LIBRARIANS' UTILIZATION OF COLLECTION DEVELOPMENT POLICY AND MANAGEMENT OF ELECTRONIC INFORMATION RESOURCES IN UNIVERSITY LIBRARIES IN SOUTH-SOUTH, NIGERIA

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Abstract

This study examined the utilization of collection development policy and the management of electronic information resources by librarians in university libraries located in the South-South region of Nigeria. This study provided answers to such questions as: to what extent are librarians knowledgeable about collection development policy for management of EIRs in the university libraries? To what extent do librarians utilize the knowledge of collection development policy for the management of EIRs in the university libraries? And what is the relationship between librarians' utilization of the knowledge of collection development policy, and management of electronic information resources (EIRs) in university libraries in south-south Nigeria? The study quantitatively employed the descriptive survey design of correlational type. The target population for the study were Librarians in South-South, Nigeria. Data were collected from librarians working in university libraries within the South-South region through a structured questionnaire. The questionnaire covered areas such as the existence and content of collection development policies, the selection and acquisition of electronic resources, budget allocation, user needs assessment, and evaluation of electronic resources. Data gathered were analyzed using descriptive and inferential statistics such as mean, standard deviation and relevant inferential statistics. The findings of the study reveal a high level of Librarian utilization of collection development policies in the region. The study shows that while some libraries have well-defined policies that inform their decision-making processes, others lack comprehensive policies or fail to implement them effectively. Findings from the study further revealed that Librarians' knowledge of collection development policy explained a significant amount of the variance in the management of electronic information resources, $F(1,204) = 14562.451$, $p = .000$, $R^2 =. 993$, R adjusted $= .986$. The regression coefficient ($B = .906$) indicated that an increase in librarians' knowledge of collection development policy corresponds on average, to an increase in the management of electronic information resources. It also underscores the need for enhanced training and professional development opportunities for librarians to effectively manage electronic information resources. Furthermore, the study recommends collaborative efforts among university libraries, library consortia, and relevant

stakeholders to address the challenges associated with budget constraints and improve resource-sharing initiatives. In conclusion, this study sheds light on the utilization of collection development policies and the management of electronic information resources by librarians in university libraries in the South-South region of Nigeria. The findings provide valuable insights for library administrators and policymakers to enhance collection development practices and ensure the effective management of electronic resources in these academic libraries.

Introduction

The advent of information communication technologies (ICTs) has resulted in the acquisition of electronic information resources (electronic books, journals, e-zines, databases, etc.) in university libraries in line with the curriculum and needs of members of the university community. Srivastava (2020) espoused that an electronic information resource is defined as an information source that requires computer access or any electronic product that delivers a collection of data, be it text referring to full-text databases, electronic journals, image collections, other multimedia products and numerical, graphical or time-based, as a commercially available title that has been published to be marketed. These may be delivered on CD ROM, on tape, via the Internet, and so on. The usage of a peripheral directly attached to a computerized device e.g., a CD-ROM drive or a connection to a computer network e.g., the Internet may be required for this content (Iyanda & Opele, 2015). Electronic resources that do not need the use of a computer, such as music compact discs and video discs, are not included in this definition.

The National Institute of Open Schooling (2021) stated that online information resources are referred to as electronic resources which include bibliographic databases, electronic reference books, full-text search engines and digital data collections. They are electronic information resources that make information available and stored through electronic systems and networks (Adeleke & Nwalo,2017). They contain both "born digital" and "directly online-produced" content. From this definition, it is glaring that electronic resources can either be born as digital information resources or online-produced resources and university libraries acquire both forms of information resources (Opele et al., 2015). There are several forms of electronic information resources acquired in university libraries, and these include electronic books, journals, newspapers,

magazines, indexing, and various databases such as abstracting, full-text, reference and statistical, image collection, multimedia products, electronic thesis, clipping, patents, and standards (Onifade et al., 2015).

In this 21st century, almost all information resources in print formats now exist in electronic forms, which include books, journals, reference materials, reports, dissertations/theses/ projects, and directories, to mention only a few (Manjunath, 2013; Quadri, et al, 2014; Kenchakkanavar, 2014; Ankrah & Atuase, 2018; Kavithanjali, 2019). There are several prospects for the use of electronic information resources for librarians and users of university libraries (Adewole & Opele, 2019). Electronic resources are easy to share and can be used simultaneously for various academic and information needs (Oladele & Opele, 2022). Apart from providing easy access to important information, the main advantage of electronic resources in the university library is that they can be accessed remotely by academic staff and students at the comfort of their offices/laboratories or homes, eliminating the need for a physical visit to the library (Awogbami et al., 2021). As a result, electronic resources improve the efficiency with which information is disseminated for research objectives in universities (Thanuskodi, 2012; Ternenge & Kashimana, 2019). Hence, the role of information technology cannot be over emphasized in Librarians' utilization of collection development policy and management of electronic information resources in university libraries

Koya and Gopakumar (2018) listed the information technology skills required to use electronic information resources to include hardware, software, operating, content development software, programming language, database management skills (Opeke & Opele, 2020). Others are plagiarism detection software usage, reference management software use, digital library/ digital repository system, web application, and security software usage. Bajpai and Margam (2019) posited that professionals in the field of Library and Information Science (LIS) must learn how to use a variety of ICT tools, such as automation, bibliographic standards, ICT-based library services, mobile information services, Library Management Systems, Citation, Institutional Repository, and so on, to perform their jobs effectively. To become an important asset in this profession, LIS professionals must learn and adapt to a fast-changing environment by obtaining diverse ICT skills. In a study concluded by Kumar (2017), "professionals had above average skills for ICT-based knowledge retrieval" (accessing, searching, and use of e-journals).

Electronic document distribution and interlibrary lending over a network, online indexing and abstracting services, digital reference services, development

of institutional repository, selective dissemination of information (SDI) services, and electronic fresh extra alert are included among respondents' average skills. Raju (2014) underlined the need for librarians to have an understanding of digitization, metadata development and administration, digital information preservation, and computer skills to function in online information settings. It is however glaring that technology skill is a key requirement for the effective use of electronic information resources.

Librarians at universities should be aware of how library resources are to be acquired, and the management of all acquired resources of university libraries. Also, they should have adequate knowledge of collection development policy (CDP) - a policy that caters for how library material is to be used and catalogued. Lili Blog (2022) emphasized that collection development policy's goal is to build a library resources collection that serves the library's mission. With the goal statement in mind, all decisions concerning the kind of materials to be gathered or accessed should be made in line with the goal.

A policy is described as an official, authoritative statement of rules, judgments, decisions, and guidelines that is used to define, characterize, interpret, and describe long-term objectives, purposes, functions, and procedures; and to direct and govern actions of a group or organization (Patel, 2015). This collection development policy serves as a justification for collection development decisions for libraries and offers quality and technological standards for selection, de-selection, and collection management. Adomi (2022) asserted that collection development policy guides librarians on issues and processes of selecting information materials to satisfy users' needs. It defined issues pertaining to content of the collection, formats, responsibility of selecting and acquiring library information resources (Adomi, 2022).

Policy for collection development may be written or unwritten (Ali, 2020). It is preferable to have a documented collection development policy because when decisions are made by a group of people without clear written rules, various perspectives on the library's mission can result (Ali, 2020). The difference in opinions causes confusion in the absence of written statements. A policy statement gives everyone a single point of reference. However, policy flexibility is advised. This will enable adjustments to be made when necessary (Ali, 2020). The collection creation policy, according to Madison College Libraries (2022) was created to help librarians meet the educational, institutional, and personal requirements of the students, professors, and staff they have chosen by providing current, diverse, and balanced collections of materials. Madison College Libraries further affirmed that for libraries to ensure the availability of their collection

development policies, their librarians need to have sufficient knowledge of it. In addition to working with collections librarians to establish accurate approved plan profiles, strong and relevant collections, and evaluate donations in their subject areas, topic or subject librarians stay current on academic requirements in their fields (Madison College Libraries, 2022).

Collection development policy, according to the LIS BD Network (2013) is a documented declaration of selection principles and criteria, containing recommendations on the level of subject coverage and features like language, region, and period. The collection development policy is intended to complement the library's mission statement by outlining roles, responsibilities, and a procedure for resolving library user complaints. It also acts as a guide for the selection, acquisition, maintenance, and retention of library resources. Furthermore, LIS BD Network (2013) outlined the importance of collection development policy to include persuading the library staff and the governing body to think through the goals of the library as it helps to assure that the library will seriously commit itself to serve all parts of the user community, it informs users, administrators, governing bodies and other libraries in the area of the scope and nature of the collection, it helps to minimize personal bias on the part of the individual selectors, and it serves as a good in-service training tool for new staff members. The three important components of the collection development policy as identified by Franklin College Library (2022), are acquisition, weeding, and preservation (AWP).

In the context of librarianship, acquisition refers to the process of obtaining new materials, such as books, journals, databases, multimedia resources, or other types of information resources, for a library's collection. It involves selecting, purchasing, receiving, and processing materials to make them available to library users. The acquisition process in librarianship typically includes the following steps: Collection Development: Librarians assess the needs of their library's users and develop a collection development policy that outlines the scope and focus of the library's collection. This policy helps guide the acquisition process by identifying the types of materials to be acquired and the criteria for selection. Selection: Librarians evaluate potential materials based on factors such as relevance, quality, authority, accuracy, currency, and cost. They consider recommendations from faculty, students, or other library users, as well as professional reviews, subject expertise, and the library's collection development policy when making selection decisions.

Ordering: Once materials have been selected, librarians place orders with vendors or publishers. This may involve negotiating prices, licensing agreements,

or subscription terms. Libraries may have established relationships with specific vendors or participate in consortia to leverage purchasing power and access discounted resources.

Receiving: When materials arrive, librarians verify the received items against the purchase orders, ensuring accuracy and quality. They may also check for damages or missing components. Cataloging and Processing: Librarians assign metadata, such as subject headings, call numbers, and other descriptive information, to the acquired materials. This facilitates their organization and retrieval within the library's catalog or discovery system. Additionally, physical processing tasks, such as affixing labels, barcodes, or security tags, may be performed. Access and Availability: Once materials are processed, librarians make them available to library users. This may involve shelving physical items, activating electronic resources, or configuring access rights for online materials.

Acquisition practices in librarianship have evolved with the advent of digital resources and the shift towards electronic content. Libraries now acquire a combination of physical and digital materials, and they may also engage in various forms of cooperative collection development and resource sharing to optimize access and cost-effectiveness. Librarians who understand and utilize the collection development policy have a better understanding of the library's goals and objectives for the acquisition and management of electronic resources (Okogwu & Ekere, 2018). This understanding enables librarians to effectively manage electronic resources by making informed decisions about resource selection, acquisition, and management. In addition, librarians who understand and utilize the collection development policy can effectively communicate the policy's goals and objectives to other stakeholders, such as faculty, researchers, and students, which promotes collaboration and improves resource utilization (Ali, 2020).

On the other hand, weeding is the process of removing items from the collection that are no longer in use, are outdated, or are no longer relevant to the user-community needs (Upper Hudson Library System, 2022; Backstage Library Works, 2022). This process of weeding is important to maintain the quality of a library's collection. Weeding should be done on a regular basis, with the frequency determined by the library's usage patterns. Lastly, preservation is a critical aspect of librarianship that involves the protection and maintenance of library materials to ensure their long-term accessibility and usability. Librarians play a vital role in preserving various types of resources, including books, manuscripts, photographs, audiovisual materials, digital content, and more. The goal of preservation is to prevent deterioration, damage, or loss of these materials

and extend their lifespan for future generations. All these three components must be taken into account to create a collection that is in line with Franklin College's goal and the library's mission statement. These three components are also applicable to libraries of all types.

University libraries need to adopt appropriate strategies for effective collection development policies. Some of the strategies often stated in collection development policies as identified by Franklin College Library (2022) include weeding, using software solutions for electronic resources management, saving files in flash disk and other external drives, storing files properly and proper naming of files. Therefore, technology skills, knowledge and utilization of collection development policy by librarians in university libraries are necessary for the effective management of electronic information resources. Librarians with adequate knowledge of their collection development policy would be able to use them for the management of their electronic information resource. Librarians would utilize the policy to determine what electronic resources to purchase, which electronic resources to provide access to, and how to prioritize the budget for the library's collection. Additionally, librarians would be able to use the policy to assess the effectiveness of their electronic information resource; by measuring the usage of the resource, librarians can determine whether or not the library is providing the appropriate resources to meet the needs of their patrons (Okogwu, 2018). Okogwu further affirmed that the policy could also be used to ensure that the library's resources are kept up-to-date and relevant to the library's users. Another major area collection development policy can be utilized in the management of electronic information resources is the area of weeding which is clearly spelt out in the policy (IFLA, 2001; Shukla &Misra, 2011).

Statement of the Problem

Collection development policy provides guidance on how to identify electronic information resource that should be weeded, how to dispose of them, and how to ensure that the library is not removing items prematurely. Additionally, the policy should provide guidance on how to make sure that the collection is up to date and balanced in meeting the user-community needs. However, librarians with the necessary technological skills, knowledge and utilization of collection development policy would be able to manage the electronic information resources available in their university libraries. Thus, it is important to explore librarians' technology skills, knowledge, utilization of collection development policy and management of electronic information resources to determine if it has improved their effective management practices in

the library as well as the parent institution, specifically in federal and state universities library in South- South, Nigeria.

Research questions

The following research questions were raised to guide the study
1. To what extent are librarians knowledgeable about collection development policy for management of EIRs in the university libraries?
2. To what extent do librarians utilize the knowledge of collection development policy for management of EIRs in the university libraries?
3. What is the relationship between librarians' utilization of the knowledge of collection development policy, and management of electronic information resources (EIRs) in university libraries in south-south Nigeria?

Research Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

H_{01}. There is no significant relationship between librarians' utilization of the knowledge of collection development policy, and management of electronic information resources (EIRs) in university libraries in south-south Nigeria.

Literature Review

University libraries often acquire and manage electronic information resources of diverse formats. Okore, et al (2009) stated that electronic information resources include electronic books (e-books), electronic journals (e-journal), and indexes, collections of journal articles, reference works, digital collections, databases and websites. Many of these resources may be locally mounted on a library's server or they may be accessed remotely by modem or through direct Internet connections maintained by the library (Abdullahi, et al, 2018). However, Tiemo (2016) studied the availability of electronic information resources databases in university libraries in South- South, Nigeria. The findings of the study revealed, among others, that majority of the EIR databases available in the federal and state university libraries in south-south, Nigeria were free based databases.

There are a variety of electronic information resources available, such as CD-ROM databases, online databases, online journals, OPACs, the Internet, and other computer-based electronic networks (Quadri, Adetimirin&Idowu, 2014). Academic libraries offer a variety of electronic resources, including databases, journals, data archives, e-manuscripts, maps, books, magazines, dissertations, the World Wide Web, e-newspapers, e-research summaries, and e-bibliographic databases (Ankrah&Atuase, 2018). In order to assist academic staff in their

research, access to electronically stored information in computers has been steadily growing in universities. A variety of electronic resources, including e-books, e-journals, online databases, electronic conference proceedings, and CD-ROM databases, were employed in this study (Amankwah, 2014).

Manjunath (2013) asserted that e-journals, e-books, e-databases, e-theses and dissertations, e-newspapers, and e-magazines are the different forms of electronic resources accessible in university libraries. The utilization of the knowledge of collection development policy is critical for librarians in the management of electronic information resources. Collection development policy provides a framework for acquiring and managing library resources, including electronic resources. The policy outlines the library's goals, objectives, and selection criteria for acquiring resources that support the institution's academic or research mission.

Management of Electronic Information Resources (EIRs) in University Libraries

The issues of managing electronic information resources at the libraries of Federal University in North West, Nigeria, were explored by Abdullahi, et.al (2018) and the findings revealed that there is inadequate management of electronic information resources due to a lack of staff who are knowledgeable about managing electronic and technical equipment, insufficient financing, a lack of policy guidelines, a lack of user education, and a lack of ongoing training. Devi and Devi (2018) investigated the management of electronic resources in the information system used by contemporary libraries. The research found that the majority of libraries struggled with poor electronic information management as a result of preservation concerns, a lack of professional skills to handle the resources, limited funding, outdated technological equipment, and a lack of employee cooperation. Ugwu and Onyegiri (2013) investigated the management issues with the library at the University of Nigeria, Nsukka. Case study design was employed to achieve the research objectives and the population of the study is 151 staff of the University library. Questionnaire was the instrument used for data collection. The data collected were analyzed using mean (x) and standard deviation (SD), while t-test was used to establish the significance of the responses of the library staff on the dimensions of the problems of managing EIRs in the university library. The research results showed that multifaceted issues with managing electronic information resources (EIRs) have been identified. The restrictions on using electronic information resources in university libraries seem to be exacerbating these issues. The findings demonstrated that the University of

Nigeria, Nsukka, library lack a policy for the management of EIRs which has negatively affected it.

In fact, the management of the library's EIRs is hampered by administrative policy or practice. Additionally, Seidu (2012) researched the management of electronic information resources in the radio station libraries in South West Zone of Nigeria. The incapacity of the management of the radio stations under examination to hire a technically qualified individual or offer enough training for the library staff in managing EIRs are both factors that the study linked to poor levels of management of electronic information resources. Planning, policy, and workflow were recognized by Bothmann and Holmberg (2006) as the problems involved with managing electronic resources in libraries. However, Okoye and Ugwuanyi (2012) cited skills, acquisition, budgeting, and communication as the main causes of inadequate management of electronic information resources in their study. Subaveerapandiyan, et al (2021) looked at e-resource management as well as management-related issues and challenges. Data was collected from various academic institutes/university libraries in India. It includes institutes of national importance, central, state, deemed and private universities. The study's findings indicate that there is a shortage of professionals with the necessary skills to manage libraries' electronic information resources.

Also, Winifred (2020) said that university libraries in Ghana don't seem to manage electronic information resources very well. Lack of knowledge exists on the manner in which university libraries in Ghana are maintaining ERs, how this is impacting their usage, and vice versa. The results of the interviews showed that the case institutions' emergency rooms lacked proper planning because of operational issues such as poor emergency room policies, poor financing, and a personnel shortage. The methods used by various libraries to manage their electronic resources vary. Using the modules in their integrated library system, librarians attempt to manage their electronic resources, but they lack the necessary skills to do so in an efficient or comprehensive manner (Sadeh & Ellingsen, 2005).

Managing electronic resources is a task challenging enough to lend itself to numerous problems in user training, technological upgrading, financial constraint, IT skill manpower, perishable citation, online if website changes, Universal Resource Locators (URLs) citations disappear authentication (Behera & Singh, 2011). Understanding the workflow and lifetime of e-resources is essential for choosing the right solutions to enable e-resource management. One of the main issues affecting the provision of electronic resource services to library clients, nevertheless, is the dearth of qualified librarians who can create and

operate electronic libraries. These have been looked at from several angles and found to be lacking in efficient management of resources, which might be ascribed to a lack of training and competency (Gbaje & Ukachi, 2011; Ojedokun & Okafor, 2011). Additionally, Muhammed, et al (2022) investigated how the library at Kaduna State University managed its information resources and services. The Library Management Committee (LMC) and Library Board are the two groups that oversee the library, according to the results. The institution still has a long way to go in terms of managing the library's resources and services.

Librarians' Knowledge of Collection Development Policy for Management of EIRs in University Libraries

The collection development policy as posited by New Orleans Public Library (2016) establishes roles, obligations, and a procedure for dealing with user issues in order to promote the library's stated mission and to serve as a blueprint for the selecting, acquiring, management, and preservation of resources. A collection development policy's goal is to assemble a library's holdings that further the institution's mission. Collection development policy involves the practice that has to do with selecting and acquiring information materials that will enable librarians and information specialists to perform various functions to the users. Samantaray and Rath (2014) highlighted the importance of collection development in libraries. The duo noted that some variables or factors have to be taken into consideration while developing a qualitative collection for the benefit of the users. These factors include policies, principles, techniques and procedures, problems associated with collection development and weeding out as well. Ameyaw, Florence and Asante (2016) defined Collection Development as the process of making sure that the information needs of the people are met in a timely and economic manner using information resources that have been produced both within and outside the organization. It is the process by which the strength and weaknesses in the collection is ascertained-an exercise based on meaningful data, rather than subjective choice (Okogwu & Ekere, 2018).

Academic libraries acquire various information resources to support the academic activities (learning, teaching and research) of parent institution that are geared towards satisfying the information needs of users. The collection development policy therefore is meant to guide those processes that determine the kind of library resources to be acquired by libraries. The state of the library collection is, thus, dependent on its' collection development policy. The collection development policy must be able to predict the quality of the materials acquired in enhancing effective information delivery, and the usage of such to reduce user frustration (Anthony and Atanda, 2018). This is because, the extent of use of information resources as found in most libraries by users can be a great

signal in measuring the effectiveness of the collection development policy and subsequently, the extent to which the information needs of users are met. In this regard, the level to which users find the collections of libraries relevant or the extent to which the library users would utilize the collections in the library, is largely dependent on the collection development policy and its application.

The relationship between librarians' knowledge of collection development policy and the management of electronic information resources (EIRs) in university libraries is also critical for effective and efficient management of EIRs. Collection development policies provide guidelines for the selection, acquisition, and management of electronic resources in university libraries. Librarians' knowledge of these policies can influence the acquisition and management of electronic resources in the library (Emasealu, 2021). ibrarians who are knowledgeable about collection development policies can make informed decisions about the selection and acquisition of electronic resources. They can assess the relevance and suitability of electronic resources to the library's collection development goals, ensure that the library's electronic resource collection aligns with the institution's academic and research needs, and avoid duplication of resources (Srivastava, Parabhoi & Sonkar (2016).

Furthermore, librarians' knowledge of collection development policies can also guide the management of electronic resources. They can ensure that the library's electronic resources are accessible and available to users in accordance with the library's policies and procedures. They can also monitor usage statistics to evaluate the effectiveness and relevance of electronic resources to users and make informed decisions on subscription renewal or cancellation. In addition, librarians' knowledge of collection development policies can enable them to provide guidance and support to library users on effective use of electronic resources. They can assist users in selecting and accessing relevant electronic resources, provide training on search strategies, and promote the use of the library's electronic resources for academic and research purposes. ibrarians are utilizing collection development policy knowledge in the management of their electronic information resources in university libraries. The selection, user needs analysis, acquisition, collection development policy, collection assessment, and weeding processes are all included in Kasalu's (2010) definition of the collection development process. Collection building is one of the crucial steps in any library management process as identified by Khademizadeh (2012).

Academic libraries seek to successfully deliver current and relevant material through collection development (Kasalu, 2010). Also, Mukhtar and Maidabino (2021) affirmed that although managing electronic information

resources presents a new set of challenges for libraries, particularly in poor nations like Nigeria, these challenges may still be addressed within the traditional theoretical framework of collection development and management. Still required are the selection, acquisition, processing, cataloguing, preservation, and availability of EIRs. Srivastava, Parabhoi, and Sonkar's (2016) desktop study results stated that collection development policies may be used for acquisition procedures to lessen duplication of effort and to help library personnel decide what should or shouldn't be added to their library collection. Similarly, Adomi (2022) affirmed that the most important use of collection development policies is to provide guidance to staff when selecting and de-selecting materials for their libraries. Adomi further postulated that collection development policies can assist librarians plan their future collection building as well as meeting other public relations needs with users, administrators and the general academic community.

The collection development policy serves as a direction for choosing library electronic resources. Cooperation and communication amongst library staff members are kept up as a result (Baruah & Chanda, 2022). In the formulation of collection policies for the electronic environment, tools and processes are chosen, the administration of electronic resources is outlined, and funds are allotted for the purchase of e-resources. The collection development policy includes a guidance for identifying and choosing resources that are excellent or poor for libraries (Baruah & Chanda, 2022). The collection development policy requires the library staff to evaluate the item's utility, subscription costs, and material duplication. Baruah and Chanda (2022) in their study stated that collection development policy serves as a guide for choosing library content. Cooperation and communication amongst library staff members are kept up as a result.

Therefore, librarians' knowledge of collection development policies is crucial for effective management of electronic information resources in university libraries. It can guide the selection, acquisition, and management of electronic resources, ensure compliance with library policies and procedures, and provide guidance and support to library users on effective use of electronic resources.

Methodology
The study adopted the descriptive survey research design of the correlational type. The target population for this study were Librarians in south-south, Nigeria. The sample size for the study was 206 librarians. The total enumeration sampling technique was adopted for this study. The main instrument for the study was questionnaire. The researcher distributed copies of the questionnaire to the respondents with the help of 10 research assistants to speed up the process of data collection. The data collection lasted for two months. The data gathered were

analyzed using descriptive and inferential statistics such as simple frequency, percentage distribution, mean, and standard deviation as well as regression analysis which was used to test the formulated hypothesis at 0.05 level of significance.

Result and Discussion

Table 1: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	90	43.7
Female	116	56.3
Total	206	100.0

Table 1 revealed that the majority 116(56.3%) of the respondents were females while males accounted for 90(43.7%). This means that there are more female library personnel in university libraries in South-South Nigeria than their male counterparts who participated in the study.

Research Question 1: To what extent are librarians knowledgeable about collection development policy in the management of EIRs in the university libraries?

Table 2: Librarians Knowledge of Collection Development Policy in the Management of EIRs

Librarians Knowledge of Collection Development	N	$\bar{X}$	Std.
Collection maintenance and weeding	206	4.27	0.86
Community needs assessment	206	4.08	0.89
Selection responsibility	206	3.95	1.16
Selection responsibility	206	3.91	1.17
Community profile of the library's community	206	3.76	1.38
Collection goals	206	3.67	1.28
Selection criteria for EIRS	206	3.32	1.37
Acquisition criteria for EIRS	206	3.32	1.37
The mission and vision of the library	206	3.25	0.91
Collection evaluation and assessment	206	3.00	1.34
Objectives of the Library	206	2.83	1.03
Policy revision and review	206	2.83	0.94
Gift and donations of EIRs	206	2.66	1.54

Grand Mean/Std	**3.76**	**1.09**
Criterion Mean		**3.00**

Table 2 shows that with a grand mean of 3.45 (Std. = 1.10) which is greater than the criterion mean of 3.00, it implies that librarians in South-South Nigeria are highly familiar with collection development policy notably in the areas of collection goals (Mean =3.67), the mission and vision of the library was also high (Mean = 3.25) as did selection responsibilities (Mean =3.91). However, there was a lower mean score with regards to their familiarity with the objectives of the library and policy revision and review, (Mean = 2.83) as well as gift and donations of EIRs (Mean = 2.66).

Research Question two: To what extent do librarians utilize the knowledge of collection development policy for management of EIRs in the university libraries?

Table 3: Librarians' Utilization of Knowledge of Collection Development Policy for Management of EIRs in The University Libraries N=206

Librarians Utilization of CDP in University Libraries	N	$\overline{\overline{X}}$	Std.
Collection maintenance/ weeding is in consonance with the criteria for the management of EIRs	**206**	4.19	0.92
Selection criteria guides the decisions of the management of EIRs	**206**	4.12	1.20
Materials that represent majority belief (non-controversial) is considered in the management of EIRs	**206**	4.07	0.96
The library collection development policy is revised and reviewed from time to time	**206**	4.03	1.14
Needs assessment is considered for the management of EIRs	**206**	4.02	1.19
The general characteristics of the library's community background is considered the management of the EIRs	**206**	3.97	1.21
The purpose/ objectives of the library is put into consideration in the management of the library EIRs	**206**	3.96	1.18
I put the mission of the library into consideration in the management of EIRs	**206**	3.87	1.05
Priorities for various aspects of the collection is	**206**	3.78	1.29

taken care of in the management of EIRs			
Committees are put in place for the management of EIRs	**206**	3.73	1.12
The library manages its EIRs through gifts/donations from donors provided it conforms with the library's mission and policies	**206**	3.53	1.20
Procedures of acquiring EIRs are dully followed for the management of EIRs	**206**	3.43	1.45
Various formulas and techniques for collection evaluation and assessment are used for the management of EIRs	**206**	2.17	1.34
Grand Mean/Std		**3.76**	**1.09**
Criterion Mean			**3.00**

Table 3 reveals a grand mean of 3.76 (Std. = 1.09), which is greater than the criterion means of 3.00, implying that the extent to which librarians utilize their knowledge for collection development policy in university libraries in South-South Nigeria is high, with rated highest (Mean = 4.19) followed by Selection criteria guides the decisions of the management of EIRs (mean = 4.12) and rated third was considering materials that represent majority belief (non-controversial) in the management of EIRs (Mean =4.07). on the other hand, Various formulas and techniques for collection evaluation and assessment are used for the management of EIRs and have the lowest score (Mean = 2.17).

There is no significant relationship between librarians' utilization of the knowledge of collection development policy, and management of electronic information resources (EIRs) in university libraries in south-south Nigeria?

Table 4: Relationship Between Librarians' Utilization of the Knowledge of Collection Development Policy and Management of Electronic Information Resources

Parameters	Total	Correlation (r)	Sig. (p value)	Remarks
Librarians' Utilization of the Knowledge of Collection Development Policy and Management of Electronic Information Resources	206	.988	0.000	Significant

Table 4 revealed a statistically significant correlation between librarians' utilization of the knowledge of collection development policy and management of electronic information resources (r = 0.988) implying a 98% correlation between

the variables. Therefore, the study revealed a high relationship between librarians' utilization of the knowledge of collection development policy and the management of electronic information resources in university libraries in South-South, Nigeria.

Table 5: ANOVA Summary Table of Relationship between Librarians' Knowledge of Collection Development Policy and Management of Electronic Information Resources

R square	0.993	**Df**	204
Adjusted R square	0. 986	**Mean square**	203.530; 0.014
Std.Error for regression estimate	0.008	**F.Statistics**	14562.451
Total sum of the squares	206.381	**P (Statistics)**	0.000

The above table shows simple linear regression was used to predict librarians' knowledge of collection development policy and the management of electronic information resources. Librarians' knowledge of collection development policy explained a significant amount of the variance in the management of electronic information resources, F (1,204) = 14562.451, p = .000, R^2 =. 993, R adjusted = .986. The regression coefficient (B = .906) indicated that an increase in librarians' knowledge of collection development policy corresponds on average, to an increase in the management of electronic information resources. Therefore, the null hypothesis is rejected implying that there is a significant relationship between librarians' knowledge of collection development policy and the management of electronic information resources in university libraries in South-South, Nigeria. This means that librarians' knowledge of collection development policy can predict the management of electronic information resources.

Discussion of Findings

The finding revealed that the librarians in the university libraries in South-South Nigeria are highly familiar with collection development policy. Also, the findings are in line with the study of Okogwu and Ekere (2018) who identified the techniques used to produce high-quality electronic resources and determined the types of policies guiding those procedures. In other words, a formal electronic resources collection development policy should be adopted by libraries to serve as a guide, a point of reference, and to maintain continuity among the librarians participating in developing e-resource collections. In addition, the finding is consistent with the study of Ravikumar & Sawian (2016) who affirmed that collection development policy serves as a point of reference for the librarians to turn to when making decisions about the acquisition or disposal of library

materials, including the processing of gifts. This implies that librarians must be familiar with collection development policy to enable them manage their electronic information resources.

The finding showed that the extent librarians utilize the knowledge of collection development policy in university libraries in South-South Nigeria is high. The findings also buttressed that of (Onuoha & Opele, 2022); (Baruah & Handa, 2022) who noted that collection development policy requires the library staff to evaluate the item's utility, subscription costs, and material duplication and that collection development policy serves as a guide for choosing library content. Also, there is a high relationship between librarians' knowledge of collection development policy and the management of electronic information resources in university libraries in South-South, Nigeria. The findings agreed with (Salman-Ahmed, Raheem & Pelemo, 2020); (Oladapo et al., 2021) who noted that the relationship between librarians' knowledge of collection development policy and the management of electronic information resources (EIRs) in university libraries is also critical for effective and efficient management of EIRs.

Furthermore, the findings of the study agreed with Okogwu & Ekere (2018) who noted that librarians' knowledge of collection development policies can also guide the management of electronic resources. They can ensure that the library's electronic resources are accessible and available to users by the library's policies and procedures (Awogbami, et al., 2020). They can also monitor usage statistics to evaluate the effectiveness and relevance of electronic resources to users and make informed decisions on subscription renewal or cancellation. This implies that librarians' knowledge of collection development policies can enable them to provide guidance and support to library users on the effective use of electronic resources. They can assist users in selecting and accessing relevant electronic resources, provide training on search strategies, and promote the use of the library's electronic information resources for academic and research purposes.

Conclusion and recommendations

The study has been able to examine the extent of librarians' knowledge of collection development policy for the management of electronic information resources in the university libraries, also, the extent to which librarians utilize the knowledge of collection development policy for the management of electronic information resources in the university libraries, find out the relationship between librarians' utilization of the knowledge of collection development policy, and management of electronic information resources (EIRs) in university libraries in south-south Nigeria and examine the relationship among librarians' utilization of technology skills, knowledge of collection development policy and management

of electronic information resources (EIRs) in university libraries in south-south Nigeria. The study is delimited to academic librarians in university libraries in South-South, Nigeria which comprised Federal and State University libraries. Based on the findings, the study emphasizes the importance of developing and implementing robust collection development policies that align with the goals and objectives of university libraries.

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