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ORIGINAL RESEARCH ARTICLE

Influence of Institutional Support on Collection Development Practices in Selected Academic Libraries in Ekiti State, Nigeria

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ABSTRACT

This study examined the influence of institutional support on collection development practices in selected academic libraries in Ekiti State, Nigeria. The study was guided by one research question and one null hypothesis. A descriptive survey design of the correlation type was adopted, involving all 86 librarians across six institutions in Ekiti State through total enumeration method. Data were collected using a structured questionnaire (ISCDALSTIESN) (α = 0.87), with 83 valid responses (91% response rate). Data analysis involved descriptive statistics including frequencies, percentages, and mean for research question, while inferential statistics, specifically simple linear regression analysis, was used to test the hypothesis at 0.05 significance level. Institutional support was assessed in three dimensions: financial, technical, and mentorship support. Findings revealed that financial support (mean = 3.08) was the most available, followed by technical support (mean = 3.28), while mentorship (mean = 2.99) was the least available. Simple linear regression analysis showed a weak but significant positive relationship between institutional support and collection development ($R = 0.375$, $p < 0.05$), with institutional support explaining 14% of variations in collection development practices ($R^2 = 0.140$). ANOVA results confirmed a significant overall model fit ($F_{(1,81)} = 13.239$, $p < 0.05$), and regression coefficients indicated that a unit increase in institutional support would result in a 0.350 increase in collection development effectiveness. The study concludes that adequate institutional support enhances collection development, and recommends increased financial, technical, and mentorship initiatives to improve library services in tertiary institutions in Ekiti State.

Keywords: *Institutional Support, Collection Development Practices, Academic Libraries, Tertiary institutions*

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1. INTRODUCTION

Academic libraries serve as the foundation for teaching, learning, and research by providing access to a broad range of information resources (Martzoukou, 2021). These libraries play a crucial role in ensuring that students, faculty members, and researchers have the necessary materials to support their academic pursuits. To fulfill this role effectively, libraries must continuously develop and maintain collections that meet the evolving needs of their users. Collection development, which involves the selection, acquisition, organization, and preservation of library materials, is essential for maintaining the relevance and usefulness of academic libraries (Ashilungu & Onyancha, 2024). The success of collection development depends largely on the level of institutional support provided by the parent institutions (Ajayi, Adetayo, Gbotoso & Salvador, 2021).

Institutional support refers to the resources and encouragement offered by an institution to enhance the performance of its employees and services. In academic libraries, this support includes financial backing, infrastructural development, policy formulation, and managerial commitment (Nwimo, Echedom & Anasi, 2024). Without adequate support, libraries may struggle to acquire essential learning resources, maintain their collections, and provide services that effectively meet the needs of students and faculty members (Eyos, 2023). The role of institutional support in shaping collection development practices cannot be overlooked, particularly in tertiary institutions in Ekiti State, Nigeria (Raji & Oyedeji, 2021).

One of the most critical aspects of institutional support in academic libraries is financial backing. Adequate funding is necessary for acquiring new materials, subscribing to electronic resources, upgrading library facilities, and supporting research initiatives (Adekoya, 2023). Studies have shown that insufficient financial support remains a major challenge affecting collection development in academic libraries, particularly in Africa (Kakiri, Afamukoro, Ogunkeyede & David, 2024). Many tertiary institutions allocate limited budgets to libraries, making it difficult to purchase up-to-date books, journals, and digital resources. As a result, many academic libraries in Nigeria struggle to maintain collections that align with modern academic programs (Raji & Oyedeji, 2021).

Beyond acquiring materials, financial support is also essential for research funding, conference sponsorship, and professional development opportunities for librarians (Rathod, Savitha & Harish, 2025). Institutional backing in these areas enables librarians to stay informed about global best practices in collection development and enhances their ability to provide high-quality services. Without this support, librarians may find it challenging to make informed decisions about collection development, which may limit the relevance of library collections to academic needs (Partridge, Given & Murphy, 2024).

Infrastructure is another key component of institutional support. Well-equipped library buildings, modern information technology systems, and adequate storage facilities are necessary for preserving both print and digital collections (Moonasar, 2025). Many libraries in Nigerian tertiary institutions face challenges such as inadequate shelving space, poor ventilation, and outdated IT facilities, which make it difficult to manage and provide access to

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valuable information resources (Muokwelu, 2025). To ensure that academic libraries continue to serve their purpose, institutions must invest in library infrastructure, including digital repositories, e-learning facilities, and modern cataloging systems (Ademilua, Abiodun & Arinola, 2021).

Institutional policies provide a structured framework for collection development practices. A well-defined collection development policy guides the selection, acquisition, evaluation, and removal of library materials to ensure consistency and relevance (Daramola, 2024). Research has highlighted that many academic libraries, particularly in African tertiary institutions, lack a clearly articulated collection development policy (Kore, 2021). The absence of such policies creates challenges for librarians in systematically building collections that align with institutional objectives. Inconsistent selection criteria, duplication of resources, and budget allocation issues often arise due to the lack of institutional guidance in collection development (Obiamalu, 2021).

Managerial support plays a crucial role in enhancing collection development efforts in academic libraries. Library administrators and university management must actively support librarians by providing a conducive work environment, professional development opportunities, and necessary tools for efficient service delivery (Pandey, 2024). Encouragement from top management, including recognition of librarians' contributions and involvement in decision-making processes, strengthens their commitment to building and maintaining quality collections (Singh, 2024). Effective communication between library staff and university leadership also ensures better resource allocation and strategic planning for collection development (Cox, 2023).

Several challenges hinder academic libraries from securing the necessary institutional support for collection development. Limited financial resources remain a major issue, as many tertiary institutions allocate insufficient funds to libraries (Raji & Oyedeji, 2021). This financial constraint affects the ability of libraries to acquire essential materials, update collections, and improve infrastructure (Oyedokun, 2025). Competing institutional priorities also pose a challenge. Libraries often struggle to receive adequate attention from university leadership, as resources are distributed among various departments (Kamau & Elegwa, 2022). Bureaucratic constraints further complicate the situation, as lengthy administrative procedures delay the acquisition of materials, preventing timely updates to library collections (Stanley & Oghenetega, 2023).

Technological advancements require libraries to invest in digital resources and modern cataloging systems. However, many institutions lack the financial and infrastructural capacity to support these advancements (Onunka, Onunka, Fawole, Adeleke & Daraojimba, 2023). Librarians also face challenges related to research support, as their contributions to academic research are often undervalued (Rahmanova, 2025). Research grants, sabbatical opportunities, and publication support are not always available to librarians, limiting their ability to contribute effectively to the growth and development of academic libraries (Gerke, Couture & Knievel, 2023).

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Several studies have explored the impact of leadership styles on the job performance of library personnel in academic libraries. However, little attention has been given to the role of institutional support in shaping collection development practices (Fabunmi, 2022). Research on this subject is particularly scarce in tertiary institutions in Ekiti State. Many existing studies focus on broader challenges affecting library management, but there is limited understanding of how financial backing, infrastructural investment, policy formulation, and managerial support directly impact collection development efforts (Frempong-Kore, 2021).

This study seeks to examine the extent to which institutional support influences collection development practices in selected academic libraries in Ekiti State. The study will assess the role of financial and infrastructural support, policy formulation, and managerial backing in enhancing library collections. By identifying the challenges and gaps in institutional support, the study aims to provide recommendations for strengthening the role of academic libraries in supporting teaching, learning, and research. The findings will contribute to ongoing discussions on improving institutional support systems for academic libraries in Nigeria and beyond.

1.2: Statement of the Problem

Collection development practices in academic libraries largely depend on the level of institutional support provided. Academic libraries serve the diverse information needs of lecturers, researchers, students, and the academic community. When collection development is inadequate, it creates imbalances, leading to an excess of resources in some fields while others are neglected. This may also result in acquiring outdated, irrelevant, or poor-quality materials, causing user dissatisfaction and reduced library patronage. Since library relevance is tied to user engagement, researchers have explored factors influencing collection development, such as funding and organization policies. However, institutional support, a crucial determinant of collection development effectiveness, has received limited scholarly attention. This study, therefore, seeks to empirically examine the influence of institutional support on collection development practices in academic libraries in Ekiti State, Nigeria.

1.3: Objectives of the Study

The aim of the study is to investigate the influence of institutional support on collection development practices in selected academic libraries in Ekiti State, Nigeria. The objectives are to:

i. assess the level of institutional support available for collection development practices in academic libraries in Ekiti State, Nigeria.
ii. determine the influence of institutional support on collection development practices in academic libraries in Ekiti State, Nigeria.

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1.4: Research Questions

This study is guided by the research question above:

1. What is the level of institutional support for collection development practices in academic libraries in Ekiti State, Nigeria?

1.5: Hypothesis

The null hypothesis below will be tested at 0.05 level of significance:

$H_0$1: There is no significant influence of institutional support on collection development practice in academic libraries in Ekiti State, Nigeria.

2. METHODOLOGY

The study employed a descriptive survey research design of the correlation type. The target population consisted of librarians from academic institutions in Ekiti State, Nigeria. These included Afe Babalola University, Federal University Oye-Ekiti, Ekiti State University, Federal Polytechnic Ado-Ekiti, Bamidele Olumilua University of Education, Science and Technology, and Crown Polytechnic, all of which had a combined total of 86 librarians. Given the manageable size of this population, the study adopted a total enumeration method, ensuring that all 86 librarians participated in the research. Data collection was carried out using a structured questionnaire on institutional support for collection development in academic libraries in selected tertiary institutions in Ekiti State, Nigeria (ISCDALSTIESN). The research instrument used both face and content validation to ensure its appropriateness for the study. To establish reliability, a pilot test was conducted with 25 librarians from Bowen University, Osun State, an institution not included in the main study. The reliability test, assessed using Cronbach's alpha, yielded a coefficient of 0.87, confirming the instrument's consistency. The researcher, assisted by two trained research assistants, personally administered the questionnaire to respondents at their respective offices within the academic libraries of the selected institutions. The data collection process spanned five weeks, ensuring comprehensive coverage. The collected data was analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as frequency counts, percentages, and mean were used to summarize responses to research question. Hypothesis was tested using simple linear regression analysis, with all statistical analyses conducted using SPSS software.

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3. RESULTS AND DISCUSSION

Out of

A total of 86 questionnaires were distributed to respondents, out of which 83 were correctly completed and returned. This resulted in a response rate of 91%, which is considered sufficient for generalization.

Demographic Information

Table 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	**Frequency**	**Percentage**
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**	**100.0**
Gender	**Frequency**	**Percentage**
Male	38	45.8
Female	45	54.2
Total	**83**	**100.0**
Educational Qualification	**Frequency**	**Percentage**
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	**Frequency**	**Percentage**
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**

The demographic profile of the respondents is summarized in Table 1, covering factors such as institution, age, gender, academic qualification, and work experience. Regarding institutional representation, 8 respondents (9.6%) were from Federal University Oye-Ekiti, 12 (15.7%) from Ekiti State University, and 7 (8.4%) from Crown Polytechnic. Additionally, 17 (20.5%) were from Afe Babalola University, 18 (21.7%) from Federal Polytechnic Ado-Ekiti, and 20 (24.1%) from Bamidele Olumilua University of Education, Science and Technology. The age distribution

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showed that 38 respondents (45.8%) were between 30-39 years, followed by 30 (36.1%) aged 40-49 years. Those aged 20-29 years were 11 (13.3%), while 4 (4.8%) were in the 50-59 age group. In terms of gender, there were 38 males (45.8%) and 45 females (54.2%), indicating a higher number of female respondents. Academic qualifications varied, with 20 respondents (24.1%) holding OND/NCE certificates, 43 (51.8%) possessing HND/Bachelor's degrees, and 19 (22.9%) having Master's degrees. Only 1 respondent (1.2%) had a Ph.D. Work experience analysis revealed that 21 respondents (25.3%) had less than 5 years of experience, 19 (22.9%) had 5-9 years, 33 (39.8%) had 10-14 years, and 10 (12%) had 15-19 years of experience. This distribution reflected a balanced mix of experienced professionals and younger librarians, ensuring diverse perspectives in responding to the research question.

Presentation of Answer to Research Question

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

Table 2: 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

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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 counselling when required	30 (36.1%)	30 (36.1%)	23 (27.7%)	--	3.08
My institution encourages 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

Table 2 presents the findings on the level of institutional support available to librarians in the studied academic libraries. Institutional support was assessed through three key components: financial support, technical support, and mentorship. The analysis revealed that 95.2% of respondents affirmed that their institutions support the training and development of librarians, resulting in a high mean score of 3.37, indicating that training opportunities are widely available. Additionally, 68.7% agreed that their institutions provide financial rewards for extra duties to motivate librarians, with a mean score of 3.12, signifying the prevalence of this incentive. Furthermore, 65.1% of respondents acknowledged that their institutions allocate sufficient funds to support library services, leading to a mean score of 2.75, suggesting a strong commitment to funding library operations. The aggregate mean for financial support stood at 3.08, reflecting a high level of financial backing for collection development in the libraries.

Institutional technical support was also rated highly among the respondents. A total of 95.2% agreed that their institutions support the installation and use of relevant library management software, with a mean score of 3.40, indicating strong institutional backing for digital tools. Similarly, 91.5% confirmed that their institutions provide the necessary learning materials for readers, reflected in a high mean score of 3.25, highlighting significant investment in resource acquisition. Additionally, 85.5% agreed that their institutions consistently support online library services, with a mean score of 3.18, showing a strong commitment to digital access. The overall average mean score for technical support was 3.28, indicating substantial institutional investment in technological resources for collection development.

Mentorship support was also assessed among the librarians. The findings showed that 71.1% of respondents agreed that their institutions have structured mentoring programs, with a mean score of 2.87, indicating a notable level of mentorship. Moreover, 72.2% confirmed access to counseling services when needed, resulting in a mean score of 3.08, reflecting high accessibility to professional guidance. Additionally, 75.9% reported that their institutions encourage librarians to develop their skills and careers, with a mean score of 3.04, signifying strong institutional encouragement for professional growth. The overall average mean score for mentorship was 2.99, indicating a significant level of mentorship support in academic libraries.

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Combining all three components: financial support (3.08), technical support (3.28), and mentorship (2.99); the aggregate mean score for institutional support in academic libraries in Ekiti State was 3.17. This score suggests that institutions provide a high level of support for collection development practices, ensuring that librarians receive adequate financial, technical, and professional guidance to enhance library services.

Test of Hypothesis

The results of the simple linear regression analysis, presented in Tables 3 – 5, examine the influence of institutional support on collection development practices in tertiary institution libraries in Ekiti State, Nigeria.

$H_0$1: There is no significant influence of institutional support on collection development practice in academic libraries in Ekiti State, Nigeria.

Table 3: Model Summary for Relationship between Institutional Support and Collection Development Practice

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.375[a]	0.140	0.130	0.34016

a. Predictors: (Constant), Institutional Support

Table 3 shows that institutional support has a weak but positive and statistically significant relationship with collection development practices in these libraries ($R = 0.375$, $p < 0.05$). The coefficient of determination ($R^2 = 0.140$) indicates that institutional support accounts for 14% of the variations in collection development practices. This implies that while institutional support contributes to collection development, 86% of the variation is influenced by other factors not covered in this study.

Table 4: ANOVA for Overall Model Significance of Institutional Support on Collection Development Practice

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.532	1	1.532	13.239	0.000[b]
	Residual	9.373	81	0.116		
	Total	10.904	82			

a. Dependent Variable: Collection Development

b. Predictors: (Constant), Institutional Support

The results of the Analysis of Variance (ANOVA), as shown in Table 4, confirm that institutional support has a significant influence on collection development practices. The F-value of 13.239 and the corresponding p-value of 0.000, which is statistically significant at a 95% confidence interval, reinforce this finding. This indicates that institutional support plays a critical role in shaping collection development practices in academic libraries in Ekiti State.

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Table 5: Coefficients Effect of Institutional Support on Collection Development

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.875	0.302		6.208	0.000
	Institutional support	0.350	0.096	0.375	3.639	0.000

a. Dependent Variable: Collection Development

Further analysis in Table 5 reveals that at a 95% confidence level, a one-unit increase in institutional support results in a 0.350 increase in the effectiveness of collection development practices, assuming all other factors remain constant. Based on these findings ($R^2 = 0.140$, $F_{(1,81)} = 13.239$, $p = 0.000$), the study rejects the null hypothesis ($H_0 1$), which stated that institutional support has no significant influence on collection development practices. This confirms that institutional support is a significant predictor of collection development in tertiary institution libraries in Ekiti State, Nigeria.

Discussion

The study established that institutional support significantly predicts the effectiveness of collection development practices in tertiary institution libraries in Ekiti State, Nigeria. This underscores the fact that technical, financial, and mentoring support are central to maintaining vibrant and sustainable library services. These findings resonate with the body of literature on institutional support in academic libraries, offering both reinforcement and new insights.

Ajayi, Adetayo, Gbotoso, and Salvador (2021) highlighted the critical role of institutional support in collection development within private university libraries in South-West Nigeria. Their study found that the most prominent institutional support came through the prompt release of budgets during accreditation, regular payment of salaries, and infrastructural provision. However, they also reported challenges such as administrative bottlenecks and delays in support outside accreditation periods. These findings mirror the present study, which showed that financial support is a major driver of collection development in tertiary institutions. The convergence suggests that, across both public and private contexts, financial input remains the most tangible form of institutional support, though its effectiveness may be weakened by inconsistencies and bureaucratic constraints.

Building on this, Nwimo, Echedom, and Anasi (2024) examined institutional support as a predictor of librarians' attitudes toward consortium participation in South-East Nigerian universities. Their results indicated that access to training and infrastructure significantly predicted positive attitudes, while financial support did not show the same effect. This provides an important perspective that aligns with the current study's emphasis on technical support as a critical enabler of collection development. While financial resources remain necessary, their full impact may only be realised when combined with training opportunities and infrastructural provisions that equip librarians with the skills and confidence to innovate.

Similarly, Oguntuase, Okhakhu, and Fasae (2025) revealed that leadership styles play a substantial role in shaping collection development practices in Ekiti State. Their findings

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identified democratic leadership as the most dominant, positively influencing staff engagement in collection development. This connects closely with the present study's observation of mentorship being the least available form of institutional support. Without strong mentorship and leadership structures, financial and technical investments may not translate into sustainable practices. Thus, leadership and mentoring remain underexplored but essential components of institutional support in Ekiti State libraries.

Ojo (2025) added another dimension by examining collection management practices in higher institutions in Ekiti State. His findings showed that acquisition was the most prevalent practice, followed by selection and policy development, while weeding was the least common. This outcome reinforces the current study's finding that institutional support tends to favour resource acquisition, largely driven by financial allocation. However, the neglect of practices such as weeding may be connected to the weak culture of mentorship, as professional guidance and experience are often crucial in navigating complex decisions about deselection and collection maintenance.

The importance of technical expertise in collection development was strongly echoed in the study of Adebayo, Kehinde, Momoh, and Fagbami (2024). They reported that technical librarians in Ekiti State demonstrated high levels of knowledge in classification, research trends, and scholarly communication, with many actively assisting library users. Their findings affirm the present study's identification of technical support as a core factor in sustaining collection development. When librarians are empowered technically, they can better organise and present collections in ways that enhance user engagement and knowledge development.

Despite these strengths, Yaya, Adeeko, and Momoh (2024) highlighted persistent challenges affecting service delivery in academic libraries in Ekiti State, such as poor electricity supply, technological limitations, and information overload. These infrastructural and environmental barriers restrict the full realisation of institutional technical support, as identified in the present study. While training and technology exist in principle, their practical use is often constrained by inadequate infrastructure.

Looking beyond Ekiti State, Emeribe, Undie, Udeh, and Ogbeche (2024) showed that institutional culture in Cross River State significantly shaped academic service delivery. They concluded that sustained institutional commitment to culture and support directly enhanced lecturers' effectiveness. This finding strongly reinforces the current study's argument that institutional support is not only functional but also cultural. Without a culture of continuous support, collection development practices in libraries may remain inconsistent or reactive.

Finally, Bello and Bankole (2024) assessed the quality of university library services at the Federal University Oye–Ekiti. Their results revealed that while students had high expectations, the actual service delivery fell short, largely due to inadequate funding and under-resourced services. This reflects the current study's findings that, although financial support is present, it is not always sufficient or consistent enough to meet user expectations. Moreover, the weak provision of mentorship identified in this study may contribute to service quality gaps, as staff without adequate guidance may struggle to maximise available resources effectively.

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4. CONCLUSION AND RECOMMENDATIONS

Conclusion

This study examined the influence of institutional support on collection development practices in tertiary institution libraries in Ekiti State, Nigeria. The findings revealed that financial and technical support were more prevalent than mentorship, yet all three significantly influenced collection development. Regression analysis confirmed that institutional support plays a crucial role, explaining 14% of the variation in collection development effectiveness. Adequate institutional support enhances librarians' motivation and service delivery, while its absence leads to poor performance. Thus, it is concluded that strengthening financial investment, technical resources, and mentorship programs will improve library services and ensure academic libraries effectively meet users' needs.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Tertiary institutions in Ekiti State should strengthen financial, technical, and mentorship support for librarians by increasing budgetary allocations, providing modern library management systems, and implementing structured mentoring programs to enhance collection development practices.
2. Universities and policymakers should establish sustainable funding models and enforce policies that prioritize consistent financial support, regular training, and professional development for librarians to ensure long-term efficiency and effectiveness in library services.

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