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**ASSESSMENT OF SELECTION AND ACQUISITION TECHNIQUES OF COLLEGE OF
EDUCATION LIBRARIES: A CASE STUDY OF COLLEGE OF EDUCATION ZUBA
LIBRARY, FCT ABUJA**

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ABSTRACT

This study was carried out to identify the assessment of selection and acquisition processes of book and other materials in College of Education Zuba Library. The research method used is survey method. The population of the study is staffs of the College of Education Zuba Library which the number twenty-eight (28) and there is no sampling since the population is manageable. Questionnaire was used to elicit data from twenty-eight (28) respondents. The data was analyzed using table, frequency and simple percentages. The following findings emerged from analysis of the data: lecturers select majority of the materials; also that the book selection and acquisition processes in College of Education Zuba Library faces a lot of problems; and non-book materials are not often acquired. Consequent on these findings, the following recommendations were made: that the various stakeholders should be involved in book selection and acquisition and non-book materials should be given topic priority.

KEY WORDS: Book processing, materials, Selection, Acquisition, Zuba, Abuja and College of Education

INTRODUCTION

Education, in normal circumstances is one of the top priorities of developing countries. In recognition of the importance of teacher training to education, the federal government embarked on the establishment of comprehensive teacher training institutions nationwide to produce trained teachers for post primary schools during the economic boom of 1970s.

Earlier attempt made to get qualified teacher during the colonial regime include setting up of commissions on higher education such as Elliot commission of 1945, and Eric Ashby commission of 1959. It was in 1962, that UNESCO in conjunction with federal and regional government created five advanced teacher training colleges with a view to produce. Well – trained non-graduate teachers for the junior forms of secondary school Fafunwa (1974; 2018).

The college of education set up is one of the tripods of tertiary education in Nigeria and it has the major function of preparing teachers who may be presented the minimum teaching qualification of Nigerian certificates of education (NCE). This certificate and qualification qualifies one to impart knowledge in junior secondary schools and technical colleges in Nigeria and it takes 3 years to graduate. those teachers' institutions have been officially referred to as advanced teachers' colleges and had been affiliated to different universities in Nigeria. They had been later converted into colleges of education in the supervision of one umbrella frame referred to as the national commission for colleges of education (NCCE) set up in 1989. There are one hundred and fifty-four (154) colleges of education in Nigeria, categorized according to their possession; as a result, comprises 21 federal, 50 state, 1 military and eighty-two (82) private colleges of education. The state colleges of education are created and funded through their respective state governments (NCCE, 2020).

Therefore, in 1996, the administrator of the federal capital territory Abuja, under the leadership of the Minister of FCT set up a Committee with members drawn from the division of education FCDA to work out modalities for the creation of a college of education. The advice submitted by the committee gave room for formation of the FCT college of education and was temporarily sited at the former Teachers college Zuba.

The college was created to provide quality teacher instruction geared in the direction of meeting the existing problems bedeviling the Nigerian educational system specifically in the aspect of

training teachers within the science and Nigerian Languages to train in the basic foundational schools. The college at the same time raises different personnel of administration and academic were fetched from Secondary schools within FCT to start as the pioneer instructors and administrative workers of the college.

The college was nevertheless, shut down in May 2000, because of the need for restructuring and reorganization with a purpose to achieve effectiveness in academics' administration. Subsequently, in April 2001 it was revitalized with more advanced manpower and physical infrastructural resources had been fixed in the college environment.

The college offer several courses leading to the award of Nigeria Certificate in Education, Certificate, Diploma and Affiliated Degree (FCT College of Education Zuba, 2020).

Indeed, for the college to achieve its objective of learning, teaching and research, library was established. The functions of this library are to:

- i. Provide information materials required for the academic programme of the college.
- ii. Provide research information materials required for the academic programs.
- iii. Disseminate the existing and new information.
- iv. Provide protection and security for such materials.
- v. Provide resources and research support for students and faculty (Rubin, 2017).

For the college, to library to be able to perform these functions well, the college librarian must have balance collection (taking care of every department). Research serves a dominant part in the academic effort of student, scholars and faculty at universities, polytechnics and colleges libraries (also referred to as academic libraries) are often considered the most essential resource of an institution of higher education. For the reason that students and faculty at universities and colleges may desire to carry out research within and imaginable academic discipline, the collections of academic libraries typically replicate enormous variety of interests and formats. Academic libraries vary in scope from the modest colleges to the gigantic collections which existed at research universities (Tenopir et al., 2014). To have a balance collection in colleges of education library, there must be selection.

Selection according to Yu, et al., (2013) is a term usually used in specific sense to mean evaluating and choosing materials to add to stock. Oliver and Prosser (2017) in their paper, “Choosing academic librarianship: An examination of characteristics and selection criteria”, considers selection as a direct responsibility of collection development. And additionally as the decision making procedure involved with enforcing collection development plan. He also said that standards and technique for the identity and selection of library resources must be seen differently from the collection development plan.

Lee, et al., (2012) described the term selection as “the procedure of determining which materials to acquire for library collection”. Selection implies choice, choice dictated by limited book vote (fund), inadequate storage facility, lack of space and other problems. In academic library content, there has to be choice made from universe of materials those items that can support academic programs of research, teaching and learning at post –graduate and undergraduate levels now as well as in the future.

Acquisition according to Akinola, (2019) is the process by which the library physically procures (Through buying, gifts or exchange). Acquisition is the procurement of library materials either by purchase, gifts and exchange or legal deposit into the library. Acquisition concerns all the processes involved in building up the collection of a library. It involves selection, ordering, purchase, soliciting for gifts or exchanges. The principles of acquisition are similar to that of selection except in terms of coverage. Acquisition is a laid down principle stating what, who, how and where materials can be acquired for the library.

Rubin, (2017) also sees acquisition as the process of acquiring information resources into a library for use such as books, journals, CD-ROMS etc. which can be done through Varieties of ways such as purchase, gifts, exchange and legal deposit.

Statement of the problem

Libraries generally are charged with the responsibility of providing services. For effective provision of services, Libraries need to select and acquire relevant and adequate materials to meet users’ information needs.

Unfortunately, college libraries are fond of facing inadequate book collection. This might be attributed to lack of adequate selection criteria/tools to acquire relevant and adequate information materials which collaborate with what;

Corrall and Roberts, (2015) noted, that poor state of our libraries, especially as it concerns book and other research materials are attributed to poor selector.

This study therefore intends to finds out the selection criteria/tools and acquisition methods use in college of education Zuba to develop its collection.

Objective of the Study

The overall objective of this study is to carryout evaluative study of selection and acquisition processes of books and other materials in college of education, Zuba library. The specific objectives are to:

1. Find out the selection criteria used in college of education library.
2. Identify the personnel that is/are involved in book selection in college library.
3. Classify the type of information materials acquire in the college of education library.
4. Determine the methods of books acquisition in college of education library.
5. Ascertain the problems militating effective book selection and acquisition in the college of education library.

Significance of the Study

Selection and acquisition is an aspect of collection development. It is expected that this study will help library management to be aware of subtle problems in the books selection and acquisition process and perhaps proffer adequate solution to such problems.

It is also hoped that this research will add to the literature of librarianship in the area of selection and acquisition of materials for academic library.

If the findings and recommendations of this study are put to use, it will make available more current and relevant information materials to users of the library

LITERATURE REVIEW

Introduction

This section critically reviewed views and relevant research on evaluative processes of selection and acquisition of books and other materials:

Horava and Levine-Clark (2016) opined that selection is the decision-making issue of collection development. The choice to order is trying to create a properly-balanced collection protecting most subject in the same way, while, at some stage hard monetary periods, it's going to simply be feasible to attend to a few clients' requests. Horava and Levine-Clark (2016) notes that the library management need to also make sure that no race, nationality, career, trade, faith, school of idea, or local patron is neglected at some point of selection. the collection is put together in line with the coverage, and client's needs should equally be taken into consideration.

Collection assessment is done periodically to examine the collection's validity with regards to the library's goals. in line with Okogwu and Ozioko (2018), collection evaluation is carried out to ascertain the scope, intensity and usability of the collection, test the effectiveness, the application and realistic applicability of the written collection improvement policy, examine the collection's adequacy and as a result spotlight its inadequacies and strategize to discover areas wherein weeding is needed. Jan and Ganiae (2019), opine that collection evaluation is important to determine occasionally, how properly the selection policy is operating worn-out. It suggests whether or not the provisions of the policy in terms of the forms of resources to be obtained are carried out or never.

Okogwu and Ekere (2018) observed that change has currently turn out to be a completely famous concept in library and information centres as a requirement for a well-organized and stable collection. Ngulube (2017) noted that collection development consists of the whole thing that is going into selecting, acquiring resources, ordering and price, it is a series of activities that consists of planning, management and regulation. collection improvement serves as a basis, upon which different library activities are made. collection development strategy might guarantee that all information resources secured are important to the clients of the library; thus making sure that the resources obtained are efficiently used. Sisimwo, et al. (2016). studies have revealed that collection

development guidelines in any library ought to be reviewed after 5 years, due to the fact things and individuals do change.

Horava and Levine-Clark (2016) states that collection development policy is an in print declaration of selection rules and standards, with tips on the intensity of subject coverage, and particulars which include language, geography, and term, a collection development guideline establishes basic regulations for making plans, budgeting, choosing, and obtaining library resources. these record offer a framework for coordinated collection development application all through the academic libraries. similarly, those rules assist the library serve the academic environment. Akinola (2019) discovered that they help bibliographers in making no longer simplest recurring choices, however additionally approval plan profiles and present reputation decisions. With not unusual terminology and collecting criterias, bibliographers can do with more consistency closer to cleared objectives, the usual procedures to be taken into consideration consist of selection, scope of collection, and substitute of misplaced though valuable resources and outdate or out of use a resources (Patel, 2016).

Horava and Levine-Clark (2016) not that acquisition policy spell outs the standards which guide the development of a satisfactory Library collection that meets the information requirements of a dynamic academic environment. The guiding principle will make sure that the quality of the purchase of information materials is maintained by consistency in selection and de-selection techniques and a technique of constant assessment. Horava and Levine-Clark (2016) further observed that acquisition is the implementation of selection choices: ordering, receipt, and price. those ought to be achieved in line with a technique this is guided by the collection development policy. to properly distinguish ends from means, take a look at values in addition to abilities, the size and significance of Readers services should be acknowledged. that is best determinable by using a written collection development procedures declaration or record.

The library is anticipated to developed its collection to satisfy the information needs of its diverse customers. Horava and Levine-Clark (2016) pointed out the significance of collection development as an essential component of library activity that promotes libraries. consequently, academic libraries need to be alive with their obligation through supplying up-to-day resources able to assist learning. teaching and research. and additionally for community services. Collection development is the means by which library services may be measured by the patrons. Horava and

Levine-Clark (2016) further described collection development as a deliberate, constant and price effective acquisition of excellent and related resources to fulfill the desires of the patrons and goals of the Academic libraries.

The library allows that information resources are too numerous and that each information resources has its user, and every regulation desires resources. Selections aren't made on the idea of any expected approval or disapproval however completely at the name with regards to developing the collection and serving client's needs. Collection development is one vital feature of the library which includes the practices of selection and acquiring learning resources into the library. Selection is the manner deciding on library resources to meet the consumer's desires. Information resources selection is the art decide on materials to be obtained from a listing of information resources in each library of any college. There must be a particular policy with reference to selection of information resources which specifies the kind and variety of material to be decided on and purchased and replicate the goals of the parents' organization. Acquisition may be described as the procedure of procuring library resources to meet the desires of users, and its activities. It's a way through which books and non-books resources are brought to the library (Daniel, Esposito and Schonfeld, 2019).

Academic libraries gather their resources through gift, direct acquisition and exchange. Selection and acquisition of library resources rely upon the type of library due to the fact every library is concerned about serving basically its patrons which may be homogenous or heterogenous (Plockey, Appiah and Ofori, 2019). Kwon and Nam (2018) recognized the channels or techniques of acquisition of library resources as buy, present and change, legal deposit, professional institutions. Daniel, et al., 2019 recognized six techniques of acquiring information resources into the library, which consist of: purchase, alternate, present, donation, bequest and legal deposit.

Weeding logically comes out from collection assessment. Its advantages to the library had been summarized by Yusuf (2016), as "formation of space, boom in circulation turnover and better accessibility of useful resources". Patel (2016) concurs that weeding improves access to usable resources because it frees shelving area from unused information resources. In spite of its advantages, many librarians are reluctant to weed their collections for motives presented in Gregory (2019), as librarian's penchant for remarkable set of gross records of holdings, insufficient time, and the rigour of systematic weeding. Yusuf (2016) has empirically ascertained the

limitations to actual weeding in Nigerian Academic libraries as insufficient finance, excessive charge of importation of imported books and shortage of indigenous tertiary books.

Okogwu and Ozioko (2018) states that the trouble of selection and acquisition consist of absence of written complete collection development policy, absence of a collection development unit, low faculty involvement in selection, insufficient e-book votes, abnormal weeding and bad team of workers group. moreover, monetary mismanagement through the academic managers and library managers pose severe issues in maintaining sufficient collection. therefore, the library is handicapped in terms of enhancing both the collection and workforce strength (Horava and Levine-Clark, 2016).

Usman, Sambo and Busari, (2017) indicated that. in Nigeria. the primary challenges of acquisition are related to the circumstances that many library information resources are produced out of the Nigerian State. The procurement of imported books and different information resources always exposes Nigerian libraries to forex issues.

Okogwu and Ozioko (2018) recognized some different fundamental challenges of collection development in Nigerian libraries a number of which consist of: underdeveloped information resources publishing industries. censorship, inadequate funding, absence of collection development policy, unavailability of bibliographies, authority's monetary measures. Tucker and Sinha (2017) concludes that improved mutual relationships among the information resources publishing industry and libraries are important for each of them. Gwynn, Henry and Craft (2019) states that distinguished bookseller and importer, discusses the issues of providing books to libraries. because of this fact majority of libraries decided to rely upon local vendors to develop their information resources publishing collections

Summary of the Literature Review

This section reviewed various literatures available on the topic under discussion in their entire ramification. Many works have been done on acquisition of library materials and also in book selection. This chapter discussed the criteria for book selection, personnel involved in books selection, types of other materials acquired, and methods of acquisition. It also earmarks problems of book selection and acquisition. Exposition was carried out on the evaluative processes of

selection and acquisition of books and other materials. This exposition is to emphasize on selection, which is being considered as high profile professional duty.

RESEARCH METHODOLOGY

This section constitutes the procedure adopted for the study, the research method used, population of the study, sample and sampling techniques, research instrument, procedure for data collection, and data analysis.

Social survey method is being used in this study. Aina, (2002) asserted that social survey research consists of a methodical and compressive gathering of information about the views, approaches, emotional state, views and behavior of people. The choice of this method arose from the fact that this research topic demands opinions of people to the problem in view. And in that, this method offers a comparatively little cost linked with collecting the data; one can likewise get the outcomes in a fairly short time.

The population of this study is twenty-eight (28). This population constitutes the staffs of the College of Education Zuba Library. According to Terhorst, Kamm, and Song (2017) state that; “population is a group of individuals, subjects or objects with common characteristic that is identified as the target of the study or research.

There is no need for sampling, because the population (28) is manageable. According Terhorst, Kamm, and Song (2017) and Li, et al., (2017). it is only when a population is in many hundreds, one need a sample size of 20% but if a population is in some slight thousands, one need a sample size of 10% and for a population of several thousands, one need a sample size of 5% or less.

The instruments used for data collection in this study were questionnaire as opined by Ngulube (2017) “essentially try to find the opinion of those in a sample or a population on matters directly associated to the purposes of the study”. The choice of the instrument was because most of the respondents are literate, and can respond to the questions on their own. The questionnaire was formulated based on the research questions, and also in conformity with the objectives of the study.

A letter of introduction was taken to the college for permission to conduct the study. The research administered and collected instrument of data through personal effort. In situation where

respondents could not provide answer on the spot, the researcher had to go and come back to collect the questionnaire. Interview was also used to help confirm what the respondents filled in the questionnaire.

The data collected from the respondents were analyzed using frequency and simple percentage. In other word, the data generated from the questionnaire and interview were been analyzed using descriptive statistics.

RESULTS AND DISCUSSION

This section is concerns with analysis and discussion of the data collected in consistent with the research question in order to provide answer to the question. Data collected using the tool identified in chapter three were analyzed using tables, frequency and simple percentages. Findings were offered and discoursed with the intention to making and drawing conclusions from the study.

Table I: Return rate

NUMEBR OF QUESTIONNAIR ADMINISTERED	NUMBER OF QUESTIONNAIRE COMPLETE AND RETRIEVED	PERCENTAGE
28	28	100

The return rate is high because the researcher administered the questionnaire personally.

Criteria for Book Selection

What are the criteria for book selection in this library?

Table II: Criteria for book selection

OPTION	RESPONSE	FREQUENCY	PERCENTAGE
Authors reputation	Yes	20	71.4
	No	0	0
	No response	8	28.6
Audience	Yes	19	67.9
	No	8	28.6
	No response	1	3.6
Relevance	Yes	28	100

	No	0	0
	No respond	-	-
Accuracy	Yes	20	71.4
	No	7	25
	No respond	1	3.6
Currency & recency	Yes	28	100
	No	0	0
	No response	-	-
Scope & depth of coverage	Yes	18	64.3
	No	10	35.7
	No response	-	-
Style of writing	Yes	18	64.3
	No	7	25
	No response	2	7.1
Format	Yes	28	100
	No	0	0
	No response	-	-
Reputation of publishers	Yes	14	50
	No	10	35.7
	No response	4	14.3

From the table above, one can see that (20)71.4% of the respondents sees Authors reputation as one of the criteria for book selection while (8)28.6% of the respondents were indecisive.

Though, (19)67.9% of the respondents see Audience as one of the criteria for book selection, (8)28.6% of the respondents see it as not being one of the criteria for book selection while (1)3.6% of the respondents were indecisive.

In addition, (28)100% of the respondents say Relevance is being one of the criteria considered for book selection in C.O.E Zuba library.

Subsequently, (20)71.4% of the respondents see Accuracy as one of the criteria for book selection, (7)25% of the respondents see it as not while (1)3.6% of the respondents were indecisive.

More so, (28)100% of the respondents see Currency and Recency as being one of the criteria considered for book selection in C.O.E Zuba library.

In the other hand, (18)64.2% of the respondents see Scope and Depth of coverage as one of the criteria for book selection while (10)35.7% of the respondents see it as not being one of the criteria.

However, (18)64.2% of the respondents say Style of writing is one of the criteria for book selection, (7)25% of the respondents see it as not being one the criteria and (2)7.1% of the respondents did not responded.

Interestingly, (28)100% of the respondents see Format as being one of the criteria considered for book selection in C.O.E Zuba library.

On the other hand, (14)50% of the respondents see Reputation of publishers as one of the criteria, (10)35.7% of the respondents see it as not being one of the criteria for book selection while (4)14.3% of the respondents did not respond.

Personnel Involve in Selection and Acquisition

Who are responsible for selection and acquisition of books and other materials in this library?

Table III: personnel involve in selection and acquisition of books

OPTION	RESPONSE	FREQUENCY	PERCENTAGE
Acquisition librarian	Yes	4	14.3
	No	22	78.5
	No response	2	7.1
College librarian	Yes	12	42.8
	No	15	53.5
	No response	1	14.7
Lecturers	Yes	20	71.4
	No	6	21.4
	No response	2	7.1
Provost	Yes	0	0
	No	23	82.1
	No response	5	17.9
Mixture of A,B & C	Yes	15	53.5
	No	10	35.7
	No response	3	10.7

From the table above, it is being discovered that (4) 14.3% of the respondents agreed that acquisition librarian is involve in selection and acquisition of books, (22) 78.5% of the respondents say no while (2) 7.1% of the respondents did not give responded.

In case of the librarian selection (12) 42.8% of the respondents say College librarian is involving in selection acquisition of books, (15) 53.5% of the respondents say that is not while (1)14.7% of the respondents were indecisive.

More so, (20) 71.4% of the respondents agreed that Lecturers are involve in selection and acquisition of books process, (6) 21.4% of the respondents say that not all are involve while (2)7.1% of the respondents did not responded.

However, (23) 82.1% of the respondents say is not while (5) 17.9% of the respondents were indecisive.

In the other hand (15) 53.5% of the respondents agreed that Mixture A, B & C are involving in selection and acquisition of books process, (10) 35.7% of the respondents say they are not while (3)10.7% of the respondents did not responded.

Types of Materials Acquired

What are the types of materials acquired in this library?

Table IV: Types of materials acquired

OPTION	FREQUENCY	PERCENTAGE
Text book	10	35.7
Reference book	8	28.6
Journals / Magazine	4	14.3
Non-book materials	6	21.4
Total	28	100

From the table above, one can see that (10) 35.7% of the respondents went for Textbooks, (8) 28.6% of the respondents went for Reference books, and (4) 14.3% went for Journals/ Magazine while (6) 21.4% of the respondents went for Non-book materials. The majority went for Textbook.

Method(s) of Acquisition

What are the method(s) of acquisition of materials in this library?

Table V: Method(s) of acquisition

OPTION	FREQUENCY	PERCENTAGE
Purchase	20	71.4
Gift/Exchange	5	17.9
Legal deposit	3	10.7
Any other one	-	-
Total	28	100

From the table above, one can see that (20)71.4% of the respondents went for Purchase, (5)17.9% went for Gift/Exchange and (3)10.7% went for Legal deposit while nil went for any other one. The majority went for purchase.

Problems of Selection and Acquisition of Books

What are the problems militating against books selection and acquisition in this library?

Table VI: Problems of selection and acquisition of books

OPTION	RESPONSE	FREQUENCY	PERCENTAGE
Lack of adequate fund	Yes	28	100
	No	0	0
	No response	-	-
Lack of qualities selector(s)	Yes	28	100
	No	0	0
	No response	-	-
Assigning priorities	Yes	23	82.1
	No	5	17.9
	No response	-	-
Favoritism	Yes	20	71.4
	No	5	17.9
	No response	3	10.7
Pressure on selector	Yes	13	46.4
	No	11	39.3
	No response	4	14.3
Non-availability of materials	Yes	24	85.7
	No	4	14.3
	No response	-	-

From the table above, one will notice that (28)100% of the respondents see Lack of adequate fund as a problem of book selection and acquisition.

Furthermore, (28)100% say Lack of quality selector(s) is a problem of book selection and acquisition.

In addition, (23)83.1% of the respondents say Assigning priority is a problem of book selection and acquisition while (5)17.9% of the respondents see it as not being problem.

Subsequently, favoritism is a problem in which (20)71.4% of the staff who respond agreed to and (5)17.9% of the staff who respond disagreed while (3)10.7% of the respondents were indecisive.

Pressure on selector(s) is another problem in which (13)46.4% of the respondents agreed to and (11)39.3% of the staff who respond disagreed to while (4)14.3% of the respondents were indecisive.

Likewise, (24)85.7% say Non-availability of materials is a problem of book selection and acquisition while (4)14.3% of the respondents see it as not being a problem.

Summary of the Major Findings

In the course of the study, it was being discovered that;

Acquisition and college librarian of college of education Zuba library mostly do not part take in selection and acquisition process of books and other materials;

It pointed out that there are multiple problems with book selection and acquisition process of College of Education Zuba library;

It also shows that most of the criteria for selection are being considered appropriately for books selection in the College of Education Zuba library;

The study also pointed out that purchase is the most common method for book acquisition in College of Education Zuba library;

And that Textbooks are the types of materials mostly acquired in College of Education Zuba library.

Discussion of the Findings

The findings show that not all stake holders part take in selection and acquisition process, and this they say affects the development of the library, judgmental and is affect by human factor, this is line with (Plockey, et al., 2019).

It was also found that the factors that enable the selection and acquisition process of materials of best quality are being followed and observed by College of Education Zuba library.

The findings also show that purchase is the best method for materials acquisition in College of Education Zuba library. This purchase is the most common way of acquiring library materials (Ngulube 2017).

The findings also included the multiple problems that College of Education Zuba library is faced with. Though all these problems cannot be avoided it can surely be reduced to the minimum level with the best practices being employed.

The quality of any library relies on the value of materials and services that library offers. The quality of materials depends on how good the selection and acquisition process is. So, it can be added that the success of library or otherwise depend on how successful the selection and acquisition process is; that is why the study pointed out that selection and acquisition should be seen as very important function of the library. Which is why Tucker and Sinha (2017) said that if the initial selection is well done, the collection can adequately meet library's objectives.

Summary

The study was taken to survey the evaluation processes of selection and acquisition of book and other materials in academic institutions collections. The case study of College of Education Zuba Library was taken to serve the purpose and in the course of the study, many related works were reviewed. The criteria, personnel, types of materials, method(s) of acquisition and problems militating against effective selection and acquisition in College of Education Zuba library, were identified and discussed.

Findings, recommendations and conclusion were reached based on the testing of the research question. The relevance of the work was also highlighted.

Conclusion

It is pertinent to correlate the objectives of the research to its findings. And thus, it is being concluded that; the lecturers select majorities of the materials, while the college librarian acquired them.

All criteria for book selection are considered and followed in selection of library materials in College of Education library.

Purchase method is the most common way of book acquisition for College of Education Zuba library.

In trying to identify the problems of book selection and acquisition in College of Education Zuba library, multiple problems were being identified as deterrent to the successful book selection and acquisition processes.

It is worthy to say that textbooks are the types of materials mostly acquired in College of Education Zuba library.

Recommendations

Based on the results of the study, the researcher was able to come up with the following recommendations;

That the College of Education Zuba library administrator(s) should make effort to involve the various stakeholders in book selection and acquisition and ensure their participation.

That problems associated with book selection and acquisition in College of Education Zuba library are at large man-made rather than natural and therefore should be avoided as much as possible.

That the decision making process of material acquisition should be seen as a very important one.

That the selection and acquisition of book materials should be seen as a very important and being given topic priority too in the library.

That a new team of selector(s) should be form based on representation, qualification, experience and merit.

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