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Acquisition patterns in academic libraries: A case study of Michael Otedola College of Primary Education, Noforija Epe Lagos State

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This study investigates the acquisition pattern in Michael Otedola College of Primary Education, College Library, Noforija-Epe. The study covers a period of twenty years, from 1995 when the College was established in 2014. The study revealed that two methods of materials acquisition were employed in the library. They are purchase and gift; purchase accounted for 48.5 and 51.5% was acquired through gift in the library. Also it could be elicited that 52.2% of the books in the library were through gift, 47.8% were acquired through purchase, while 51.9% of the journals were acquired through purchase and 48% through gift, Book Aids International offered the highest gift of 32.3% to assist in building the library collection. The collection development pattern in the college library is low compared with the population the library is serving. Recommendations were made for improvement.

Key words: Library resources, material acquisition, collection development.

INTRODUCTION

Acquiring information resources is a core activity of libraries. Libraries all over the world still acquire and maintain massive book collections while managing other formats. Despite prophecies of vanishing print collections and emergence of the digital format, printed books still have a central role in library collections and publishing industry (Carr, 2007). The library's mission statement guides materials selection in the development of the collection and the allocation of funds. The objective behind the establishment of any academic library is to satisfy the needs of its clientele by providing informative materials to support the aims and objectives of the institution through selection, acquisition, organization and

storage of materials required by the users. The task of academic libraries is to select, maintain and provide access to relevant and information resources. This can be achieved through adequate collection development. Collection development can be described as the ways of building up and improving upon a library's information resources (Horava, 2005).

Lamb (2004) stated that the major benefit of good library collection is that it helps the libraries to review the strength and the weaknesses of their collection. Showing the importance of collection development in libraries, Ranganathan's 5th law stated that 'the library is a growing organism' (Khurshid, 2000). This indicates that

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the library is expected to build its collection to meet the information needs of its various users. Horava (2005) stressed the importance of collection development as an important aspect of library service that promotes libraries. Therefore academic libraries need to be alive with their responsibility by providing up-to-day materials capable of supporting teaching, learning and research, and also for community services. Collection development is the vehicle through which library activities can be measured by the users. Nnadozie (2006) defined collection development as a planned, continuous and cost effective acquisition of quality and relevant materials to meet the needs of the users and objectives of the university libraries.

The library recognizes that materials are controversial and that every material has its user, and every user needs materials. Decisions are not made on the basis of any anticipated approval or disapproval, but solely on the title in relation to building the collection and serving customers' interests. Collection development is one essential function of the library which involves the practices of selection and acquiring information materials into the library. Selection is the process of choosing library materials to satisfy the user's needs. Book selection is the art of choosing items to be acquired from a list of publication in every library of any university. There should be a specific policy with regard to selection of materials which specifies the type and range of items to be selected and acquired and reflect the objectives of the parents' institution. Acquisition can be defined as the process of obtaining library materials to satisfy the needs of users, and its work. It is a means by which books and non-books materials are added to the library (Nnadozie, 2006).

Academic libraries acquire their materials through gift, direct purchase and exchange. Selection and acquisition of library materials depend on the kind of library since each library is interested in serving primarily its clientele which could be homogenous or heterogenous (Attama and Ezema, 2002). Anyanwu et al. (2006) identified the channels or methods of acquisition of library materials as, purchase, gift and exchange, legal deposit, professional associations. Imam et al. (2008) identified six methods of acquiring materials into the library, which include; purchase, exchange, gift, donation, bequest and legal deposit.

Ugwuanyi (1998) stated that, in Nigeria, the main problem of acquisition is associated with the fact that most library materials are produced outside the country. The procurement of foreign books and other materials continually exposes Nigerian libraries to foreign exchange problems. He also identified some other basic problems of collection development in Nigerian libraries some of which include; underdeveloped book industries, censorship, poor funding, lack of collection development policy, unavailability of bibliographies, government fiscal measures. Khurshid (2000) includes a chapter on book

production in Pakistan and problems of library purchases. It concludes that better mutual relationships between the book industry and libraries are crucial for both of them. Mirza (1990), a prominent bookseller and importer, discusses the problems of supplying books to libraries. Due to this fact majority of libraries continue to depend on local vendors to build their book collections.

Brief history of Michael Otedola College of Primary Education

Pursuant to the new National Policy on Education, which among other things stipulates the Nigeria Certificate in Education (NCE) as the basic qualification for teaching in Nigeria by the year 2000; coupled with the need to provide functional and qualitative education that is predicated upon well trained and sound professional manpower to the citizenry of the state, Lagos State Government in December, 1994 established the Michael Otedola College of Primary Education (MOCPE) for pre-service training and certification of manpower for the primary school system

MOCPE, situated at Noforija near Epe in Epe Local Government Area of Lagos State, is the first tertiary institution in Nigeria to be dedicated strictly to the training and certification of manpower for the primary school system. The college formally took off by 1st December, 1994 at the Government Guest House, Epe with the appointment of the provost and three other principal officers, by the Provisional Governing Council. The College has now moved to its permanent site at Noforija, Epe.

Statement of the problem

The quality of information provided by the library is determined to a large extent by the process of acquisition. Acquisition of library resources should not be lopsided. The relevance and quality of library materials is at stake if gift forms the major mode of acquisition. This is because the process of separating such materials may be compromised by the need to fill the shelves with books. In the last twenty years, the tendency to depend more on gift has increased as book costs for libraries becomes small to cope with high cost of books, more especially the imported ones.

Objectives of the study

Consequently on the above background, the study aims at examining how MOCPE library has been able to build its collection over the last twenty (20) years and determine the emerging trend, that is, acquisition by purchase or over-dependence on gifts and donations.

Table 1. Method of book acquisition by year.

Year	Purchase	%	Mean	SD	Gift	%	Mean	SD	Total
1995	610	96.8	30.5	129.6	20	3.2	1	4.3	630
1996	33	4.7	1.65	6.7	670	95.3	33.5	201.3	703
1997	800	56.0	40	509.8	629	44.0	31.4	230.7	1429
1998	229	27.7	11.45	194.6	598	72.3	29.9	354.1	827
1999	231	77.3	11.55	230.4	68	22.7	3.4	32.3	299
2000	146	46.6	7.5	186.1	167	53.4	8.35	86.9	313
2001	49	2.7	2.45	7.12	1751	97.3	87.55	984.1	1800
2002	-	-	-	-	1378	100	68.9	828.0	1378
2003	245	29.8	12.7	155.8	606	71.2	30.3	386.2	851
2004	53	42.1	2.65	35.6	73	57.9	3.65	49.0	126
2005	114	14	5.7	80.3	699	86	34.95	492.5	813
2006	36	76.6	1.8	26.5	11	23.4	0.55	8.1	47
2007	95	10.3	4.75	72.8	824	89.7	41.2	631.1	919
2008	627	95.4	31.35	498.4	30	4.6	1.5	23.9	657
2009	117	72.7	5.85	96.3	44	27.3	2.2	36.2	161
2010	879	100	43.95	746.9	-	-	-	-	879
2011	550	100	27.5	481.7	-	-	-	-	550
2012	145	76.7	7.25	130.7	44	23.3	2.2	39.7	189
2013	1143	73.6	57.15	1058.3	410	26.4	20.5	379.6	1553
2014	1423	87.6	71.15	1359.9	202	12.4	10.1	191.9	1625
Total	7525	47.8%			8224	52.2%			15749

Research Questions

The study sought to provide answer to the following questions:

1. What is the major method of acquiring materials in college library?
2. What is the percentage of journals to books in the library?
3. What is the total acquired materials in the college by year?
4. What is the difference in the acquisition method of books and journals?

RESEARCH METHODOLOGY

The study uses a multi-method approach which includes observation of collection development procedure, unstructured interview with the library staff and acquisition records examination. The researcher conducted an in-dept study of the acquisition records of the library using the book ordering list and the accession register which contain information on book order and supplies over the period under examination and accessioned materials for the study. The study is limited to the period of twenty years, this is between 1995 to 2014. Data collected were analyzed using simple percentage calculation, simple average calculation (mean) and standard deviation (SD).

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Table 1 reveals that higher parentage of acquired books

in the library in the years 1996, 1998, 2000 through 2005, 2007 and 2012 were through gift. While in 1995, 1997, 1999, 2006 and 2008 through 2014, they were through purchase. A higher percentage of the books in the library were through gift; a total of 8224 (52.2%) and 7525 (47.8%) were purchased. Although out of the twenty year examined, for eleven year higher number of materials acquired in the library was through purchase and for nine years higher number of materials was acquired through gift. This is in-line with Ojebode (2001)'s submission that gift constituted major acquisition for St Andrews College Library and contrary to the findings of Adebimpe (2001) on SPED Library and Egunjobi and Olanrewaju (2002) on Gani Bello Library. This could be due to the fact that SPED and Gani Bello libraries are libraries of federal institutions which are believed to be better funded than state owned colleges of education.

Table 2 shows the acquisition of journals in the college library. It could be seen that higher quantity of journal materials was acquired through purchase 1836 (51.9%), while 1700 (48.1%) was acquired through gift. The table also revealed that higher parentage of journals acquired in the library in the years 1995, 1996, 2005, 2007 through 2014 were through purchase. While in 1998 through 2004 and 2006, they were through purchase. Although out of the twenty year examined, for eleven year higher number of materials acquired in the library was through purchase, for nine years higher number of materials were acquired through gift, but higher percentage of journals acquired were through purchase.

Table 2. Method of journals acquisition by year.

Year	Purchase	%	Mean	SD	Gift	%	Mean	SD	Total
1995	1	100	0.05	0.2	-	-	-	-	1
1996	35	100	1.75	10.5	-	-	-	-	35
1997	65	28.8	3.25	23.9	161	71.2	8.05	59.2	226
1998	44	35.8	2.2	18.7	79	64.2	3.95	33.6	123
1999	1	0.8	0.05	0.5	124	99.2	6.2	58.9	125
2000	2	3.1	0.1	1.04	62	96.9	3.1	32.3	64
2001	1	1.1	0.05	0.6	92	98.9	4.6	51.7	93
2002	2	2	0.1	1.2	99	98	4.95	59.5	101
2003	43	42.2	.15	27.4	59	57.8	2.95	37.6	102
2004	1	2.1	0.05	0.7	46	97.9	2.3	30.9	47
2005	88	98.9	4.4	62.0	1	1.1	0.05	0.71	89
2006	12	36.4	0.6	8.8	21	63.6	1.05	15.5	33
2007	43	95.6	2.15	32.9	2	4.4	0.1	1.5	45
2008	175	48.3	8.75	139.1	107	29.6	5.35	85.1	282
2009	8	100	0.4	4.7	-	-	-	-	8
2010	362	100	18.1	307.6	-	-	-	-	362
2011	479	100	23.95	419.5	-	-	-	-	479
2012	102	89.5	5.1	91.9	12	10.5	0.6	10.8	114
2013	166	50.3	8.3	153.7	164	49.7	8.2	151.9	330
2014	204	65	10.2	193.8	110	35	5.5	104.5	314
Total	1834	51.9%			1700	48.1			3534

Table 3. Acquisition of library materials.

Year	Books	%	Journals	%	Total acquired materials
1995	630	99.8	1	0.2	631
1996	703	95.3	35	4.7	738
1997	1429	86.3	226	13.7	1655
1998	827	87.1	123	12.9	950
1999	299	95.2	125	39.8	424
2000	313	83	64	17	377
2001	1800	95.1	93	4.9	1893
2002	1378	93.2	101	6.8	1479
2003	851	96.9	102	10.7	953
2004	126	72.8	47	27.2	173
2005	813	90.1	89	9.9	902
2006	47	67.1	33	32.9	80
2007	919	95.3	45	4.7	964
2008	657	64.5	282	35.5	939
2009	161	92.3	8	4.7	169
2010	879	70.8	362	29.2	1241
2011	550	53.4	479	46.6	1029
2012	189	62.4	114	37.6	303
2013	1553	82.5	330	17.5	1883
2014	1625	83.8	314	16.2	1939
Total	15749	81.7%	3534	18.3%	19283

Table 3 shows the total acquired print materials of the library during the period under examination. From the

table the highest print material was acquired in 2014 with 1939 (10.0%) materials, 2001 with 1893 (9.8%), 2013

Table 4. Acquisition by title by discipline.

Year	Art and Social Science	Vocational Education	Languages	Science	Literature	Education	General Title	Other	Total
1995	74	76	72	68	106	98	74	62	630
1996	74	75	84	95	101	120	80	74	703
1997	206	118	249	270	45	268	147	126	1429
1998	111	114	100	139	127	201	17	18	827
1999	41	41	42	25	43	67	12	24	299
2000	48	44	47	45	20	56	30	23	313
2001	195	175	187	222	108	756	77	80	1800
2002	71	53	222	103	53	466	257	180	1378
2003	99	77	105	118	118	115	134	85	851
2004	10	17	12	11	17	30	19	10	126
2005	112	114	118	136	119	67	134	17	813
2006	7	-	-	5	11	28	-	-	47
2007	48	42	79	59	571	80	27	31	919
2008	101	103	102	99	41	146	51	14	657
2009	13	8	15	21	20	40	20	24	161
2010	114	118	117	142	48	99	157	84	879
2011	61	59	61	88	51	115	62	53	550
2012	11	8	67	15	9	48	17	8	189
2013	205	197	215	189	204	167	99	14	1290
2014	194	114	100	143	140	205	201	72	1169
Total	1795	1553	1994	1993	1952	3172	1615	999	15030
%	11.9	10.3	13.3	13.3	13.0	21.1	10.7	6.6	100

with 1883 (9.8%), 1997 with 1655 (8.6), 2002 with 1479 (7.7%), 2010 with 1241 (6.4%) and 2011 with 1029 (5.3%). Also, a higher quantity of materials was acquired with less than a thousand copies of materials, in 2009 a total of 964 (5.0) materials was acquired, 2003 with 953 (4.9%), 1998 with 950 (4.9%), 2008 with 939 (4.9%), 2005 with 902 (4.7%), 1996 with 738 (3.8%), 1995 with 631 (3.2%), 1999 with 424 (2.2%), 2000 with 377 (2.0%) and 2012 with 303 (1.6%). The lowest materials were acquired in 2004 with 173 (0.9%), 2009 with 169 (0.9%) and 2006 with 80 (0.4%). The college library was able to acquire a total of 15749 (81.7%) books and 3534 (18.3%) journals. The entire library holding is 19283 print collections.

From Table 4, it could be observed that while there was increase in the titles of books acquired by the library in the first three years of inception, between 1998 and 2000, materials acquired dropped to 187,163 and 171 title, respectively. The situation was worse in 2006 when acquisition dropped to 63 titles, in 2008, 2007 and 2011; 197, 134 and 194 titles of materials were acquired.

Also the library Education has 346 (6.7%) titles in Art and Social Sciences, 348 (6.7%) titles in Vocational Education, 489 (9.5%) titles in Languages, 719 (13.9%) titles in Sciences, 1140 (22.1%) in literature, 1471 (28.5%) titles in Education, 437 (8.5%) titles in General studies and 212 (4.1%) title on other related fields. In the entire library have 5162 titles in her collection.

Table 5 shows the sources of gift materials to the library, Rankfurly otherwise known as Book Aids International gave a total of 2883 (32.3%) books to the library. A total of 2382 (26.7%) books gift were from individuals/ organizations, while 1809 (20.3%) books were from other institutions, Eko Club Florida branch library, a total of 742 (8.3%) books. Book gift from USSIS, Authors/Publishers, NCCE/World Bank, and Government Agencies are 375(4.2%), 321 (3.6%), 231(2.6%), 160 (1.8%) respectively and colleague in the college gave 12(0.1%) books. This implies that Book Aids International is the major source of gift in the library. This is in line with Egunjobi and Olanrewaju (2002)'s findings in Gani Bello Library, Abeokuta.

Table 6 shows the library expenditure on materials acquisition over the examined period. It was noted that the library did not purchase any material in 2001, 2005 and 2006. While, acquisition in 1997, 2007, 2009 and 2010 runs into millions of naira. Other years were in thousands and amount spent on purchase for 2011 to 2014 was not available at the time of compilation.

CONCLUSION AND RECOMMENDATION

From the findings above, it could be concluded that gift and purchase are the most popular means of acquisition in the library. This is common in other College of

Table 5. Sources of book gift to the library by year.

Year	Author /publisher	Individual/ organization	Govt. agencies	Colleagues	NCCE/ World Bank	Book Aid	Eko Club	Other Institution	USIS	Total by Year
1995	12	-	-	-	-	-	-	1	7	20
1996	-	600	70	-	-	-	-	-	-	670
1997	-	629	-	-	-	-	-	-	-	629
1998	-	638	-	-	-	-	-	-	-	638
1999	-	68	-	-	-	-	-	-	-	68
2000	-	167	-	-	-	-	-	-	-	167
2001	137	120	-	-	215	547	-	415	317	1751
2002	-	-	-	-	-	1000	-	1378	-	2378
2003	-	-	-	-	-	597	-	9	-	606
2004	20	-	3	-	-	50	-	-	-	73
2005	5	-	-	-	5	689	-	-	-	699
2006	1	-	-	4	-	-	-	6	-	11
2007	72	-	10	-	-	-	742	-	-	824
2008	30	-	-	-	-	-	-	-	-	30
2009	44	-	-	-	-	-	-	-	-	44
2010	-	-	-	-	-	-	-	-	-	0
2011	-	-	-	-	-	-	-	-	-	0
2012	-	36	-	8	-	-	-	-	-	44
2013	-	64	45	-	11	-	-	-	33	164
2014	-	60	32	-	-	-	-	-	18	110
Total	321	2382	160	12	231	2883	742	1809	375	8915
%	3.6	26.7	1.8	0.1	2.6	32.3	8.3	20.3	4.2	100

Table 6. Amount spent on purchase of library materials by year.

Year	Amount in naira
1995	236,346.00
1996	9,700.00
1997	1,299,071.00
1998	680,781.00
1999	342,063.00
2000	75,200.00
2001	NIL
2002	134,220
2003	263,870.00
2004	400,000.00
2005	NIL
2006	NIL
2007	1,361,391.20
2008	500,000.00
2009	2,750,000.00
2010	3,000,000.00
2011	Not Available
2012	Not Available
2013	Not Available
2014	Not Available

Education libraries especially the state owned colleges. Although this study reveals that book acquisition was majorly through gift, but journals were mostly acquired through purchase. This is against the submission of Adebimpe (2001) and Egunjobi and Olanrewaju (2002) whose work focused on acquisition patterns in Federal colleges of education where their acquisition was majorly through purchase. Also with the assumption that the amount spent on purchase in the year under review was based on amount made available by the college, especially citing from the submission of Adebimpe (2001), that money made available fell short of 10% of college revenue allocation as recommended by the NCCE; therefore, the following recommendations are made;

1. There is need for the government to adequately fund state owned institution in order for them to increase the funding of their library to acquire relevant, current and relevant library materials.
2. The library should solicit for book donation and fund from Non-government organizations (NGOs) and prominent individuals to enable it provide accurate information for the community.
3. The acquisition librarian should be encouraged to participate in book selection process and necessary training be given on collection development.
4. The library should be involved in consortia and

resources sharing to reduce the cost of acquiring library materials and exchange of professional ideas with fellow colleagues.

5. The library should have a standing policy on collection development which will guide the acquisition of materials in the library.

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