

ANALYSIS OF LIBRARY COLLECTION DEVELOPMENT PRACTICES AND THEIR IMPACT ON TEACHER EDUCATION IN COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

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Abstract

This study explores how library collection development is implemented and its effect on teacher training in Colleges of Education in Southwest Nigeria. The quantitative research design was adopted, and samples consisted of 300 participants (librarians and lecturers). A structured questionnaire was used to gather data and it was validated by experts to make sure that the content is relevant. The results indicated that there were gaps in fundamental practice: formal collection policies (M=2.19) and regular maintenance (M=2.63) were mostly poor. The descriptive analysis revealed that print materials are marginally sufficient (M=3.11), whereas electronic databases (M=2.13) and multimedia tools (M=2.02) are of absolutely insufficient quality. Major impediments were identified as systemic challenges based mainly on insufficient funding (M=4.05) and bad internet connectivity (M=3.91). These have a direct negative impact on the teacher training quality, especially in facilitating advanced research (M=3.02). The study summarizes in promotion of the formalization of collection policies as early as possible, investing more in the ICT infrastructure and digital tools and staff capacity building.

Keywords: Library collection development, teacher education, Colleges of Education, Southwest Nigeria, digital resources, pedagogical innovation.

Introduction

Libraries play a critical role in the education of the teacher offering resources that are essential to learning, teaching and research. They can be viewed as vibrant

centers of professional growth, as they can provide access to a variety of instructional resources and promote the cooperation of teachers. This is a versatile position which is essential in enhancing the instructional practices, fostering pedagogical creativity and sustaining lifelong learning. School and academic libraries instill the reading and literacy culture that lies at the core of teacher development and proficiency (Mtodana-Zide, 2024). They also help educators prepare well-informed lesson plans, deepen subject knowledge, and engage students effectively, especially in rural or under-resourced areas where alternative sources of information may be limited (Mtodana-Zide & Chimbi, 2025).

Collection development is a core part of library management and entails the planning, selecting, purchasing, assessing and maintaining library resources. Collection development also guarantees the accessibility of materials in libraries that are up-to-date, relevant, and responsive to the academic and professional requirements of the users. Within a teacher education setting, collection development has a very direct impact on access to textbooks, teaching guides, reference materials, and electronic databases and multimedia tools used to facilitate instructional delivery and teacher development (Ayodele Ajani, 2024). Well-implemented collection development practices also reflect user needs assessments, curriculum alignment, and continuous evaluation to keep pace with changing academic demands (Agbo Dr et al., 2022; Nwosu & Udo-Anyanwu, 2015).

The library collection development practice in Nigeria especially in most colleges of education has a number of systemic challenges. These are inadequate funding, inefficient materials, absence of electronic resources, inefficient ICT infrastructure and

inefficient staff potentials on managing digital resources (Okonoko et al., 2018). Many institutions lack comprehensive and current collection development policies, leading to irregular and uncoordinated acquisitions that often do not meet user needs (Baba & Omeluzor, 2021). Students and staff frequently struggle to access e-resources due to unstable internet connections, inadequate training in information retrieval, and limited awareness of available digital tools (Andrew & Ibraheem, 2022).

In Nigeria, teacher education has continued to be a foundation of the national development due to the key role played by teachers in the realization of quality education. It involves initial training of future teachers, as well as the further training of the already practicing teachers. The two aspects require the availability of sound and well-structured library materials that are abreast with learning and teaching pedagogy, subject content and learning technology (Adebayo & Oyelekan, 2021). The quality and accessibility of library collections in teacher education programs significantly influence learning outcomes, lesson preparation, research engagement, and overall teaching efficacy (Ogunlana & Ajayi, 2023).

Colleges of Education are one of the most important institutions in Nigeria which award the Nigerian Certificate in Education (NCE) and this should have effective academic libraries to aid in curriculum development and research. Although this is expected, a number of colleges especially in the public and the rural regions are faced with inadequately funded libraries, old collections and ineffective e-resources management (Okiki & Afolabi, 2021). The shift toward digital learning and blended teacher education programs has further exposed the inadequacies of many library systems in adapting to new demands (Baba & Omeluzor, 2021).

This study focuses on Southwest Nigeria, a region comprising Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti States. Despite being regarded as educationally progressive, many colleges in this region still reflect disparities in library development and collection management. By analyzing collection development practices in this specific zone, the research aims to identify how local conditions, institutional policies, and resource availability affect the role of libraries in teacher training. This study analyzes library collection development practices and evaluate their impact on teacher education in selected colleges of education in Southwest Nigeria. The aim is to uncover existing strengths and gaps in resource provision and suggest practical improvements that support sustainable, high-quality teacher education.

Problem Statement

Despite the recognition of the importance of libraries in teacher education, college libraries in Nigeria in this case face problems such as poor funding, outdated materials, and the acquisition policy is also outdated. These limitations have negative impacts on teaching, learning and teacher education. As much as the availability of resources has been studied, there is limited literature that identifies the direct impact of library collections especially in the changing digital environment on the effectiveness of teaching and student learning outcomes of teacher education programmes.

The process of the digitization of the library collections and its implementation creates a specific gap in research, particularly in terms of the viable methodologies and frameworks to use (Mao, 2024). Even though it has been demonstrated that digital resources are important (Bondar, 2023), there are no detailed strategies on how they

can be implemented in the current library systems in the colleges of education. Thus, the study will be devoted to the incorporation of digital resources, relevant technological and policy issues, and their overall effect on teacher education.

Research Questions

The following research questions has guided the study:

- I. What collection development policies are implemented in colleges of education libraries in Southwest Nigeria?
- II. What is the level of adequacy of the library resources available for teacher education in these institutions?
- III. What challenges are encountered in the acquisition and maintenance of library collections?
- IV. How do library collections impact on the training of teachers and development of teacher education in the colleges?

Literature Review

The Role of Library Collections in Teacher Education

Teacher education programs rely on library collections to reach their success objectives. They offer emerging teachers access to research on best teaching practices, pedagogical theory, subject matter and curriculum materials (Asselin, 2021; Crane et al., 2025). It has always been observed that the important role of a library collection in terms of resources and relevance is necessary in the development of information

literacy skills, critical thinking, and resource-based learning in students (Antasari, 2025). The library thus serves as a type of laboratory to the future teachers helping them to be exposed to the resources which they will one day take care of in their respective school libraries. The most common issue, however, is that the available resources are under-utilized, which is usually due to the scarcity of the human and material resources and the lack of pre-service teachers in knowledge regarding school library programmes and the work of teacher-librarians (Merga & Mat Roni, 2025). This points to the necessity of special interventions and collection development plan which is highly coordinated with the teacher education curriculum.

Collection Development Practices and Best Practices

Collection development is a dynamic process that ensures the library's resources meet the evolving needs of its users. Best practices emphasize the necessity of a formal, written Collection Development Policy (CDP), which serves as a guiding document for selection, acquisition, and de-selection (Gessesse, 2000). A CDP ensures consistency, facilitates budget allocation, and promotes a balanced collection across various academic programs.

In the modern academic environment, best practices also include cooperative collection development, where libraries collaborate to share resources, acquire expensive electronic materials, and manage access and preservation (Bentil, 2025; Hall et al., 2025).

Challenges Facing Academic Libraries in Nigeria

Academic libraries in Nigeria, including those in Colleges of Education, face systemic challenges that impede effective collection development. The most prominent issues include:

- **Inadequate Funding:** Libraries often receive insufficient budgetary allocations, making it difficult to acquire current and relevant materials, especially foreign publications and high-cost e-resource subscriptions (Abdussalam et al., 2021).
- **Infrastructure Deficiencies:** Unreliable power supply and poor internet connectivity hinder the implementation and utilization of Information and Communication Technologies (ICT) and virtual library systems (Nzilano, 2025).
- **Staffing and Training:** Limited computer literacy among some library staff and a lack of continuous professional development can affect the management of modern library collections and services (Bashiru & Ibrahim, 2024).

These challenges directly impact the library's ability to maintain an adequate and relevant collection, which in turn affects the quality of support provided to teacher education programs.

Review of related Studies

The role of resources provision and quality of education has always been identified as a key component of academic library collection development in Nigeria. The latest research highlights the importance of formal policy, the issues of online acquisition of resources, and the immediate reflection in pedagogical performance. First, a formal Collection Development Policy (CDP) is an element that has been found to

be important on several occasions. As (Adenike & Raliat, 2020) pointed out, insufficient funding and internal disruptions tend to undermine the collection development, and, more worryingly, in certain academic libraries, there are no policies that are written or none at all. This informal leadership has a direct effect on the organizational process of procurement of the resources required to underpin the specialized curriculum of Colleges of Education. What (Yakubu, 2023) also highlighted is that the issue of the lack of a CDP, as well as the lack of funds, causes duplication of titles and the inability to have an up-to-date collection, which cannot address the various needs of students and lecturers. Secondly, the transition to digital resources can be considered a serious challenge. Igbo et al. (2022) and (Muzamil Mushtaq and Ariba Tausif, 2020) studies centered on the challenges in electronic collection development among the libraries of Nigerian universities with references to high costs, low-quality internet connections, and insufficient professional staff as the key obstacles. This is more applicable to teacher education where pre-service teachers need to have access to up to date research and online learning tools to equip them to the contemporary classroom. The dependence on the traditional print source, according to (Eze & Aduba, 2022), indicates a systemic slackness to consider the 21st century information literacy in teacher training, an issue that begins in the Colleges of Education libraries.

The direct effect of the library resources on the development of education has been proved by other studies. According to (Esan and Akporhonor, 2021), the development of education in Nigeria requires a powerful collection development system as one of the fundamental components. Though the purpose of the Tertiary Education Trust Fund (TETFund) intervention is to enhance physical infrastructure and library

collections, it underlines the acknowledgment of the library as a component of the teaching-learning process nationwide (John Alabi et al., 2024; KWASHABAWA & MUSTAPHA, 2024). The present research is based on this base, as it specifically examines the practices and influence within the framework of the six chosen Colleges of Education in Southwest Nigeria, which helps to fill the gap between the literature of academic libraries in general and the requirements of the teacher education curriculum in particular.

Methodology

The study focused on Colleges of Education in the Southwest Geo-political Zone of Nigeria, which comprises six states: Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti. The population for the study consisted of librarians and lecturers in public Colleges of Education within the south west region of Nigeria.

A multi-stage sampling technique was adopted for the selection of the sample.

Purposive Sampling was used to select six (6) Colleges of Education based on ownership structure and geographical spread within the zone. The selected institutions were:

Table 1

Selected Colleges of Education

Ownership Type	College of Education	State
Federal	Federal College of Education (Technical) Akoka	Lagos
Federal	Federal College of Education (Special) Oyo	Oyo
Federal	Federal College of Education Iwo	Osun

Ownership Type	College of Education	State
Federal	Federal College of Education Abeokuta	Ogun
State	Sikiru Adetona College of Education, Science and Technology Omo-Ajose	Ogun
State	Osun State College of Education Ila-Orangun	Osun

Random sampling techniques were used in selecting participants (Librarians and Lecturers) from the selected Colleges of Education. This ensured that every member of the target population within the selected colleges had an equal chance of being included in the study, thereby enhancing the generalizability of the findings to the six institutions.

A quantitative approach was used with the development of a structured questionnaires which was administered to librarians to assess their perceptions of library resources.

Quantitative data from surveys was analyzed using SPSS statistical tool. Specifically, the quantitative data was analyzed using descriptive statistics (frequency counts and percentages, mean and standard deviation).

Results

This section presents the findings of the study, organized according to the four research questions. Descriptive statistics, including frequency counts, percentages, means (M), and standard deviations (SD), were used to analyze the data collected from the respondents (N=300).

Research Question 1: What collection development policies are implemented in colleges of education libraries in South-west Nigeria?

The findings, summarized in Table 2, indicate that most formal policy aspects are considered inadequate.

Table 2: *Descriptive Statistics for Collection Development Policies (N=300)*

Collection Development Practice	Mean (M)	Standard Deviation (SD)	Frequency (Adequate/Very Adequate)	Percentage (Adequate/Very Adequate)	Adequacy Status
Formal Collection Development Policy	2.19	0.85	48	16.00%	Inadequate
Inclusion of Digital Resources in Acquisition	3.03	0.92	95	31.67%	Borderline Adequate
User Needs Assessment Before Acquisition	3.62	0.78	183	61.00%	Adequate
Regular Weeding/Maintenance of Collections	2.63	0.81	70	23.33%	Inadequate

The outcomes indicate that Formal Collection Development Policy (M=2.19, SD=0.85) and Regular Weeding/Maintenance of Collections (M=2.63, SD=0.81) had low ratings as inadequate. Only 16.00 percent of the respondents rated the formal policy as sufficient or very sufficient. On the other hand, the practice User Needs Assessment Before Acquisition had the highest mean score (M=3.62, SD=0.78) which means that it is the best implemented practice as 61.00% of respondents rated the practice as adequate or very adequate. Inclusion of Digital Resources in Acquisition was found to be

borderline adequate ($M=3.03$, $SD=0.92$). The responses on the Formal Policy item are presented in a pie chart in Figure 1 in visual form where inadequate ratings are very high.

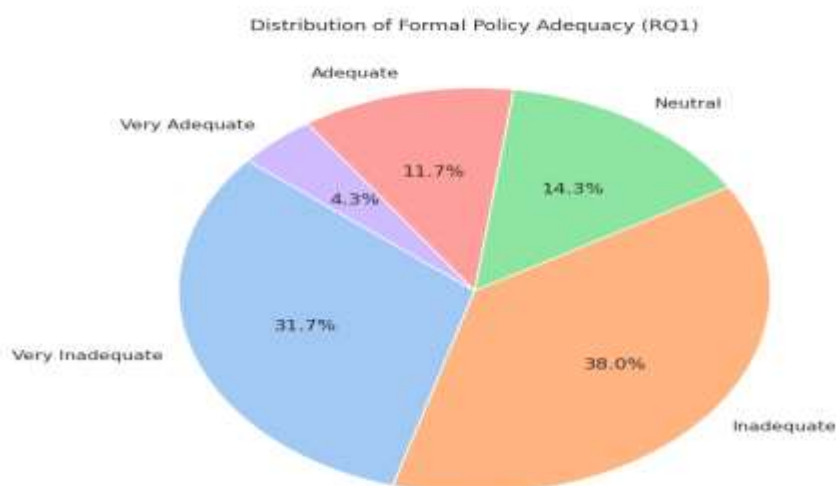


Figure 1: Distribution of Formal Policy Adequacy (RQ1)

From the result, it can be seen that libraries lack formal written policies and regular maintenance, leading to uncoordinated acquisitions and obsolete collections despite active user needs assessments.

Research Question 2: What is the level of adequacy of the library resources available for teacher education in these institutions? ?

This examined the perceived adequacy and relevance of various library resources for teacher education. The findings, presented in Table 3, reveal a significant disparity between the adequacy of print and electronic resources.

Table 3: Descriptive Statistics for Adequacy of Library Resources ($N=300$)

Library Resource Type	Mean (M)	Standard Deviation (SD)	Frequency (Adequate/Very Adequate)	Percentage (Adequate/Very Adequate)	Adequacy Status
Textbooks and Print Materials	3.11	0.99	127	42.33%	Borderline Adequate
Electronic Databases	2.13	1.02	28	9.33%	Inadequate
Journals and Periodicals	2.55	1.02	54	18.00%	Inadequate
Multimedia/Audio-Visual Tools	2.02	1.03	25	8.33%	Inadequate

The only category of resource that responded with adequate scores was that of Textbooks and Print Materials (M=3.11, SD=0.99), where 42.33% of the respondents responded that it was adequate. Contrastingly, all the digital and specialized resources were rated as poor. Multimedia/Audio-Visual Tools (M=2.02, SD=1.03) and Electronic Databases (M=2.13, SD=1.02) were seen as the least competent in providing the necessary level as less than 10 percent of the respondents rated them as adequate or very adequate. This implies that there is a major abyss in the delivery of current, digital materials that are important in the modern teacher training.

Figure 2 shows the mean scores of the adequacy of library resources in a radar chart where it is evident that the strengths and weaknesses of the various types of resources are relative.

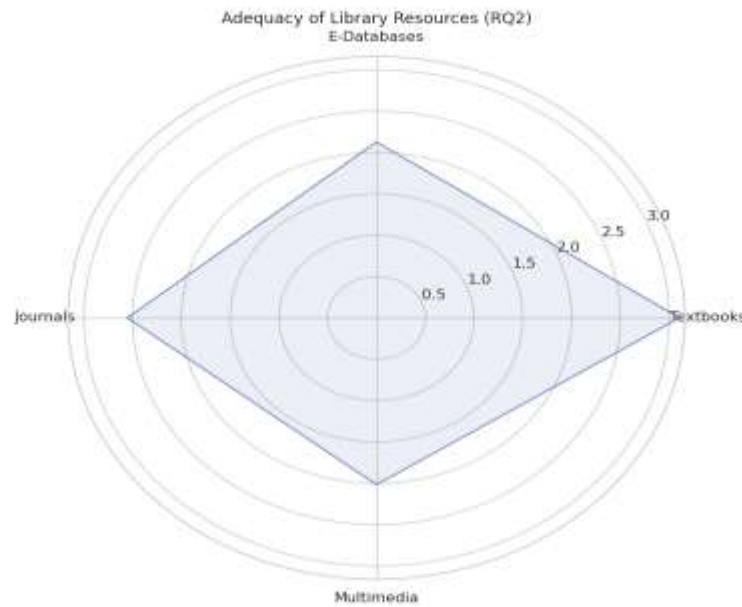


Figure 2: Adequacy of Library Resources (RQ2)

This result shows that a critical imbalance exists as libraries rely on print materials while modern electronic databases and multimedia tools remain severely inadequate.

Research Question 3: What challenges are encountered in the acquisition and maintenance of library collections?

The results, shown in Table 4, indicate a high level of agreement among respondents regarding the severity of several systemic challenges.

Table 4

Descriptive Statistics for Challenges Encountered (N=300)

Challenge Factor	Mean (M)	Standard Deviation (SD)	Frequency (Agree/Strongly Agree)	Percentage (Agree/Strongly Agree)	Agreement Status
Inadequate Funding	4.05	0.92	245	81.67%	High Agreement

Challenge Factor	Mean (M)	Standard Deviation (SD)	Frequency (Agree/Strongly Agree)	Percentage (Agree/Strongly Agree)	Agreement Status
Poor Internet Connectivity	3.91	1.00	209	69.67%	High Agreement
Lack of Trained Staff for Digital Resources	3.03	1.03	118	39.33%	Moderate Agreement
Obsolete Materials in the Collection	3.75	1.01	198	66.00%	High Agreement

The greatest challenge found was Inadequate Funding (M=4.05, SD=0.92), where 81.67% of the respondents agreed or strongly agreed that it is one of the biggest barriers. And next was Poor Internet Connectivity (M=3.91, SD=1.00) and having Obsolete Materials in the Collection (M=3.75, SD=1.01). The Lack of Trained Staff in Digital Resources was considered a moderate challenge (M=3.03, SD=1.03) which implies that this problem is less widespread than the financial and infrastructural.

The entire distribution of responses to the challenges in terms of agreement and disagreement are graphically represented in figure 3 in the form of a stacked bar chart that shows the ratio of agreement and disagreement of each factor.

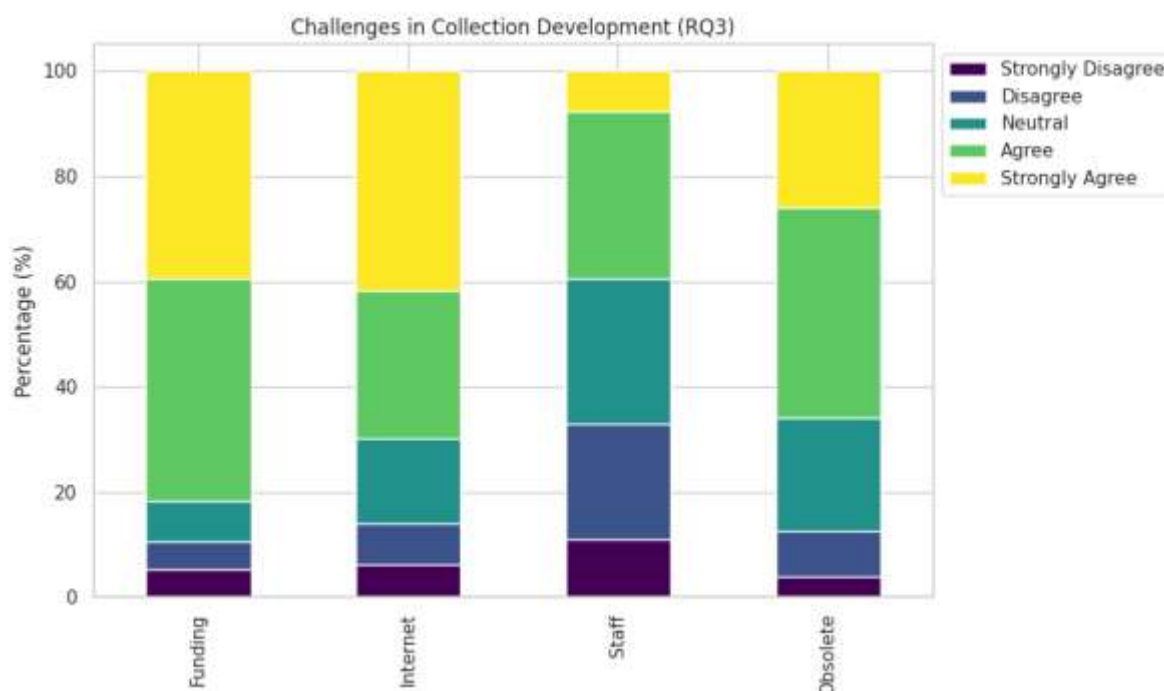


Figure 3: Distribution of Responses for Challenges in Collection Development (RQ3)

Inadequate funding and poor internet connectivity are the primary systemic obstacles as observed from the result, severely hindering the acquisition and utilization of digital resources.

Research Question 4: How do library collections impact the training and professional development of teacher education students?

The results, detailed in Table 4.4, indicate that the collections have a generally positive, though varying, impact.

Table 5: Descriptive Statistics on Impact on Teacher Training (N=300)

Impact Area	Mean (M)	Standard Deviation (SD)	Frequency (High/Very High Impact)	Percentage (High/Very High Impact)	Impact Status
Enhancement of Subject Knowledge	3.46	0.99	157	52.33%	High Impact
Improvement in Lesson Planning	3.52	1.00	171	57.00%	High Impact
Support for Research Engagement	3.02	1.02	102	34.00%	Moderate Impact
Development of Pedagogical Skills	3.42	0.99	150	50.00%	High Impact

The perceived impact was the greatest on the Improvement in Lesson Planning (M=3.52, SD=1.00) with 57.00% of the participants giving the rating on the impact as high and very high. This was closely preceded by the Enhancement of Subject Knowledge (M=3.46, SD=0.99) followed by the Development of Pedagogical Skills (M=3.42, SD=0.99). The lowest average score was obtained in Support for Research Engagement (M=3.02, SD=1.02) which was rated as a moderate impact, implying that although collections are beneficial to applied teaching skills, they have a lower impact to advanced research.

Figure 4 depicts the mean scores that demonstrate the perceived impact of the library collections in a horizontal bar chart, which enables a clear comparison of the extent of impact of the various areas.

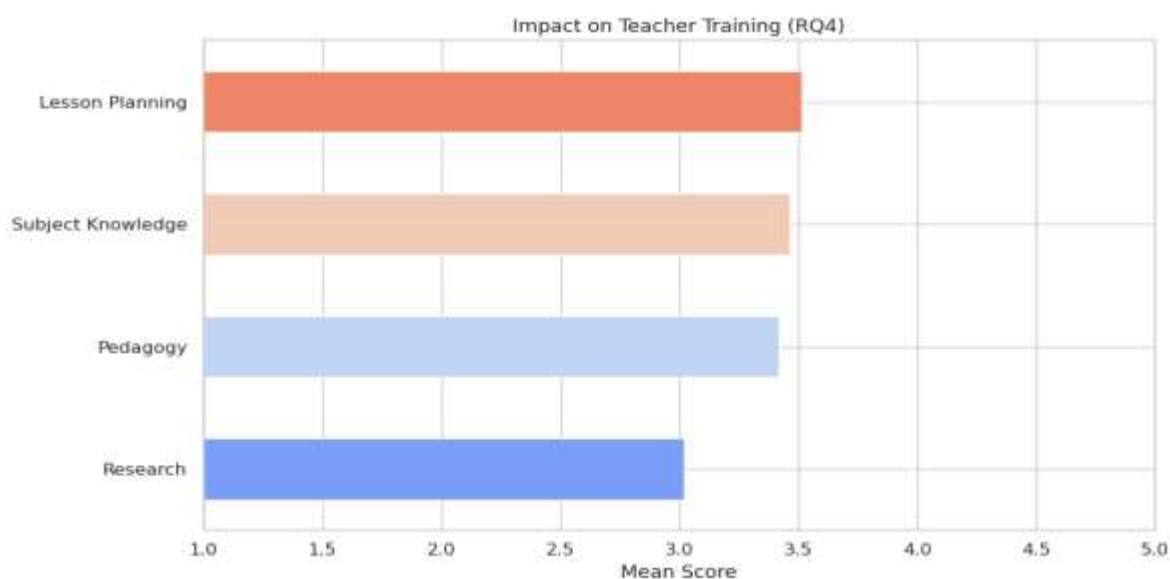


Figure 4: Mean Scores for Impact on Teacher Training (RQ4)

From the result, it can be concluded that collections positively impact practical teaching skills like lesson planning, but inadequate digital resources significantly limit students' engagement in advanced research.

Recommendations

Based on the findings of this study, the following recommendations are proposed in order to make library collections more effective in Colleges of Education in Southwest Nigeria:

1. Polarize and Implement Collection Development Policy (CDP): The college management and library administration should place the emphasis on the elaboration and officialization of a detailed, written CDP. This policy should contain definitive principles of the selection, acquisition (with emphasis on the digital resources) and,

above all, a compulsory schedule that is going to help weeding the obsolete resources on a regular basis to keep the collection up to date and topical.

2. Funding of Digital Resources: The government and institutional management should contribute considerably to the budgetary allocation to the college libraries, that is, ring-fencing a large portion to subscribing to electronic databases, e-journals and multimedia resources.

3. Upgrade ICT Infrastructure and Connection: There is an urgent need to upgrade the internet and connectivity and enable the power supply in the college libraries. The investment in digital resources will be ineffective without having a reliable infrastructure. Institutions ought to consider other power options as well as special high-speed internet connections in the library.

4. Require Professional Development and Information Literacy Training: Continuous professional development programs should be made obligatory to the staff of libraries with the emphasis made on the promotion, maintenance, and administration of the digital resources.

Conclusion

This paper comes up with the conclusion that the practices in library collection development in Colleges of Education in Southwest Nigeria are seen as characterized by deficiency of formal policy, inadequate collection maintenance practices, and a severe shortage of digital resources. The libraries are finding it hard to meet the challenge of modern teacher education and this is mainly because of the harsh systemic issues, the major ones being low level of funding and poor ICT infrastructure. On the one hand, the collections have a positive effect on the practical capabilities of future educators

(planning lessons and knowledge of the subject), but on the other hand, the skill of engaging in further research is imperfectly supported due to the low supply of electronic resources. Meanwhile, in order to achieve teacher education quality in the region, there is need to use an immediate and strategic intercession to modernize library collections and structures.

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