

RELEVANCE OF COLLECTION DEVELOPMENT POLICIES IN INFORMATION RETRIEVAL, UTILIZATION, AND NEEDS SATISFACTION AMONG UNDERGRADUATE STUDENTS OF JOSEPH SARWUAN TARKA UNIVERSITY, MAKURDI, BENUE STATE

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Abstract

This study investigated the relevance of Collection Development Policies (CDPs) in enhancing information retrieval and utilization of library resources among undergraduate students at Joseph Sarwuan Tarka University, Makurdi. Employing a descriptive survey research design, the study targeted a population of 800 final-year undergraduate students across selected departments during the 2023/2024 academic session. A census approach was used to include all eligible respondents. Data were gathered through a structured questionnaire and analyzed using descriptive statistics, including mean and standard deviation. Findings revealed that CDPs significantly support information retrieval, with a cluster mean of 2.87. Students acknowledged that the policies ensured regular updates of academic materials and aligned fairly well with their academic needs. In terms of relevance, CDPs were seen to facilitate both information access and utilization, particularly through the provision of course-related resources and materials that support assignments, projects, and examination preparation. However, the study also identified key challenges affecting CDP effectiveness, including inadequate funding ($\bar{x} = 3.11$), delayed policy reviews, limited departmental input, and insufficient feedback from users. The study concludes that while CDPs positively impact students' ability to access and utilize academic resources, addressing the highlighted challenges is essential for optimizing their effectiveness. It recommends increased funding, inclusive policy formulation involving departments and students, regular policy reviews, and structured feedback mechanisms. These improvements are crucial for aligning library services with evolving academic needs and enhancing the overall educational experience of undergraduates.

Key words: Collection Development Policies (CDPs), Information Retrieval, Utilisation Undergraduate Students and Academic Library

Introduction

University libraries are critical in shaping student learning and research experiences through structured access to relevant information. As higher education grows more

interdisciplinary and digitally driven, library collection development must transition from passive acquisition to strategic, policy-led resource planning. Collection Development Policies (CDPs) provide a systematic framework for guiding the selection, evaluation, and management of library materials. When effectively implemented, they enhance access, support curriculum alignment, and improve user satisfaction.

At Joseph Sarwuan Tarka University, Makurdi, the undergraduate student population depends heavily on timely access to both print and electronic information to support classwork, assignments, and research. The extent to which these needs are met hinges on the relevance and responsiveness of the university's CDPs. As Morgan (2016) emphasized, an effective CDP not only guides acquisition but directly impacts retrieval and utilization by ensuring collections are current, diverse, and aligned with user demand.

Despite their importance, CDPs are often poorly implemented or insufficiently reviewed in Nigerian academic libraries. Uganneya, Anunobi, and Ape (2019) note that many students remain unaware of the policies that shape the availability of their learning resources, leading to underutilization or dissatisfaction. Challenges such as insufficient funding, irregular policy reviews, and limited user participation contribute to gaps in collection relevance and usability. These issues are particularly pronounced in public universities, where outdated collections, inadequate infrastructure, and lack of digital access restrict the effective retrieval and use of academic materials.

Furthermore, as Ternenge, Tofi, and Jembe (2022) argued, even when digital retrieval tools are in place, their impact is limited if the underlying collections do not reflect the actual information needs of users. Thus, policies guiding the development of collections must consider user feedback, academic trends, and institutional goals. This study focuses on understanding the

relevance of CDPs in information retrieval, utilization, and needs satisfaction among undergraduate students. It explores how existing policies shape student access, identifies the effectiveness of current collections, and uncovers barriers to better engagement with library resources.

Statement of the Problem

Effective collection development is central to the provision of quality academic library services. Collection Development Policies (CDPs) play a key role in determining the adequacy, relevance, and accessibility of materials available to users. In academic libraries, particularly those serving undergraduate students, the quality of information retrieval and utilization is directly influenced by how well these policies are formulated and implemented.

At Joseph Sarwuan Tarka University, Makurdi, there are growing concerns that undergraduate students face challenges in locating and using library materials effectively, despite the presence of extensive library holdings. These challenges may stem from weak alignment between collections and current curricula, outdated materials, insufficient user participation in resource selection, and irregular review of development policies. In addition, limited awareness of the policies governing collections, along with poor digital infrastructure and orientation, further restrict students' ability to retrieve and use academic resources.

These problems undermine the library's role in supporting learning and knowledge acquisition. A collection that does not reflect user needs or support academic goals can lead to student frustration, low engagement, and reduced academic output. Therefore, this study seeks to examine how relevant and effective CDPs are in enabling undergraduate students to retrieve, use, and benefit from academic information. It aims to provide evidence to inform better policy practices and improve library service delivery to support student success.

Research Questions

The study was guided by the following research questions:

Question 1: To what extent do Collection Development Policies (CDPs) support information retrieval among undergraduate students of Joseph Sarwuan Tarka University, Makurdi?

Question 2: How relevant are Collection Development Policies in facilitating information retrieval and utilization?

Question 3: What challenges affect the effectiveness of Collection Development Policies in supporting information retrieval and utilization?

Conceptual Framework

The concepts below are discussed in line with study:

Collection Development Policies (CDPs)

Collection Development Policies (CDPs) are fundamental tools that guide academic libraries in the systematic acquisition, evaluation, maintenance, and de-selection of information resources. According to Obiano (2021) a CDP serves as a strategic framework that ensures the library's collection aligns with the institution's curriculum, research priorities, and the evolving needs of its users. These policies define the scope, depth, and subject balance of library materials, outlining procedures for resource selection, funding allocation, donor contributions, and collection evaluation. CDPs help libraries avoid haphazard acquisitions and promote accountability, consistency, and relevance in resource management. In today's dynamic educational landscape, Vehe, Uganneya and Agoh (2024) noted that the role of CDPs has become even more critical as academic libraries strive to respond to technological advancements and diverse user expectations. The shift from traditional print-dominant collections to digital and hybrid systems has necessitated frequent revisions of collection policies to accommodate

emerging formats such as e-books, databases, open-access journals, and multimedia content. As Tsedoo, Uganneya and Faga (2024) emphasized, an effective CDP must address not only content relevance but also accessibility, format diversity, and cost-efficiency to support equitable information retrieval and utilization.

On the other hand, Umoh, Effioma and Igaja (2021) noted that a well-defined CDP enhances collaboration between librarians and academic staff by ensuring that resource acquisition is guided by course content, faculty recommendations, and student demand. It also fosters inclusive representation by incorporating user feedback in decision-making. The presence of a robust collection policy contributes significantly to academic quality, as it ensures students and researchers have access to current and authoritative resources. As opined by Osim and Ebaye (2022), when CDPs are implemented efficiently, they improve resource visibility, retrieval, and usage, thereby strengthening students' academic performance and institutional research output. Similar to Joseph Sarwuan Tarka University, Makurdi, CDPs are vital for addressing the specific academic needs of Undergraduate Students across disciplines. With limited budgets and growing academic demands, having a clearly articulated policy ensures the effective prioritization and distribution of resources. Thus, collection development policies remain central to achieving the goals of university libraries by ensuring that information provision is deliberate, balanced, and academically relevant.

Information Retrieval

Information retrieval refers to the systematic process of locating, accessing, and obtaining relevant information from structured collections—whether print-based or electronic—using specialized tools and techniques. As noted by Noorriati and Haron (2018) information retrieval in academic libraries involves the use of catalogues, indexes, abstracting services, bibliographic

databases, and digital search engines to facilitate access to scholarly materials that support learning, teaching, and research. The goal is to match user queries with appropriate resources that satisfy their informational needs in an efficient and precise manner. Modern information retrieval systems leverage both traditional bibliographic mechanisms and advanced digital platforms, enabling users to navigate vast volumes of data with increased ease and speed. Tools such as the Online Public Access Catalogue (OPAC), institutional repositories, federated search engines, and discovery layers have become integral to the retrieval process. These systems organize metadata and full-text content using classification schemes, controlled vocabularies, and Boolean logic to enhance search precision and relevance (Oluwatola, & Akingbade, 2022).

In the context of academic environments, effective information retrieval is not solely dependent on system functionality but also on users' information literacy—their ability to formulate search strategies, evaluate sources, and apply retrieved information appropriately. According to Anandhalli (2018) students who are well-trained in retrieval skills demonstrate stronger research capacity and academic productivity, particularly in disciplines that require critical engagement with a wide range of scholarly sources. At Joseph Sarwuan Tarka University, Makurdi, efficient information retrieval is vital to academic success, particularly given the university's hybrid library system. When supported by up-to-date retrieval tools and trained library personnel, students are better positioned to discover authoritative content, engage in meaningful academic inquiry, and contribute to scholarly dialogue. Therefore, the effectiveness of information retrieval processes directly influences the quality of resource utilization, academic writing, and overall student development.

Utilisation

Utilisation, in the context of academic libraries, refers to the degree to which users—particularly students—actively engage with and make use of available library resources to meet their academic, research, and intellectual needs. According to Ubwa, Ubwa and Agbo (2022), utilisation encompasses not only the physical use of print collections but also access to and interaction with digital databases, online journals, institutional repositories, and other electronic information systems. It reflects the practical application of library holdings in coursework, assignments, project writing, and scholarly investigations. Effective utilisation is shaped by several interrelated factors, including awareness of available resources, the accessibility and relevance of those resources, users' information-seeking behavior, and the quality of user support services. Libraries that provide orientation programs, user education, and functional retrieval tools tend to record higher levels of resource usage among students (Emasealu, 2021). Conversely, poor digital infrastructure, lack of training, and irrelevant or outdated materials often result in underutilisation—even in resource-rich environments.

In higher education settings like Joseph Sarwuan Tarka University, Makurdi, the utilisation of library resources is critical to academic achievement and research development. When students consistently engage with well-curated and up-to-date collections—both physical and digital—they are more likely to demonstrate deeper subject understanding, improved analytical skills, and higher academic performance. As Jimoh (2015) observed, utilisation also contributes to student retention, independent learning, and scholarly confidence, particularly when the library resources are aligned with the curriculum and supported by responsive library services. Therefore, utilisation stands as a vital indicator of library effectiveness and student academic engagement. Strengthening it requires continuous investment in infrastructure, staff

training, digital access, and policy frameworks that prioritize user-centered resource development and delivery.

Undergraduate Students

Undergraduate Students are individuals enrolled in a first-degree program at a university or tertiary institution, typically pursuing qualifications such as the Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), or Bachelor of Education (B.Ed.), among others. According to Miller, Drewery, Waliczek, Contreras and Kubota (2023) undergraduate education represents the foundational stage of academic and professional development, where students acquire essential knowledge, skills, and competencies relevant to their chosen disciplines. These students form the largest proportion of users in academic libraries, and their learning success is closely tied to the quality and accessibility of library resources. Within the university setting, Undergraduate Students rely heavily on the library for academic support—particularly for completing assignments, conducting research, preparing presentations, and building critical thinking skills. In a similar development, Okogwu and Ekere (2018) noted that access to relevant information resources through the library plays a significant role in shaping their academic experience and overall performance. However, Undergraduate Students often exhibit varying levels of information literacy, which influences how effectively they utilize retrieval systems and engage with available materials.

At Joseph Sarwuan Tarka University, Makurdi, Undergraduate Students are key stakeholders in the university library system. Their information needs span a wide range of subjects and formats, and their ability to retrieve and utilize library resources is crucial to the achievement of learning outcomes. Supporting them requires a combination of well-developed library collections, user-focused services, and training programs that build digital and research

competencies. Consequently, understanding the behaviors, preferences, and challenges of Undergraduate Students is essential for designing responsive library policies—particularly in areas such as collection development, information retrieval, and resource utilization. By aligning library services with the academic journey of undergraduate users, institutions can enhance learning effectiveness and contribute to overall student success.

Academic Library

An academic library is a specialized type of library established within a higher education institution—such as a university, college, or polytechnic—to support teaching, learning, and research activities. According to Okwu and Echem (2019) academic libraries serve as intellectual hubs where students, faculty, and researchers access curated collections of information resources tailored to the institution’s academic programs. These libraries are integral to knowledge creation and dissemination, offering both print and digital materials, reference services, study spaces, and information literacy training. The core function of an academic library is to provide timely and equitable access to authoritative resources that align with curricular needs and research priorities. This includes monographs, academic journals, textbooks, theses, government publications, multimedia content, and electronic databases. With the advent of digital technology, academic libraries have evolved into hybrid environments—combining traditional collections with electronic systems such as institutional repositories, OPACs, and digital learning platforms (Noorriati, & Haron, (2018). These innovations have not only expanded the reach of library services but also enhanced the efficiency of information retrieval and user engagement.

At institutions like Joseph Sarwuan Tarka University, Makurdi, the academic library plays a pivotal role in supporting undergraduate education by ensuring that students have access to up-to-date, discipline-specific information. As Anandhalli, (2018) pointed out, academic

libraries also contribute to national development by fostering critical thinking, innovation, and scholarly communication. To remain relevant, academic libraries must continuously update their collections, adopt user-centered policies, invest in ICT infrastructure, and promote the effective use of retrieval tools. Ultimately, the academic library is more than a repository of books; it is a dynamic learning ecosystem that underpins institutional quality, promotes academic excellence, and prepares students for lifelong learning and professional success.

Theoretical Framework

The User-Centered Collection Development Theory, proposed by Peggy Johnson (2009), emphasizes that academic library collections should be shaped by the needs and behaviors of users—particularly students and faculty. It advocates for proactive, data-informed, and inclusive collection strategies that ensure resources are relevant, accessible, and aligned with curricular and institutional priorities. Tools such as surveys, usage data, and curriculum mapping are essential in maintaining a responsive and balanced collection.

In the context of Joseph Sarwuan Tarka University, Makurdi, this theory is applicable as it links effective information retrieval and utilization directly to how well the library's collections meet students' academic needs. If students perceive the collections as supportive of their learning and research, they are more likely to engage with them. Thus, the theory serves as a framework for evaluating how collection development policies influence the availability and usefulness of resources for undergraduate academic success.

Review of Related Empirical Studies

Tsedoo, Uganneya, and Faga (2024) examined how collection development policies (CDPs) influence effective service delivery in university libraries across Benue State. The study involved 172 professional and para-professional librarians from three university libraries, using a

census sampling method and a structured, reliable questionnaire ($\alpha = 0.82$). Data analysis included descriptive statistics and Chi-square tests. Findings confirmed the availability of CDPs and their significant positive impact on service delivery. However, constraints such as lack of skilled staff, insufficient funding, poor staff attitudes, and limited institutional support were identified. While the previous study focused on library staff and service efficiency, the present research targets undergraduate students at Joseph Sarwuan Tarka University, exploring how CDPs influence resource access, information retrieval, and academic use. Both studies use similar methodologies but differ in focus, with the current study addressing a gap by examining CDP effectiveness from the student perspective.

Emasealu (2021) investigated the impact of collection development policies on the utilization of information resources in academic libraries in Rivers State, Nigeria. The study employed a descriptive survey design and used a census sampling method to include all 42 professional librarians from three university libraries. Data were collected through a self-developed questionnaire and analyzed using mean and standard deviation. Results showed that collection development policies positively influence resource utilization, although several factors hinder their effectiveness. The study concluded that poorly written or absent policies lead to wasted funds, poor service delivery, and low resource usage. While both the previous and current studies adopt similar methodologies, the former focused on librarians' views across institutions, examining policy administration. In contrast, the present study targets 800 final-year undergraduate students at Joseph Sarwuan Tarka University, Makurdi, emphasizing how collection policies affect students' ability to access and use library resources. Thus, the current research fills a gap by exploring the student-centered academic impact of collection development policies, complementing earlier staff-focused findings.

Vehe, Uganneya, and Agoh (2024) examined how collection development policies are applied in developing information resources for effective service delivery in academic libraries in Nasarawa State. Using a descriptive survey design and a census of 121 librarians and library officers across seven academic libraries, data were collected through structured questionnaires and analyzed using descriptive statistics and chi-square tests. Findings indicated that while the application of collection development policies was high for printed resources, it was low for non-printed resources. Challenges such as globalization, inadequate funding, and lack of professional training were identified as key constraints. Although both the previous and current studies adopted similar methodologies and census approaches, the former emphasized institutional practices among staff, particularly in balancing print and non-print resource development. In contrast, the current study shifts focus to 800 undergraduate students at Joseph Sarwuan Tarka University, Makurdi, exploring how collection development policies influence their access to, awareness of, and use of library resources. The primary gap addressed by the present study lies in its user-focused analysis, offering insights into the academic implications of collection policies from the perspective of students—an area underrepresented in prior staff-centered research.

Ternenge, Tofi, and Jembe (2022) conducted a study on the application of information resource development strategies for acquisition in special libraries, using the Benue State University College of Health Science Library, Makurdi as a case. The study employed a descriptive survey design, targeting all 19 medical librarians in the library through census sampling. Data were gathered using structured questionnaires and analyzed with descriptive statistics. Findings revealed a diverse range of available resources—books, journals, multimedia, databases, and reference materials. Acquisition strategies included direct purchase, donations,

cooperative arrangements, and adherence to a written development policy. However, challenges such as lack of annual budget allocations, absence of clear priorities, and limited ICT skills among collection development librarians hindered effective implementation. While both the previous and present studies adopted similar methodologies and explored collection/resource development, the former focused on librarian-driven acquisition practices in a specialized medical library, while the current study investigates the influence of collection development policies on undergraduate students' access, awareness, and academic use of library resources at Joseph Sarwuan Tarka University, Makurdi. The primary gap addressed by the present study is its emphasis on the student experience, highlighting how collection policies shape users' ability to retrieve and utilize information—an aspect not covered in the librarian-focused research.

Osim and Ebaye (2022) explored the relationship between collection development variables and the use of library materials in academic libraries across South-South Nigeria. The study employed an ex-post facto design and involved a large population of 16,620 students, with 800 selected through stratified and purposive sampling. Data were gathered using a validated and reliable questionnaire (CDVULMALQ), and Pearson's Product Moment Correlation was used to test three hypotheses at the 0.05 significance level. The findings showed a significant relationship between collection development practices—specifically acquisition, weeding, and preservation—and the use of library materials. While both this and the present study investigate the influence of collection development on library usage, the former focused on specific collection management activities and their impact across multiple libraries using a sampled student population. In contrast, the present study, based at Joseph Sarwuan Tarka University, Makurdi, adopted a descriptive survey approach and targeted all final-year students to assess how collection development policies shape information retrieval and academic utilization. The

key gap addressed by the current research is its focus on user-centered outcomes—particularly students’ awareness, access, and effective use of resources—which were not the primary concern in the broader, management-oriented investigation conducted by Osim and Ebaye.

Research Methodology

This study employed a descriptive survey research design to examine the relevance of collection development policies on effective information retrieval and utilization of library resources among Undergraduate Students at Joseph Sarwua University, Makurdi. The descriptive survey approach was deemed appropriate, as it allows for systematic gathering of data regarding the perceptions, experiences, and usage behavior of students in a natural academic setting. The research focused on the entire population of 800 final-year Undergraduate Students in the 400 level across selected departments during the 2023/2024 academic session. Given the manageable size of the population, the study adopted a census method, enabling the inclusion of all eligible students in the investigation without the need for sampling. This ensured comprehensive data representation and enhanced the reliability of the study outcomes. Data were collected through a structured questionnaire specifically designed to elicit responses on students’ awareness of collection development policies, the accessibility and relevance of library materials, and the effectiveness of retrieval systems guided by these policies. Descriptive statistical tools such as frequency counts, means, and standard deviations were used in analyzing the responses.

Interpretation of mean scores was guided by real limits of numbers as follows: 3.50–4.00 (Very High), 2.50–3.49 (High), 1.50–2.49 (Low), and 1.00–1.49 (Very Low). This analytical framework provided a clear understanding of how relevant collection development policies support students’ ability to retrieve and apply academic resources effectively, and their broader implications for academic performance within the university context.

Results and Discussion

This section presents and interprets the findings of the study in relation to the research questions posed. Data were analyzed using descriptive statistics (mean and standard deviation) and organized under thematic headings that reflect each research question.

Question 1: To what extent do Collection Development Policies (CDPs) support information retrieval among undergraduate students of Joseph Sarwuan Tarka University, Makurdi?

Table 1: Mean and Standard Deviation of Respondents on the Extent to which Collection Development Policies Support Information Retrieval

S/N	Item Statement	VHE	HE	LE	VLE	$\bar{x}$	SD	Dec.
1	The library's collection policies ensure regular updates of academic resources.	248	332	142	78	2.94	0.85	HE
2	Collection development guidelines reflect current academic needs.	225	318	169	88	2.85	0.88	HE
3	Students can easily retrieve materials as a result of CDP implementation.	238	310	158	94	2.87	0.86	HE
4	CDPs consider departmental resource requirements.	230	295	170	105	2.81	0.89	HE
Cluster Mean:						2.87		

Key: $\bar{x}$ = Mean, SD = Standard Deviation, **VHE**= Very High Extent, **HE**= High Extent, **LE**= High Extent, **VLE** = Very High Extent,

The result from question 1 reveals that CDPs are perceived to significantly support information retrieval among undergraduate students, as indicated by a cluster mean of 2.87. The item with the highest mean score was “the library’s collection policies ensure regular updates of academic resources” ($\bar{x}$ = 2.94), while the lowest was “CDPs consider departmental resource requirements” ($\bar{x}$ = 2.81). These findings suggest that the policies in place are largely effective in guiding the acquisition and updating of relevant academic materials. However, there is a need for improved alignment of resource planning with departmental input. The findings align with

Emasealu (2021), who emphasized that well-documented policies improve resource relevance and user access. These results underscore the importance of robust and regularly reviewed collection policies that reflect academic priorities and user needs.

Question 2: How relevant are Collection Development Policies in facilitating information retrieval and utilization?

Table 2: Mean and Standard Deviation of Respondents on the Relevance of Collection Development Policies in Facilitating Information Retrieval and Utilization

S/N	Information Retrieval	SA	A	D	SD	$\bar{x}$	SD	Dec.
1	CDPs increase students' access to updated and relevant materials.	278	314	130	78	2.99	0.84	Agree
2	Well-developed policies improve the visibility and accessibility of resources.	250	295	165	90	2.86	0.89	Agree
	Information Utilization	SA	A	D	SD	$\bar{x}$	SD	Dec.
3	CDPs ensure the library acquires course-related materials.	290	328	115	67	3.05	0.82	Agree
4	Materials provided by CDPs support assignments and projects.	272	312	140	76	2.97	0.86	Agree
5	The relevance of acquired materials improves library utilization.	260	295	165	80	2.92	0.88	Agree
6	Students find CDP-driven resources beneficial for exams.	250	284	170	96	2.83	0.91	Agree
7	Students depend on CDP-acquired resources for academic success.	265	305	145	85	2.93	0.87	Agree
Cluster Mean: Retrieval – 2.93, Utilization – 2.92								

Findings from question 2 indicate that CDPs are viewed as highly relevant in both retrieving and utilizing academic information resources. For retrieval, students agreed that CDPs enhance access to relevant materials ($\bar{x} = 2.99$) and improve visibility and accessibility ($\bar{x} = 2.86$), with a cluster mean of 2.93. For utilization, students agreed that policies ensure the acquisition of course-related materials ($\bar{x} = 3.05$), support academic assignments ($\bar{x} = 2.97$), and

assist in exam preparation ($\bar{x} = 2.83$), resulting in a cluster mean of 2.92. These findings mirror those of Osim and Ebaye (2022), who reported a positive relationship between CDPs and the use of library materials. The results demonstrate that when resources align with academic curricula and assessment needs, their usage increases, thereby supporting academic performance.

Question 3: What challenges affect the effectiveness of Collection Development Policies in supporting information retrieval and utilization?

Table 3: Mean and Standard Deviation of Respondents on Challenges Affecting CDP Effectiveness

S/N	Item Statement	SA	A	D	SD	$\bar{x}$	SD	Dec.
1	Inadequate funding limits resource acquisition.	320	312	100	68	3.11	0.79	Agree
2	Slow policy review process affects material relevance.	298	295	120	87	2.99	0.84	Agree
3	Lack of departmental input in policy formulation.	285	278	140	97	2.93	0.88	Agree
4	Insufficient user feedback on resources acquired.	270	260	158	112	2.81	0.91	Agree
Cluster Mean:							2.96	

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, $\bar{x}$ = Mean, SD = Standard Deviation, Dec. = Decision

The findings from question 3 highlight several key challenges to the effectiveness of CDPs, with a cluster mean of 2.96. The most significant challenge reported was inadequate funding for resource acquisition ($\bar{x} = 3.11$), followed by the slow review process of policies ($\bar{x} = 2.99$), lack of departmental input ($\bar{x} = 2.93$), and insufficient user feedback ($\bar{x} = 2.81$). These issues limit the responsiveness of CDPs to evolving academic demands. This aligns with the findings of Vehe, Uganneya, and Agoh (2024), who reported that underfunding and poor staff involvement hindered effective implementation of CDPs. Addressing these challenges through inclusive planning, increased funding, and timely reviews is essential for maximizing policy effectiveness.

Recommendations

1. Increase funding allocations for resource acquisition to align with current academic needs.
2. Involve academic departments and student representatives in CDP reviews.
3. Create mechanisms for continuous feedback on resource relevance and utility.
4. Ensure frequent review and updating of collection policies to reflect evolving curricula.

Conclusion

The study concludes that while existing collection development policies at Joseph Sarwuan Tarka University, Makurdi support effective information retrieval and utilization, there is a need for targeted improvements. Strengthening the inclusiveness, responsiveness, and funding of these policies will maximize their impact on undergraduate learning and research productivity.

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