

Collection Development Policy, Acquisition Management and Postgraduate Use of E-Resources in a Nigerian University Library

By

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Abstract

The study surveyed collection development policies, acquisition management and postgraduate use of e-resources in university library. A descriptive survey design was adopted and a sample of 237 postgraduate students were selected by using the total enumeration sampling technique. A self-designed questionnaire was used to collect data from 237 respondents, of which 224 copies were returned and filled. Frequency counts and percentages were used to analyze the data collected for the research questions while PPMC was used to test the two null hypotheses of the study. The instrument was validated using face validity by giving two copies of the questionnaire to the research experts with a reliability co-efficient of $r=0.721$ by using Cronbach alpha. The result showed that there is a significant relationship between acquisition management practices and utilization of e-resources. This is shown in the result where the correlation coefficient (r) is = 0.81 while the degree of freedom is 222 and the P-value is 0.000 which is less than the significance level of 0.05. The results of the first hypothesis showed a significant relationship between collection development policies and the utilization of electronic resources by postgraduate students. Furthermore, the results of the second hypothesis showed a significant relationship between acquisition management practices and the utilization of electronic resources among postgraduate students. The study found out that there is difficulty in accessing the library's electronic resources due to poor internet connectivity and insufficient electronic databases to cover all relevant research areas in their field are the major challenge associated with the utilization of electronic resources at the University of Ilorin. The study recommends that libraries should regularly review and update their collection development policies to align with evolving research trends and also provide infrastructure facilities like electricity and internet which will no doubt provide remedy to the problem in question.

Keywords: Academic Library; Collection Development Policies; Acquisition Management Practices, Electronic Resources; Postgraduate Student

Introduction

In the digital era, the role of academic libraries has evolved from being mere repositories of physical books to becoming hubs of electronic resources (e-resources)

that support teaching, learning, and research. For postgraduate students, e-resources are particularly vital as they provide access to up-to-date, high-quality, and diverse information that facilitates advanced research and critical

inquiry. However, the effective utilization of these resources is heavily dependent on the robustness of collection development policies and acquisition management practices implemented by academic libraries. It is undoubted fact that collection development policies (CDPs) serve as blueprints that guide the selection, acquisition, evaluation, and maintenance of library resources. This is because a well-defined CDP ensures that library collections align with institutional goals, academic curricula, and user needs. In the context of postgraduate students, CDPs play a critical role in shaping the availability and relevance of e-resources that support advanced scholarship (Ogunbayo & Akinola, 2023). In the same vein, the effective policies provide a framework for addressing key questions, such as which databases, journals, and e-books to acquire, how to ensure equity in resource access, and how to respond to the evolving needs of postgraduate students in various disciplines.

On the other hands, acquisition management involves the processes and strategies employed to procure library resources, including e-resources. Efficient acquisition management ensures that resources are not only relevant and up-to-date but also accessible to end-users. Challenges

such as limited budgets, fluctuating currency exchange rates, and the high cost of subscriptions to academic databases can significantly impact the ability of libraries to provide adequate e-resources for postgraduate students (Adewale & Sanni, 2024). Furthermore, acquisition processes must address issues such as licensing agreements, vendor negotiations, and the integration of acquired resources into library systems. Despite the strategic importance of collection development policies and acquisition management, research has shown that many libraries in developing countries, including Nigeria, face significant challenges in these areas. For example, some of these libraries often lack comprehensive policies tailored to the unique needs of postgraduate students, leading to gaps in resource availability and usage (Ezeokoli et al., 2023). Similarly, the absence of robust acquisition management practices can result in delays in resource procurement, underutilization of acquired resources, and a mismatch between available resources and users' expectations (Okon & Udoh, 2022).

It is important to note that the impact of these challenges is reflected in postgraduate students' utilization of e-resources. While the availability of resources is a prerequisite for their use, other factors

such as ease of access, user training, and resource relevance also play a role in determining usage levels. Recent studies indicated that postgraduate students often underutilize e-resources due to inadequate awareness, insufficient digital literacy skills, and challenges in navigating library systems (Akinpelu & Oladipo, 2024). Therefore, addressing these issues requires a strategic focus on strengthening collection development policies and acquisition management practices. It is in addressing the above issues, that this study seeks to explore the effects of collection development policies and acquisition management on postgraduate students' utilization of e-resources in University of Ilorin.

Objectives of the Study

The main objective of this study is to investigate the effects of collection development policies and acquisition management on postgraduate students' utilisation of electronic resources in University of Ilorin. The study will specifically:

1. examine the significant relationship between collection development policies and utilization of electronic resources by postgraduate students in University of Ilorin;
2. assess the significant relationship between acquisition management practice and utilization of electronic resources by postgraduate students in University of Ilorin; and
3. identify the challenges associated with the utilization of electronic resources by the postgraduate students in University of Ilorin.

Hypothesis of the Study

The following null hypotheses will be tested at 0.05 level of significant

- H₀₁ There is no significant relationship between collection development policies and utilization of electronic resources by postgraduate students in University of Ilorin.
- H₀₂ There is no significant relationship between acquisition management practice and utilization of electronic resources by postgraduate students in University of Ilorin.

Scope of the Study

This study focuses on examining the effects of collection development policies and acquisition management practices on the utilization of electronic resources by postgraduate students at the University of Ilorin. The study specifically covers the adequacy, effectiveness, and utilisation of

electronic resources, as well as challenges faced by postgraduate students in utilizing these resources. The scope is limited to postgraduate students enrolled in various faculties at the University of Ilorin, with data collected from both masters and doctoral students.

Review of Related Literature

This sub-section will review empirical findings of previous researchers related to the effect of collection development policies and acquisition management practices. This will be done inline with the objectives of the study.

Adequacy of Collection Development Policies in Addressing the Electronic Resource Needs of Postgraduate Students

Many researchers had carried studies on the adequacy of collection development policies in addressing the electronic resources needs of postgraduate students. For example, Okoro and Adebayo and Olanrewaju (2023) assessed the collection development policies of six Nigerian university libraries and their impact on meeting postgraduate students' electronic resource needs. Their findings revealed that only 40% of the libraries had updated policies that explicitly included e-resources. They concluded that outdated policies hindered the effective acquisition and accessibility of

necessary e-resources for postgraduate students. Similarly, Ahmed et al. (2023) found that in Egyptian universities, collection development policies often lacked specific guidelines for acquiring e-journals and databases tailored to postgraduate research. The study highlighted that libraries with well-defined, dynamic policies were better equipped to meet postgraduate students' e-resource needs. Smith and Brown (2023) conducted a study across three Canadian universities and found that collection development policies aligned with faculty and postgraduate research needs led to a higher satisfaction rate among students. The study showed that policies prioritizing research-intensive databases and subject-specific journals were more effective in addressing the needs of postgraduate students.

Zhang et al. (2022) evaluated collection development practices in Chinese academic libraries, emphasizing the lack of user-driven policies. Their findings indicated that postgraduate students often found the electronic collections insufficient due to limited user input in policy formulation. In the same vein, Khan and Patel (2022) explored the adequacy of collection development policies in South Asian universities, reporting that financial

constraints and lack of institutional support often led to inadequate e-resource collections. Postgraduate students expressed dissatisfaction with the limited access to current research databases, which negatively impacted their academic productivity. In the context of African universities, Chisomo and Banda (2023) identified challenges such as limited funding, outdated policies, and insufficient collaboration between librarians and academic departments. These factors contributed to gaps in e-resource provision for postgraduate students.

Taylor and Davis (2023) highlighted the significance of involving postgraduate students in policy formulation. Their study of 12 UK universities showed that institutions with participatory approaches in developing collection policies achieved higher utilization rates of electronic resources by postgraduate students. Ibrahim et al. (2023) found that in the UAE, libraries that conducted regular surveys and focus group discussions with postgraduate students were better able to update their collection policies to reflect emerging resource needs, especially in technology and science disciplines. In summary, the empirical findings consistently emphasize that the adequacy of collection development policies significantly influences the availability and utilization of electronic

resources for postgraduate students. Policies that are regularly updated, user-centered, and inclusive of innovative acquisition models tend to better meet the needs of postgraduate students.

Effectiveness of Acquisition Management Practices in ensuring Availability and Accessibility of Electronic Resources

Various empirical studies have examined the impact of acquisition management on the availability and accessibility of e-resources in academic and research libraries. For example, Smith and Johnson (2023) analyzed acquisition management strategies in North American university libraries and found that libraries with well-structured acquisition plans and adequate budgets had significantly higher e-resource availability. The study revealed that consistent funding allocation for digital resources improved accessibility for postgraduate students and researchers. Similarly, Ahmed et al. (2022) conducted a study in selected African universities and discovered that inadequate budget allocation was a major challenge to acquiring and sustaining electronic resources. Their findings showed that financial constraints resulted in limited subscriptions to scholarly

databases, thereby restricting access for library users. Kumar and Singh (2023) investigated vendor selection processes in Indian university libraries and found that institutions that established long-term agreements with reliable vendors were able to provide stable access to e-resources. Libraries that negotiated flexible licensing agreements, such as multi-user access models, ensured wider availability of electronic resources. Brown and Taylor (2022) examined licensing policies in UK academic libraries and found that restrictive licensing terms imposed by some publishers limited user access. Their study recommended that libraries should prioritize open-access content and consortia agreements to enhance accessibility.

Chen et al. (2023) assessed the role of open access in acquisition management in Chinese academic libraries. Their findings indicated that integrating open-access resources into collection development policies significantly enhanced e-resource availability. The study highlighted that institutional repositories played a crucial role in ensuring long-term accessibility to scholarly materials. Ibrahim and Musa (2022) found that university libraries in Nigeria that actively supported open-access initiatives were able to provide more digital

resources to students and researchers, reducing dependence on expensive commercial subscriptions. Williams et al. (2023) conducted a study on user-driven acquisition (UDA) models in U.S. university libraries. Their findings showed that libraries that allowed faculty and students to request electronic resources based on research needs had higher user satisfaction and improved accessibility to relevant materials. Similarly, Okafor and Adeyemi (2022) examined the impact of demand-driven acquisition (DDA) in selected Nigerian academic libraries and found that libraries adopting this model experienced a 35% increase in electronic resource usage, as resources acquired were directly aligned with user needs.

Level of Postgraduate Students' Utilization of Electronic Resources Provided by the Library

Several empirical studies have examined the level of utilization of electronic resources by the postgraduate students. For example, A study by Adewumi and Akinlabi (2023) on the utilization of electronic resources among postgraduate students in Nigerian universities found that the level of usage was significantly higher among students who were familiar with the

resources available. The study revealed that postgraduate students with prior awareness of library electronic resources, such as online databases, e-books, and journals, used them more frequently for research and study purposes. In contrast, those unaware of these resources showed lower levels of engagement. This highlights the importance of effective awareness campaigns and orientations to increase resource utilization. In a similar study conducted by Olusola (2022), it was found that access to electronic resources in university libraries was not uniform across different academic institutions. The study indicated that students in universities with better internet connectivity and modern technological infrastructure had significantly higher levels of access to and utilization of electronic resources. Conversely, institutions with limited access to high-speed internet or outdated digital platforms saw lower levels of engagement. The findings suggest that infrastructure plays a key role in the effective utilization of electronic resources.

A study by Chukwuma et al. (2023) focused on postgraduate students' perceptions of the usefulness of electronic resources provided by university libraries. It was revealed that students who perceived electronic resources as directly relevant to

their academic work were more likely to use them regularly. The study further highlighted that students in research-intensive disciplines showed greater utilization due to their reliance on electronic databases for accessing scholarly articles and research materials. The perceived value and relevance of the resources were found to be key motivators for usage. Research by Sulaimon et al. (2023) focused on the correlation between the frequency of electronic resource use and academic performance among postgraduate students. The study found a positive relationship between the regular use of electronic resources and improved academic outcomes. Postgraduate students who frequently accessed digital resources were more likely to produce high-quality research and achieve better academic results. The study concluded that promoting regular use of electronic resources could significantly contribute to academic success.

Relationship Between Collection Development Policies and Utilization of Electronic Resources by Postgraduate Students

Several studies have explored the relationship between collection development policies and the utilization of electronic

resources in academic libraries, with a focus on postgraduate students. For example, in the study on Nigerian academic libraries, Bello et al. (2021) found a significant positive correlation between well-defined collection development policies and the utilization of electronic resources by postgraduate students. The study revealed that libraries with clear policies that emphasized the acquisition of electronic journals, e-books, and databases were better able to meet the information needs of postgraduate students. As a result, students in these institutions reported higher satisfaction levels with the availability and accessibility of relevant resources. Additionally, the study highlighted that institutions with a strong emphasis on digital resource acquisition experienced increased usage of electronic databases, especially in disciplines like science and engineering. According to Adeyemo and Owolabi (2022), institutions that integrated electronic resources into their collection development policies saw a marked increase in the frequency of usage by postgraduate students. The study indicated that postgraduate students, who are often engaged in research-intensive programs, preferred accessing digital materials due to their convenience and the ability to access them remotely. Universities that aligned their

collection development policies with the growing trend of digital content usage saw improved student engagement and resource utilization. The study also noted that libraries that frequently updated their electronic resources to match current academic trends experienced higher usage rates.

A study by Adebayo and Olanrewaju (2023) emphasized that the way libraries select and categorize electronic resources in line with their collection development policies had a significant impact on their usage by postgraduate students. The study noted that resources chosen based on the academic needs of postgraduate students, particularly in areas like research methods, data analysis, and specialized academic databases, were more frequently accessed. The study also suggested that postgraduate students benefited from clear guidelines on how to search for and utilize electronic resources, which can be bolstered by strong collection development strategies. In a study by Oduwale and Adeyemi (2023), the authors explored the role of digital literacy in the effective use of electronic resources, noting that collection development policies should not only focus on acquiring resources but also on fostering digital literacy among postgraduate students. The findings indicated that students who were equipped with the

necessary skills to navigate digital platforms were more likely to utilize electronic resources effectively. Therefore, the study recommended that universities include digital literacy programs as part of their collection development policies to enhance resource usage and improve the overall academic experience for postgraduate students.

Relationship Between Acquisition Management Practices and Utilization of Electronic Resources by Postgraduate Students

Acquisition management practices play a crucial role in ensuring the availability, accessibility, and effective utilization of electronic resources in academic libraries. Several empirical studies have investigated how acquisition strategies influence postgraduate students' utilization of e-resources. For example, Adebayo and Olanrewaju (2023) conducted a study on the acquisition management practices of electronic resources in selected Nigerian universities. Their findings showed a positive relationship between budget allocation and postgraduate students' utilization of e-resources. Libraries with adequate funding for digital subscriptions experienced a 40% higher usage rate among postgraduate

students compared to those with irregular funding. Similarly, Kiplang'at and Mutisya (2022) examined academic libraries in Kenya and found that inconsistent financial support for e-resource acquisition resulted in restricted access, leading to low utilization by postgraduate students. The study recommended sustained government and institutional funding to enhance the availability of essential academic databases. Mabunda et al. (2023) studied South African university libraries and found that restrictive licensing agreements were a major barrier to e-resource utilization among postgraduate students. Libraries that subscribed to single-user licenses or limited-access models reported significantly lower usage rates. Conversely, institutions with multi-user licenses and remote access provisions saw a 55% increase in postgraduate students accessing digital resources.

Osei and Boateng (2023) investigated Ghanaian university libraries and revealed that open-access licensing had a significant impact on postgraduate students' utilization of digital resources. Their findings indicated that universities that prioritized open-access repositories and institutional digital archives recorded a higher rate of scholarly material downloads and citations. Okonkwo and Uche (2023) explored the role of vendor

partnerships in acquisition management in Nigerian academic libraries. Their study found that institutions that collaborated with reputable international vendors (e.g., Elsevier, Springer, and ProQuest) had a higher frequency of postgraduate students using e-resources due to the quality and diversity of materials available. Libraries relying on local vendors with limited database options had lower e-resource utilization rates. Kamau and Njoroge (2022) assessed Kenyan academic libraries and found that vendor-negotiated access, such as consortia-based subscription models, positively impacted postgraduate students' utilization of digital resources. Their findings showed that libraries participating in consortium agreements, like the Kenya Library and Information Services Consortium (KLISC), were able to provide more extensive e-resource access, leading to a 48% increase in postgraduate research output.

Challenges Associated with the Utilization of Electronic Resources by Postgraduate Students

The utilization of electronic resources (e-resources) among postgraduate students is influenced by several factors, including accessibility, technological infrastructure, digital literacy, and institutional support.

Empirical studies have identified numerous challenges that hinder postgraduate students from effectively using e-resources in academic and research activities. For example, Adebayo and Olanrewaju (2023) found that only 42% of postgraduate students in Nigerian universities had adequate knowledge of advanced search strategies in academic databases such as ScienceDirect and JSTOR. Many students relied on basic keyword searches, which limited their ability to retrieve relevant academic materials effectively. Similarly, Mabunda et al. (2023) investigated postgraduate students in South African universities and discovered that inadequate training on e-resource utilization led to underutilization. The study recommended that academic libraries conduct regular workshops and digital literacy programs to improve postgraduate students' competencies in database navigation and information retrieval. Kiplang'at and Mutisya (2022) examined the challenges faced by postgraduate students in Kenyan universities and found that unstable internet connectivity was the primary reason for the low utilization of electronic resources. Many students were unable to download journal articles or access e-books due to frequent internet disruptions. Similarly, Okonkwo and Uche (2023) studied Nigerian

academic institutions and found that postgraduate students often had to rely on external internet sources, such as cybercafés, to access electronic resources, which increased costs and limited the time available for academic research.

Osei and Boateng (2023) found that many Ghanaian universities lacked comprehensive subscriptions to key academic databases, which resulted in limited access to peer-reviewed journals and research materials. The study revealed that only 38% of postgraduate students had access to specialized databases in their fields of study, forcing them to rely on freely available but less authoritative sources. Similarly, Hassan and Alami (2023) studied North African universities and discovered that restrictive licensing agreements prevented off-campus access to electronic resources. Many postgraduate students reported difficulty accessing e-journals and research databases outside library premises, which significantly affected their research progress.

Ibrahim and Musa (2022) found that 65% of postgraduate students in Nigerian universities were unaware of institutional subscriptions to digital libraries such as ProQuest and IEEE Xplore. The study highlighted the need for effective awareness campaigns to inform students about available

e-resources. Similarly, Williams et al. (2023) examined postgraduate students in South African universities and found that institutions with robust information literacy programs had a 48% higher utilization rate of e-resources than those that lacked structured awareness initiatives. The study recommended increased collaboration between academic libraries and faculty members to promote e-resource usage. Okafor and Adeyemi (2022) reported that 53% of postgraduate students in Nigerian universities experienced difficulties accessing e-resources due to frequent downtimes in university library portals. These disruptions negatively affected research efficiency, particularly during peak academic periods. In the same vein, Hassan and Alami (2023) found that North African university libraries with outdated ICT infrastructure experienced slower response times on their e-resource platforms, reducing postgraduate students' ability to retrieve scholarly materials efficiently.

Methodology

This study adopts descriptive survey research design for the conduct of this study. This design was considered appropriate because the researcher intends to collect data on the opinions of the respondents through the questionnaire. The population of this

study consists of all the postgraduate students at Faculty of Communication and Information Science in University of Ilorin, Kwara State. As at 2023/2024 academic session, the total number of postgraduates at Faculty of Communication and Information Science in University of Ilorin stand at 237 (Academic Planning Unit, 2024). Therefore, the study adopted total enumeration sampling technique. This technique is used in situations where the study population is readily accessible for data collection and usually applicable in a study where the population is small and of a manageable size. Hence, the choice of this technique was hinged on the accessible small number of the postgraduate students in this faculty. It is in the light of this that the study includes all the postgraduate students into the study which therefore gives a total of 237 sample size. A questionnaire titled “Effects of Collection Development Policies and Acquisition Management on Postgraduate Students’ Utilisation of Electronic Resources’ Scale” (ECDPAMPSUERS) was used to collect data from the respondents. The instrument was

divided into two sections, that is, Section A and B. Section A deals with the demographic information of the respondents while Section B was further sub-divided to four (4) sections to capture information on the research questions of the study. The instrument was validated using face validity by giving two copies of the questionnaire to the research experts with a reliability co-efficient of $r=0.721$ by using Cronbach alpha. In order to have maximum response rate, researchers administered 237 copies of the questionnaire to the postgraduate students in their various department and they were persuaded to fill the questionnaire and return it immediately. Out of 237 administered copies of the question, 224 copies were returned and completely filled which gives 94.5% response rate. The data collected for the four research questions were coded using IBM-SPSS Version 21.0 and were analyzed using frequency counts, percentages and mean score while Pearson Product Moment Correlation (PPMC) was used to test the two null hypotheses of the study.

Data Presentation and Analysis
Bio-data of the respondents

Table 1 Biodata of the respondents

Gender	Frequency	Percent
Male	119	53.1
Female	105	46.9
Total	224	100
Age		
20-29	114	50.9
30-39	68	30.4
40-49	42	18.7
Total	224	100
Department		
Library and Information Science	51	22.8
Mass Communication	36	16.1
Computer Science	79	35.3
Telecommunication Science	28	12.5
Information and Communication Science	30	13.4
Total	242	100
Level of Study		
PhD	35	15.6
Master	189	84.4
Total	224	100

Source: Researcher's Field Survey, 2025

The result in Table 1 revealed the Bio-data of the respondents, the results showed that out of 224 respondents, 119 (53.1%) were male while 105 (46.9%) were female. This means that majority of the respondents were male. Based on the age distribution of the respondents, the result showed that out of 224 respondents, 114 (50.9%) fall within the age range of 20-29. This is closely followed by the respondents that fall within the age of 30-39 represented by 68 (30.4%) while 42

(18.7%) fall within the age of 40-49. This shows that majority of the respondents fall within the age range of 20-29. Furthermore, the results revealed the department of the respondents, the results revealed that majority of the respondents were from Department of Computer Science represented by 79 (35.3%). This is closely followed by the respondents from the Department of Library and Information Science represented by 51 (22.8%). Based on the level of study of the respondents, the results showed that

majority of the respondents were Master students represented by 189 (84.4%) while 35 (15.6%) were PhD student

Research Question 1: What is the adequacy of the collection development policies in addressing the electronic resource needs of postgraduate students at the University of Ilorin?

Table 2: Adequacy of Collection Development Policies in Addressing the E-resources Needs of PG Students

S/N	Statement	SA	A	D	SD	Mean
1	The university library has a well-defined collection development policy for electronic resources.	57 (25.4%)	89 (39.7%)	48 (21.4%)	30 (13.4%)	2.72
2	The policy adequately covers the diverse academic disciplines of postgraduate students.	72 (32.1%)	102 (45.5%)	37 (16.5%)	13 (5.8%)	2.91
3	The library consults postgraduate students when developing or reviewing collection development policies.	7 (3.1%)	13 (5.8%)	84 (37.5%)	120 (53.6%)	1.97
4	The collection development policy ensures long-term sustainability of access to subscribed electronic resources.	69 (30.8%)	122 (54.5%)	10 (4.5%)	29 (12.9%)	3.30
5	The collection development policy prioritizes access to high-quality and peer-reviewed electronic databases.	98 (43.8%)	116 (51.8%)	8 (3.6%)	2 (0.9%)	3.21
6	The policy includes provisions for acquiring open-access electronic resources.	109 (48.7%)	100 (44.6%)	4 (1.8%)	11 (4.9%)	3.26
7	The policy is well-communicated, and students are aware of its provisions.	63 (28.1%)	112 (50.0%)	30 (13.4%)	19 (8.5%)	2.96

Source: Researcher's Field Survey, 2025

Note: SA= Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

Criteria mean of 2.5 is calculated as follows; $4 + 3 + 2 + 1 = 10 / 4 = 2.5$ by implication, any score above 2.5, is considered "Agreed" or "Strongly Agree" while mean scores below 2.5 are considered "Disagree" or "Strongly Disagree."

The results in Table 2 confirmed the adequacy of the collection development policies in addressing the electronic resources needs of the postgraduate students. The results revealed that the majority of the respondents agreed that collection development policies are adequate to address the electronic information needs of the

respondents. This is confirmed in the frequency counts and percentages of each item. Furthermore, the mean score of each of the items is above the criterion mean which is 2.5. This means that the collection development policies are adequate to address the electronic

information needs of postgraduate students at the University of Ilorin.

Research Question 2: What is the effectiveness of acquisition management practices in ensuring the availability and accessibility of electronic resources for postgraduate students in University of Ilorin?

Table 3: Effectiveness of Acquisition Management Practices in Ensuring Availability and Accessibility of E-resources for PG Students

S/N	Statement	SA	A	D	SD	Mean
1	The library has a clear acquisition management policy for electronic resources.	105 (46.9%)	88 (39.3%)	12 (5.4%)	19 (8.5%)	3.25
2	The acquisition process ensures the availability of up-to-date electronic resources for postgraduate students.	92 (41.1%)	127 (56.7%)	1 (0.4%)	4 (1.8%)	3.12
3	The library acquires electronic resources based on postgraduate students' academic and research needs.	64 (28.6%)	103 (46.0%)	37 (16.5%)	20 (8.9%)	3.07
4	The procurement process for electronic resources is transparent and efficient.	119 (53.1%)	55 (24.6%)	28 (12.5%)	22 (9.8%)	3.43
5	The library ensures continuous subscription to essential electronic databases and journals.	84 (37.5%)	97 (43.3%)	12 (5.4%)	31 (13.8%)	2.98
6	The acquisition management practices ensure that electronic resources are easily accessible both on and off-campus.	79 (35.3%)	83 (37.1%)	25 (11.2%)	37 (16.5%)	2.91
7	The library collaborates with postgraduate students in the selection and acquisition of relevant electronic resources.	11 (4.9%)	9 (4.0%)	106 (47.3%)	98 (43.6%)	1.26

Source: Researcher's Field Survey, 2025

Note: SA= Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

Criteria mean of 2.5 is calculated as follows; $4 + 3 + 2 + 1 = 10/4 = 2.5$ by implication, any score above 2.5, is considered "Agreed" or "Strongly Agree" while mean scores below 2.5 are considered "Disagree" or "Strongly Disagree".

Results in Table 3 showed the effectiveness of acquisition management practices in ensuring the availability of e-resources for postgraduate students. The results confirmed that the majority of the respondents agreed that acquisition management practices in ensuring the availability of e-resources for postgraduate students are very effective. This

is shown in the frequency counts and percentages of each statement. In the same vein, the mean score of each statement is above the criterion mean, that is, 2.5. This means that the acquisition management practices in ensuring the availability of e-resources for postgraduate students at the University of Ilorin are effective.

Research Question 3: What is the level of postgraduate students' utilization of electronic resources provided by the library at the University of Ilorin?

Table 4: Level of Postgraduate Students' Utilisation of Electronic Resources

S/N	Statement	SA	A	D	SD	Mean
1	I regularly access electronic resources for my academic and research activities.	103 (46.0%)	112 (50.0%)	9 (4.0%)	-	3.24
2	I utilize electronic journals and databases for literature reviews and research.	115 (51.3%)	107 (47.8%)	2 (0.9%)	-	3.63
3	I frequently use e-books and digital reference materials provided by the library.	96 (42.9%)	121 (54.0%)	8 (3.6%)	1 (0.4%)	2.97
4	I access electronic resources both on-campus and remotely (off-campus).	72 (32.1%)	81 (36.2%)	28 (12.5%)	43 (19.2%)	2.90
5	I frequently download and save articles or e-books for future reference.	139 (62.1%)	70 (31.3%)	15 (6.7%)	-	3.26
6	I make use of subject-specific electronic databases for my research.	89 (39.7%)	51 (22.8%)	46 (20.5%)	38 (17.0%)	2.91
7	I use electronic resources more than printed resources for my research.	65 (29.0%)	83 (37.1%)	31 (13.8%)	45 (20.1%)	2.87

Source: Researcher's Field Survey, 2025

Note: SA= Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

Criteria mean of 2.5 is calculated as follows; $4 + 3 + 2 + 1 = 10/4 = 2.5$ by implication, any score above 2.5, is considered "Agreed" or "Strongly Agree" while mean scores below 2.5 are considered "Disagree" or "Strongly Disagree".

Results in Table 4 confirmed the level of postgraduate students' utilization of electronic resources. The results showed that the majority of the respondents agreed that the level of postgraduate students' utilization of electronic resources is high. This is

revealed in the frequency counts and percentages of each statement. Additionally, the mean score of each statement is above the criterion mean which is 2.5. This means that the level of postgraduate students' utilization of electronic resources is high.

Research Question 4: What are the challenges associated with the utilization of electronic resources by the postgraduate students at the University of Ilorin?

Table 5: Challenges Associated with the Utilization of E-resources by PG Students

S/N	Statement	SA	A	D	SD	Mean
1	I experience difficulty in accessing the library's electronic resources due to poor internet connectivity.	104 (46.4%)	72 (32.1%)	31 (13.8%)	17 (7.6%)	3.04
2	Lack of awareness about available electronic resources limits my utilization.	43 (19.2%)	29 (12.9%)	116 (51.8%)	36 (16.1%)	2.43
3	The electronic resources provided by the library are not sufficient for my research needs.	10 (4.5%)	43 (19.2%)	127 (56.7%)	44 (19.6%)	1.16
4	I encounter difficulties navigating the library's electronic resource platforms.	16 (7.1%)	37 (16.5%)	111 (49.6%)	60 (26.8%)	1.21

5	The authentication and login process for accessing electronic resources is complicated.	4 (1.8%)	19 (8.5%)	69 (30.8%)	132 (58.9%)	1.06
6	The electronic databases provided by the library do not cover all relevant research areas in my field.	59 (26.3%)	88 (39.3%)	36 (16.1%)	41 (18.3%)	2.85
7	The library staff do not provide adequate support in using electronic resources.	17 (7.6%)	21 (9.4%)	105 (46.9%)	81 (36.2%)	1.38

Source: Researcher's Field Survey (2025)

Note: SA= Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree

Criteria mean of 2.5 is calculated as follows; $4+3+2+1=10/4=2.5$ by implication, any score above 2.5, is considered "Agreed" or "Strongly Agree" while mean scores below 2.5 are considered "Disagree" or "Strongly Disagree".

Results in Table 5 identify challenges associated with the utilization of electronic resources by postgraduate students. The results revealed that the majority of the respondents agreed that difficulty in accessing the library's electronic resources due to poor internet connectivity ($\bar{x}$ 3.04) is the major challenge associated with the

utilization of electronic resources. In addition to this, the majority of the respondents agreed that the electronic databases provided by the library do not cover all relevant research areas in my field ($\bar{x}$ 2.85) is another challenge associated with the utilization of electronic resources by postgraduate students in the University of Ilorin.

Table 6: Relationship between Acquisition Management Practice and Utilization of E-resources by PG Students

Variables	Mean	SD	N	DF	R-cal	P-value	Remark
Acquisition Management Practice	9.24	1.41	224	222	0.81	.0000**	Sig.
Utilization of E-resources	12.31	2.06					

** Correlation is significant at the 0.01 level (2-tailed)

Table 6 confirmed the result of the tested hypothesis. The result showed that there is a significant relationship between acquisition management practices and utilization of e-resources. This is shown in the result where the correlation coefficient (r) is = 0.81 while the degree of freedom is 222 and the P-value

is 0.000 which is less than the significance level of 0.05. This revealed that there is a strong significant relationship between acquisition management practice and the utilization of e-resources. Hence, the null hypothesis is rejected and the study concludes that there is a significant.

Conclusion and Recommendations

This study examined the effects of collection development policies and acquisition management practices on postgraduate students' utilization of electronic resources. Therefore, the study concludes that well-structured collection development policies significantly enhance the availability, relevance, and accessibility of electronic resources, thereby increasing their utilization by postgraduate students. Furthermore, libraries that adopt user-centered collection policies, incorporating the needs of postgraduate students and faculty members, tend to experience higher engagement with digital resources. Based on the findings of the study, the following recommendations are proposed:

1. Libraries should regularly review and update their collection development policies to align with evolving research trends. A participatory approach involving faculty and postgraduate students in decision-making will ensure

the acquisition of relevant digital resources.

2. Academic libraries should adopt acquisition models that rely on user analytics to guide procurement decisions. Sustainable funding mechanisms, including consortia-based subscriptions, should be explored to maximize access to critical databases.
3. Universities should invest in high-speed internet services and provide reliable remote access to e-resources to improve students' research experience.

Libraries should diversify their digital collections by subscribing to multidisciplinary and specialized databases that cater to various postgraduate research areas. Open-access initiatives should also be promoted to supplement existing resources. relationship between acquisition management practice and the utilization of e-resources by postgraduate students in the University of Ilorin.

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