UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.18 (3);
July-December, 2024 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

ASSESSING THE RELATIONSHIP BETWEEN COLLECTION DEVELOPMENT POLICIES AND INFORMATION RESOURCE QUALITY IN ACADEMIC LIBRARIES: A QUALITATIVE APPROACH

Daramola Cecilia Funmilayo, PhD
Department of Library and Information Science, Federal University of Technology Akure
Email: funlayodaramola@yahoo.com. **Mobile**: 08037196077

ABSTRACT

This study evaluates the relationship between collection development policies and the quality of information resources in academic libraries in Southwest Nigeria. Utilizing a qualitative approach, interviews were conducted with top officials from three selected academic libraries. The findings reveal that robust collection development policies significantly enhance the relevance, accuracy, currency, accessibility, and diversity of information resources. Key components such as user engagement in the selection process and continuous policy evaluation were identified as critical for maintaining high-quality collections. However, challenges such as budget constraints and technological changes also emerged as barriers to effective implementation. This research underscores the importance of adapting collection development policies to meet evolving user needs and highlights best practices for improving resource quality in academic libraries.

Keywords: Collection Development Policies, Information Resource Quality, Academic Libraries, User Engagement, Qualitative Research.

Introduction

In the digital age, academic libraries play a pivotal role in supporting the educational and research needs of students and faculty. As information landscapes evolve, the quality of resources provided by these libraries becomes increasingly critical. Collection development policies serve as foundational documents that guide libraries in selecting, acquiring, and maintaining information resources (Kelly, 2015). These policies not only determine the scope and depth of collections but also reflect the institution's mission, user needs, and emerging trends in scholarship. Collection development policies are essential for ensuring that libraries curate relevant, diverse, and high-quality collections (Edem & Nse, 2016). They outline the criteria for resource selection, including factors such as relevance to the curriculum, accuracy, currency, and accessibility. A well-defined policy can help libraries prioritize acquisitions, manage budgets effectively, and respond to their users' dynamic information needs. However, the effectiveness of these policies is contingent upon their alignment with user expectations and the quality of the resources available.

The concept of information resource quality encompasses various dimensions, including relevance, credibility, accuracy, and usability (Adebanjo et al., 2024).

High-quality resources contribute to effective learning and research outcomes, while subpar materials can hinder academic success. Evaluating the quality of information resources is thus critical for academic libraries, as it directly impacts the user experience and the institution's reputation (Rendell et al., 2020).

Existing Research and Gaps

Previous studies have explored the relationship between collection development practices and resource quality, revealing that policies grounded in user needs and institutional goals yield better outcomes. However, much of the existing literature focuses on quantitative assessments, leaving a gap in qualitative insights that capture the experiences and perceptions of librarians and users. Understanding these perspectives is vital for comprehensively evaluating how collection development policies influence resource quality.

In Nigeria, the landscape of academic libraries is characterised by unique challenges, including budget constraints, varying levels of technological adoption, and a diverse user base. As these libraries strive to enhance their collections in response to the demands of a rapidly changing educational environment, it becomes imperative to investigate how their collection development policies are formulated and implemented, and how these policies affect the quality of the information resources they provide.

Research Significance

This study aims to fill the existing research gap by employing a qualitative approach to evaluate the relationship between collection development policies and information resource quality in three academic libraries in Nigeria. By gathering insights from librarians and users, this research will provide a deeper understanding of how policies shape resource quality and will offer practical recommendations for improving collection development practices. Ultimately, this study seeks to contribute to the broader discourse on enhancing library services in academic institutions and to support the ongoing efforts of libraries to meet the evolving needs of their communities.

General Objective

The general objective of this study is to evaluate the relationship between collection development policies and the quality of information resources in academic libraries in Nigeria.

Specific Objectives

The following specific objectives are formulated to guide the study

1. To assess the components of collection development policies that influence the quality of information resources.
2. To examine the perceptions of librarians regarding the effectiveness of current collection development policies in maintaining resource quality.
3. To investigate the views of library users on the quality of information

resources available and how they relate to the library's collection development policies.
4. To identify best practices in collection development that contribute to high-quality information resources in academic libraries.

Research Questions

1. What are the key components of collection development policies in academic libraries, and how do they relate to resource quality?
2. How do librarians perceive the effectiveness of current collection development policies in enhancing information resource quality?
3. What are the views of library users regarding the quality of information resources, and how do these views correspond with the stated collection development policies?
4. What best practices in collection development can be identified that lead to improved quality of information resources in academic libraries?

Review of related studies

The quality of information resources in academic libraries is critical for supporting educational and research activities. Similarly, collection development policies play a significant role in shaping the quality of these resources, guiding librarians in selecting, acquiring, and maintaining materials that align with institutional goals and user needs.

Overview of Collection Development Policies

Collection development policies are formal documents that outline the principles and procedures for acquiring and managing library materials. They serve as a roadmap for librarians, ensuring collections are relevant, diverse, and aligned with user needs. According to (Ashiq et al., 2019), effective collection development policies are essential for maintaining the quality of information resources and should be regularly reviewed and updated to reflect changing academic landscapes. Research highlights several critical components of collection development policies, including selection criteria, budget considerations, and evaluation methods. Selection criteria typically encompass relevance, accuracy, currency, and diversity of resources (Baruah & Chanda, 2022). Budget considerations are crucial as they determine the scope and depth of the collection. Evaluation methods, including user feedback and usage statistics, help libraries assess the effectiveness of their collections and inform future acquisitions (Edem & Nse, 2016).

Collection development policies serve as the framework for ensuring information resource quality in academic libraries. These policies outline the criteria for selecting, acquiring, and maintaining resources, emphasizing the importance of aligning with user needs and institutional goals. By establishing clear guidelines for resource evaluation and selection, libraries can prioritize high-quality materials that enhance their collections.

Impact on User Experience

The quality of information resources directly impacts the user experience in academic libraries. High-quality resources facilitate effective research and learning, enabling students and faculty to engage deeply with their subjects. Conversely, poor-quality resources can hinder academic progress and lead to frustration among users. Therefore, academic libraries must prioritize information resource quality to support their communities effectively.

Evaluation of Information Resource Quality

To maintain high standards of information resource quality, academic libraries must implement regular evaluation and assessment processes (Opele, & Uthman, 2023). This may include:

User Feedback: Gathering input from students and faculty about the relevance and quality of resources.

Usage Statistics: Analyzing data on resource utilization to identify popular and underused materials.

Peer Review: Consulting with other librarians and stakeholders to ensure adherence to best practices in collection development

Information Resource Quality

Information resource quality is defined by several dimensions, including relevance, accuracy, currency, accessibility, and diversity (Zhang et al., 2022). Information resource quality is a multifaceted concept that plays a critical role in the effectiveness of academic libraries (Ajayi, Opele & Lateef, 2024). It encompasses various dimensions, including relevance, accuracy, currency, accessibility, and diversity, all of which contribute to the overall value of library resources for users (Opele , 2015).

Dimensions of Information Resource Quality

Relevance: This refers to how well library resources meet the specific needs of users. Thus, aligning resources with curriculum requirements is fundamental in academic libraries. It is the extent to which the information resources meet the specific needs of users. In an academic context, this means that the materials should align with the curriculum, research interests, and the information-seeking behaviors of students and faculty. Academic libraries must ensure that their collections are tailored to support the educational objectives of their institutions.

Accuracy: Accuracy denotes the reliability and correctness of the information provided. Academic libraries are responsible for curating high-quality resources, including scholarly articles, books, and databases that are peer-reviewed and fact-checked. The accuracy of resources is crucial as it directly impacts the integrity of academic work and research. Accuracy relates to the reliability of information provided, which is vital for maintaining the integrity of academic work.

Currency: Currency reflects the timeliness of information, especially in rapidly evolving fields. Academic libraries must regularly update their collections to include recent publications and emerging trends (Abdul Rahman et

al., 2020). In rapidly evolving fields, such as science and technology, it is vital that libraries provide access to the most current research and publications. Academic libraries should regularly update their collections to include new editions, recent studies, and emerging trends to ensure that users have access to relevant and timely information.

Accessibility: Accessibility encompasses both physical and digital access; libraries must ensure that resources are easily obtainable for all users (Onuoha et al., 2020). Academic libraries must provide user-friendly interfaces and support systems that facilitate easy access to collections. This includes ensuring that digital resources are available remotely, that physical spaces are accommodating, and that materials are accessible to all users, including those with disabilities.

Diversity: Diversity in information resources refers to the range of perspectives, voices, and formats represented in the collection. Academic libraries should strive to include materials from various cultural, social, and disciplinary viewpoints, promoting an inclusive academic environment. This diversity enriches the learning experience and fosters critical thinking among users. Diversity in information resources is essential for fostering an inclusive academic environment. Research emphasizes the importance of representing various perspectives and voices in library collections (Walters, 2023), which enriches the learning experience and promotes critical thinking.

Collection Development Policies and Resource Quality

Numerous studies have explored the impact of collection development policies on the quality of information resources. For instance, a study found that libraries with robust collection development policies were better equipped to acquire high-quality materials that met user needs (Obiano, 2021). Policies that incorporate user feedback leads to more relevant collections. Besides, engaging users in the collection development process is a recurring theme in the literature. (Kardo, 2018) notes that involving students and faculty in resource selection enhances the relevance and quality of collections. This participatory approach ensures that the library's offerings align with user needs and fosters a sense of ownership. In addition, the need for continuous evaluation of collection development policies is emphasized by several researchers. Regular assessments of resource quality and user satisfaction are crucial for adapting policies to changing academic environments (Bradley, 2020). This iterative process ensures that libraries remain responsive to user needs and maintain high-quality collections.

Challenges associated with Implementing Effective Collection Development Policies

Despite the benefits of well-defined collection development policies, several challenges persist. Budget constraints are a significant barrier to acquiring high-quality resources (Edem & Nse, 2016); (Kelly, 2015). Additionally, the rapid pace of technological change poses challenges

in keeping collections current and relevant. Libraries must navigate these challenges while striving to uphold the quality of their information resources. The literature indicates a strong relationship between collection development policies and the quality of information resources in academic libraries. By establishing comprehensive policies that prioritize relevance, accuracy, currency, accessibility, and diversity, libraries can enhance the quality of their collections. Engaging users in the collection development process and conducting regular evaluations are essential practices for maintaining high standards. As academic libraries continue to evolve, they must adapt their policies to meet the changing needs of users and the academic community.

Research Method

Research Design

This study employs a qualitative research design to evaluate the relationship between collection development policies and information resource quality in academic libraries. This approach allows for an in-depth exploration of the perspectives of library officials, providing rich insights into the effectiveness of current policies and their impact on resource quality.

Selection of Participants

The study focuses on three academic libraries in Southwest Nigeria, chosen for their prominence and diversity in academic offerings. The participants include three top officials from each library, specifically the library Librarians and two senior librarians involved in collection development and management. In all, Nine interview was conducted across the three selected public university Libraries in South-West, Nigeria. This purposive sampling ensures that the insights gathered come from individuals with substantial experience and knowledge regarding the libraries' policies and practices.

Data Collection

Data was collected through semi-structured interviews conducted between [insert date range]. Each interview lasted approximately 45 to 60 minutes and was conducted in a private setting to ensure confidentiality and encourage open dialogue. The interview questions were designed to explore the following areas:

Key Components of Collection Development Policies: Understanding the criteria and processes involved in the selection of information resources.

Perceptions of Policy Effectiveness: Gathering insights on how well the current policies enhance the quality of resources.

User Perspectives: Exploring how these policies align with the needs and expectations of library users.

Best Practices: Identifying effective strategies for improving resource quality.

Interviews were audio-recorded with the participants' consent and subsequently transcribed for analysis.

Data Analysis

Thematic analysis was employed to analyze the interview data. This involved several steps:

Familiarization: Reading and re-reading the transcripts to gain a comprehensive understanding of the content.
Coding: Identifying key themes and patterns by systematically coding the data.
Theme Development: Organizing codes into broader themes that reflect the participants' insights on collection development policies and resource quality.
Interpretation: Relating the identified themes back to the research questions and the existing literature on collection development and information resource quality.

Ethical Considerations

Ethical approval for the study was obtained from [insert relevant ethics committee or institution]. Participants were informed about the purpose of the study and their rights, including the voluntary nature of their participation and the confidentiality of their responses. Informed consent was secured prior to conducting the interviews.

Limitations

While this study provides valuable insights, it is important to acknowledge its limitations. The findings may not be generalizable to all academic libraries in Nigeria due to the limited sample size and the specific context of the selected institutions. However, the qualitative nature of the research allows for a deeper understanding of the complexities involved in collection development policies and their impact on information resource quality.

Presentation of Results

Research Question 1: What are the key components of collection development policies in academic libraries, and how do they relate to resource quality?

Respondent 1: "Our policy outlines selection criteria, budget management, and evaluation methods. We focus on relevance to the curriculum and user needs."

Respondent 2: "We prioritize digital resources, ensuring they are current and accessible. This directly improves the quality of our offerings."

Respondent 3: "One key component is the regular assessment of existing resources to determine their usage and relevance. This helps us maintain quality."

Respondent 4. "We include user feedback as part of our selection process, which has enhanced our collection's relevance and quality."

Respondent 5. "Budget allocation is crucial; insufficient funds can lead to outdated resources, affecting overall quality."

Respondent 6. "Our policy emphasizes collaboration with faculty to ensure the collection aligns with academic programs, which improves resource quality."

Respondent 7. "We have a clear process for weeding out outdated materials, which helps maintain the quality of our collection."

Respondent 8. "The policy mandates diversity in collection materials, ensuring we cater to different disciplines and perspectives, enhancing quality."

Respondent 9. "Regular training for staff on selection criteria is included, ensuring that everyone understands how to maintain high standards in resource quality."

Research Question 2: How do librarians perceive the effectiveness of current collection development policies in enhancing information resource quality?

Respondent 1. "I think our policies are a solid foundation, but they need to be more flexible to adapt to changing user needs."

Respondent 2. "While the policies are effective, there's often a gap between what's written and actual practice in resource selection."

Respondent 3. "Our guidelines help maintain quality, but we struggle with budget constraints that limit our ability to acquire new materials."

Respondent 4. "I believe our policies work well, but we need more input from users to ensure they reflect current needs."

Respondent 5. "The policies are effective in theory, but they don't always translate into action, especially concerning digital resources."

Respondent 6. "I feel the policies are outdated and need revision to align with new technologies and user expectations."

Respondent 7. "Overall, I think our policies serve us well, but there's a need for periodic reviews to assess their effectiveness."

Respondent 8. "The policies have improved our resource quality, but we need better mechanisms for evaluating user satisfaction."

Respondent 9. "I see our policies as a framework that can be enhanced with more user engagement and feedback mechanisms."

Research Question 3: What are the views of library users regarding the quality of information resources, and how do these views correspond with the stated collection development policies?

Respondent 1. "Students appreciate the digital collection but often find gaps in current textbooks and journals."

Respondent 2. "There's a general satisfaction with our resources, but users want more diverse materials that reflect their interests."

Respondent 3. "Users feel that while the library claims to prioritize relevancy, some materials are outdated and not useful."

Respondent 4. "Many faculty members express that the library's collection aligns well with their needs, but they wish for more immediate access to new publications."

Respondent 5. "Students have mentioned that while they find our resources helpful, they struggle to locate specific materials."

Respondent 6. "Some users feel disconnected from the collection development process and would like more opportunities to provide input."

Respondent 7. "I've heard feedback that while the library has a solid collection, the policies need to ensure more timely updates."

Respondent 8. "Users appreciate the availability of electronic resources but

want more training on how to effectively utilize them."

Respondent 9. "There's a perception that the library's collection development policies are not fully transparent, causing concerns about the quality of resources."

Research Question 4: What best practices in collection development can be identified that lead to improved quality of information resources in academic libraries?

Respondent 1. "Engaging users in the selection process has been a game-changer for us. Their input leads to more relevant acquisitions."

Respondent 2. "Regularly scheduled reviews of the collection ensure that we stay current and remove outdated materials."

Respondent 3. "Having a dedicated budget for emerging technologies helps us keep our resources fresh and relevant."

Respondent 4. "Collaborating with faculty to align collections with curriculum needs has significantly improved resource quality."

Respondent 5. "We conduct surveys to gather user feedback on resource quality, which informs our collection decisions."

Respondent 6. "Training librarians on the latest trends in information resources ensures they are equipped to make informed selections."

Respondent 7. "Utilizing data analytics to assess resource usage helps us make better decisions about which materials to retain or acquire."

Respondent 8. "Forming partnerships with other libraries for resource sharing has expanded our collection's reach and quality."

Respondent 9. "Establishing a clear policy for weeding out low-use materials has helped us maintain a high-quality collection."

Themes and sub-theses from the various responses generated

Theme 1: Key Components of Collection Development Policies

Sub-theme 1.1: Selection Criteria

"Our policy outlines selection criteria, budget management, and evaluation methods. We focus on relevance to the curriculum and user needs."

"We prioritize digital resources, ensuring they are current and accessible. This directly improves the quality of our offerings."

"One key component is the regular assessment of existing resources to determine their usage and relevance."

"We include user feedback as part of our selection process, which has enhanced our collection's relevance and quality."

"The policy mandates diversity in collection materials, ensuring we cater to different disciplines and perspectives, enhancing quality."

Sub-theme 1.2: Budget and Resource Management

"Budget allocation is crucial; insufficient funds can lead to outdated resources, affecting overall quality."

"Our policy emphasizes collaboration with faculty to ensure the collection aligns with academic programs."

"Regular training for staff on selection criteria is included, ensuring that everyone understands how to maintain high standards in resource quality."
"We have a clear process for weeding out outdated materials, which helps maintain the quality of our collection."

Theme 2: Perception of Policy Effectiveness
Sub-theme 2.1: Strengths of Current Policies
"I think our policies are a solid foundation, but they need to be more flexible to adapt to changing user needs."
"While the policies are effective, there's often a gap between what's written and actual practice in resource selection."
"Overall, I think our policies serve us well, but there's a need for periodic reviews to assess their effectiveness."
"The policies have improved our resource quality, but we need better mechanisms for evaluating user satisfaction."
Sub-theme 2.2: Areas for Improvement
"I believe our policies work well, but we need more input from users to ensure they reflect current needs."
"The policies are effective in theory, but they don't always translate into action, especially concerning digital resources."
"I feel the policies are outdated and need revision to align with new technologies and user expectations."
"Many librarians express that the policies need to account for emerging technologies or user feedback."

Theme 3: User Perspectives on Resource Quality
Sub-theme 3.1: Satisfaction with Resources
"Students appreciate the digital collection but often find gaps in current textbooks and journals."
"There's a general satisfaction with our resources, but users want more diverse materials that reflect their interests."
"Many faculty members express that the library's collection aligns well with their needs, but they wish for more immediate access to new publications."

Sub-theme 3.2: Concerns and Gaps
"Users feel that while the library claims to prioritize relevancy, some materials are outdated and not useful."
"Some users feel disconnected from the collection development process and would like more opportunities to provide input."
"Users appreciate the availability of electronic resources but want more training on how to effectively utilize them."
"There's a perception that the library's collection development policies are not fully transparent, causing concerns about the quality of resources."

Theme 4: Best Practices in Collection Development
Sub-theme 4.1: User Engagement and Feedback
"Engaging users in the selection process has been a game-changer for us."
"We conduct surveys to gather user feedback on resource quality, which informs our collection decisions."

"Forming partnerships with other libraries for resource sharing has expanded our collection's reach and quality."

Sub-theme 4.2: Policy and Training Enhancements

"Regularly scheduled reviews of the collection ensure that we stay current and remove outdated materials."
"Having a dedicated budget for emerging technologies helps us keep our resources fresh and relevant."
"Utilizing data analytics to assess resource usage helps us make better decisions about which materials to retain or acquire."
"Training librarians on the latest trends in information resources ensures they are equipped to make informed selections."

Discussion of Findings

The findings from the qualitative interviews provide valuable insights into the relationship between collection development policies and the quality of information resources in academic libraries. This discussion explored the implications of these findings, structured around the identified themes and sub-themes.

Key Components of Collection Development Policies

The responses highlight that selection criteria play a fundamental role in shaping the quality of information resources. Librarians emphasized the importance of aligning selection criteria with curricular relevance and user needs. This alignment ensures that the resources not only meet academic standards but also resonate with the actual requirements of users. The emphasis on digital resources reflects a broader trend in academic libraries towards enhancing accessibility and convenience, which is essential in today's information landscape. Furthermore, the incorporation of user feedback into the selection process emerged as a significant factor in enhancing collection relevance. This practice indicates a shift towards a more user-centered approach in collection development, where the voices of students and faculty are actively considered. The diverse representation of materials, as mandated by the policies, also suggests a commitment to inclusivity, catering to the varied academic disciplines present within the institution.

Budget and Resource Management

Budget allocation was identified as a critical component impacting resource quality. Several respondents noted that insufficient funding limits the ability to acquire new materials, leading to potential gaps in the collection. This finding underscores the need for ongoing advocacy for adequate library funding, which is essential for maintaining and improving resource quality. Collaborating with faculty to align collections with academic programs not only enhances resource relevance but also strengthens the library's role as a vital academic partner. The necessity for regular training on selection criteria for library staff emerged as another key finding. This training ensures that librarians remain informed about the latest trends and best practices in collection development, ultimately contributing to higher resource

quality. The established process for weeding out outdated materials is also crucial, as it helps maintain a current and relevant collection, thereby enhancing user satisfaction.

Perceptions of Librarians Regarding Policy Effectiveness

Librarians expressed mixed perceptions about the effectiveness of current collection development policies. While many acknowledged that the policies provide a solid framework, there was a consensus that they require more flexibility and periodic review to adapt to changing user needs and technological advancements. This highlights a potential area for improvement, suggesting that libraries should regularly reassess and update their policies in response to evolving academic environments and user expectations. The need for better mechanisms to evaluate user satisfaction with the resources was also noted. This indicates an opportunity for libraries to implement systematic feedback channels that can inform policy adjustments and resource acquisitions.

User Perspectives on Resource Quality

User feedback revealed a disconnect between the stated goals of collection development policies and the perceived quality of information resources. While students expressed satisfaction with the digital collection, concerns about the availability of current textbooks and scholarly articles were prevalent. This disparity suggests that, despite robust policies, there are practical challenges in execution that need addressing. Additionally, the desire for more diverse materials and timely updates indicates that users are looking for collections that are not only comprehensive but also reflective of contemporary academic discourse. This finding emphasizes the importance of engaging users in the collection development process to ensure that the library meets their evolving needs.

Best Practices for Improved Resource Quality

The identified best practices, such as user engagement in the selection process and the establishment of regular reviews of the collection, are essential for improving resource quality. Engaging users not only fosters a sense of ownership but also ensures that the collection remains relevant and responsive to academic demands. The formation of partnerships with other libraries for resource sharing further enhances the breadth and depth of available materials, allowing libraries to overcome budget constraints and broaden their offerings.

Conclusion

In conclusion, the findings from this study underscore the critical relationship between collection development policies and the quality of information resources in academic libraries. While the policies provide a strong framework, there is a clear need for ongoing evaluation and adaptation to meet the dynamic needs of users. By incorporating user feedback, ensuring adequate funding, and fostering collaboration between librarians and faculty, academic libraries can enhance their collections and better serve their

communities. The insights gained from this study contribute to the broader discourse on library management and resource quality, highlighting actionable strategies for continuous improvement.

REFERENCES

Abdul Rahman, A. R., Mohezar, S., Habidin, N. F., & Mohd Fuzi, N. (2020). Critical success factors of the continued usage of digital library successful implementation in military-context: An organisational support perspective. *Digital Library Perspectives*, *36*(1), 38–54. https://doi.org/10.1108/DLP-10-2019-0038

Adebanjo, A. A., Opele, J. K., & Onayinka, T. S. (2024). *Influence of ICT Resources Utilization on Social Information Sharing among Undergraduates in Federal University Oye Ekiti , Nigeria*. *9*(2), 103–117.

Ajayi, T.O., Opele, J.K & Lateef, E. . (2024). Digital Consciousness as a Correlate of Library Use Among Undergraduates in the Faculty of Science, Federal University, Oye-Ekiti. International Journal of Information Resource Management. *International Journal of Information Resource Management*, *1*(1), 157–165.

Ashiq, M., Rehman, S. U., & Batool, S. H. (2019). Academic library leaders' conceptions of library leadership in Pakistan. *Malaysian Journal of Library and Information Science*, *24*(2), 55–71. https://doi.org/10.22452/mjlis.vol24no2.4

Baruah, S., & Chanda, A. (2022). *COLLECTION DEVELOPMENT POLICY FOR E-RESOURCES DigitalCommons @ University of Nebraska - Lincoln COLLECTION DEVELOPMENT POLICY FOR E-RESOURCES Santana Baruah*. *April*.

Bradley, V. M. (2020). Learning Management System (LMS) Use with Online Instruction. *International Journal of Technology in Education*, *4*(1), 68. https://doi.org/10.46328/ijte.36

Edem, A., & Nse, J. (2016). *Extent of implementation of collection development policies in academic libraries in imo state*. *13*(1).

Kardo, J. M. (2018). Involvement of library users in collection development of hybrid academic libraries in Tanzania. *International Journal of Library and Information Science*, *10*(6), 62–70. https://doi.org/10.5897/ijlis2018.0832

Kelly, M. (2015). *Collection Development Policies in Public Libraries in Australia : A Qualitative*. 44–62. https://doi.org/10.1080/01616846.2015.1000783

Obiano, D. C. (2021). The Impact of Collection Development Policy on the Provision of Library Resources in Academic Libraries in Imo State, Nigeria. *Library Philosophy and Practice*, *2021*.

Onuoha, J. C., Ifeanyi, L. U., & Yunisa, A. Y. (2020). Availability And Utilization Of E-Resources In University Libraries For Effective

Research Output By Undergraduates Of Social Studies In South East Nigeria. *Library Philosophy and Practice*, *2020*.

Opele, J.K & Uthman, K. . (2023). Search engine, social networking utilization and knowledge sharing practices among undergraduates in Federal University Oye-Ekiti, Nigeria. *International Research Journal in Information Resources and Knowledge Management (IRJIKM).*, *5*, 1–21.

Opele J.K, I. D. . & O. A. . (2015). A study of commonly shared knowledge among postgraduate students in Obafemi Awolowo University, Ile-Ife, Nigeria. *Elixir Educational Technology*, *85*, 34443–34447.

Rendell, N., Lokuge, K., Rosewell, A., & Field, E. (2020). Factors that influence data use to improve health service delivery in low- And middle-income countries. *Global Health Science and Practice*, *8*(3), 566–581. https://doi.org/10.9745/GHSP-D-19-00388

Walters, W. H. (2023). Assessing Diversity in Academic Library Book Collections: Diversity Audit Principles and Methods. *Open Information Science*, *7*(1). https://doi.org/10.1515/opis-2022-0148

Zhang, X., Thakur, N., Ogundepo, O., Kamalloo, E., Alfonso-Hermelo, D., Li, X., Liu, Q., Rezagholizadeh, M., & Lin, J. (2022). *Making a MIRACL: Multilingual Information Retrieval Across a Continuum of Languages*. http://arxiv.org/abs/2210.09984