

Chapter One

Introduction

1.1 Background to the Study

Libraries are critical social and educational institutions, pivotal for the acquisition and dissemination of information resources. It requires robust collections of information resources to meet the diverse needs of its growing users. Similarly, academic libraries, considered as the epicentre of teaching, learning and research activities in tertiary institutions are saddled with the primary objective of satisfying the information needs of its targeted users. This can be possible only through adequate collections. Library collections are very important in meeting the academic libraries objectives of teaching, learning and research of an academic institution. Library collections are information materials classified into formats such as printed and non-printed resources. Printed resources are printed words which include textbooks in any form or documents in hard copies, while non-printed resources are those materials that require the use of equipment to explore their contents such as video materials, audio materials, graphic materials etc. All these materials are acquired, processed, preserved and made available in the library to meet information needs of library users¹. Studies have shown that collection development in Tertiary Institutions seems to play a major role in the quality, depth and volume of collections acquired in the libraries². More commonly, collection development is seen as the process of meeting the information needs of the people in a timely and economical manner using information resources available in the library as well as from other organisations. In a broader sense, collection development encompasses areas such as

policy formulation, selection, acquisitions, maintenance and weeding of library materials

³. Apparently, while the phrase “collection development” does not appear to be new to Librarians, for most of them often use it as a synonym for the terms “selection and acquisition”, the practice remains one of the most challenging and imaginative processes of the library profession². Accordingly, collection development practice entails a group of intricate activities, interconnected to accomplish the goal of effective collection building in academic libraries. In this context, the activities or components of collection development practice in academic libraries includes: Collection development policy (CDP), user needs assessment, selection, acquisition, evaluation of collection, weeding and preservation of collection ⁴. Collection development policy offers an opportunity for organizing, planning, controlling, directing, and implementing guidelines for library collection building responsibilities. Collection Development Policy helps to maintain standard in the collection by guiding to avoid duplication of copies of books or any resources during the selection process Also, a detailed Collection Development Policy should be capable to do the following: provide practical guidance in day to day selection of reading material free from personal bias, helps in determining the best method of acquisition, support and assists in justifying the selection of a collection, and lastly, acts as a rational guide for budget allocation and also helps in long range budget planning by stating priorities and outlining growth and development goals⁴. To this end, academic libraries in tertiary Institutions are increasingly becoming aware of the benefits of having a strong and constantly updated written collection development policy which serves as one of the basics for user assessments ⁵.

Users' needs assessment is another core function of collection development practice. In fact, it has been long established that the fundamental aim of tertiary institution libraries for which they exist is to satisfy the information needs of users⁶. Owing to immense importance of users in libraries, librarians over the years have realized the importance of users, which persuaded them that an effective collection must be developed with a firm perceptive of its user's information needs⁷. Consequently, proper assessment of users need guides the selection and acquisition phase of the collection development practice. As the basic and foremost step in the acquisition process, selection is useful in providing guidance to the staff for selecting and de-selecting print and electronic resources with minimal personal bias, identifying gaps in collection building responsibilities, ensuring continuity and consistency in selection and revision, clarifying the purpose and scope of collections, evaluating selection decisions and providing training tool for new staff. It enables individual selection decisions to be justified on a standardized basis⁷. Another important process in collection development practice is weeding and preservation.

Weeding and preservation are some of the other notable collection development practices that are undertaken in tertiary institutions libraries. These two activities are interlinked as they complement each other in creating a vibrant collection. Weeding, although primarily driven by space shortages among others, seeks to rid the library of outdated and irrelevant materials, duplicate copies⁸. The exercise, furthermore, aims at identifying materials that are in bad physical state for removal. Library materials deteriorate in stages, either because they are heavily used or sometimes because they are lying idle on the shelves hence gather dust or become moldy. In either case, these materials are removed from the

shelves and moved to storage for or disposed off. Hence weeding, or in the case of heavily used items taken to the bindery for repair or reformatting, preservation. Weeding and preservation therefore, combine to give the library the desirable look, and also enhances collection use as materials are easy to find on the shelves. In this way, user satisfaction is assured⁹. Lastly, to complete the cycle of collection development practice, evaluation of collections processes, internally as well as externally is imperative in meeting users' expectation. Despite the importance of collection development practice in academic libraries in tertiary Institutions, there seem to be growing number of challenges impeding the proper practice of collection development in tertiary institutions, particularly in Africa ¹⁰. Limited financial support, high demand from users, rapid changing of technology, lack of collection development policy, lack of equipment and facilities and inadequate library spacing are problems retarding collection development practice in Africa¹⁰. In most cases it is often documented that these challenges are given the needed attention, but in reality, the problem persist in most tertiary institutions in Africa, particularly Nigeria¹¹. Consequently, these problems seem to affect most times the quality of service-delivery in the academic libraries in tertiary institutions.

Usually, Librarians are saddled with the task of collection development practice in academic libraries. It is perhaps impossible to achieve desirable result without committing this task in the hands of highly committed and productive staff. However, the commitment of the library staff towards such task is determined by the management which is expressed in the leadership styles of the librarians ¹². Leadership is about listening to people, supporting and encouraging them and involving them in the decision-

making and problem-solving processing. It is about building teams and developing their ability to make accurate decisions¹³. A leader is a person who takes the central roles in interactions and who influences the behaviour of other members of the group. He is an individual who has authority over others and is responsible for guiding their actions. He/she is a person engaged in the traditional management practices, such as planning, organizing, decision-making, and controlling, and whose performance is almost often measured by their ability to achieve the goals and objectives of the organization¹⁴.

Leadership theories describe leaders based on traits or how the influence and power are used to achieve objectives of the organization, using trait-based descriptions, leaders may be classified as autocratic, democratic, bureaucratic, charismatic or laissez-faire. But when leadership is viewed from the perspective of the exchange of power and its utilization to secure outcomes, leaders are situational, transactional or transformational¹⁴. Consequently, leadership styles are important for effective discharge of duties by employees. Hence, heads of libraries should adopt leadership styles that are appropriate for leading and managing their organizations. The adoption and application of the right leadership style will guarantee employees' satisfaction and it also portends that the application of a better leadership style might lead employees to work even more effectively. Leadership styles have different effects on the emotions of targeted followers and the most effective style a leader can use is a good mix that is customized to the situation. In line with this statement, leadership style adopted by any librarian should be guided by the beliefs, values and preferences, culture, norms, the dos and the don'ts of the organization or parent institution¹⁵.

Leadership style is perceived as the manner and approach of providing direction, implementing plans and motivating people. Leadership styles refer to a manager's behaviour and attitude of governance and supervision. It is the result of personality traits, experience, attitude and philosophy of the managers. There are several leadership styles which can be applied in different contexts with varying degrees of effectiveness. Some of these include autocratic, bureaucratic, charismatic, participative, transactional, laissez-faire, task-oriented, people-oriented, servant and transformational leadership styles ¹⁶. However, for the purpose of this study, the classical categorization approach which lumps the leadership styles into three broad categories of authoritarian (autocratic) democratic (participative) and Laissez-Faire (delegative) shall be adopted.

In autocratic leadership, the leader makes most, or all, of the important decisions without involving the subordinates; directs the subordinates as to what must be done and how, without regard to their own opinions; and generally, ignores any suggestions made by the other members of staff. An authoritarian leader assumes the other members of staff are lazy, irresponsible and untrustworthy; such leader relies on authority, control, power, manipulation and hard work to get the job done. However, authoritarian leadership style may work best where quick decision making is necessary as there might not be adequate time to consult with or involve. On the negative side, authoritarian leadership discourages innovation, experimentation and learning ¹⁷.

Democratic (participative) leadership gives some decision-making powers to the group members although the leader still has the final say. Democratic leaders assume that most

people are honest, trustworthy and hard working. He adds that a democratic leader strives to develop a well organised and challenging work environment with clear objectives and responsibilities. The democratic leader endeavours to get work done by motivating and managing individuals and groups to use their full potential to achieve their personal and organisational goals. Staff members working under a democratic leader feel more wanted as a result of the additional responsibility which is vested in them and the fact that their opinions matter. In turn, this style of leadership may promote a higher level of motivation and productivity. However, democratic leadership delays decisions and may in turn lead to missed deadlines and opportunities. Lastly, delegative (laissez-faire) leadership assumes that people are unpredictable and uncontrollable and that a leader's job is to do just enough to get by, keep a low profile, stay out of trouble and leave people alone as much as possible. The delegative leadership is a relaxed leadership style giving complete decision-making control to the staff. Delegative leaders make it clear to staff that it is up to them to manage their workload while the leaders neither get in the way nor closely oversee what they are doing. Although a delegative leadership style grants independence to the group members, it may jeopardize productivity as people lack shared vision and direction¹⁸.

Tertiary institution libraries as organized formal institutions, have laid down leadership pattern headed by a University Librarian, who is the pivot around which all major library functions revolve. This means that the approach the university librarians adopt in directing, guiding and controlling the staff under them, determine the pace of progress in their library¹⁹. That is, if University Librarians control direct or guide the staff under

them properly by adopting ideal leadership style, staff will show greater commitment to their duties. Therefore, it must be noted that, the leadership style adopted in academic libraries is critical to the effective and efficient collection development practice in the selected private universities in southwest of Nigeria²⁰.

However, leadership, regardless of the style adopted by an institution may have little influence on employees without the requisite support from the Institution. Institutional support appears to be an essential factor that promotes and sustains leadership in an organization. Institutional support refers to the extent to which employees deem that their organization values their contribution and cares about their wellbeing²¹. Relying on the social exchange perspective and the norm of reciprocity, institutional support holds that employees feel an inner obligation to reciprocate this favorable and supportive treatment received from their organization by developing favorable attitudes toward the organization and by helping the organization reaching its goals²². In addition, employers want employees to be dedicated and loyal to their job. If employers offer a high level of support to their employees, employees are possibly to emotionally commit to their organizations with a high possibility of turnover and a high level of job performance²³.

However, while the dimensions of institutional support may vary, depending on the industry and organization due to their peculiarities, institutional support in academic libraries and by extension tertiary Institutions seem to be sacrosanct and in this context, refers to the active encouragements in form of institutional policies, infrastructural

support, financial support and managerial support. These layers of institutional support help to propel employees to perform their responsibilities in a very effective and productive manner. Any organization including the institutions of higher learning that want to earn their employees commitment must be ready to give adequate support ²⁴.

Learning begins at the top, support of top managers ensures richer resources, better communication between employees and superior decision making. Management support can take a variety of forms, such as encouragement of employees, providing a better work environment, user-friendly tool/equipment to work with and offering various educational programs to improve the skills and productivity of staff ²⁵. In general, the main tasks of managers are to support their employees so as to achieve the overall goals of the institution or organization.

Furthermore, employee communication is managed at all organizational levels. First, these levels of communication should be reflected in the strategic documents of the organization basically known as a policy. Institutional policy refers to the organization's commitment, goals, and values and how these can be transmitted and achieved. All employees should know, understand, and strive to implement organizational strategy ²⁶. Similarly, employees in tertiary institutions may not function properly without a policy to guide and direct their affairs, particularly, Librarians as gatekeepers of knowledge in the tertiary institutions.

Ideally, Librarians should be guided by collection development policy when undertaken the task of collection development in academic libraries. However, scholars have

decried the unavailability of collection development policy to drive the process of collection development practice in academic libraries particularly in tertiary institutions in Africa ²⁷. Critically, without adequate financial and Infrastructural support from the tertiary institutions, academic libraries may struggle to support their parents Institutions in achieving there Institutional objectives²⁸. Particularly, financial and infrastructural support in the area of collection acquisition, funding for research. Financial and infrastructural support that can be provided by institutions of higher learning to academic libraries include: funds for the acquisition of information materials either in paper based or electronic formats, research support in form of conference sponsorship, research grants, publication support; technical support as well as pedagogical support particularly in a knowledge-based economy ²⁹.

Sadly, most African universities are instruction-focused, with little financial and institutional support for research ³⁰. In Nigeria, institutional support services are available in universities at varying levels across different categories of institutions ²⁶. However, some scholars have revealed that librarians are facing uneven access to institutional support especially in terms of research funding and sabbaticals. According to them, librarians' research is often undervalued and unsupported and they do not enjoy enough support as compared to other academic staff in the same university ³⁰. The relevance of institutional support for Librarians and academic libraries cannot be overemphasized if tertiary institutions want to remain alive to their core objectives of teaching and research for national development. While several studies have been conducted on leadership styles, its effects on job performance/productivity of library personnel in public academic

libraries. However, little or no study has been done, specifically on leadership style, Institutional support and collection development practice in tertiary institutions in Ekiti state.

1.2 Statement of the Problem

Collection development practices in academic libraries are often affected by the level of institutional support available and the type of leadership style adopted by library managers. Academic libraries are established to cater for the information needs of different categories of users such as lecturers, researchers, students and other members of the academic community. When collection development practices are not properly carried out, the consequence is imbalance in the library collections. This may result in excess information resources in some fields while other areas are neglected. It may also lead to the acquisition of outdated, irrelevant and poor-quality information resources. When this happens, it may lead to users dissatisfaction and low patronage of the library.

As the relevance of libraries to tertiary institution lies in users' patronage, researchers have made attempts to investigate factors affecting collection development practices in tertiary institution libraries. Scholars have examined actors such as funding, organisational policy etc. as variables to measure effective collection development process in academic libraries. However, little attention has been paid to factors such as leadership styles and institutional support. It is in the light of the above, that this study is embarked upon to empirically investigate leadership style, institutional support and collection development practice in academic libraries in Ekiti State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of the study is to determine the influence of leadership styles and institutional support on collection development practices in selected academic libraries in Ekiti State.

The objectives are to:

- 1) identify the collection development is practices existing in academic libraries in Ekiti state, Nigeria.
- 2) identify the prevalent leadership styles existing in academic libraries in Ekiti State, Nigeria.
- 3) investigate the level of institutional support for collection development practice existing in academic libraries in Ekiti State, Nigeria.
- 4) determine the influence of leadership styles on collection development practice in academic libraries in Ekiti State, Nigeria.
- 5) ascertain the influence of Institutional support on collection development practice in academic libraries in Ekiti State, Nigeria.
- 6) determine the combined influence of leadership styles and institutional support on collection development practices in academic libraries in Ekiti State, Nigeria.

1.4 Research Questions

This study is guided by the following research questions:

- 1) What are the collection development practices existing in academic libraries in Ekiti State, Nigeria?
- 2) What is the prevalent leadership styles existing in academic libraries in Ekiti State, Nigeria?
- 3) What is the level of institutional support for collection development practices in academic libraries in Ekiti State, Nigeria?

1.5 Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

- H₀₁ There is no significant influence of leadership style on collection development practice in academic libraries in Ekiti State, Nigeria.
- H₀₂ There is no significant influence of institutional support on collection development practice in academic libraries in Ekiti State, Nigeria.
- H₀₃ There is no significant combined influence of leadership styles and institutional support on collection development practice in academic libraries in Ekiti State, Nigeria.

1.6 Significance of the Study

The study findings are expected to be of use to tertiary institutions, academic libraries in general and academic library users. Also, the study is expected to enhance the practice of collection development problems and contribute to existing body of knowledge in library and information science.

Academic institutions are rated on their ability to proffer solutions to societal problems and create innovations that can drive societal development. To achieve this, all tertiary institutions, including privately owned institutions, rely on the availability of relevant and adequate information resources for research, teaching and learning. This study is therefore beneficial to the private tertiary institutions as its findings are expected to lead to improved collection development which is the only way to boost research activities.

The study is also of benefit to academic libraries because their continued relevance depends on their ability to meet the information needs of their clients through the provision of relevant and adequate information resources. The findings of this research will help the acquisition librarians to work with greater consistency towards achieving the libraries' goals by using collection development policy in developing robust collection that cater for all users, using limited funds at their disposal.

The significance of this research finding to academic library users can be seen in the end product of effective collection development practices which the availability of relevant information resources to meet all their information needs. Academic library users would benefit immensely from having access to all manner of information resources of whatever

type and formats for the various purposes. It is expected to ease the burden of preparing lecture notes, preparing for examinations, conducting research and other academic activities.

Another significance of this research work to the library is that, it will add to the growing body of knowledge in the literature of library and information science, and also provide resources for students and researchers for their research work as it relates to collection development and leadership styles. The work, on completion, will add to the existing literature in academic libraries on collection development practices in general especially where this type of research exist and, it will be a starting point where other researchers.

1.7 Scope of the Study

The study will focus the role of leadership styles and institutional support in achieving effective collection development in tertiary institutions libraries in Ekiti state. The population of the study will include library personnel who are involved in the day to day task of collection development in these selected academic libraries in these tertiary institutions: (Afe Babalola University Ekiti; Federal University, Oye Ekiti; Ekiti State University, Federal Polytechnic, Ado-Ekiti; Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Crown Polytechnic Ekiti) all in Ekiti state, Nigeria. These tertiary institutions were selected because they are rarely the focus of attention for researchers which makes it necessary to understand the true picture of issues facing them. The dependent variable is effective collection development practice which will be measured by; Collection development policy (CDP), Acquisition ,Selection, Evaluation

of collection, and weeding of collection in the selected academic libraries in these Academic Institutions. The independent variables are leadership styles measured by; authoritarian (autocratic) democratic (participative) and laissez faire (delegative). Institutional support is the second independent variable and it will be measured by; financial support, technical support and mentoring.

1.8 Operational Definition of Terms

Academic Library is a library attached to tertiary institutions such as universities, polytechnic and large research institutions. It is established to support the teaching, learning and research activities in the parent institutions.

Collection Development Practices: refers to processes involved in collection building in academic libraries

Collection Development Policy: refers to a set of guideline and rules expected to be followed in the process of developing collection in academic libraries.

Selection: the practice is done by acquisition librarians to pick among available information resources to be included in the library collection based on certain criteria.

Acquisition: it is the process through which librarians in private tertiary institutions add to the library collection through various means such as; purchase, gift, donation, etc.

Weeding: this is the process of periodically removing obsolete, worn out and irrelevant information resources from the library collection by private tertiary institution librarians.

Collection Evaluation: this is the process of measuring the available collection of the library against certain benchmarks which are derived from the objective of the library.

Leadership Style: Leadership styles refer to management behaviour and altitude (Autocratic, Democratic or Liberal) of governance and supervision adopted in academic libraries.

Autocratic Leadership Style: the refers to any leadership approach in private tertiary institutions libraries which does not allow for the inputs of subordinates.

Democratic Leadership Style: the refers to any leadership approach in in private tertiary institutions libraries which is open to the inputs of subordinates.

Liberal Leadership Style: the refers to any leadership approach in private tertiary institutions libraries which gives the subordinates free hands to make decision and rarely interfere in collection development processes.

Institutional support: refers to the organisational practices and policies that aids library personnel to perform the task of collection building.

Financial Support: this is the provision of adequate financial resources needed to aid the practice of effective collection development by librarians in tertiary institutions in Ekiti state

Technical Support: this refers to the provision of modern technology and the technical expertise necessary to aid the practice of effective collection development by librarians in tertiary institutions in Ekiti state

Mentoring Support: this refers to practice of linking librarians with more experienced colleagues in the workplace to encourage librarians in tertiary institutions in Ekiti state towards achieving effective collection development practices.

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Endnotes

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Chapter Two

Literature Review

This chapter presents the review of various literature related to the study. The literature is reviewed systematically to provide a clear analysis of the key concepts in the study as well as to show the views of global, continental and local scholars on the subject of discourse. This is necessary to identify the gap to be filled by the current and justify its conduct methodology the study will adopt. The relevant theories guiding the research will also be discussed. The chapter is organised under the following subheadings:

2.1 Conceptual Review

- 2.1.1 Concept of Collection Development Practice in Academic Libraries
- 2.1.2 Institutional Support for Collection Development Practices in Academic Libraries
- 2.1.3 Leadership styles in Academic Libraries

2.2 Theoretical Review

- 2.2.1 Ranganathan Law of Library Science
- 2.2.2 Institutional Support Model
- 2.2.3 Kurt Lewin's Leadership Styles Framework

2.3 Review of Empirical Studies

- 2.3.1 Institutional Support and Collection development practices in Academic Libraries
- 2.3.2 Leadership Style and Collection development practices in Academic Libraries

2.4 Conceptual Framework

2.5 Summary of Literature Reviewed

2.1 Conceptual Review

This section deals with various key concepts in the study. Each of the key concepts is examined from the viewpoint of scholars across the world to finding out perception and various opinions that have shaped each of the concepts and draw out threads that align with the current study.

2.1.1 Concept of Collection Development Practices in Libraries

The basic goal of any type of library is to provide information materials that are both reliable and relevant to the individual user. The level of satisfaction experienced by library clientele is a function of the richness, relevance and usefulness of the collection on offer in the library. In academic libraries, this can only be accomplished with living and growing collections. Library collections refer to the carefully selected, acquired, organised and disseminated information materials. The collection of a contemporary academic library is usually made up of types of documents which can be broadly categorized as print and electronic resources. The print resources include; books, periodicals and serials, government publications, theses and dissertations, research reports, annual reviews, conference proceedings, pamphlets, standards and specifications, patents, trade literature, maps, atlases and globes among others. These are also supplemented by electronic information resources¹.

Electronic information resources have become an integral part of academic library collections with the emergence of digital technology. It is now possible to digitize rare and important print resources to preserve them and make them available for a wider

audience² Apart from digitized resources, the twenty-first century library is also a source of different types of electronic information which are referred to as 'born digital'. Electronic resources have rapidly risen to become a major source of knowledge transmission in universities, particularly for researchers³.

Electronic resources can be described as library information materials that are available in digital format and can only be accessed through computer and other related devices. Examples include electronic books (e-books), electronic newspapers (e-newspapers), electronic journals (e-journals), theses, conference papers, government papers, scripts, and monographs and Internet resources. Electronic resources also include various information systems, institutional repositories, and scholarly databases, Examples of databases include MEDLINE, ScienceDirect, AGORA (Access to Global Online Research in Agriculture), HINARI, OARE (Online Access to Research in the Environment), LexisNexis, and Ebscohost etc⁴. The process of bringing all these together to form a coherent, relevant and useful library collection is called collection development.

Collection development is defined as the process through which a library's information resources are expanded and upgraded on both a qualitative and quantitative level⁵. It is a term that is frequently used in libraries to denote the process by which a library accumulates a variety of relevant information resources essential to meet user demands. This area of activity is responsible for the selection and procurement of information materials that enable librarians and information specialists to carry out their numerous responsibilities to users efficiently. Thus, collection development practices comprise

completing community analysis, formulating an acquisition policy, acquiring, weeding, and reviewing the collection⁶.

These processes cannot be handled casually; it must be meticulously planned, reviewed, and continuously monitored. This is because of the key role the collection plays in helping the library achieve its mission and objectives. Additionally, it is vital to develop a high-quality collection because it has been established that in order for an academic institution to attract and retain outstanding academics and researchers, they must have confidence in the institution's ability to support their research activities. The academic library is the only institution that can provide much of this assurance. Indeed, there are instances where parents of prospective students visit the school to check out the library and other facilities in order to make decision about whether to send their wards to a particular academic institution⁷. All of these have made collection development practice something not to trifle with. Rather, it a systematic and well-thought-out sequence of activities that starts with identifying a community to be served, acquiring and making available relevant resources and replacing the resources, after evaluation, through weeding and acquisition of even more recent and relevant resources. At the heart of the collection development process is the collection development policy.

Collection Development Policy

A collection development policy is often described as a written statement detailing how the library chooses what to add to its collection. It includes guidelines for how much coverage each subject should receive, as well as information about language, geography,

and time period⁸. This definition provides the basic of the collection development policy. Although it can be considered as not comprehensive enough, it reflects the view of several other definitions of collection development policy. This can be seen in the words of another scholar who described collection development policy as a document that lays out how a library will grow its collection, what its strengths are, and how it fits in with the library's goals, general selection criteria, and intellectual freedom⁹. In yet another definition, the emphasis is also on the written nature of collection development policy as it was described as the written version of the plan that gives specific instructions for the library staff to follow in the selection, acquisition and management of library collections.

The entire procedure followed by academic libraries in the selection, acquisition, appraisal, and management of library information resources are outlined in their collection development policy. Its purpose is to ensure consistency among professionals in charge of the collection's development practice as well as to communicate the library's policy to faculty, students, staff, and other interested stakeholders. From all these definitions, the collection development policy can be understood to be a document that lays out a plan for action and gives staff the information they need to make good decisions in developing library collection. The impression is that there is always a big document in all types of libraries where all the rules about who, what, when and how to collect information resources for the library is minutely outlined.

However, in the modern era, librarians are aware that, as the programs and other information needs of their parent institutions change, so will there be need to adjust the

collection development policy to accommodate those needs. In line with this, a collection development may not necessarily be codified in a single document. The Collection Development Policy is often made up of numerous policies that apply to all of the library's collections. A typical collection development policy is reviewed and revised on a regular basis to reflect the changing needs of curriculum, instructional techniques, and information technology¹⁰. In view of this, this study adopts a definition of collection development policy as a set of guidelines, whether written or unwritten, that guide the selection, acquisition, evaluation and overall management of library information resources. No matter the form in which it exists, a collection development policy is both a planning tool and a way to communicate with key stakeholders such as parent organisations. It should be used on a daily basis as a guide for most of the work that needs to be done in the field of collection building.

Developing an effective Collection development policy is in itself, a meticulous task. It requires a vast knowledge of how to develop and manage library collections. The professional in charge of selecting and acquiring information resources has to put a lot of things into consideration. Some of the important factors to be considered include the library's goals and plans, users' needs and information seeking behaviour, the scope, strength, and weakness of different subject fields in the collection, the library's human and material resources, and cooperative arrangements for sharing resources¹¹. These considerations determine the content of the collection development policy.

The average collection development policy has provisions for standards, and guidelines for various activities such as; community analysis, collection planning, collection development policies formulation, selection and the tools used for selection, issues surrounding publishing, intellectual property, and censorship, as well as collection weeding and evaluation¹². The modern collection development policy must make provision for the selection, acquisition and other issues relating to electronic information resources management¹³.

The collection of modern libraries is no longer limited to printed or physical library resources. Consequently, the contemporary collection development policy be explicit on how the library should deal with issues such as site licenses and choosing between open access and subscription databases, networked CD-ROM subscriptions and library consortium among others. It is now expected that the policy must expressly outline the process of acquiring access to vendor supplied databases, integration of electronic resources into collection development plans, and how to choose between print and electronic versions of resources. Additionally, they must decide whether to purchase a resource or obtain it through another means¹³. A robust policy which ticks all the right boxes possess several advantages which have been recognized in literature.

Having a collection development policy is highly advantageous for academic libraries. It protects the library from being stampeded or led by emotions to acquire irrelevant information resources. Additionally, it can assist in introducing change into a library without encountering significant pushback, as guidelines are clearly laid forth in such a

policy. Collection development policies are also effective instruments for internal and external communication. They can be used internally to communicate to the parent organization that certain types of information resources are relevant to the need of specific category of users or some information resources that may be considered as irrelevant are being purchased as per the instruction in the collection development policy.

The collection development policy can also serve as a defense mechanism against any challenge from lecturers and students as to why certain materials are housed in the library and not others as part of a coherent, consistent, and publicly announced plan. They can also be used externally as policy documents when communicating with a network or a consortium). Most importantly, by establishing a strong framework within which to make decisions, such a document safeguards the library and information professionals from being accused of bias. In case any library acquisition is questioned, the challenger can be shown the collection development policy as an explanation of why the judgment was taken¹⁴.

Indeed, collection development policy has broadened the concept of collection development because it does not simply outline how to add books and digital resources to the collection; it also extends to the realm of collection management. This encompasses the universe of activities that goes into keeping library collection at an optimal level. This range of activities and interactions can be seen in figure 2.1.

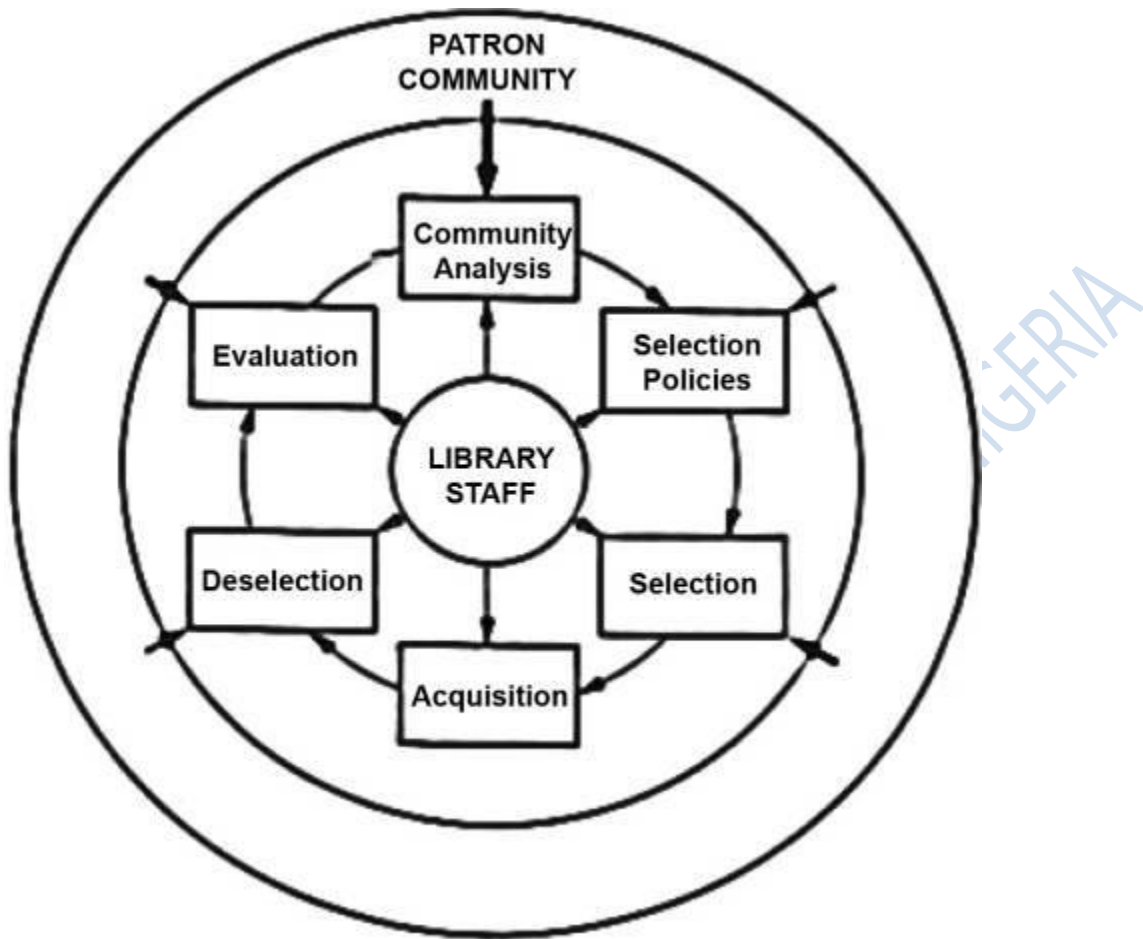


Figure 2.1: The collection management process. (Courtesy: Patel, S, 2016.)

User Needs Assessment

The first task in the collection development practice is users' need assessment. This is because putting together a collection that does not meet the information needs of the target users is pointless. Thus, it is critical to regularly assess such needs and to predict future user requirements. Experts are unanimous that the initial step in collection development is user analysis. It was also pointed out that user's analysis must focus on both stated and normative needs, particularly in heterogenous settings such as academic

institutions. These demands must then be balanced against an awareness of what resources would be required to meet both types of information needs¹⁵.

It is critical to keep in mind that library users are interested in collections on a micro level – not on a macro level, which is the major concern of the information professional. The user is looking for a specific book, article, photograph, or piece of information and is not concerned with the collection as a whole. This is why access to information sources not controlled by the library must be maximized. As users increase their reliance on online bibliographic and full text databases and on Internet searches, they develop into more sophisticated information consumers. This result in an ever-widening gap between what people believe is available and what the library actually owns. To build a winning library collection therefore, it is highly imperative to analyses the target users of the collection so as to be sure that researchers and academics would find such collection relevant to their needs. It is also important to determine the right quantity of information resources to acquire so as to conserve scarce resources¹⁶.

It is however argued by some scholars that users' needs assessment and user's studies are not always necessary. Professionals who subscribe to this school of thought argued that enough data about the information needs of the user can be gathered by reviewing syllabi, scholarly websites, departmental websites, academic and researcher curriculum vitae, current research projects, grant applications, research reports, and even minutes of academic meetings¹⁷. Additionally, information on users need can be gleaned from library statistics such as; circulation figures, interlibrary loan requests, patron feedbacks,

and the size, depth, breadth, and growth of the library's collection¹⁸. It was also suggested that regular interaction with faculty and students will yield valuable data on users' needs. Having obtained a clear picture of the clientele for which information is to be provided, the next task is to selection from the most suitable information resources from a wide range of options available.

Selection of Information Resources in Collection Development Practice

Selection is the process of choosing from a wide range of options, some of the information resources that can be added to the library collection. The selection process is important due to various factors. The library is aware that there are always certain users who require each material; there are some information resources that may be contentious, uneconomical or simply out of sync with the library objectives. Selection decisions are therefore made without regard for predicted approval or disapproval, but rather on the merits of the title in terms of extending the collection and satisfying user interests. Selection is the process of selecting the appropriate library content to meet a user's requirements. Selection is also the process of selecting from a vast pool of information resources those contents that best meet the client's information needs. The process of selecting information resources entails choosing articles to acquire from a library's list of publications¹⁹. There should be a well-defined policy for material selection that specifies the type and range of items to be selected and obtained. The resources chosen should reflect the parent institution's objectives and the needs of the intended users.

Following the dictates of the collection development policy, information resources are chosen based mainly on how they will benefit a specific audience. This is due to the fact that the amount of satisfaction a reader receives from a library is closely related to the library's collection of books and other items. Thus, the selection process is based on the goal of acquiring as many desirable titles as possible from an ever-expanding catalog of new books. For effective library selection, librarians often follow a set of criteria to choose from the pool of available information resources.

Criteria for Selection in Collection Development Practices

When making selection decisions, librarians often take the several factors into account. The first is the objective of the library which is often aligned to the overall objectives of the parent organisation. In addition to this, librarians consider the purpose of the materials and the level of coverage before making a decision. How comprehensive is the topic matter? Is the feedback from both internal and external sources positive? The relevance of the resource is also considered. To be useful to library patrons, the information provided must match their interests. Duplicating or Comparing to Other Works What does this thing have in common with the rest of the resources here? Is it a new source of knowledge, or is it a supplement or a repetition of previously published material? For what purpose the material was written. It depends on the audience whether the book is written in a conversational or academic style. The language can also be considered. This is important based on the level of comprehension of the intended readers. Perhaps the most often considered factor is the Author's credibility. Librarians are always

eager to know who the author is. Their reputation, previous works and standing in the academic community.

Other selection criteria include the reputation of the publisher. Experts believe that questions should be asked regarding the type of materials usually published issued by the publisher. This is important to ensure that it has good experience in that particular area. The quality of the other materials previously published by the publisher is also considered as well as the perception of the publisher among scholars. When the publisher is an association as it often is in case of journals, librarians are interested in the reputation of the association, its trustees and editorial board. This is important to avoid adding substandard information resources to the collection.

Regarding the content of the resources itself, librarians also look for recency. This is mostly important for scientific resources. In some fields such the humanities, recency may not be an issue. However, in the information age, current information is highly important. Currency also includes finding out whether there is a more recent edition of the resources or a revised edition²⁰. This prevents the library from being stocked with outdated resources. Cost of the material is another factor considered. The price of an information resource will determine whether or not it is purchased in paper or hardcover versions, and how many copies of a popular title are purchased. Cost consideration is an important factor in an age where library funding is going down and inflation is on the rise. However, cost consideration does not always mean looking for cheap items. Other factors such as the format are also considered.

The quality of a material's format, such as the binding, graphics, paper quality, type size, and audio or visual reproduction, must be taken into account. Control of the bibliography the indexing services that cover serials, whether in print, online, or on CD-ROM, are an important factor to consider²¹. When all these have been considered, the process now moves to the acquisition stage

Acquisition of Information Resources

Acquisition can be defined as the process of adding to the library contents, information resources which include both books and non-book resources. One of the laws of librarianship is that 'library is a growing organism'. Therefore, any library or information center's fundamental goal is to develop and transform its collection. As a result, it is a dynamic and on-going process. The library and information centers' managers must work closely with the representatives of various user groups in order to establish a balanced, user-oriented, and active collection. Instead of spending time and resources on collecting data that is useless, out-of-date, and passive, a system like this would allow acquisition of information resources to be based on actual need. Experts believe that the quality of materials collected rather than the quantity of volumes and titles should be taken into consideration while building a library's collection in order to improve information delivery and the use of such acquired resources to improve level of satisfaction for the user.

As a result of this, collection development relies heavily on acquisitions. To acquire materials for a library or archival collection by purchase, exchange, or gift, acquisition

includes budgeting and negotiating with outside agencies, such as publishers and dealers, to obtain resources to meet the needs of the institution's clients in the most cost-effective and expeditious manner possible. The acquisition process encompasses various activities such as budget preparation, ordering, receiving, and processing of acquired information materials. As outlined by experts, the typical acquisition procedure begins with a stock check and concludes with the receipt and certification by the acquisition personnel of the ordered items²². Information resources are acquired through various means.

Means of Acquiring Library Information Resources. Information resources can be acquired into the library through various means. Some of the means identified in literature include the following¹⁷; Specific Orders: This involves the practice of ordering specific titles or items from vendors. Users are regularly demanding for specific information resources so the library can place an order through its vendors to supply the specific material whenever it is available.

Standing Orders: Librarians can place orders for any book or information resource that falls into a specific group or topic. As an example, these are typically developed for serials. The librarian who has the knowledge of relevant serials needed by library users can place order with vendors to supply any title or journal related to a particular whenever they are available. This method of placing an order has the advantage of being fully automated. This way, the library is guaranteed of keeping its resources current and updated. The challenge with this mode, especially for libraries in developing countries is

lack of funding which means that the library may not always have the money to pay vendors on a short notice²³.

Blankets Orders: this is a hybrid of a formal order and a process for getting consensus. In order to place a blanket order, the library must commit to purchasing all of its materials at once. It is common for libraries to sign an agreement with one particular publisher or vendor and purchase all of their offerings on a given topic. It is advantageous to academic or specialist libraries because of the automatic purchase of materials in a certain field.

Subscriptions: This term is commonly used to describe periodicals, such as journals or newspapers that a library plans to purchase especially subscription databases. A library just needs to sign a contract once with a vendor or publisher, and the goods are automatically distributed when they are printed. If your subscription has expired, you'll have to sign up for another one.

Gift: Libraries may occasionally allow patrons or outside parties to donate items as a form of charitable giving. When a gift comes in, it is up to the acquisitions department to decide whether or not they will be accepted. A large academic institution is more likely to adopt this strategy and the donors are likely to be alumni of the university. However, many prominent members of the society and reputable organisation have been known to donate information resources and other equipment to academic libraries simply out of charity or as a way to discharge corporate social responsibilities. Library collection development policies can indicate whether or not a particular library will take in donated

materials. This is important to avoid dumping of irrelevant information resources into the library

Exchange: library information resources exchange comes in several forms. Libraries can exchange materials for which they have excess for others they lack. They can also exchange unwanted gifts for needed ones. Some libraries also exchange new materials. Again, larger academic or research libraries are more likely to have a procedure in place for this type of acquisition. Vendor assistance is required by the librarian in order to obtain the essential information resources.

Weeding in Collection Development Practice

In the context of libraries, weeding is the systematic removal of resources that do not meet a set of predetermined standards. Material selection and de-selection often entail a deliberate procedure. Keeping an active collection up-to-date, relevant, and in good condition requires regular weeding. It is observed that non-adherence to the principles of weeding and lack of guidelines for effective weeding procedure has turned many academic libraries into haven for cluttered, unattractive, obsolete and irrelevant information resources. The worst part is that the few relevance and current information resources are often lost amidst a sea of unwanted and unused resources²⁴.

Weeding becomes necessary due to the fact that academic programs are often phased out when the curriculum changes and new ones are introduced. In addition, as the school year progresses, so, too, will the library's collection²⁵. However, many librarians are often

at a loss in deciding what to get rid of from their beloved collection. Indeed, librarians are often regarded as hoarders who are typically reluctant to let go of any information resource. Generally, librarians unanimous that is necessary to periodically remove items from a collection is but that does not make the process any less difficult.

When it comes to weeding, collection development policy is often disregarded. It is however a necessary procedure as access to appropriate library resources is made easier when obsolete or out of use materials are weeded from the collection. There is only so much room in a library that can be dedicated to storing its resources. Changes in the needs of library users and the changing nature of information demand constant re-evaluation of library resources. Weeding is sometimes referred to as selection in reverse because it removes resources that are no longer usable from the collection. It entails assessing the collection to identify which materials should be culled from it when they are no longer relevant. However, librarians and institutional managers have often expressed reservation with the term 'weeding' and other substitute terms.

Terms such as retirement, pruning, reverse selection, de-selection, relegation, and discarding have all been used to describe the weeding process. Because of the negative connotations associated with each of these phrases, librarians and users are often unable to appreciate the value of this important aspect of collection management. Added to this is the fact that some collection evaluation criteria place more emphasis on the quantity of information resources in the library than their quality or relevance. This is an important

part of the collection management process so the attention should be on its contribution to the quality of the collection instead of the desirability or not of its nomenclature.

Nonetheless, some librarians have made renewed efforts to find a more positive name for weeding. Some of such names include collection renewal and re-evaluation. Proactive and positive concepts like these are more appropriate. They connote management, professionalism, and decision-making. Users' ability to find the best resource is further diminished when collections increase and new resources are intermingled with older ones. When it comes to searching for information, many people lack the patience to wade through a mass of irrelevant or out-of-date information. To make it easier for the user to find what they are looking for, obsolete material has to be removed. The modern information user often chose the shortest route to retrieve information and do not put forth much effort in the search for resources.

Weeding is a cost-effective measure. It is a sure way to ensure that the collection remain compact and nimble enough to meet the needs of the users. The expenditures of maintaining library holdings are ever-increasing. In addition to the usual expenses of heating, cooling, and so on, there are specific activities linked with the collection. Collection management activities include shelving, shelf-reading, dusting and cleaning. Inventorying all resources on a regular basis is also required. Library catalogue and the Online Public Access Catalogue (OPAC) must be kept up to date. The time and money spent on maintaining information resources that are no longer part of the library's holdings is a waste. Online catalog and circulation system conversion is becoming more

common as technology improves and becomes more affordable. It is a waste of time and resources to enter data into a new system for items that people will no longer be interested. This is why strong institutional support is needed to assure librarians that weeding of obsolete resources will not be misconstrued as wastefulness.

Evaluation of Library Collection

The mission, goals, and policies of the library's strategic plan will serve as the foundation for all of library collection development practices, as will procedures for selecting and discarding materials, accepting gifts, and other related topics, as well as a method for actually acquiring the materials that have been selected, all of which are based on the library's mission, goals, and policies.

The creation of a collection relies heavily on collection analysis. The library's collection can be evaluated on the basis of its overall quality. There are many ways to quantify quality, and one of those methods is through statistics. A large collection does not necessarily mean it is a high-quality collection; currency, turn-over rates, and other statistical data might give clues as to how valuable a collection is, as well, though. Analyzing a collection revolves around a fundamental principle: collections are designed to satisfy the requirements of the specific group of users they are intended to serve. Thus, it is important to conduct a collection evaluation that includes an assessment of how effectively the materials currently fulfill demands and how likely the materials are to

continue meeting those needs for both current and future library clients²⁶. Apart from the need to satisfy users' needs, library evaluation is carried for various other purposes²⁷.

Collection evaluation often yield data that can be used to support requests for greater (or sustained funding by librarians as they evaluate their collection's relevance to their constituents. Analyzing the strengths and weaknesses of the collection allows librarians to re-allocate available cash to strengthen specific areas. To make sure the selection procedures are suitable, it may be necessary to compare the collection to other local collections or standard bibliographic tools. Most libraries would do their research in tiny chunks, and each of the assessment methods can be tailored to a particular part of the collection or set of collections within the institution.

Nevertheless, for a new library manager in a library with a collection that has been neglected or stagnant, or if the user community has undergone significant demographic changes, a comprehensive review may be necessary. It is possible to adopt a combination of strategies or use a library service for an in-depth investigation. Some authorities have suggested using the OCLC collection analysis service to find out how unique a particular library collection is, as well as how it stacks up against other libraries' holdings, gaps, and usage. Apart from this standard tool, there are several other methods of evaluation that can be adopted by libraries. All of them come with their strengths and weaknesses. There is no single most effective strategy, and most libraries use a combination of techniques to guarantee that their collection continues to satisfy the needs of its patrons.

Using Peer Groups to Compare: A "peer group" of similar-sized and-funded libraries can serve as a benchmark for library evaluation. Other than comparable size and demography, cities and countries frequently have a short list of peers they look up to²⁸. While standardized list of similar libraries may not be easily assessable in developing countries such as Nigeria, individual libraries can make their own list based on certain logical criteria.

Using standard bibliographies as evaluation tool: The standard bibliographies and lists of highly recommended or award-winning works are often used by libraries to gauge the strength of their holdings. For a library that has just undergone a mission shift or has experienced fast growth, this can be a useful exercise. A decent qualitative analysis of the material is provided. It is easy to tell if the collection contains items that meet a variety of criteria by comparing it to standard bibliographies and core lists. Despite the fact that some resources may be a bit dated, the librarian must nonetheless make judgments about their applicability to the user community. In many respects, they show how well libraries have done in picking and replacing great things, but they do not show how beneficial these specific items are to the library user. Whatever, method is adopted will therefore depend on the discretion of the librarians based of what is best for their users and the parent institutions.

It is important to note that there a lot of complex decisions to be made during the process of collection development and management. A lot of stakeholders are also involved such as librarians, vendors, user groups and parent institutions. Most importantly, the

collection development process is being carried out in the background of changing macro-environmental factors such as changing technology, rising inflation, new copyright laws and other issues which must be balanced in order to achieve a successful collection development. All of these make it imperative for a solid institutional support for collection development.

Collection development is a systematic process whose effectiveness and eventual success depends on adhere to the key principles guiding the process. However, a review of collection development practices in libraries around the world indicate variations which may account for the level of relevance of individual libraries²⁹. Collection development is the process of collecting and managing information items in a library in response to library users' information demands and service needs³⁰. It is believed that collection development is not a haphazard endeavour by a well-planned undertaking involved careful decision-making. It is also a systematic process that includes a wide range of activities such as user needs assessment, policy formulation, selection procedures, acquisition, reviewing current collection, weeding out and storing parts of the collection, and resource sharing planning. In general, collection development manifests itself in rules and written norms that govern the actual selection and acquisition of resources. As a result, selection and acquisition are regarded as procedural parts of the broader collection-building process³¹. Researchers who have examined collection development practices have therefore focused on how well those activities of libraries align with the norms and practices of effective collection development process.

Researchers in Ghana studied the collection development practices in academic libraries of the country by focusing on the importance attached to collection development policies in many private university libraries in Ghana. The study population which was qualitative in nature includes librarians from Maranatha University College and Ghana Christian University College. To gather information from the staff of the two libraries, a self-designed interview schedule was used. Two (2) head of libraries who are all professionals and four (4) paraprofessional librarians participated in the study. The face-to-face interview approach was utilized to collect data for this study, and the data were analyzed using content analysis. The interviews were audio-recorded and then transcribed using the primary topics as a guide. While both GCUC and MUC have CDPs, the policies have not been reviewed since their introduction. Additionally, findings indicated that, while collection development policies are present in these libraries, they do not play a significant role in acquisition. Both MUC and GCUC were encouraged to make a concerted effort to apply the policy to steer acquisitions³². This lack of collection development policy is a major shortcoming as it has been reported that existence of collection development policy in academic libraries is the anchor that guides and directs the collection development activities by helping in the selection and acquisition processes of resources into the library.

A group of researchers conducted a study to determine the collection developments in Nigerian private universities. The study adopted a qualitative research methodology which necessitated the use of Key Informant Interview to collect data from a population of 57 librarians across thirty-one (31) private University libraries in the country. The focus

of the study was university librarians and acquisition librarians in the libraries. The data collected from the key information was analysed using content analysis. The result showed that all of the libraries (100%) take requests and suggestions from users into consideration in determining what to acquire. In addition to this, the librarians also carry out community analysis by sampling opinions of the users (52%), and sending memos to various departments (48%). This shows that they do go to great extent to involve users in selection of material. Their mode of acquisition is also diverse.

The study reported that all of the universities (100%) acquire majority of their information resources through direct purchases. These purchases are conducted through book vendors (100%); direct purchases from publishers and authors (71%). Some of the libraries also acquire information materials through donation and gifts (50%) and information resources sourced from various lecturers (12%). Another key collection development practice is collection development policy. The study reported that 74% of the libraries have a written collection development policy while the remaining (26%) do not have a documented collection development policy. The study also investigated the practice of weeding obsolete resources.

The responses showed that most of the libraries (71%) are not so concerned about collection weeding as they are still building their collections. However, some of them (29%) reported that their libraries often weed materials considered as obsolete or redundant to make way for relevant resources. What can be seen from the findings of this study is that collection development practices in private university libraries can be

regarded as highly professional and methodical. The involvement of users, in the collection process, the formulation of written collection development policy in the libraries show a high level of professionalism³³. Not all librarians are however in agreement that all libraries must have written or follow any collection development policy due to changing nature of the environments in which library operate.

A study on the impact of collection development polices on users' satisfaction in academic libraries in South-South Nigeria indicates that, while a large proportion of librarians (54%) view a formal collection development policy as a significant factor in achieving users; satisfaction, those who did not see it that way (46%) are still significant. In addition to this, majority of the librarians (57%) believe that collection development policy is directly linked to the growth and development of the library while 43% of them think this is not the case. The large majority who are skeptical about the role of collection development policy in effective collection management should be a cause of concern³⁴. The reason is that when these people are charged with collection development policies, they may not follow proper protocol

Researchers examined the difficulties associated with the collecting and development of electronic resources in university libraries in South East Nigeria. The descriptive survey approach was used to conduct the study, which had 86 respondents. The data gathering instruments used were a questionnaire and an interview. Simple statistics were used to assess the data acquired via the questionnaire (mean). The research identified twelve challenges electronic resource collections development in university libraries in South

East Nigeria. The challenges include high cost of database subscription (3.05); lack of perpetual access to e-resources (2.95); the need to employ staff having technical skills (mean = 2.56) etc. The study recommended that university libraries in South East Nigeria revise their budgets upward to cover the cost of electronic resources and to train staff on new skills for electronic collection development on a regular basis; they should also take drastic measures to acquire electronic resources through consortiums to maximize profit and discount; and the libraries understudy should improve their internet bandwidth for improved accessibility³⁵.

2.1.2 Concept of Leadership Styles in Academic Institution Libraries.

Leadership as a concept has been viewed from various angles such as philosophical, practical, functional, idealistic and behavioural. This means that there would be various definitions of leadership arising from the particular viewpoint of the author³⁶. Indeed, the concept of leadership is among the most studied subjects in human management literature. Leadership is also considered by social scientists as one of the most critical issues that determines the growth and development of societies³⁷. This interest of researchers on leadership is borne out of the perceived roles and impact of leaders in human societies, especially in organisational settings. As a result, the focus of research on leadership is often centered on determining leadership effectiveness and factors that can influence it; the characteristics of effective leaders, theories of leadership, and methods for cultivating leaders. The point of takeoff in leadership study is usually the definition of leadership.

Leadership is defined as the practice of persuading others to work tirelessly toward the achievement of organizational goals. Leadership is also seen as the process of influencing others' commitment to fulfill their full potential in pursuit of a value-added, shared vision with passion and integrity³⁸. There have been widespread assumption and suggestions that the defining characteristic of leadership is winning the hearts of the subordinates. The nature of this influence is such that team members willingly participate in order to achieve the leader's goals for each individual as well as the group. There are however, ample evidence that effective leaders often have to use unpopular, coercive and other methods to get subordinates to contribute their quotas to the achievement of common objectives.

The concept of leadership in literature is often subjective, giving the indication that leadership is all about creating harmony among the workforce so that organisational objectives can be consistently achieved. This is why leadership is defined by some scholars as a critical managerial skill that comprises the ability to persuade a group of individuals to collaborate toward a common goal. Leadership is the process by which an individual exerts influence over another's beliefs, attitudes, and behaviors. The leaders establish the firm's direction; they assist in seeing what lies ahead; they envisage what they might do and how they might accomplish it; and they motivate and inspire their employees". Thus, leadership, defined as the capacity to guide followers toward common goals, to influence others through inspiration and charisma or through the use of power, is a byword for dedication, hard work, and excellence³⁹.

Further, a leader is described as someone who promotes, guides, and motivates others to complete certain tasks, as well as inspires his subordinates to execute efficiently in order to achieve stated organizational objectives. Scholars argued that leadership is concerned with the growth and expectations of followers. Effective leaders are seen as those who prioritize the development of their employees' value systems, motivation levels, and morality in addition to their skill development⁴⁰. It simply helps followers achieve their goals while working in an organizational setting; it encourages followers to be communicative and adaptive to new and improved approaches and environmental changes⁴¹. However, there are indications that not all leaders are charismatic. Leadership, in some instances, is not benevolent and it does not lessen the effectiveness of the leader in any form. Indeed, considerate leaders have not been shown to be the only effective leaders⁴².

What is clear from the definitions of leadership is the fact that the main role of leaders is to ensure that subordinates work to achieve the objective of the organisation. Various studies have shown that the kind of leadership in an organisation has a direct causal relationship with organizational success^{43, 44}. Leaders have the ability to shape values, culture, change tolerance, and determine employee motivation in an organisation. They have an impact on institutional strategies, their execution, and their effectiveness. In addition, leadership is not restricted to the overall head of an organisation. There are employees at various level of an organization who play leadership roles daily in their jobs. What is common to leaders, wherever they may be found is that ability to use their influence or power over others to optimize the organization's resources, particularly its

most vital and costly ones⁴⁵. Therefore, leadership research has mostly focused on leader effectiveness and the elements that contribute to optimal performance. However, how each leader achieves this all-important task of guiding subordinates to work together to achieve a common goal differs. Leaders are human, and there are different in temperament, orientation, worldview and general background. In addition, employees are also different in character, attitude and ability. So there are different strategies that can be applied to achieve the desired result. These different strategies are collectively known as leadership style.

Leadership style can be defined as a synthesis of three key ingredients; personal characteristics, leadership philosophy, and a set of management abilities that are characteristic of each style. The emphasis on performance and people is defined by leadership style, whereas the function of the leader and his or her ideas about people are defined by leadership philosophy⁴⁶. Another author defined leadership style as a set of consistent behavioral patterns exhibited by a leader. He proposed two dimensions for leaders' behaviors: structure initiation, which includes task-oriented leaders, and consideration, which includes relational-oriented leaders. Task oriented relates to how a leader deal with tasks to be achieved. It focuses on whether the leader pile tasks on subordinates, makes it easier or find ways of ensuring that subordinates are not overburden with task. Relation orientation refers to how the leader relates with the employee in official and unofficial capacities. The extent to which a leader exhibit each of these dimensions have been used to categorized various leadership style to include autocratic, democratic and liberal leadership styles.

Democratic leadership style

The democratic leadership style is also known as participative leadership style. This is because it involves incorporating all members of an organisation in making decisions. In democratic leadership, the decision-making process is decentralized and shared by subordinates. Several studies have demonstrated how effective and efficient this management style is at inspiring employees to use their maximum abilities while also increasing output in such a way that they put forth their greatest effort and work in order to achieve the goals of the organisation.

With democratic leadership, individuals are encouraged to share ideas, information, and knowledge under democratic leadership. In addition, all members of the organisation are reassured of their safety and well-being. It is not just the workers who benefit when a democratic leader takes charge; the entire organisation feels the impact. In the case of academic libraries, the impact is felt by the users and the entire university community, particularly when the leadership results in the development of a balanced and responsive collection capable of adding quality to the teaching, learning and research activities in academic institutions.

Leadership also involves listening to the thoughts and ideas of others. Additionally, the employees are encouraged to come up with new ideas based on the concept of rewards, and the leader exhibits empathy to encourage them to work harder and give more information. It is one of the advantages of employees being motivated to share ideas with their boss to move the organisation forward. As a result, the leader has access to the finest

ideas and may choose the best of those ideas to come up with the best solution to any problem. This ensures the continue flow innovation and progress in the organisation. Democratic leadership style is also reported to create an environment in which subordinates are highly motivated by their leader to focus on the results and goals of their jobs. Individuals work together to accomplish such aims. However, no good thing can exist without a bad side⁴⁷.

While democratic leadership sounds good in theory, it often is bogged down in its own slow process, and workable results usually require an enormous amount of effort. The potential for poor decision-making and weak execution is, however, significant here. The biggest problem with democratic leadership is its underlying assumption that everyone has an equal stake in an outcome as well as shared levels of expertise with regard to decisions. That is rarely the case.

In some cases, leaders have to deal with inexperienced or under-educated staff. When this is the case, the Democratic leadership style could be ineffective in involving them in decision-making and taking their views into consideration. Furthermore, democratic leadership may not be effective in making relationships in situations where positions are not clearly defined or where time is a key priority. When people are better educated and have more experience sharing their information, democratic leadership works better. In order to ensure that all of his employees have a voice, the leader must schedule a time that allows them to participate, grow, and set goals. At its best, democratic leadership is highly needed in ensuring collection development practices⁴⁸.

Putting in place the most relevant information resources would not only require the input of key librarians but also the students and faculties. Library managers cannot afford to play the role of omniscient by assuming that they know all the needs of their users simply through basic profiling. Some library patrons may have other interests apart from what their roles in the institution require. However, it is also essential to understand the limit of popular participation. The library definitely cannot incorporate every shade of opinion or else it will lose focus and become unrecognizable. To forestall this, each organisation has stated objectives and this guides their libraries. Occasionally, the library manager may have to demonstrate autocratic tendencies to ensure that they library does not derail from its objectives⁴⁹.

Autocratic Leadership Style in Academic Institution Libraries

It is also known as authoritarian leadership, and it is based on managing individuals so that they do not participate in decision-making and only allowing specific people to have power in decision-making⁵⁰. Autocratic leaders are the quintessential "do as I say" leaders. In some cases, these leaders lack experience and are propelled into leadership roles as a result of a new post or assignment that requires people management. Autocratic leaders retain decision-making authority⁵¹. However, this is not always the case as studies have shown that some accomplished professional who are quite versed in their areas of expertise including university librarians also display autocratic tendencies⁴¹. They have the potential to irrevocably harm any business or organisation by compelling their subordinates to execute plans and services in a very narrow manner, based on their

personal, subjective definition of success. Furthermore, this leader uses the authority he has been given to force his subordinates to perform their duties in accordance with his wishes, regardless of what they think⁵².

When it comes to making decisions and governing, autocratic leaders rely heavily on their own preferences. In addition, leaders who adopt this leader leadership style often prevent any form of collaboration among their subordinates. In the same vein, they take no counsel from the subordinates. There is no unifying vision or motivation except from force. In order to get employee to complete assigned tasks or continue to obey the leader, they frequently rely on threats and penalties⁵². This type of leadership focuses more on getting the task done than on the humane side of leading Autocratic leadership often lead to reduction in employee commitment, creativity, and innovation. Indeed, the majority of followers of authoritarian leaders might be characterized as biding their time, anticipating the inevitable breakdown of this leadership and the subsequent removal of the leader.

Among the major characteristics that have been associated with autocratic leadership include the inability of leaders to put their faith in their subordinates. In the library context this can prompt some university librarians to also act as acquisition librarians. It may be because they do not trust their subordinate with the acquisition fund or they doubt the professional competence or business acumen of their subordinates. Whatever the motivation, combining the role of library management with acquisition duties would certainly affect the quality of outcome in one or both roles. In addition, the librarians who have been sidelined could also sabotage the leader by not being through enough in

carrying out other tasks in the collection management process such as processing, organisation and dissemination of information⁴¹.

Another key feature of the autocratic leader is centralized decision-making. Autocratic managers habitually not only set policy guidelines but also assign work to library personnel without consulting them. An autocratic leader would come up with a solution for the team members singlehandedly when presented with the necessity to make a decision. By making judgments based on their own perceptions of what the group needs or wants at any given time, an autocratic leader is more likely to solve problems without consulting the group as a whole. For each day, the group's leaders would decide when work should start and how much ground must be covered, irrespective of any intervening situation.

Authoritarian leadership is also characterized by the breakup of humanitarian ties among employees. Due to the atmosphere of fear and coercion created by the leader, it is often difficult for subordinates to collaborate or help each other because any form of collaboration may be deemed a gang-up by the leader. As a result, each employee works on his/her own⁴⁵ this sort of atmosphere may not be the most appropriate in organisations such as academic libraries that depend so much on knowledge sharing and collaborative work. It is also not likely to enhance the effectiveness of the collection development which depends on information sharing and collaboration.

Some situations, even in the library environment, however may call for an autocratic leadership style. Leaders who have to make a lot of decisions without consulting their

employees, or who have to complete large projects with many people working on them quickly, would emphasize speed and the position of each employee so that they could complete the work as quickly and effectively as possible, for example. Another example shows that this type of leadership is effective as the deadline approaches and there is a large quantity of work still to be completed. Notwithstanding, authoritarian style should be employed only on exceptional situations. When there is minimal time for collaborative decision making or when the leader is the most knowledgeable member of the group, authoritarian leadership is most effective. An autocratic leader assigns tasks and timetables to employees and instills a strong focus on a goal. The leadership style could be especially useful for a team with inexperienced and/or unskilled individuals. This is not often the case in academic libraries.

The adoption of autocratic leadership style by librarians therefore is likely to have some drawbacks, including the perception that the leader is a dictator. In addition, this could rise to resentment and hostility between groups and individuals and between the boss and his subordinates. As a result, the employees may assume that the boss sees them in a negative light and does not include them in decision-making, which may result in incomplete jobs and assignments. It may also affect the self-confidence of the subordinates who may come to believe that they are unqualified and that their views are incorrect.

From what has been discussed concerning autocratic leadership, it can be seen that its impact on effective collection development would depend on a number of factors which may be unique to individual libraries or situations.

Laissez-faire Leadership Style in Academic Institution Libraries

This leadership is popular known as Laissez-faire leadership style. It is a leadership styles in which leaders all their staff wide latitude to take decision on their own without consulting their leader. Laissez-faire is a French expression that translates as "leave it." When the term liberal is used in reference to leadership, it refers to leaders who allow people to work at their own pace and without elaborate direction from leaders. Liberal leaders abstain from making decisions and abdicate all duties⁵³. They allow their subordinates to make their own decisions about how to solve problems or accomplish organisational goals⁵⁴. The idea of this leadership style was put forward by Kurt Lewin. The style is used to relate to managers who delegated decision-making authority to employees and free them from contacting the boss before each decision is made⁵⁵. According to this approach, the employee is given complete freedom and authority to make decisions. Experts believe that lessens the burden on the leader and improve innovation among employees. The leader defers to the employee's judgment in determining the most effective means of achieving organizational goals. Others are however of the opinion that liberal leaders are often aloof to their employees and may be unresponsive to their needs.

In situations or organisations with complex or dynamic procedures such as academic libraries or where the employee lack the capacity to determine the most effective method for achieving the desired objective, Laissez-faire leadership may become problematic because no one is taking responsibility. Laissez-faire leaders are therefore perceived as passive and may be an excuse for the leader to high his/her inadequacies which have led some to submit that it is not suitable for organisations with complex procedures⁵⁶. Other shortcomings attributed to Laissez-faire leaders is that they usually postpone making decisions, allow minor issues in the workplace to degenerate into bigger problems, and fail to demonstrate proper leadership behaviors⁵⁷. Adopting Laissez-faire philosophy mean staff must overcome obstacles on their own, which frequently results in the problem remaining unresolved. The Laissez-faire leader is disengaged from the employee and demonstrates unsupportive, hands-off actions. The result is that employees develop insecurity and uncertainty about the next measures necessary to remedy the issue, which produces stress. The liberal leadership style avoids decision-making and provides no assistance for problem-solving. In addition, Laissez-faire leaders are accused of not providing direction to their workforce. Leaders that are laissez-faire are hands-off and outsource duties to employees without providing direction. According to the study, if an employee reports to a supervisor who is laissez-faire, the employee's performance may reflect a lack of productivity, cohesion, and contentment⁵⁸.

Additionally, other scholars argued that liberal leaders are defined by their non-involvement and absence when necessary. However, this often means that the leader is likely to disregard employees' accomplishments and challenges. This can have a

detrimental effect on employee performance, leader effectiveness, and organizational performance⁵⁹. Other studies indicate that liberal leaders are hesitant to take required precautions and avoid potentially dangerous circumstances. Leaders who practice liberalism are often accused of doing little or nothing in term of employee motivation. As a result, liberal bosses may have inefficient, unproductive, and preside over a dissatisfied workforce.

Laissez-faire leader's lack of leadership may result in low performance and job satisfaction for the employee. Some employees may be unsure of their function and lack the necessary knowledge to accomplish responsibilities. As a result, employees' performance and job satisfaction may suffer. The liberal leader provides little advice to the employee, which may result in employee frustration, decreased performance, and decreased job satisfaction.

In some quarter, Laissez-faire leadership is frequently referred to as "non-leadership." This type of leadership is the most passive and ineffectual, as employees lack knowledge and feedback necessary to perform adequately in their professions. When an employee refuses to take direction from a laissez-faire leader, the employee must make judgments using their own judgment⁶⁰. This theme of absence and non-existence of leadership was also found in a related study. The scholar is of the view that the liberal leader abdicates decision-making and abdicates all responsibility. As a result, the leader lets people to carry out their responsibilities without regard for the outcome. According to the

researchers, there is ample evidence indicated that liberal leadership had a detrimental effect on organizational outcomes⁶¹.

The employee lacks the necessary information or experience to make sound business judgments. Laissez-faire leaders do not provide the necessary guidance to improve employee work satisfaction, leader satisfaction, and leader effectiveness. However, the leadership has its own advantages and areas where it is applicable. When a boss is hands-off and lets people to make decisions, this is referred to as laissez-faire leadership. These personnel have complete discretion over how they achieve performance. This style of leadership creates an environment in which employees can thrive. However, the employee must specifically request instruction and support from the boss in order to meet performance targets. Otherwise, the management is completely uninvolved. The liberal leadership style might be beneficial if the leader closely watches the employee's performance and provides frequent feedback to the individual. When this is the case, liberal leadership style empowers employees to make decisions independently of the leader, which can result in higher job satisfaction and productivity⁴⁶.

To buttress this, other scholars also asserted that a liberal leadership style is favorably associated with staff commitment. Due to the leader's allowance for employees to work freely, a liberal leader can create confidence and motivate employees to accomplish a goal or target. According to the experts, an individual who is self-motivated, highly talented, experienced, and educated can thrive and succeed in a laissez-faire environment⁶².

What can be deduced from the various viewpoints on liberal leaderships style is that it has both advantages and disadvantages. The implication of this is that, when applied appropriately, the leadership style can yield good results. In collection development for instance, it is possible for the library management to allow the acquisition librarian(s) be guided by the collection development policy when selecting and acquiring books. However, the library manager must demand reports of how the allocated fund is being spent and ensure that the collection is balanced. Also, there may be instances where the collection is criticized by some stakeholders. The library manager as a leader has to step in and respond appropriately. It is therefore suggested that the level of liberal leadership traits exhibited by library managers may have an effect on the collection development process.

2.1.3. Institutional Support in Collection Development Practice in Academic Institution Libraries

Institutional support is a phrase with very wide connotations. As an element of the economic environment, the words institutional support relates to industry and business. Government agencies and organizations play a significant role in the way businesses operate because of their choices and active support in the form of laws and regulations as well as financial and nonfinancial assistance⁶³. At the organisational level, institutional support is defined as a set of policies, practices, and resources made available by the organization to aid in the smooth accomplishment of various organisational processes⁶⁴. It is also seen as a set of resources made available by the organization to its members in order to facilitate their task performance. According to this author, the support

encompasses the provision of financial assistance, technical assistance and mentoring of staff. In the digital environment, institutional support also includes the provision of necessary infrastructure and equipment relevant to certain tasks in the organisations⁶⁵. Indeed, several definitions of institutional support show that it is made up of several components with each author picking that which is the most relevant to their needs.

One definition which attempts to be all encompassing simply defined institutional support as all the supports a person receives from the management as a member of an organization⁶⁶. This definition is however too wide and difficult to quantify. More clarity can however be found in other definitions such as which defined institutional support or as all administrative, legal, financial, and physical resources provided to the employees in order to help them facilitate their expected duties and allow them to have a good working environment⁶⁷. In a similar definition, relating to employees, it was defined as any assistance offered by the employer, which may include but is not limited to, training, technical assistance, additional salary, and services that make it simpler for the employees to do their duties⁶⁸.

From all the foregoing, it can be deduced that institutional support includes, financial assistance, technical assistance, mentoring support provided by parent institutions for librarians engaged in collection development practices to effectively carry out their duties. Institutional support is assistance provided to the library and its staff by their parent body or employer outside of their core terms of the agreement to improve their work performance, which can influence their commitment to the organization and have positive

effects on the development of the library and its collection to meet the information needs of their patrons⁶⁹.

Provision of the needed resources for various activities is seen as the most effective aspect of institutional support. In this sense, institutional support refers to the organizational active encouragements in the form of policies, laws and financial and non-monetary assistance that makes it possible and easier to librarians to do their duties in an efficient and productive manner. Any organization, especially academic institutions, hoping to gain the loyalty of its staff must be prepared to provide necessary assistance. When it comes to institutional support, examples include funding, training and development, infrastructural facilities and financial rewards for job well done⁷⁰.

Institutional support is essential for academic libraries to provide the greatest services to their users and the broader community, including infrastructure, employee training, timely promotion and favourable institutional policy. To some extent, funding is considered the most important aspect of collection development, which may explain why found that most library collections would be small if not for funding, consisting of items no longer wanted by individuals and likely of little value to library users⁷¹.

One of the most important elements of institutional support that can enhance or hinder effective collection development is the availability of the required funding. For the most part, government funding is used in public university libraries in order to increase the quality of services for the university's community. In the case of private institutions, proprietors are responsible for all financial decisions, regardless of whether a budget is in

place. If academic libraries are to meet the objectives of providing the most relevant and effective collections, adequate funding is important for the acquisition of necessary resources, for procurement and preservation of tools and other sundry expenses. Where finance is missing, it is impracticable to manage library service of any kind and where it is inadequate; the effectiveness of that service is bound to be negatively affected. Consequently, it is imperative for both the librarians and the parent institution to collaborate in order to guarantee that the required finances are made available for the procurement of information resources and the delivery of information services to library clientele⁷².

However, despite rising maintenance expenses, an increase in the number of students, inflation, and administrative expenditures, patterns in Nigeria's university education financing showed no progressive development in funds allocated to university libraries. Since the quality of education in Nigerian institutions is negatively impacted by underfunding, it is imperative to realize this⁷³.

Over the last few decades, academic and research libraries have struggled to keep up with user and institutional expectations and needs. First and foremost, they are seeking to continue doing what they have done in the past, if not more, with no new resources or help. Among the most pressing issues confronting these libraries is the inability to implement collection development programs for published materials due to high inflation, escalating costs of serials and books, declining funding from parent institutions, and the wide range of formats required by users and researchers.

There is also an increasing need for materials and information, which cannot be provided at the current level of funding. To support graduate and research programs in academic libraries, the library must acquire adequate materials to suit user needs while also striving for comprehensiveness in some disciplines. This cannot be accomplished without a budget substantial enough to support it. Although research grants and contracts are vital sources of cash for academic institutions, it has been discovered that very little of this funding is passed to the library. This is a concern because universities with increased wealth from research grants place a great strain on their libraries to offer research material and information. Institutions should recognize the library's contribution to research outputs and offer some research funds to their libraries.

As the library's collection shifts from print-based materials to electronic-based items, it also fundamentally alters the structure of the library and raises strategic considerations regarding the bounds of both services and collections. During the 21st century, the proliferation of Web 2.0 technologies, notably social media and user-generated content, has expedited the shift from local collections to networked information. To take advantage of the opportunities offered by the information age, it is important that libraries have access to a wide range of infrastructural facilities⁷⁴.

ICT is a veritable instrument for enhancing any kind of innovation or online service supplied by a particular institution. Recent advances in information and communication technology (ICT) have not only increased enormously the library's ability to access, store, and process information, but they have also brought about significant changes in the

concept, organization, operation, and management of the library and information systems. Libraries in developed countries are increasingly relying on online public access catalogs (OPAC), which offer increased search capabilities for accessing local collections, as well as the holdings of other area or regional libraries. Additionally, a growing number of libraries offer a web-based interface via which patrons can access their collections and online resources⁷⁵. The term "ICTs" refers to these devices when they are used together, either collectively or individually, however they aren't readily available in Nigeria. Information and communication technologies (ICTs) in libraries include security measures such as Closed-Circuit Television (CCTV), Radio Frequency Identification (RFID), and Quick Response (QR) Code Technology, as well as communication technologies such as email, voicemail, telephone, fax, and videoconferencing.

ICT devices such as computers and mobile laptops are critical to the success of the collection development process. With the advent of information and communication technology, activities such as selection, ordering, resource sharing and information duration can now be carried out online. When there are sufficient computer systems, the job of collection developers is made easier, effective and satisfying. This is because they would be able to explore various options and have access to wider range of information resources through online catalogues by publishers, Online Public Access Catalogue (OPAC) of other libraries. Services such as the Online Catalogue of the Library of Congress (OCLC) and other guides and bibliographies that can provide them with in-depth and up-to-date information about new information resource and local, regional,

continental and global trends in collection development. Naturally, using a computer would require some other infrastructures such as internet and constant power supply.

In order for librarians in academic libraries to use technology for collection development, they must have access to electricity, the internet, and some basic electronic resources. Since the advent of the Internet, libraries in developed and some developing countries have risen to the challenge by ensuring that the Internet is used to enhance the provision of information services in order to retain the patronage of the library⁷⁶. The Internet supports many services in university libraries such as online ordering, cataloguing, subscription to electronic databases and general communication with both vendors and other stakeholders with various roles to play in the collection development process. Similarly, other Nigerian researchers noted that the Internet is increasingly becoming a versatile system, providing an enormous variety of materials in different formats⁷⁷. One of the main reasons why most libraries provided Internet services is to give their users access to another information resource.

The Internet is regarded as one of the most facilities in the modern library. Since the advent of the internet, libraries in developed and some developing countries have risen to the challenge by ensuring that the internet is used to enhance the provision of information services in order to retain the patronage of the library⁶⁹. The Internet supports many services in university libraries including collection development and collection management activities from order to evaluation and weeding.⁷⁰ The imperative of

providing internet services for the library can there not be overemphasized. This fact is recognized by various institutions around the world.

While the use of internet has become commonplace in developed countries such as America and Europe⁷⁸, it is also becoming widespread in developing countries. Literature showed that Internet access is now widely available in Indian academic libraries. It was also reported that Nigerian libraries are using offering internet-based services such as virtual reference services⁷⁹. However, the quality of service is below expectation as many university libraries experience downtime, several times a week⁸⁰.

Some of the libraries are unable to afford the cost of high-speed internet so they are stuck with low internet bandwidth which often slows network access during peak periods. In addition to this, they also frequently face technical faults or other network configuration problems. Findings from various studies have shown that majority of these challenges are out of the use of inadequate or obsolete infrastructure. Several studies lamented that the dearth of ICT infrastructure and facilities in university libraries in Nigeria is a major problem militating against globalization of information services in academic libraries in Nigeria. For instance, researchers who studied the availability of information technology (ICT) Kwara State academic libraries reported that, out of the seven higher institutions in the State only one has both E-mail and Internet services, which at the time of their research was not functioning because of the difficulties in the dial up method that the library through an agent subscribed to⁸¹.

All of these factors must be taken into consideration, together with the availability of adequate resources to support them. A wide range of analogue and digital technology is used to help people use information more effectively. In this category, you'll find anything from laptops to projector screens to speakers to the internet to software⁸². On the basis of these findings, scholars concluded that perceived institutional support in university libraries significantly affect the library's ability to achieve collection development goals. In a country like Nigeria, institutional support that could lead to library staff commitment to collection building and other activities appears to be a misdirected priority because many Nigerian librarians often feel that they do not have the right support from their institution management in the process of collection development⁸³. Many library staff members, such as acquisition librarians, do not devote enough time to their institution's collection development goals because of one or more factors, including non-budgeting attitudes except when accreditation is imminent, non-funding of library staff training and workshops, and so on⁸⁴.

Various studies have commented on the fact that the prominence given to the library by the National University Commission (NUC) of Nigeria during programme accreditation exercises is a saving grace for academic libraries⁸⁵. Researchers observed that the periodic accreditation process has been boon to the academic libraries in terms of infrastructural and collection development. When there is no accreditation, the library is often faced with inadequate attention and lack of support from the university management which results to bad library services and no acquisition. The implication of

this forced activity is that the acquisition process may not be orderly and through enough to allow libraries develop the right blend of collection.

When infrastructural development or any kind of institutional support is hinged on the threat of delisting courses by the NUC, the result is a lopsided development as only equipment and information resources relating to the course(s) to be accredited are the focus. This would be at the detriment of the other and explains the reason why many libraries in Nigeria could not boast of significant infrastructural support from their organisations. This lack of infrastructure for effective collection development also affects employee motivation which is another aspect of institutional support. The level of mentoring among librarians in the collection development unit, just as in other part of the library, is a significant factor that affects their productivity. As a result of this, result oriented institutions do not joke with mentoring management to keep their employees motivated. Managing employee behaviour based on the understanding of what motivates them is known as motivation management⁸⁶. Motivation is the process by which employees are invigorated, energized to be focused and constant in their behavior and performance.

Motivation refers to the drivers that boost our desire to do things or act in a particular way. It is described as an internal force that propels employees to attain their goals and work towards achieving management objectives⁸⁷. Motivation is thus seen as a management technique for inspiring employees to perform better at work⁸⁸. It was also agreed upon that the personal motivation of workers enhances work productivity.

Motivation is an essential part of the management of a business, and that it also inspires people. Motivating employees in the workplace is seen as a key factor in boosting productivity⁸⁹. When an employee is motivated, they are more likely to put out the best effort they can in order to complete a given task. That is why motivation is defined as the most efficient use of management techniques in order to ensure that employees achieve a desired outcome or benefit⁹⁰. Motivation is an essential aspect of institutional support without which other aspects such as funding and infrastructure provisions may not yield desired result.

Employee motivation in libraries is a good strategy to boost productivity and performance of librarians as reported in several studies across cultures^{91,92, 93}. All these have studies have individually and collectively pointed out several importance of employee motivation to librarians' effectiveness. This has made it important to properly conceptualize what can be done to motivate employees. Researchers have relied on various theories to outline the factors that enhance employee productivity. Many of these factors have been discussed in literature. One of the strategies suggested to boost employee motivation is through financial incentives. It has been suggested that financial incentives might be used by library managers to motivate their workers to perform better in the workplace⁹⁴. It is important for librarians to be paid living wages and also to provide other financial incentives such as overtime bonus, hazard allowance and other financial incentives. However, financial support is not the only determinant of employee motivation.

Other nonfinancial motivators that have been recognized in literature include job enrichment, recognition of hard work, and flexible working hours as measures for library workers to stay motivated in their jobs. All these are not financial related but appeals to certain inner need of individuals. As outlined by Adam Maslow in his hierarchy of need model, each individual needs some basic thing without which they could not be satisfied. Individuals' motivation to act and behave is influenced by the satisfaction of their wants, according to previous studies. Maslow's theory of human motivation holds that people become more motivated when their wants and needs are met. This is echoed by several other studies which have also shown that employees' can be induced to work more productively through various strategies such as prompt payment of salaries, occasional commendation for job well done, secure and friendly work environment and a regular promotion among others.

This is true for virtually all employees including librarians involved in collection development⁹⁵. An understanding of the various factors that influence individual behavior in the workplace can serve as a springboard from which to begin the process of infusing quality and orderliness into the collection process. Motivated librarians are more likely to continue carrying out investigations on current development regarding new publications, new information resource format and how to get value for money even before they are ready to order for any information resources. This will ensure that they are armed with adequate information to get the best deal for their libraries during selection and acquisition process which would in turn impact on their library's collection.

However, studies regarding the motivation of librarians have yielded diverse results. Some studies have found high level of motivation among librarians while some have reported low level of motivation. In addition, others scholars have downplayed the role of librarians' motivation level in the effectiveness of the collection development process. This therefore calls for further investigation on the link between librarians' motivation and effective collection development, especially in academic libraries. It should also be acknowledged that motivation may be just one of the factors affecting effective collection development. One of the several other factors that have been discussed by scholars in the field of librarianship includes leadership styles in the library.

2.2 Theoretical Review

This section reviews various theories relevant to the current study. The theoretical framework serves as the "roadmap" for the research work as a whole. Applying a relevant theory to research ensures that the researcher is properly guided in developing and supporting the study, as well as a structure for defining how they will approach the research project as a whole philosophically, epistemologically, methodologically, and analytically⁹⁶. The importance of a theoretical framework cannot be overstated in a research. Every piece of knowledge in a research study comes from the theoretical framework. The rationale for the study, the problem statement, the purpose, the significance, and the research questions are all supported by this section. Literature reviews, methods, and analysis all have their foundations in the theoretical framework, which serves as an anchor for everything else. The theories on which the current study is

based include; the 5 Laws of Library Science, Organisational Theory, Lewin's theory of Leadership style.

2.2.1 Five Laws of Library Science

The Five Laws of Library Science was introduced by Indian library scholar S.R. Ranganthan, in 1931. The laws include five statements that have remained relevant to modern librarianship as it was in the traditional era. The five statements that make up the law of library science include the following; Books are for use, Every reader his/her book , Every book its reader, Save the time of the reader , and Library is a growing organism⁹⁷.

Although the law mentioned books various sentences, books have been interpreted to mean all information resources available in the library. This is important in the era of digital information resources. Although not developed as a theory, the 'laws' speak to the core principles of librarianship and librarians have embraced them to develop an image of librarianship which covers the configuration of libraries; core functions of librarians, expected services to different categories of users; ethics guiding librarians' professional interactions; and how to develop the library collections among others. Each of the laws have been interpreted and related to different aspects of librarianship.

The implication of the first law 'books are for use' infers that all information available in the library must be made accessible to the users. This law places some responsibilities on library and their institution as a whole. Of course, before books are used, they must be selected, acquired and organised. This place collection development practices at the heart

of library and information services. The fulfillment of this law hinges on the extent to which the library's collection has met the information needs of its intended users⁴⁶.

The second law which states that, every reader his/her book also call for effective collection development practices. This law also indicated that any information materials needed by library users must be made available in the library. Information resources must be made available for all the categories of users in to be served by the library. The best way to do this is through proper community analysis which is a process followed to understand characteristics of various library users and their information needs⁴⁷. This is related to the third law.

Third law states ; every book its reader. This is directly related to community analysis and selection of resources. During the selection process and indeed other stages in the collection development process, the user is put into consideration. Materials are selected based on their suitability for certain categories of users. The librarians in charge of collection do not make solely based on price or authority they also consider the physical format, the language, the layout and other criteria based on their perceived characteristics and needs of the user⁴⁶.

The last law says that the library is a growing organism and this is indeed what collection development is all about. No library can maintain it relevance with a static collection. Growing the collection is not simply about adding more books to the shelves. Growing entails developing the existing content by acquiring latest edition of previous resources,

adding further subjects to reflect users' need and being responsive to current trends through the acquisition of relevant electronic information resources⁴⁷.

The relevance of this law is that it can serve as a guideline or benchmark for the entire collection development process. It is useful as a basis on which the entire collection development can be based or juxtaposed to determine whether it complies with the core philosophy and principles of librarianship.

2.2.2 Institutional Support Model

The Institutional Support Model (ISM) was originally developed by Michelle Valverde and Roy Rodrigues in 2002⁹⁸. The model is made up of four components that, the authors believe can assist Mexican-American students to attain the highest level of academic achievement. The four components are; Financial support, technical support, and mentoring support. The author's beliefs that the various types of support should be provided by relevant stakeholders particular the government. Each of the components has been found relevant in other settings apart from education. Since the development of the model, it has been adopted and adapted by several authors who have applied it to various studies in management, healthcare and public service among others^{63,99,100}.

The first component is financial support. This is highly important to the success of any project. The ISP cited financial support as one of the key determinate of students' success in acquiring tertiary education. Financial support is also essential in the context of collection development practices in libraries. The manager should commit financially to ensure that the latest information resources are acquired to meet the information needs of

the patrons. It is also important to invest the personnel. Librarians who demonstrate resourcefulness and work hard to ensure the success of the collection development should be rewarded with bonuses and overtime payment when application. It is widely recognized that paying competitive salary is one of the strategy to motivate employees. This is also true for librarians. When librarians a well-paid, they are more likely to be effective in carrying out their duties such as collection development. Financial support also includes training and retraining of employee. Doing this cost money and organizations that provided the necessary financial support for training and development usually reap the benefit in manifolds. Financial support in settings such as academic library should also be complimented by technical support.

Technical support is important in order to build employee's skill in using the latest technology to deliver effective services to the patrons. The technical support for collection development librarians can come in form of investing in the latest technology that help in delivering their duties more effective. Technical support also involves creating a culture of technology use in the organization so that all librarians and patrons would embrace the use of technology especially when they are assured of support in using the system. Technical support is context based as what constitute technicality may be different in various organization. While financial and technical support deal with making the job performance more effective, and component of the institutional support model aims to cater for the all-round development of the employees. This component is called mentoring

Mentoring as a component of the institutional support model which seek to ensure that each employee is able to live up to their full potentials. Mentoring is a process whereby people who are experienced and knowledgeable in the operation of the library are linked with young inexperienced colleagues so that they can be guided to maximize their potentials. In the context of library, elderly and experienced professional are linked with young and inexperienced librarians who they can guide on how to conduct effective collection development. Mentoring also include other interpersonal relationships such as emotional support when a colleague need. Mentoring therefore also include some element counseling and emotional support.

The availability of these supports is expected to enhance the ability of librarians to carry out effective collection development practice in tertiary institutions. Funding has been identified as a main challenge in the operation of academic libraries in Nigeria. So the provision of adequate fund, both for resources and reward for librarians' inputs can boost performance, especially in the area of collection development. The same is true when the library management and the parent institution provide technical support by providing modern technology and technical assistance in the use of available technology. In the same vein, librarians also need mentoring in order to ensure knowledge sharing that helps the library.

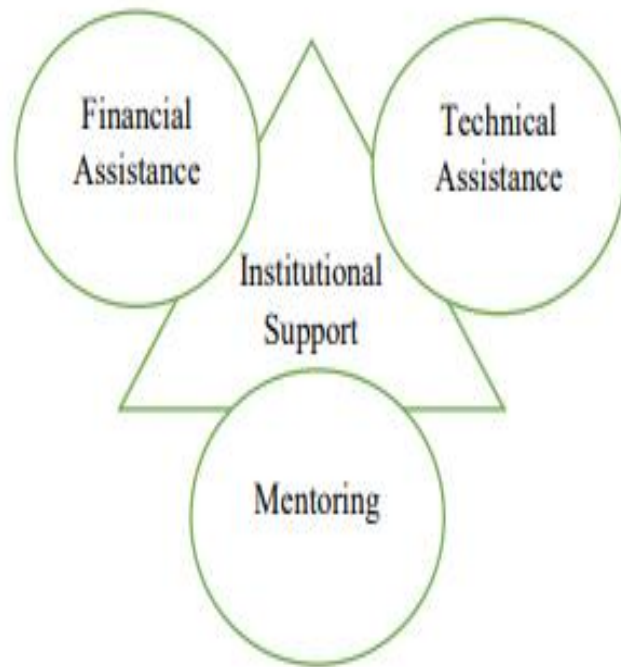


Figure 2.1: Institutional Support Model

2.2.3 The Lewin's Leadership Styles Framework

The Lewin's leadership styles frameworks were developed by a group of researchers led by an American Psychologist named Kurt Lewin in 1939. The framework was developed from the pioneering work of the researchers who conducted several studies to identify various leadership styles¹⁰¹. While subsequent research has discovered more specific varieties of leadership, this early study established three broad leadership styles and was highly influential. The study allocated students to one of three groups led by an authoritarian, democratic, or laissez-faire leader. The youngsters were then guided through an arts and crafts project while researchers watched their behaviour in response

to the various leadership styles. The framework states that, when it comes to the leader-follower relationship, group performance and morale, group risk-taking, group problem-solving tactics, and interpersonal relationships depends on the leadership style adopted which can be one or combination of democratic, autocratic and Laissez-faire (Figure 2.2)¹⁰².

Autocratic leadership exercise individual authority over all decisions with minimal group participation. Autocratic leaders make judgments primarily on their own thoughts and tendencies imposed work procedures, made unilateral decisions, and restricted their subordinates from being involved in decision making process. This type of leadership is less innovative, resulting in conflict, dissatisfaction, resistance, and diminished subordinate interest. Authoritarians are often seen as tyrannical by their subordinates because they rarely try to justify their actions. They are often isolated from the group and they try to achieve their leadership objectives through the use of punishment, threat, demands, and restrictions¹⁰³. The responsibilities of authoritarian followers include blind obedience to the leader's commands.

Authoritarian leadership is appropriate in organisations with high employee turnover, limited time or resources for decision-making, and the need for large-scale coordination. Autocratic leadership can be advantageous for making prompt decisions without consulting a large group. Some initiatives require strong leadership for efficient completion. When they are the most knowledgeable, autocratic leaders can make swift, effective decisions. In settings such as academic libraries where employees desire to

share ideas and make decisions, authoritarian leadership is not optimal. Critics assert that authoritarian leadership results in high employee dissatisfaction, attrition, and absenteeism⁹⁰.

The Democratic leadership style is a style of leadership that involves individuals in the decision-making process, but allows the leader to execute the decision after facilitating group consensus. Group discussions facilitate policy adoption and task completion. Both criticism and appreciation are permitted in this setting. The democratic leader encourages subordinates to identify problems and suggest solutions. Democratic leaders are characterized by communal decision-making, friendship, active member or follower engagement, fair praise, and restrained criticism; they facilitate communal decision-making.

Democratic leaders provide options and support to their constituents. Democratic leadership, also known as participative leadership, embodies democratic principles and practices such as inclusiveness, autonomy, and equal participation. Nevertheless, democratic leaders and elected officials should not be confused. Frequently, democratic leaders lack established official responsibilities and obligations. Delegating authority to group members and facilitating group discussions are functions of democratic leadership. The responsibilities of democratic followers include the willingness to assume personal responsibility for the group or organisation, the willingness to be held accountable for their actions and decisions, the willingness to maintain the autonomy and freedom of

their group, the willingness to assume the role of leader when necessary or appropriate, and the willingness to collaborate with their leaders.

Democratic leadership is acceptable in specific settings, such as an international association, a democratic nation, a worker-owner firm, a public institution, a close-knit community, or a cooperative social group or organisation. In groups and organisations whose roles, duties, and procedures are well-defined and unchanging, democratic leadership is neither advantageous nor required. In an ideal situation, democratic leadership is often among the members of a group or organisation. In a democratic leadership climate or environment, there will be multiple leaders, and each member will serve as a leader at some point.

Everyone is permitted to contribute, free expression of opinions is permitted, and conversation is encouraged. Despite the fact that the democratic method emphasizes group equality and the free flow of ideas, the group's leader continues to give direction and control. It is the responsibility of the democratic leader to determine group membership and involvement in decision-making. Researchers have determined that democratic leadership is one of the most effective types since it results in higher productivity, enhanced group member contributions, and enhanced group morale and resilience. This strengthens the leadership's authority and ensures active participation, cooperation, and responsibility allocation⁹¹

Laissez-Faire Leadership Style is characterized as a leadership style in which leaders refuse to make decisions, are unavailable when needed, and opt to absolve themselves of

responsibility for their lack of leadership capacity. Laissez-faire leaders do not use their authority and avoid taking action; this style of leadership is regarded passive and ineffective. This style encourages the establishment of a casual working environment, which lowers morale and decreases the group's productivity. In truth, laissez-faire leadership means the absence of any leadership style. This type of leader makes no policy or group-related decisions. Instead, members of the group are accountable for all objectives, choices, and problem-solving. The leaders of a laissez-faire organisation have little to no authority. The functions of laissez-faire leadership include entrusting members or followers to make proper decisions and recruiting highly trained and dependable individuals into the group or organisation. Followers of laissez-faire are responsible for self-monitoring, problem-solving, and achieving effective outcomes. The most successful workplaces for laissez-faire leaders are those with highly trained and self-directed subordinates.

Certain contexts, such as science laboratories and established businesses with long-term personnel, are suitable for laissez-faire leadership. Laissez-faire leadership is unsuitable for settings in which members want feedback, guidance, oversight, flexibility, or praise. Laissez-faire leadership, also known as delegative leadership, is a style of leadership, in which leaders empower group members to make decisions. Researchers have discovered that this type of leadership generally results in the lowest group productivity. However, it is essential to recognize that this leadership style has both advantages and potential drawbacks. There are also contexts and circumstances in which a laissez-faire leadership

style may be the most suitable. Understanding your dominant leadership style can help you identify your strengths and potential weaknesses.



Figure 2.3: Kurt Lewin's Leadership Styles Framework⁹⁰

2.3 Review of Empirical Studies

This section examines various empirical studies that have been carried out on the subject of the current study. Literature reviewed

2.3.1 Leadership Style and Collection Development Practices in Academic Institution Libraries

There are many instances where all the necessary inputs such as institutional support, skilled employees and demand for quality information resources, yet some libraries would still fail to perform up to expectations. On the other hand, some libraries with few

resources and many challenges may be performing well and satisfying their clientele. This paradox has been explained by various factors some of which include the leadership style of the head librarians. Leadership style of the library manager is one of the factors that can affect the effectiveness of collection development process. This is evident on some of the studies that have been conducted especially in the field of library and information science.

Researchers from Pakistan conducted a study to determine how the leadership styles adopted by leaders in the country's tertiary institutions affect the employees' performances and stimulate innovative work behavior. The study focused on Head of the Departments in Pakistani tertiary institutions. It adopted a survey research method which involved the use of questionnaire being used to collect data from 160 respondents selected from various academic institutions in the country. The analysis of the data showed that there is a substantial positive effect of leadership styles on innovative work behaviors of employees¹⁰⁴. The study shows that when employees are encouraged to put in their best through the appropriate leadership styles, the more likely to bring useful idea and be more effective in their job. This has implication for collection development. Choosing from so many available options of information resources requires innovation and solid decision making, the library may not be able to monitor everything all the time which means that employees have to be encouraged or trained to display initiative in dealing with emergent issues in collection development. When the leader is unable to do this, it negatively affects the quality of collection.

Researchers from India also investigated the relationship between leadership and employee performance in a real estate registration organization in Tehran Province in India using three leadership styles. The study measure the impact of transformational, pragmatic and laissez-faire leadership styles against the performance of the organisation. The study found that there was a significant relationship between employee performance and transformational leadership. There was a low positive correlation between pragmatic leadership and employee performance and a negative correlation between laissez-faire and performance¹⁰⁵.

Working from the premises that the degree of management input from the top would inevitably transfer into the library personnel's' performance, Nigerian researchers examined the influence of leadership style on the performance of academic library employees in Delta State. the study findings indicated that, the most dominant and overwhelming leadership styles were democratic, transformational, autocratic and laissez-faire having a large extent of mean positive influence (\pm SD) of 2.80 (\pm 0.13), 2.60 (\pm 0.28), 2.0 (\pm 0.17) and 1.80 (\pm 0.28) respectively. There was also a low positive ($r = 0.248$) and significant association ($P < 0.05$, 95 percent C.I.) between leadership style and job performance. This study has shown that the leadership style adopted by library managers have a significant effect on the effectiveness of all library services including reference services¹⁰⁶. However, the study did not separate which leadership style is more effective or which one is more positively correlated to effective performance.

The influence of leadership style on the job performance of librarians was also examined in another study conducted by researchers from University of Calabar, River State and University of Uyo, Akwa Ibom State Nigeria. The study examined how different leadership styles such as democratic, autocratic and laissez-faire impact on the performance of academic librarians in the two universities. The study is survey research which made use of a structured questionnaire to collect data from the librarians in the two academic libraries. The finding showed that, overall, leadership style has a significant influence on the job performance of librarians both libraries. Specifically, the study also revealed that democratic leadership style contributed more significantly than the other two which was attributed to its ability in sharing of decision making by both subordinates and leader in the organization¹⁰⁷. The finding of this study suggests that apply the wrong leadership style can directly affect the performance of organisation, particularly in the area of collection development

The influence of leadership style on organisational performance is further confirmed in another study conducted among teachers in Kaduna state. The study examined the influence of transformational leadership style teachers and principals in seven selected unity schools in Kaduna State. The findings showed that transformational leadership style of principals had wide ranging effects on performance of teachers, enhances the school curriculum and also brings out professionalism in the teachers¹⁰⁸. The findings of these study has implications as it shows that leadership style is relevant to all work environment which goes to show that the adopted leadership style in libraries can affect the effectiveness of the collection development process. Various experts have

commented on the efficacy of transformational leadership who are often regarded as democratic, on organisational performance

It is believed that democratic leaders are well positioned to create sustainable change in organisations. They are able to manage the constant changes witnessed in dynamic organisations such as libraries through the characteristic demand for high standards and groundbreaking goals, visions, and leading by example. Democratic leaders gain the trust of their subordinates by inspiring them to believe in visionary ideas. This trust in the leader is a key factor in getting employees to embrace change¹⁰⁹.

The influence of leadership on effectiveness of employees such as acquisition librarians was also explored in research which investigated the impact of leadership styles, work environment and job satisfaction on job performance of employees in an academic institution. The results of the regression analysis showed that the leadership style significantly influenced the performance of employees, hence this means that leadership style has an impact on employee performance, the work environment also have an impact on performance, job satisfaction has an impact on performance, and leadership style, work environment and job satisfaction¹¹⁰. This means that acquisition librarians as employees and human beings are also affected by the factors which affect other workers in their immediate environment. Bad leaders who do not motivated workers and other environmental factors can lead to ineffective collection development process and consequentially, imbalanced collection which may fail to meet the needs of the target users.

This is also observed in another study which examined the effects of two leadership styles on the effectiveness public relations activities of an organisation. The researcher linked the prevailing leadership style, employee motivation, and effectiveness of employee efforts. The finding of the study is that democratic leadership style is the best in term of motivating employees to have a positive mindset towards the organisation and give their best to achieve organisational goals. Autocratic leadership on the other hand has a significant negative direct influence on employee's effectiveness. The study also found that democratic leaders are more inclined to give authority to workers and include them in decision making than autocratic leaders¹¹¹. This can be the difference in organisations such as libraries particularly in the process of collection development where a lot of consultations has to be made before making the final decision

2.3.2 Institutional Support and Collection development in Academic Libraries

Institutional support has been found relevant to the achievement of various organisational objectives. Many researchers have therefore attempted to ascertain the available institutional support for various innovations or routines in academic, corporate, and public organisations. Empirical literature was reviewed in line with the constructs of the organisation support theory which outlined that institutional support includes communication, provision of facilities, and motivation. A researcher examined the availability of institutional support for the integration of Information and Communication Technology (ICT) into learning and teaching activities in Saudi higher education institutions. The study adopted a mixed-methods of research to investigate the perceptions of academic staff in five public universities in Saudi Arabia (n=518) about

the actual and desired institutional support that is provided or should be provided by their institutions to motivate them to adopt online learning applications¹¹².

The study found that majority of the institutions rarely provide the required institutional support (mean=2.29) for effective adoption and use of online learning applications. This study is highly relevant because it spelled out the constituent parts of institutional support which was divided into sections namely; supportive institutional practices, technical support, technical training, flexibility of training programmes, and motivation. The study found that none of these are regularly provided. In terms of desired institutional assistance, academic staff confirmed the relevance of institutional support (mean=4.41). This means that they believe that institutional support would contribute to their effectiveness and increase their level of productivity

The importance of supports from management for employees to achieve set objective have been emphasized by literature in various fields. This is also the case in the field of library and information science. In India, it was reported that every academic library in universities and colleges have library committee for the purpose of day-today running and to advocate for the needs of the library. These committees are however usually given the responsibility of setting agenda and policies necessary to library policy. The committee is not expected to interfere in the day-to-day management of the library. It is expected that the library committee serves in an advisory capacity which require them to working hard in hand with librarian managements to adopt the best of available of strategies for driving the library forward.

The functions of the library committee are also highlighted to include; facilitating interlibrary cooperation with other libraries; making suggestion towards creating relevant policies for the library development. It helps source for enough funds to carry out various projects. Library committee allow the library to gain the much-needed institution support In line with this, members of the library committee usually include management staffs such as the vice-chancellor of the institution who is also made the chairman of the committee. Other members include dean of faculties, Heads of Departments, management staff as well as some senior lecturers. The library committee's responsibility also includes making general policy on information resources acquisition, organisation, evaluation and weeding while the librarians see to the detail implementation of the policies¹⁵. The library committee, where it exists, is a good source of institutional support for libraries. Keeping management staff informed about the activities of the library is expected to motivate them to support library initiatives which they help develop. However, library committee is not common among libraries in Nigeria so institutional support comes in other forms such as employee motivation.

Researchers in Nigeria examined the correlation between emotional support and librarians' productivity in Nigeria's public universities. The researchers developed a questionnaire as a data collection tool, filled by the librarians selected as sample size via random sampling technique. The finding of the study showed that there is a significant relationship between emotional intelligence and productivity ($r = 0.032$, $P < 0.05$) of librarians in public university libraries in Nigeria¹¹³. This is a form of institutional support and it is wide in scope. Motivation in libraries can come in various forms such as

providing all the necessary tools for librarians to do their jobs; provision of a conducive environment for work and regular payment of salary and other bonuses. This study however fails to highlight the level of motivation available to librarians in the universities.

The level of employee motivation was however highlighted in a related study which assessed the level of motivation of academic library personnel. The study included 29 academic libraries and one hundred and eleven (111) library personnel who were randomly selected as the study sample. This study is quantitative by nature. Initial data was collected through a questionnaire developed based on Maslow's hierarchy of needs (1954). The study found that the level motivation level was modest and the level of satisfaction was low¹¹⁴. This obviously includes library personnel in charge of collection development in academic libraries.

Similar study was conducted by researchers in Nigeria who examined the level of job motivation, satisfaction, and performance of librarians working in Nigeria's public and private universities. The study adopted a survey research methodology and used a structured questionnaire to collect from the respondents. The findings show that factors that affect job performance among the librarians include communication (Mean =3.19), financial incentives (Mean =3.16), Staff development (Mean =3.06), and "work itself" with (Mean =2.85). The researcher observed that there is a high level of job performance as compared to motivation and satisfaction among the librarians studied⁸⁵. This means that the librarians were still carrying out their assigned duties with high level of professionalism despite the fact that all their expectations were not met. However, the

study covered a broad range of issues which expands beyond collection development, it also possible that a significant level of support exists for collection development in the institutions. It is however desirable to examine the availability of specific aspects of institutional support that can enhance the collection process in libraries.

Researchers have tried to examine various aspect of institutional support for libraries. A study with this aim investigated the effects of human capital development, job motivation and emotional intelligence on the Nigeriens' public sector university librarians' job satisfaction and work productivity. A questionnaire was developed as a data collection instrument filled by the sample respondents was derived from the target population using a random sampling technique. Findings revealed that librarians in Nigerian universities reported a high level of job satisfaction (mean = 3.13). The librarians reported they are motivated by recognition (mean = 3.48) and the good leadership styles (mean = 3.33) adopted by their supervisors. Other motivators reported include sense of purpose (mean = 3.51), and opportunity for advancement (mean = 3.33)¹¹⁵. The study however found that human resources development activities in the libraries are not up to the expected level. Human resource development is a key element of institutional support for collection development. It equips the collection development staff with the required skills and knowledge about the latest trends in collection management. This is why several researchers across Africa are also interested in this form of institutional support for their libraries.

In Botswana, researchers also conducted a study to examine the level of support provided by academic libraries management to support the activities in the libraries such as collection development. The study, like many others, used the survey research methodology and a structured questionnaire as data collection instrument. The study found the motivating factors among the librarian's job security (95%), work environment, quality of supervision (90%), interpersonal relations (86%), salary (86%), and fringe benefits (71%), and clearly communicated policies and procedures (71%)¹⁵. However, majority of the respondents said these factors are inadequate in their organisations. These points to lack of adequate institutional in the libraries.

Another set of researchers from Botswana submitted that the best institutional support for librarians, including those involved in collection development is to support their continuous professional development efforts (CPD). The researcher therefore investigated the manners and level of CPD available to academic librarians in Botswana as well as the different ways in which academic institutions support CPD activities. A survey design with a questionnaire was used to measure the level of continuous professional development (CPD) and institutional support amongst academic librarians in both public and private tertiary institutions in Botswana. A total of 188 copies of the questionnaire were distributed, 116 copies were returned. Overall, the study reported a level of management support for CPD. The research found that academic librarians mainly participate in local conferences (53 percent), workshops and in-house training. There is relatively limited external training. Majority of the librarians reported that they often have to sponsor themselves to conferences and seminars with only 37% of the

respondents reporting that their institutions usually sponsor them to attend training or conferences. In addition to this, majority of the librarians reported the absence of mentoring and financial support for self-development¹¹⁶. This study's finding is emblematic of what is happening in many academic libraries in the developing world including Nigeria.

Institutional support is widely seen as impetus to accomplish certain goals necessary to the achievement of overall library management. In the field of management, all aspect of support is usually subsumed under the concept of employee motivation. This is reflected in literature as many researchers have used the concept of motivation to explain how management supports employees to achieve certain goals. Researcher in Canada who investigated the factors that predict research productivity among academic librarians in the country found that institutional support is among the significant factors determining researcher productivity of academic librarians. The study adopted a quantitative method and used an online questionnaire to collected data from 453 academic librarians across Canada. The result of data analysis showed that the three main factor affecting the research productivity of the librarians include; institutional structures and supports individual attributes, social influence apart from showing the importance of institutional support to academic librarians, the study also examine what was called institutional expectation¹¹⁷. This is similar to organisational culture where the organisation provide the enabling environment for employees and expect them to operation at the highest standard.

In line with this, researchers conducted empirical research to evaluate employee motivation and job satisfaction relation with work productivity. The study adopted a survey research methodology with a questionnaire as instrument for data collection. The study sample (184) was drawn from library personnel of Sam Jonah and Osagyefo's libraries in Ghana. The study covered all library personnel including those in charge of collection development activities. The findings of the study revealed a positive correlation ($r=.541$, $n=184$, $p=0.000$) between motivation and job satisfaction among the library personnel. The finding also shows that when motivation is perceived to be high, job satisfaction will also be high and vice-versa¹¹⁸.

Another aspect of institutional support is to provide opportunity for all employees to make contribution in organisational processes. This was examined by researchers who focused on the attitude of management and employees toward participative management and its impact on organisational performance. The study was a survey research and a questionnaire was used to gather data. The Chi square method was used to evaluate data collected. The analysis showed that participatory management has a computed value of 27.722 which is higher than the table value (12.592). According to these findings, participative management has a major impact on an organisation¹¹⁹. This study shows that when librarians are involved in decision making and encourage contributing to the collection development process, it will lead to the best outcome in library collection.

The support provided can be general or specifically targeted on particular employees if it perceived that it will enhance the job performance. This can be seen in a related study

which evaluated the factors encouraging the Para-professional staff of tertiary institution's libraries of Kaduna State, including those who work with the collection development librarian. Initial data were collected through structured questionnaires and interviews from the selected respondents using a stratified random sampling technique. Descriptive and inferential statistical tests are applied to test hypotheses. The study found that the strategies adopted to motivate the Para-professional include regular salary (78%), job rotation (84%), recognition (60%), and performance acknowledgement (50%). These strategies were also reported to influence punctuality (mean=4.40), prompt job execution (mean=4.21), and productivity (mean=4.08) ¹²⁰.

In Nigeria, researchers examined how well library personnel in Nigeria's federal universities in the south-east geopolitical zone performed based on factors including participatory leadership and open lines of communication. The study adopted a survey research method and used a structured questionnaire as the main instrument for data collection. The population of the study was made up of 332 library personnel. The study data was analyzed using a basic linear correlation approach. Research questions were answered using Pearson r statistics, and hypotheses were tested using t-test of significance of simple linear correlation statistics at p0.05 level of significance. It was found that the degree of freedom as 330 and the t calculated value of 15.630 is greater than the t-tabulated value of 1.96 which means that effective communication had a significant influence on the performance of library personnel in Federal Universities in Nigeria's South-East Geo-political Zone. The implication of this finding is that librarians engaged in collection development would perform better when management is able to

communicate expectations effectively and the librarians are allowed to participate in decision making¹²¹.

A group of Nigerian researchers also examined how institutional support influence of the job performance and productivity among library personnel in Nigerian academic libraries. Using the survey research method, data was gathered through a Motivation Employees Performance and Productivity (MEPP) questionnaire filled by selected library staff members. Researchers received back 266 filled questionnaires, as a total of 322 were circulated. The results of this study highlighted some dominant motivational factors, i.e., job security, healthy work environment, staff appraisal, salary, rewards and other financial enticements, which influenced work performance and productivity of library employees. As part of the library personnel, it is obvious that librarians in charge of collection development will also be affected by the level of these supports available in the library¹²².

2.4 Conceptual Framework

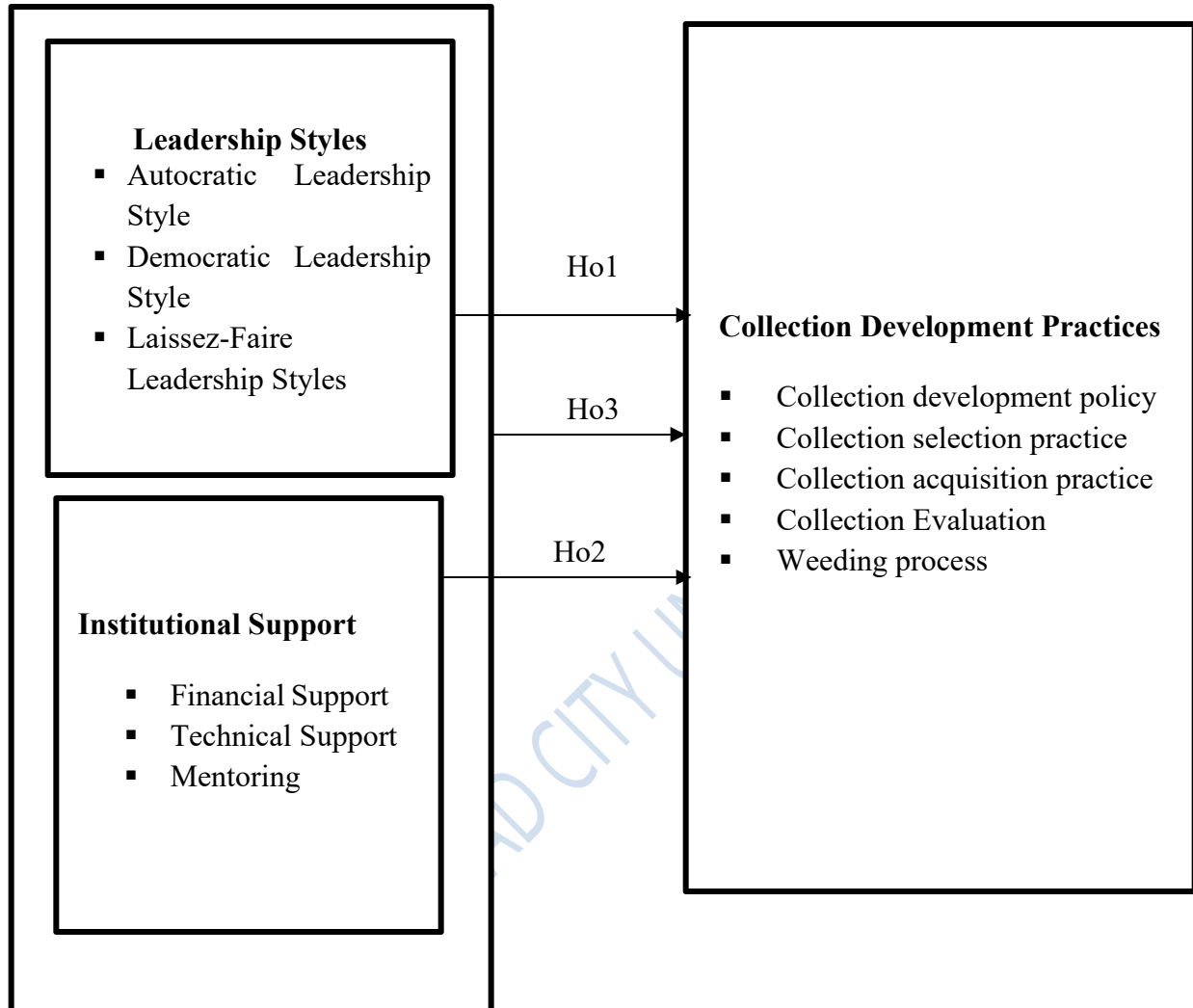


Figure 2.4: Conceptual Framework of Leadership Styles and Institutional Support on Effective Collection Development Practice in Academic Libraries.

(Source: Researcher, 2022)

Explanation of the Conceptual Framework

The conceptual framework provides a graphical illustration of the relationships between the variables in the study. the dependent variable is collection development practices

which is measured by metrics such as; collection development policy; users' need assessment practice, collection selection practice, collection acquisition practice, preservation practice, and weeding practice¹⁵. The first independent variable is model leadership styles which is measured by autocratic, democratic and liberal leadership^{93,94}. The second independent variable is institutional support measured by financial support, technical support, and mentoring⁹¹. The model shows the relationship between the first independent variable; leadership style and the dependent variable; collection development practice. As shown in the model leadership styles are measured by autocratic, democratic and liberal leadership. Collection development practice is measured by collection development policy, users' needs assessment, selection, acquisition, preservation and weeding. The assumption is that the ability of the library manager to apply the appropriate leadership style will lead to effective collection development practices.

The study also examines how the second independent variable; institutional support influence collection development practices. Institutional support is measured by constructs adapted from the institutional support model. The constructs include; financial support, technical support, and mentoring⁹¹. All of these are expected to influence effective collection development practices. The assumption here is that the provision financial support, technical support, and mentoring would lead to effective collection development practices

Finally, the study examines the combined effects of both leadership styles and institutional support on effective collection development practices. It means that the study

considers a situation where there is both relevant leadership style and adequate institutional support, what would the effect be on effective collection development practices.

2.5 Summary of Reviewed Literature

The chapter has reviewed literature from a wide perspective on the subject of this research. The literature has established the importance of collection development to all types of libraries especially academic libraries. It is obvious that the relevance of academic libraries hinges on the depth and quality of the information resources it is able to make available to its clientele. It is therefore expected that all libraries would dedicate a good deal of their attention to the process of building the collection. This process is regarded as collection development process.

The collection development process is a set of activities and strategies directed toward the building of a library collection which is responsive to the needs of target users. Collection development, even during the era of books is not a simple process and it has been made even more complicated with the arrival of electronic information resources. The digital evolution has further added to the information explosion caused by the printing press. Presently, librarians have to choose from so many sources and they also have to cater for so many diverse information needs that, even if they can afford it, would simply become unmanageable.

The process of acquiring information resources into the library thereby involves community evaluation, careful selection of information resources, acquisition, evaluation,

preservation and weeding. All of these processes required librarians to make heavy decisions which may impact on the whole library operation. Deciding on what to select and what to acquire of often affected by personal knowledge, preferences, bias and other shortcomings common to human beings. The mechanism designed to guide this is the collection development policy. A written document which formally states the guidelines to follow in the process of acquisition. However, it was found that majority of the libraries lack a formal collection development policy which leaves collection development to be exposed to individual subjective judgement. This often affects the quality of collection development process. This is because the collection development policy has laid down the rules to be followed in selecting information resources for the library and the eventual acquisition of these materials. The collection development also affects acquisition of information resources.

As revealed in the literature, the most available sources of acquiring resources into the academic library include; direct purchases, gifts and donations as well as information resources authored by members of an institution. It was revealed in literature that harmonizing all these sources into an effective collection is a tasking job that can be made easier by the type of leadership in such library and the level of institutional support available in the management provides.

The take away from the literature reviewed is that institutional support has various aspects which include financial, technical, training, motivation and infrastructural supports. All of these are necessary for libraries to be to operate as effectively as possible.

However, it seems that few libraries in the world enjoy adequate institutional as many other libraries reported inadequate support from their institutions as they are hampered by lack of fund, technical support and training needed to keep in touch with changes in the information environment. Many studies also explored the role of leadership style on library ability to carry out effective collection development.

Most of the literature, with a few exceptions, indicates that democratic leadership style is the most appropriate for knowledge-based institutions such as libraries. Many of the studies have reported that leadership style affects the effectiveness of organisation and its employee. This is also applicable to libraries and by extension, acquisition librarians. The literature review showed an abundance of studies on the two variables; i.e.; institutional support and leadership style both of which have are discussed across various disciplines. However, there is a dearth of information resources on the role of institutional support and leadership style on the effectiveness of the collection development process. This shows the gap that the current study wishes to fill.

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Chapter Three

Methodology

This chapter introduced the research methodology the study adopted. The chapter discussed all aspect of the research methodology such as the adopted research design, study population, sampling technique and sample size, and the research instruments to be used for data collection. In addition, the validity and reliability of the research instruments would be discussed as well as the data collection procedure and the specific method to be employed for data analysis

3.1 Research Design

The study adopted a descriptive research survey design of the correlation type. A descriptive survey design aims at collecting data on something and described it in a systematic manner¹. Similarly, the descriptive survey design of the correlation type best suits this study because the design determines the relationship between the dependent variables (collection development practices by librarians) and independent variable (Leadership Styles and Institutional support)

3.2 Population of the Study

The population of the study consisted of library personnel (Librarians) in Afe Babalola University Ekiti; Federal University, Oye Ekiti; Ekiti State University, Ado Ekiti Federal

Polytechnic, Ado-Ekiti, Bamidele Olumilua University of Education, Science, Crown Polytechnic Ado-Ekiti all in Ekiti state, Nigeria. The population of Librarians in the academic institution libraries are 86. The breakdown is shown in Table 3.1

Table 3.1 Population of the Study

S/N	Names of Tertiary Institutions	No. of Librarians
1	Afe Babalola University, Ekiti	18
2	Federal University, Oye Ekiti	08
3	Ekiti State University, Ado-Ekiti	14
4	Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti),	20
5	Federal Polytechnic, Ado-Ekiti	19
6	Crown Polytechnic Ado-Ekiti	7
Total		86

Source: Field Observation, 2022

3.3 Sampling Technique and Sample Size

Total enumeration method was used for the study. It was a procedure that involves the collection of information from all the members of a given population. These was often used when the study population was within a manageable range as it was the case in the present study. As a result, the entire study population also constituted the sample meaning that the data collection instrument was administered on eighty six librarians as indicated in Table 3.1

3.4 Description of the Research Instrument

The instrument for this study was a questionnaire adapted from: The application of collection development practice scale³ and the classic leadership style scale⁴. The questionnaire instrument is structured into four (4) sections; the sections dealt with the demographic information and the various variables of the study. The sections and their components are presented as follows:

Section A: the section had items on the demographic information of the respondents. Items in this section include: age, gender, marital status, highest educational qualification, job description of respondents and work experience.

Section B: addressd collection development practice in the academic libraries in selected private universities in the Southwest, Nigeria. The assessment of collection development practice scale was modified and used to measure the use of collection development policy in academic libraries in the selected private universities. The 12 item scale is found most suitable for adaptation. The items in the section were adapted from a related study⁵. All items are answered using a 4-point Likert scale format ranging from Very Great Extent (VGE) = 4, Great Extent (GE)= 3, Low Extent(LE) = 2, Very Low Extent (VLE) = 1.

Section C: focused on the Leadership styles adopted in the academic libraries in selected private universities in the Southwest, Nigeria. The section is an adapted version of the classic leadership scale⁶. The 13 item scale was modified and used to measure and identify the type of leadership style adopted in the academic libraries in academic

libraries in Ekiti state, Nigeria. All items are rated using the four-point Likert scale ranging from strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4).

Section D: addressed Institutional support for collection development practice in the academic libraries in selected private universities in the Southwest, Nigeria. The items in the section would be adapted from the assessment of Institutional support scale⁷. The 9-item scale was found most suitable for adaptation. All items are answered using a 4-point Likert scale format ranging from: mostly untrue of me (1) untrue (2) sometimes true (3) Always true (4).

3.5 Validity of the Research Instrument

In order to ensure validity, the research instrument was submitted to the supervisor and other research professionals for content and face validity, correction, and approval. Their inputs were considered in ensuring the validity of the instrument.

3.6 Reliability of the Research Instrument

In ascertaining the reliability of the instrument, a pilot study was conducted. Twenty-five (25) copies of the instrument were administered to librarians from Bowen University, Osun State which was not included in the study. Cronbach's alpha were used to determine the reliability coefficient. The result of the reliability test showed that the Collection Development Practice Scale has a value of 0.91, Institutional Support Scale has a value of 0.87 while leadership style scale has a value of 0.81. All of these values indicated that the instrument was highly reliable.

3.7 Data Collection

First, a letter of introduction was collected from the researcher's academic institution to facilitate the smooth exercise of data collection in the selected academic libraries. Consequently, the data for this study was collected by the researcher with the help of two trained research assistants. The researcher and the research assistants approached the respondents at their various offices at the academic libraries of these selected private universities to administer copies of the questionnaire. The data collection exercise lasted for five weeks.

3.8 Data Analysis

The data collected was analysed using descriptive statistics such as frequency counts, percentages, means and standard deviation as well as inferential statistics. All the analyses was carried out with the aid of IBM Statistic Package for the Social Sciences Statistics. Research questions was analysed using descriptive while the hypotheses were analyzed using regression analysis. Hypotheses one and two were analysed using simple linear regression while the third hypothesis was analysed using multiple regression analysis.

Endnotes

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Chapter Four

Results and Discussion of Findings

The chapter presented the result of data collected in the course of this study with the aim of answering the research questions and testing the research hypotheses. The chapter also include the discussion of the study findings and shows how it relates to existing studies. The study includes sections such as the demographics information, research questions and test of hypotheses. The researcher administered 86 copies of the research questionnaire. However, 83 were properly filled and returned and this were the ones included in the analysis. This represents 91% return rate which is considered adequate for generalization.

4.1 Demographic Information

Table 4.1: Demographic Distribution of the Respondents

Institutions	Frequency	Percentage
Federal University, Oye Ekiti	08	9.6
Ekiti State University	12	15.7
Crown Polytechnic	07	8.4
Afe Babalola University	17	20.5
Federal Poly Ado Ekiti	18	21.7
Bamidele Olumilua University	20	24.1
Total	83	100.0
Age		
20-29 years	11	13.3
30-39 years	38	45.8
40-49 years	30	36.1
50-59 years	4	4.8
Total	83	100
Gender		
	Frequency	Percentage
Male	38	45.8

Female	45	54.2
Total	83	100.0
Educational Qualification		
OND/NCE	20	24.1
HND/Bachelor's Degree	43	51.8
Master's Degree	19	22.9
Ph. D	1	1.2
Total	83	100.0
Work Experience		
Less than 5 years	21	25.3
5-9 years	19	22.9
10-14years	33	39.8
15-19 years	10	12.0
Total	83	100.0

Source: Fieldwork, 2022

The demographic information of the respondents is presented in Table 4.1. The demographics factors considered include institutions, age, work experience and academic qualification among other. Going by the institutions that the respondents represent, 8(9.6%) are from Federal University, Oye Ekiti. 12 (15.7%) are from Ekiti State University, 7(8.4%) are from Crown Polytechnic. In addition, 17 (20.5%) are from Afe Babalola University while 18 (21.7%) are Federal Poly Ado Ekiti and 20 (24.1%) of the respondents are from Bamidele Olumilua University of Education, Science and Technology. The age distribution of the respondents also shows that 38 (45.8%) are aged between 30-39 years; followed by 30 (36.1%) who are aged between 40-49 years. Those between 20 -29 years are 11 (13.3%) while respondents aged 50-59 years are 4 (4.8%). Gender wise, the Males were 38 (45.8%) while the Female were 45 (54.2%) meaning that there are more female in the study than male. The demographic factors considered also included work experience. The analysis revealed that 20 (24.1%) possess OND/NCE

certificates; 43 (51.8%) have HND/Bachelor's Degree; while 19 (22.9%) have Master's Degree. Only 1 (1.2%) indicated that they have Ph. D.

The analysis of the Work Experience of the respondents also showed that 21 (25.3%) have Less than 5 years of experience, 19 (22.9%) have between 5-9 years; 33 (39.8%) have 10-14years while 10 (12%) have 15-19 years of work experience. The indicated a balanced mixed of experience and youthfulness which makes the respondents able to accurately answer the research questions.

4.2: Presentation of Research Questions

4.2.1 **Research Question One:** What are the collection development practices existing in tertiary institutions libraries in Ekiti state, Nigeria?

Table 4.2: Collection development practices existing in tertiary institutions libraries in Ekiti state, Nigeria

Items	VGE	GE	LE	VLE	Mean
Collection Development Policy					
I am guided always by a collection development policy draft when performing my collection development function	38 (45.8%)	39 (47.0%)	6 (7.2%)	--	3.39
The collection development policy of my library covers policy on collection evaluation	22 (26.5%)	43 (51.8%)	15 (18.1%)	3 (3.6%)	3.01
The collection development policy is reviewed periodically	33 (39.8%)	46 (55.4%)	4 (4.8%)	--	3.35

Average mean **3.25**

Selection Practice	Items	VGE	GE	LE	VLE
Acquisition librarians in my library often use various selection tools to select the latest information resources	19 (22.9%)	53 (63.9%)	9 (10.8%)	2 (2.4%)	3.07
Acquisition librarians in my library check various publishers' catalogues to select the relevant materials	29 (34.9%)	43 (51.8%)	11 (13.3%)	--	3.22
Acquisition librarians in my library will not just buy from one vendor without consulting other vendors	22 (26.5%)	42 (50.6%)	14 (16.9%)	5 (6.0%)	2.98
Average mean					3.09

Acquisition Practice	VGE	GE	LE	VLE	Mean
My library acquires information resources through direct purchase	9 (10.8%)	37 (44.6%)	36 (43.4%)	1 (1.2%)	2.65
My library acquires information resources through direct gifts and donations	20 (24.1%)	34 (41.0%)	29 (34.9%)	--	2.89
My library acquires information resources through direct bequeath	18 (21.7%)	39 (47.0%)	19 (22.9%)	7 (8.4%)	2.82
Average Mean					2.79

Weeding Practice	VGE	GE	LE	VLE	Mean
Information resources that are no longer relevant can be weeded by any librarian.	20 (24.1%)	35 (42.2%)	16 (19.3%)	12 (14.5%)	2.76

There is a guideline to determine which information can be weeded from the my library	24 (28.9%)	27 (32.5%)	23 (27.7%)	9 (10.8%)	2.80
The procedure for weeding of obsolete materials is clear and well documented	17 (20.5%)	36 (43.4%)	14 (16.9%)	16 (19.3%)	2.65
Average mean					2.74

Note: VGE- Very Great Extent, GE- Great Extent, LE- Low Extent, VLE- Very Low Extent

Decision rule: low mean is < 2.5, moderate mean is 2.5 and high mean is > 2.5

Source: Fieldwork, 2022

Table 4.2 presents data on the collection development practice among the academic libraries included in the study. the collection practices were examined under collection development policy, selection practices, acquisition and weeding practices. The responses presented in the table show that 92.8% of the respondents agreed that they the collection development activities in their libraries are guided by well stated collection development policies. To better show this, the item has a mean score of 3.39 which is high in line with the decision rule. Furthermore, the collection development policy is regularly upgraded as indicated by the responses of 95.2% of the respondents. This highly positive response gave the item a mean score of 3.35. Also, a combined 78.3% of the respondents agreed that their libraries' collection development policy is comprehensive enough to cover information resources evaluation. This item also has a mean score of 3.01 which above the average mean score. overall, the average mean score for the use of collection development policy (3.39 + 3.35+ 3.01) is 3.25 which indicates that the use of collection development is high among the institutions

The second construct is selection practice. The responses indicate that Acquisition librarians in the libraries often use various selection tools to select the latest information resources. 86.8% of the respondents agreed to this and it also has a mean score of 3.07 which is above average. Also, 86.7% of the respondents agreed that Acquisition librarians in their libraries usually check various publishers' catalogues to select the relevant materials for the library. This item also has a mean score of 3.22 indicating that this is highly practiced. Furthermore, 77.1% of the respondents agreed that their acquisition librarians would consult various publishers and other sources to ensure value for money before deciding acquiring a resource for the library. To further confirm this, the item has a mean score of 2.98. Overall, acquisition has an average mean score of 2.79 indicating that it is above average.

The fourth construct under collection development practice is weeding. According to 64.1% of the respondents, the libraries empower all librarians to withdraw irrelevant books from the shelves without going through any bureaucracy. The mean score of 2.76 also show that this is highly practiced approach. The responses also showed that there is a guideline to determine which information can be weeded from the library. This is supported by 61.5% of the respondents who agreed to this which also gave the item a mean score of 2.80. the final item under collection development practice rate whether the procedure for weeding obsolete materials is clear and well documented. The responses show that 63.9% of the respondents agreed to this and it also has a mean score of 2.65. although the item has the lowest mean score in this sub metric, it is still above

the criteria mean which is 2.50. the responses indicate the collection development in the selected tertiary institutions are still above average.

4.2.2 Research Question 2: What is the Prevalent Leadership Styles Existing in Tertiary Institutions Libraries in Ekiti State, Nigeria?

Table 4.3: Prevalent Leadership Styles Existing in Tertiary Institutions Libraries in Ekiti State, Nigeria

Items	SA	A	D	SD	Mean
Autocratic Leadership Style					
My leader believe that library personnel need to be supervised closely or they are not likely to do their work otherwise	32 (38.6%)	34 (41.0%)	9 (10.8%)	8 (9.6%)	3.08
My leader believe library personnel feel insecure about their work and need direction	35 (42.2%)	14 (16.9%)	25 (30.1%)	9 (10.8%)	2.90
My leader believe that most library personnel are unwilling to work	22 (26.5%)	19 (22.9%)	29 (34.9%)	13 (15.7%)	2.60
Our leader believe he/she is the best judge of the staff efficiency	18 (21.7%)	29 (34.9%)	21 (25.3%)	15 (18.1%)	2.60
Average mean					2.80
Democratic Leadership Style					
I can easily exchange ideas with my leader without fear of sanction.	49 (59.0%)	13 (15.7%)	17 (20.5%)	4 (4.8%)	3.29
My leader gives order and clarify procedures	29 (34.9%)	40 (48.2%)	7 (8.4%)	7 (8.4%)	3.10
My leader shows that providing guidance without	21 (25.3%)	45 (54.2%)	14 (16.9%)	3 (3.6%)	3.01

pressure is the key to being a good leader					
My leader allow library personnel to be part of the decision making process	20 (24.1%)	40 (48.2%)	20 (24.1%)	3 (3.6%)	2.93
Average mean					3.08

Laissez Faire Leadership Style	SA	A	D	SD	Mean
My leader stays out of the way of employees as they do their work	25 (30.1%)	29 (34.9%)	17 (20.5%)	12 (14.5%)	2.81
My leader give employees complete freedom to solve problems on their own.	22 (26.5%)	30 (36.1%)	23 (27.7%)	8 (9.6%)	2.80
In complex situations, my leader let library personnel work out problems on their own	14 (16.9%)	42 (50.6%)	15 (18.1%)	12 (14.5%)	2.70
My leader believe that library personnel are basically competent and if given a task will do a good job	16 (19.3%)	33 (39.8%)	7 (8.4%)	27 (32.5%)	2.46
My leader always make input into the daily running of the library	14 (16.9%)	21 (25.3%)	28 (33.7%)	20 (24.1%)	2.35
Average mean					2.64

Decision rule 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 2.99 = high, 3.50-4.00= very high. Note: SA- strongly agree, A- agree, D- disagree, SD- strongly disagree
Source: Fieldwork,2022

Table 4.3 presents the responses from the respondents regarding the leadership style employed by library managers in their libraries. The leadership is measured under three constructs; autocratic, democratic and laissez faire leadership styles. The responses to the

items under autocratic leadership style shows that the leaders have trait such as believing that library personnel must be closely supervised to do their work as instructed. This is shown by the 79.6% of the respondents who agreed to this statement and the mean score of 3.08 which show that this opinion is highly held among leaders. Another manifestation of autocratic tendencies among the leaders is the insinuation that library personnel feel insecure about their work and need direction. Majority of the respondents (59.1%) agreed that their leaders often act this way and the item had a mean score of 2.90 which is high. Also, 49.4% of the respondents agreed that their leader believe that most library personnel are unwilling to work. Although 50.6% of the respondents disagree with the item, it still has a mean score of 2.60 which shows a moderate level of acceptance among the leaders. Similarly, 56.6% of respondents reported that their leaders believe he/she is the best judge of the staff efficiency. This item also has a mean score of 2.60 which indicates a moderate manifestation in the leaders. On the aggregate, all the items under autocratic leadership style yield a mean score of 2.80 which indicates that autocratic tendency is slightly high among the respondents.

The responses to the items measuring democratic leadership style shows that 74.7% of the respondents indicated that they can easily exchange ideas with their leaders without fear of sanction. This shows a democratic atmosphere which is supported by the high mean score of 3.29. Also, 83.1% of the respondents agreed that the leaders usually give order and explain all procedures to make personnel understand what has to be done and why it has to be done. Resulting from this highly positive responses, the item has a mean score of 3.10. In the same vein, 79.5% of the respondents agreed that their leaders usually

demonstrate that providing guidance without pressure is the key to being a good leader. The highly positive response to this item also yielded a mean score of 3.01. Furthermore, 72.3% of the respondents agreed that their leaders allow them to be part of the decision making process so that they can contribute their opinions to the collection development process. This item also has a high mean score of 2.93 which supports that it is highly practiced in the libraries. Overall, all the items under democratic leadership style combine together to yield an aggregate mean score of 3.08 indicating that majority of the library managers in Ekiti state adopt democratic management style. However, they also demonstrate some level of laissez faire.

The responses to the items under the laissez faire leadership style shows that 65% of the respondents agreed that their leaders often stay out of the way of employees as they do their work. This item has a mean score of 2.81 which indicates that it a highly common approach in the libraries. Also, 62.6% of the respondents agreed that their leaders provide employees complete freedom to solve problems on their own. That this is widely practices is shown in the high mean score of 2.80. furthermore, 67.5% of the respondents agreed that, in complex situations, their leaders would let library personnel work out problems on their own. This item has a high mean score of 2.70. However, 59.1% of the respondents agree that their leaders believe that library personnel are basically competent and if given a task will do a good job but 40.9% of the respondents also disagreed which give the item a low mean score of 2.46. In the same vein, only 42.2% of the respondents agreed that their leaders always make input into the daily running of the library while 57.8% disagreed. This result in low mean score of 2.35 indicating that the library

managers do not always interfere in routine works of the librarians. Overall, the laissez faire leader style has a mean score of 2.64 which indicates that it is moderately high among the libraries studied.

4.2.3. Research Question 3: What is the Level of Institutional Support for Collection Development Practices in Tertiary Institutions Libraries in Ekiti state, Nigeria?

Table 4.4: Level of Institutional Support for Collection Development Practices in Tertiary Institutions Libraries in Ekiti state, Nigeria

Items	SA	A	D	SD	Mean
Financial Support					
My Institution support training and development of librarians	35 (42.2%)	44 (53.0%)	4 (4.8%)	--	3.37
My Institution provides financial reward for extra duty	41 (49.4%)	16 (19.3%)	21 (25.3%)	5 (6.0%)	3.12
My Institution provides enough fund to support library services	17 (20.5%)	37 (44.6%)	20 (24.1%)	9 (10.8%)	2.75
Average mean					3.08
Technical Support					
My Institution support the installation and use of relevant library management software	38 (45.8%)	41 (49.4%)	3 (3.6%)	1 (1.2%)	3.40
My Institution support the use of required learning materials for readers	31 (37.3%)	45 (54.2%)	4 (4.8%)	3 (3.6%)	3.25
My institution support the provision of online library facilities	27 (32.5%)	44 (53.0%)	12 (14.5%)	--	3.18
Average mean					3.28
Mentorship					
My institution has mentoring programmes to support librarians	17 (20.5%)	42 (50.6%)	20 (24.1%)	4 (4.8%)	2.87
Librarians in my Institution have access to	30 (36.1%)	30 (36.1%)	23 (27.7%)	--	3.08

counselling when required					
My institution encourage librarians to develop their skills and career	34 (41.0%)	29 (34.9%)	9 (10.8%)	11 (13.3%)	3.04
Average mean					2.99

Decision rule: low mean is < 2.5, moderate mean is 2.5 and high mean is > 2.5

Note: SA- strongly agree, A- agree, D- disagree, SD- strongly disagree

Source: Fieldwork,2022

Table 4.4 presents the responses on the level of institutional support available for librarians in the libraries studied. Institutional support is measured by financial support, technical support and mentorship. Under the financial support, the responses show that 95.2% of the respondents agreed to the statement indicating that their institutions support training and development of librarians. This highly positive response result in a high mean score of 3.37 which indicates that training is commonly provided for librarians. In the same vein, 68.7% of the respondents agreed that their Institution provides financial reward for extra duty to motivate librarians. This item has a high mean score of 3.12 indicating the high prevalence of this practice in the libraries. Also 65.1% agreed that their institution provides enough fund to support library services which yield a high mean score of 2.75 indicating a high level of willingness to fund library services. Overall, the aggregate mean for financial support is 3.08 which is considered high indicating that the libraries receive adequate financial support for collection development. The second construct of institutional support is technical support.

The responses to the items measuring technical support show that 95.2% of the respondents are in agreement that their institution support the installation and use of relevant library management software. This is further supported by a mean score of 3.40

for the item which indicates high support for library software use in the libraries. Similarly, 91.5% of the respondents agreed that their Institutions support the use of required learning materials for readers. This item has a mean score of 3.25 indicating a high support information resources acquisition in the libraries. This is also true for the provision of online library facilities as 85.5% of the respondents agreed that their institutions always support the library in providing online services which is also supported by a mean score of 3.18. Overall, the average mean score of the sub construct technical support is 3.28 which indicates a very high technical support for collection development practices in academic libraries in Ekiti state. Both financial and technical support are also completed by mentorship.

The responses to the items measuring mentorship in the studied libraries shows that 71.1% of the respondents agreed that their institutions have mentoring programmes to support librarians. This level of this is shown in the high mean score of 2.87. similarly, 72.2% of the respondents also agreed that Librarians in their institutions have access to counselling when required. This gives the item a mean score of 3.08 which indicated high access to counselling for librarians. Also, 75.9% of the respondents agreed that their institutions encourage librarians to develop their skills and careers. This highly positive responses is also shown in the high mean score of 3.04. Overall, the average mean score for mentoring in academic libraries in Ekiti state is 2.99 which is also considered high.

Taken together the sub constructs of institutional support, that is financial support (3.08), technical support (3.28), and mentorship (2.99), yields an aggregate mean score of 3.17

which indicate a high level of institutional support for collection development practices in academic libraries in Ekiti state.

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4.3: Presentation of Test of Hypotheses

4.3.1: Hypothesis One: There is no significant influence of leadership style on collection development practice in academic libraries in Ekiti State, Nigeria.

Table 4.5 (a-c): Influence of Leadership Styles on Collection Development Practice in Tertiary Institutions Libraries in Ekiti state, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.450a	.202	.192	.32774

a. Predictors: (Constant), Leadership styles

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.204	1	2.204	20.518	.000b
	Residual	8.701	81	.107		
	Total	10.904	82			

a. Dependent Variable: Collection Development

b. Predictors: (Constant), Leadership Style

Coefficients^a

Model		Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B	Beta		
1	(Constant)	1.954		8.640	.000
	Leadership Style	.359	.450	4.530	.000

a. Dependent Variable: Collection Development

b. Predictors: (Constant), Leadership Style

Table 4.5a-c presents the results of the simple linear regression analysis for the influence of Leadership Style collection development practice in tertiary institutions libraries in

Ekiti state, Nigeria. From the results in Table 45, Leadership Style has a positive significant relationship with collection development practice in tertiary institutions libraries in Ekiti state, Nigeria ($R = 0.450, p < 0.05$). The coefficient of determination (Adj. R^2) of 0.192 shows that leadership styles of the academic library managers explain 19.2% of positive collection development practice in tertiary institutions libraries in Ekiti state, Nigeria, while the remaining 81.8% variation in collection development practice in tertiary institutions libraries in Ekiti state, Nigeria is explained by other variables not investigated in this study.

Table 4.5b presents the results of ANOVA (Analysis of Variance) indicating the overall model significance of regression test which revealed that leadership styles of library managers has a significant influence on collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. This can be explained by the F-value (20.518) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that leadership styles significantly influenced the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria.

In addition, the results of regression coefficients in table 4.5c, revealed that at 95% confidence level, a unit change in leadership styles will lead to a 0.359 increase in the effectiveness of the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria, given that all other factors are held constant. On the strength of this result (Adj. $R^2 = 0.192, F(1, 81) = 20.518, p = 0.000$), this study rejects the null hypothesis one (H_01) which states that there will be no significant influence of leadership

styles on the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria.

4.3.2: Hypothesis Two: There is no significant influence of institutional support on collection development practice in academic libraries in Ekiti State, Nigeria.

Table 4.6 (a-c): Influence of Institutional Support on Collection Development Practice in Tertiary Institutions Libraries in Ekiti state, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375 ^a	.140	.130	.34016

a. Predictors: (Constant), Institutional Support

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.532	1	1.532	13.239	.000 ^b
	Residual	9.373	81	.116		
	Total	10.904	82			

a. Dependent Variable: Collection Development

b. Predictors: (Constant), Institutional Support

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
	(Constant)	1.875	.302		6.208	.000
1	Institutional support	.350	.096	.375	3.639	.000

a. Dependent Variable: Collection Development

Table 4.6a-c presents the results of the simple linear regression analysis for the influence of institutional support on collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. From the results in Table 4.6a, institutional support has a weak but positive significant relationship with the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria ($R = 0.375$, $p < 0.05$). The coefficient of determination ($Adj. R^2$) of 0.140 shows that Institutional support explains 14% of the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria, while the remaining 86% variation in collection development practice in tertiary institutions libraries in Ekiti state, Nigeria is explained by other variables not investigated in this study.

Table 4.6b presents the results of ANOVA (Analysis of Variance) indicating the overall model significance of regression test which revealed that Institutional support has a significant influence on the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. This can be explained by the F-value (13.239) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that Institutional support significantly influenced the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria.

In addition, the results of regression coefficients in table 4.6c, revealed that at 95% confidence level, a unit change in Institutional support will lead to a 0.350 increase in the effectiveness of the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria, given that all other factors are held constant. On the strength of this result ($Adj. R^2 = 0.140$, $F(1, 81) = 13.239$, $p = 0.000$), this study rejects the null

hypothesis one (H₀₂) which states that there will be no significant influence of Institutional support on the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria.

4.3.3: Hypothesis Three: There is no significant combined influence of leadership styles and institutional support on collection development practice in academic libraries in Ekiti State.

Table 4.7 (a-c): Combined Influence of Institutional Support and Leadership Styles on Collection Development Practice in Tertiary Institutions Libraries in Ekiti state, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466 ^a	.217	.198	.32667

a. Predictors: (Constant), Leadership Styles, Institutional Support

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.367	2	1.184	11.093	.000 ^b
	Residual	8.537	80	.107		
	Total	10.904	82			

a. Dependent Variable: Collection Development

b. Predictors: (Constant), Leadership Styles, Institutional support

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	1.717	.295		
¹ Institutional support	.146	.118	.156	1.238	.219
Leadership Styles	.282	.101	.353	2.798	.005

a. Dependent Variable: Collection Development

Table 4.7a-c presents the results of the multiple regression analysis for the combined influence of Institutional support and leadership styles on the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. From the results in Table 4.7a, Institutional support and leadership styles have a weak but positive and significant relationship with the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria ($R = 0.466$, $p < 0.05$). The coefficient of determination (Adj. R^2) of 0.198 shows that Institutional support and leadership styles jointly explains 19.8 % of the variation in the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria while the remaining 80.2% variation in the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria is explained by other variables not investigated in this study.

Table 4.7b presents the results of ANOVA (overall model significance) of regression test which revealed that Institutional support and leadership styles have a significant influence the collection development practice in tertiary institutions libraries in Ekiti state,

Nigeria. This can be explained by the F-value (11.093) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result indicated that Institutional support and leadership styles have significant influence on the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria.

In addition, the results of regression coefficients in table 4.7c, revealed that Institutional support and leadership styles have significant influence on the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. Specifically, the analysis showed that at 95% confidence level, a unit change in leadership styles will lead to a 0.146 increase in the effectiveness of the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria, given that all other factors are held constant. Also, at 95% confidence level, a unit change in the institutional support will lead to a 0.282 increase in the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria given that all other factors are held constant. In essence, of the two independent variables examined, only leadership styles ($p = 0.005$) has a significant combined effect on the collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. However, on the strength of this result ($Adj. R^2 = 0.198$, $F(2,81) = 11.093$, $p = 0.000$), this study rejects the null hypothesis three (H_03) which states that Leadership styles and Institutional support will not jointly influence collection development practices in tertiary institutions libraries in Ekiti state, Nigeria.

4.4 Discussion of Findings

The study examined the influence of leadership styles and institutional support on collection development practices in tertiary institutions libraries in Ekiti state, Nigeria. There are three research questions and three hypotheses tested to achieve the aim of the research.

Research question one focused on determining the collection development is practices existing in tertiary institutions libraries in Ekiti state, Nigeria. The result of the study showed that there is a high level of collection development practices in the libraries examined with all the constructs measured such as collection development policy, acquisition practice, selection practices and weeding practices rated high by the respondents. The results however showed that weeding practice received the least attention indicating that the libraries may not be so keen on weeding obsolete materials. This finding is supported by the finding of previous studies. A group of researchers conducted a study to determine the collection developments in Nigerian private universities found that majority of academic libraries in these universities often consider the requests and suggestions of their patrons when determining the information resources to acquire. In addition to this, the librarians also carry out community analysis by sampling opinions of the users, and sending memos to various departments in the institutions. This shows that they do go to great extent to involve users in selection of material. however

The study further reported that the academic libraries acquire majority of their information resources through direct purchases, donation and gifts and information resources sourced from various lecturers. Another key collection development practice is collection development policy. The study reported that majority of the libraries have a written collection development policy. They also found that most of the libraries are not so concerned about collection weeding as they are still building their collections¹. There are however studies with contrary findings.

Previous studies have reported contrary to this study as scholars have commented on the fact that the prominence given to the library by the National University Commission (NUC) of Nigeria during programme accreditation exercises is the only reason why periodic collection development occur in many Nigerian academic libraries². The scholars observed that the periodic accreditation process has been boon to the academic libraries in terms of infrastructural and collection development. When there is no accreditation, the library is often faced with inadequate attention and lack of support from the university management which results to a lull in the collection development activities. However, when the time for accreditation draws near, there is always a rush to develop the library collection. The implication of this forced activity is that the collection development process may not be orderly and thorough enough to allow libraries develop the right blend of collection.

This is further supported by other study conducted elsewhere. Researchers in Ghana studied the collection development practices in academic libraries of the country by

focusing on the importance attached to collection development policies in many private university libraries in Ghana. The study found that while the academic libraries claim to have guided collection development practices guided by written policies, the policies have not been reviewed since their introduction. Additionally, findings indicated that, while collection development policies are present in these libraries, they do not play a significant role in acquisition³. This lack of collection development policy is a major shortcoming as it has been reported that existence of collection development policy in academic libraries is the anchor that guides and directs the collection development activities by helping in the selection and acquisition processes of resources into the library⁴. Since library activities such as collection development practices depends on several factors, the study also examined the prevalent leadership styles existing in tertiary institutions libraries in Ekiti state, Nigeria.

The second research question sought to identify the prevalent leadership styles existing in tertiary institutions libraries in Ekiti state, Nigeria. The study focused on three types of leadership styles namely, autocratic, democratic and laissez faire. It was found that the library managers in academic libraries in Ekiti State employ a mixture of various leadership styles in their operations. However, democratic leadership is the most prevalent followed by autocratic leadership while the laissez faire leadership is the least adopted leadership style among the library managers. This agrees with the finding of a previous study in which the study findings indicated that, the most dominant and overwhelming leadership styles were democratic, transformational, autocratic and

laissez-faire⁵. While the high prevalence of democratic leadership style is understandable for academic libraries as a knowledge based environment where the inclusion of various viewpoints and perceptives is necessary, the high rate of leaders who prefer autocratic leadership style should be a matter of concern.

While studies have shown that some accomplished professionals who are quite versed in their areas of expertise including university librarians also display autocratic tendencies^{6,7}. Scholars have warned that autocratic library managers have the potential to irrevocably jeopardise the achievement of the objectives of the library by compelling their subordinates to execute plans and services in a very narrow manner, based on their personal, subjective definition of success. Furthermore, this leader uses the authority he has been given to force his subordinates to perform their duties in accordance with his wishes, regardless of what they think⁸. This may not go down well with professional librarians who may wish to contribute their own insights into the collection development process.

Among the major characteristics that have been associated with autocratic leadership include the inability of leaders to put their faith in their subordinates. In the library context this can prompt some university librarians to also act as acquisition librarians. It may be because they do not trust their subordinate with the acquisition fund or they doubt the professional competence or business acumen of their subordinates. Whatever the motivation, combining the role of library management with acquisition duties would certainly affect the quality of outcome in one or both roles. In addition, the librarians who

have been sidelined could also sabotage the leader by not being thorough enough in carrying out other tasks in the collection management process such as processing, organisation and dissemination of information⁹. Democratic leadership style on the other hand is more likely to stimulate effective collection development practices.

As submitted in a study, with democratic leadership, individuals are encouraged to share ideas, information, and knowledge under democratic leadership. In addition, all members of the organisation are reassured of their safety and well-being. It is not just the librarians who benefit when a democratic leader takes charge; the library patrons also feels the impact. In the case of academic libraries, the impact is felt by the users and the entire university community, particularly when the leadership results in the development of a balanced and responsive collection capable of adding quality to the teaching, learning and research activities in tertiary institutions¹⁰.

The third research question identified the level of institutional support for collection development practice existing in tertiary institutions libraries in Ekiti state, Nigeria. The study examined three dimensions of institutional namely, technical support, financial support and mentorship. The finding showed that all three dimensions are available to the librarians in tertiary institution libraries in Ekiti state. It was found that the most available is financial followed by technical support while the least available is mentorship. The finding conforms to the dimensions of institutional supports that have been explored in previous studies. As outlined by a scholar, institutional support includes, financial assistance, technical assistance, mentoring support provided by parent institutions for

librarians engaged in collection development practices to effectively carry out their duties. Institutional support is assistance provided to the library and its staff by their parent body or employer outside of their core terms of the agreement to improve their work performance, which can influence their commitment to the organization and have positive effects on the development of the library and its collection to meet the information needs of their patrons¹¹.

However, while this study found that financial support is readily available to tertiary institution libraries in Ekiti state, there is indication that the same does not hold true for other libraries in Nigeria. It was reported that, despite rising maintenance expenses, an increase in the number of students, inflation, and administrative expenditures, patterns in Nigeria's university education financing showed no progressive development in funds allocated to university libraries¹². In line with this, the study found it imperative to evaluate the influence institutional support and leadership styles on the collection development practice in the tertiary institution libraries in Ekiti state. The study tested three hypotheses to achieve these objectives.

The first hypothesis of the study examined the influence of leadership styles on collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. The finding showed that leadership style adopted by the library management has a significant influence on the collection practice in that library. As the finding shows that the library managers in tertiary institutions in Ekiti state often adopt a mixture of various leadership styles, the implication is for library manager to discover the best mix of leadership style

most appropriate for their libraries. This is because there is a near unanimous agreement among scholars that leadership styles greatly affect every aspect of library operations.

Researchers from Pakistan found that there is a substantial positive effect of leadership styles on innovative work behaviors of employees¹³. The study shows that when employees are encouraged to put in their best through the appropriate leadership styles, they are more likely to bring useful idea and be more effective in their job. Similarly, researchers from India also study found that there was a significant relationship between employee performance and transformational leadership. There was a low positive correlation between pragmatic leadership and employee performance and a negative correlation between laissez-faire and performance¹⁴.

This has implication for collection development. Choosing from so many available options of information resources requires innovation and solid decision making, the library may not be able to monitor everything all the time which means that employees have to be encouraged or trained to display initiative in dealing with emergent issues in collection development. When the leader is unable to do this, it negatively affects the quality of collection. This is supported by a study conducted by researchers from University of Calabar, River State and University of Uyo, Akwa Ibom State Nigeria. The finding showed that, overall, leadership style has a significant influence on the job performance of librarians both libraries. Specifically, the study also revealed that democratic leadership style contributed more significantly than the other two which was attributed to its ability in sharing of decision making by both subordinates and leader in

the organization¹⁵. The finding of this study suggests that apply the wrong leadership style can directly affect the performance of organisation, particularly in the area of collection development.

Democratic leadership style seems to be widely recognized as the most effective in driving positive outcomes on various organisations, including tertiary institution libraries. It is believed that democratic leaders are well positioned to create sustainable change in organisations. They are able to manage the constant changes witnessed in dynamic organisations such as libraries through the characteristic demand for high standards and groundbreaking goals, visions, and leading by example. Democratic leaders gain the trust of their subordinates by inspiring them to believe in visionary ideas. This trust in the leader is a key factor in getting employees to embrace change¹⁶. However, as this study shows, the combination of various styles, taking out the positive from each style and avoiding the negatives inherent in each style may be the most effective. However, leadership style is not the only factor responsible for effective collection development practices.

The second research hypothesis tested the influence of Institutional support on collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. The finding showed that institutional support is also a significant predictor of effective collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. This finding indicates that, for effective collection development practices, tertiary institutions in Ekiti state must provide technical, financial and mentoring support for their libraries and

librarians. This has also been reported in previous studies. From the studies that have been conducted around the world, findings have shown that institutions often fail to provide the needed and the results is always poor service, low employee motivation and low productivity¹⁵.

Researcher in Canada who investigated the factors that predict research productivity among academic librarians in the country found that institutional support is among the significant factors determining researcher productivity of academic librarians. The result of data analysis showed that the three main factor affecting the research productivity of the librarians include; institutional structures and supports individual attributes, social influence apart from showing the importance of institutional support to academic librarians, the study also examine what was called institutional expectation¹⁷. In Nigeria, a related study which evaluated how management support is encouraging the Para-professional staff of tertiary institution's libraries of Kaduna State, including those who work with the collection development librarian, it was found that the strategies adopted to motivate the Para-professional include regular salary, job rotation, recognition, and performance acknowledgement. These strategies were also reported to influence punctuality, prompt job execution, and productivity¹⁸. The import of this is that when librarians perceive any form of support from their institution, they are encouraged to work even hard to reciprocate the perceived support. However, when the support is not there, they can be demotivated and hampered from discharging their duties effectively.

The third hypothesis is concerned with the combined influence of leadership styles and institutional support on collection development practices in tertiary institution libraries in Ekiti state, Nigeria. This hypothesis is based on the assumption that it takes a combination of factors to achieve effective collection development in tertiary institution libraries. The findings showed that both leadership styles and institutional support have a joint influence on effective collection development practices in tertiary institution libraries in Ekiti state, Nigeria. The breakdown however revealed that only leadership style has combined influence on effective collection development practices in tertiary institution libraries in Ekiti state, Nigeria while institutional support does not. This shows the importance of leadership in any organisation. The import is that leadership is more important than any other factor in organisational effectiveness.

It is possible to assume that, without the right leadership, all the institutional may not have the desired influence. It shows that, if the libraries have to choose between institutional support and the right leadership style, they must choose the right leadership style as it is more likely to ensure that everything else fall in place. This is supported by existing literature.

Researchers who examined how well library personnel in Nigeria's federal universities in the south-east geopolitical zone performed based on factors including participatory leadership and open lines of communication found that effective communication with the leadership had a significant influence on the performance of library personnel in Federal Universities in Nigeria's South-East Geo-political Zone. The implication of this finding is

that librarians engaged in collection development would perform better when management is able to communicate expectations effectively and the librarians are allowed to participate in decision making¹⁹. In addition, Researchers from Pakistan conducted a study to determine how the leadership styles adopted by leaders in the country's tertiary institutions affect the employees' performances and stimulate innovative work behavior. The study found that there is a substantial positive effect of leadership styles on innovative work behaviors of employees²⁰. The study shows that when employees are encouraged to put in their best through the appropriate leadership styles, the more likely to bring useful idea and be more effective in their job. This has implication for collection development. Choosing from so many available options of information resources requires innovation and solid decision making, the library may not be able to monitor everything all the time which means that employees have to be encouraged or trained to display initiative in dealing with emergent issues in collection development. When the leader is unable to do this, it negatively affects the quality of collection

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Chapter Five

Conclusion

5.1 Summary of Findings

The finding of the study can be summarized as follows;

1. The study found that there is a high level of collection development practices in the libraries examined with all the constructs measured such as collection development policy, acquisition practice, selection practices and weeding practices rated high by the respondents. The results however showed that weeding practice received the least attention indicating that the libraries may not be so keen on weeding obsolete materials.
2. The study also found that the library managers in academic libraries in Ekiti State employ a mixture of various leadership styles in their operations. However, democratic leadership is the most prevalent followed by autocratic leadership while the laissez faire leadership is the least adopted leadership style among the library managers. While the high prevalence of democratic leadership style is understandable for academic libraries as a knowledge based environment where the inclusion of various viewpoints and perceptives is necessary, the high rate of leaders who prefer autocratic leadership style should be a matter of concern.
3. The finding showed that all three dimensions are available to the librarians in tertiary institution libraries in Ekiti state. It was found that the most available is financial followed by technical support while the least available is mentorship

4. The test of the first hypothesis of the study showed that leadership style adopted by the library management has a significant influence on the collection practice in that library. As the finding shows that the library managers in tertiary institutions in Ekiti state often adopt a mixture of various leadership styles, the implication is for library manager to discover the best mix of leadership style most appropriate for their libraries.
5. The test of the second research hypothesis tested showed that institutional support is also a significant predictor of effective collection development practice in tertiary institutions libraries in Ekiti state, Nigeria. This finding indicates that, for effective collection development practices, tertiary institutions in Ekiti state must provide technical, financial and mentoring support for their libraries and librarians.
6. The findings from the test of the third hypothesis showed that both leadership styles and institutional support have a joint influence on effective collection development practices in in tertiary institution libraries in Ekiti state, Nigeria. The breakdown however revealed that only leadership style has combined influence on effective collection development practices in tertiary institution libraries in Ekiti state, Nigeria while institutional support does not.

5.2 Conclusion

Collection development practices are part of the activities that ensure the achievement of the overall objectives of tertiary institution libraries. In line with this, discerning librarians and information professionals do not joke with issues relating to collection development. They are constantly on the lookout for factors that might enhance or hinder collection development practices in their libraries and information centers. In line with pictures painted by previous studies of underwhelming attention being paid to collection development in tertiary institution libraries, it is encouraging to note that tertiary institution libraries in Ekiti state are doing well in this aspect. This study has underscored the importance of institutional support and leadership style to effective collection development practices. It has also shown that effective leadership is the most crucial factor in proper collection development practices. This is a welcome finding in this era of cash crunch in the academic sector which has render many tertiary institutions unable to provide the necessary institutional support for their libraries. It encouraging to find, that, with the right leadership approach, many of the challenges facing academic libraries can be solved and the libraries be made to thrive and achieve their objectives with minimal resources.

5.3 Recommendations

In line with the findings of the study and the conclusion reached by the research, the following recommendations are considered as appropriate;

Librarians in tertiary institutions in Ekiti state should endeavour to observe all aspect of the collection development process without neglecting any aspect, especially when they are likely to contribute to the effectiveness of the collection. For instance, weeding of obsolete materials should be done when necessary.

Continuous capacity development should be organized for library managers to sharpen their knowledge about the requirement of the modern workplace and the implication of choosing a particular leadership style for knowledge based organisation such as tertiary institution libraries.

Library managers and libraries personnel need to become more skilled in articulating their needs and how those needs benefit their parent institutions. In addition, mentoring programmes should be paid more attention as employees who are mentally and emotionally unsettled may not perform to their best.

Library managers need to be dynamic in their running of tertiary institution libraries. It is important for them to groom leaders from among their subordinates so that both the head of library, middle and line managers are complementing each other without anyone holding back the progress of the library.

Tertiary institutions should be more aware of the contribution of their libraries to the overall achievement of institutional goals. In line with this, they should ensure that the library is provided with necessary support within the limit of available funding

Library managers with track records of performance should be hired to manage tertiary institution libraries.

5.4 Contributions to Knowledge

The study has made several contributions to the existing knowledge as it has made empirical, conceptual and theoretical contribution to the body of knowledge in the field of library and information science and beyond. Empirically, the study has collected quantitative data from an underrepresented group; tertiary institutions in Ekiti state. The empirical data has backed and confirmed the relationship between leadership styles, institutional support and collection development practices in Ekiti state. The data can be useful to future researchers.

Conceptually, the literature review and the insight it brings to various concepts in the work has further clarified some concepts that are addressed in the study. The contextualization of various terms in the context of collection development practices have further enriched the meaning of those terms and their further applications.

Theoretically, the study combined several theories such as the institutional support model and the Kurt Lewin's Leadership Styles Framework to develop a unique model for studying the influence of institutional support and leadership style on collection development practices in tertiary institutions in Ekiti state. The study has validated the

model which makes it useful to subsequent researchers in the same area. Furthermore, the study has also enhanced the validity of the theory and model used in this study as few studies have used them previously in the African context.

5.5 Suggestions for Further Studies

Although this study focused on tertiary institution libraries in Ekiti state, a population rarely targeted by previous studies, the study is limited by time and the strike actions of the Academic Staff Union of Universities (ASUU) which has closed many tertiary institutions. As a result, future studies can expand the study to cover other universities in Ekiti state.

It is also recommended that researchers measure leadership by surveying library managers for responses instead of relying on the response of library personnel alone. It is also suggested that future researcher examine separately, the influence of each leadership style on collection development practices.

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DO NOT COPY. LEAD CITY UNIVERSITY, NIGERIA

Appendix

Lead City University, Ibadan, Nigeria
Faculty of Communication and Information Science
Department of Information Management

Questionnaire on:

Collection Development Practice in Selected Academic Institutions Libraries in Southwest Nigeria

Dear Respondent,

This questionnaire is designed to collect data for academic research purpose. Information supplied will be handled with utmost confidentiality. Your participation in this study will be highly appreciated.

Thank you for your cooperation.

Oguntuase Moyosade Omolade
08035145702

Section A: Demographic Data

Please tick as appropriate

1. Indicate name of library: _____
2. Age: Less than 20 years [] 20-29 years [] 30-39 years [] 40-49 years [] 50-59 years [] 60 years and Above []
3. Gender: Male [] Female []
4. Highest Educational Qualification: SSCE [] OND/NCE [] HND/Bachelor's Degree [] Master's Degree [] Ph. D [] others (Specify)

5 Department or Section (e.g. circulation):

6. Years of Work Experience: Less than 5 years [] 5-9 years [] 10-14years [] 15-19 years [] 20 years and Above

Section B: Leadership Styles Adopted in Academic Institutions Libraries

Please indicate your opinion using the scale: strongly agree (SA), agree (A) strongly Disagree (SD), Disagree (D).

S/N	Leadership Styles	SA	A	SD	D
	Autocratic				
1	My leader believe that library personnel need to be supervised closely or they are not likely to do their work otherwise				
2	My leader believe that most library personnel are unwilling to work				
3	My leader believe library personnel feel insecure about their work and need direction				
4	Our leader believe he/she is the best judge of the staff efficiency				
	Democratic				
5	My leader gives order and clarify procedures				
6	My leader shows that providing guidance without pressure is the key to being a good leader				
7	I can easily exchange ideas with my leader without fear of sanction.				
8	My leader allow library personnel to be part of the decision making process				
	Laissez Faire				
9	My leader give employees complete freedom to solve problems on their own.				
10	In complex situations, my leader let library personnel work out problems on their own				
11	My leader stays out of the way of				

	employees as they do their work				
12	My leader rarely make input into the daily running of the library				
13	My leader believe that library personnel are basically competent and if given a task will do a good job				

Section C: Institutional Support for Collection Development Practice in Academic Institution Libraries

Please indicate your opinion using the scale: strongly agree (SA), agree (A) strongly Disagree (SD), Disagree (D).

S/N	Institutional Support for Collection Development Practice	SA	A	D	SD
	Financial Support				
1	My Institution provides financial reward for extra duty				
2	My Institution provides enough fund to support library services				
3	My Institution support training and development of librarians				
	Technical Support				
4	My institution support the provision of online library facilities				
5	My Institution support the installation and use of relevant library management software				
6	My Institution support the use of required learning materials for readers				
	Mentorship				
7	My institution has mentoring programmes to support librarians				
8	Librarians in my Institution have access to counselling when required				
9	My institution encourage librarians to develop their skills and career				

Section D: Collection Development Practice in Academic Institutions Libraries

Please indicate your opinion using the scale: Very great extent (VGE), Great extent (GE), Low extent (LE), Very low extent (VLE).

S/N	Collection Development Practice in Academic Libraries	VGE	GE	LE	VLE
	Collection development policy				
1.	I am guided always by a collection development policy draft when performing my collection development function				
2.	The collection development policy of my library covers policy on collection evaluation				
3.	The collection development policy is reviewed periodically				
	Collection selection practice				
4.	Acquisition librarians in my library often use various selection tools to select the latest information resources				
5.	Acquisition librarians in my library check various publishers' catalogues to select the relevant materials				
6.	Acquisition librarians in my library will not just buy from one vendor without consulting other vendors				
	Collection acquisition practice				
7.	My library acquires information resources through direct purchase				
8.	My library acquires information resources through direct gifts and donations				
9.	My library acquires information resources through direct bequeath				
	Weeding practice				
10.	Information resources that are no longer relevant can be weeded by any librarian.				
11.	There is a guideline to determine which information can be weeded from the my				

	library				
12.	The procedure for weeding of obsolete materials is clear and well documented				

I am guided always by a collection development policy draft when performing my collection development function

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid LE	6	7.2	7.2	7.2
GE	39	47.0	47.0	54.2
VGE	38	45.8	45.8	100.0
Total	83	100.0	100.0	

The collection development policy of my library covers policy on collection evaluation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid VLE	3	3.6	3.6	3.6
LE	15	18.1	18.1	21.7
GE	43	51.8	51.8	73.5
VGE	22	26.5	26.5	100.0
Total	83	100.0	100.0	

The collection development policy is reviewed periodically

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid LE	4	4.8	4.8	4.8
GE	46	55.4	55.4	60.2
VGE	33	39.8	39.8	100.0
Total	83	100.0	100.0	

Acquisition librarians in my library often use various selection tools to select the latest information resources

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	2	2.4	2.4	2.4
LE	9	10.8	10.8	13.3
Valid GE	53	63.9	63.9	77.1
VGE	19	22.9	22.9	100.0
Total	83	100.0	100.0	

Acquisition librarians in my library check various publishers' catalogues to select the relevant materials

	Frequency	Percent	Valid Percent	Cumulative Percent
LE	11	13.3	13.3	13.3
Valid GE	43	51.8	51.8	65.1
VGE	29	34.9	34.9	100.0
Total	83	100.0	100.0	

Acquisition librarians in my library will not just buy from one vendor without consulting other vendors

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	5	6.0	6.0	6.0
LE	14	16.9	16.9	22.9
Valid GE	42	50.6	50.6	73.5
VGE	22	26.5	26.5	100.0
Total	83	100.0	100.0	

My library acquires information resources through direct purchase

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	1	1.2	1.2	1.2
LE	36	43.4	43.4	44.6
Valid GE	37	44.6	44.6	89.2
VGE	9	10.8	10.8	100.0
Total	83	100.0	100.0	

My library acquires information resources through direct gifts and donations

	Frequency	Percent	Valid Percent	Cumulative Percent
LE	29	34.9	34.9	34.9
Valid GE	34	41.0	41.0	75.9
VGE	20	24.1	24.1	100.0
Total	83	100.0	100.0	

My library acquires information resources through direct bequeath

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	7	8.4	8.4	8.4
LE	19	22.9	22.9	31.3
Valid GE	39	47.0	47.0	78.3
VGE	18	21.7	21.7	100.0
Total	83	100.0	100.0	

Information resources that are no longer relevant can be weeded by any librarian.

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	12	14.5	14.5	14.5
LE	16	19.3	19.3	33.7
Valid GE	35	42.2	42.2	75.9
VGE	20	24.1	24.1	100.0
Total	83	100.0	100.0	

There is a guideline to determine which information can be weeded from the my library

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	9	10.8	10.8	10.8
LE	23	27.7	27.7	38.6
Valid GE	27	32.5	32.5	71.1
VGE	24	28.9	28.9	100.0
Total	83	100.0	100.0	

The procedure for weeding of obsolete materials is clear and well documented

	Frequency	Percent	Valid Percent	Cumulative Percent
VLE	16	19.3	19.3	19.3
LE	14	16.9	16.9	36.1
Valid GE	36	43.4	43.4	79.5
VGE	17	20.5	20.5	100.0
Total	83	100.0	100.0	

My Institution provides financial reward for extra duty

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	5	6.0	6.0	6.0
D	21	25.3	25.3	31.3
Valid A	16	19.3	19.3	50.6
SA	41	49.4	49.4	100.0
Total	83	100.0	100.0	

My Institution provides enough fund to support library services

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	9	10.8	10.8	10.8
D	20	24.1	24.1	34.9
Valid A	37	44.6	44.6	79.5
SA	17	20.5	20.5	100.0
Total	83	100.0	100.0	

My Institution support training and development of librarians

	Frequency	Percent	Valid Percent	Cumulative Percent
D	4	4.8	4.8	4.8
Valid A	44	53.0	53.0	57.8
SA	35	42.2	42.2	100.0
Total	83	100.0	100.0	

My institution support the provision of online library

facilities

	Frequency	Percent	Valid Percent	Cumulative Percent
D	12	14.5	14.5	14.5
A	44	53.0	53.0	67.5
SA	27	32.5	32.5	100.0
Total	83	100.0	100.0	

My Institution support the installation and use of relevant library management software

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	1	1.2	1.2	1.2
D	3	3.6	3.6	4.8
A	41	49.4	49.4	54.2
SA	38	45.8	45.8	100.0
Total	83	100.0	100.0	

My Institution support the use of required learning materials for readers

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	3.6	3.6	3.6
D	4	4.8	4.8	8.4
A	45	54.2	54.2	62.7
SA	31	37.3	37.3	100.0
Total	83	100.0	100.0	

My institution has mentoring programmes to support librarians

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	4.8	4.8	4.8
D	20	24.1	24.1	28.9
Valid A	42	50.6	50.6	79.5
SA	17	20.5	20.5	100.0
Total	83	100.0	100.0	

Librarians in my Institution have access to counselling when required

	Frequency	Percent	Valid Percent	Cumulative Percent
D	23	27.7	27.7	27.7
Valid A	30	36.1	36.1	63.9
SA	30	36.1	36.1	100.0
Total	83	100.0	100.0	

My institution encourage librarians to develop their skills and career

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	11	13.3	13.3	13.3
D	9	10.8	10.8	24.1
Valid A	29	34.9	34.9	59.0
SA	34	41.0	41.0	100.0
Total	83	100.0	100.0	

My leader believe that library personnel need to be supervised closely or they are not likely to do their work otherwise

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	9.6	9.6	9.6
D	9	10.8	10.8	20.5
Valid A	34	41.0	41.0	61.4
SA	32	38.6	38.6	100.0
Total	83	100.0	100.0	

My leader believe that most library personnel are unwilling to work

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	13	15.7	15.7	15.7
D	29	34.9	34.9	50.6
Valid A	19	22.9	22.9	73.5
SA	22	26.5	26.5	100.0
Total	83	100.0	100.0	

My leader believe library personnel feel insecure about their work and need direction

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	9	10.8	10.8	10.8
D	25	30.1	30.1	41.0
Valid A	14	16.9	16.9	57.8
SA	35	42.2	42.2	100.0
Total	83	100.0	100.0	

Our leader believe he/she is the best judge of the staff

efficiency

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	15	18.1	18.1	18.1
D	21	25.3	25.3	43.4
Valid A	29	34.9	34.9	78.3
SA	18	21.7	21.7	100.0
Total	83	100.0	100.0	

My leader gives order and clarify procedures

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	7	8.4	8.4	8.4
D	7	8.4	8.4	16.9
Valid A	40	48.2	48.2	65.1
SA	29	34.9	34.9	100.0
Total	83	100.0	100.0	

My leader shows that providing guidance without pressure is the key to being a good leader

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	3.6	3.6	3.6
D	14	16.9	16.9	20.5
Valid A	45	54.2	54.2	74.7
SA	21	25.3	25.3	100.0
Total	83	100.0	100.0	

I can easily exchange ideas with my leader without fear of sanction.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	4	4.8	4.8	4.8
D	17	20.5	20.5	25.3
Valid A	13	15.7	15.7	41.0
SA	49	59.0	59.0	100.0
Total	83	100.0	100.0	

My leader allow library personnel to be part of the decision making process

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	3	3.6	3.6	3.6
D	20	24.1	24.1	27.7
Valid A	40	48.2	48.2	75.9
SA	20	24.1	24.1	100.0
Total	83	100.0	100.0	

My leader give employees complete freedom to solve problems on their own.

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	8	9.6	9.6	9.6
D	23	27.7	27.7	37.3
Valid A	30	36.1	36.1	73.5
SA	22	26.5	26.5	100.0
Total	83	100.0	100.0	

In complex situations, my leader let library personnel work out problems on their own

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	12	14.5	14.5	14.5
D	15	18.1	18.1	32.5
Valid A	42	50.6	50.6	83.1
SA	14	16.9	16.9	100.0
Total	83	100.0	100.0	

My leader stays out of the way of employees as they do their work

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	12	14.5	14.5	14.5
D	17	20.5	20.5	34.9
Valid A	29	34.9	34.9	69.9
SA	25	30.1	30.1	100.0
Total	83	100.0	100.0	

My leader rarely make input into the daily running of the library

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	20	24.1	24.1	24.1
D	28	33.7	33.7	57.8
Valid A	21	25.3	25.3	83.1
SA	14	16.9	16.9	100.0
Total	83	100.0	100.0	

My leader believe that library personnel are basically competent and if given a task will do a good job

	Frequency	Percent	Valid Percent	Cumulative Percent
SD	27	32.5	32.5	32.5
D	7	8.4	8.4	41.0
Valid A	33	39.8	39.8	80.7
SA	16	19.3	19.3	100.0
Total	83	100.0	100.0	

Department or Section

	Frequency	Percent	Valid Percent	Cumulative Percent
circulation	11	13.3	13.3	13.3
Serials	8	9.6	9.6	22.9
Acquisition	25	30.1	30.1	53.0
Valid Reader services	8	9.6	9.6	62.7
e-library	30	36.1	36.1	98.8
others	1	1.2	1.2	100.0
Total	83	100.0	100.0	

Bio Data

A. Personal Data

1. Full Name: Oguntuase Moyosade Omolade

Address: 97, Opposite Nigeria Immigration Service, Federal Polytechnic Road,
Ado Ekiti, Ekiti state

Email: ladetuase2017@gmail.com

2. Date and Place of Birth: 28/09/1983

3. Nationality: Nigerian

4. Name and Address of Next of Kin: Oguntuase Koladale, 97, Opposite Nigeria
Immigration Service, Federal Polytechnic Road, Ado Ekiti, Ekiti Dtate

B. Educational Background

Educational Institutions attended with dates and Qualifications:

- | | | |
|-------------|---|------------------|
| i. | Bodija International School | 1990-1996 |
| ii. | St. Louis Grammar School, Mokola Ibadan | 1997-2002 |
| iii. | Federal College of Education, Osiele, Abeokuta | 2002-2006 |
| iv. | University of Ibadan | 2007-2010 |
| | a. Primary School Leaving Certificate | |
| | b. Ordinary Level Certificate | |
| | c. National Certificate Education | |
| | d. Bachelor of Science (B.Sc) in | |

C. Working Experience with Dates

a. **Organisation:** Dominion International College, Apete,

Role: French Teacher

Date: 2007-2012

b. **Organisation:** Afe Babalola University, Ado Ekiti

Role: Assistant Librarian

Date: Nov 2013-Till date

D. Awards and Fellowships: Librarian Registration Council of Nigeria

Signature

Date

University Compliance Certificate

This is to certify that this thesis written by Moyosade Omolade Oguntuase with Matriculation number LCU/PG/001130 in the Department of Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, is in FULL compliance with the approved University format and style.

Signature

Date