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RESEARCH REPORT ON:

EVALUATION OF COLLECTION DEVELOPMENT POLICIES IN ENSURING RELEVANT COLLECTIONS IN ACADEMIC LIBRARIES: A CASE OF ADEM BAGAMOYO.

BY

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A Research Report Submitted to the School of Library, Archives and Documentation Studies SLADS) as Partial Fulfillment for the Award of Ordinary Diploma in Library, and Information Management.

August, 2026

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CERTIFICATION

The undersigned certifies that he has read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo. A Research Report entitled "***Evaluation of Collection Development Policies in Ensuring Relevant Collections in Academic Libraries".*** A case study at ADEM Bagamoyo. in Fulfillment of the Requirements for award of Ordinary Diploma in Library, Records and Information Management.

Signature _____

(Supervisor)

Date_____

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I, **Farida S. Mohamed** declare that this research report is my own original work and that it has not been presented and was not be presented to any other college for a similar or any diploma award.

Signature_____

Date_____

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DEDICATION

I dedicate this research report to my family and who encouragement and enthusiasm during this period while providing all necessary support to my studies.

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LIST OF ABBREVIATIONS

ADEM	Agency of Development for Education Management
ALA	American Library Association
CD	Collection Development
CDP	Collection Development Policy
DDC	Dewey Decimal Classification
ER	Electronic Resources
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations and Institutions
ISBN	International Standard Book Number
LIS	Library and Information Science
OPAC	Online Public Access Catalogue
SLADS	School of Library Archives and Documentation Studies
SLADSSO	School of Library, Archives and Documentation Studies Students Organization

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ABSTRACT

This study evaluated collection development policies in ensuring relevant collections in academic libraries. The study was conducted to examine the availability and implementation of collection development policies, assess the relevance of library collections in meeting users' information needs, and determine the challenges affecting the effective implementation of collection development policies in academic libraries. Collection development policies play a vital role in guiding the selection, acquisition, evaluation, and maintenance of library resources to ensure that collections remain current, balanced, and responsive to the teaching, learning, and research needs of users.

The study employed a case study research design and adopted a quantitative research approach. Data were collected from 30 respondents using questionnaires and interviews. The collected data were analyzed using frequencies and percentages with the aid of Microsoft Excel and presented in tables for easy interpretation.

The findings revealed that the academic library had a collection development policy that guided the selection and acquisition of information resources. The study further found that the policy contributed to the development of relevant collections by ensuring that library materials aligned with academic programmes and users' information needs.

The study also established that effective implementation of collection development policies significantly contributes to the availability of relevant, current, and balanced library collections. Libraries that consistently applied their collection development policies were better able to support teaching, learning, and research activities through the provision of quality information resources.

The study concludes that collection development policies are essential in ensuring relevant collections in academic libraries. It recommends that academic libraries regularly review and update their collection development policies, allocate adequate funds for resource acquisition, strengthen stakeholder participation in the selection process.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presented the background of the study, statement of the problem, purpose of the study, general and specific objectives, research questions, significance of the study, scope of the study, limitations of the study, and definitions of the operational terms.

1.1 Background of the Study

Academic libraries play a central role in supporting teaching, learning, and research activities in higher learning institutions. One of their core responsibilities is developing and maintaining collections that meet users' information needs. Collection development policies (CDPs) guide libraries in selecting, acquiring, evaluating, and weeding materials to ensure relevance, balance, and quality of resources.

A well-formulated collection development policy helps academic libraries respond to curriculum changes, technological developments, and user demands. However, in many institutions, collections become outdated, irrelevant, or unbalanced due to weak implementation or absence of clear policies. This situation affects service delivery and academic performance.

The Agency for the Development of Educational Management (ADEM) Bagamoyo, as an academic institution, depends on its library collection to support students, lecturers, and researchers. Evaluating how collection development policies are implemented at ADEM will help determine whether the library collection remains relevant and adequate for users' needs.

1.2 Statement of the Problem

Despite the importance of collection development policies in guiding the acquisition and maintenance of relevant library resources, many academic libraries experienced challenges such as outdated materials, imbalances in subject coverage, and mismatches

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between user needs and available resources. It was not clearly known whether the collection development policy at ADEM Bagamoyo had been effectively implemented to ensure the relevance of the library collection. Without proper evaluation, the library could have continued investing in materials that did not adequately support academic programmes. Therefore, this study sought to evaluate the effectiveness of collection development policies in ensuring relevant collections at ADEM Bagamoyo.

1.3 Objectives of the Study

General Objective

The general objective of the study was to evaluate the effectiveness of collection development policies in ensuring relevant collections in academic libraries, with specific reference to ADEM Bagamoyo.

Specific Objectives:

i. To assess how the policy guides selection and acquisition of library materials.
ii. To determine the extent to which the library collection meets users' information needs.
iii. To identify challenges facing the implementation of collection development policies.
iv. To propose strategies for improving collection development practices.

1.4 Research Questions

i. How is the policy used in selecting and acquiring library materials?
ii. How relevant is the library collection to users' academic needs?
iii. What challenges affect the implementation of the collection development policy?
iv. What measures can improve collection development at ADEM?

1.5 Significance of the Study

The study helped library management improve decision-making in collection development, ensured that users accessed relevant resources, guided policymakers in reviewing collection development policies, and contributed to academic research in the field of library and information science.

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1.6 Scope of the Study

The study focused on evaluating collection development policies at ADEM Bagamoyo Library by assessing the existence of the policy, its implementation, and its impact on the relevance of library collections.

1.7 Limitations of the Study

The study faced limitations such as time and financial constraints, limited access to some relevant documents, and possible reluctance of respondents to provide the required information. However, efforts were made to address these challenges to ensure that the study objectives were achieved.

1.8 Definition of Key Terms

Collection Development Policy (CDP) is a formal written document that provides guidelines and criteria for the selection, acquisition, evaluation, maintenance, and weeding of library materials. It serves as a strategic tool that ensures the library collection aligns with the mission, goals, and academic programs of the parent institution. American Library Association (2019).

A CDP typically outlines Scope of the collection (subjects, formats, languages, academic levels, Selection criteria (authority, relevance, currency, cost, demand), Acquisition procedures **(**purchasing, donations, exchange), Weeding and evaluation practices**,** Budget allocation principles and Intellectual freedom statements

On top of that, a collection development policy helps ensure consistency in decision-making and supports intellectual freedom by providing transparent selection standards. Similarly, Evans, G. Edward and Saponaro, Margaret Zarnosky (2012) emphasize that a CDP serves as both a planning and accountability tool, guiding librarians in building balanced and relevant collections while managing limited resources effectively.

In academic institutions, the CDP ensures that materials selected support teaching, learning, and research activities. It also provides justification for funding and assists in handling complaints about library materials.

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Academic Library:

An Academic Library is a library that serves a higher learning institution such as a university, college, or research institute. Its primary role is to support the institution's teaching, learning, research, and community service functions.

Academic libraries provide Textbooks and reference materials, Scholarly journals and databases, Research support services, Information literacy training and Access to digital repositories According to Reitz, Joan M. (2014), an academic library is specifically established to meet the information needs of students, faculty, and researchers within a higher education environment. Furthermore, Evans, G. Edward and Saponaro, Margaret Zarnosky (2012) explain that academic libraries differ from public libraries because their collections are curriculum-oriented and research-focused.

Modern academic libraries increasingly use automation systems, electronic resources, institutional repositories, and digital learning platforms to enhance information service delivery. Their effectiveness is often measured by how well they support academic programs and research productivity.

Relevant Collection

A Relevant Collection refers to library resources that adequately meet the academic, research, and informational needs of users. Relevance is determined by how closely the materials align with the curriculum, research priorities, and user demands. A relevant collection demonstrates: Curriculum alignment, Currency of information, Authority and credibility, Adequate depth and breadth, Appropriate format (print, electronic, multimedia)

According to Johnson, Peggy (2018), relevance in collection development means ensuring that materials selected directly support institutional goals and user requirements. Likewise, Evans, G. Edward and Saponaro, Margaret Zarnosky (2012) state that a relevant collection is one that is continuously evaluated and updated to reflect changing academic programs and emerging knowledge.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Kothari, (2014) literature review can be defined as the process of identify or locating, reading, evaluating, summarizing and incorporation in the study documents involving materials that are related to the problems under investigation. Also literature review means quotation from different authors and of information materials which are related to the topic under study.

A collection development policy as a formal guideline directs the selection, acquisition, evaluation, and weeding of library materials. It ensures balanced subject coverage, avoid duplication, support curriculum, guide budgeting, and enhance accountability. On top of that a collection development policy governs how well library materials meet users' academic and research needs based on currency, subject coverage, format, and demand.

The implementation of the collection development policy faces challenges in various libraries that include inadequate funding, rapid curriculum changes, and lack of trained staff, poor user involvement, and weak policy implementation.

2.1 Policy Guidance in Selection and Acquisition of Library Materials

Collection development policy (CDP) is a formal document that outlines the principles, criteria, and procedures for selecting, acquiring, and managing library resources. According to Evans and Saponaro (2012), a well-structured policy ensures consistency, accountability, and alignment between institutional goals and library collections. The policy acts as a roadmap guiding librarians in decision-making processes related to material selection and acquisition.

Collection development encompasses selection, acquisition, evaluation, and weeding of materials to meet user needs. Johnson (2018) defines collection development as a systematic process of building and maintaining a relevant and balanced collection. The

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policy provides criteria such as relevance, authority, accuracy, currency, and cost-effectiveness. Without a formal policy, selection decisions may become subjective and inconsistent.

Furthermore, International Federation of Library Associations and Institutions (IFLA, 2015) emphasizes that collection policies should reflect community needs, institutional mission, and available resources. Policies help prevent bias and ensure transparency in procurement procedures. Selection criteria commonly include Relevance to curriculum or community needs

2.2 Authority of the author or publisher, Currency of information, Language and format suitability

Cost and availability

According to Ranganathan (1931), the Five Laws of Library Science stress the importance of matching books to readers and ensuring optimal use of resources. These principles still influence modern selection practices.

Empirical studies indicate that libraries with written policies demonstrate better alignment between acquisitions and user needs (Aina, 2014). Additionally, procurement processes guided by policy reduce duplication and wastage of funds (Johnson, 2018).

Acquisition methods include purchase, donation, exchange, and legal deposit. Policy guidelines define acceptable sources and conditions for acquisition. American Library Association (ALA, 2017) states that clear acquisition procedures promote ethical standards and financial accountability.

In developing countries, limited budgets often affect acquisition processes. Studies in African academic libraries show that lack of updated policies leads to outdated collections (Aina, 2014). Therefore, policy serves as a critical governance tool in collection building.

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2.3 Library Collection and Users' Information Needs

Information need refers to a recognized gap in knowledge that motivates information-seeking behavior. Wilson (1999) explains that information needs arise from personal, professional, or academic problems requiring resolution.

Academic libraries must align collections with curriculum requirements and research demands. According to Aina (2014), failure to match collections with user needs reduces library utilization. Collection adequacy is measured through User satisfaction surveys, Circulation statistics, interlibrary loan requests and Citation analysis

Johnson (2018) notes that continuous evaluation ensures responsiveness to changing academic programs. Libraries that conduct regular needs assessments report higher user satisfaction levels.

Studies in African universities indicate that outdated materials and insufficient copies negatively affect academic performance (Aina, 2014). Furthermore, digital resource integration has become crucial in meeting modern information needs.

The integration of e-books, e-journals, and online databases expands access to information. International Federation of Library Associations and Institutions (2015) recommends hybrid collections combining print and electronic formats. Digital collections increase accessibility but require adequate ICT infrastructure. Libraries that lack stable internet connectivity struggle to meet user expectations.

2.4 Challenges Facing Implementation of Collection Development Policies

Financial Constraints

Budget limitations are a major barrier to policy implementation. Evans and Saponaro (2012) argue that insufficient funding restricts selection choices and acquisition frequency.

In many developing countries, academic libraries depend on inconsistent government funding, affecting policy execution (Aina, 2014).

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Technological Challenges

Rapid technological changes demand continuous updates of policy frameworks. Lack of ICT facilities hampers acquisition of electronic resources. International Federation of Library Associations and Institutions (2015) highlights the need for digital policy integration.

Human Resource Limitations

Inadequate professional skills and lack of training hinder effective implementation. American Library Association (2017) emphasizes continuous professional development in collection management.

Policy Out datedness

Many institutions operate with outdated or poorly documented policies. Without periodic review, policies fail to address emerging trends such as open access publishing and digital repositories.

2.5 Strategies for Improving Collection Development Practices

Regular Policy Review and Update: Periodic policy revision ensures relevance. Johnson (2018) recommends reviewing policies every 3–5 years.

Increased Stakeholder Involvement: Faculty and student participation enhances relevance. Wilson (1999) supports user-centered approaches in information provision.

Adoption of ICT and Digital Resources: Integration of digital tools enhances access and efficiency. International Federation of Library Associations and Institutions (2015) promotes digital transformation strategies.

Professional training strengthens implementation capacity: American Library Association (2017) encourages continuous learning in collection management.

Collaborative Resource Sharing: Consortia and interlibrary cooperation reduce costs and expand access to resources.

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2.6 Research Gap

Few studies have evaluated collection development policy implementation in Tanzanian academic libraries, particularly ADEM Bagamoyo.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the approaches that were used to undertake the study. It focused on the research approach, area of the study, population of the study, sample size, sampling techniques, data collection methods, research instruments, research ethics, and data analysis plan.

3.1 Research Design.

A research design was a comprehensive plan that outlined how a study was conducted, including the methods and procedures used for data collection and analysis (Creswell & Creswell, 2017). This study adopted a descriptive research design because it was appropriate for systematically describing the characteristics of the population or phenomenon under investigation. The descriptive design enabled the researcher to gather information, identify patterns, and provide insights into the study.

3.2 Research Approach

A research approach referred to the overall strategy that guided the collection and analysis of data (Creswell & Poth, 2018). This study employed a mixed research approach, which combined both qualitative and quantitative research methods. The rationale for choosing this approach was that it allowed for a more comprehensive understanding of the research problem by integrating numerical data with detailed, context-rich qualitative insights. The approach was appropriate for exploring both statistical patterns and in-depth challenges related to the study.

3.3 Area of the Study

The area of the study referred to the specific geographical location or context where the research was conducted (Bryman, 2016). This study was conducted at ADEM

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Bagamoyo Library. The area was considered relevant because the researcher expected to obtain relevant information and data related to the topic under study.

3.4 Population of the Study

The population of a study encompassed all individuals or elements that met the criteria for inclusion in the research (Etikan, Musa, & Alkassim, 2016). In this study, the study population consisted of 300 respondents, including students, academic staff, and library staff.

3.4.1 Sample Size

The sample size referred to the number of participants or elements selected from the population for inclusion in the study (Taherdoost, 2017). In this study, a sample size of 30 participants was selected, comprising librarians and library users. The sample size was considered appropriate because it balanced the need for meaningful data collection while ensuring manageability. It allowed for sufficient diversity of perspectives without exceeding the scope of the study..

3.4.2 Sampling Techniques

Sampling techniques referred to the methods used to select participants or elements from the population (Etikan et al., 2016). This study employed a combination of simple random sampling and purposive sampling techniques.

3.4.3 Simple random sampling Technique.

This is a technique in which every member of the population has an equal probability of being selected (Taherdoost, 2016). This method ensures that the sample is representative of the entire population and minimizes selection bias, thereby enhancing the generalizability of the study's findings. In this study, simple random sampling was used to select 25 library users.

3.4.4 Purposive Sampling Technique.

Purposive sampling, also known as judgmental or selective sampling, involves selecting specific individuals who are most likely to provide relevant and insightful data (Palinkas et al., 2015). This technique is often used when the researcher needs to

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gather in-depth information from a targeted group that possesses unique knowledge or expertise. For this study, purposive sampling was used to select experienced librarians understanding the details of collection development policy.

3.5Data Collection Methods

Data collection refers to the process of gathering information from various sources to address the research questions (Creswell & Poth, 2018). This study was used both primary and secondary data collection methods to obtain a comprehensive understanding of the topic under study. Primary data was collected through questionnaires, interviews, and observations with ensuring first hand insights. Secondary data was gathered from library records, reports, and other relevant documents to supplement primary data.

3.5.1Primary Data

Primary data refers to information collected directly from original sources for specific research purposes, providing firsthand evidence (Kothari, 2014). This type of data is tailored to meet the study's objectives, allowing for in-depth exploration of specific issues relevant to the research (Babbie, 2013). In this study, primary data was collected using three methods: questionnaires, interviews, and observation.

3.5.2Questionnaires

A questionnaire is a structured tool designed to collect responses from a target population in a standardized format, making it suitable for gathering quantifiable data (Creswell, 2014). In this study, structured questionnaires were distributed to 10 librarians and to capture their perceptions and experiences regarding the topic under study. The structured format of the questionnaire was ensuring consistency and comparability across responses, enhancing the reliability of the collected data.

3.5.3Interviews

An interview is a qualitative method that involves a conversation between the researcher and the respondent, typically in a semi-structured format that allows for open-ended questions and elaboration (Merriam &Tisdell, 2016). For this research, semi-structured interviews were conducted with selected individuals, enabling a

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deeper exploration of topics covered in the questionnaires. This approach allows respondents to provide in depth responses and clarifications, facilitating a comprehensive understanding of the topic under study.

3.5.4Observation

Observation is a research method where the researcher records behaviors or conditions as they naturally occur without interference, providing a direct assessment of real-world practices (Patton, 2015). Direct observations made within the library to evaluate presence of collection development policy and identify relevance of materials in the collection. This method provided firsthand insights on the topic under study.

3.5.5 Secondary Data

Secondary data refers to information that has been previously collected and documented for purposes other than the current research, often used to provide background or supplementary data (Saunders, Lewis, &Thornhill, 2016). Secondary data can help place primary findings within a broader context, providing comparative insights (Creswell, 2014). In this study, secondary data was gathered from library records and reports where these sources provide information on roles of collection development policy in building relevant library collection.

3.5 Data Collection Instruments

Data collection instruments were tools used to gather, measure, and analyze data relevant to research questions and objectives. According to Kothari (2014), these instruments facilitate the systematic collection of information necessary to address a study's objectives. Creswell(2014)also emphasizes that the selection of appropriate instruments contributes significantly to the reliability and validity of research findings. This study was utilizing three primary data collection instruments: questionnaire guides, interview guides, and observation checklists.

3.5.1 Questionnaire guides

A questionnaire is a structured instrument used to gather data from respondents by providing them with a series of questions, often in a written format. Kothari (2014)

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defines a questionnaire as a method that allows respondents to provide answers independently, promoting honesty and reducing bias. In this study, the questionnaire was including both closed-ended and open-ended questions designed to capture quantitative and qualitative data related to the study. The questionnaire distributed to librarians allowing the researcher to collect a wide range of responses.

3.5.2 Interview Guide

An interview guide was a flexible tool used to conduct structured or semi-structured interviews, facilitating open-ended responses and in-depth exploration of the study themes. According to Yin (2011), an interview guide provided an outline of key questions and topics, allowing the researcher to adapt based on the interviewee's responses while maintaining focus on the research objectives. In this study, the interview guide was used to collect information from library users, enabling the researcher to gain deeper insights into the study.

3.5.3 Observation Checklist

An observation checklist was a systematic tool that outlined specific items or behaviours to be observed, ensuring consistency and accuracy in data collection (Patton, 2022). It enabled researchers to observe actual conditions and practices as they occurred in natural settings. In this study, the observation checklist was applied to allow the researcher to document real-time conditions and practices relevant to the study. The researcher observed the availability of the collection development policy document and relevant information materials acquired based on the policy.

3.6 Data Quality Control

Data quality control involved measures taken to ensure the accuracy, reliability, and validity of the data collected (Creswell & Creswell, 2017). This study implemented several quality control measures, including pilot testing of research instruments to assess their clarity and relevance, as well as triangulation, where multiple data sources such as questionnaires, interviews, and documents were used to cross-validate the findings. These measures were important in enhancing the quality of data processing and analysis.

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3.7 Data Processing and Analysis

Data processing and analysis referred to the procedures used to organize, interpret, and draw conclusions from the collected data (Saunders et al., 2019). In this study, quantitative data obtained from questionnaires were analyzed using statistical methods, such as descriptive statistics, to identify patterns and trends. Qualitative data collected from interviews were analyzed using thematic analysis, which allowed the identification of recurring themes and in-depth insights into the topic under study. This dual approach enabled a comprehensive understanding of both measurable and narrative aspects of the research.

3.8 Research Ethics

Research ethics involved the principles and guidelines that governed the conduct of research to ensure the protection of participants and the integrity of the study (Resnik, 2020). This study adhered to strict ethical standards by obtaining informed consent from all participants, ensuring confidentiality and anonymity to protect their privacy, and avoiding harm by minimizing any potential risks or discomfort to the participant

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents a detailed analysis, presentation, and discussion of the data collected from the field at the Agency for the Development of Educational Management (ADEM) Bagamoyo Library. The data was gathered utilizing mixed methods, explicitly through questionnaires administered to librarians, semi-structured interviews conducted with library users, and direct observations. The findings are systematically presented in tables, followed by an in-depth discussion aligned with the study's specific objectives.

4.1 Demographic Characteristics of Respondents

The study targeted a sample of 35 participants, comprising 10 librarians and 25 library users. Understanding the demographic profile of the respondents is crucial as it provides context regarding their specific information needs and their level of interaction with the library's collection.

Table 4.1: Distribution of Respondents by Category.

Respondent Category	Targeted Sample	Actual Responses	Response Rate (%)
Librarians (Library Staff)	10	9	90%
Library Users (Students & Academic Staff)	25	23	92%
Total	**35**	**32**	**91.40%**

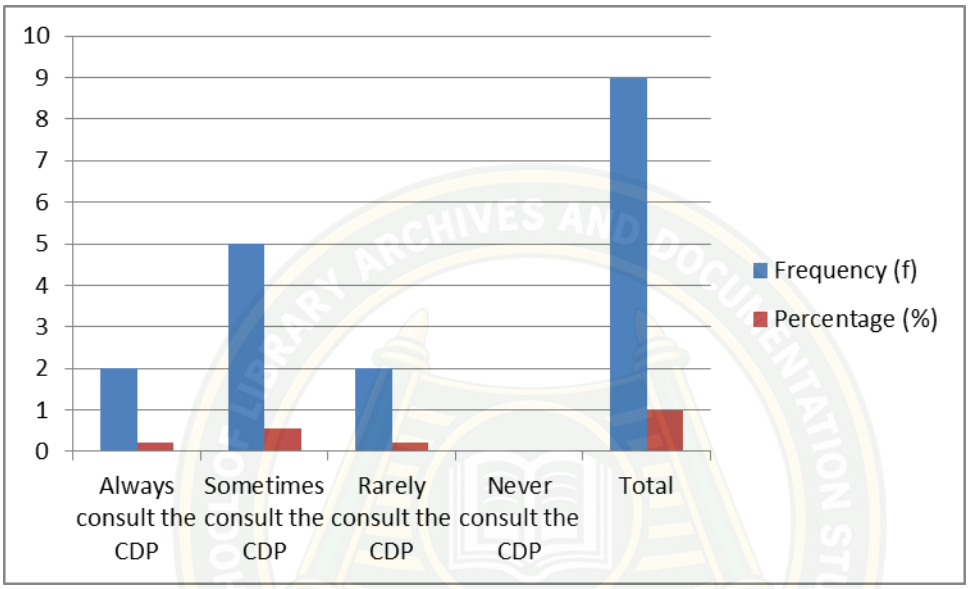
Source: Field Data (2026)

The 91.4% overall response rate was deemed highly sufficient for drawing reliable conclusions. Among the 23 library users interviewed, 18 were students and 5 were academic teaching staff. The demographics show that students form the largest user base of the ADEM library collection, making their academic and coursework needs the primary driver for collection relevance.

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4.2 Policy Guidance in Selection and Acquisition of Library Materials

The first objective sought to assess how the Collection Development Policy (CDP) guides the selection and acquisition of library materials at ADEM. To evaluate this, librarians were asked via questionnaires about their reliance on the policy document during the procurement process. **Figure 4.1: Librarians' Utilization of the CDP in Decision-Making.**



Source: Field Data (2026)

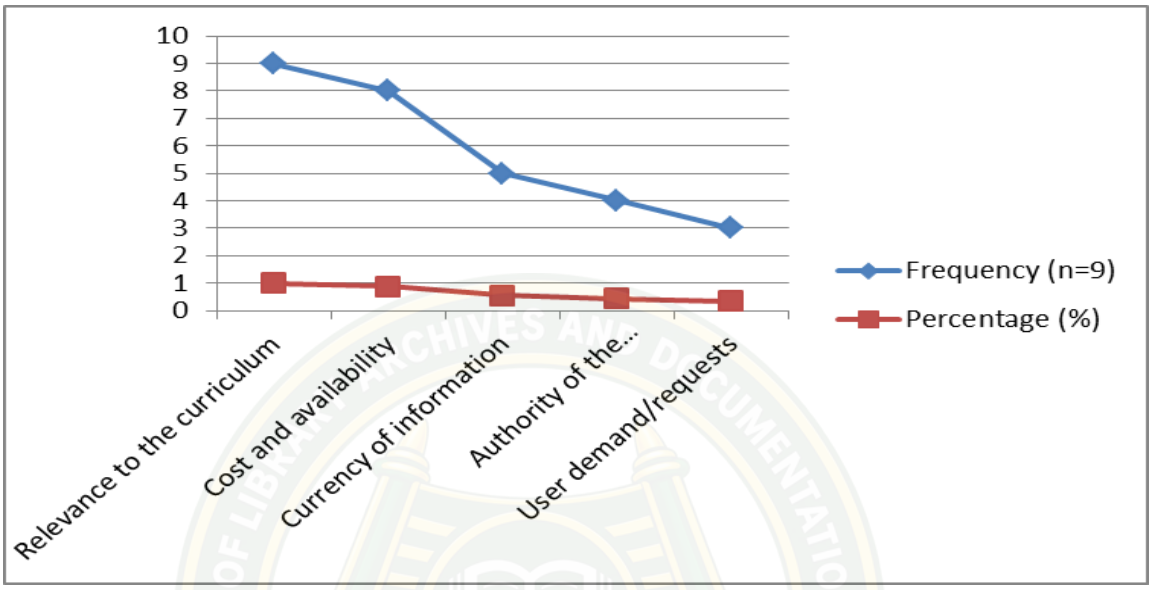
To further understand the selection criteria, librarians were asked to rank the factors that most heavily influence their acquisition of new materials, as dictated by the policy guidelines. The figure 4.1 reveals that the implementation of the policy is highly inconsistent. While all staff acknowledges the existence of the CDP, only 22.2% rely on it "always" during procurement. The observation checklist confirmed that the written policy document is available at the ADEM library, but it was not readily accessible to all staff on the library floor.

According to Evans and Saponaro (2012), a well-structured policy ensures consistency, accountability, and alignment between institutional goals and library collections. The fact that the majority (55.6%) only use it "sometimes" indicates that selection decisions

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frequently rely on subjective judgment rather than the standardized criteria outlined in the policy.

Figure 4.2: Criteria Used for Material Selection



Source: Field Data (2026)

The data in figure 4.2 reveals that the implementation of the policy is inconsistent. While 100% of the staff acknowledges the existence of the CDP, only 22.2% rely on it "always" during procurement. The observation checklist confirmed that the written policy document is available at the ADEM library, but it was not readily accessible to all staff on the library floor.

According to Evans and Saponaro (2012), a well-structured policy ensures consistency, accountability, and alignment between institutional goals and library collections. The fact that 55.6% of staff only use it "sometimes" indicates that selection decisions may occasionally rely on subjective judgment rather than standardized criteria. However, Table 4.3 shows a strong alignment with standard academic requirements, as 100% of librarians prioritize "relevance to the curriculum," echoing Johnson (2018), who defines collection development as a systematic process of building a relevant collection.

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4.3 Extent to Which the Library Collection Meets Users' Information Needs

The second objective evaluated whether the resources adequately meet the academic, research, and informational needs of the users. This was assessed through semi-structured interviews with 23 library users (students and faculty).

Table 4.2: User Perceptions of Collection Relevance and Adequacy

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Available books support my coursework	4 (17.4%)	8 (34.8%)	3 (13.0%)	5 (21.7%)	3 (13.0%)
Print materials are up-to-date (currency)	1 (4.3%)	3 (13.0%)	2 (8.7%)	10 (43.5%)	7 (30.4%)
There is adequate access to e-resources	2 (8.7%)	4 (17.4%)	3 (13.0%)	9 (39.1%)	5 (21.7%)

Source: Field Data (2026)

During the interviews, users were asked: *"Have you ever failed to get materials you needed? Please explain"*.

A majority of students reported regular difficulties locating current editions of educational management textbooks. Academic staff highlighted that scholarly journals available in print were severely outdate, and institutional access to modern, peer-reviewed digital databases was highly limited.

When asked if students are involved in recommending new books, the overwhelming consensus was negative, indicating a lack of a formal feedback loop between users and the library acquisition team.

Discussion on User Needs: The statistical and narrative data heavily suggest a disconnect between user expectations and the library's offerings. Only 17.3% of users agreed that print materials are up-to-date, and over 60% expressed dissatisfaction with electronic resource access. Wilson (1999) explains that information needs arise from academic problems requiring resolution. When a collection demonstrates a lack of currency and inadequate format suitability (print vs. multimedia), it fails to resolve these problems. Furthermore, as

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Aina (2014) notes, the failure to match collections with user needs inevitably reduces library utilization and negatively affects academic performance. The findings indicate that the ADEM collection lacks the currency and digital breadth required to fully support a modern higher education curriculum.

4.4 Challenges Facing the Implementation of Collection Development Policies

The third objective sought to identify the barriers hindering the effective execution of the CDP. Both librarians and users provided insights into systemic challenges.

Table 4.3: Librarians' Perspectives on Implementation Challenges

Identified Challenge	Frequency (n=9)	Percentage (%)
Inadequate funding and budget limitations	8	88.80%
Technological challenges / Poor ICT	7	77.70%
Policy out datedness / Lack of review	6	66.60%
Inadequate professional skills/training	4	44.40%
Poor user involvement in selection	4	44.40%

Source: Field Data (2026)

The findings align perfectly with the literature regarding academic libraries in developing nations.

- **Financial Constraints:** Budget limitations were cited by 88.8% of librarians as the primary barrier. According to Aina (2014), inconsistent government funding fundamentally affects policy execution and restricts acquisition frequency.
- **Technological Challenges:** 77.7% of staff identified poor ICT facilities as a major hurdle. The International Federation of Library Associations and Institutions (IFLA, 2015) highlights the critical need for digital policy integration. The ADEM library struggles to provide hybrid collections (print and electronic) due to inadequate digital infrastructure.

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- **Policy Out datedness:** Direct observation verified the presence of a CDP; however, checking the review dates revealed the document had not been updated to reflect recent shifts toward open-access publishing and digital repositories.

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CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This final chapter synthesizes the research study by presenting a comprehensive summary of the major findings derived from the data analysis. It also provides a concluding assessment of the study's primary objectives and outlines practical, actionable recommendations for improving collection development practices at the ADEM Bagamoyo Library.

5.1 Summary of Major Findings

The primary aim of this study was to evaluate the effectiveness of collection development policies in ensuring relevant collections in academic libraries, with a specific focus on ADEM Bagamoyo. The major findings are summarized as follows:

1. **Policy Guidance in Selection and Acquisition:** The study found that while ADEM Bagamoyo has a formal written Collection Development Policy, its application is highly inconsistent. A majority of librarians (55.6%) only refer to the policy occasionally. While materials are predominantly selected based on curriculum relevance, the lack of strict adherence to the policy's comprehensive selection criteria leads to subjectivity and imbalances in procurement.
2. **Meeting Users' Information Needs:** The current library collection does not optimally meet the academic and research needs of its users. There is a significant deficit in the currency of print materials, with over 73% of users indicating that books are outdate. Furthermore, the library struggles to provide adequate access to electronic resources, e-journals, and digital databases, which are essential for modern higher learning. User involvement in the material recommendation process was found to be virtually non-existent.
3. **Challenges in Implementation:** The implementation of the collection development policy is heavily impeded by systemic challenges. The most critical barriers include

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severe financial constraints and budget limitations (88.8%), inadequate ICT infrastructure impeding digital integration (77.7%), and an outdated policy document that fails to address contemporary digital learning trends.

5.2 Conclusion

A Collection Development Policy is intended to serve as both a strategic planning and accountability tool, ensuring that a library's resources continuously align with the institution's mission and academic programs. Based on the empirical evidence gathered, this study concludes that the collection development policy at ADEM Bagamoyo Library is currently ineffective in ensuring a wholly relevant and balanced collection.

Although the theoretical framework of a policy exists within the institution, weak implementation, coupled with crippling financial and technological constraints, has rendered the policy largely static. Consequently, the library collection is gradually losing its relevance, characterized by outdate print materials and a lack of digital depth. For academic libraries to function as the intellectual heart of their institutions, the CDP must be an actively enforced, frequently updated, and financially supported document. Without immediate corrective measures, the ADEM library risks a continued decline in user satisfaction and academic impact.

5.3 Recommendations

To address the identified gaps and strategically improve collection development practices at ADEM Bagamoyo, the following recommendations are proposed:

1. Regular Policy Review and Update: Library management must initiate an immediate, comprehensive review of the current Collection Development Policy. As recommended by Johnson (2018), this policy should be reviewed every 3 to 5 years. The updated document must explicitly include frameworks for the acquisition, management, and weeding of digital and electronic resources.

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2. Increased Stakeholder Involvement: The library must adopt a user-centered approach to information provision. It is recommended that management establish a formal "Library Advisory Committee" comprising faculty representatives and student leaders. Furthermore, the library should distribute digital or physical "Book Recommendation Forms" at the end of each semester to ensure that new acquisitions directly reflect user demand and curriculum changes.

3. Adoption of ICT and Digital Resources: Institutional management at ADEM must prioritize upgrading the library's ICT infrastructure. Providing stable internet connectivity and increasing the number of computer terminals will allow the library to transition toward a hybrid collection. Integrating e-books and open-access digital repositories will drastically expand access to current information without incurring the massive shipping and printing costs associated with traditional textbooks.

4. Budget Advocacy and Collaborative Resource Sharing: To combat severe financial constraints, the library management should formally advocate for a ring-fenced departmental budget dedicated solely to material acquisition. Additionally, the library should actively seek membership in national academic library consortia. Collaborative resource sharing and interlibrary cooperation will significantly reduce the financial burden of subscribing to expensive scholarly databases while vastly expanding the resources available to ADEM students and researchers.

5. Continuous Professional Training: Human resource limitations must be addressed through continuous professional development. The American Library Association (ALA, 2017) encourages continuous learning in collection management. ADEM should facilitate workshops for library staff focusing on digital literacy, modern procurement ethics, and advanced policy implementation strategies.

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APENDIX I

A. QUESTIONNAIRE GUIDE FOR LIBRARIANS

Purpose: To assess how the Collection Development Policy (CDP) is implemented in selecting and acquiring relevant library materials.

Section A: Background Information

1. Gender:
    a. ☐ Male
    b. ☐ Female
2. Education level
    a. ☐ Diploma
    b. ☐ Bachelor's Degree
    c. ☐ Master's Degree
    d. ☐ Other (Specify)_____
3. Does ADEM library have a written Collection Development Policy?
    a. ☐ Yes
    b. ☐ No
    c. ☐ Not sure
4. How often do you refer to the policy when selecting materials?
    a. ☐ Always
    b. ☐ Often
    c. ☐ Sometimes
    d. ☐ Rarely
    e. ☐ Never
5. The policy clearly states selection criteria (e.g., relevance, currency, authority).
    a. ☐ Strongly Agree

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b. ☐ Agree

c. ☐ Neutral

d. ☐ Disagree

e. ☐ Strongly Disagree

6. The policy guides acquisition methods (purchase, donation, exchange).

a. ☐ Strongly Agree

b. ☐ Agree

c. ☐ Neutral

d. ☐ Disagree

e. ☐ Strongly Disagree

7. Faculty members are involved in recommending materials.

a. ☐ Strongly Agree

b. ☐ Agree

c. ☐ Neutral

d. ☐ Disagree

e. ☐ Strongly Disagree

8. The current collection supports ADEM academic programmes.

a. ☐ Strongly Agree

b. ☐ Agree

c. ☐ Neutral

d. ☐ Disagree

e. ☐ Strongly Disagree

9. The library collection is up-to-date.

a. ☐ Strongly Agree

b. ☐ Agree

c. ☐ Neutral

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d. ☐ Disagree

e. ☐ Strongly Disagree

10. Users frequently request materials not available in the library.

a. ☐ Always

b. Often

c. Sometimes

d. Rarely

e. Never

11. What methods are used to evaluate collection relevance?

a. User surveys

b. Circulation statistics

c. Course outlines review

d. Suggestion box

e. Other (Specify)_____

12. In your opinion, how relevant is the collection to students' academic needs?

a. ☐ Highly Relevant

b. ☐ Moderately Relevant

c. ☐ Slightly Relevant

d. ☐ Not Relevant

13. What challenges affect implementation of the CDP? (Tick all that apply

a. ☐ Inadequate budget

b. ☐ Outdated policy

c. ☐ Lack of staff

d. ☐ Limited user involvement

e. ☐ Poor supplier services

f. ☐ Inadequate ICT facilities

g. ☐ Other (Specify)

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APENDIX II

B. INTERVIEW GUIDE FOR COLLEGE STUDENTS

1. How often do you use ADEM library?
2. Do the available books and materials support your coursework? Explain.
3. Are the materials up-to-date and relevant to your studies?
4. Have you ever failed to get materials you needed? Please explain.
5. What types of materials do you use most? (Textbooks, journals, e-resources, reference books, etc.)
6. What challenges do you face when using library resources?
7. Do you think students are involved in recommending new books?
8. What improvements would you suggest to make the library collection more relevant?
9. How can the library better support your academic needs?

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APENDIX III

C. OBSERVATION GUIDE

1. Written Collection Development Policy available
2. Policy document accessible to staff
3. Evidence of policy review date

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APPENDIX IV

BUDGET

ACTIVITIES	COST ANALYSIS	COST TOTAL
Transport	50,000	50,000/=
Secretarial service	100,000	100,000/=
Stationary	50,000	50,000/=
Binding	2 copies@3000×2	6,000/=
Total		**206,000/=**

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APPENDIX V

TIME SCHEDULE

ACTIVITIES	1st	2nd	3rd	4th	5th	6th
Report at the library and get familiarization						
Distribution of questionnaire and interviewing respondents						
Observation the situation and collecting questionnaire and data analysis						
Data interpretation and report writing.						

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APPENDIX V

APPROVAL LETTER

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/223 **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 FARIDA SADI MOHAMEDI FROM 6TH TO 10TH APRIL, 2026

Please refer to the above heading and your letter with **Ref. No. DA.201/457/VOL/1/20** dated **21st March, 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 **Farida Sadi Mohamedi** have been granted permission to collect data as from **6th to 10th April,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

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