COLLECTION DEVELOPMENT PRACTICES IN ACADEMIC LIBRARIES IN NIGER STATE

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ABSTRACT

This research is on Collection Development practices in Academic Libraries in Niger State, Nigeria. There has been a rapid expansion of higher education in the country, particularly in the last ten years. This expansion also leads to the need of large amount of reading materials. These reading materials are required by both students and lecturers for learning, teaching, research and development and even publications. Hence, the knowledge of collection development practices comes to bare in providing such information resources. This is why collection development should be a core course in Library and Information Science. How collection development practices are employed to provide information resources in the libraries is the problem of this study. The objective is to determine the various methods adopted for collection development, to identify the persons who participate in it, to determine the problems of collection development, and to identify agencies that donate reading materials to the library. It is also to determine their community analysis, weeding and evaluation practices. The research instruments used are questionnaires, observation and documentary sources. The population of the study is seventeen (17) academic libraries, while seven (7) were sampled. The researcher used simple percentages and table to analyse the data. Findings revealed that 88.9% of the libraries studied still use the method of purchases only. The study also showed that 95.9% of the libraries employed purchases, gifts and donations. Findings as well revealed that collection development still remains a professional responsibility of librarians (51.4%) in academic libraries studied. It was also discovered that Information and Communication Technologies (ICTs) were not used in collection development activities in all the libraries studied.

INTRODUCTION

Background of the Study

The concept of Academic Libraries, according to Edoka (2000:14) are "institutions of higher education such as universities, colleges of education, colleges of technology and polytechnics". These types of educational institutions are usually attended by students after their secondary school education. Secondary schools usually emphasize on their curricular and practical, while universities go far ahead to emphasize research in the individuals' areas of specializations, hence the need for varieties of information resources.

Omeje (2005:52) also said that, "Academic libraries worldwide may differ in size and sophistication, but they have one common objective: to provide information resources to facilitate teaching, learning, research and community services embarked on by the parent institutions."

Academic libraries are established within their parent institutions, in order to support all academic work. Academic institutions' primary objectives are to teach, research and provide services to their community. Hence the objectives of academic libraries also are to provide adequate information resources for all their users. These resources should be broad, deep and varied enough to meet the functions of teaching, research and development, publication and community services, particularly of the faculty and students.

Academic libraries, according to Boakye (1994:1) "... are charged with the responsibility to provide adequate information to satisfy the needs of a well defined specialized clientele, namely the faculty, researchers, administrators, and students of a particular academic institution such as the university, polytechnic or a research organization".

High calibre professionals, technocrats, scientists and administrators are the products of academic institutions. Song (2000:2) noted that "Information and document resources are the most essential condition for higher personnel training and scientific research in higher educational institutions in China".

According to Dara (2005: 15), "academic libraries are established to be the source of the procurement and supply of textbooks, journals and adequate current, valuable information to promote academic excellence". The essential function of an academic library therefore is to support the teaching and research programmes of

her institution by acquiring adequate print and non-print information resources, processing them and making them available for use, for both students and the faculty, especially. This is why Pan (2009:9) strongly noted that, "academic libraries have a captive audience."

Collection Development is an umbrella concept for book provision and acquisition and also entails book selection, according to Spiller (1991:3). This concept reveals that there are many different and varieties of reading materials to choose from.
Hill (1973:10) sees it as basic to librarianship, and that it is, "the essence and cornerstone of librarianship"... a mixture of imagination, commonsense, intelligence, firmness, organizing ability, professional skills" and that, "if librarians fail in this respect, they are failures indeed".

The report of the "American Library Association (ALA) Midwinter 2008, which was a group of predominantly collection development librarians in academic libraries agreed that their roles are changing. According to the group, Collection Development Librarians are now spending their time as follows,
   a. "working with vendors on customizing approved plans.
   b. developing, monitoring and adjusting monograph approved profiles.
   c. monitoring e-book packages and selecting e-books
   d. monitoring electronic resource packages.
   e. selection of all formats of materials not arriving through approval plans.
   f. developing the most cost effective ways to handle interlibrary loan requests such as buying the books requested.
   g. more emphasis on assessing of collections.
   h. more outreach publicizing collections, and
   i. developing guidelines for selection of materials in all formats and such as always buying material in electronic format if available".

The major categories of collections in any library are print and non-print materials. The print materials include books, journals, magazines, newspapers, etc while the non-print information bearing materials include, for example films, filmstrips, slide, audiotapes, videotapes, CDs and computer files and many others.

Library collections are very important in meeting the academic library objectives of teaching and research because it is book collection that distinguishes or characterizes a library. Libraries exist to provide benefits to their users, and such benefits come essentially from the collections through reading, Dike (2007:36) noted on library collections that "accessibility can play a major role in encouraging

reading... library can encourage reading by making a varied collection easily available to students." On library collections, Ozioko (2008:99) asserted that, "The final criterion of a library is not how many books it has, or how nice it looks or how big the room is, but how well it serves the purpose for which it was established."

Every educational system worldwide need adequately stocked library if they must produce quality graduates that would be able to compete in every international arena. This is why libraries are in total support by providing reading materials for both the faculty and the students.

This is why collection development is a critical function in an academic library. Collection development more than any other library function, determines aggregate benefits and the level of money being spent in the library. Such benefits are numerous and varied as are the library patrons. For example, a student who as a result of materials available in the library writes a better term paper, assignment and passed examinations has received some benefits from the library. A student who used a book from which he was able to draw an engineering diagram and uses it to design and fabricates a machine has derived some benefits from the library collection.

A library collection therefore represents an investment, an asset and savings, which is to be jealously guarded and protected in an academic institution. This is why Ershova (1994:4) sees it fit that collection development is a way whereby "each library endevours to find its niche in the entire national library system in order to provide unique services to users".

As Erwat and Fabunmi (2006:89) says, "The Nigerian educational system has been expanding at a rapid rate. As the system expands, so also ... with a corresponding need for increased information acquisition and information management..." This therefore leads to continuous importance of collection development in academic libraries. Collection development helps to assemble all manner of information resources of whatever type and format, all for the users of the library.

Nwalo, (2008) also noted this educational expansion phenomenon, when he wrote, "In her quest for rapid economic development and economic social transformation, Nigeria has witnessed a proliferation of tertiary institutions of learning and research institutions. From one University College by 1960, Nigeria has about one hundred universities at present, while the National Universities Commission (NUC) has been inundated with applications for further licenses for the establishment of new

universities. On the average too, there are four colleges of education, polytechnics, colleges of agriculture and similar colleges in each of the 36 states of the federation and the Federal Capital Territory, Abuja. It is, therefore, estimated that Nigeria has about one hundred and forty-eight colleges." Also, this educational expansion cum academic library collection development is worldwide. Webb (1999) noted about United Kingdom (UK) universities thus, "In many academic libraries, especially in newer universities, most stock is purchased to support taught course requirements".
  Gabriel (1995:42) also concurs with the above as he asserted thus, "collection development and collection evaluation activities are steadily growing in importance in all types and sizes of libraries, and many writers... believe there will be continued significant growth".

Globalizing information and removing boarders as obstacles to effective information acquisition and dissemination has been made possible with the introduction and application of Information and Communication Technologies (ICTs) to library services and operations. Such collection development functions like ordering, paying electronically, assessment and exchange of information materials as well as advertisements could now all be performed, using ICTs.

Collection development practices include direct purchase, legal deposits, exchange and gifts, according to Ifidon (1997:71- 72). Direct purchase helps the librarian to acquire the material as soon as it is published. Libraries designated as legal depository, continuously receive reading materials especially when backed up by law. Reading materials particularly foreign government publications could be acquired on exchange basis. Library collections could also be improved through gifts from individuals, families, organizations, both private and government. Some of the gifts could be in cash, but must be used as directed by the donor. Ahmed (2005:96) says that, gifts are the most popular and simplest method of acquiring materials for libraries."

Therefore, due to the strategic importance of collection development in academic library, a written policy is expected to be produced in order to defend the operations of the library, particularly from its critics. It is the first official document from the librarian to the institution's top management. Writing on Collection Development Policy, Ifidon (1997:12); Edoka (2000:21-22); Ahmed (2005:69 – 101) and Olaojo and Akewukereke (2006:1 – 6) all agreed to the strategic importance of a written collection development policy in providing and effecting a comprehensive and detailed library collection. The proper application of collection development policy is therefore an important instrument in providing library materials for the ever-increasing academic institutions.

This research is on the academic libraries in Niger State, Nigeria. They are the libraries of Niger State Polytechnic, Zungeru; which was established in 1977. The Federal Polytechnic, Bida, founded in 1977. Niger State College of Education, Minna founded in 1975. Niger State College of Agriculture, Mokwa founded in 1980. Federal College of Education, Kontangora, 1978. Federal University of Technology, Minna, established in 1983; and the Ibrahim Badamasi Babangida University (IBBU), Lapai, which was established in 2005

Statement of the Problem

There has been a very rapid expansion in the higher education system in Nigeria, particularly as of recent, Erwat and Fabunmi (2006:89). This is carried out by Federal, State and private organizations. Their individual libraries must support teaching, learning, research and development, publication and dissemination of information by providing reading materials for such institutions.

Librarians, when faced with empty new library buildings may be so enthusiastic to acquire just anything in order to fill up the empty shelves. The librarian may therefore be moved to acquire library collections in an imbalanced, uncoordinated, overlapping and needless manner.

Collection development policy and the use of bibliographic tools for effective book selection may be completely relegated. Librarians may not bother to allow the academic staff to participate in the selection of library collections. Community analysis and evaluation of the existing collections, where they exist, may not be put into consideration. There may not be anything to weed, as for the new libraries, which are starting from scratch.

The consequences of all these, is that students would not have access to and use information resources and lecturers would not be able to do effective teaching and research which is the reason for university education. From the researchers personal observations the higher institutions we have the more the demand for information resources from their libraries.

The information explosion phenomenon has increased both the type and format of library collections. Accompanied with it is the continuous reduction of academic library funding, both for library collections and maintenance. The ever increasing user demands for various types of library materials have also increased the value of academic libraries to their parent institutions.

The knowledge of collection development practices are some of the profession's core values. However, how are these practices effectively employed in collection development activities of the institutions under study? This, indeed is the problem of this study.

Significance of the Study

The recent rapid development of academic institutions and their libraries collections is the motivation of this research. These new academic libraries must acquire many reading materials. Hence the findings of this research will be of value to collection development librarians of such libraries. The study will also be useful to the existing academic libraries to re-energize their collection development procedure, hence building what Cassell (2007: 91-93) called, "a library impact statement". By this, he means the library develops her collections in total support of her parent organization's mission and vision, hence having an impact in the institution.

It will also add to the literature of Library and Information Science (LIS), thus providing reading materials for students. It will as well be useful for researchers in LIS, particularly those who are interested in collection development studies.

The study will also be useful to booksellers and publishers in doing their market research of academic libraries. This will help them to know about new institutions that are being established, new departments and their reading materials needs. Hence this will help them to sell more of their books and other reading materials.

Purpose of the Study

The overall purpose of the study is to determine collection development practices in academic libraries in Niger State. The specific objectives are as follows:

1. To ascertain the methods adopted for collection development.
2. To identify the persons who participate in collection development of reading materials in the libraries under study.
3. To identify the problems of collection development at the institutions under study.
4. To ascertain agencies that donate reading materials to such libraries.
5. To determine community analysis undertaken by the libraries.
6. To ascertain the libraries' weeding practices.
7. To determine the practice of evaluation of their collections.

pe of the Study

research in no way attempted to study collection development practices in all demic library institutions in Niger State.

attempted only to study collection development practices of seven of the demic libraries in Niger State which are established either by the state or federal ernment.

search Questions

The following Research Questions are formulated to guide the study.

1. What methods are adopted for collection development in the academic libraries under study?
2. Who participate in collection development in such libraries?
3. What are the problems associated with collection development in such libraries?
4. Which are the agencies which assist in providing reading materials for such libraries?
5. Who does the community analysis of those academic institutions?
6. What are the weeding practices?
7. Who evaluates the library collections

EVIEW OF RELATED LITERATURE

nis chapter, Review of Related Literature is discussed under the following sub-eadings.

onceptual Framework

Collection Development
Collection Development Policy in Academic Libraries
Roles of Collection Development in Academic Libraries
Collection Development Practices in Academic Libraries
Gifts, Exchanges/Donations Practices in Academic Libraries
Inter-library loans (ILL) practices in Academic Libraries
Weeding Practices in Academic Libraries
Evaluation Practices in Academic Libraries

Summary of Literature Review

Academic reading calls for intentional devotion and dedication of the individual to study from library collections of whatever type or format. If books, journals, etc that are available in the library are not read and consulted, then the funds invested in collection development is a waste. Academic libraries are established

for teaching, research and development, publication and community services, hence the importance of collection development in all academic libraries.

Collection development is one of the core functions of the Technical Services Department of the library. There are several definitions of collection development by various librarians and other information professionals. However, in the contest of this study, collection development is the bibliographic searching, selection, ordering, receiving, processing and many other routine works, which produces library collections. Collection development, according to Olaojo and Akewukereke (2006:1) includes and (is) "... everything that goes into acquiring materials, including selection, ordering, and payment, it is a chain of events that includes planning, administration, and control. Collection development serves as a foundation upon which other library services are built."

Collection development helps to assemble recorded knowledge and intellectual production of human endeavour in all its varieties and format. As for Nnadozie (2006:22), collection development is defined "as the activities that enhance the assemblage and provision of a variety of information materials to meet the desperate needs of library users. It comprises specific library operations like selection, acquisition, receiving, bibliographic checking, record keeping, reservation, weeding and collection evaluation."

Various accreditation institutions in Nigeria provide standards for assessing collections of academic libraries. Ifidon (1997), said "the ultimate size of a university library collection as recommended by the National Universities Commission (NUC) is 500,000 volumes. Wombo (1993) stated that collection growth in Nigeria university libraries established between 1970s and 1980s was 948,632 volumes. Ozoma and Sule (1997) noted in their finding that when collection standards like that of the Committee of University Librarians of Nigerian Universities (CULNU) used the collection growth rate of Nigerian university libraries are inadequate for teaching and research.

Nwalo, (2004) observed that "the polytechnic ... library has the primary objective of providing literature support for the entire academic, research and extension programmes of the parent institutions."

Effective collection development in academic libraries depends on proper and continuous funding. This is a world-wide problem as far as academic libraries are concerned. Kiskouskaya (1994) reported at the IFLA General Conference on

academic libraries in Russia said, "complete or partial loss of funding has profound implications: less of research to be carried out, closing of research institutions or severe staff cuts, and overall information crisis. A dramatic shortage of information resources has in turn "contributed" to decay of research activity in the country."

In a survey of some Chinese universities, Mingming (1995) reported the following as the problems of insufficient library collections. They include:

a.   Price rises for books and periodicals
b.   The unfavourable exchange rate for the Yuan
c.   Increase in auxiliary expenses
.d.   The slow increase in Acquisitions budget.

Also in a study conducted in Pakistan, Khunshid (1990) reported that of the twenty-two existing universities only six have passed the six figure mark in collection size. This definitely must be due mainly to shortage of funds.

In the Nigerian academic library system, Ehikhameror (1983) reported that there are shortfalls and paucity in the resources of Nigerian libraries which leads to inadequacy of collections which is a must for teaching and research. The funding problems in Nigerian academic libraries was painted by Omolayole (2004) thus, "this situation is as a result of inadequate funding, rising cost of library materials and high exchange rate of local currency." It is therefore clear that funding is one of the greatest problems facing academic libraries, particularly in the developing countries. Since the primary objective of academic libraries is to support the parent institution in teaching, research and services, she must therefore collect reading materials retrospectively, presently and also for the future. Hence, library collections serve as an investment for the future, because of the benefits that are retrieved from them. For example, a student who as a result of information resources available in the library writes a better term paper, assignment and passed examination, has received some benefits from the collections. Also, a student who uses a book from which he was able to draw an engineering diagram, and uses it to design and able to fabricates a machine has derived some benefits from library collections.

Therefore, collections development, which leads to physical availability of reading materials in the library is an investment, an asset and should be seen as such in any academic community, Carrigan (1995) noted on the above when he said, "collection development is the critical function within a library. A library collection should be viewed as an investment and should be looked at from a benefits perspective." A well selected collection has the capacity and attraction of readers. It encourages

readers to have confidence in the library. It boosts the ego of students and faculty because what they need on daily basis is directly accessible to them. It is at their convenience. Effective library services can only be provided when the library develops what Ifidon (1997) called "live collections.

Roles of Collection Development in Academic Libraries

Collection development is of prime importance in all academic libraries. Books, journals, and other non-print materials are all required by both students and the faculty on daily basis. Despite predictions by bibliographic futureogists such as Eugene Garfied and F.W. Lancaster who said books would be no more by the year 2000AD, books have refused to die almost ten years after. In fact, it appears the importance of books as carriers of information is currently increasing by the day, particularly in academic libraries. Pradman (2004) stated that the library would continue to play a significant role in the packaging and dissemination of intellectual production of human society, the availability of the Internet notwithstanding. This is particularly very important in developing countries academic libraries.

Even in the developed countries books still play an important and increasing role in their academic libraries. Cassell (2007), interviewed the Collection Development Co-ordinator, Jenica Rogers-Urbanek of the State University of New York at Potsdam Library and she said, "We still spend a third of our budget on monographs, and they are well used, as indicated by the steady rise in circulation. We are committed to continuing to buy monographs since we feel that the information in monographs remain unique."

Elsevier Publishing Company (2006) in one of their market surveys asked this question, "How would the end of print affect you?" The following answers came from different individuals and a Collection Development Librarian thus: Yan Chen, answered that, "Print will not die, I believe, I hope and I pray." Cristina Sabbaoni, answered that, "since time immemorial, human culture has expressed itself through material evidence, manuscripts, documents and books are tangible testimonies of human thoughts... and print is the most realistic way of fulfilling such needs." The Special Collection Librarian, University of Botswana, Gaborone, Violet Radiporo, also answered saying, "Loss of print will diminish the probability of finding things that are not intentionally searched for ... you never know when a priceless connection will present itself." Although the above finding from the survey might be geared towards profit making from the sales of books, it still points to the important role books could play in academic libraries.

As asserted by Law (1999), collection development, "have appeared to develop naturally from the work of the subject librarians striving to expand the collections in almost all areas of knowledge, they are now highly charged political documents and inevitably the provision of the most senior library management." It has become political documents because each academic department continually demand for their share of the scarce book funds of the library. The same book funds is also perpetually wider funded by the governing authorities.

In a survey on the importance of library collections in the largest Chinese University, Jilin University, Wilson (2003) came up with the following findings:

a.   That they primarily use books and printed materials, and need print materials more.

b.   That in doing their research they go first to libraries to seek information.

c.   That librarians are queried occasionally to assist in getting information.

d.   That the library appears to be the most popular venue for research... that books as printed materials are still the most commonly sought after sources of data

Although the small number of respondents (44) from the above research made statistical tests for significance impossible, the result reveals the important role reading materials still play in academic libraries. The above also categorically speaks for the vital role collection development still plays in our ever-increasing academic libraries.

Information and Communication Technologies (ICTs), scientific and technological developments as well as rapid and diverse economic growth are all tied to information products production. Today, these appear in various formats, and gradually their individual identities are being blurred due to their increasing convergence. Their existence however, is increasingly facilitating availability of information resources even in the remotest part of the world. According to Wu and Wei (2006), they are, "scientific knowledge that are ... codified in blue prints, patent, etc so knowledge can be assessed easily anywhere."

Adding his voice to the impact of ICTs on library collection and services, Nwachukwu (2005) said,"... I.T in libraries could be seen as a tool which could afford libraries the opportunity for optimum organizational utilization. And that includes enhanced user satisfaction, cost effectiveness, integration and effective service focus, faster and easier operational procedures."

The academic libraries, particularly the collection development librarian must therefore on continuous basis monitor all the research and development activities that are going on in the institution. By this, the library collections would be always kept relevant to the information needs of students and the faculty. Taylor (1999) agrees with the above when he said, "keeping the ... collections relevant requires close monitoring of current technology research of the university. As research interest change, so must the ... collection." Some of these changes result from academic and research partnerships formed between individuals, organizations and foreign countries by such academic institutions. Such partnership usually brings in more money, equipment, training and re-training opportunities, especially for the academic staff. This is also very relevant because of more emphasis on interdisciplinary and collaborative researches being encouraged today.

Collection Development Policy in Academic Libraries

Collection Development Policy is a written document for a library which states its "dos" and "don'ts". It is a guide, a plan and a compass. It should reflect the past, present and the future, as well as the aspirations, vision and mission of the parent institution. It is the policy that guides the librarian to perform his duty effectively. The policy therefore is a vital tool in making acquisitions to support the ever changing academic curricular of any institution.

According to Adedibu (2005/2006), "the position of policy in any sector of development is so important that it may be very difficult to function without adequate policy to guide the day-to-day operations".

Buttressing the need for a written Collection Development Policy, Olaojo and Akewukereke (2006), Ahmed (2006), all agreed to its strategic importance in effecting comprehensive library collections. In fact, a written policy must be the first document of a newly appointed librarian to the institution's administration. This is why academic libraries must have curriculum-driven collections.

Collection Development Policy should categorically state the role of the collection, the collection areas, the collection levels for the various departments and primary users. This is necessary because some departments are old, and with many students' population, while some are new, with just few students. Also collection development policy makes future changes easier and possible, since the library would already know what it is collecting and why it is collecting it. Hence, collection development policy is geared to supporting the core information needs of the academic institution. It also facilitates having consistency in ordering for the

reading materials and monitoring library budgets. Budget is very important because the most difficult is where to place the resources. For example, should the library purchase more prints or electronic formats considering the electricity problem in the country.

Job mobility of staff affects some academic libraries seriously as of today. Having a written policy is advisable for continuity of work. Eguavoen (2002) stressed the importance of having a written policy by saying, "Each library therefore should have standing guidelines or policies which help it in collection development so that in changing of staff, the policy of the library will not be distorted."

According to Edelman (1979), it is also very important for any library to evaluate the needs of all segments of the community in all its ramifications. Community analysis helps the library to determine the dear needs of every facet of the institution, especially the academic departments who teach, and research.

Irrelevant, controversial and unpopular library materials, according to Feng, (1979) could also be prevented from being acquired into the library with a well written collection development policy.

Diverse collection enriches students' cultural knowledge and provides them with a welcoming place to learn. This is why Collection Development Policy must be written, according to Schomberg and Grace (2005), "to better represent the demographics of its clientele." This is especially important due to the increasing number of foreign students in the various institutions today.

The impact of ICT on academic libraries must also be reflected in the written policy. This must be categorically stated in the policy, because electronic databases, licenses and other online sources of information are very expensive. Also, certain print materials such as Chemical Abstracts and Science Citation Index are very expensive. Wiggins (2008) puts the above situation thus, "collection development in academic ... libraries has bordered on the chaotic in recent decades." Unfortunately for the library the institutions' administration do not, in most cases understand the issues involved in library acquisitions. They believe that anybody can purchase books from any part of the world.

It is difficult to write a perfect collection development policy. Wiggins (2008) suggested two ground rules:
   a.   "Buy no material for any program/department until its priority in the institution's plan...is clearly defined."

b.   "Invest the resources available for collection development ... in a manner which reflects the long-term priorities of the academic institution."

Collection Development practices in Academic Libraries

The Webster English Language Dictionary (1994) defined the word "practices" as, "The... process of performing or doing something". It could be said to be a policy, method, rules, procedures, guidelines to be followed as the basis of action. It could also be termed as a plan of action to be taken before, during and after the acquisition of library materials.

Acquisition of library materials according to Boakye (1994).

> *"Is the procedure of selecting, acquiring and maintaining required information for use of a library's clientele. This spells out three core activities of a library, namely: provision, processing and information supply (i.e storage, retrieval, and usage of library materials). Provision involves selecting, acquiring (by purchase, gift or exchange) and maintaining library materials, processing involves, cataloguing, classifying, indexing, etc, a library's resources; and information supply involves reader services; current awareness, etc. It is obvious that these activities take place in the order just given. It can thus be argued that the provision of books and other materials is the most fundamental activity of all libraries p12."*

Hence library acquisition practices are highly sophisticated procedure, which requires highly trained professional staff to manage. Beautiful library building with all comfortable materials but without reading materials is just a white elephant.

However, it appears that much energy and effort is generally being laid on library automation rather than effective and efficient library collection development. Automation in all its ramifications and glamour are just mere tools in the hands of librarians. They are tools to improve his work, makes it faster, accessible anywhere and at any time. As tools also, they provide different types of information resources at the same spot and at the same time. It must be noted, however that tools cannot use themselves, they must be used by professionals who are trained in their own fields and as well as in the use of machines.

Responding to an interview by a journalist, the Vice Chancellor, Salem University, Lokoja said this about his new university library, which is automation run.

> "... We are developing a library that is of world standard, our library is now fully connected to the Internet and our students can access material everywhere in the world through it. We have also deployed an electronic library management system, which enables us to interact with the students electronically. They come to borrow book, their accounts for the library are all accessed electronically and at the end of the day, the library is also now a wireless network component. So any student can come with his or her laptop and connect anywhere in the world.
>
> The library is a key component in our strategy to ensure full accreditation... we are also embarking on getting an e-granary, which is like an electronic library containing over 10,000 entries of journals and books. Once we have that, it will increase tremendously."

The above picture is what a modern academic library should be.
Training acquisition practices from various countries of the world, Ahmed (2005) stated thus,

> "In the United States, although official responsibility has been with library staff, teaching staff normally have overall control of material selection... in West Germany (former) each university lecturer has books bought for his own use by the library... in the USSR (former), books are chosen in accordance with government directions... in Saudi Arabia (Ummal-Qura University, Makkah, and King Abdulaziz University, Jeddah) it is mainly the faculty members who have the major responsibility for choosing materials and forwarding their suggestion to the central university libraries... The process of choosing books at the University of Jordan is carried out with the help of faculty members, each in his respective subject area of specialization... in Nigeria..., at the University of Ibadan, all academic staff and students are free to recommend books and journals for purchase... the University of Ilorin is that suggestion of books and periodicals for addition to the library are welcome... At the University of Lagos library, a selection panel is responsible for interpreting the policies laid down by the book selection committee... The practice of choosing materials varies greatly from University to university in Pakistan p. 96."

To select materials for a university library, therefore, the librarian must be familiar with the curriculum, the users, the practices and techniques of selection and the strengths and weaknesses of the existing stock, and also thinking of the future.

Gifts, Donations and Exchanges

Gifts, Exchanges and Donations are also recognized and accepted as Collection Development procedures and practices. But has every library all the funds to acquire all the reading materials needed by her academic community? The above three practices could be solicited and unsolicited for. Also, when natural disasters do occur, such as floods, earthquakes, landslides, fires and wars whereby libraries are affected, to re-build such collections, the assistance, collaboration and partnership with both local and foreign individuals and organizations are required.

For example, University of Nigeria Nsukka Library, University of Liberia Library, University of Sierra Leone were once affected by war. After the wars most of these academic librarians were, in most cases, entirely dependent on gifts and donation. Some of the material donated from overseas may enhance the collection, but they may also receive material which is totally irrelevant to its needs, now or in the future. One of the merits of gifts, exchanges and donations is that they do not, in most cases, involve large financial remittances and transactions, usually from the local currencies to foreign ones, especially the dollar and the pound sterling.

Another merit of gifts and donations is that when a library with small or nonexistent budgets requests for such aid, collection development can be an exercise of ingenuity.

It is, however, important that Collection Development librarian and a very senior staff, should be involved in selecting the materials, for they know their users best and also know the type of researches going on within the institution.

In trying to re-build the war-destroyed library systems of Cambodia between 1986–1990s, Bywater (1997) said about donations, "shipping books to developing countries is expensive and money is wasted if out-dated and irrelevant material is sent, my personal guideline is that if a book is out of date and irrelevant in Australia, the U.S.A or whenever, it is unlikely that it will be of use in a developing country, even where resources are limited. This advice also applies to old computers and similar equipment.

...There is a real need to "educate donors too!"

Inter-library Loan (ILL) Practices in Academic Libraries, Resource sharing or Inter-library Co-operation is practiced whereby libraries borrow or photocopy reading materials from other libraries for their users use. This is necessary because there is no individual or organization that is self-sufficient in our needs. According to Edoka (2000:141), "... libraries require co-operation at some level in order to fulfil the (information) needs of users," Boakye (1994:15) also noted that, "co-operative systems allow libraries with comparative objectives to share their resources on the basis agreed by the libraries operating within the system... such systems allow libraries to provide information to support institution at an appropriate level..."

ILL is therefore one of the Collection Development practice that allows patrons to obtain access to publications whether it is in the user's home library or not. A library, for example, can use ILL to obtain an item that is not owned by the library, currently checked out from that library\s collection, outside of the collection development guidelines or too expensive for that library to purchase.

As Ruppel (2006) puts it, "In essence, ILL serves as an access equalizers, library materials budgets may be declining, but a library can still get access to a needed item for a patron, without purchasing it. This is where ILL and collection development converge.

The importance of integrating principles in collection development was also emphasized by Song (2003) thus,

> "In the world today, information resources are accepted as strategic resources that are considered more important than materials and energy. At present time, the level on development and utilization of information resources has become one of the basic marks in measuring or judging a country's economic advances and comprehensive strength of the nation. Now, more and more librarian(s) view their work from the point of establishing national strategic resources and get well understanding of the necessity of building document and information resources and they come to know the point of information construction has been turned from infrastructures into establishment of document and information resources as well as information service."

Weeding Practices in Academic Libraries

The majority of university library holdings are in the general circulation. Where there are large population of users, reading materials are quickly damaged due to intensive use. Also, there are more materials which have stayed long on the shelves without being used. While acquisition of library materials seeks to add new titles to the collections, weeding seeks to remove from the collection, those items that are of little or no value at all. According to Ifidon (1997), "weeding is not restricted to particular type of library, it is done in all types of libraries. Of the many reasons for weeding, space problem takes the pride of place".

Hence weeding is done because of outdated materials, lack of use, change in community and institutional objectives and the physical appearance of reading materials as well as cost of storage, stated Ifidon (1997).

Weeded materials may be donated to other smaller libraries that may be in need, stored up in a separate reading room of the library or may be sold out to old-books market. Such weeded books are stamped "DISCARDED", in order not to put the buyer in trouble with security agents.

However, there has been an increasing demand for old books these days. As noted by Welch (2003), "the increasing market for old materials, following the establishment of many new libraries and the expansion of interests in older libraries, has produced almost a new publishing industry the reprint publisher, reprint edition have brought many titles back into the in-print market".
Weeding is as important as book selection practices in library administration. It is also very important that it must be included in the written CD policy. As collection development practices are a joint effort with all other library sections and units, so also should the weeding be. With regard to the weeding of academic journals, which are the stock in trade of academic libraries, it must be carefully done, due to serious cost implications involved.

Evaluation Practices of Library Materials

What the writer would like to term a condition survey, should be carried out on library collections from time to time. These could range from assessing the physical conditions of the collection, damage, deterioration, shelving inadequacies, environmental factors e.g windows where sunlight comes direct on books, use patterns, paper and binding conditions. After these observations and assessments

evaluation strategies should be identified and implemented.

It is only an evaluation assessment that determines effective utilization of an academic library. According to Iruoje (1995) evaluation generates feedback on how well a system is functioning, and it is usually employed to assess the performance of library services.

Different standard have been developed in different countries on different occasions for judging the adequacy of university library collection. As library materials are being acquired, it is important and necessary to occasionally stop to ask questions and assess the relevance of the collections to the overall purpose of the institution. As asserted by Ifidon (1997);

> "Collection evaluation is the assessment of the extent to which a collection meets the library's objectives. The aims of the exercise are to determine the scope, depth and usefulness, utility and practical applicability of the written collection development policy; assess the adequacy of the collection and thereby highlight the inadequacies and suggest ways of rectifying them; reallocate resources so that the areas that really need them can receive greater attention; convince the library's authorities that the allocated resources are not only being judiciously utilized, but also inadequate; and to identify areas where weeding is required.p.71"

Hence, there are two criteria for collection evaluation; the objectives of the library and a well written CD policy.

Some other files or records is to maintain or facilitate proper assessment or evaluation of the collection which include the following:
a.   Records of expenditure.
b.   Statistical records of use and library collections.
c.   Regular checking of the catalogues, and
d.   Seeking opinions of regular users of the library.

Also useful for the evaluation of the library collection are the opinions of accreditation bodies like the National Universities Commission (NUC), the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE). In some cases an external consultant may also be invited to carry out the evaluation of library collection. Their reports which are normally presented to the higher authorities always carry weight and implementation is also fast.

The evaluation reports of library collections from the professional bodies such as the Nigerian Medical Association, Nigerian Society of Engineering, Nigerian Bar Association, Nigerian Library Association also carry weight.

It is important for the university library administration to pause to consider how the library collection is justifying the great financial investment in the library, various evaluation techniques should be employed to get the best result. In some cases, when external evaluators report, such reports should be forwarded to the higher authorities for proper and quick implementation.

Summary of Literature Review
A survey of literature reviewed yielded a good harvest of research and publications in different aspects of collection development in various academic libraries. Collection development, is the foundation upon which all other library services are built.

Literature also showed that it helped to assemble recorded knowledge of human endeavour for the teaching and research in higher institutions of learning. It was also discovered that shortage of funds to replenish academic library information resources has profound implications for research activities in higher institutions. Examples from Russia, China, Pakistan and Nigeria have been cited, that funding

shortage is a global phenomenon. This also reveals that all developing countries are suffering from shortage of funds to acquire information resources in their academic libraries.

It also tells us that collection development is an investment, from which the users of the library receive a lot of benefits. These benefits positively affect the individual and the group of users of the library. It was also discovered that collection development would combine to play a significant role in academic libraries because, the library would continue to repackage and disseminate information for her users. Literature, reveals that most of information resources acquired by many academic libraries in developing countries are print materials, however there has been a steady increase in the acquisition of ICT and the use of Internet facilities.

It also showed that accreditation bodies have standards for collection development in academic libraries in Nigeria. Unfortunately the standards are not being met by various academic libraries, hence leading to inadequate provision of reading materials in such libraries.

Literature however did not reveal much on collection development practices in academic libraries, in Niger State, Nigeria. Here, there are several higher institutions of learning, which are owned either by State or Federal governments. This is the gap this study intends to fill. This study is necessary and important because of the increase in the number of new academic institutions and their libraries in the state.

In conclusion, the researcher notes the current expansion in the country's tertiary institution system, which has also led to the establishment of their individual library. The position of the Collection Development librarian is noted to be very visible both in the library and the university community.

It is also emphasized that both learning materials in print and in electronic versions should be integrated for effective dissemination of information in the academic community. However, examples of the importance of print over digital formats, particularly in developing countries are cited.

IFLA sees Collection Development as a very vital section of any library and hence have also established it, and serves as an international guide for all libraries.

Gifts, Exchanges and Donations are still collection development procedures and practices, however, not all should be accepted, hook, line and sinker, particularly in academic libraries, which are user-specific and subject-specific.

RESEARCH METHODS

The concept of research has been with mankind from ages. Aina (2002:1) stated that, "The abilities of the human being to dominate his/her environment, ask questions, raise queries and seek clarifications can be traced to be precursors of research". To Nworgu (2006:1) man's … "natural tendency to be inquisitive—always trying to find answers to perplexing and unanswered questions" is the source of research. As for Osuala (2005:1), "Research is simply the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data." Hence, research is a vital tool for advancing knowledge and for promoting the social life of society.

Research Design

The research design for this study will be a descriptive survey. This method will be used because it involves a systematic and a detailed collection of information about opinions, feelings, beliefs and attitudes of people toward a particular phenomenon. Descriptive survey is more suitable for this research because the consensus of opinions of respondents is expected to provide solution or solutions to the problem under investigation.

Area of the Study

The area of study is Niger State, Nigeria. Niger state, was created in April, 1976 from the former North Western state. Minna is its state capital. It has twenty-five (25) local government areas, some of its important towns include Bida, the capital of the Nupe—speaking people of Nigeria, Kotangora, Suleja, Mokwa, to mention a few. The state is generally an agrarian society, some of the chief crops grown are yams, rice, guinea-corn, maize and cassava.

Niger state is known as the "Power State" for the fact that three (3) Hydro-electric Dams are located there, and the fourth one is currently under construction. They include,

  (a) Kainji Dam, New Bussa
  (b) Jebba Dam, Jebba
  (c) Shiroro Dam Shiroro
  (d) Zungeru Dam, Zungeru

Niger state is politically very relevant in Nigeria. Two former Heads of state, the Military President of Nigeria, President Ibrahim Badamasi Babangida and General (Rtd) Abubakar Abdusalami are both from the state.

Population of the Study

Population in a research could be persons, things or entities that have common characteristics. In this study, it includes all academic libraries in Niger state, totaling seventeen (17) in number, seven (7) of them are under study.

The target population also includes all Head Librarians, collection development libraries, librarians who had worked in collection development sections of the libraries and other librarians in the libraries under study. In all, the total population under study is seventy two (72).

Table 1: Total Population

S/N	Institution	Collection Development Librarians	Academic Departments
1	College of Agriculture Mokwa	1	8
2	College of Education Minna	2	15
3	Ibrahim Badamasi Babangida University, Lapai	2	18
4	Niger State Polytechnic, Zungeru	1	15
5	Federal College of Education, Kontagora	1	22
6	Federal Polytechnic , Bida	2	19
7	Federal University of Tech. Minna	3	29
	Total	17	146
	Grand Total		158

Sample

Sample, according to Aina (2002:34) "is the selection of some units from a study's population of interest. It is a technique that allows a researcher to make inferences about a population based on the nature of the sample (ie the selected units)". Hence, the sample of the academic libraries was chosen from the population. The libraries were chosen because they are the most representative of academic libraries in the state.

A sample of Head librarians, collection development librarians and other librarians were also chosen from the population.

Sample Technique
The academic libraries under study are owned either by the state or federal government. They include colleges of education, polytechnics and universities. Hence, two colleges of education, two polytechnics and two universities were chosen each owned either by the state or federal governments. A state college of agriculture was also included.

Instrument for Data Collection
The instrument for data collection for this research was questionnaire; mainly. With it, data was obtained on the feelings, views and perceptions of the seven academic libraries studied. The questionnaires were nineteen (19) in number, and covered all the aspects of collection development under study.

Head librarians of the academic libraries were also interviewed, individually. The researcher was also given some documents of the libraries studied to go through, in order to get some information from such sources.

Validation of the Instruments
The instrument is subjected to face validation by the researcher's supervisor and other experts from the Department of Library and Information Science, University of Nigeria, Nsukka. They were requested to comment whether the instrument is relevant to the research study. They made useful inputs in order to make the instrument more relevant to the study. Their corrections and suggestions were all reflected and incorporated in the final draft of this proposal.

Method of Data Collection
The researcher and five (5) research assistants chosen from the institutions under

study will help to administer the questionnaires. The completed copies of the questionnaires will be retrieved back to ensure prompt return. A close study of documents, procedures and practices of collection development sections of the libraries will be carried out by the researcher.

Method of Data Analysis
The researcher will employ the statistical data analysis of simple percentages and mean to analyse the data collected from all head librarians, collection development librarians and other librarians who are the respondents for this research.

PRESENTATION OF DATA
The data for this research is presented in tables and figures in narrative form. It is presented in simple percentages, stating the research questions above.

Table 2: **What methods are adopted for Collection Development?**

	Frequency	Percentage
Purchase only	64	88.9
Gifts/Donations only	1	1.4

Above table shows that the largest number of reading materials in academic libraries under study were acquired through purchase, while Gifts/Donations account for just a negligible number.

Some factors that could be attributed to more book purchases is the establishment of new institution like the IBBU, Lapai, which is currently developing her new Library. Another factor could be the establishment of two new schools (faculties) at the FUT, Minna. The two new schools have eight different departments.

Table 3: Does the Collection Development Policy covers the curriculum?

	Frequency	Percentage
Reading materials that cover the institutions' curricular	69	95.8

It could be deduced from the above table that the existence of a written Collection Development Policy in academic libraries could facilitate the acquisition of reading materials to support the curriculum of the institution. This emphasis on the institutions curriculum helps the academic departments to get approval from the accreditation bodies such as the National Universities Commission (NUC) and others.

Table 4: Who participated in Collection Development?

	Frequency	Percentage
Head librarian, only	37	51.4
C.D. Librarian, only	22	30.6
Other librarians	7	9.7
Lecturers	4	5.6

The above result is very interesting and instructive to all academic libraries. It reveals that librarians are still responsible for all the collection development activities in academic libraries.

It also goes to support the assertion of the research that collection development should be a core course, which must be well taught in library schools. Collection Development could also be said to be an area in LIS which proves the librarian's worth.

However, the table also shows that there is need to allow lecturers to participate more in Collection Development. This is very important because they are the ones who teach and they know many information resources in their individual different specializations

Table 5: What is the frequency of participation in Collection Development?

	Frequency	Percentage
Frequently	21	29.2
Occasionally	35	48.6
Before accreditation	5	48.6
Beginning of the session	6	8.3
Never	1	1.4

The above table reveals that Collection Development in the academic libraries sampled is mainly an "occasional" practice. The reason might be that the libraries studied acquire reading materials only when there are funds. This is in negation of the suggestion of Adekambi (2007) that collection development should be a "continuing development" of the academic library.

Table 6: What are the problems associated with Collection Development?

	Frequency	Percentage
Lack of collection development policy	10	13.9
Inadequate funding	56	77.8
Lack of qualified librarians	2	2.8
Lack of space	2	2.8

The picture in Table 6 above portrays that inadequacy of funds is the greatest challenge of collection development in academic libraries sampled. This is consistent with Nnadozie's (2006) findings in collection development materials in selected Academic Libraries in Nigeria.

Table 7: Which Agencies Assist in Collection Development?

	Frequency	Percentage
National University Commission (NUC)	10	13.9
National Board for Technical Education (NBTC)	2	2.8
National Commission for Colleges of Education (NCCE)	8	11.1
Education Trust Fund (ETF)	51	70.8

The above table seeks to find out which government agencies assist academic libraries most in collection development. The above finding totally agrees with the findings of Nnadozie (2006), when 66.7% of the libraries studied received book donations from the E.T.F.

The findings also show that .governments both at the state and federal levels fund the academic libraries.

Table 8: Who does the Community Analysis?

	Frequency	Percentage
Asking lecturers	36	50.0
Asking students	1	1.4
New departments	2	2.8
Monitoring subject areas	1.4	19.4
Identifying research interests	16	22.2

The table above reveals that the academic staff are the intellectual users and producers in any academic community. They are required to teach, research and publish in their respective areas of specializations. They also have knowledge of current editions of information resources in their subject areas.
The table also noted that research interests in the academic institution have to be backed-up with a standard library collection.
However, the table above reveals that students seem not to be considered in collection development in the libraries sampled. This is unfortunate. Students are admitted to study from library collections. The library is a fountain of knowledge, which exists for all to drink from.

Table 9: What are the Weeding Practices in the Libraries Studied?

	Frequency	Percentage
Lack of space	12	16.7
Too many unused books	5	6.9
Too many damaged books	21	29.2
Too many outdated books	16	22.2
To create space for new books	12	16.7

The table above reveals that there are many damaged reading materials in the academic libraries sampled. Some of the reasons that could be deduced from this could include availability of just few copies for a very large population, lack of funds to purchase many titles, and inadequate library staff to process acquired new materials, quickly.

Damaged books could also be easily repaired instead of weeding, where there is a standard bindery. A general observation of the academic libraries sampled, however revealed that they do not have such a standard bindery.

It was also observed that there are too many outdated collections in state owned institutions.

Table 10: What are the Methods of Discarding Weeded Materials?

	Frequency	Percentage
Given to smaller libraries	18	25.0
Kept in store	42	58.3
Used for exchange	4	5.6
Sold out	1	1.4

The table shows that 58.3% of the weeded materials in the academic libraries sampled are kept in stores. It could be said that the collections are put in progressive retirement and could be put into active use at anytime. At this stage, the collections require proper storage and constant checking from time to time.

Table 11: Who Evaluates Library Collections?

	Frequency	Percentage
Keeping statistical records	46	63.9
Physical examination on shelves	12	16.7
Opinion of readers	1	1.4
Library staff opinions	4	5.6
Never done evaluation	5	6.9

The above table shows that statistical record keeping is one of the significant ways of evaluating library collections. The 63.9% response from the respondents shows that all the academic libraries sampled use statistical records in evaluating their libraries. This is very important for collection development because it is a means of

assessing the quality, quantity and effective utilizations of academic library collections.

It was also observed that statistical records for evaluating the libraries studied are still being done manually. This finding also agrees with the findings of Erwat and Fabunmi (2006) that there is need for tertiary institutions to modernize their methods and facilities for processing and storage of data.

Table 12: Which Collection Development Practice is more Used by the Libraries?

	Frequency	Percentage
Purchase only	69	95.8
Gifts/Donations only	2	2.8

Table 12 above reveals that collection development in academic libraries sampled is still being done through book purchases, gifts and donations, it is significant to combine several collection development methods in order to acquire adequate reading materials for academic libraries.

DISCUSSION AND CONCLUSION

Discussion of Findings
From the response received through the questionnaires and interviews conducted with Head Librarians and other library staff, observations and documentary sources of the seven academic libraries sampled, it is evident that Collection Development is still being practised through book purchase mainly. Table 2 reveals this. This was observed both in the old and new academic libraries. For example, the establishment of the two new schools (faculties) with six departments each at the Federal University of Technology, Minna made the library to purchase more books recently. As for the Ibrahim Badamasi Babangida University (IBBU), Lappi, the library is currently purchasing more new reading materials. In fact, this university began in 2005 and gradually building its collections.

The research revealed an interesting and instructive result to be noted by all academic libraries. It reveals that librarians are still very important in collection development services in academic libraries. This showed that librarians are still the searchers, custodians and disseminators of information resources for the information seekers of their libraries. This also goes to support the assertion of this

research too, that collection development should be a core course, which must be taken by all students and well taught in library schools. Collection Development could also be said to be an area in LIS which could prove the librarians worth.

However, there is need to allow the academic staff to participate more in collection development. This is necessary due to the fact that they know much of reading materials in their individual specialities, reputable authors and even the sources of such information resources. Cassell (2007) and Pradman (2004) both noted the importance of this point.

It could be deduced from the respondents answers too that a well written Collection Development Policy in academic libraries usually supports and strengthens the institution's curriculum. This is usually evident when academic departments are requesting for accreditation from the regulatory bodies like the N.U.C and others. The libraries that do not take Collection Development Policy serious would either under or over acquire reading materials for their libraries. This is why some academic departments "fail" in library aspect during accreditations. Eguavoen (2002) and Fery (1979) both noted the importance of Collection Development Policy.

Problems associated with Collection Development are many and various. Some problems are within the library itself, in the institution and with the suppliers. Within the library, for example, lack of a written collection development policy, inexperienced, and inadequate number of staff in the collection development section and lack of bibliographic working tools, noted Ahmed (2005:93).

Institutional problems associated with Collection Development Policy include the inadequate allocation of funds, non-release of funds and outright diversion of library funds to other areas. Sometimes this happens without the knowledge of the head librarians. Akporobore (2006:62), in his findings about the problems of finance said its 50% in academic libraries. Ahmed (2005:94) also noted foreign exchange regulations, import restrictions, postal and customs formalities, which are all associated with funds, are what hinder the growth of university library acquisitions. Omolayole (2004) and Ehikhameror (1983) both noted this funding problems of collection development.

This funding phenomenon is also an international issue, Kiskouskaya (1994) reported at the IFLA Conference that it is affecting Russian academic libraries. Mingming (1995) stated that it is affecting Chinese academic libraries and Khunshid (1990) reported that it is a problem in Pakistani academic libraries. The

"occasionally" response of 48.6% reveals that the academic libraries sampled in the study did acquire reading materials only when there are funds. This is not good enough as the findings of Adekambi (2007) reveals that collection development should be a "continuing development" of the academic library.

Several government agencies assist academic libraries to improve their academic collections. Out of these, the Educational Trust Fund (ETF) got 70.8% respondents. The idea to establish the ETF, formally called the Educational Tax Fund, fortunately and originally came from the Academic Staff Union Universities (ASUU); during the struggle that produced the 1992 Federal/ASUU agreement ETF was then established via a decree in 1993.

However, the E.T.F had been in the eye of the storm. The ASUU, other stakeholders and even the federal legislators have series of strong allegations against her, hence wanted it scraped.

At a point, the Independent Service Delivery Monitoring Group (ISDMG) a non-governmental organization (NGO) had an eighteen month tour of twenty-one (21) states of the federation to asses E.T.F. projects from 1999 to 2005. Contrary to negative opinions from some quarters, the Group reported that,

> "... the E.T.F. remains the major financial body of the nation's educational sector, from which every level of the sector had benefited."
> The report went further and specifically noted about tertiary institutions thus,
> ..."the E.T.F's intervention in the areas of physical structure development and procurement of equipments is awesome and the singular most ambitious and effective initiative of government which should be sustained".

The above also agrees with the finding of Nnadozie (2006), when 66.7% of the libraries studied received book donations from the E.T.F. It also reveals that governments, both at the state and federal levels fund the academic libraries studied, however, it is the federal institutions libraries that have larger collections as observed.

The research found that only few academic staff participate in collection development. This is not good enough, because they are the ones who teach, research and publish, as Nwalo (2004) also asserted. However, few have hand in the book purchase for the departments. A head librarian of a state institution told the researcher during an interview that money used to be shared among head of

academic departments by the institution's authority to rush to purchase books before the arrival of the education accreditation bodies, such as the NCCE and the NBTE. This could be one of the sources of outdated books!

The researcher also showed that community analysis take place in all the academic libraries studied. This is a plus for academic libraries studied. Unfortunately, students of all the academic libraries researched seemed to be relegated when it comes to library collection development.

The findings reveal as well that only the damaged books constitute the weeding materials in the libraries studied. It was only those damaged and beyond re-binding that were weeded. A lot of these damaged books were observed in one of the libraries sort of binding. However, the head Binders interviewed complained of lack of materials to do their work. The researcher observed so many damaged books begging for re-binding in one of the libraries. In another, a store was created for such books.

All the libraries studied have a good record keeping procedure, though manually done. The researcher observed that the traditional wooden catalogue cabinets are still in use. There is much need to employ the ICT services in all the libraries, although there is some evidence in the federal owned institutions than the state ones.

Implications of the Study

Academic library collections are very crucial in the pursuit of academics in all its ramifications. This is why collection development is the backbone in academic libraries. Carrigan (1995), Pradman (2004) and Nwalo (2004) all agreed to the above.

For the above reason therefore, library schools should make the study of Collection Development a core course for all students of Library and Information Science. Students must be knowledgeable in sources of information materials and all the process of collection development before their graduation. This is very critical these days, because we now have many young librarians heading new academic libraries. Such young librarians would find the results of this research very useful.

Collection development sections should be headed by qualified senior librarians. They should be able to monitor all academic research activities in the institutions. They should be able to provide reading materials that would support such.

The inability of any academic library to provide the above would discredit its reputation within the institution.

The administrators in the academic institutions usually panic when it comes to accreditation of their institutions by the regulatory bodies. The result of this study would be useful to them. They would be aware of the library needs, fund required, who and where to acquire the collections. Constant, continuous and adequate additions to library collections prevent haphazard collections.

Collection development in academic libraries should therefore be viewed as an investment, and looked at from a benefit's perspective. Such benefit's are quality graduates, sponsored and funded researchers and endowments in such institutions. Ifidon (1997) called such library collections as "live collections".

Recommendations

The following are recommended to improve the academic library system in terms of its collection development.

There should be a written Collection Development Policy which must be adequately publicized within the institution. Collection development policies are usually written and operated within the library. The Collection Development (CD) should be a core course in library schools. This should be so because many young librarians nowadays find themselves managing new academic libraries. Collection Development sections of academic libraries should be headed by senior librarians, who have had several years of working experience. Lecturers, who are both users and producers of intellectual products in academic libraries should always be consulted in Collection Development activities of the library. Students who are the main beneficiaries of academic libraries should also be carried along in all Collection Development processes.

Institution administrators should not always wait for the coming of the accreditation bodies before purchasing books for the library.

There should be a standing order from the Ministry of Education and the Education Accreditation bodies directing academic institution administrators to always release library funds to the libraries promptly.

Apart from annual library budgets, government should provide a lump sum of money for all academic libraries, yearly.

Academic library binderies should be strengthened in terms of their technical staff, equipment and accommodation. Books and other reading materials due for re-binding should not stay more than three months in the bindery.

Community analysis should be continually done by academic libraries. This would identify areas of critical need of information resources of the institution.

Effective and efficient keeping of library records would help in the evaluation of the library. These could be done either manually or electronically, using ICT services.

Limitation of the Study

The researcher faced some limitations in the process of undertaking this research. The questionnaires sent to some of the libraries were not all completed. Where twenty questionnaires were sent to only four or six were completed and returned. This had affected the validity and generalization of the findings of this research.

Suggestions for Further Research

This research was conducted in Niger State, in the North Central State, Nigeria. It sampled some state and federal academic libraries. It specifically studied Collection Development practices in those libraries.

The researcher wishes to suggest that this type of research could also be conducted in other parts of the country.

Collection Development (CD) in other types of libraries like special and schools could also be conducted in Niger state.

It is also being suggested that user studies of the researched libraries could be undertaken.

Conclusion

Collection Development involves various professional librarianship practices employed to acquire different formats of reading materials into the library. Academic libraries exist to support their mother institutions with continuous provision and dissemination of such information resources. The rapid expansion of higher institutions in Nigeria in the last ten years, have greatly increased the need of quality and quantity of such reading materials to be acquired in academic libraries.

This research find out that 88.9% of the academic libraries studied still practised their collection development through purchases only. The research also reveals that a combination of book purchases, gifts and donations is 95.8% of the academic libraries studied. Findings also showed that collection development still remains the responsibility of librarians (51.4%) in academic libraries in Niger State.

Indeed, Collection Development must not be toyed with. It reveals the quality of librarians and their professional capabilities in terms of information resources. Also provision should be made for students and academic staff, who are continually involved in learning, teaching, research and publications.

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