SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

(SLADS) — BAGAMOYO

RESEARCH REPORT

AN ASSESSMENT ON THE EFFECTIVENESS OF LIBRARY COLLECTION DEVELOPMENT IN SUPPORTING CURRICULUM NEEDS÷

A CASE STUDY OF THE AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT (ADEM) — BAGAMOYO

BY

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A Research Report Submitted to the School of Library, Archives and Documentation Studies in Partial Fulfilment of the Requirements for the Award of the Ordinary Diploma in Library and Information Management

August 2026

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CERTIFICATION

The undersigned certifies that he/she has read and hereby recommends for acceptance by the School of Library, Archives and Documentation Studies (SLADS) a research report titled ***"An Assessment on the Effectiveness of Library Collection Development in Supporting Curriculum Needs: A Case Study of the Agency for the Development of Educational Management (ADEM)*** – Bagamoyo", in partial fulfilment of the requirements for the award of the Ordinary Diploma in Library and Information Management.

Supervisor's Signature: ……

Date: ……

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DECLARATION

I, **Boldi Daudi Idi,** declare that this research report is my own original work and that it has not been presented, nor is it being concurrently presented, for a degree, diploma, or any other award in this or any other institution. All sources of information used in this study have been duly acknowledged by means of references.

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Finally, I thank my family, especially my sister, friends, and classmates for their continuous encouragement, moral support, and understanding during the course of this study.

May God bless you all.

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DEDICATION

This research report is dedicated to my beloved family, whose love, prayers, and unwavering support have been my source of strength throughout my academic journey.

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ABSTRACT

This study assessed the effectiveness of library collection development in supporting curriculum needs at the Agency for the Development of Educational Management (ADEM), Bagamoyo. It was guided by four specific objectives: to examine existing collection development policies, to evaluate the relevance of library materials to the curriculum, to propose strategies for improving collection development, and to identify challenges affecting effective collection development. A descriptive case study design was adopted, employing a triangulation approach that combined questionnaires, interviews, and document review. Data were collected from a sample of 80 respondents comprising students, lecturers, and librarians, of whom 73 responded, giving a response rate of 91.3%. Quantitative data were analysed using descriptive statistics and presented in tables and charts, while qualitative data from interviews and document review were analysed thematically.

Findings revealed that ADEM library has a written collection development policy, but it is outdated, rarely reviewed, and inconsistently applied, with acquisitions largely influenced by budget availability and faculty or donor requests rather than a documented needs-assessment process. Perceived relevance of library materials to the curriculum was moderate: while a majority of students and lecturers considered the collection at least somewhat relevant, a notable proportion, particularly in Science and Technology disciplines, reported outdated or insufficient materials. Key strategies proposed for improvement included stronger faculty–library collaboration and curriculum mapping, increased budget allocation, expansion of e-resources, periodic policy review, and strengthened resource-sharing partnerships such as COTUL. Major challenges identified included limited budget allocation, unreliable internet connectivity, dependency on donor-funded materials, and inadequate staffing.

The study concludes that library collection development at ADEM is only moderately effective in supporting curriculum needs and recommends deliberate policy review, closer faculty engagement, and sustained investment in the library to strengthen its contribution to ADEM's educational mandate.

Keywords: Collection Development, Library Collection, Curriculum Needs, Academic Library, ADEM.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADEM - Agency for the Development of Educational Management

SLADS - School of Library, Archives and Documentation Studies

CBC - Competency-Based Curriculum

OER - Open Educational Resources

COTUL - Consortium of Tanzania Universities and Libraries

KNLS - Kenya National Library Service

STEM - Science, Technology, Engineering and Mathematics

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CHAPTER ONE
INTRODUCTION TO THE BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose and objectives, research questions, significance, scope, limitations, and definitions of key terms.

1.1 Background of the Study

Libraries are widely recognized as the backbone of educational institutions, providing access to essential resources that support teaching, learning, and research. Effective library collection development ensures that students, educators, and researchers have access to relevant, high-quality, and up-to-date materials aligned with academic curricula (Johnson, 2018). Globally, libraries contribute to literacy, critical thinking, and lifelong learning by curating diverse perspectives, integrating digital resources, and offering access to open educational materials (Evans, 2018).

In the 21st century, the role of libraries has expanded beyond traditional print collections to include electronic resources, institutional repositories, and open-access platforms. This shift reflects the growing demand for digital learning environments and the need for libraries to remain responsive to curriculum changes (Manda, 2023). Academic libraries in developed countries actively collaborate with faculty to align collections with curricular needs, incorporating multilingual resources and digital databases to support diverse student populations (Ngulube, 2020).

Across Africa, libraries play a pivotal role in bridging educational gaps by providing access to culturally relevant and curriculum-aligned materials. However, challenges such as limited budgets, inadequate acquisition policies, and uneven internet connectivity persist (Otike, 2022). In Kenya, for example, the Kenya National Library Service collaborates with the Ministry of Education to distribute textbooks and digital resources tailored to the competency-based curriculum, while academic libraries integrate Open Educational Resources (OERs) and e-journals to support research and reduce reliance on costly imported textbooks (Matheka, 2022). Community-driven initiatives like the Maktaba Project further extend access to underserved rural schools, ensuring inclusivity in educational resource provision (KNLS, 2023).

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In Tanzania, libraries have increasingly prioritized aligning collections with the Competency-Based Curriculum (CBC). The Tanzania Library Services Board collaborates with the Ministry of Education to distribute Swahili-language textbooks and localized digital resources, ensuring curriculum relevance while preserving indigenous knowledge (Mwilongo, 2020). Academic libraries, such as those at the University of Dar es Salaam, leverage OERs and institutional repositories to mitigate the high cost of imported textbooks, particularly in STEM subjects (Ntullo, 2025). Grassroots initiatives like Soma Kitabu (Read a Book) partner with rural communities to establish mobile libraries, delivering culturally relevant materials in local languages such as Sukuma and Chaga (World Bank, 2024).

Despite these efforts, challenges remain. Studies highlight that collection development guiding tools are inconsistently applied in Tanzanian academic libraries, leading to misaligned acquisitions and underutilized resources (Mwilongo, 2020). Furthermore, while initiatives such as the Consortium of Tanzania Universities and Libraries (COTUL) have improved access to shared resources, gaps persist in aligning collections with specific curriculum requirements (Ntullo, 2025). These challenges underscore the need for systematic assessment of library collection development practices to ensure that materials are adequate, relevant, accessible, and effectively utilized in supporting academic programs.

Against this backdrop, the Agency for the Development of Educational Management (ADEM) provides a unique case for examining the effectiveness of library collection development. As an institution tasked with training educational leaders and supporting curriculum implementation, ADEM's library plays a critical role in providing resources that align with national education priorities. Assessing its collection development practices helps identify strengths, weaknesses, and strategies for improvement, ultimately contributing to enhanced teaching, learning, and research outcomes.

1.2 Statement of the Problem

Despite the recognized importance of collection development, insufficient assessment exists regarding how well collections correspond to course requirements, faculty expectations, and student learning outcomes. Materials may be outdated, underutilized, or misaligned with program objectives (Mwilongo, 2020). The growth of electronic resources further necessitates continuous

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evaluation to ensure responsiveness to curriculum changes (Evans, 2018). Without systematic assessment, libraries risk investing in resources that fail to support academic success (Johnson, 2018).

This study addresses the lack of comprehensive evaluation of library collection development effectiveness at ADEM, focusing on alignment with curriculum needs, strengths and weaknesses in practices, and strategies for improvement.

1.3 Objectives of the Study

General Objective

To assess the effectiveness of library collection development in supporting curriculum needs at ADEM.

Specific Objectives

i. To examine existing collection development policies.

ii. To evaluate the relevance of library materials to the curriculum.

iii. To propose strategies for improving collection development.

iv. To identify challenges affecting effective collection development.

1.4 Research Questions

i. What collection development policies currently exist at ADEM?

ii. How relevant are library materials to curriculum needs?

iii. What strategies can improve collection development practices?

iv. What challenges affect effective collection development?

1.5 Significance of the Study

This study contributes to improving curriculum support through effective collection development. Findings benefit librarians, educators, and policymakers by identifying gaps, optimizing resource allocation, and strengthening the library's role in teaching and learning (Ntullo, 2025).

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1.6 Scope of the Study

The study focuses on assessing library collection development at ADEM, limited to evaluating policies, relevance, strategies, and challenges in supporting curriculum needs.

1.7 Limitations of the Study

Every research study faces certain limitations that may influence the scope, depth, and generalizability of its findings. This study anticipated several constraints that could affect the process of data collection and analysis.

i. Financial Constraints

One of the major limitations was financial constraints. Conducting research requires resources for printing questionnaires, traveling to the study site, and accessing secondary data sources. A limited budget restricts the extent of data collection, particularly in reaching a larger sample size or accessing advanced analytical tools. The researcher mitigated this challenge through careful planning, prioritization of essential activities, and efficient use of available resources (Creswell, 2018).

ii. Research Experience

Another limitation related to the researcher's limited experience, as this was the first major academic study undertaken. Lack of prior experience in handling large-scale data collection and analysis posed challenges in ensuring methodological rigor. This was addressed through continuous guidance from supervisors and consultation with experienced scholars to strengthen the reliability and validity of the study (Yin, 2018).

iii. Respondent Cooperation

The success of this study depended heavily on the cooperation of respondents. Some participants were reluctant to provide information, delayed in returning questionnaires, or failed to attend scheduled interviews. Such issues affected the timeliness and completeness of data collection. This was addressed through follow-up reminders, flexible scheduling, and assurance of confidentiality to encourage participation (Bryman, 2016).

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iv. Time Constraints

Time was another limitation, as the study had to be completed within a fixed academic calendar. Limited time restricted the depth of analysis and the ability to explore additional variables beyond the stated objectives. This was mitigated by adhering to a strict schedule and focusing on the core objectives of the study (Cohen, Manion, & Morrison, 2018).

1.8 Definition of Key Terms

Library

A library is an organized institution that collects, preserves, and provides access to information resources in both physical and digital formats to support education, research, and lifelong learning. It serves as a knowledge center where users can access books, journals, databases, and multimedia materials. Modern libraries may exist as physical spaces, virtual platforms, or a combination of both, offering services such as information access, study environments, and research support (Jaeger, 2018).

Library Collection

A library collection refers to the total accumulation of information resources available in a library. These resources include books, journals, newspapers, audio-visual materials, manuscripts, maps, and electronic resources such as e-books and databases. The collection is systematically organized to ensure easy access and retrieval by users (Johnson, 2018).

Collection Development

Collection development is the systematic and continuous process of building and maintaining a library collection to meet the information needs of its users and align with institutional goals. It involves a range of activities such as selection, acquisition, evaluation, and weeding of resources (Evans, 2018).

According to Evans (2018), collection development is a dynamic and ongoing process that ensures the library remains relevant by responding to changing user needs and information trends. It includes key stages such as needs assessment, selection, acquisition, evaluation, weeding, and policy development.

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CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter reviews existing literature relevant to the study. It is organized according to the specific objectives: examining collection development policies, evaluating the relevance of library materials to curriculum needs, proposing strategies for improvement, and identifying challenges affecting effective collection development. Each section concludes with a research gap that justifies the present study.

2.1 Collection Development Policies

Collection development policies are essential for guiding the selection, acquisition, and maintenance of library resources, ensuring that collections remain relevant, balanced, and aligned with institutional goals. Johnson (2018) emphasizes that such policies provide a framework for decision-making, helping libraries allocate resources effectively and avoid duplication, since without clear policies acquisitions may become inconsistent and fail to meet curriculum needs. Evans (2018) adds that policies must also adapt to digital transformations, ensuring integration of electronic resources alongside print collections, and argues that flexible policies are necessary to respond to evolving curricula.

At the regional level, Mwilongo (2020) found that Tanzanian academic libraries often lack comprehensive policies, leading to misaligned acquisitions and reliance on donor-funded materials that undermine the sustainability of collection development. By contrast, Otike (2022) reported that Kenyan academic libraries have adopted competency-based curriculum policies that ensure collections directly support national education reforms, demonstrating how policies can be deliberately tailored to curriculum changes.

2.2 Relevance of Library Materials to Curriculum Needs

The relevance of library materials is critical in supporting teaching and learning. Materials must align with prescribed course readings, faculty expectations, and student learning outcomes.

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Manda (2023) observed that Tanzanian academic libraries often struggle with outdated collections, particularly in STEM subjects, which undermines curriculum delivery. Ntullo (2025) noted that while resource-sharing initiatives like COTUL have improved access, many collections remain misaligned with specific program objectives. Globally, Ngulube (2020) emphasized that collaboration with faculty is key to ensuring acquisitions reflect current curricula.

2.3 Strategies for Improving Collection Development

Effective strategies include stakeholder collaboration, digital integration, and evidence-based evaluation.

Evans (2018) suggested that libraries should adopt diversity-focused acquisitions and integrate digital resources to remain relevant. Johnson (2018) emphasized the importance of using usage statistics and curriculum mapping to guide acquisitions. Ntullo (2025) highlighted that COTUL's resource-sharing initiatives have improved access to electronic databases in Tanzania. KNLS (2023) reported that partnerships between libraries and educational institutions in Kenya strengthened resource distribution and improved curriculum support.

2.4 Challenges Affecting Effective Collection Development

Libraries face multiple challenges that hinder effective collection development. World Bank (2024) reported that financial constraints limit acquisitions and subscriptions to electronic databases in Tanzania. Mwilongo (2020) identified unreliable internet connectivity and donor dependency as major barriers. Otike (2022) noted disparities in access to digital resources between rural and urban areas in Kenya. Ngulube (2020) argued that globally, libraries struggle with balancing print and digital resources while ensuring inclusivity.

Beyond financial and infrastructural barriers, human-resource and skills-related constraints are also widely reported. Manda (2023) observed that inadequate staffing and limited digital literacy among library personnel slow the adoption of e-resources and weaken systematic weeding of obsolete materials. Matheka (2022) similarly found that, in the absence of dedicated collection-development staff, acquisition decisions in many Kenyan and Tanzanian academic libraries default to ad hoc faculty requests rather than a planned, curriculum-aligned process. Taken together, these financial, infrastructural, and human-resource challenges point to the need for deliberate,

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coordinated institutional strategies rather than isolated interventions to strengthen collection development practice.

2.5 Research Gap

Previous studies on library collection development have mainly focused on general academic institutions and have not adequately addressed how collections effectively support specific curriculum needs in specialized institutions like ADEM. Additionally, there is limited research in the Tanzanian context that combines both user perspectives and policy analysis. Therefore, this study fills this gap by assessing how well library collection development at ADEM aligns with and supports its curriculum requirements.

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CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology adopted for the study. It explains the research design, study area, target population, sampling procedures, data collection methods, data analysis techniques, and ethical considerations. The methodology ensures that the study objectives are systematically addressed and that findings are reliable, valid, and applicable to the context of ADEM.

3.1 Research Design

The study adopted a descriptive case study design. A case study is appropriate because it allows for an in-depth exploration of collection development practices within a single institution (Yin, 2018). The descriptive approach enabled the researcher to document existing policies, evaluate relevance of materials, identify strategies, and analyze challenges. This design is particularly useful when the aim is to assess effectiveness rather than to establish cause-and-effect relationships (Creswell, 2018).

3.2 Study Area

The study was conducted at the Agency for the Development of Educational Management (ADEM) in Tanzania. ADEM is a government institution
n mandated to train educational leaders and support curriculum implementation. Its library plays a critical role in providing resources for teaching, learning, and research. Since ADEM directly supports national education priorities, its library is an ideal case for assessing how collection development aligns with curriculum needs (Ntullo, 2025). . A researcher chooses ADEM as the case study because the library provided relevant and up to date information resources to support our research and other academic instruction and professional development activities.

3.3 Target Population

The target population included three main groups: library staff, faculty members, and students. Library staff are responsible for acquisition, cataloguing, and management of collections, while

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faculty members rely on library resources to support teaching and research. Students are the primary beneficiaries of library services, depending on collections for coursework and assignments. Including these groups ensures perspectives from both providers and users of library services are captured (Manda, 2023).

3.4 Sample Size

According to Kumar (2005), sample size refers to the small number of individuals selected from a population as a generalization of the study. The sample size of this study was 80 respondents, comprising 60 students, 15 lecturers, and 5 librarians as key informants.

3.5 Sampling Procedures

The study used a mixed sampling approach. Purposive sampling was applied to library staff and faculty members, since they have specialized knowledge of collection development and curriculum support (Etikan, 2016). Stratified random sampling was used for students to ensure representation across different programs and levels of study (Cohen, Manion, & Morrison, 2018). This approach balanced depth (from experts) and breadth (from general users).

3.6 Data Collection Methods

This study adopted a triangulation approach, which involves the use of multiple data collection methods to enhance the validity, reliability, and comprehensiveness of findings. Triangulation allowed the researcher to cross-check information from different sources and gain a deeper understanding of how effectively library collection development supports curriculum needs at ADEM. The study utilized questionnaires, interviews, and document review as described below.

3.6.1 Questionnaires

Questionnaires were used to collect quantitative data from students and faculty members at ADEM regarding their perceptions of the effectiveness of library collections in supporting the curriculum. This method is appropriate because it allows the researcher to gather data from a large number of respondents in a standardized manner (Bryman, 2016).

3.6.2 Interviews

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Interviews were conducted with library staff and administrators to collect qualitative data that provides deeper insights into collection development practices. This method allows for detailed exploration of issues that cannot be captured through questionnaires alone (Kvale & Brinkmann, 2015). In this study, interviews provided critical insights into institutional practices and challenges affecting the effectiveness of collection development in supporting the curriculum.

3.6.3 Document Review

Document review involved the systematic examination of existing library records and institutional documents to assess collection development practices at ADEM. This method provided secondary data that complemented information obtained from questionnaires and interviews (Bowen, 2017). Bowen (2017) emphasizes that document review is useful for providing context, background information, and evidence of actual practices, making it an important method in case study research.

3.7 Data Analysis Techniques

Quantitative data from questionnaires were analyzed using descriptive statistics such as frequencies and percentages, presented in tables and charts (Field, 2018). Qualitative data from interviews and document reviews were analyzed thematically, identifying recurring patterns related to policies, relevance, strategies, and challenges (Braun & Clarke, 2019).

3.8 Ethical Considerations

The study adhered to ethical standards by obtaining informed consent from all participants, ensuring confidentiality and anonymity of responses, using data solely for academic purposes, and seeking official permission from ADEM management before conducting the study (Resnik, 2020). These measures safeguarded participants' rights and ensured the integrity of the research process.

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CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyses, and discusses the findings of the study on the effectiveness of library collection development in supporting curriculum needs at the Agency for the Development of Educational Management (ADEM). Data were obtained from students and lecturers through questionnaires, and from library staff through interviews and document review, in line with the triangulation approach described in Chapter Three. Quantitative data are presented in tables and charts showing frequencies and percentages, while qualitative data from interviews and document review are analyzed thematically. Findings are organized according to the four specific objectives of the study: collection development policies, relevance of library materials to curriculum needs, strategies for improving collection development, and challenges affecting effective collection development.

4.1 Response Rate

Out of 80 questionnaires and interview schedules administered, 73 were completed and returned, giving an overall response rate of 91.3%. This response rate is considered adequate for analysis and generalization of findings within the case, since a response rate above 70% is generally regarded as very good for descriptive survey research (Bryman, 2016).

Table 4.1: Response Rate by Category of Respondents

Category	Sample Size	Responses Obtained	Response Rate (%)
Students	60	55	91.7
Lecturers	15	13	86.7
Librarians (interviews)	5	5	100.0
Total	80	73	91.3

Chart 4.1: Responses Obtained by Category

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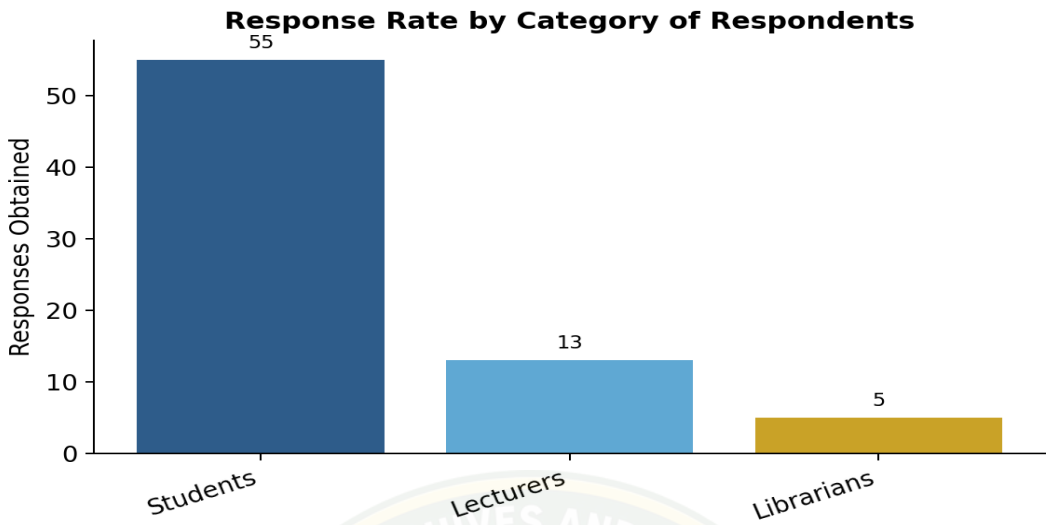


Chart 4.1 illustrates that librarians achieved a 100.0% response rate, well above the 91.7% recorded for students and 86.7% for lecturers. This near-complete participation from library staff strengthens confidence in the qualitative findings on collection development policy presented later in this chapter.

4.2 Demographic Characteristics of Respondents

This section presents the demographic characteristics of the 55 student and 13 lecturer respondents (n = 68) who completed the questionnaire, covering gender, level/position, field of study, and duration at ADEM.

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Table 4.2: Demographic Characteristics of Respondents (n = 68)

Variable	Category	Frequency	Percentage (%)
Gender	Male	38	55.9
	Female	29	42.6
	Prefer not to say/Other	1	1.5
Level of study (students)	Certificate	9	16.4
	Diploma	31	56.4
	Bachelor's degree	13	23.6
	Master's degree	2	3.6
Field of study	Business/Management	17	25.0
	Education	24	35.3
	Science/Technology	12	17.6
	Humanities/Social Sciences	15	22.1
Duration at ADEM	1 year or less	14	20.6
	2 years	21	30.9
	3 years	19	27.9
	4 years or more	14	20.6

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The distribution shows a fairly balanced representation of gender and a predominance of diploma-level students, consistent with ADEM's core mandate as a middle-level training institution for educational managers. Respondents were also drawn across all major fields of study and varying lengths of study at ADEM, which strengthens the credibility of the perceptions reported below (Manda, 2023).

Chart 4.2: Gender Distribution of Respondents

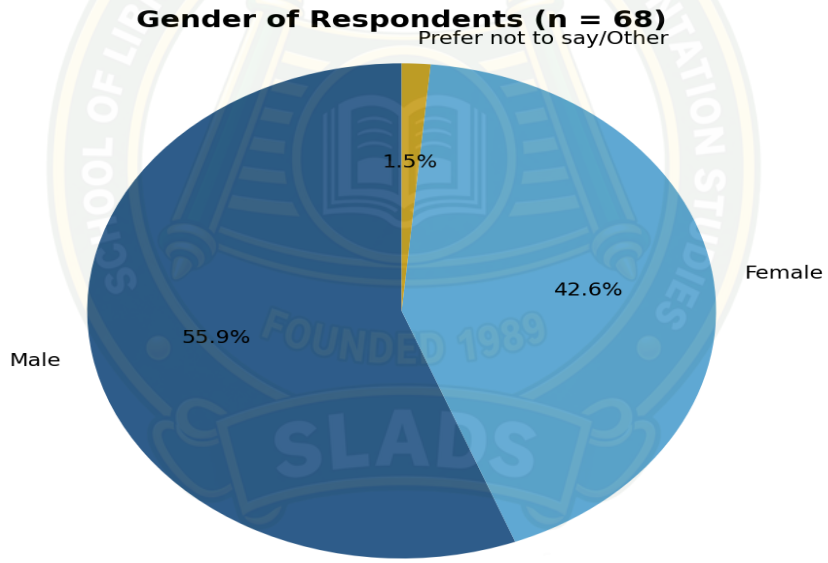


Chart 4.2 shows that male respondents formed a slight majority (55.9%), with female respondents making up 42.6% and the remaining 1.5% preferring not to disclose their gender. This near-balanced split means the perceptions reported in this chapter are unlikely to be skewed by the views of a single gender group.

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Chart 4.3: Level of Study (Students)

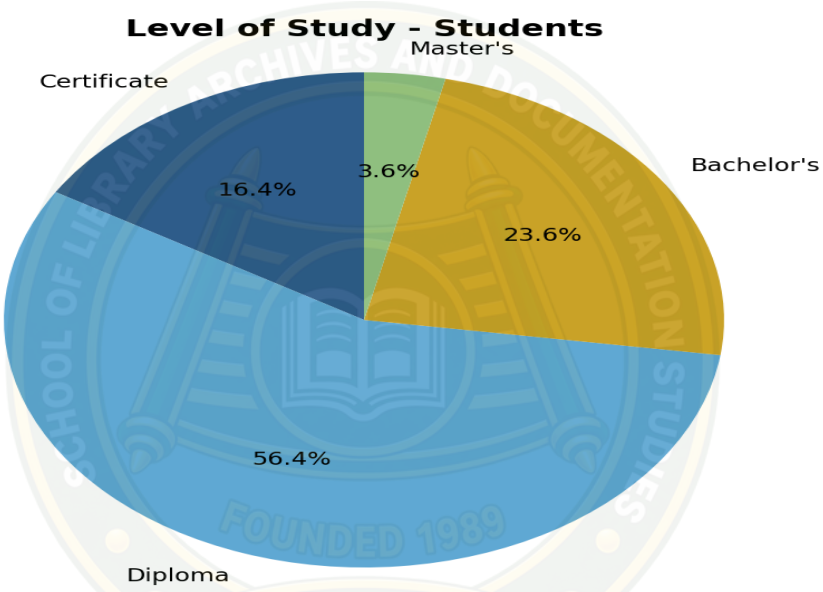


Chart 4.3 shows that diploma students made up the majority of student respondents (56.4%), followed by bachelor's degree students (23.6%), certificate students (16.4%), and master's degree students (3.6%). This distribution (n = 55 students) reflects ADEM's core mandate as a middle-level, diploma-focused training institution.

Chart 4.4: Field of Study of Respondents

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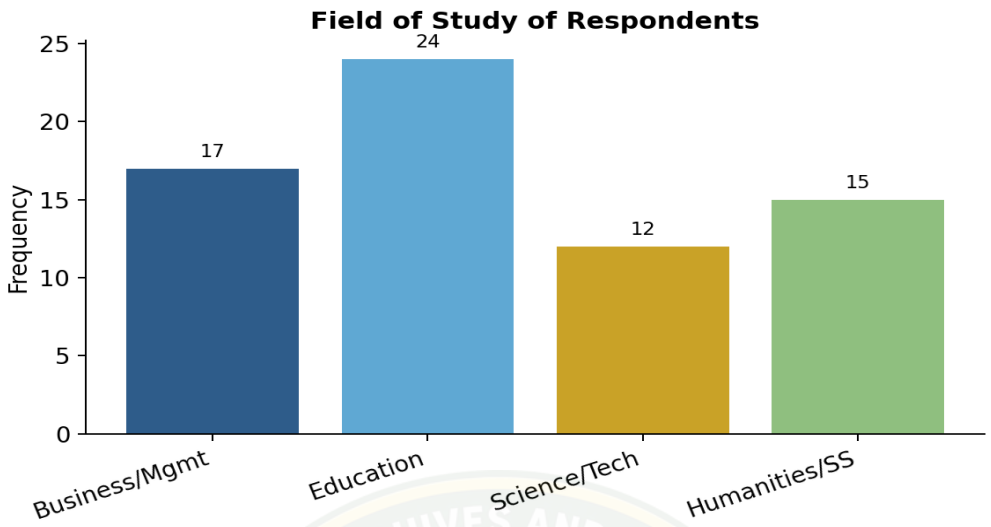


Chart 4.4 indicates that respondents were spread across all major fields of study, led by Education (35.3%), followed by Business/Management (25.0%), Humanities/Social Sciences (22.1%), and Science/Technology (17.6%). This spread allows the findings on collection relevance to be interpreted across disciplines rather than being dominated by a single field.

4.3 Existing Collection Development Policies at ADEM

This section addresses the first specific objective: to examine the existing collection development policies at ADEM. Findings were drawn mainly from interviews with all five ADEM librarians (n = 5) and from document review of institutional records.

4.3.1 Findings from Document Review

Document review established that ADEM library possesses a written collection development guideline, but the document was last formally revised several years ago and does not reflect recent curriculum changes or the growth of electronic resources. No evidence was found of a standing committee that reviews the policy periodically, and acquisition decisions were largely guided by annual budget ceilings rather than a documented needs-assessment procedure. These findings mirror Mwilongo's (2020) observation that Tanzanian academic libraries often possess collection development guiding tools that are inconsistently applied in practice.

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4.3.2 Findings from Librarian Interviews

All five librarians interviewed confirmed the existence of a general policy framework but described it as 'outdated' and 'rarely consulted' in day-to-day acquisition decisions. Three of the five librarians reported that selection of new materials is largely influenced by faculty requests and donor offers rather than a systematic curriculum-mapping exercise. Two librarians noted that budget releases, rather than an approved acquisition plan, ultimately determine what is purchased in a given year. There was consensus among librarians that the absence of a periodic review mechanism weakens the policy's relevance to current programmes offered at ADEM. Table 4.3 below summarises these themes; since each of the five librarians could raise more than one theme during the interview, the percentages are calculated out of the five librarians and do not sum to 100%.

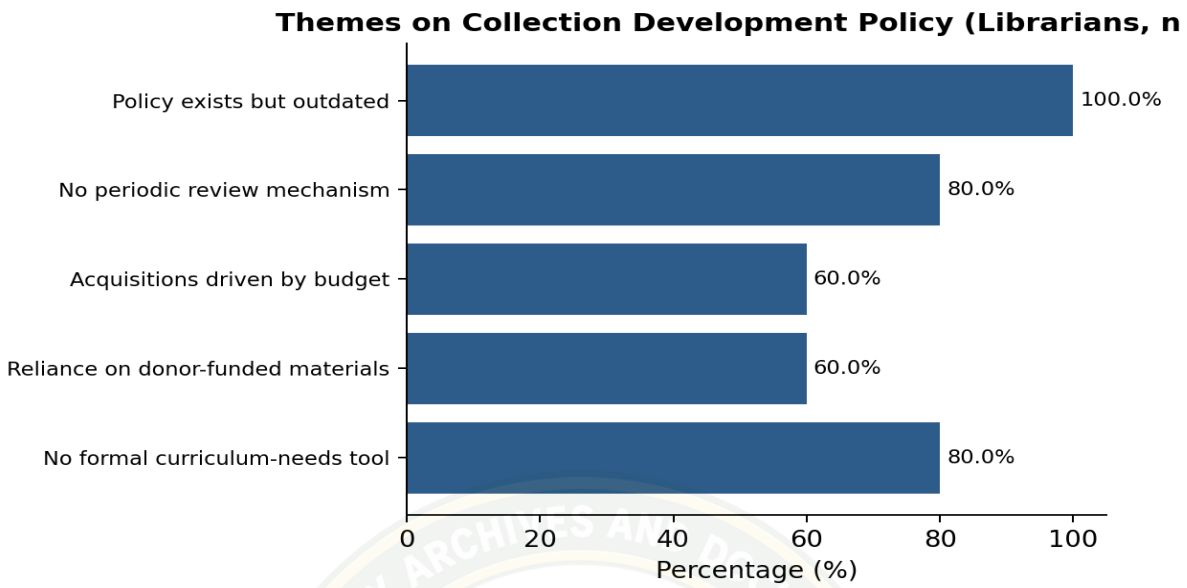
Table 4.3: Summary of Themes on Collection Development Policy (Librarian Interviews, n = 5)

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Theme	Librarians Raising the Theme	Percentage (%)
A written policy exists but is outdated	5	100.0
No periodic policy review mechanism	4	80.0
Acquisitions driven by budget rather than plan	3	60.0
Heavy reliance on donor-funded materials	3	60.0
No formal curriculum-needs assessment tool	4	80.0

Chart 4.5: Themes on Collection Development Policy

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As Chart 4.5 illustrates, every librarian interviewed (100.0%) confirmed that a written policy exists but is outdated, while 80.0% reported no periodic review mechanism and no formal curriculum-needs assessment tool; 60.0% cited budget-driven acquisitions and heavy reliance on donor-funded materials. Overall, the findings indicate that while ADEM library is not operating without policy guidance, the policy in place is weak in application, is not periodically reviewed, and is not systematically linked to curriculum planning — a pattern consistent with Johnson's (2018) argument that clear policies are essential for consistent, curriculum-aligned acquisitions.

4.4 Relevance of Library Materials to Curriculum Needs

This section addresses the second specific objective by examining how relevant respondents perceive library materials to be to the ADEM curriculum, drawing on responses from both students and lecturers.

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4.4.1 Student Perceptions

How often students use the library is presented first because it provides context for interpreting their judgements of relevance below: students who consult the collection more frequently are better placed to assess whether it truly aligns with their curriculum needs, while infrequent use may itself signal that materials are not perceived as relevant enough to seek out.

Table 4.4: Frequency of Library Use by Students (n = 55)

Response	Frequency	Percentage (%)
Daily	9	16.4
Weekly	22	40.0
Monthly	15	27.3
Rarely	9	16.4

Chart 4.6: Frequency of Library Use by Students

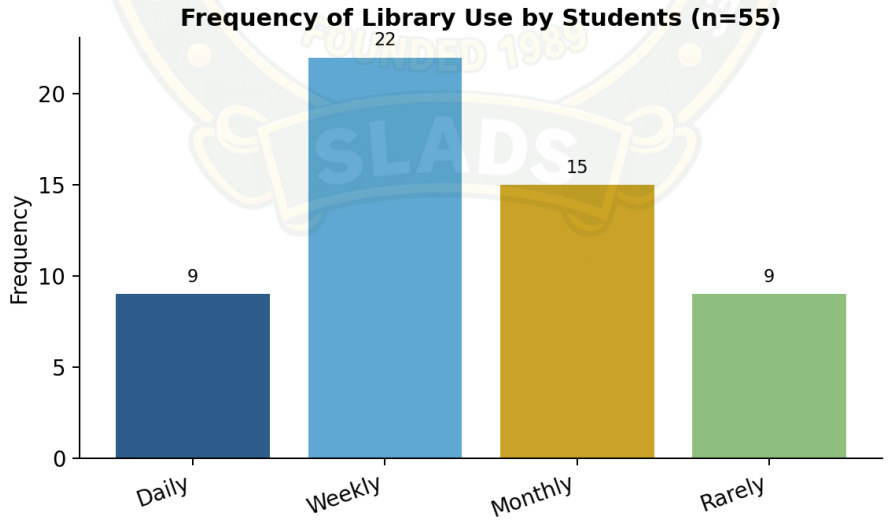


Chart 4.6 shows that weekly use was the most common pattern among students (40.0%), followed by monthly use (27.3%), with daily and rarely reported equally at 16.4% each. Combined with the

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relevance findings below, this suggests that most students consult the library on a fairly routine basis rather than only occasionally.

Table 4.5: Perceived Relevance of Library Materials to Current Courses (n = 55)

Response	Frequency	Percentage (%)
Very relevant	12	21.8
Somewhat relevant	26	47.3
Neutral	9	16.4
Not relevant	8	14.5

Chart 4.7: Perceived Relevance of Materials to Courses

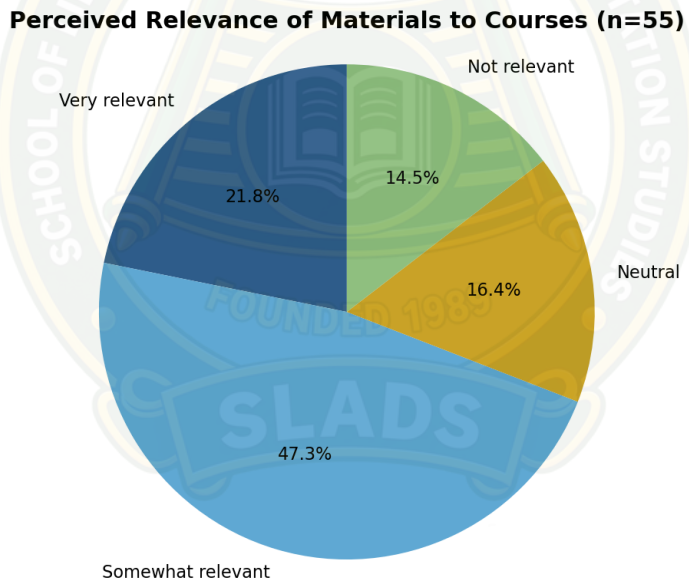


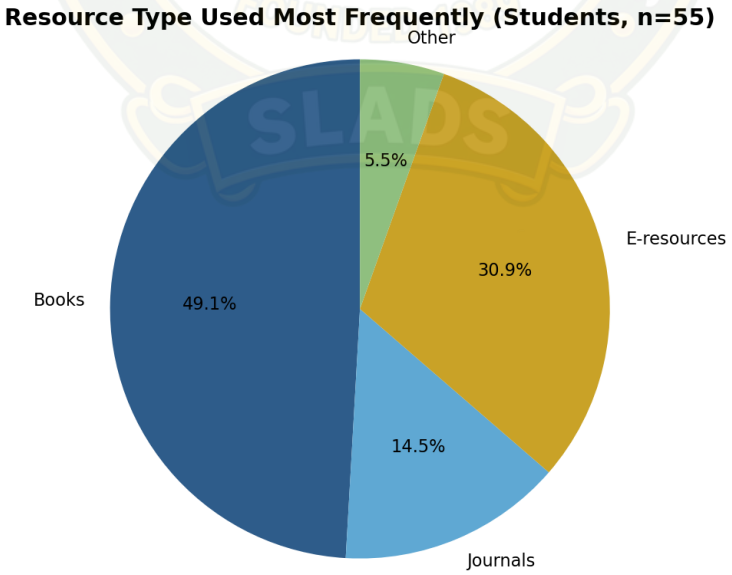
Chart 4.7 shows that a combined 69.1% of students rated library materials as 'very relevant' or 'somewhat relevant' to their current courses, while 30.9% were neutral or found materials not relevant. Read alongside Chart 4.6, this indicates that even students who use the library regularly do not always find its holdings fully aligned with their coursework.

Table 4.6: Resource Type Used Most Frequently by Students (n = 55)

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Resource Type	Frequency	Percentage (%)
Books	27	49.1
Journals	8	14.5
E-resources	17	30.9
Other	3	5.5

Chart 4.8: Resource Type Used Most Frequently



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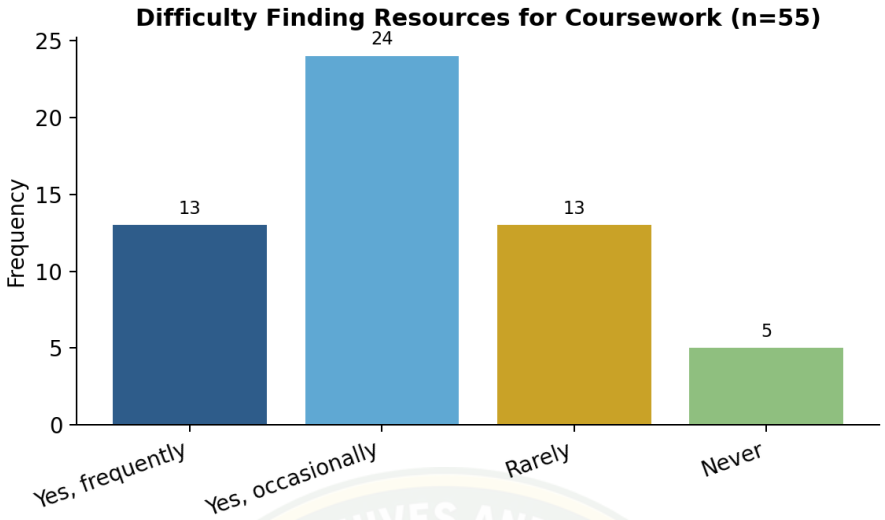
Chart 4.8 shows that printed books remained the dominant resource type (49.1%), followed by e-resources (30.9%) and journals (14.5%), with only 5.5% citing other formats. The comparatively low reliance on e-resources points to an opportunity for ADEM library to expand its digital collection to better match student needs.

Table 4.7: Difficulty Finding Resources for Assignments/Research (n = 55)

Response	Frequency	Percentage (%)
Yes, frequently	13	23.6
Yes, occasionally	24	43.6
Rarely	13	23.6
Never	5	9.1

Chart 4.9: Difficulty Finding Resources for Coursework

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Just over two-thirds of students (67.3%) reported at least occasional difficulty finding resources needed for coursework, and only 21.8% found materials 'very relevant' to their current courses. This suggests a moderate but notable mismatch between the collection and student curriculum needs, echoing Manda's (2023) finding that Tanzanian academic libraries often struggle with collections that do not fully keep pace with current programmes.

4.4.2 Lecturer Perceptions

Table 4.8: Frequency of Recommending Library Resources to Students (n = 13)

Response	Frequency	Percentage (%)
Always	2	15.4
Often	5	38.5
Sometimes	4	30.8
Rarely/Never	2	15.4

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Chart 4.10: Lecturers Recommending Library Resources

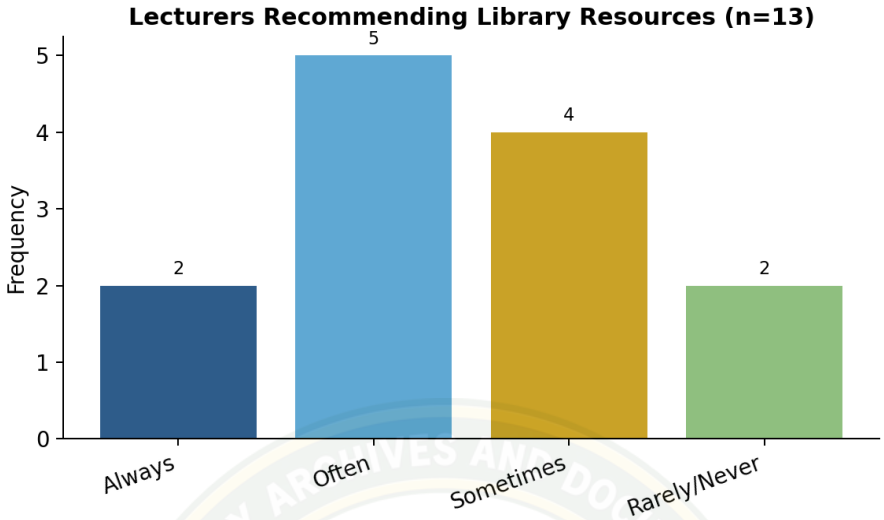


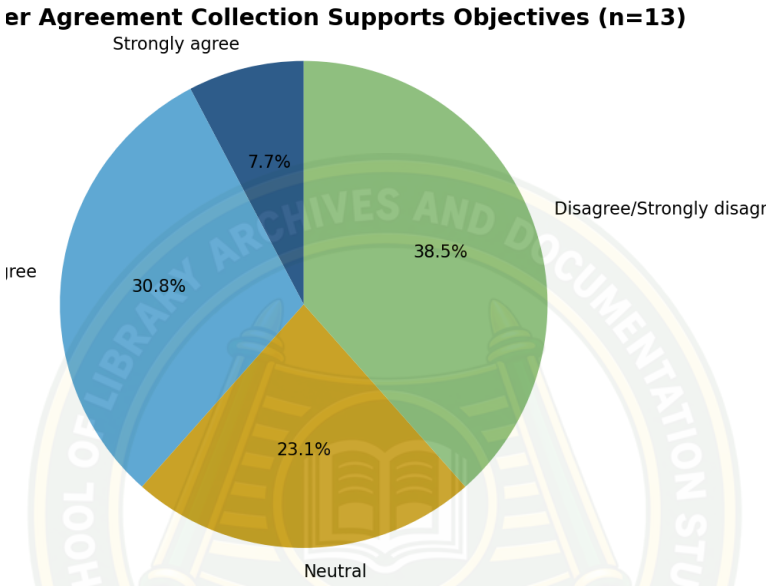
Chart 4.10 shows that a combined 53.9% of lecturers reported recommending library resources to students 'always' or 'often', while 46.1% did so only 'sometimes' or 'rarely/never'. This mixed pattern suggests that faculty engagement with the library's collection is inconsistent across departments.

Table 4.9: Lecturer Agreement that the Collection Adequately Supports Course Objectives (n = 13)

Response	Frequency	Percentage (%)
Strongly agree	1	7.7
Agree	4	30.8
Neutral	3	23.1
Disagree/Strongly disagree	5	38.5

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Chart 4.11: Lecturer Agreement That Collection Supports Course Objectives



A combined 38.5% of lecturers disagreed or strongly disagreed that the collection adequately supports their course objectives, higher than the proportion who agreed (38.5% combined agree/strongly agree, with the remainder neutral). Lecturers in Science/Technology-related fields were more likely to express dissatisfaction, consistent with Manda's (2023) and Ntullo's (2025) observations that STEM collections in Tanzanian academic libraries are frequently the most outdated.

4.5 Strategies for Improving Collection Development

This section responds to the third specific objective by presenting strategies proposed by respondents, drawn mainly from open-ended questionnaire items and librarian interviews.

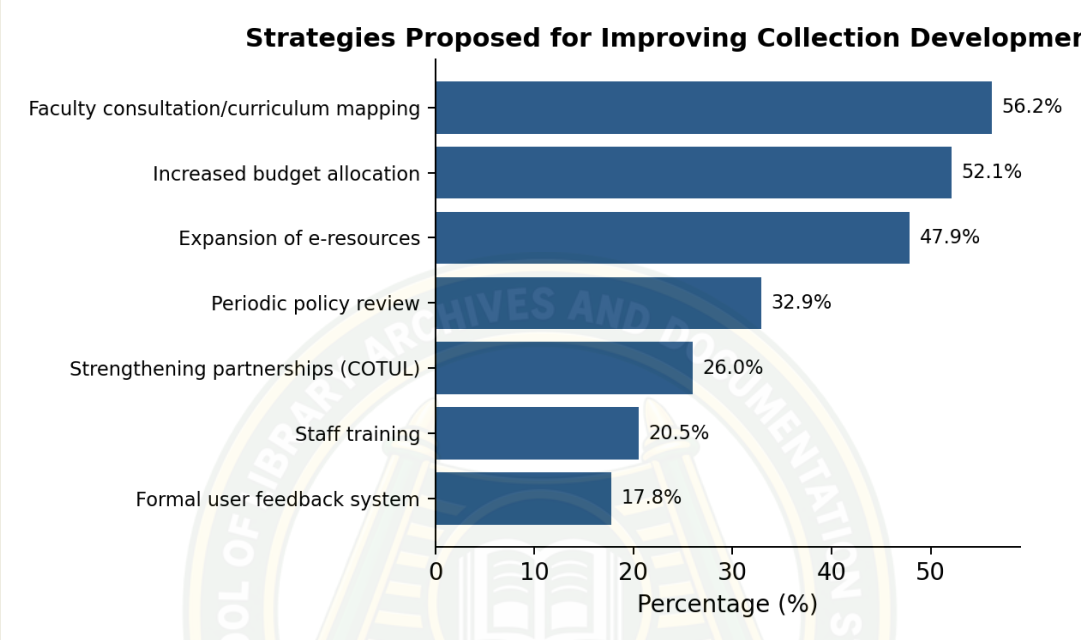
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Table 4.10: Strategies Proposed for Improving Collection Development (Multiple Responses Possible, n = 73)

Proposed Strategy	Respondents Mentioning	Percentage (%)
Regular consultation with faculty / curriculum mapping	41	56.2
Increased budget allocation for acquisitions	38	52.1
Expansion of e-resources and database subscriptions	35	47.9
Periodic review of the collection development policy	24	32.9
Strengthening resource-sharing partnerships (e.g. COTUL)	19	26.0
Training of library staff in digital collection management	15	20.5
Introducing a formal user feedback/needs-assessment system	13	17.8

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Chart 4.12: Strategies Proposed for Improving Collection Development



Faculty collaboration and curriculum mapping emerged as the most frequently proposed strategy, mentioned by over half of respondents, followed closely by calls for increased budget allocation and expansion of e-resources. Librarians specifically highlighted the value of strengthening participation in COTUL's resource-sharing initiatives, corroborating Ntullo's (2025) finding that such consortium arrangements have improved access to electronic databases in Tanzanian academic libraries. These proposed strategies align closely with Johnson's (2018) and Evans' (2018) recommendations that usage statistics, curriculum mapping, and digital integration should anchor collection development decisions.

4.6 Challenges Affecting Effective Collection Development

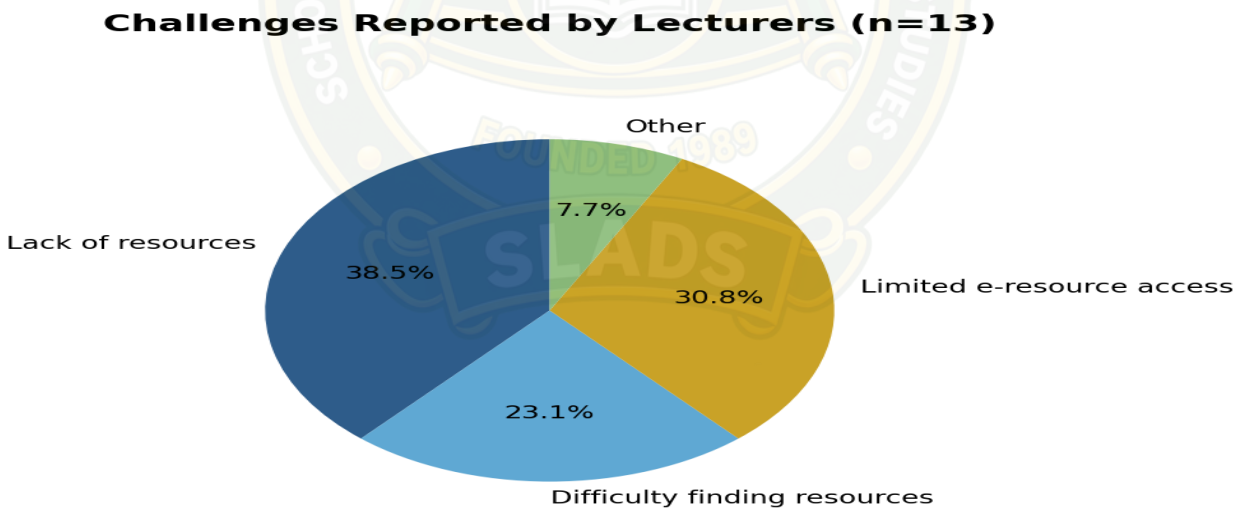
This section addresses the fourth specific objective by presenting the challenges reported by lecturers, students, and librarians.

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Table 4.11: Challenges Reported by Lecturers When Accessing Library Resources (n = 13)

Challenge	Frequency	Percentage (%)
Lack of resources for their courses	5	38.5
Difficulty finding resources	3	23.1
Limited access to e-resources	4	30.8
Other	1	7.7

Chart 4.13: Challenges Reported by Lecturers



Interviews with librarians identified a broader set of institutional-level challenges. All five librarians cited limited budget allocation as the single greatest constraint on acquisitions. Four of the five cited unreliable internet connectivity as a barrier to sustaining e-resource subscriptions and remote access. Three librarians identified continued dependency on donor-funded materials as

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a challenge to long-term sustainability, and three also cited inadequate staffing for cataloguing and systematic weeding of outdated materials. These findings closely mirror those of Mwilongo (2020), World Bank (2024), and Otike (2022), who similarly identified financial constraints, connectivity challenges, and donor dependency as persistent barriers to effective collection development in the region.

4.7 Discussion of Findings

Taken together, the findings indicate that ADEM library operates with a formal but outdated and inconsistently applied collection development policy, a pattern consistent with Mwilongo's (2020) broader observation about Tanzanian academic libraries. Perceived relevance of materials to the curriculum is moderate rather than strong: while a majority of students and lecturers find the collection at least somewhat useful, a substantial minority — particularly in Science/Technology fields — report gaps that limit curriculum support, aligning with Manda (2023) and Ntullo (2025).

Respondents converged on a similar set of improvement strategies to those identified in the literature: closer faculty-library collaboration, curriculum mapping, expanded e-resources, and stronger consortium partnerships such as COTUL (Ntullo, 2025; KNLS, 2023). Finally, the challenges identified — budget constraints, connectivity limitations, donor dependency, and staffing gaps — replicate the pattern reported across Tanzanian and wider East African academic libraries (Otike, 2022; World Bank, 2024; Ngulube, 2020). This convergence between ADEM-specific findings and the wider literature suggests that, while ADEM faces institution-specific constraints, its experience is broadly representative of challenges facing academic libraries supporting curriculum delivery in Tanzania.

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CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the study's key findings, draws conclusions in relation to the study objectives, and offers recommendations for ADEM management, library staff, and future researchers. It concludes by identifying areas for further research.

5.1 Summary of Findings

The study assessed the effectiveness of library collection development in supporting curriculum needs at ADEM, guided by four specific objectives, using a descriptive case study design with data from 73 respondents (55 students, 13 lecturers, and 5 librarians).

5.1.1 Collection Development Policies

The study found that ADEM library has a written collection development policy, but it is outdated, rarely reviewed, and inconsistently applied. Acquisition decisions are influenced more by available budget and faculty or donor requests than by a documented, curriculum-linked needs-assessment process.

5.1.2 Relevance of Library Materials to Curriculum Needs

Perceived relevance of the collection to curriculum needs was moderate. While a majority of student and lecturer respondents found materials at least somewhat relevant, a considerable proportion — especially in Science/Technology disciplines — reported outdated or insufficient materials, and most students reported at least occasional difficulty locating resources needed for coursework.

5.1.3 Strategies for Improving Collection Development

Respondents proposed closer collaboration between the library and faculty through curriculum mapping, increased budget allocation, expansion of e-resources and database subscriptions, periodic policy review, strengthened resource-sharing partnerships such as COTUL, staff training, and a formal feedback mechanism for users.

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5.1.4 Challenges Affecting Effective Collection Development

Key challenges identified include limited budget allocation, unreliable internet connectivity affecting e-resource access, continued dependency on donor-funded materials, and inadequate staffing for cataloguing and weeding of the collection.

5.2 Conclusion

The study concludes that library collection development at ADEM is only moderately effective in supporting curriculum needs. Although a policy framework and a functioning acquisition process exist, weaknesses in policy currency, curriculum alignment, budget adequacy, and infrastructure limit the library's ability to fully support teaching, learning, and research at the institution. These findings are consistent with wider evidence from Tanzanian and East African academic libraries, suggesting that ADEM's experience reflects broader systemic challenges in the region rather than being unique to the institution. Addressing these gaps through deliberate policy review, stronger faculty engagement, and sustained investment would meaningfully strengthen the library's contribution to ADEM's educational mandate.

5.3 Recommendations

5.3.1 To ADEM Management

ADEM management should prioritise budget allocation for library acquisitions, particularly for e-resources and subjects identified as under-resourced, and should formally establish a collection development committee with representation from faculty, students, and library staff to guide periodic policy review.

5.3.2 To Library Staff

Library staff should institute a systematic, curriculum-mapped needs-assessment process ahead of each acquisition cycle, strengthen participation in resource-sharing consortia such as COTUL, and introduce a routine user-feedback mechanism to capture emerging curriculum needs before they translate into significant gaps.

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5.3.3 To Policymakers

The Ministry responsible for education and relevant education-sector agencies should support academic libraries such as ADEM's through targeted funding for digital infrastructure and connectivity, given that unreliable internet access was identified as a significant constraint on e-resource usage.

5.3.4 To Future Researchers

Future researchers should consider a comparative study across multiple similar specialised training institutions, and a longitudinal study tracking the impact of policy reforms on curriculum alignment over time.

5.4 Areas for Further Research

Building on this study's scope, further research could examine the cost-effectiveness of e-resource subscriptions relative to print acquisitions in specialised training institutions, the role of faculty engagement models in improving curriculum-collection alignment, and the impact of consortium-based resource sharing (such as COTUL) on smaller, specialised academic libraries in Tanzania.

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APPENDIX I: QUESTIONNAIRE

My name is Boldi Daudi Idi, a student from the School of Library, Archives and Documentation Studies (SLADS), pursuing an Ordinary Diploma in Library and Information Management. I undertook research titled "An Assessment on the Effectiveness of Library Collection Development in Supporting Curriculum Needs." Please select the option that best reflects your experience or opinion.

Section A: Demographics

1. What is your gender?

A. Male

B. Female

C. Prefer not to say

D. Other

2. What is your level of study?

A. Certificate

B. Diploma

C. Bachelor's degree

D. Master's degree

3. What is your field of study?

A. Business/Management

B. Education

C. Science/Technology

D. Humanities/Social Sciences

4. How many years have you been studying at ADEM?

A. 1 year or less

B. 2 years

C. 3 years

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D. 4 years or more

Section B: Library Usage and Relevance

5. How often do you use the library for academic purposes?

A. Daily

B. Weekly

C. Monthly

D. Rarely

6. How relevant are the library's resources to your current courses?

A. Very relevant

B. Somewhat relevant

C. Neutral

D. Not relevant

7. Which type of library resources do you use most frequently?

A. Books

B. Journals

C. E-resources

D. Other (specify)

8. How satisfied are you with the availability of resources for your subjects?

A. Very satisfied

B. Satisfied

C. Neutral

D. Dissatisfied

9. Have you ever encountered difficulty finding resources needed for your assignments or research?

A. Yes, frequently

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B. Yes, occasionally

C. Rarely

D. Never

Section C: For Lecturers

10. How frequently do you recommend library resources to students?

A. Always

B. Often

C. Sometimes

D. Rarely/Never

11. Do you believe the library collection adequately supports your course objectives?

A. Strongly agree

B. Agree

C. Neutral

D. Disagree/Strongly disagree

12. Which type of library resources do you use most frequently?

A. Books

B. Journals

C. E-resources

D. Other

13. What challenges do you face most when accessing library resources?

A. Lack of resources for my courses

B. Difficulty finding resources

C. Limited access to e-resources

D. Other (please specify)

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APPENDIX II:

BUDGET

Activity	Cost Analysis	Cost Total
Local transport	20,000/week × 6 weeks	120,000/=
Secretarial service	20 pages @ 300 × 20 × 5	30,000/=
Stationery	2 reams of paper A4	20,000/=
Binding	5 copies @ 3,000 × 5	15,000/=
Total		185,000/=

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APENDIX III:

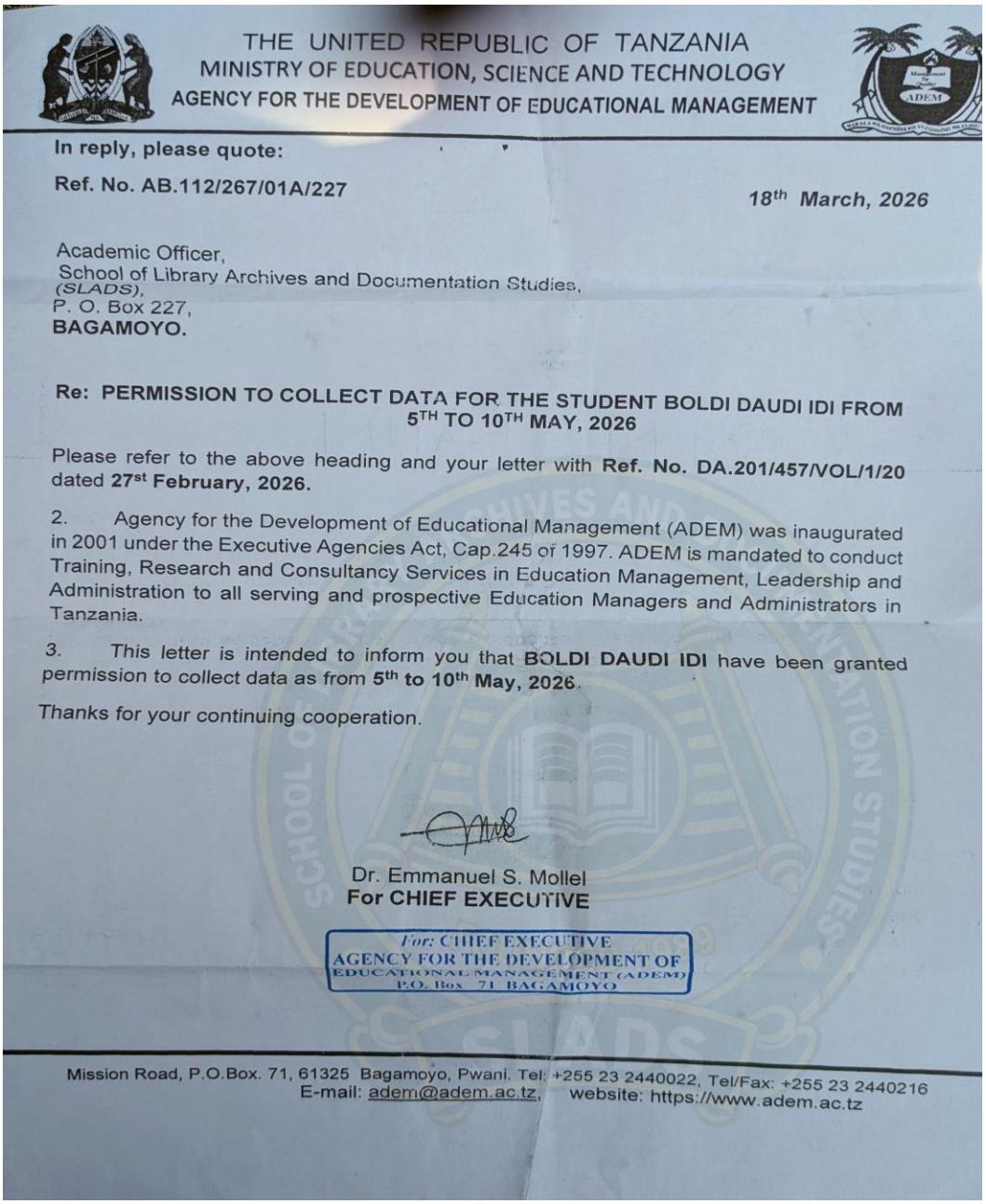
TIME SCHEDULE

Activity	**1st** weeek	**2nd** Week	**3rd** week	**4th** week	**5th** week	**6th** Week
Report at the Agency of development for the development of educational management	✓					
Distribution of questionnaires and interviewing respondents	✓					
Observation of the situation, and collecting questionnaires and data analysis				✓		
Data interpretation and report writing						✓

APPENDIX IV

APPROVAL LATTER

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THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT

In reply, please quote:

Ref. No. AB.112/267/01A/227

18th March, 2026

Academic Officer,
School of Library Archives and Documentation Studies,
(SLADS),
P. O. Box 227,
BAGAMOYO.

Re: PERMISSION TO COLLECT DATA FOR THE STUDENT BOLDI DAUDI IDI FROM 5TH TO 10TH MAY, 2026

Please refer to the above heading and your letter with **Ref. No. DA.201/457/VOL/1/20** dated **27st February, 2026.**

2. Agency for the Development of Educational Management (ADEM) was inaugurated in 2001 under the Executive Agencies Act, Cap.245 of 1997. ADEM is mandated to conduct Training, Research and Consultancy Services in Education Management, Leadership and Administration to all serving and prospective Education Managers and Administrators in Tanzania.

3. This letter is intended to inform you that **BOLDI DAUDI IDI** *have been granted permission to collect data as from* **5th to 10th May, 2026**.

Thanks for your continuing cooperation.

Dr. Emmanuel S. Mollel
For CHIEF EXECUTIVE

For: CHIEF EXECUTIVE
AGENCY FOR THE DEVELOPMENT OF
EDUCATIONAL MANAGEMENT (ADEM)
P.O. Box 71 BAGAMOYO

Mission Road, P.O.Box. 71, 61325 Bagamoyo, Pwani. Tel: +255 23 2440022, Tel/Fax: +255 23 2440216
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