3) Reduces the personal bias or influence of a single selector.	0 (0.0%)	4 (2.9%)	15 (11.0%)	58 (42.6%)	59 (43.4%)	4.26
II. Planning						4.42
(1) Provides a sound foundation for future planning	0 (0.0%)	5 (3.7%)	8 (5.9%)	26 (19.1%)	97 (71.3%)	4.58
(4) Saves a library budget by describing the reasons behind proposing for the acquisition of each material.	0 (0.0%)	6 (4.4%)	14 (10.3%)	37 (27.2%)	79 (58.1%)	4.39
(2) Helps to determine priorities particularly when there are limited financial resources.	1 (0.7%)	6 (4.4%)	7 (5.1%)	48 (35.3%)	74 (54.4%)	4.38
(3) Provides bases for fair allocation of resources between different subjects and formats of materials.	0 (0.0%)	5 (3.7%)	10 (7.4%)	55 (40.4)	66 (48.5%)	4.34
III. Public Relation						4.48
(4) Help the library to handle challenges from funding agencies regarding the selection and rejection of certain materials.	0 (0.0%)	2 (1.5%)	10 (7.4%)	29 (21.3%)	95 (69.9%)	4.60
(3) Help library to handle challenges from users regarding the selection and rejection of certain materials.	0 (0.0%)	2 (1.5%)	8 (5.9%)	36 (26.5%)	90 (66.2%)	4.57

Table 4.2: continued

(Item Number) Item Statements	NI	SI	MI	I	VI	Mean
Frequency (Percentage)						
(6) Demonstrates to funding agencies what libraries do with their allocated funds	1 (0.7%)	2 (1.5%)	7 (5.1%)	35 (25.7%)	91 (66.9%)	4.57
(2) Facilitates communication between library staff and funding agencies.	0 (0.0%)	4 (2.9%)	3 (2.2%)	44 (32.4%)	85 (62.5%)	4.54
(1) Facilitates communication between library staff and users.	1 (0.7%)	2 (1.5%)	10 (7.4%)	40 (29.4)	83 (61.0%)	4.49
(10) Helps the library to reject sectarian or potential offensive materials.	0 (0.0%)	7 (5.1%)	9 (6.6%)	30 (22.1%)	90 (66.2%)	4.49
(7) Demonstrates to users what they should expect from the library in terms of collections and services	0 (0.0%)	2 (1.5%)	13 (9.6%)	40 (29.4%)	81 (59.6%)	4.47
(5) Demonstrates to the community of users what libraries do with their allocated funds	1 (0.7%)	3 (2.2%)	15 (11.0%)	40 (29.4%)	77 (56.6%)	4.39
(8) Protects library against external pressure by stating the position of the library on intellectual freedom	0 (0.0%)	1 (0.7%)	24 (17.6%)	35 (25.7%)	76 (55.9%)	4.37
(9) Helps the library to politely but firmly reject unwanted gifts.	0 (0.0%)	1 (0.7%)	17 (12.5%)	34 (25.0%)	78 (57.4%)	4.35
IV. Collaboration						4.54
(1) Facilitates local and interlibrary cooperation and networking	1 (0.7%)	0 (0.0%)	5 (3.7%)	44 (32.4%)	86 (63.2%)	4.57
(3) Facilitates collaborative development of library resources	0 (0.0%)	1 (0.7%)	11 (8.1%)	38 (27.9%)	86 (63.2%)	4.54
(2) Facilitates global or international cooperation and networking	0 (0.0%)	3 (2.2%)	7 (5.1%)	42 (30.9%)	84 (61.8%)	4.52

*1= Not Important (NI); 2= Slightly Important (SI); 3= Moderately Important (MI); 4= Important (I);

5= Very Important (VI).

Section I: Selection

Section I of Table 4.2 presents the mean score of the academic librarians' view on their perceived importance level of CDP on selection. Based on the overall mean score of 4.44 for the five (5) item statements, the academic librarians indicated a high level of

perceived importance of CDP on material selections for library users. The results of the academic librarians' perceived importance on selection ranged from the lowest mean 4.26 on item 3 to the highest mean 4.60 on item 1

Item 1, 'providing practical guidance in the selection of printed and non-printed materials' had the highest mean (4.60), indicating its prime importance. Next was item 4, 'ensuring continuity and consistency in the selection process, with a mean score of 4.49, followed by item 5, 'allowing library selection decisions to be justified and evaluated' with a mean score of 4.49. item 2, 'providing practical guidance for deselection of print and non-print materials, with a mean score of 4.38. Item 3, 'reducing personal bias or influence of a single selector with a mean score of 4.26 was rated as the least important function CDP performs in the selection.

Section II: Planning

Section II of Table 4.2 presents the mean score of the academic librarians' view on their perceived importance level of CDP on planning. Based on the overall mean score of 4.42 for the four (4) item statements, the academic librarians indicated a high level of perceived importance of CDP on planning for selection and acquisition of library materials. The results of the academic librarians' perceived importance on planning ranged from the lowest mean 4.34 on item 3 to the highest mean 4.58 on item 1.

Item 1, 'providing a sound foundation for future planning' had the highest mean (4.58), indicating its prime importance. Next was item 4, 'saving a library budget by describing the reasons for acquiring each material' with a mean score of 4.39, followed by item 2, 'Assisting in determining priorities when financial resources are limited with a mean score of 4.38. Item 3, 'providing a basis for fair allocation of resources with a

mean score of 3.34 was rated as the least important function CDP performs in the planning.

Section III: Public Relation

Section III of Table 4.2 presents the mean score of the academic librarians' view on their perceived importance level of CDP on public relations. Based on the overall mean score of 4.48 for the ten (10) item statements, the academic librarians indicated a high level of perceived importance of CDP on public relations. The results of the academic librarians' perceived importance on public relations ranged from the lowest mean 4.35 on item 9 to the highest-mean of 4.60 on item 4.

In this category, item 4, 'making a case for the library when dealing with administrators and funding agencies' had the highest mean (4.60), indicating its prime importance. Next was item 3, 'making a case for the library when dealing with users' with a mean score of 4.57, followed by item 6, 'demonstrating to funding agencies what libraries do with their allocated funds' with a mean score of 4.47. Item 9, 'politely but firmly rejecting unwanted gifts' (4.35), and item 6, 'protecting library against external pressure' (4.37) were rated as the least important function of CDP in the public relation category.

Section IV: Collaboration

Section IV of Table 4.2 presents the mean score of the academic librarians' view on their perceived importance level of CDP on cooperation. Based on the overall mean score of 4.54 for the three (3) item statements, the academic librarians indicated a high level of perceived importance of CDP on collaboration. The results of the academic librarians' perceived importance on cooperation ranged from the lowest mean of 4.52 on item 2 to the highest mean of 4.57 on item 1.

Item 1, ‘facilitating local and interlibrary cooperation and networking’ had the highest mean (4.57), indicating its prime importance. Next was item 2, ‘facilitating collaborative development of library resources with a mean score of 4.54. Item 2, ‘facilitating global or international cooperation and networking’ with a mean score of 4.52 was rated as the least important function of CDP in the collaboration category

Table 4.3: The overall mean of academic librarians’ perceived importance level of CDP

No	Sections/Dimensions	Mean
I	Selection	4.44
II	Planning	4.42
III	Public Relation	4.48
IV	Collaboration	4.54
Total	Perceived Importance	4.47

Table 4.3 presents the overall mean scores of academic librarians' perceived importance level of CDP. Based on the overall mean score of 4.47 for the four (4) dimensions, the academic librarians indicated a mean level of perceived importance of CDP on the selection (4.62), planning (4.59), public relations (4.48), and cooperation (4.54). Generally, the academic librarians indicated a high level of perceived importance of CDP in selecting materials for library users, planning for selection and acquisition of library materials, maintaining public relations, and maintaining library cooperation and networking.

Research question 2: To what extent do academic librarians understand the collection development policy?

To examine the academic librarians' understanding of CDP for research question 2, the academic librarians were asked to indicate their understanding level of CDP, with

the 19 item statements, using a Likert scale that ranges from 1 (Not Understood at all) to 5 (Very Well Understood). Responses to each item were summed and the mean scores were calculated. The mean scores were ranked from high to low. An overall mean score of 3.00 or above was regarded as high, and those below 3.00 were labeled as low.

Table 4.4: The mean score of academic librarians' understanding level of CDP

(Item Number) Item statements	NUA	SU	SWU	WU	VWU	Mean
Frequency (Percentage)						
Understanding						3.65
(5) Description of the formats of library materials e.g. print and non-print materials	10 (7.4%)	15 (11.0%)	16 (11.8%)	38 (27.9%)	57 (41.9%)	3.86
(1) Description of the overall objectives, goals, or mission of the library.	14 (10%)	12 (8.8%)	10 (7.4%)	52 (38%)	48 (35.3)	3.79
(3) Description of the number and types of users served.	10 (7.4%)	12 (8.8%)	23 (16.9%)	44 (32.4%)	47 (34.6%)	3.78
(2) Description of the purpose of writing the policy.	13 (9.6%)	14 (10.3%)	19 (14.0%)	42 (30.9%)	48 (35.3%)	3.72
(12) Description of the selection criteria guiding the selection process of the library.	16 (11.8%)	14 (10.3%)	12 (8.8%)	45 (33.1%)	49 (36.0%)	3.71
(11) Description of the unit or person(s) responsible for the selecting the materials	14 (10.3%)	16 (11.8%)	11 (8.1%)	52 (38.2%)	43 (31.6%)	3.69
(14) Description of the techniques of evaluating the strength and weakness of the collection	16 (11.8%)	15 (11.0%)	13 (9.6%)	44 (32.4%)	48 (35.3%)	3.68
(19) Description of the timetable for revision/review of the overall policy.	15 (11.0%)	16 (11.8%)	18 (13.2%)	37 (27.2%)	50 (36.8%)	3.67
(8) Description of the library collection priorities or collection intensity level	13 (9.6%)	12 (8.8%)	21 (15.4%)	52 (38.2%)	38 (27.9%)	3.66
(9) Description of the library budgetary overview on various format of materials	12 (8.8%)	17 (12.5%)	18 (13.2%)	48 (35.3%)	41 (30.1%)	3.65
(13) Description of the procedure of handling complaint regarding the selection or rejection of certain materials	13 (9.6%)	18 (13.2%)	12 (8.8%)	54 (39.7%)	39 (28.7%)	3.65
(17) Description of the criteria for weeding and disposal of unneeded materials	16 (11.8%)	14 (10.3%)	16 (11.8%)	48 (35.3%)	42 (30.9%)	3.63
Description of the types and size of the library materials	14 (10.3%)	23 (16.9%)	9 (6.6%)	46 (33.8%)	44 (32.4%)	3.61

Table 4.4: continued

(Item Number) Item statements	NUA	SU	SWU	WU	VWU	Mean
Frequency (Percentage)						
(18) Description of the policy implementation process or procedure	14 (10.3%)	18 (13.2%)	16 (11.8%)	48 (35.3%)	40 (29.4%)	3.60
(10) Description of the special sources of funds such as grant or donation	14 (10.3%)	18 (13.2%)	17 (12.5%)	49 (36.0%)	38 (27.9%)	3.58
(16) Description of the criteria for acceptance or rejection of gift or donation	15 (11.0%)	14 (10.3%)	23 (16.9%)	46 (33.8%)	38 (27.9%)	3.57
(7) Description of the subjects of materials in terms of library's classification scheme	15 (11.0%)	17 (12.5%)	18 (13.2%)	47 (34.6%)	39 (28.7%)	3.57
(15) Description of the time frame for evaluation of the library materials	13 (9.6%)	18 (13.2%)	27 (19.9%)	42 (30.9%)	36 (26.5%)	3.51
(6) Description of the language of library materials using research language codes	15 (11.0%)	14 (10.3%)	37 (27.2%)	35 (25.7%)	35 (25.7%)	3.45

*1= Not Understood at all (NUAA); 2= Slightly Understood (SU); 3= Somewhat Understood (SWU); 4= Well Understood (WU); 5= Very Well Understood (VWU).

Table 4.4 presents the mean scores of the academic librarians' view of their understanding level of CDP. Based on the overall mean score of 3.65 for the above nineteen (19) item statements, the academic librarians demonstrated a high understanding level of CDP. The results of the academic librarians' understanding level on CDP ranged from the lowest mean 3.45 on item 6 to the highest mean 3.86 on item 5.

As a group, academic librarians responses were strongest in understanding that collection development policy (CDP) includes “description of the formats of library materials” with a mean score of 3.86, “description of the overall objectives, goals, or mission of the library” with a mean score of 3.79, “description of the number and types of users intended to serve” with a mean score of 3.78, and “description of the purpose of writing the policy” with the mean score of 3.72.

However, among the weakest areas of responses were the understanding of “description of the language of library materials using research language codes” with a

mean score of 3.45, “description of the time frame for evaluation of the library materials” with a mean score of 3.51, “description of the criteria for acceptance or rejection of gift or donated materials” with a mean score of 3.57, “description of the subjects of library materials in terms of library’s classification scheme” with a mean score of 3.57, and “description of the special sources of funds such as grant or donation” with a mean score of 3.58.

4.4 Correlational Findings (Hypotheses 1 to 4)

Spearman correlational test was employed to test the four (4) alternative hypotheses. “Spearman’s rho correlational test is a nonparametric test that states the relationship between variables when the distribution of the data is not normal and when both variables are in ordinal scale which is arranged according to scale” (Chua 2013). The reason for conducting this nonparametric test was due to the abnormality of the dependent variables (perceived importance of CDP and understanding of CDP) on the independent variables, educational level, and working experience. The spearman rho correlational test was used to determine whether any statistically significant relationship existed between educational level, working experience with the perceived importance of CDP, and whether any statistically significant relationship existed between educational level, working experience with an understanding of CDP.

The spearman rho correlational test was conducted based on the following correlation coefficient (r) recommended by Chua (2013): No correlation (.00), Weak (.01 to .50 or -.01 to -.50), Moderate (.51 to .70 or -.51 to -.70), Strong (.71 to .100 or -.71 to -.100). While .05 was used as a significant level of which determined the decision to accept ($< .05$) or reject the formulated hypothesis.

Hypothesis 1: There is a statistically significant relationship between academic librarians' educational level and the perceived importance of CDP.

Table 4.5: Educational level and Perceived Importance of CDP

Spearman's rho	Educational Level
Spearman correlation	.298**
Perceived Importance Sig. (1-tailed)	.000
N	136

** Correlation is significant at the 0.05 level (1-tailed)

Based on Table 4.5 the Spearman coefficient $r = .298^{**}$ and the significant level $p = .000$ was less than .05. Thus, hypothesis 1 (H1) was accepted. The result revealed that there was a statistically significant weak relationship between academic librarians' educational level and their perceived importance of CDP.

Hypothesis 2: There is a statistically significant relationship between academic librarians' educational level and their understanding of CDP.

Table 4.6: Educational level and Understanding of CDP

Spearman's rho	Educational Level
Spearman correlation	.202**
Understanding of CDP Sig. (1-tailed)	.009
N	136

** Correlation is significant at the 0.05 level (1-tailed)

Based on Table 4.6, the Spearman coefficient $r = .202^{**}$ and the significant level $p = .009$ was less than .05. Thus, hypothesis 2 (H2) was accepted. The result revealed that there was a statistically significant weak relationship between academic librarians' educational level and their understanding of CDP.

Hypothesis 3: There is a statistically significant relationship between academic librarians' working experience and their perceived importance of CDP.

Table 4.7: Working Experience and Perceived Importance of CDP

Spearman's rho	Working Experience
Spearman correlation	.111
Perceived Importance Sig. (1-tailed)	.100
N	136

** Correlation is significant at the 0.05 level (1-tailed)

Based on Table 4.7, the Spearman coefficient $r = .111$ and the significant level $p = .100$ were greater than $.05$. Thus, hypothesis 3 (H3) was rejected. The result revealed that there was no statistically significant relationship between academic librarians' working experience and their perceived importance of CDP.

Hypothesis 4: There is a statistically significant relationship between academic librarians' working experience and their understanding of CDP.

Table 4.8: Working Experience and understanding of CDP

Spearman's rho	Working Experience
Spearman correlation	-.044
Understanding of CDP Sig. (1-tailed)	.307
N	136

** Correlation is significant at the 0.05 level (1-tailed)

Based on Table 4.8, the Spearman coefficient $r = -.044$ and the significant level $p = .307$ were greater than $.05$. Thus, hypothesis 4 (H4) was rejected. The result revealed that there was no statistically significant relationship between academic librarians' working experience and their understanding of CDP.

4.5 Summary of Research Findings.

Two research questions and four hypotheses were examined in this study to determine the academic librarians' perceived importance and understanding of CDP and the demographic variables (educational level and working experience) that might affect

the perception of the importance and understanding of the CDP. Descriptive analysis was conducted to determine the academic librarians' perceived importance and understanding level of CDP. Spearman rho correlational analysis was performed to determine whether a statistically significant relationship existed between educational level, working experience with the perceived importance of CDP, and to determine whether a statistically significant relationship existed between educational level, working experience with the understanding of CDP.

Based on the mid-point criterion mean (3.00), the descriptive findings revealed that the academic librarians indicated a high perceived importance level of CDP (4.47) and a high understanding level of CDP (3.65). Similarly, based on the .05 significant level, the correlation findings revealed that there was a statistically significant weak relationship between academic librarians' perceived importance of CDP and their educational level ($p = .000$). Similarly, there was a statistically significant weak relationship between academic librarians' understanding of CDP and their educational level ($p = .009$). Also, the spearman correlational findings revealed that there was no statistically significant relationship between academic librarians' perceived importance of CDP and their working experience ($p = .100$). Also, there was no statistically significant relationship between academic librarians' understanding of CDP working experience ($p = .307$).

CHAPTER 5: DISCUSSION, RECOMMENDATION, AND CONCLUSION

5.1 Overview

This chapter presents a discussion on the findings of the study. The findings presented in chapter four are summarized and discussed based on the research objectives and literature reviewed. This was followed by recommendations and implications of the findings. The last section concludes the findings of this study.

The main purpose of this study was to determine the perceived importance and understanding of collection development policy among academic librarians in Nigeria. Also, the study determined whether demographic variables such as educational level and working experience have a relation with the perceived importance and understanding of collection development policy.

5.2 Discussion of the Findings

This section summarizes the findings of the study based on the research objectives and literature reviewed.

Research objective 1 was “to determine the perceived importance of collection development policy among academic librarians in Nigeria”. The extent perceived importance of CDP among academic librarians was determined based on four criteria (selection, planning, public relation, and cooperation) set out by IFLA (2001) guideline for collection development policy. Based on the overall mean score of 4.47 which was greater than the mid-point criteria mean (3.00), the results of the study indicate that as a group, the academic librarians had a high perceived importance level of CDP in their collection development activities. This finding was consistent with the previous studies (Ameen 2004; Ghalib 2014; Kanwal 2016). This finding suggests that Nigerian academic librarians perceive that CDP is important in developing library collection especially in the areas of (i) selection, (ii) planning, (iii) public relation, and (iv) collaboration.

(i) **Selection:** Based on the overall mean score of 4.62 for the five items in this category, the findings indicate that CDP is important to guide the selection and deselection of library materials. This corroborates with some previous studies (Chaputula and Kanyundo 2014; Khan and Bhatti 2016; Van Zijl 2014). Thus, now the selection process is becoming more complicated as libraries are moving from print to electronic resources, CDP is important to outline the criteria and steps to follow in the selection of both print and non-print materials. The CDP would also prevent librarians from being influenced by personal interest or by some fashionable temptations in the selection process which might result in developing collections that would not match users' needs. Furthermore, the CDP would enable the librarians to have a holistic idea of what is going to be selected, in what quantity, and what role each one of them is going to play.

(ii) **Planning:** Based on the overall mean score of 4.59 for the four items in this category, the findings indicate that CDP is important to provide a sound foundation for future planning. This collaborates with suggestions of previous studies (Hollingum 2013; IFLA 2001; Johnson 2018; Pfohl 2018). Thus, as budget allocation for most academic libraries is decreasing and the cost of materials is substantially increasing due to the high inflation and exchange rate, CDP is important to determine priorities and to ensure that the limited budget is spent on areas of high priority. CDP is also important in drafting grant proposals, budget requests, and fund-raising plans. Overall, CDP is important to outline the aims and objectives of the library and is a way to ensure librarians reflect on the objectives of the library for collection development activities.

(iii) **Collaboration:** Based on the overall mean score of 4.54 for the three items in this category, the findings indicate that CDP is important to facilitate both local and global interlibrary cooperation and networking. These findings are similar to other studies (Johnson (2018); Ghalib (2014)). As academic libraries are increasingly joining together into cooperatives, consortia, and alliances to improve access, save cost, and meet users'

expectations, CDP is important to formally define the roles and responsibilities of individual libraries in the collaborative environment. CDP would enable each library to know which collection to retain and for how long, and be aware of collections in other libraries.

(iv) **Public Relations:** Based on the overall mean score of 4.48 for the ten items in this category, the findings indicate that CDP is important to maintain public relations. This was consistent with reports from previous studies (Demas and Miller 2012; Johnson 2018; Pickett, et al. 2011). As academic libraries are sometimes being confronted by irate users, lecturers, faculty members, or interest groups, the presence of written policy would make it easier to justify the inclusion or exclusion of certain materials and to establish equity among a variety of disciplines or programs. The CDP would inform users, faculty members, administrators, and other relevant stakeholders about the scope and nature of the existing collection and plans for future growth.

Research objective 2 is “to determine the understanding of collection development policy among academic librarians in Nigeria”. The understanding of CDP among the academic librarians was determined based on the major CDP elements provided in the IFLA guideline 2001. Based on the overall mean score of 3.65 which was greater than the midpoint criteria mean (3.00), the finding indicates that as a group, the academic librarians had a high understanding level of CDP. This finding contradicts previous studies conducted by Kanwal (2016), Adriaanse (2015), and IFLA (2001), where it was reported that most library professionals lack basic knowledge of CDP. The high understanding of CDP in this study might be related to the fact that academic librarians had a high perceived importance level of CDP. Empirical findings have supported one who perceived that something is important are more likely to seek and therefore have more knowledge than those who perceived it less important (Hamilton 1983; Rothe 2009). Also, the working experience of the Nigerian academic librarians might have affected

their knowledge level of CDP. The respondents had an average of 9 years of working experience, with some having more than 10 years of working experience. More experience provides more opportunities to acquire and accumulate additional knowledge and skills as demonstrated in the study conducted by Spitzer and Golander (2001). Furthermore, the educational level of the respondents might have played a role in their knowledge level of CDP, with more than half having a master's degree. This finding, therefore, suggests that Nigerian academic librarians had baseline knowledge of the elements needed for a written collection development policy.

Research Objective 3 is “to determine whether demographic variables such as (i) educational level and (ii) working experience have a relation with the perceived importance and understanding level of the collection development policy”.

(i) Educational level: The findings of this study reveal that educational level had a statistically significant relationship with the perceived importance ($r = .298^{**}$, $p = .000$) and understanding level of CDP ($r = .202^{**}$, $p = .009$). In addition, respondents with higher educational levels had a better perception and understanding of CDP than those with a lower educational level. As for the perception, the findings were consistent with previous studies in the health profession (Choi 2010; Kim 2013; Park 2012; Swart 2015), where educational level had a positive relationship with the perceived importance of patient safety policy. The findings were also consistent with studies conducted by Ögütçü (2016) and Hui (2018), where the educational level had a positive relationship with the perception of information security policy. While for the knowledge, the findings concur with previous studies in the health profession (Byrd 2012; Janet and Björling 2013; Primomo 2007; Rains and Carroll 2000), where the educational level had a positive relationship with the knowledge, understanding, and possible engagement in health policy development. The findings were also consistent with findings of the study conducted by

Cox (1998), Shane (1999), and Olaka (2010), where educational level had a positive relation with knowledge of copyright policy. These findings, therefore, suggest that educational programs are necessary to provide a better perception and understanding of CDP among academic librarians in Nigeria. In other words, providing more educational training on CDP would help to provide a better perception and understanding of CDP.

(ii) Working experience: The findings revealed that working experience had no statistically significant relationship with perceived importance ($r = .111$, $p = .100$) and understanding of CDP ($r = -.044$, $p = .307$). In addition, respondents with more years of working experience did not have a greater perception and understanding of CDP than those with lesser years of working experience. These findings contradict studies in the health profession (Jang 2017; Kim 2013), where work experience had a greater impact on the perceived importance of patient safety policy. The findings also contradict several other studies where work experience significantly influenced the knowledge of health policy development (Kunaviktikul 2010; Spitzer and Golander 2001; Tilden and Tilden 1985). This could be possible if the academic librarians rarely or have never engaged in CDP training while working in the library. Ericsson and Lehmann (1996) argued that the amount of time one has worked in a given area is not in itself an indication of one's knowledge or perception, what is important however is the training one is engaged in while working in a given area. This finding, therefore, suggest that the duration one had worked in the library does not determine their perception and understanding CDP, what is important however is the CDP training one is engaged in while working in the library. In other words, to provide better perception and understanding of CDP librarians must be engaged in constant CDP training.

5.3 Recommendations

From the findings of this study, it can be seen that academic librarians have high perceived importance and understanding of CDP. Therefore, various educational methods and interventions should be developed to provide greater perception and understanding of CDP among library professionals.

The findings of this study also reveal that educational level has a significant influence on the perceived importance and understanding level of CDP. Therefore, academic library management should continue to encourage academic librarians to further their education through incentives, such as tuition waivers and flexible work schedules to accommodate the school. Library schools should incorporate more CDP courses into their programs (at both undergraduate and graduate levels) to equip student librarians with more knowledge and skills in CDP formulation. By doing a better job in educating student librarians on CDP, better perception and understanding of CDP would be achieved among library professionals in Nigeria.

The findings of this study also revealed that the working experience itself does not influence the perceived importance and understanding level of CDP, what is important, however, is the CDP training the librarians are engaged in while working in the libraries. Hence, continual education is necessary to provide a better perception and understanding of CDP. Academic library management should organize more refresher courses, conferences, seminars, workshops on CDP to provide a better perception and understanding of the CDP. By having a better perception and understanding of the CDP, the librarians would be more motivated to formulate and maintain operational CDPs for their libraries.

5.4 Recommendation for future research

The current study has certain limitations which are gaps or potential avenues for future research

Firstly, the finding of this study was limited to only academic librarians in three selected federal universities in the North-Western zone of Nigeria. Replicating this study with multiple respondents in the participating libraries, including other libraries from other institutional settings such as state or private universities, colleges, and polytechnics would help in validating the findings of this study.

Secondly, the current study only gathered quantitative data from academic librarians. It is recommended that future research look qualitatively at administrators' perceived importance and understanding of CDP. Also, this study uses IFLA guidelines to measure the perceived importance and understanding of CDP. Further research could use other guidelines like ALA guidelines for collection development policy.

Thirdly, this study only examined the academic librarians' perceived importance and understanding of CDP among academic librarians in Nigeria. Future research should determine how the academic librarians' perceived importance and understanding of CDP can influence the adoption of the CDP in academic libraries in Nigeria. In other words, perceived importance and understanding of CDP were used as dependent variables in this study. Future studies can use them as independent variables to examine their influence on CDP adoption.

Fourthly, the respondents in this study, academic librarians, were not from the same institution and may have a different perception and understanding level of CDP. This would be a good point for future exploration. The researchers should determine if there were differences in responses among the institutions that could be attributed to the

more concerted effort making by each library in educating academic librarians about the CDP.

Lastly, continuing education is an important method to enhance the innovative talents, skills, and knowledge of professionals to stay up to date with the current advancement in the library and information practice (Alemna 2001). It would be ideal for more research to be conducted on how continuing education programs conducted in academic libraries in Nigeria contribute to academic librarians' perception and understanding of CDP. This is an issue that has not been given much attention, but continuing education programs might contribute to the perception of importance and understanding of the CDP.

5.5 Implications of the study

5.5.1 Theoretical Implication

Theoretically, this finding contributes significantly to the existing literature by providing useful and reliable data on the perceived importance and understanding of CDP among academic librarians in Nigeria. The findings prove that educational level has a significant influence on the perceived importance and understanding of CDP. The findings also indicate that the working experience itself does not influence the perceived importance and understanding level of CDP, however, what is important is the CDP training the librarians are engaged in while working in the library.

5.5.2 Practical implications

The findings of this study are important for academic library management to make informed decisions associated with CDP training for academic librarians. It is expected that such training would not only result in greater perception and understanding of CDP but also in formulating and sustaining functional CDPs which could help to provide quality collections and meet collection development challenges facing academic libraries

in Nigeria. Perhaps, if this is not done, the collection development activities would continue to experience much difficulty, and this will have a negative influence on library collections. The correlation finding is important for academic library management in determining the range of academic librarians who are likely to engage in collection development activities, especially the responsibility that involves the formulation of CDP. The same is true when recruiting new librarians to carry out the collection development task. Additionally, the findings of this study are important for library schools to provide more collection development courses that are specifically geared towards the teaching of CDP. Furthermore, the findings of this study identify opportunities for academic library professionals to be properly trained and supported to improve their perception and understanding of CDP.

5.6 Conclusion

Collection development policies (CDPs) are essential working tools for collection development activities as they help in the selection, planning, and evaluation of library collections. This study assessed the perceived importance and understanding of collection development policy among academic librarians in Nigeria and identified whether demographic variables such as educational level and working experience influenced perceived importance and understanding of collection development policy. From the findings of the study, it was found that academic librarians had a high level of perceived importance and understanding of CDP. This suggests that the academic librarians were knowledgeable of the elements needed for a written CDP and perceived CDP as important to guide collection development activities. The correlational findings demonstrate that the educational level had a positive influence on the perceived importance and understanding level of CDP. However, work experience did not influence the perceived importance and understanding level of CDP. The study recommends more educational training on CDP to provide a better perception and understanding of CDP among library professionals.

Management of academic libraries should organize more short-term courses, conferences, seminars, workshops on CDP to provide greater perception and understanding of CDP among academic librarians in Nigeria. Library schools should incorporate more CDP courses in their programs to equip student librarians with the knowledge and skills necessary for CDP formulation.

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