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Fostering Collection Development Policy Training of Academic Library Professionals in Nigeria

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Abstract
This study examines collection development policy (CDP) training available to academic library professionals in Nigeria, focusing on CDP training provided in library schools and academic library institutions. The study adopted a descriptive survey research design. A sample of 150 university librarians was purposely selected from three selected university libraries in Southwest Nigeria. The study revealed that library schools are providing CDP training to academic library professionals but the training is not adequate in implementing CDPs in their libraries. The study also revealed the non-existence of CDP training in academic library institutions in the country. The study concludes that integrating CDP courses inthe library school curriculum, introducing certificate short courses on CDP, providing continuing training opportunities on CDP, and collaborating among key stakeholders in providing CDP training are important strategies for fostering CDP training of academic library professionalism Nigeria.
Keywords: *Collection development policy, Training, Academic Library, LIS Professional*

1.1 Introduction

Collection development policy (CDP) is an important document that provides guidelines, principles, and procedures for collection development activities such as selection, acquisition, organization, preservation, evaluation, and weeding of materials. It provides a blueprint for building and maintaining relevant quality information resources that support the objectives of the library and that of the institution it serves (Frempong-Kore, et al. 2022; Mwilongo, 2022). It also assists in maintaining consistency, mitigating personal bias, rationalizing limited resources, fostering collaboration, addressing challenges, and facilitating effective communication among library staff, faculty, students, and other stakeholders (Nwosu & Udo-Anyanwu, 2015).

Despite the prevailing opinion among scholars that collection development policy (CDP) is essential in developing and maintaining library collection, most academic libraries in Africa are still operating without such policies. Studies conducted in some academic libraries in Tanzania have shown that collection development activities in these libraries are performed without effective written CDP (Mwilongo, 2020; Mwilongo et al., 2020). Similar studies conducted in Nigeria, Kenya, and Malawi revealed that academic libraries in these countries lack functional CDPs (Umar & Haliru, 2022; Bonaya, 2023; Kamau & Elegwa, 2022; Chaputula, 2014). Other studies conducted in Ghana found that although some academic libraries have existing CDPs, these policies have not been implemented since they were

formulated (Ameyaw, 2020; Frempong-Kore, 2021).

One fundamental reason for this situation was that academic library professionals lacked the necessary knowledge and skills for formulating and implementing such policies in their libraries. Studies conducted in some university libraries in Pakistan revealed that lack of CDP knowledge among academic library professionals was the reason why the libraries were unable to develop and implement the policy (Ameyaw, 2020; Kanwal, 2016; Khan & Bhatti, 2025). Lack of CDP knowledge does not seem to be confined to only academic library professionals in Pakistan but similar situations were reported among academic library professionals in Botswana, South Africa, Ghana, and Nigeria (Ameyaw, 2020; Buraimo et al., 2023; Dime et al., 2024; Yakubu et al., 2022).

Therefore, training academic library professionals on CDP is essential in equipping them with the knowledge and skills to formulate and implement CDP in their libraries. Academic library professionals need to be appropriately trained formally and informally to formulate and implement CDPs in their respective libraries. To do this, studies recommend that library schools integrate more CDP courses into their undergraduate or postgraduate program to ensure that future academic library professionals are equipped with the necessary knowledge and skills (Ameyaw, 2020; Kanwal, 2016). Additionally, academic library institutions provide continuing training opportunities to current academic library professionals to enable them to enhance their knowledge and skills in this area (Kanwal, 2016; Yakubu et al., 2022).

Unfortunately, very little has been reported on CDP training available to academic library professionals in Nigeria. A search of CDP training available to academic library professionals in Nigeria on the internet and in journal databases yielded scant results.

Existing studies primarily concentrate on aspects such as the availability, awareness/ knowledge, and implementation of CDPs (Buraimo et al., 2023; Edem et al., 2016; Kate et al., 2022; Yakubu et al., 2022) with little attention given to CDP training available to academic library professionals in Nigeria. This absence of empirical studies deprives stakeholders of critical evidence and insights needed to strategize and enhance CDP training available to academic library professionals in the country. In light of this gap, this study examines CDP training available to academic library professionals in Nigeria and suggests strategies for improving training initiatives.

1.2 Statement of the Problem Statement

The absence of written CDP has greatly affected collection development activities in many academic libraries in Africa. Most of the essential elements of the collection development activities such as selection, acquisition, evaluation, preservation, and weeding of materials are done haphazardly due to the lack of written guidelines to guide the collection development activities (Bonaya, 2022; Frempong-Kore et al., 2022; Mwilongo et al., 2020). This has also affected the quality of library collections, user satisfaction as well as teaching, learning and research activities of the academic institutions. If not addressed, the problem may affect the integrity of the academic libraries and the parent institutions from a broader perspective.

Academic library professionals play a crucial role in formulating and implementing CDPs to ensure that relevant information resources are made available *in academic libraries. However, research has indicated that many academic library professionals lack the appropriate knowledge and skills to formulate and implement such policies in their respective libraries (Ameyaw, 2020; Kanwal, 2016). Therefore, this study aims to determine* CDP training available to academic library professionals in Nigeria, and suggest strategies

for improving training initiatives. The study will provide valuable information about CDP training available to academic library professionals in Nigeria, and assist in suggesting strategies for improving training initiatives. The study will also contribute to the field of library science in Nigeria, by helping to ensure that future academic library professionals in Nigeria are adequately prepared to effectively formulate and implement CDPs in their library settings.

1.3 Research Objectives

The purpose of this study is to examine CDP training available to academic library professionals in Nigeria and identify strategies for fostering training initiatives*: The specific objectives are listed below:*
1. To determine whether library schools are providing CDP training to academic library professionals in Nigeria
2. To determine whether academic library institutions are providing CDP training to academic library professionals in Nigeria
3. To identify *strategies for fostering C*DP training available to *academic library professionals in Nigeria.*

1.4 Research Questions
To achieve the objectives of the study, the following research questions were proposed:
1. Are library schools providing CDP training to academic library professionals in Nigeria?
2. Are academic library institutions providing CDP training to academic library professionals in Nigeria?
3. What are the *strategies for improving CDP training available to* academic library professionals in Nigeria*?*

2.1 Literature Review
When reviewing the literature on this topic, three areas will be discussed. The areas include the existing body of literature on CDP training in library schools, CDP training in academic library institutions, and finally the strategies for improving CDP training initiatives.

2.2 The Importance of Collection Development Policy Training
Collection development policy training plays a pivotal role in ensuring that academic library professionals possess the necessary knowledge and skills to effectively develop and implement such policies. CDP training programs ensure that librarians understand the principles, objectives, and procedures outlined in CDPs, enabling them to align acquisitions with institutional goals and user needs (Evans & Saponaro, 2015). It also provides library professionals with the skills and knowledge needed to navigate collection development complexities such as collection assessment, budget management, and knowledge of copyright and licensing issues and makes informed decisions about collection development (Nwosu, 2016). CDP training provides them with a framework for navigating ethical dilemmas and upholding principles of intellectual freedom and access to information (Bates & Mader, 2017). CDP training helps library professionals understand institutional objectives and curriculum requirements, enabling them to develop collections that meet the specific needs of faculty, students, and researchers (Fosmire & Sisson, 2013). CDP training helps library professionals develop communication and collaboration skills necessary for engaging with faculty to understand their information needs and preferences (Bates & Mader, 2017).

2.3 Collection Development Policy Training in Library School Programs
A review of related empirical studies was conducted to explore the range of CDP training provided in library school around the world. Kanwal (2016)conducted a search on university websites that offer LIS programs to examine the existing course outlines of

undergraduate and postgraduate degree programs in LIS. After checking the course outlines, results indicated that no course is explicitly and specifically devoted to CDP (Kanwal, 2016).In concurrence with the Kanwal, Tucker and Torrence (2004)revealed that CDP is provided mainly as a component of collection development courses, also in the form of one lecture. This class and cannot possibly prepare the student for all the skills needed about CDP. In his article, Metz (1994)stated that LIS programs have either abandoned educating librarians or that they are not educating them well on the collection development process.

This literature summarized that there have been few studies examining the effectiveness of library school program in preparing future library professionals for their role in developing and implementing CDPs. Given the importance of CDP in the development of library collection, it is reasonable to expect that LIS programs are adequately preparing students to take on these responsibilities.

2.4 Collection Development Policy Training in Academic Library Institutions

Several studies have discussed the importance of CDP training in academic library institutions. A study conducted by Yakubu, (2022) on the knowledge of CDP among academic librarians in Nigeria emphasized that academic library institutions need provide continue education training opportunities such workshops and seminars to improve the knowledge of CDP among academic library professionals in the country. Kanwal (2006I who looked at the status of CDP in university libraries in Pakistan supported that library professionals need continuing education training, and encouragement to be able to implement CDPs in their libraries. Some studies have discussed various approaches to CDP training in academic library institutions. These initiatives encompass both formal and informal methods, including workshops, seminars, conferences, webinars, online courses, and professional development programs. Bates and Mader (2017) opined that academic library institutions offer workshops, seminars, and online courses to provide librarians with practical guidance on drafting CDPs. Tucker (2016) added that academic libraries sometimes collaborate with professional associations to facilitate training opportunities for library professionals (Tucker, 2016).

2.5 Strategies for Fostering Collection Development Policy Training

Different scholars and professionals in the field of librarianship have suggested various strategies for improving CDP training of academic library professionals. One of these strategies includes integrating CDP courses into library school programs (Adekanbi, 2007; Yakubu, 2022).Integrating CDP training into the library school curricula will ensure that future library professionals are equipped with the necessary knowledge and skills in this area. Another strategy for improving CDP training is introducing certification based short courses on CDP to provide valuable training opportunities to academic library professionals (Munyoro, et al., 2023).Additionally, providing continuing education training opportunities by academic library institutions is important to improve CDP training among academic library professionals (Yakubu, 2022; Kanwal, 2016). Continuing education training opportunities like workshops, seminars, or online courses on CDP is essential to equip academic library professional with the knowledge and skills. Lastly, collaboration among key stakeholders is essential for pooling skill and resources to offer comprehensive training opportunities (Munyoro et al., 2023).Partnerships can facilitate the sharing of best practices, development of standardized curricula, and the coordination of training events.

3.1 Research Methodology

A descriptive survey research design was adopted for this study. The descriptive survey research design was considered appropriate as the study aimed to describe the opinion of Nigerian academic library professionals about the CDP training available to them. Purposive sampling was used to select 150 academic library professionals from three selected federal university libraries in the Northwest in Nigeria. The three university libraries were selected because they were easily accessible to the researchers geographically and administratively. The three university libraries were also selected because they recruit staff with professional LIS qualifications, which provided the basis of getting reliable responses from respondents. The identity of the universities has been masked because the study was most interested in the opinion of the academic library professionals not necessarily the institution they came from. The 150 academic library professionals comprised of librarians currently working in the university with at least a Bachelor's degree in library and information science.

A questionnaire was used in collecting the data for this study. The complete collection ensured that all 150 academic library professionals were covered in the study, of which only 132 completed questionnaires were returned, giving a response rate of 88%. The data was analyzed using SPSS version 23. This software package was chosen because it offers the most comprehensive solution for reporting and analyzing data (Powell & Connaway 2004).The data was analyzed using the SPSS 23 version. Descriptive statistics was conducted using frequency count (N) and percentage (%) for easy interpretation

4.1 Results and Discussion

4.2 Respondents Demographic Information

Table 1: Respondent Demographic Information

Variable	Categories	Frequency	Percentage
Gender	Male	92	70%
	Female	40	30%
Qualification	Bachelor	67	51%
	Masters	43	32%
	PhD	22	17%
Work Experience	Below 10 years	37	28%
	11 − 20 years	70	53%
	21 years to above	25	19%

A total of 132 respondents filled in and returned the questionnaire that had been administered in the three university libraries where data was collected. Of these 132 respondents, 92 (70%) were male while 40 (30%) were female. The wide gender gap found in this study suggests a need for a more concerted effort by the Nigerian government to narrow the gender difference in job possibilities and student enrolment in higher institutions. The educational level of the respondents was also examined in this study because it was believed educational level has a connection with CDP training. According to findings, 67 (51%) had Bachelor's degree, 43 (32%) had Master's degree, and 22 (17%) had Ph.D. The researcher was also interested in knowing the duration that librarians have worked in the libraries. According to the findings, majority of the respondents 70 (53%) had worked for between 11-20 years, 37 (28%) had worked for less than 10 years and 25 (19%) had worked for 21 to above years. The finding signifies that there were respondents with long working experience since majority had worked for more than 10 years.

4.3 Collection Development Policy Training in Library Schools in Nigeria

Table 2: Collection Development Policy Training in Library Schools in Nigeria

S/N	CDP Training in Library Schools in Nigeria	Agreed		Neither		Disagree	
		N	%	N	%	N	%
1	Library schools in Nigeria are providing CDP training to academic library professionals in the country	89	67	26	20	17	13
2	The training is adequate for developing and implementing CDPs in their libraries	25	19	10	8	97	73

The respondents were asked to indicate if library schools in Nigeria are providing any form of CDP training to academic library professionals in the country. According to the findings presented in Table 2, the majority of respondents (67%) agreed that library schools are providing CDP training to academic library professionals. However, the respondents (73%) disagreed that the training is adequate for developing and implementing CDPs in their libraries. This finding suggests that library schools are providing CDP training to academic library professionals in Nigeria but the training is not adequate in developing and implementing CDPs in their libraries. Consistent with prior studies (Kanwal, 2016:Tucker & Torrence, 2004)this study affirms the position that library schools are not providing enough CDP training to academic library professionals. Therefore, library schools in Nigeria need to incorporate more CDP courses into their programs to equip future academic library professionals with the knowledge and skills necessary for developing and implementing CDPs in their libraries.

4.4 CDP Training in Academic Library Institutions in Nigeria

Table 3: Collection Development Policy Training in Academic Libraries in Nigeria

S/N	CDP Training in Academic Libraries in Nigeria	Agreed		Neither		Disagree	
		N	%	N	%	N	%
1	Academic library institutions are providing CDP training to academic library professionals in Nigeria	19	67	20	20	93	13
2	The training is conducted in the form of workshops, seminars, and conferences	23	26	34	23	75	51

The respondents were asked to indicate if academic library institutions in Nigeria are providing any form of CDP training to academic library professionals in the country. According to the findings presented in Table 3, the majority of respondents (93%). disagreed with the statement that academic library institutions in Nigeriaare providing CDP training to academic library professionals in the country. They also disagreed that CDP training is conducted in the form of workshops, seminars, and conferences (75%). This finding signifies the nonexistence of CDP training in academic library institutions in Nigeria. This finding agreed with previous literature (Yakubu, 2022; Kanwal, 2016) on the importance of providing continuing education training opportunities to academic library professionals in Nigeria. Therefore, academic library institutions in Nigeria should provide continuing education training opportunities to academic library professionals through workshops, seminars, and online courses focused on CDP formulation and implementation.

4.5 Strategies for Fostering CDP Training of Academic Library Professional in Nigeria

Table 4: Strategies for Fostering CDP Training in Nigeria

Strategies for fostering CDP training of academic library professionals	Frequency	Percentage
Integrating CDP courses in the library school curriculum	132	100%
Offering certificate based short courses on CDP	109	83%
Providing continuing training opportunities on CDP	132	100%
Collaborating among stakeholders in providing CDP training	94	71%

Based on the findings from the previous sections, the respondents were asked to suggest strategies for improving CDP available to academic library professionals in Nigeria. According to the responses presented in Table 4, integrating more CDP courses into library school programs (100%) and providing continuing training opportunities on CDP (100%) are major strategies for improving CDP training of academic library professionals in Nigeria. Other strategies for improving CDP training of academic library professionals in Nigeria include offering certificate-based short courses on CDP (83%) and collaborating among key stakeholders in providing CDP training (71%). This finding collaborates with previous studies (Adekanbi, 2007; Yakubu, 2022; Kanwal, 2016; Munyoro et al., 2023) which revealed that integrating CDP courses into library school curriculum, offering certificate-based short courses on CDP, providing continuing training opportunities on CDP, and collaborating among key stakeholders in CDP training provision will help in fostering CDP training among academic library professionals. Therefore, these strategies should be implemented to ensure that academic library professionals are equipped with knowledge and skills necessary for formulating and implementing CDPs in their library settings.

Conclusion

This study determines CDP training available to academic library professionals in Nigeria and suggests strategies for fostering the training initiatives. The study revealed that library schools are providing CDP training to academic library professionals in Nigeria but the training is not adequate in developing and implementing CDPs in their libraries. The study also revealed the nonexistence of CDP training in academic library institutions in Nigeria. The study concludes that integrating CDP courses in library school curriculum, providing certificate-based short courses on CDP, providing continuing training opportunities on CDP, and collaborating among stakeholders in proving CDP training is important in fostering CDP training of academic library professional in Nigeria.

This finding has contributed significantly to the existing literature by providing reliable information on CDP training available to academic library professionals in Nigeria. The finding has also provided reliable information to the management of academic libraries that will enable them to make informed decisions associated with CDP in their libraries. Also, library schools would benefit from this study by providing more courses related to CDPs. Although the findings are important to the literature, management of academic libraries, and library schools, this study was limited to only academic library professionals in three selected university libraries. As such, replicating this study with academic library professionals in other university libraries would help in validating the findings of this study.

Recommendations

Given the findings and conclusions of the study, recommendations for fostering CDP training of academic library professionals are as follows:

- Library schools in Nigeria should integrate CDP courses into their undergraduate and postgraduate programs to ensure that future academic library professionals are equipped with the knowledge and skills necessary for CDP formulation and implementation. In other words, library schools should revise their curricula to include dedicated courses or modules on collection development policy.

- Library schools in Nigeria in collaboration with professional associations should help to spearhead certification-based short courses on CDP to provide valuable training opportunities to practicing academic library professionals. Academic library professionals can pursue these short programs to gain deeper insights into the subject.

- Academic library institutions in Nigeria should provide continuing education training opportunities on CDP to practicing academic library professionals through workshops, seminars, conferences and online courses. Academic library institutions should also offer financial support or scholarship for academic library professionals to attend relevant professional development training on CDPs.

- Academic library institutions in Nigerian should collaborate or partner with professional associations like Nigerian Library Association (NLA) and Library Registration Council of Nigeria (LRCN) to widen their CDP training opportunities, resources and funding for CDP training. Such collaboration can be developed through various channels such as workshops, seminars, conferences, and online networking platforms.

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