LIBRARIAN'S ACCEPTANCE OF THE ADOPTION OF DEMAND-DRIVEN ACQUISITION FOR INFORMATION RESOURCES DEVELOPMENT IN PRIVATE UNIVERSITY LIBRARIES IN NORTHERN NIGERIA

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Abstract
The adoption of Demand Driven Acquisition (DDA) in university libraries has been a topic of considerable interest globally, driven by its potential to optimize the allocation of resources, enhance user satisfaction, and promote a more user-friendly approach to information provision. However, in the context of Northern Nigeria's private universities, which face their own unique set of challenges and opportunities, the adoption of DDA is not merely a matter of following international trends, but rather a response to local demands, financial constraints, and educational goals. This paper aims to explore the acceptance of librarians on the adoption of Demand-Driven Acquisition for information resource development in academic libraries of private universities in Northern Nigeria. The study adopted a qualitative methodology using narrative-based research design to collect data from the respondents. The population of the study comprised twenty-two (22) librarians drawn from the thirteen (13) Private Universities in Northern Nigeria. No sampling procedure was used because the population was small and was conveniently managed by the researcher. A structured interview guide was the only instrument used to collect the data. A total of twenty (22) copies of the interview guide were used. Findings of the research discovered several factors identified by the librarians that can facilitate the acceptance of DDA for information resource development. The study recommends increased awareness about the potential and benefits of adopting DDA for information resource development. Training programs should be designed to enhance librarians' digital competencies and technical skills, as technological literacy strongly influences acceptance.

Keywords: Acceptance, Adoption, Demand-Driven Acquisition, Information Resources Development, Private Universities' libraries.

Background to the Study

The adoption of DDA in university libraries has been a topic of considerable interest globally, driven by its potential to optimize the allocation of resources, enhance user satisfaction, and promote a more student-centric approach to information provision. However, in the context of Northern Nigeria's private universities, which face their own unique set of challenges and opportunities, the adoption of DDA is not merely a matter of following international trends, but rather a response to local demands, financial constraints, and educational goals. This study aims to explore the adoption of Demand-Driven Acquisition for information resource development in academic libraries of private universities in Northern Nigeria. Furthermore, the study seeks to understand the impact of DDA on library collection development, user satisfaction, and academic achievement in this distinctive educational landscape.

National Information Standards Organization (NISO 2014) suggests that demand-driven acquisition (DDA) makes it possible for libraries to provide users with immediate access to a wide range of titles to be purchased at the point of need. Through this, it present many more titles to their users for potential use and purchase than would ever be feasible under the traditional purchase model; and make it possible, if implemented correctly, to purchase only what is needed, allowing libraries to save money or to spend the same amount as they spend on books now, but 3 with a higher rate of use. Solapure and Kenchannavar (2016) aver that some libraries, especially middle/small sized academic libraries, have adopted pay-per-view, that is, DDA model policy as an alternative subscription for two reasons: budgetary limitations and service requirements. He further stresses that in recent decades, "big deal" package subscriptions, which conveniently provided library patrons with greatly expanded e-resources, have been consuming most of a library's budget.

The library and information services of the 21st century are fast changing. With the rapid development of electronic publishing, libraries are not only acquiring reading materials such as printed books and journals but also electronic information resources. The web resources and the use of the web as a tool is changing the way users live and learn. It is against this background that this study was conducted to find out the acceptance of librarians on the adoption of Demand Driven Acquisition in order to enhance information resources development**.**

Statement of problem

The library budget is a governing factor for information resources development of any library, and digital technology has made it easier and more comfortable. According to Turner (2017), demand-driven acquisition is a relatively recent method of acquiring items for academic libraries whereby users are given the opportunity to trigger the purchase of information resources based on their needs rather than relying on material selected and brought by library staff. Based on the DDA model, the library saves costs and satisfies its

users' needs. It provides access to a wider range or varieties of collections than is possible under a traditional model. It is evident that academic libraries in the developed countries have integrated the use of demand-driven acquisition as part of their plan to best utilize the financial resources available to them, and at the same time satisfy the information needs of their users using a "just-in-time" access to a wide range of current information resources.

Working with this DDA will allow librarians to choose a price limit for purchases on approval. Any information resource over the price limit can be loaded into the library catalog as a DDA. Adoption of the DDA will encourage subject librarians to agree that electronic books would be the preferred format for their approval plan and serve as a framework upon which the librarians will map out the processes and rewrite their approval plan profile to incorporate DDA and e-preferred acquisition.

Users are supposed to access and utilize relevant materials, which are acquired by the libraries. However, in the present Nigerian tertiary academic institutions, one wonders whether materials utilized in private universities are relevant and useful. Using this investigative approach, the research aims to find out whether private university libraries acquire relevant materials. What method do they use in the acquisition of information materials? Do they use DDA approach or not? Despite the benefits of DDA, Okogwu and Achebe, (2018), Downey and Zang (2020) observed that the DDA model is not adopted in private university libraries in Nigeria. This could be attributable to the librarians' awareness about the benefits of DDA, lack of acceptance of the model, and non-readiness of the libraries in adopting the DDA model in the libraries under study.

Therefore, this study is undertaken to explore the acceptance of librarians on the adoption of DDA for information resources development processes in private universities in Northern Nigeria.

Research Questions
1. What is the level of acceptance of librarians on the adoption of Demand-Driven Acquisition for Information Resource Development in Private Universities in Northern Nigeria?
2. What factors lead to acceptance of librarians to adopt Demand-Driven Acquisition for Information Resources Development in the Private Universities studied?

Research Objective
1. To identify the librarians' level of Acceptance of the adoption of Demand-Driven Acquisition for Information Resource Development in the Private Universities studied.
2. To identify the factors that lead to acceptance of librarians to adopt Demand-Driven Acquisition for Information Resources Development in the Private Universities studied.

Review of related literature

Demand Driven Acquisition is a method of acquiring information resources where users are allowed to trigger the purchase of information resources based on their demand. Sinder (2016) stated that the traditional methods of collection development are usually based on subject divisions, which may ignore emerging genres or interdisciplinary subjects that are of interest to users but are unknown to librarians. He further added that peripheral titles can be offered without the risk that funds are wasted if they are not used. DDA can also be a more efficient way of providing access to a large variety of titles by using a profile rather than labor-intensive title-by-title selection or selector approval of purchases. For subjects with low predictability about which specific titles, DDA can be a good solution.

Belvadi, (2017) stresses that, even on a small scale, DDA can serve as a valuable supplement to other collection development activities. While some factors influencing the acceptance of DDA have been identified, a deeper exploration is needed to uncover the specific variables, including personal, institutional and environmental factors that drive or hinder acceptance among librarians. Libraries have tried several collection acquisition techniques to suit their users' needs, institutional missions, and at the same time, match their limited available budget. However, the recent "just-in-time" model through user engagement in the collection acquisition process has been discovered to be rich and more effective (Walker & Arthur, 2018). User-initiated collection acquisition is a user-driven collection procurement model adopted by several libraries. DDA's impact on traditional library services, such as reference, interlibrary loan, and collection development, is not extensively studied from the perspective of librarians. Understanding how librarians perceive the consequences of DDA on their roles and services is important.

It is an emerging user engagement and disruptive collection acquisition mode land has been described by various authors and researchers using numerous acronyms and terms. Authors of different studies (Cramer, 2013; Emery, 2012; Kwok et'al., 2014; Levine-Clark, 2010; Yusuf, Abdullah, & Zaidi, 2018) described the concept as Demand-Driven Acquisition (DDA), while some others (Jones, 2011b; Nixon & Saunders, 2010; Tyler et al., 2013) called the model Patron Driven Acquisition (PDA). Herrera & Greenwood (2011) labeled the model as Patron-initiated purchase (PIP). While Nabe et'al (2011), termed it Purchase on demand (PoD). Some authors (Jones, 2011a; Nabe et'al., 2011; Nixon & Saunders, 2010) called the model Book on Demand (BoD) and other varied terms. Research often focuses on librarians' attitudes and actions, but there is a gap in understanding how librarians perceive and manage user engagement and communication in the context of DDA. This includes user awareness, feedback mechanisms, and user education efforts. The Purdue study also highlighted an important trend that surfaced through PDA.

Stone, Andt, (2015) assert, evaluation of the titles acquired through the Books on Demand program showed that an unexpected number of titles reflected interdisciplinary subjects. Traditional selection methods were not effective in meeting these needs, since selection librarians tended to purchase titles within specific classification ranges (Roll, 2016).

The 2010 analysis of the Purdue experiment also showed that liberal arts scholars were the biggest users of the Books on Demand option. Though Purdue has a large concentration (58 percent) of students enrolled in science or technology majors, 45 percent of the total books acquired were in liberal arts areas, as opposed to 13 percent in the science or technology fields (Abdallah & Yusuf, 2022).

This is interesting to note for applications in public libraries' nonfiction collections, since they would typically feature liberal arts subject matter as well. Existing research often focuses on initial perceptions and attitudes of librarians toward DDA. There is a knowledge gap in understanding how these attitudes evolve and change over time as DDA programs become more established. Schmidt, (2014) highlighted that there is limited research on librarians' perceptions of the professional development and training required to effectively manage DDA programs. Identifying their needs for skills and knowledge development is crucial. The Sam Houston State University adopts ebrary as its e-book provider and has loaded 100,319 titles into its library catalogue, with a purchase trigger if the number of interactions with a title exceeded a given amount during a defined time (Mc Caslin, 2013).

Publishers also set criteria that activate information resources purchase. For example, what types of books to offer and exclude? Will duplication of print collection and e-books purchase through other mechanisms be allowed? For ebrary, several situations can trigger a purchase. Use of an eBook for 10 minutes or 10 pages can trigger a purchase. The first 10% and last 10% of the books are not calculated; this is to allow free access to the table of contents and index. Copying selected text or printing will also automatically constitute a purchase. The ebrary does state that they recognize timeouts and a session with no activity is considered a timeout rather than a purchase after 10 minutes (Herrera, 2015). The perception of librarians regarding their relationships with DDA service providers, the quality of vendor support, and the extent to which vendors meet their expectations requires further investigation.

Methodology

The approach employed for this study is a qualitative research methodology. The qualitative research methodology is a research approach that is interested in analyzing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analyzing texts and images rather than numbers and statistics (Flick, 2014). The narrative-based qualitative research is considered appropriate for this study. Narrative design, according to Kothari and Garg (2020), is a strategy of inquiry in which researchers study the lives of individuals and ask one or more individuals to provide stories about their life experiences.

Qualitative narrative-based research design using thematic analysis, where the research objective serves as the theme for the analysis, and the respondents were allotted codes from R1-R22. The population of the study was purposively sampled twenty two librarians (22), which included nine (9) Heads of Collection Development Department and thirteen (13) University Librarians who are working in sampled private Universities in

Northern Nigeria. A structured interview guide was used to collect the data for this study. The trustworthiness and transferability of the research instrument were maintained appropriately. The interview was conducted through a face-to-face interaction with the respondents. The interval for the interview lasted between 15-25 minutes, depending on the ability of the respondent to comprehend and respond appropriately to the question.

The following coding is adopted for the participants in the course of data analysis: R1,R2-Alqalam University Katsina, R3, R4-Skyline University Kano, R5, R6-Khadija University Majia, R7, R8-American University of Nigeria Yola, R9, R10-Greenfield University Kaduna, R11-Kwarara University Wukari, R12- Karl-Kum University Vom, Plateu, R13, R14-African University of Science And Technology, Abuja, R15-Edusoko University Bida, R16, R17-Alhikmah University Ilorin, R18, R19-Salem University Lokoja, R20-Ave Maria University Nasarawa, and R21, R22 University of Mkar, Benue.

Table 1.1 Background Information of the Respondents/Coding system

S/N	Name of University	Time spent on interview	Code	No. of participants	Years of working experience	Gender	Qualification
1	Alqalam University, Katsina	15 min.	R1, R2	2	1-10	M	PhD and First Degree respectively
2	American University of Nigeria, Yola	20 min.	R3, R4	2	5-20	M	PhD and MA respectively
3	Khadija University Majia Jigawa	15 min.	R5, R6	2	1-15	M	PhD and First Degree respectively
4	Skyline University Nigeria, Kano	15 min.	R7, R8	2	5-20	M	MA/ and MA respectively
5	Greenfield University Kaduna	20 min.	R9, R10	2	5-15	M	PhD and MA respectively
6	Kwarara University, Wukari	15 min	R11,	1	20	M	PhD
7	Karl-K um University Vom, Plateau	15 min.	R12	1	15	F	PhD and First Degree respectively
8	African University of Science and Technology, Abuja	20 min.	R13, R14	2	5-20	M	PhD and First Degree respectively
9	Edusoko University Bida, Niger	15 min.	R115	1	20	M	PhD
10	Alhikma University Ilorin	20 min.	R16, R17	2	5-15	F	PhD and MA respectively
11	Salem University Lokoja	25 min.	R18, R19	2	5-25	F	PhD and First Degree respectively
12	Ave Maria University Nasarawa	15min.	R20	1	15	F	PhD
13	University of Mkar, Benue	25min	R21, R22	2	5-20	M	PhD and MA respectively

Source: Preliminary study

Librarians' acceptance of the adoption of demand-driven acquisition for information resources development

This presents and analyzes data in relation to the objective of the study, which seeks to find out the Librarians' Acceptance of the Adoption of Demand-Driven Acquisition for Information Resource Development in Private Universities in Northern Nigeria.

1. Librarians' Level of Acceptance of the Adoption of Demand-Driven Acquisition for Information Resource Development

2. Factors that lead to Acceptance to Adopt Demand-Driven Acquisition for Information Resource Development, which seeks to understand their Acceptance of the Adoption of Demand-Driven Acquisition for Information Resource Development in Private Universities in Northern Nigeria.

1. Librarians' level of Acceptance on the Adoption of Demand-Driven Acquisition for Information Resources Development The results of the librarians" acceptance of the adoption of DDA for information resources development shows that the respondents have different levels of acceptance as analyzed thus: Respondents R1, R2, R5, R6, R7, R9, R12, R16, and R21 have the same level of acceptance on the adoption of DDA for Information Resources Development as follows:

"I strongly accept Demand Driven Acquisition (DDA) in our libraries, because it helps to cut costs and satisfy our users' needs" (Respondent 1).

"It is a welcoming idea that will foster a rapid development in the library services provision and thus, strongly accepted" (Respondent 2)

"I strongly accept the idea; it is a welcoming development in our libraries" (Respondent 5)

"I strongly accept DDA as it will increase the level of resources and service patronage" (Respondent 6)

"I strongly believe and accept the adoption of DDA, more especially now that our libraries have experienced the high cost of information resources and underutilization of those acquired resources (Respondent 7)

"DDA is very acceptable among our library because it actually helps in acquiring information resources that are accessed and used by users" (Respondent 9)

"I strongly accept adopting DDA model in the library where I work" (Respondent 12)

"I believed that DDA is the best model of acquiring information resources in these economic crises (Respondent 16)

"I strongly accept DDA more especially in this hard economic realities" (Respondent 21) This first category of respondents R1, R2, R5, R6, R7, R9, R12, R16 and R21 corresponded to the finding of Walker & Arthur, (2018) who stressed that libraries have accepted DDA collection acquisition techniques to suit their users' needs, institutional missions, and at the same time, match their limited available budget. The "just-in-time" DDA model, through user engagement in the collection acquisition process, has been discovered to be rich and more effective.

The second category of the respondents is the one that has a moderate level of acceptance of DDA in their libraries, such as respondents R3, R4, R11, R13, R14, R15, R19 and R22 stated that:

"I accept to be adopted in academic libraries, including the library I work" (Respondent 3) "I accept the DDA, for it is cost saving" (Respondent 4)

"I will accept DDA in the library where I work because it will help to render efficient service to our patrons" (Respondent 11)

"I will accept changes in the services delivery to our patrons as it will yield a fruitful result. DDA should be incorporated in our acquisition system" (Respondent 13)

"I personally accept DDA, because there is "Return on investment" (Respondent 14)

"I have a moderate level of acceptance because there is fear of losing relevance" (Respondent 15)

"I accept DDA model of acquisition because it is a user-centred approach" (Respondent 17)

"It depends on the side of the university management. If the university has an interest, then I will accept it" (Respondent 18)

"I moderately accept DDA model of acquisition in the library I work because of fear of losing relevance" (Respondent 19)

"I accept DDA as a good method of acquisition of information libraries in academic libraries" (Respondent 22)

This respondent category is believed to have a moderate level of acceptance and thus, corresponds to the finding of Charlotte, (2012), who opined that at the University of Lincoln, feedback from student surveys and focus groups over the last few years has identified as a priority the wish to access a wider range of print and e-books. In addition, the library wanted to put student choice at the heart of collection development and felt that DDA would allow librarians to give their users direct influence over what they purchase. With limited space to develop a printed book collection, it is believed that the „just in time" opportunities offered by DDA would answer some of the library's requirements.

The third category of respondents R8, R10, and R20 have relatively low-level acceptance; they are not certain about the benefits of adopting the model (DDA), which could be a result of low awareness of the model. The respondents R8, R10 and R20 stated as follows:

"Undecided, because I don't have a better understanding of the model (DDA) and how it operates" (Respondent 8)

"My acceptance is undecided" (Respondent 10)

"I am not certain about the efficiency of the model" (Respondent 20)

These findings correspond with the findings of Belvadi (2017), in his study titled "DDA and Traditional Monograph Acquisition- the Experience of a Small University Library", where he stressed that some librarians don't have adequate awareness and skills on DDA. From the above discussions, it is evident that the majority of the respondents have a high level of acceptance of the adoption of DDA and wish it were

adopted. They include the first and second 99 category respondents. However, the third category of respondents R8, R10, and R20 were undecided as they were not sure of the efficacy of DDA in the general collection development process of the private University libraries, where the decision to acquire library resources is not in the hands of the librarians alone.

2. Factors that lead to Acceptance to adopt Demand-Driven Acquisition for Information Resources Development in Academic Libraries: The second question seeks to identify the factors that facilitate the acceptance of librarians on the adoption of Demand-Driven Acquisition for Information Resources Development. Different factors that facilitate the acceptance of DDA from the librarians under study were captured as follows: Respondents R2, R5, R6, and R7 were of the opinion that the factors that facilitate the acceptance of DDA lie in the budgetary allocation and user engagement in information resources development processes.

"Increased budgetary provision, including relevant stakeholders in the library acquisition process" (Respondent 2)

"Adequate budget provision is one of the keys in planning and implementation of DDA" (Respondent 5)

"Budget allocation and involvement of users in making decisions while developing the library resources" (Respondent 6)

"Library budget is the most critical in the adoption of DDA in our libraries (Respondent 7)

Respondents R1, R3, R4, R11, R12, R13, R14, and R17 view the factors that facilitate the acceptance to adopt DDA to include: information explosion, demands from users, high cost of information resources, advancement of information and communication technologies, and multiplication of users among others. They responded as follows:

"I believed that the following factors would lead to my acceptance to adopt DDA such as explosion of information resources, advancement of information and communication technologies, and multiplication of users" (Respondents 1)

"In my opinion, factors such as advancement in information and communication technologies and information explosion are some of the factors that lead to adoption of DDA" (Respondent 3)

"Multiplication of users, information explosion, and advances in information and communication technologies are some of the factors that lead to adoption of DDA in our libraries" (Respondent 4)

"High cost of information resources, both print and electronic, high demand from library users and users' satisfaction, I think, are the factors that will lead to my acceptance to adopt DDA" (Respondent 11)

"Inadequate library budget and high cost of information resources are some of the factors that lead to acceptance of DDA in academic libraries" (Respondent 12)

"I opine that, under-utilization of our acquired information resources and the problem of inadequate budget in academic libraries are among the factors that lead to acceptance of DDA" (Respondent 13)

"My opinion about the factors that lead to acceptance of DDA in academic libraries revolves around factors such as high cost of e-resources, under-utilization of the acquired resources and user preferences" (Respondent 14)

"Some of the factors that lead to acceptance of DDA in our libraries include inadequate budget and high cost of information resources" (Respondent 17)

The respondents R18, R19, R20 and R22 view the factors that lead to acceptance to adopt DDA from the side of their respective University management and stated as follows:

"I think strong management support, that is, the university management and motivation from the university management, will lead to my acceptance to adopt DDA" (R18)

"Strong management support of both the library and university management" (R 19)

"There is a need for the university management support" (Respondent 20)

University management support is one of the key factors to consider in terms of changing model of acquisition of information resources" (Respondent 22)

Another category of respondents R8, R9, R10, R15, R16, and R21 believe that the factors that lead to the acceptance to adopt DDA lie within the flexibility of the model (DDA) and the friendly interface of the model (DDA) and stated as follows:

"I believe that factors such as ease of use of the DDA and saving cost feature of the model are what lead to acceptance of DDA in academic libraries" (Respondent 8)

"From my own side, the flexibility and user-friendly interface of the model (DDA) is what led to my acceptance to adopt it (DDA)" (Respondent 9)

"Cutting cost feature of the model and flexibility of the model are some of the factors that lead to it acceptance" (Respondent 10)

"The user-friendly feature of the model and ease of use of the model are some of the factors that lead to acceptance of DDA" (Respondent 15)

"In my opinion, the factors that lead to acceptance of DDA are the user satisfaction feature of the model and flexibility of the model" (Respondent 16)

"Factors such as ease of use of the model, non-restricted access feature of the model, and user-friendly of the model lead to acceptance of DDA" (Respondent 21)

Discussion of the findings

The discussions showed that the majority of the respondents, such as the first and second categories, have a high level of acceptance of DDA and wished it is adopted. However, the third category of respondents, such as R8, R10, and R20 were undecided as they were not sure of the efficacy of DDA in the general collection development process of the private university libraries, where the decision to acquire library resources is not in the hands of the librarians alone. This corresponds to the findings of Walker & Arthur (2018), who opined that the recent "just-in-time" model through user engagement in the collection acquisition process has been discovered to be rich and more effective. User-initiated collection acquisition is a user-driven collection procurement model accepted and adopted by several libraries.

The findings also showed that decreased library budget allocation, cutting cost feature of the model, information explosion, demands from users, high cost of information resources, advancement of information and communication technologies, and multiplication of users, ease of use of the model, user friendly interface of the model, flexibility of the model, among others as the factors that lead to librarians' acceptance of DDA in academic libraries.

Summary of the findings

Majority of the respondents, such as the first and second categories, have a high level of acceptance of DDA and wish it were adopted. However, the third category of respondents, such as R8, R10, and R20 were undecided as they were not sure of the efficacy of DDA in the general collection development process of the private university libraries, where the decision to acquire library resources is not in the hands of the librarians alone. The findings also showed that decreased library budget allocation, cutting cost feature of the model, information explosion, demands from users, high cost of information resources, advancement of information and communication technologies, and multiplication of users, ease of use of the model, user friendly interface of the model, flexibility of the model, among others as the factors that lead to librarians' acceptance of DDA in academic libraries.

Conclusion

In conclusion, acceptance is not a binary outcome but a spectrum. Librarians are likely to be strong advocates for DDA when it is implemented as part of a hybrid model, strategically complementing not wholly replacing traditional firm ordering for core disciplinary texts. Success hinges on robust stakeholder collaboration between librarians, faculty, university administration, and publishers to establish clear parameters, sustainable funding models, critical oversight, and continuous professional development for librarians is essential to equip them with the skills needed to manage, analyze, and curate within a DDA framework.

Recommendations

1. Awareness and Sensitization Campaigns: Library management should organize regular workshops, seminars, and training sessions to improve librarians' awareness and understanding of demand-driven acquisition, since acceptance is influenced by knowledge and exposure, institutions should develop clear policies and guidelines to support the integration of DDA into existing collection development strategies, ensuring transparency and consistency in adoption, universities and research libraries should consider piloting DDA projects on a small scale to enable librarians to evaluate its effectiveness before full-scale implementation, thereby increasing confidence and acceptance, strengthening partnerships with book vendors and publishers to ensure flexible licensing terms, cost-effectiveness, and accessibility will likely enhance librarians' willingness to accept DDA.

2. Capacity Building: Training programs should be designed to enhance librarians' digital competencies and technical skills, as technological literacy strongly influences acceptance,

Librarians should be actively involved in DDA decision-making processes, particularly in areas of title selection criteria, budgeting, and evaluation, to foster a sense of ownership and positive attitude towards adoption, universities should invest in reliable ICT infrastructure, stable internet connectivity, and user-friendly acquisition platforms, since ease of use is a major factor in acceptance, adequate funding should be provided to ensure smooth implementation of DDA, as financial constraints could negatively affect librarians' willingness to embrace the model.

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