

The 21st Century Collection Development Policy in Academic Library Management

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Abstract— The 21st century collection development policy is a vital library guideline with a focus of developing and sustaining its collections based on some principles and focused at up-keeping the vision, mission, goals and objectives of the respective university with respect to the advent of technological development in information format, search and access. The developed countries academic libraries and few from developing countries have acknowledged that collection development policy is a primacy and is sustainable. Collection development policy covers all procedures for the growth and management of the collection of both print and digital resources. However, in developing countries and most of the African university libraries lack comprehensive collection development policies to allow for changes. Most of the academic libraries in developed countries have modified their collection development policy and moved further to digital services. The challenges facing the developing countries academic libraries include; library budgets are generally static, and there is no indication that this will change in the near future, inadequate professional development programmes to enhance competence and skills to librarians to work with the advanced technological development in information and library management, lack of written and comprehensive collection development policy which addresses all aspects of collection development processes in the 21st century and poor academic library infrastructures to operate with a fast moving technology in information science. However, the role of librarians of the 21st century has been identified and recommendations on a way forward to efficiently manage academic libraries have been addressed.

Keywords— Academic library, 21st Century, Collection development policy, Librarians, Library resources management and collection development.

I. INTRODUCTION

The 21st century collection development policy is a vital library guideline with a focus of developing and sustaining its collections based on some principles and focused at up-keeping the vision, mission, goals and objectives of the respective university with respect to the advent of technological development in information format, search and access. Collection development policy is a printed statement of the academic library's intentions for establishing its collection by developing ground guidelines or principles which will eventually deliver framework for concerted collection

development programme. The policy is supposed to be reviewed and revised on regular basis to keep up with the information technological changes in the public and to make sure current practices and procedures on collection development are reflected in the library (David and Liezl, 2012). The policy is important and facilitates the well-being and used as a basis to livelihood collection management and planning procedures safeguarding an up-to-date, pertinent and acceptable collection (Mangrum and Pozzebbon, 2012).

Library collection development policy is both important and worth declaring. Usually such a document is prepared and then shelved or ignored. The developed countries academic libraries and few from developing countries have acknowledged that collection development policy is a primacy and is sustainable. Therefore, academic libraries are supposed to have a vibrant record of continued and persistent association in the collection development policy processes. Moreover, it is comprehended that obligation and participation of all potential stakeholders, to the extent possible, is imperative to the achievement. Always collection development policy must be an inclusive process which also adopts the 21st century technological development in information management and one that is given a fast-track attention towards solving emanating problems on collection management, meeting goals and objectives of the university and hence satisfying user needs, provision of quality services and products to users at the shortest time possible (Young, 2001).

Collection development policy covers all procedures for the growth and management of the collection of both print and digital resources; it offers a set of guidelines for reviewing the content of the library (Kovac and Elkorby, 2000). The policy organizes and guides the process of acquiring and providing access to resources and information sources, integrates these into comprehensive collections, managing their development and conservation, and making decisions about ownership, subscription form the global databases, preservation, withdrawal and cancellation, cooperative acquisitions through library consortium and resource sharing. Collection development policy rationalizes collection development and administration activities, aid to financial planning and facilitate responsibility and professional development training. It also

offers the basis for incorporating other policies, such as Information and Communication Technology (ICT) policy, employees' development policies, promotion strategies and consortium agreements (Singh, 2004). This paper is meant to determine the factors that influence the application of collection development policy in library resources management in the 21st century, the role of academic library staff in implementing the collection development policy in managing library resources in the 21st century and the recommendation on the best practices the policy can be applied to manage library resources.

II. CONCEPTS OF COLLECTION DEVELOPMENT POLICY IN MANAGING LIBRARY RESOURCES

A. Academic Library

Academic libraries are regarded as the heart of higher learning institutions. It refers to the libraries dedicated to "tertiary institutions such as universities, polytechnic institutions, colleges of education, colleges of agriculture, colleges of technology and also research institutes" (Prytherch, 1989 and Akporhonor, 2005). Academic libraries are at the fore line of providing information resource services to their conforming people which encompass of students, instructors, and researchers for the purpose of assisting their teaching and learning, consultations services and research work. Academic libraries exist in a rapidly changing environment. Technology and access to information are being transformed at a pace that requires large, dynamic academic libraries to be more nimble and flexible than in previous decades. New emphases in research and teaching, and the heightened expectations of most of the academic libraries, require that the library be proactive in anticipating needs, designing plans and policies that respond to real needs, and designing facilities that enable new kinds of interaction in different media (Mangrum and Pozzebon, 2012). Most of the academic libraries do not have an online access to non-print resources. Today much of the current library information are available online, there are good number of quality data sources which provide access to the resources and that the academic libraries are required to make subscription to the sources. However, and if any, it is very few of the academic libraries have subscribed for the resources (Kasalu and Ojiambo, 2012).

B. Academic Library Management

Academic library management refers to a process of coordinating the resources (physical, fiscal and human) in the institution towards accomplishing of the desired goals of the institution of teaching and learning, consultations and research work through execution of intermediate functions and implementation of the stipulated policy. Academic libraries which are considered to be nerve centres of academic and research activities must help achieve the academic goals of their parent institutions and this is possible only through developing adequate library collection and providing seamless and wider access to relevant resources (Sasikala *et al.*, 2014). Academic libraries need to be proactive and strategic in adapting new managerial approaches and publishing models and being able of visualizing how these affects academic

library management. Today, the contemporary practice in academic library management and services in the 21st century is being propelled with an information explosion, and the inclusion of ICTs in all aspects of library management and services. Academic libraries are changing dramatically by adopting new means of management technology in all activities of planning, controlling, staffing, leadership, organization also on service matters pertaining to paper-based to e-environment where a variety of manual method, are replaced by computerized system which provides opportunity for online management and accessibility (Kumar, 2009).

C. Collection Development

Collection development is part of collection management that mainly deals with decisions about the acquisition of resources in different formats to match the instructional and research needs of the campus within the current fiscal environment and resource sharing opportunities. It also encompasses management of library funds, selection and placement of purchased library materials, evaluation and preservation management, continuous evaluation and assessment of the collection itself (Peggy, 2009; Golwal and Motewar, 2010). The collection development process involves development of policies, rules and procedures, coordination of acquisition processes, budgeting and allocation of funds, needs assessment, evaluation, selection and deselection, resource sharing and organization, storage and making the collection accessible to customers (Singh, 2004). Also collection development involves identification of the strength and weaknesses of the collection in terms of the changing technology in information and behaviour of library users towards their needs. Thus, collection development is a universal process in the library world in which library professionals assemble a variety of materials in order to meet customers' needs and demands. This is achieved through user studies, policies, selection, acquisition, weeding and evaluation (Evans, 2004).

D. Collection Development Policy

Collection development policy is defined as a formal written statement of the procedures guiding a library's selection of resources, including the criteria used in making selection, subscription, acquisition and deselection decisions on fields covered, degree of specialization, levels of difficulty, language, formats, balance, and others, and policies concerning gifts and exchanges (Reitz, 2004). Similarly, Nyerembe (2004) defines policy as a written document or statement that is both a planning and communication tool, meant to clarify objectives and facilitate coordination and cooperation within a library system. This policy needs to be examined and revised when necessary to reflect new conditions and the advanced technological development in information science. Essentially, a collection development policy is a formal document defining the scope and nature of a library exist collections and the policies and plans for continuing development of resources, with precise designation of present collection strengths and current collecting intensity in relevant subject fields. It is also a

statement of selection philosophy related to institutional goals, general selection criteria and intellectual freedom (ALA, 1987). This often presupposes that an organization has a mission statement or strategic plan, within which to achieve this. Most library collection development policy statements include a description of user needs, an overview of what is collected to meet those needs, and a detailed subject breakdown of material regularly added to the collection.

E. The 21st Century Collection Development Policy

The 21st century collection development policy refers to a written document meant to serve as a planning document in the sense that it seeks to specify academic library collection development priorities to guide the selection and acquisition of informational and knowledge resources for the 21st century. This is characterized by the application of advanced development in Information and Communication Technologies (ICTs) and the advent of networked information services through computer application and thus prompted a comprehensive review of the Library and Information Sciences (LIS) profession to adopt these development and be guided by the collection development policy in developing a sound academic library collection and services (Okuy, 2005 and Kumar, 2009). Therefore, academic libraries are changing dramatically by adopting new means of technology in all activities of print to electronic environment where a variety of manual methods, are replaced by computerized system which provides opportunity for online accessibility. Libraries are now expected to provide to users a range of information and communication technologies necessary for retrieving information quickly from both immediate and remote databases, as well as creating a need for library cooperation and consortium initiatives (Okuy, 2005). The global trend is now characterized with establishment of collection development policy which encourages a shift from traditional information environment to an electronic environment where emphasis is placed more on the acquisition of e-resources such as e-books, e-journals as well as online databases. However, traditional library and information services and functions are still relevant. Today, the contemporary practice in academic library services in the 21st century is being propelled with an information explosion, and the inclusion of Information and Communication Technologies (ICTs) in all aspects of library services. Developments in ICTs have now offered academic libraries an exciting and challenging opportunities that requires them to respond positively in all facets of their services and functions if they are to remain relevant in the 21st century. Thus, academic libraries must devise means of survival through comprehending collection development policy.

III. CHALLENGES OF IMPLEMENTING COLLECTION DEVELOPMENT POLICY IN ACADEMIC LIBRARY MANAGEMENT

Today, it is not unreasonable to envisage a situation where in future all scholarly communication will be entirely in electronic format. However, in developing countries and most

of the African university libraries lack comprehensive collection development policies to allow for changes (Douglas, 2000). Most of the academic libraries in developed countries have modified their collection development policy and moved further to digital services. Electronic resources have been recognized as of great importance to most of academic libraries and they are consuming an ever increasing share of library budgets, often to the detriment of monographic acquisitions. CD-ROMs, local area networks, computer facilities, online resources, the internet, and other remote databases all provide libraries with vast and quality up-to-date resources for their user populations and knowledge society (White and Crawford, 1997, and Kiondo, 2004). For instance, between 1850 and 1900, academic libraries in the United States of America (USA) gained a greater prominence as they grew and witnessed a fundamental change in collection development policy and procedures. The libraries continued to invest a major portion (about 70 percent) of their budgets in serials, including electronic resources, and a lesser portion in monographs. The academic libraries in USA, Australia, New Zealand and Asian countries developed a library consortium to acquire library resources. However, in the past, the consortium did not include book acquisitions, but there is now a trend toward more and more existing consortia to enhance availability of library collection which include books both in electronic and paper-based format (Fei, 2011).

Casserly and Hegg (1993) identified the fact that as academic libraries are in the twenty-first century there is every reason to believe that the selection of library resources will become increasingly problematic. Library budgets are generally static, and there is no indication that this will change in the near future. Also, at the same time the dazzling array of information sources offered by publishers and vendors, whether for purchase or lease, is expanding, seemingly without limit. These factors in combination with growing information demands conspire to put increasing pressure on those involved in the process of developing library collections. Amazingly and as per survey conducted in USA academic libraries, only 71.6% showed to have a written collection development policy. In some cases, other libraries noted that the policies were still in draft stage or were being revised and thus affected the library resources management.

Neal (2011) argues that librarians have been not competent enough to implement the collection development policy and ensure that academic library is present to anyone, anywhere, anytime and anyhow highlighting the ongoing tension to improve access to content at lower cost, whether it is paper-based collections or through web-based portals in a contrasted and fast expanding virtual world. Currently, the diversity and accessibility of information content for today's users has become one of preference, convenience, improved capability and speed, the core activities of collection development and management have not fundamentally altered in the academic library. Throughout this policy, we are conscious that the focus remains on identification, selection, acquisition, organisation, maintaining, and in the last instance, preservation of the

societal record, in all its formats, for future generations of scholars, researchers and learners.

Sasikala *et al.* (2014) revealed that a low level of funding of university libraries had led to the decline in the quality of library collections and thus poor implementation of the collection development policy to cope with the changing world to information resources. Evans (2004) is of the view that librarians use their experience in collection development and they lack a mixed skills and knowledge to implement a hybrid collection development policy. It is stressed on the need to have a collection development policy in the context of hybrid collections to delineate the purpose and contents of a collection relevant to its users as a whole. Sanchez (2005) surveyed to 16 academic libraries in Cuba and found that although the directors of university libraries, managers and library staff of collection development were aware of the process of collection development, but only few actually adopt and implement a collection development policy for the same and carry out user studies. These librarians use professional experience in collection development and thus affected the collection and user satisfaction.

The 21st century collection development policy requires librarians to be competent with computer skills. Most of the time librarians have been resistant to adopt changes and this has affected the implementation of collection development policy in building a sound library collection. For instance, Behera and Singh (2011) observed that librarians in Indian academic libraries operate traditionally with less emphasis on Information Technology (IT) skills. As a consequence of it, the library personnel in most of the libraries in India are comfortable with the existing routine procedures and services. In the recent years many libraries have hired computer professionals to handle the purchase and other issues related to digital documents. This gives an assumption that computer professionals are taking precedence over the library professionals. It has happened so because many a time librarians have given responsibilities of selecting and handling electronic resources to computer professionals. Some complications are also there due to the advent of new resources. All these changes have happened quickly, and adapting to them is not always easy or comfortable. There are no opportunities for continuing professional education for the collection development methods. Gradual shift-over towards digital info high-tech from traditional rudimentary adherence has given rise to certain fears in the minds of the library professionals (Das, 2004). Other challenges as cited by Behera and Singh (2011) include: non availability of full time highly skilled computer professional in libraries; lack of coordination between computer professionals within and outside the institution; lack of interest to keep track with the ever-changing information seeking behaviour of library users; lack of interest to add values to their services; lack of interest to interact with users for innovation of the library collection; lack of interest to utilize physical space of the library; and in developing the 21st century electricity plays a major role. We cannot think of implementing the 21st century collection development policy in academic library, which can work off efficiently without electrical power for several hours.

The other related problems like poor quality of telecommunication services, lack of technology standards and legal restrictions.

IV. THE ROLE OF LIBRARIANS IN ACADEMIC LIBRARY MANAGEMENT IN THE 21ST CENTURY

Librarians working in 21st century academic libraries are vested with the responsibility to build and shape collections that not only demonstrate contemporary relevance, but are sufficiently responsive to the collection development policy and information needs of tomorrow's scholars. They should provide a level of assurance to the university administrators that the funds entrusted to the research library for the purpose of collection development continue to advance the institution's mission and strategic goals. Developments in the field of information and communication technology since the 1960s have had a dramatic impact on library collection development policy and management at every level (Roberts and Corral, 2010). Today librarians must be able to select, acquire, subscribe, store, retrieve and disseminate library information with the aid of ICT. This may be through computer, internet, e-mail, CD-ROM, Frequently Asked Questions (FAQ), telephones and fax machines. Librarians can therefore, provide information services to users in different locations through use of ICT and thus break the barriers of place, time or format of library resources (Obadare, 2010).

The collection development process has been highly computerized. Libraries can communicate by e-mail with book vendors, publishers and suppliers and books can be ordered and transactions completed in the shortest time possible (Kiondo, 2004). Online searching of other libraries' catalogues is now possible with the expansion of the internet which allows users to search publishers' catalogues and verify bibliographic data in a timely manner (Msonge, 2013). Similarly, publishers, vendors, book sellers and book stores offer publications through the internet, with new companies appearing each day. In addition to the usual descriptions in publishers' catalogue sites often include reviews of the works listed (Fombad and Mutula, 2003). In many libraries, collection responsibilities are part of a suite of duties that librarians are assigned and guided by up dated collection development policy. Collection development and management responsibilities that a collection development policy of the 21st century is to oversee and as pointed out by Anunobi and Okoye (2008) that librarians are also responsible for:

- Selecting materials in all formats for acquisition and access,
- Reviewing and negotiating contracts to acquire or access e-resources,
- Managing the collection through informed weeding, cancellation, storage, and preservation,
- Writing and revising a collection development policy,
- Promoting, marketing, and interpreting collections and resources evaluating and assessing collections and related services, collection use, and users' experiences,
- Responding to challenges to materials selected,
- Carrying out community liaison and outreach activities,

- Preparing budgets, managing allocations, and demonstrating responsible stewardship of funds,
- Working with other academic libraries in support of resource sharing and cooperative collection development and management,
- Soliciting supplemental funds for collection development and management through grants and monetary gifts.

In order to prepare librarians for their new roles in the 21st century environment, academic organizations need to develop skills and infrastructures to manage a mixed collection of content and also a need for developing technologies and strategies for the long-term preservation of electronic information and invest in staff training and build new skills into their recruiting policy (Allen, 2005).

V. METHODOLOGY

This paper aims at assessing the 21st century collection development policy in academic library management. It identifies; the factors that influence the application of collection development policy in library resources management in the 21st century, the role of academic library staff in implementing the collection development policy in managing library resources in the 21st century and the recommendation on the best practices the policy can be applied to manage library resources. A survey on documentary review of the studies on the 21st century collection development policy in academic library management is comprehended and the main points summarised to meet the goal of the paper. Moreover, a surveyed literature has been crucial at providing recommendation and areas for further research studies.

VI. ANALYSIS OF THE REVIEWED LITERATURE

From the few and known studies on the 21st century collection development policy in academic library management, it seems developed countries academic libraries have been advanced and adopted the developed technology and applied to improve its collection. Their budget has been advanced and a large portion has been focused at improving electronic resources collection. The trend is quite different with developing countries academic libraries as most of them suffers from inadequate library budget for collection development. They have been very slow in adopting the advanced technology in information, there are no written collection development policy and the few that are available they are not frequently updated, poor library infrastructures to operate with the 21st century environment and inadequate professional skills for operating in the 21st century collection development and management of academic libraries.

VII. CONCLUSION

Effective collection development policy to a well-developed academic library and particularly at the present time or in this twenty-first century is working with more than one information system: at least one print and one electronic, and librarians' task is to ensure these two systems work together. Library directorates of the academic libraries take in account of writing or revising the library collection development policy. Three

primary properties are addressed when evaluating an individual resource for inclusion in the library collection. These are the relevance, quality, and timeliness of the material. These properties are addressed in the collection development policy and provide guidance to the selector in determining whether the source in question adequately fulfils the set of criteria established in the policy and also meets the demand of users. The literature suggests that libraries do in fact benefit from the collection development policy processes mainly for the reason that the development of library collection of both print and non-print resources is based on its collection development policy which links and present situations or circumstances with a more meaningful vision of the future. In other words, a collection development policy process enables, for instance, the library directors and the heads of department to understand more clearly where their services and collection is now and where they would like it to be in the future.

VIII. RECOMMENDATIONS

For the collection development policy to efficiently work in academic libraries to manage and provide the desired information services to their respective communities, that will match the requirements of the 21st century, emphasis should shift towards:

- Academic libraries should secure more means of sources of funding as over dependence on the government on cash that are not forthcoming may not provide the desired resolutions,
- New creativities are essential in the form of consultancy services, marketing of information products as well as other income generating services,
- The need for the committees of university librarians, and their counterparts in academic libraries to sensitize their respective institution's administrators on the central role of academic libraries in learning and teaching, research works in academic societies,
- More emphasis should be placed on the provision of online access and services such as Online Public Access Catalogue (OPAC), e-journals, e-encyclopedias, e-dissertations, e-books, networked information special services like Current Awareness Services (CAS) and Selective Dissemination of Information (SDI), Table of Content Services (TOC), Bulletin Board Services (BBS), and e-reference desk.
- Improvement in ICT infrastructures such as the Internet, Intranet, hardware and software as well as Internet bandwidth,
- The need for the academic library consortia to be proactive in the 21st century,
- Improvement in professional development programmes for academic librarians.

A. Recommendation for Further Research

A further area that needs to be researched on:

- i. User satisfaction of the 21st century academic library collection,

- ii. The government's influence on academic library budgetary support in the 21st century,
- iii. Professional development programmes for academic librarians of the 21st century,
- iv. The 21st century academic library infrastructures in support of collection management and development.

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