SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES (SLADS) - BAGAMOYO

A RESEARCH REPORT ON:

AN ASSESSMENT OF THE USER FEEDBACK IN OPTIMIZING BOOK ACQUISITION IN ACADEMIC LIBRARIES: A CASE STUDY OF MARIAN UNIVERSITY BAGAMOYO

BY

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

AUGUST, 2026

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CERTIFICATION

The undersigned certify that she has read and hereby recommended for acceptance by the School of Library, Archives and Documentation Studies Research report entitled ***"an assessment on the user feedback in optimizing book acquisition in academic library"*** as a partial fulfillment of the requirements for the award of Ordinary Diploma in Library and information management (SLADS).

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ACKNOWLEDGEMENT

First, sincere gratitude goes to the **Almighty God** who is the fountain of all good things for giving me strength and ability to undertake and complete a two-year diploma course in Library, Archives and Documentation Studies (SLADS). The accomplishment of this report is a result of different peoples support and cooperation, nevertheless: I would like to express my sincere gratitude to my supervisor, Madam Consolatha Malya who generously gave her precious time for reading the drafts and offered very helpful criticism, constructive comments and guidance that ultimately led the completion of this work.

I sincerely appreciate the backbone support provided by whole family, whose love and encouragements have been the source of inner strength to me. Their continuance guidance, advice and financial support have made my course a well accomplished target. I also thank you my Father and Sister for their encouragement during the period of study and particularly the field study I took at School of Library, Archives and Documentation studies.

My deep gratitude to my friends, Asanath Sefu and Samila Abduli Salumu for their support also contributed much to the accomplishment of my study at the School of Library Archives and Documentation Studies.

I also thank all Diploma II students 2025/2026 My tutors and staffs at SLADS for their hard work. Final I feel owing a favor to and grateful for all the cooperation and help received from people at School of Library, Archives and Documentation Studies (SLADS) where this study was carried out without forgot all the respondents. May God bless all those who contributed to the success of this study whether direct or indirect however any other person who assisted me in this study and have not been mentioned above.

My God bless you abundantly.

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DEDICATION

This research report is dedicated to my highest almighty God, the creator and source of everything in the universe. To my beloved Father and Mother Mr. and Mrs. Nelson Mwisolwa also to my beloved young sisters Hanna Nelson Mwisolwa I always pray for you, love you so much and I appreciate you’re to my friends may the almighty God bless you.

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LIST OF ABBREVIATIONS

SLADS - School of Library, Archives and Documentation Studies

ICT - Information and Communication Technology

IFLA - International Federation of Library Associations and Instutions

LIS -Library and Information Science

SPSS -Statistical Package for the Social Sciences

UNESCO - United Nations Educational, Scientific and Cultural Organization

URT - United Republic of Tanzania

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ABSTRACT

This study assessed the role of user feedback in optimizing book acquisition processes in academic libraries using Marian University Library in Bagamoyo as a case study. The study was guided by four objectives: to identify mechanisms used in collecting user feedback, examine factors influencing the effectiveness of user feedback, identify challenges affecting feedback-informed book acquisition, and propose solutions for improving the use of user feedback in acquisition processes.

The study employed a single case study research design and a mixed research approach. A total of 50 respondents participated in the study, whereby 40 respondents completed questionnaires and 10 respondents participated in interviews. Data were collected through questionnaires, interviews and documentary review. Quantitative data were analyzed using frequencies and percentages while qualitative data were analyzed using content analysis.

The findings revealed that suggestion boxes, surveys and direct communication were the major mechanisms used for collecting user feedback. The study further found that user participation, budget availability and institutional support significantly influenced the effectiveness of user feedback in book acquisition. Major challenges identified included inadequate budget, limited ICT infrastructure and low user participation. The study recommends increasing library funding, improving ICT facilities, strengthening user awareness programmers and developing comprehensive collection development policies.

The study concludes that effective utilization of user feedback can significantly improve book acquisition decisions and enhance user satisfaction in academic libraries.

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TABLE OF CONTENT

CERTIFICATION i

DECLARATION AND COPYRIGHT ……..…….…….. ii

ACKNOWLEDGEMENT iii

DEDICATION iv

LIST OF ABBREVIATIONS v

ABSTRACT vi

TABLE OF CONTENTS vii

LIST OF TABLES viii

CHAPTER ONE 1

INTRODUCTION AND BACKGROUND OF THE STUDY 1

1.0 Introduction 1

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 General Objective 4

1.4 Specific Objectives 4

1.5 Research Questions 5

1.6 Significance of the Study 5

1.7 Scope of the Study 6

1.8 Limitation of the Study 6

1.9 Definition of Key Terms 7

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CHAPTER TWO 8

LITERATURE REVIEW 8

2.0 Introduction 8

2.1 Mechanisms for Collecting and Applying User Feedback in Book Acquisition 8

2.2 Factors Affecting the Effectiveness of User Feedback in Optimizing Book Acquisition 11

2.3 Challenges Hindering Effective User Feedback in Optimizing Book Acquisition 13

2.4 Possible Solutions to Challenges on User Feedback in Optimizing Acquisitions 16

2.5 Research Gap 18

CHAPTER THREE 19

RESEARCH METHODOLOGY 19

3.1 Introduction 19

3.2 Research Design 19

3.3 Area of the Study..... 20

3.4 Population of the Study 20

3.5 Sample Size 20

3.6 Sampling Techniques 21

3.7 Data Collection Methods 21

3.7.1 Primary Data 21

SLADS Research Hub · SLADS/2026/00064 · repository.slads.sc.tz

3.7.1.1 Questionnaire Method 22

3.7.1.2 Interview Method 22

3.7.2 Secondary Data 22

3.7.3Data Collection Tools 23

3.8 Ethical Issues 23

3.9 Data Analysis Plan and Presentation 24

CHAPTER FOUR 25

DATA ANALYSIS, DISCUSSION AND PRESENTATION 25

4.0 Introduction 25

4.1 Distribution of Questionnaires and Interview Response..... 25

4.1.2 Gender of Respondents..... 26

4.1.3 Education Level of Respondents..... 27

4.1.4 Distribution of Respondents by Age..... 28

4.2 The Mechanisms Used to Collect and Apply User Feedback 29

4.3 Factors Affecting the Effectiveness of User Feedback 31

4.4 Challenges Faced When Optimizing Book Acquisition 33

4.5 Possible Solutions to Overcome Challenges on User Feedback in Optimizing Acquisitions 35

CHAPTER FIVE 37

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ……..…..…. 37

5.0 Introduction 37

SLADS Research Hub · SLADS/2026/00064 · repository.slads.sc.tz

5.1 Summary of the Key Findings 37

5.1.1 Demographic Characteristics of Respondents 38

5.1.2 Education Level of Respondents 38

5.1.3 Distribution of Respondents by Age 39

5.1.4 The Mechanisms Used to Collect and Apply User Feedback in Optimizing Book Acquisition 39

5.1.5 Factors Affecting the Effectiveness of User Feedback..... 40

5.1.6 Challenges Hindering Effective User Feedback in Optimizing Book Acquisition 41

5.1.7 Possible Solutions to Challenges Hindering User Feedback in Optimizing Acquisitions 42

5.2 Conclusion 43

5.3 Recommendations 44

5.4 Areas for Further Study 46

REFERENCES 48

APPENDIX I 51

QUESTIONNAIRE FOR STUDENTS 51

APPENDIX II 53

INTERVIEW GUIDE FOR LIBRARY STAFF 53

APPENDIX III 55

TIME SCHEDULE SHOWING DURING RESEARCH WORK .....

SLADS Research Hub · SLADS/2026/00064 · repository.slads.sc.tz

..... 55

APPENDIX IV 56

RESEARCH BUDGETING 56

ACCEPTANCE LETTER 5

SLADS Research Hub · SLADS/2026/00064 · repository.slads.sc.tz

LIST OF TABLES

Table 4.1 Distribution of Questionnaires and Interview Responses.....35

Table 4.2 Gender of Respondents.....36

Table 4.3: Education Level for Respondents.....36

Table 4.4 Age Distribution of Respondents.....37

Table 4.5 Factors Affecting the Effectiveness of User Feedback.....40

Table 4.6 Challenges Hindering Effective User Feedback in Optimizing Book Acquisition……...……...44

Table 4.7 Possible Solutions to Challenges Hindering User Feedback in Optimizing Acquisitions.....46

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LIST OF FIGURES

Figure 4.5: The mechanisms are used to collect and apply user feedback

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study and definitions of key terms.. The chapter provides a foundation for understanding the role of user feedback in optimizing book acquisition processes in academic libraries.

1.1 Background of the Study

Academic libraries serve as the backbone of higher education institutions, providing essential resources that support teaching, research, and learning. Central to their function is the book acquisition process, which involves selecting, procuring, and integrating materials into collections to meet the evolving needs of users such as students, faculty, and researchers. Effective book acquisition ensures that libraries remain relevant in an era of rapid knowledge expansion, where outdated or irrelevant collections can hinder academic progress. Scholars like Gorman (2015) emphasize that acquisition processes are not merely logistical but strategic, directly influencing the quality of education and innovation within universities. In this context, user feedback insights gathered from library patrons regarding their preferences, gaps in collections, and unmet needs has emerged as a critical tool for optimizing acquisitions. By incorporating feedback, libraries can transition from reactive purchasing to proactive, user-centered strategies that enhance collection relevance and user satisfaction.

Globally, the integration of user feedback into library acquisitions has been driven by advancements in information technology and user-centric models. The advent of digital platforms, such as online suggestion forms, surveys, and social media analytics, has enabled libraries to collect real-time data on user demands. For instance, studies by

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Hernon and Altman (2010) highlight how feedback mechanisms, including focus groups and usage analytics, have transformed acquisitions in institutions like Harvard University and the University of Toronto. These approaches have led to more diverse collections, including interdisciplinary materials and digital resources, addressing issues like budget constraints and information overload. However, challenges persist, such as the risk of feedback bias example., vocal minorities dominating suggestions and the need for robust data analysis tools. In developing countries, where resources are scarce, user feedback is even more vital, as it helps prioritize acquisitions that align with local academic priorities, cultural contexts, and socioeconomic realities. Organizations like the International Federation of Library Associations and Institutions (IFLA) advocate for participatory acquisition models, arguing that they foster inclusivity and equity in knowledge access (IFLA, 2018).

In the African context, academic libraries face unique hurdles in book acquisition, including limited funding, reliance on donor-driven collections, and the dominance of foreign-published materials that may not resonate with local curricula. Research by Alemna (2016) on West African universities reveals that without user input, acquisitions often fail to address regional needs, such as materials on indigenous knowledge or sustainable development. In East Africa, libraries in countries like Kenya and Uganda have experimented with feedback-driven acquisitions, resulting in improved collection utilization rates. For example, user surveys at the University of Nairobi have informed the procurement of e-books and open-access resources, reducing costs while boosting engagement (Kiondo, 2019). Despite these successes, barriers such as low digital literacy among users and inadequate infrastructure hinder widespread adoption. Bronfenbrenner's ecological systems theory (1979) can be applied here, illustrating how user feedback interacts with micro-level factors (example., individual preferences) and macro-level influences example., national education policies to shape acquisition outcomes.

In Tanzania, academic libraries are integral to institutions like universities, where they

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support research and education amid growing enrollment and diversification of programs. The Tanzania Commission for Universities (TCU) oversees library standards, emphasizing the need for collections that reflect national development goals, such as those outlined in the Tanzania Development Vision 2030, which prioritizes knowledge-based economies. However, many Tanzanian academic libraries grapple with outdated acquisition processes, often relying on centralized purchasing without sufficient user involvement. This leads to collections that are misaligned with user needs, resulting in low usage and wasted resources. Studies by Lwehabura and Stilwell (2008) on Tanzanian university libraries indicate that incorporating user feedback could optimize acquisitions by identifying high demand subjects like information technology, environmental science, and health sciences, which are critical in a developing nation.

Marian University in Bagamoyo, a private institution established in 2010, exemplifies these dynamics. Located in the coastal region of Tanzania, the university offers programs in humanities, social sciences, business, and technology, serving a diverse student body from urban and rural backgrounds. Its library, managed under the university's administration, faces challenges typical of emerging institutions: limited budgets, a growing collection of over 10,000 volumes, and increasing reliance on digital resources. Preliminary observations suggest that while the library solicits feedback through informal channels example., suggestion boxes and occasional surveys, it is not systematically integrated into acquisition decisions. This gap is evident in reports of students and faculty expressing dissatisfaction with outdated textbooks and insufficient coverage of emerging fields, such as data science and sustainable tourism, which are relevant to Bagamoyo's economic context as a UNESCO World Heritage site. By assessing user feedback's role, this study aims to highlight how structured feedback can refine acquisition processes, ensuring collections are responsive to academic demands and fostering a culture of user engagement.

1.2 Statement of the Problem

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Despite the potential of user feedback to enhance book acquisition processes in academic libraries, many institutions, including Marian University in Bagamoyo, fail to fully integrate it, leading to inefficient collections that do not meet user needs. Studies indicate that without systematic feedback mechanisms, acquisitions often result in underutilized resources, budget misallocation, and user dissatisfaction (Lwehabura& Stilwell, 2008). According to (Kiondo, 2019) Tanzania academic libraries face additional challenges such as limited funding and reliance on external donors, exacerbating the misalignment between collections and academic demands. Saunders,. (2019). At Marian University, anecdotal evidence suggests that feedback is collected sporadically, but its impact on acquisition decisions remains unclear, potentially hindering teaching, research, and student success. This lack of integration contributes to disparities in access to relevant materials, particularly for emerging disciplines. Therefore, there is a need to assess the role of user feedback in optimizing book acquisition processes at Marian University to identify best practices, address barriers, and propose evidence-based improvements.

1.3 General Objective

To assess the role of user feedback in optimizing book acquisition processes in academic libraries, with a focus on Marian University in Bagamoyo.

1.4 Specific Objectives

- To examine the current mechanisms for collecting and utilizing user feedback in book acquisition processes at Marian University.
- To identify factors influencing the effectiveness of user feedback in optimizing acquisitions, such as user engagement, library policies, and resource constraints at Marian University.
- To evaluate challenges on user feedback in optimizing acquisitions at Marian University.
- To suggest solutions on the identified challenges at Marian University.

1.5 Research Questions

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a) What mechanisms are used to collect and apply user feedback at Marian University?
b) What factors affect the effectiveness of user feedback in acquisitions at Marian university?
c) What are the challenges on user feedback in optimizing acquisitions at Marian university?
d) What are possible solutions to overcome challenges on user feedback in optimizing acquisitions at Marian university?

1.6 Significance of the Study

This study is significant for academic librarians, university administrators, and policymakers in Tanzania. By highlighting the role of user feedback, it will inform strategies to improve acquisition processes, leading to more efficient resource allocation and enhanced library services that support the Tanzania Development Vision 2030.

For Marian University, the findings will guide the refinement of feedback systems, potentially increasing collection utilization and user satisfaction. Librarians will benefit from practical recommendations on integrating feedback tools, such as digital platforms, to align acquisitions with academic needs.

Educators and students will gain from better access to relevant materials, fostering improved learning outcomes. Academically, the study contributes to library science literature on user-centered acquisitions in developing contexts, serving as a model for similar institutions in Africa. Ultimately, it promotes equitable knowledge access and institutional excellence.

1.7 Scope of the Study

This study focuses on assessing the role of user feedback in optimizing book acquisition

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processes at Marian University's library in Bagamoyo. It targets users including students, faculty, and staff, examining feedback mechanisms, influencing factors, and outcomes through surveys, interviews, and document analysis. The study is limited to Marian University and does not include other libraries.

1.8 Limitations of the Study

1.8.1 Self-reported data

Feedback collected via surveys may be influenced by recall bias or reluctance to provide honest input, affecting data accuracy.

1.8.2 Sampling constraints

Limited to Marian University, findings may not generalize to other Tanzanian academic libraries, introducing potential bias.

1.8.3 Financial limitations

Budget constraints may limit advanced data tools; cost-effective methods like online surveys were used.

1.8.4 Researcher experience

As a first major project, execution challenges may arise; supervision and collaboration it ensure rigor.

1.9 Definitions of Key Terms

1.9.1 User Feedback

Information provided by library users (example. students, faculty) regarding their needs,

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preferences, and experiences, used to inform decision-making processes like acquisitions (Hernon & Altman, 2010).

1.9.2 Book Acquisition Processes

The systematic activities involved in selecting, purchasing, and adding books to a library collection, including budgeting, vendor selection, and integration (Gorman, 2015).

1.9.3 Academic Libraries

Libraries affiliated with higher education institutions, providing resources to support teaching, research, and learning (IFLA, 2018).

1.9.4 Optimization

The process of improving efficiency and effectiveness, in this context, enhancing acquisition outcomes through user feedback to better meet library goals (Alemna, 2016).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Kothari (2014), a literature review can be defined as the process of

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identifying or locating, reading, evaluating, summarizing and incorporating in the study documents involving materials that are related to the problem under investigation. This chapter covers the literature review part of the study where their empirical literature review which includes review of previous studies related to the study and also consists the research gap.

2.1 Mechanisms for Collecting and Utilizing User Feedback in Book Acquisition

Academic libraries worldwide have established a wide range of approaches for capturing patron preferences and incorporating them into collection-building decisions. According to Porat (2016), systematic feedback activities in academic libraries can be grouped into four main categories: space evaluation, navigation assessment, satisfaction surveys, and user experience studies, all of which offer a structured management foundation for decision-making. The most conventional approach involves printed or electronic suggestion boxes through which patrons may propose specific titles or subject areas for acquisition. However, scholarly literature increasingly highlights the value of more formalized, technology-driven strategies. Among the most extensively researched of these is Patron-Driven Acquisition (PDA), alternatively referred to as Demand-Driven Acquisition (DDA). Goedeken and Lawson (2015) charted the historical development of DDA from its roots in interlibrary loan-based purchasing to fully automated e-book acquisition systems, contending that DDA represents a fundamental transformation in collection-building practice. Within this framework, bibliographic records for eligible titles are made available in the catalog, and purchase is triggered only upon actual patron access, effectively converting passive user behavior into an unmediated, real-time form of feedback. Sung and Sung (2020) built on this concept through their examination of just-in-time approval plans, showing that integrating DDA with approval plan filters can simultaneously broaden collection relevance and restrain unplanned expenditure.

Survey-based feedback instruments have attracted considerable scholarly inquiry. The Library Service Quality tool, LibQUAL+, developed through the Association of Research Libraries, has been widely implemented across institutions globally to assess

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user perceptions across three dimensions: Effect of Service, Information Control, and Library as Place. Smaller academic libraries have turned to platforms such as Google Forms as cost-effective alternatives for collecting structured feedback. Maddison and Zhang (as cited in Porat, 2016) reported that the Engineering Library at the University of Saskatchewan employed three open-ended Google Docs questions to capture user preferences and areas of dissatisfaction, demonstrating how simple digital tools can support systematic feedback collection. Research from the University of Colombo in 2025 further affirms that appropriately designed survey instruments, when applied to representative samples, yield actionable insights on collection gaps, preferred resource formats, and specific acquisition recommendations (Reshaping Library Services, 2025). In addition to surveys and DDA models, academic libraries have increasingly relied on usage analytics and circulation statistics as indirect yet objective indicators of user demand. Evidence-Based Acquisition (EBA) models, reviewed by Spratt et al. (2017) and assessed in practice at Hacettepe University in Turkey, draw on publisher-supplied usage data gathered over a trial period to pinpoint titles with documented patron demand before permanent purchase commitments are made. Ithaka S+R (2025) synthesis of practitioner perspectives found that EBA was broadly considered the most effective contemporary acquisition model because it anchors selection decisions in demonstrated rather than projected user need, thereby minimizing the risk of permanently acquiring unutilized materials.

Digital platforms and social media channels have emerged as newer conduits for patron feedback. Librarians in various institutions have created Facebook pages, Twitter accounts, and online chat reference services to facilitate informal two-way dialogue with users (Carnegie Corporation, n.d.), enabling real-time acquisition recommendations while also allowing libraries to publicize new additions and close the feedback loop. Formal governance structures, including faculty and student representation on collection development advisory committees, offer yet another structured approach to embedding user perspectives in acquisition decision-making. In the African context, the mechanisms available for user feedback in book acquisition are significantly shaped by

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resource availability, institutional culture, and the maturity of technological infrastructure. Abdullah et al. (2018) examined demand-driven acquisition among Nigerian academic libraries and found that while awareness of DDA models was increasing, actual adoption remained constrained by infrastructure deficits and policy gaps. Akanbi and Sambo (2022) identified inhibiting factors of acquisition in special libraries in Ghana, noting that user consultation, where it occurred, was predominantly informal and unstructured. The absence of formally documented Collection Development Policies (CDPs) in many African academic libraries means that even where feedback is collected, there is no institutionalized framework to guarantee that it is systematically translated into action.

Studies from South Africa, Namibia, and East Africa reveal more developed, though still constrained, examples of user feedback integration. Ashilungu and Onyancha (2024) examined faculty-librarian collaboration in collection development at the University of Namibia and found that formal subject liaison programs, in which librarians engage directly with academic departments, served as the principal channel for converting user needs into acquisition decisions. While this cooperative model aligns with global best practice, its application across African universities is frequently hampered by inadequate staffing ratios and competing professional demands. Yakubu (2023) underscored that without clearly articulated collection development policies that embed user feedback protocols, African university libraries will persist in building collections misaligned with user needs regardless of individual staff goodwill. Carnegie Corporation's digital literacy initiative in Africa (n.d.) demonstrated that low-cost tools including Facebook pages, shared Google Docs, and wikis had been successfully adopted by librarians in Ghana, Nigeria, South Africa, Tanzania, and Uganda to support user communication and implicit feedback collection. Sanga (2024) conducted a comprehensive mixed-methods study of hybrid academic libraries in Tanzania and found that while institutions increasingly acknowledged the value of user input, the mechanisms for gathering it were ad hoc and inconsistently applied, with suggestion boxes, informal faculty consultations, and end-of-semester surveys being the most commonly reported tools, yet feedback was

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rarely systematically analyzed or formally documented. Mwilongo, Luambano, and Lwehabura (2020) similarly found that most Tanzanian academic libraries lacked documented CDPs, undermining any systematic application of user feedback to acquisition, while Donati and Festo (2024), using the LibQUAL+ model, found that Information Control was a significant dimension of user dissatisfaction, indicating that the feedback loop between user needs and acquisition had not been effectively closed.

2.2 Factors Influencing the Effectiveness of User Feedback in Optimizing Acquisition

The capacity of user feedback to drive meaningful acquisition optimization is not inherent; it is shaped by a constellation of institutional, technological, financial, and behavioral conditions. At the global level, scholars have consistently identified budget allocation, the quality and representativeness of collected feedback, the technological infrastructure supporting feedback systems, and the competencies of library professionals as the primary determinants of how productively user input translates into improved collections. Financial resources are recurrently identified as the most foundational enabling factor. Taylor and Francis (2025) observed that even when robust user demand data exists, librarians are unable to act on it without adequate budgetary flexibility to acquire recommended materials. This challenge is especially pronounced under DDA models, where unanticipated surges in patron usage can exhaust acquisition budgets within weeks of program launch, compelling libraries to impose spending caps that effectively override user-driven selection. Ithaka S+R (2025) confirmed that evidence-based acquisition models are increasingly preferred over pure DDA precisely because they allow institutions to pre-cap costs while still incorporating usage evidence into final purchase decisions, thereby maintaining a degree of responsiveness without sacrificing financial sustainability.

The representativeness of feedback data constitutes a second critical factor in determining effectiveness. Walters (2012) raised a fundamental critique of patron-driven acquisition models, arguing that they risk privileging the immediate informational

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desires of students over the broader educational mission of the library. When feedback mechanisms systematically over-represent particular user segments, such as final-year undergraduates seeking assignment-specific titles, the resulting acquisitions may be poorly balanced and fail to support the full range of academic needs across an institution. This concern highlights the importance of diversifying feedback channels to capture perspectives from all stakeholder groups, including postgraduate students, faculty members, and researchers. Technological infrastructure likewise shapes feedback effectiveness. Goedeken and Lawson (2015) demonstrated that the quality of catalog and discovery system metadata directly determines the visibility of potential acquisitions to patrons within DDA environments. Where bibliographic records are incomplete or inconsistently loaded into the system, user discovery and the feedback-triggered acquisition it enables are correspondingly impaired. The adoption of web-scale discovery systems and integrated library management platforms therefore operates as enabling infrastructure for feedback-based acquisition, with well-resourced institutions able to generate richer and more actionable patron usage data.

Institutional culture and library governance further condition the effectiveness of user feedback. Porat's (2016) review established that libraries with an organizational commitment to user feedback, reflected through formal policies, dedicated staff time, and leadership support, were considerably more effective at converting feedback data into collection decisions than those where such activities were conducted on an ad hoc or informal basis. The presence of a documented collection development policy that explicitly incorporates user feedback protocols emerges in the literature as a consistent predictor of acquisition responsiveness. In the African context, the factors shaping feedback effectiveness are substantially determined by the structural constraints of the continent's higher education environment. Mwilongo et al. (2020) found that reduced library budgets in most developing-country academic libraries meant that even when user needs were clearly articulated, the funds necessary to respond to them were unavailable, creating a cascading negative effect on all collection development activities. The absence of trained library professionals with collection development competencies

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compounds this challenge. Jain and Akakandelwa (2016) documented the difficulties facing twenty-first century African academic libraries, including inadequate staffing and insufficient professional development opportunities, which reduced the institutional capacity to implement evidence-based acquisition practices. Where librarians lack competencies in usage data analysis, user needs assessment, or vendor negotiation, the potential of user feedback as an acquisition optimization tool is substantially diminished.

ICT infrastructure constraints represent a further limiting factor for technology-mediated feedback in the African context. Digital Libraries in Africa (Academia.edu, n.d.) documented that low computer and internet penetration rates, inadequate ICT infrastructure, and a shortage of qualified technical personnel created substantial barriers to deploying digital feedback and acquisition management systems. In settings where reliable internet connectivity cannot be assured, the analytics-driven feedback mechanisms underpinning DDA and EBA models are simply not viable at scale. Idiegbeyan-ose et al. (2018) similarly identified the digital divide as a structural obstacle to the adoption of ICT-enabled library services across West African institutions. Institutional governance and policy frameworks equally mediate the effectiveness of user feedback across the continent. Yakubu (2023) argued that the widespread absence of current collection development policies in African university libraries meant that user feedback, even when systematically gathered, was not embedded in any governance framework capable of guaranteeing its conversion into acquisition action. In East Africa, Sanga's (2024) study of Tanzanian hybrid libraries identified resource constraints, inadequate staff training, and poor communication between librarians and users as primary barriers to effective user-driven collection development, while Donati and Festo (2024) attributed low satisfaction with Information Control to the combined absence of systematic feedback mechanisms and budgetary constraints preventing responsive acquisition. Nakaziba and Ngulube (2024) further underlined that management support is a critical enabling condition for digital transformation and, by extension, for feedback-informed acquisition in Ugandan academic libraries.

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2.3 Challenges in Utilizing User Feedback for Optimizing Book Acquisition

A substantial body of global scholarship documents the obstacles that hinder the effective use of user feedback in academic library book acquisition, spanning financial, technological, methodological, and institutional dimensions. Financial constraint is the most pervasive of these challenges. Taylor and Francis (2025) noted that libraries in 2025 confront an unprecedented convergence of escalating subscription costs, limited budgets, and expanding user expectations, creating conditions in which feedback-driven acquisition becomes progressively harder to sustain. The structural gap between user demand and available acquisition resources means that even the most sophisticated feedback systems generate recommendations that cannot all be fulfilled, producing a paradox in which the very collection of feedback raises patron expectations of responsiveness that the library is institutionally incapable of meeting, potentially compounding dissatisfaction. The challenge of representativeness and inherent bias in feedback data presents a second global concern. Walters (2012) argued that PDA programs risk yielding collections skewed toward the immediate, short-term preferences of the most digitally active user segments, while failing to address the broader educational and research mandates of the institution. The self-selection bias characteristic of voluntary feedback mechanisms, including suggestion boxes, online request forms, and social media channels, means that the preferences of more vocal or technologically proficient users are likely to be systematically over-represented relative to those of quieter or less digitally connected patrons.

Technological barriers constitute a third category of challenges. Ithaka S+R (2025) documented the staff time demands associated with managing broken e-book links, processing usage data, and maintaining discovery system metadata as persistent operational burdens that divert librarian attention from strategic, feedback-informed acquisition planning. The absence of standardized e-book formats, restrictive Digital Rights Management provisions, and the complexity of multi-platform license negotiations further complicate the integration of usage feedback into acquisition

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workflows. Smaller academic libraries are particularly susceptible to these challenges, often lacking the technical expertise required to implement and sustain DDA or EBA systems effectively. Institutional and organizational challenges represent a fourth category of impediment. The literature consistently points to the absence of formal collection development policies, inadequate communication between library staff and academic departments, and limited leadership commitment to user-centered collection management as organizational barriers to effective feedback utilization. Walters (2012) additionally identified the risk of faculty capture, wherein the acquisition agenda comes to be dominated by a small number of highly vocal academic staff, as a governance challenge that undermines the broader representativeness of collection development decisions. In Africa, these challenges are intensified by the structural conditions of the continent's higher education systems. Akanbi and Sambo (2022) documented inhibiting factors including insufficient budgetary allocations, poor vendor relationships, and the absence of formal user consultation protocols, while Mwilongo et al. (2020) found that even the most academically engaged Tanzanian academic libraries were profoundly constrained by underfunding, which adversely affected all collection development activities.

The digital divide constitutes a particularly significant challenge in the African context. Idiegbeyan-ose et al. (2018) found that inadequate ICT infrastructure, low internet penetration, and limited computer literacy among both library staff and users severely curtailed the adoption of digital feedback and acquisition management tools. In environments where basic library automation has not been fully realized, the deployment of sophisticated analytics-based feedback systems such as DDA or EBA is effectively precluded. Human resource deficits further impede feedback utilization across the continent. Jain and Akakandelwa (2016) argued that African academic libraries face a critical skills deficit, with many professionals lacking competencies in data analysis, digital resource management, and evidence-based decision-making that are essential for translating user feedback into optimized acquisition outcomes. Inadequate training opportunities, limited continuing professional development, and high staff turnover

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further erode institutional capacity for systematic feedback utilization. The absence of documented and implemented collection development policies is a recurrent structural challenge across African academic libraries, as documented by studies in Ghana (Ameyaw, 2020; Frempong-Kore, 2021), Nigeria (Nwosu et al., 2015), and Tanzania (Mwilongo, 2020), all of which found that CDPs either did not exist or had not been updated in years, leaving user feedback without an institutional framework to ensure its translation into acquisition action. Yakubu (2023) corroborated this finding, identifying a clear collection development policy as the single most important precondition for addressing collection development challenges in African university libraries.

East African academic libraries face all of the continent-wide challenges described above, alongside specific sub-regional conditions. Sanga's (2024) study of Tanzanian hybrid libraries identified resource constraints, inadequate staff training, and poor communication between library management and users as the key impediments to user-driven collection development, finding that even institutions making deliberate attempts to incorporate user feedback into collection policies were substantially limited in the practical impact of those efforts by structural and human resource constraints. Mwilongo et al. (2020) reported that the majority of Tanzanian academic libraries surveyed lacked documented collection development policies, meaning that acquisition decisions were made without systematic reference to user needs data, and that reduced budgets had made it impossible for most libraries to maintain even existing print collections at adequate levels. In Kenya, Ocholla et al. (2021) identified service quality gaps attributable partly to the disconnect between collection development decisions and user needs, with challenges including inadequate funding, insufficient professional staffing, and the absence of formal needs assessment processes; studies at Masinde Muliro University of Science and Technology similarly found that changing user demands, budget constraints, and rapid technological change left libraries operating reactively rather than proactively (Library service provision, 2024). In Uganda, Nakaziba and Ngulube (2024) documented how the challenges of digital transformation, including insufficient management support, limited funding, and inadequate professional

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development capacity, impeded the adoption of technology-enabled feedback and acquisition systems, effectively restricting Ugandan academic libraries to traditional, lower-capacity feedback collection methods.

2.4 Proposed Solutions to Challenges in Feedback-Informed Book Acquisition

The literature converges on a set of governance, technological, financial, and professional development solutions designed to address the challenges impeding feedback-informed book acquisition. On the governance front, the strongest consensus supports the development and regular updating of formal collection development policies that explicitly incorporate user feedback protocols. Tokarz (2024) analyzed collection development policies at R1 research universities and identified regular review cycles and broad stakeholder consultation as best practice elements that ensure policies remain responsive to evolving user needs. The establishment of faculty-library liaison programs, collection advisory committees with representative student and faculty membership, and systematic user needs assessment cycles are consistently recommended as mechanisms for institutionalizing user input in acquisition planning. Technologically, the literature endorses the adoption of integrated library management systems with robust acquisition, cataloging, and analytics modules. Taylor and Francis (2025) recommended leveraging analytics to identify high-value resources and developing strategic consortium agreements as means of maximizing collection relevance while managing costs. Evidence-based acquisition models are increasingly endorsed as the most balanced approach to feedback-informed acquisition, combining the responsiveness of patron-driven selection with cost controls that protect budgetary sustainability (Ithaka S+R, 2025). Open Educational Resources (OER) are recommended as a complementary strategy for broadening collection relevance without proportional increases in expenditure.

Financial sustainability solutions proposed in the global literature encompass strategic publisher negotiations, multi-year license agreements, and data-driven fund allocation frameworks. Walters (2008, as cited in Goedeken and Lawson, 2015) proposed a

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regression-based approach to library fund allocation incorporating demand, cost, and supply variables to optimize acquisition expenditure relative to demonstrable user need. Consortium-based purchasing, through which libraries pool resources to negotiate more favorable terms with publishers, is widely recommended as a strategy for extending the reach of limited acquisition budgets. Professional development is identified as a cross-cutting solution throughout the literature. Reshaping Library Services (2025) advocated for regular interaction between library staff and users, the integration of social media communication, and comprehensive training on electronic resource use as measures to strengthen the feedback ecosystem. Building librarian competencies in data analysis, digital resource management, and evidence-based decision-making is consistently positioned as a foundational investment for effective feedback utilization. In the African context, proposed solutions are calibrated to address the structural constraints of the continent's higher education systems. Yakubu (2023) advanced collection development policy as the primary instrument for resolving acquisition challenges in African university libraries, recommending that all libraries develop, implement, and regularly review CDPs that explicitly incorporate user feedback mechanisms. Ashilungu and Onyancha (2024) identified formal faculty-librarian cooperation as a proven best practice model in the African context, recommending its broader adoption as a standard approach across the continent.

Open access and digital resource strategies are increasingly advanced as solutions to budgetary constraints facing African academic libraries. Carnegie Corporation's digital literacy and open content initiatives (n.d.) showed that equipping librarians with skills in open access resource development and digital collection management could significantly extend collection reach without proportional financial outlay. The development of institutional repositories across Uganda, Tanzania, Kenya, Ghana, Nigeria, and South Africa represents a complementary strategy for building locally relevant collections at minimal cost. Resource-sharing and consortium-based acquisition are repeatedly proposed as African-specific responses to the challenge of limited budgets. Digital Libraries in Africa (Academia.edu, n.d.) identified collaboration, competence-building,

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and political will as essential components of sustainable library development in the region, advocating for inter-institutional cooperation as a means of amplifying the collective impact of individual acquisition decisions. The development of cooperative catalogues and shared databases among African universities is identified both as a resource efficiency measure and as a means of broadening the effective collection available to any individual user. Technology adoption strategies calibrated to African conditions are also proposed. Idiegbeyan-ose et al. (2018) recommended open-source library management systems, such as KOHA, as cost-effective alternatives to proprietary platforms, noting their successful deployment in multiple African countries for automating acquisition and feedback management functions at minimal cost.

East African library scholarship proposes a set of contextually grounded solutions that integrate global best practices and pan-African strategies with the specific conditions of the sub-region. Sanga (2024) recommended enhancing user participation in collection development through structured mechanisms, including formal suggestion systems, regular needs assessment surveys, and representative collection advisory bodies, while simultaneously investing in staff training to build the analytical capacity needed to process and act on feedback data. The study stressed that effective solutions must address both the input side of the feedback loop, improving the quality of feedback collected, and the response side, improving the institution's capacity to translate that feedback into acquisition decisions. Mwilongo et al. (2020) specifically recommended the development of formal collection development policies for all Tanzanian academic libraries as a foundational step toward systematic user-centered acquisition, alongside the pursuit of resource-sharing agreements among Tanzanian universities and with international partner institutions, advocacy for increased budgetary allocations, and the development of marketing and user awareness capabilities among library staff. Ocholla et al. (2021) recommended strengthening the professional capacity of Kenyan academic librarians through targeted continuing professional development, with specific attention to user needs assessment, evidence-based acquisition, and digital resource management skills, while their recommendations for formal liaison programs and management

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commitment to data-driven collection development echo the global literature while acknowledging Kenya's specific resource constraints. Nakaziba and Ngulube (2024) emphasized that digital transformation in Ugandan academic libraries, as the necessary infrastructure for technology-enabled feedback and acquisition systems, requires a comprehensive approach simultaneously addressing management support, funding, professional development, and institutional culture, offering a roadmap for building the enabling conditions for feedback-informed acquisition across East African libraries more broadly.

2.5 Research Gap

Despite substantial research on individual components of user feedback collection and acquisition decision-making, there is a notable absence of comprehensive, empirically tested frameworks that integrate the full feedback-to-acquisition cycle. Existing studies tend to examine either feedback collection methods (e.g., Tenopir et al., 2015; Shi & Levy, 2019) or acquisition decision-making processes (e.g., Walters, 2020; Corrall, 2018) in isolation, without modeling the connective mechanisms between them. The lack of an integrated framework means that libraries implementing user feedback initiatives often lack evidence-based guidance on how to systematically translate collected feedback into acquisition actions. The existing literature disproportionately focuses on graduate student and faculty perspectives in user feedback studies, with comparatively little attention to undergraduate students, part-time students, staff researchers, and community users where applicable (Shi & Levy, 2019). This demographic imbalance in research subjects creates a potentially distorted understanding of collective user needs, as different user groups exhibit substantially different information-seeking behaviors, resource needs, and patterns of library engagement (Agosto et al., 2016). dedicated research attention should be directed toward equity dimensions of feedback-driven acquisition, examining both whether current feedback mechanisms produce equitable outcomes across user groups and how acquisition systems can be designed to actively promote equitable resource access. This study

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therefore aims at bridging the gap by an assessment on the user feedback in optimizing bookacquisition processes in academic library at Marian University Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains various aspects that were applied in carrying out the research study. It describes the research design, research approach, target population, area of the study, sample size, sampling techniques, data collection methods, data analysis and processing, as well as ethical considerations.

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3.1 Research Design

According to Bell, Bryman, and Harley (2019), research design is a framework for the collection and analysis of data. The most important decision in research design is the choice of the research approach since it helps to determine how a particular study is conducted. This study employed a Case Study Design. Specifically, the researcher used a Single Case Study Design to obtain in-depth information concerning user feedback in optimizing book acquisition processes at Marian University Library.

3.1.1 Single Case Design

This is a kind of Case Study Design where the study investigates a single case in order to obtain in-depth information (Matthew and Liz, 2015). This design enabled the researcher to study a single institution and obtain detailed information concerning the phenomenon under investigation. The researcher used this design because the study focused on a single institution, namely Marian University Library, Bagamoyo.

3.2 Research Approach

A research approach is a plan of action that gives direction to conduct research systematically and efficiently (Daniel, 2016). Research methodology comprises three approaches namely qualitative, quantitative and mixed approaches (Neuman, 2003).

This study employed a mixed research approach whereby both qualitative and quantitative methods were used to collect and analyze data. These approaches enabled the researcher to obtain detailed and specific information regarding user feedback in book acquisition processes. The mixed approach also enabled the researcher to use both numerical and narrative data during analysis. Creswell and Plano (2006) support the use of a mixed approach because it allows collection of a wider range of data for a deeper understanding of the research problem.

3.2.1 Mixed Approach

Creswell (2014) defines a mixed approach as one in which data collection and analysis

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are carried out using both qualitative and quantitative methods within a single study. Mixed research approach involves the integration of qualitative and quantitative methods in the same study.

The use of both approaches provided a better understanding of research problems and complex phenomena than either approach alone (Creswell and Clark, 2017). Therefore, the researcher adopted this approach to obtain comprehensive information concerning user feedback and book acquisition processes.

3.3 Area of the Study

The study was conducted at the academic library of Marian University located in Bagamoyo, Pwani Region. Academic libraries serve as central repositories of knowledge and learning resources that support the academic mission of their parent institutions (Oakleaf, 2016). The selection of Marian University Library as the study area was justified by the complexity of its book acquisition processes, which are expected to balance the diverse information needs of various user groups.

3.4 Population

The target population of the study comprised library users and library staff of Marian University who had direct interaction with the library collection and book acquisition processes. According to Johnson and Christensen (2017), population refers to the entire group of individuals or cases that the researcher is interested in and to whom study findings are intended to be generalized. In this study, the target population comprised 500 respondents from Marian University, Bagamoyo.

3.5 Sample Size

A sample is one that can be taken as representative of the whole population whereby its results can be generalized (Kothari, 2004). Sample size refers to the number of sampling units included in a sample (Saman, 2003).

A total of fifty (50) respondents were selected to participate in this study. Among them,

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forty (40) respondents were students who completed questionnaires while ten (10) respondents were library staff who participated in interviews.

The sample size was obtained from the target population of 500 respondents.

3.6 Sampling Procedures

Sampling techniques are methods used by researchers to select representatives of a population that can be used to make generalizations concerning the entire population (Taherdoost, 2018). In this study, both probability and non-probability sampling techniques were used to select respondents. Simple random sampling was used to select students who completed questionnaires, while purposive sampling was used to select library staff who participated in interviews.

3.6.1 Simple Random Sampling Technique

Simple random sampling refers to a type of probability sampling in which every member of the population an equal chance of being has selected (Verma et al., 2017). In this study, simple random sampling was used to select undergraduate and graduate students. The technique minimized bias and provided equal opportunity for respondents to participate in the study.

3.6.2 Purposive Sampling Technique

According to Glenton and Lewin (2019), purposive sampling is a non-probability sampling technique that enables a researcher to select respondents based on their knowledge, experience and relevance to the objectives of the study. In this study, purposive sampling was used to select ten (10) library staff because they possessed relevant knowledge concerning library collection development, user feedback and acquisition processes.

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3.7 Data Collection Methods

Data collection is the process of gathering and measuring information on variables of interest in a systematic manner that enables researchers to answer research questions (Kabir, 2016). The study utilized both primary and secondary sources of data. The combination of these sources improved the validity and reliability of the findings.

3.7.1 Primary Data

Primary data refers to data collected directly by the researcher through interviews, observation and questionnaires (Glenton and Lewin, 2019). In this study, primary data were collected from students and library staff using questionnaires and interviews.

3.7.1.1 Questionnaire Method

According to Kabir (2016), a questionnaire is a research instrument consisting of a series of written questions arranged systematically to obtain information from respondents. The researcher used both open-ended and closed-ended questions. Open-ended questions enabled respondents to provide detailed explanations while closed-ended questions facilitated easy analysis of responses (Creswell, 2012).

Questionnaires were administered to students of Marian University because they enabled collection of information from many respondents within a short period.

3.7.1.2 Interview Method

Interview is a method of data collection involving face-to-face interaction between the researcher and respondents for obtaining information related to the research problem (Rwagoshora, 2006). The study used semi-structured interviews to obtain information from library staff. This method allowed the researcher to ask follow-up questions and obtain detailed explanations regarding user feedback and book acquisition practices.

3.7.2 Secondary Data

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Secondary data refers to data collected by someone other than the researcher and made available for use by others (Raj, 2005). In this study, secondary data were collected through documentary review of books, journals, research reports, dissertations, theses and other scholarly materials related to user feedback and library acquisition processes.

3.8 Data Analysis and Processing

Krishna (2004) defines data analysis as the critical examination of collected data for studying characteristics of a phenomenon and identifying relationships among variables. The researcher obtained both quantitative and qualitative data. Quantitative data were analyzed using frequencies, percentages, Microsoft Excel and Statistical Package for Social Sciences (SPSS). The findings were presented using tables and descriptive explanations. Qualitative data were analyzed using content analysis whereby responses were grouped into themes according to the objectives of the study and interpreted accordingly.

3.10 Research Ethics

Research ethics require researchers to follow appropriate guidelines and rules for protecting participants' dignity and ensuring ethical conduct throughout the study (Kothari, 2019). The researcher adhered to established ethical principles throughout the conduct of the study. Informed consent was obtained from all respondents before participation. Respondents were informed about the purpose of the study, the voluntary nature of participation and their right to withdraw at any stage without consequences. All information collected was treated confidentially and anonymity of respondents was maintained throughout the study. Data collected were used strictly for academic purposes and were securely stored to prevent unauthorized access.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONANDDISCUSSION

4.0 Introduction

This chapter analyses the data that were collected in the field of the study. The interpretations made gives picture of what was studied in the field. Explanations are presented in tables and figure in terms of percentage. The study examines the user feedback in optimizing book acquisition in academic library: a case study of Marian

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University at Bagamoyo

In order to meet its objectives, the researcher formulated hypothetical questions, which supported to get relevant information related to the topic of the study. The instrumentation used to collect data were questionnaires and interviews

4.1. Distribution of Questionnaires and Interview Response

Students answered the questionnaires, and Library staff was face to face interviewed, some questions were needed to be answered shortly by using open ended or closed ended. Findings are shown on the Table 4.1 below:

Table 4.1:1 Distribution of Questionnaires and interview response (N=50)

Categories of Respondents	**Questionnaires Respondents (N=40)**		**Interview Respondents N=(10)**	
Students	**Frequency**	**Percentage**	**Frequency**	**Percentage**
	40	100%		
Library staff			10	100%
Total	**40**	**100%**	**10**	**100%**

Source: Field Study (2026)

The findings from Table 4:1 above shows 40(100%) questionnaire distributed to students were returned and 10 (100%) Library staff were successfully interviewed.

The findings indicate that the assessment on user feedback in optimizing book acquisition in academic library was successful as all the expected respondents returned the distributed questionnaires and participated in the interviews. This high response rate suggests that the students were actively engaged in the study and willing to share their user feedback in optimizing book acquisition in academic library to students in habits and preferences. The comprehensive data collected from these students can provide valuable insights into their mechanisms be used in collecting user feedback, the effectiveness, solutions and challenges, allowing for a better understanding of how to user feedback in optimizing book acquisition in academic library. These findings

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demonstrate the effectiveness of the research methodology employed and highlight the importance of involving students in understanding their user feedback in optimizing book acquisition to inform educational strategies and support their information literacy development.

4.1.2 Gender of Respondents

The respondents were asked to indicate their gender. Information on gender of respondents was needed by researcher to identify their participation of respondents depending to their gender. More details seen in Table 4.2 below:

Table 4.2: Gender of Respondents (N=50)

Gender	Students N=(40)		Academic Staff N =(10)	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Male	18	45%	6	60%
Female	22	55%	4	40%
Total	**40**	**100%**	**10**	**100%**

Source: Field Study (2026*)*

The findings from Table 4.2 above shows that for students, 18(45%) were male while 22 (55%) were female. For Library staff, 6 (60%) were male while 4(40%) were female.

The study revealed that students from both genders exhibited similar patterns in their user feedback in optimizing book acquisition, displaying a shared interest in utilizing various sources and strategies to gather information. It was observed that both male and female students utilized user feedback in optimizing book acquisition, such as primary sources for information acquisition. Additionally, both genders demonstrated a preference for peer interactions and discussions, as well as consulting Library Staff to enhance their understanding of a given topic.

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4.1.3 Education Level of Respondents

The respondents were asked to indicate their level of education; Information on education of respondents was needed by researcher to identify the participation of respondents depending to their level of education. Table 4.3 summarizes the findings:

Table 4.3: Education Level for Respondents (N=50)

Education level		**Frequency**	**Percentages**
Students(N=40)	Certificate	12	30%
	Diploma	18	45%
	Bachelor Degree	10	25%
Total	**40**		**100%**
Library Staff(N=10)	Masters Degree	7	70%
	PhD	3	30%
Total		**10**	**100%**

Source: Field Study (2026*)*

The findings from Table 4:3 above shows that for students 12 (30%) had Certificate level of education, 18 (45%) had Diploma level of education, 10(25%) had Bachelor Degree level of education and in other side for Library staff, 7(70%) had Master degree level of education and 3(30%) had PhD level of education.

The distribution of educational levels highlights the diversity in the educational backgrounds of the participants and suggests the need to consider these variations when students utilized user feedback in optimizing book acquisition.

4.1.4 Distribution of Respondents by Age

The respondents were requested to mention their respective age. The aim was to see the response rate from each age and passiveness of respondents according to their age groups. The Table 4.4 summarized the results:

Table 4.4: Distribution of Respondents by Age (N=50)

	Age	**Frequency**	**Percentage**

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Students N= (40)	20-28	25	62%
	29-34	15	38%
Total		**40**	**100%**
Library Staff N=(10)	35- 44	8	80%
	45 above	2	20%
Total		**10**	**100%**

Source: Field Study (2026)

The findings from Table 4.4 above show that for students 25(62%) were with age range of 20-28, 25(38%) were with age between 29-34 years, while for Library staff 8(80%) were with age range of 35- 44years and 2 (20%) were with age of 45 and above years.

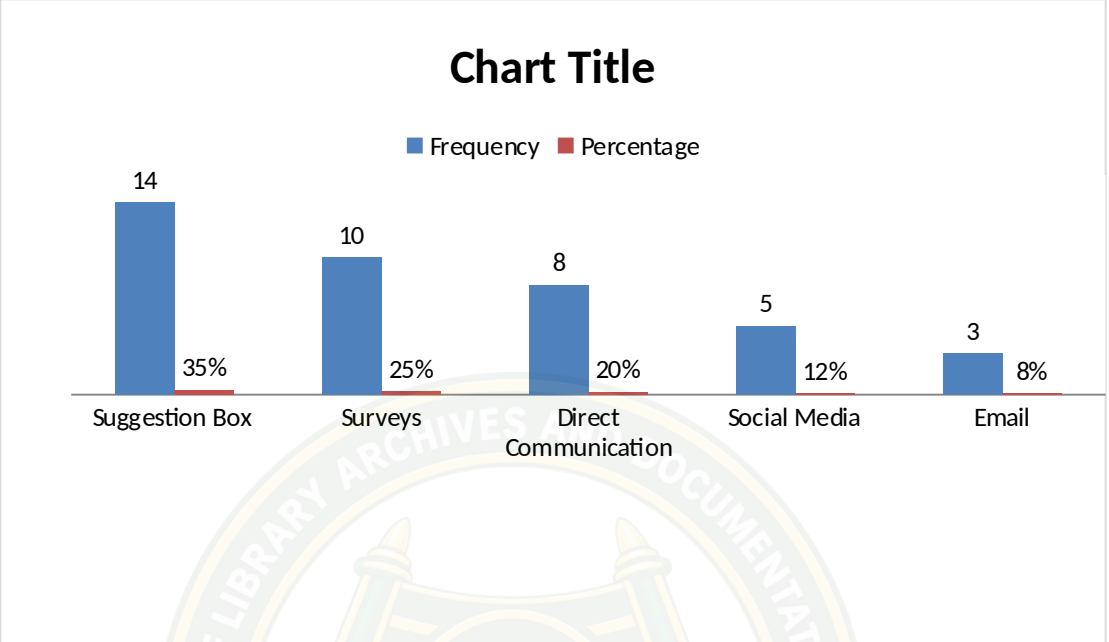
The findings indicate that the assessment of utilized user feedback in optimizing book acquisition in academic library involved a diverse age range. Among the participants, 62% fell within the age range of 20-28, 38% were between 29-34 years old, 80% were in the age range of 35-44 years, and 20% were 45 years old and above. This distribution suggests a varied demographic representation of university students, allowing for a more comprehensive understanding of utilized user feedback in optimizing book acquisition across different age groups

4.2 The mechanisms are used to collect and apply user feedback.

Researcher wanted to know the mechanisms of the user feedback in optimizing book acquisition processes in academic library. This question was distributed for students. The findings are indicated in Figure 4.5:

Figure 4.5: The mechanisms are used to collect and apply user feedback (N=40)

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Source: Field Study (2026)

The findings from the study show that 4.5 above indicate that 14(35%) respondents said that Suggestion Box, 10(25%) respondents said that Surveys,8(20%) respondents said that, Direct Communication, 5(12%) respondents said that Social Media and 3(8%) respondents said that Email.

Interview responses say that many students based on using suggestion box and surveys. However, high numbers of students prefer using suggestion box.

"The several mechanism used by students to get information and other resources needed. Many students at this university preferring using suggestion box because its familiar with their level of understanding on using to collect and apply user feedback to get relevant required information and content related to the topic" (Respondents, 2026)

In conclusion, mastering these mechanisms– Suggestion Box, Surveys, Direct Communication, Social Media and Email – is essential for university students seeking accurate and relevant information through used to collect and apply user feedback effectively and efficiently. By employing these mechanism systematically during their

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research process at MARIAN University enable students not only save time but also enhance their overall learning experience significantly.

4.3 The factors affect the effectiveness of user feedback.

The researchers needed to know the **factors affect the effectiveness of user feedback**. This question was distributed for students. The findings indicated in Table4.6below:

Table 4.6: Factors affect the effectiveness of user feedback (N =40)

Factors	**Frequency**	**Percentages**
User Participation	12	30%
Budget Availability	10	25%
Management Support	8	20%
ICT Infrastructure	6	15%
Library Policy	4	10%
Total	**40**	**100%**

Source: Field Study (2026)

Findings from Table 4.6 above indicate that 12(30%) respondents said that User Participation, 10(25%) respondents said that Budget Availability, 8(20%) respondents said that Management Support, 6(15%) respondents said that ICT Infrastructure, and 4(10%) respondents said that Library Policy.

Interview response reveled that factors affect students to help in successful feedback implementation.

"The students were used user feedback in optimizing book acquisition processes in academic library. Also students use user feedback in optimizing book acquisition processes on boosting academic issues" (Respondents, 2026)

From the findings show that active user participation and sufficient budget allocation were key determinants of successful feedback implementation.

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4.4 The most common challenges you face when you want to optimize book acquisition.

The respondents were asked to reveal the user feedback in optimizing book acquisition processes in academic library. This question was distributed for students. A researcher needs to know if there is challenges to find out its solutions concerned the problem. The findings indicated in Table 4.7 below:

Table 4.7: The most common challenges you face when you want to optimize book acquisition (N=40)

Challenges	Frequency	Percentage
Inadequate Budget	13	34%
Limited ICT Infrastructure	11	26%
Low User Participation	7	19%
Lack of Staff Training	5	12%
Poor Communication	4	9%
Total	**40**	**100%**

Source: Field Study (2026)

The findings from Table 4.7 above reveals that 13(34%) respondents indicate that Inadequate Budget, 11(26%) respondents indicate that Limited ICT Infrastructure, 7(19%) respondents indicate that Low User Participation, 5(12%) respondents indicate that Lack of Staff Training and 4(9%) respondents indicate that Poor Communication.

Interview response said that among of the challenge hindering during face when you want to optimize book acquisition are Inadequate Budget and Limited ICT Infrastructure. This led students to west time and does not get clear information.

" Actually challenges are inseparable; we face many challenges in the process of user feedback in optimizing book acquisition processes in academic library. The major challenge we encounter is inadequate budget were the major obstacles affecting acquisition decisions. Also we have problem of limited ICT facilities that cause to affecting acquisition decisions" (Respondents, 2026)

4.5 Possible Solutions to overcome challenges on user feedback in optimizing

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acquisitions.

Students were required to indicate the possible solutions to overcome challenges on user feedback in optimizing acquisitions. This question was distributed for students. A researcher aimed to know does respondents had any means to overcome challenges facing when using user feedback in optimizing acquisitions. The findings indicated in Table 4.8 below:

Table 4.8 Possible Solutions to overcome challenges on user feedback in optimizing acquisitions (N=40)

Possible Solutions	Frequency	Percentage
Increase Library Budget	12	30%
Improve ICT Infrastructure	10	25%
Enhance User Awareness	8	20%
Staff Training	6	15%
Strengthen Collection Development Policy	4	10%
Total	**40**	**100%**

Source: Field study (2026)

The findings from Table 4.8 above reveals that 12(30%) respondents indicate that increase library budget, 10(25%) respondents indicate that improve ICT infrastructure, 8(20%) respondents indicate that enhance user awareness, 6(15%) respondents indicate that staff training and 4(10%) respondents indicate that strengthen collection development policy.

Interview response suggested the possible ways that can be applied to overcome challenges on user feedback in optimizing acquisitions. Many responses said that increase library budget and improve ICT infrastructure to ensure more competence.

" As management, we are in the way to ensure that those challenges related to user feedback in optimizing acquisitions in academic library are eradicated effectively. We have already planned to increase library budget in academic library." (Respondents, 2026)

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Addressing these challenges requires a multifaceted approach that includes Increase library budget, improve ICT infrastructure, enhance user awareness, staff training and strengthen collection development policy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter aims at providing a brief summary of what has been discussed in data analysis, presentation and discussion. It provides the summary of key findings, conclusion, recommendations and areas for further studies based on the study conducted on the assessment of user feedback in optimizing book acquisition in academic library: a case study at Marian University Bagamoyo.

5.1 The Summary of the Key Findings

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The summary of key findings was presented according to the objectives of the study. The study involved 50 respondents whereby 40 were students who responded to questionnaires and 10 were library staff who participated through interviews.

5.1.1 Demographic Characteristics of Respondents

The demographic characteristics of respondents were as follows:

Gender of students, 18(45%) were male while 22(55%) were female, whereas for Library Staff, 6(60%) were male while 4(40%) were female.

5.1.2 Education Level of Respondents

The findings indicated that among students, 12(30%) had Certificate level of education, 18(45%) had Diploma level of education and 10(25%) had Bachelor Degree level of education. On the other hand, Library Staff, 7(70%) had Master Degree level of education and 3(30%) had PhD level of education.

5.1.3 Distribution of Respondents by Age

The findings showed that among students, 25(62%) were within the age range of 20-28 years and 15(38%) were between 29-34 years. For Library Staff, 8(80%) were within the age range of 35-44 years while 2(20%) were aged 45 years and above.

5.1.4 The Mechanisms Used to Collect and Apply User Feedback in Optimizing Book Acquisition

The findings indicate that 14(35%) respondents said that Suggestion Box was the commonly used mechanism for collecting and applying user feedback, 10(25%) respondents said Surveys, 8(20%) respondents said Direct Communication, 5(12%) respondents said Social Media and 3(8%) respondents said Email.

The findings revealed students mostly preferred that suggestion box because it was easy to use and allowed them to provide their opinions regarding library resources and services.

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5.1.5 Factors Affecting the Effectiveness of User Feedback

The findings indicate that 12(30%) respondents identified User Participation as the major factor affecting effectiveness of user feedback, 10(25%) respondents identified Budget Availability, 8(20%) respondents identified Management Support, 6(15%) respondents identified ICT Infrastructure and 4(10%) respondents identified Library Policy.

The findings showed that effective user feedback depends on active participation of users, financial support and proper management involvement.

5.1.6 Challenges Hindering Effective User Feedback in Optimizing Book Acquisition

The findings revealed that 13(34%) respondents indicated Inadequate Budget as the major challenge, 11(26%) respondents indicated Limited ICT Infrastructure, 7(19%) respondents indicated Low User Participation, 5(12%) respondents indicated Lack of Staff Training and 4(9%) respondents indicated Poor Communication.

The findings showed that financial challenges and limited technological facilities affect the ability of the library to acquire suitable resources based on users' needs.

5.1.7 Possible Solutions to Challenges Hindering User Feedback in Optimizing Acquisitions

The findings indicated that 12(30%) respondents suggested Increasing Library Budget as a solution, 10(25%) respondents suggested Improving ICT Infrastructure, 8(20%) respondents suggested Enhancing User Awareness, 6(15%) respondents suggested Staff Training and 4(10%) respondents suggested Strengthening Collection Development Policy.

The findings revealed that improving financial support, technology and awareness among users can improve the effectiveness of user feedback in book acquisition processes.

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5.2 Conclusion

Assessing and applying user feedback in optimizing book acquisition in academic libraries is essential for improving library services and ensuring that acquired resources meet users' information needs.

The study concludes that mechanisms such as suggestion boxes, surveys, direct communication, social media and email play an important role in collecting users' opinions. However, effective implementation of user feedback is influenced by factors such as user participation, budget availability, management support and ICT infrastructure.

The study further concludes that challenges such as inadequate budget and limited ICT facilities reduce the effectiveness of user feedback in the acquisition process. Therefore, academic libraries should develop strategies that support effective collection and application of user feedback to improve library collections.

5.3 Recommendations

Based on the assessment conducted on user feedback in optimizing book acquisition at Marian University Bagamoyo, several recommendations can be made:

- Increase Library Budget: It is recommended that university management should increase financial support for the library to enable effective acquisition of books and other information resources based on users' needs.
- Improve ICT Infrastructure: The library should invest in modern ICT facilities to support digital methods of collecting user feedback such as online surveys, electronic suggestion platforms and communication systems.
- Enhance User Awareness: Students should be educated on the importance of providing feedback and participating in library development activities to improve library services.
- Provide Staff Training: Library staff should be provided with regular training on collection development, user feedback management and modern acquisition

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techniques.

- Strengthen Collection Development Policy: The library should review and strengthen its collection development policy to ensure that users' information needs are considered during book acquisition decisions.

5.4 Areas for Further Study

Although this study provides valuable information about user feedback in optimizing book acquisition at Marian University Bagamoyo, further studies can be conducted in the following areas:

- "Conducting a comparative study on user feedback practices in different academic libraries." This can provide information on how different institutions collect and apply users' opinions in improving library collections.
- "Investigating the impact of digital platforms in collecting user feedback among university students." This can help to understand how technology can improve communication between users and libraries.
- "Assessing the relationship between user feedback and students' satisfaction with library resources." This can provide more understanding on how feedback influences the quality of library services and academic support.

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APPENDIX III

QUESTIONNAIRES GUIDE FOR UNDERGRADUATE STUDENT RESIDENTS

Dear Respondent, My name is **Ester Nelson Mwisolwa** student from School of Library, Archives and Documentation Studies (SLADS), Pursuing Ordinary Diploma in Library, Records and Information Studies. I am undertaking the research titled *"**An Assessment of the User Feedback In Optimizing Book Acquisition Processes In Academic Libraries"***. Kindly, I am requesting you corporation to fill my questionnaire. All responses that were given will be treated with high privacy and confidentiality and thus will be applied for only academic purpose not otherwise.

Please put a tick in appropriate space provided (multiple answers are allowed)

A. DEMOGRAPHIC INFORMATION

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1. What is your gender?

a) Male ( )

b) Female ( )

2. What is your highest level of education?

3. PhD ( )

4. Master's Degree ( )

5. Bachelor Degree ( )

6. Diploma ( )

7. Certificate ( )

3. Which age categories describe your age?

- 20-28 ( )
- 29-34 ( )
- 35-44 ( )
- 45 and above ( )

4. What are the he mechanisms are used to collect and apply user feedback?

a) Suggestion Box ( )

b) Surveys ( )

c) Direct Communication ( )

d) Social Media ( )

e) Email ( )

i. What are the factors affect the effectiveness of user feedback?

a. User Participation ( )

b. Budget Availability ( )

c. Management Support ( )

d. ICT Infrastructure ( )

e. Library Policy ( )

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ii. *What are the most common challenges you face when you want to optimize book acquisition?*

a. *Inadequate Budget* ( )

b. *Limited ICT Infrastructure* ( )

c. *Low User Participation* ( )

d. *Lack of Staff Training* ( )

e. *Poor Communication* ( )

iii. *What are possible solutions to overcome challenges on user feedback in optimizing acquisitions?*

a) *Increase Library Budget* ( )

b) *Improve ICT Infrastructure* ( )

c) *Enhance User Awareness* ( )

d) *Staff Training* ( )

e) *Strengthen Collection Development Policy*

APPENDIX IV

INTERVIEW GUIDE QUESTIONS FOR LIBRARY STAFF.

Dear Respondent, My name is **Ester Nelson Mwisolwa** student from School of Library, Archives and Documentation Studies (SLADS), Pursuing Ordinary Diploma in Library, Records and Information Studies. I am undertaking the research titled *"**An Assessment of the User Feedback in Optimizing Book Acquisition Processes in Academic Libraries"***. Kindly, I am requesting you corporation to fill my questionnaire. All responses that were given will be treated with high privacy and confidentiality and thus will be applied for only academic purpose not otherwise.

1. What are the he mechanisms are used to collect and apply user feedback ?

   ……

   ……

2. What are the factors affect the effectiveness of user feedback?

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……

……..

3. What are the most common challenges you face when you want to optimize book acquisition?

……

……

4. What are possible solutions to overcome challenges on user feedback in optimizing acquisitions?

……

……

APPENDIX II

TIME SCHEDULE

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

APPENDIX I

DETAILED RESEARCH BUDGET

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	ACTIVITY	COST ANALYSIS	TOTAL COST
1	Transport	From home to Marian University	= 35,000/=
2	Stationary	Ruled paper 1 ream= Pen, Pencils, Ruler, Rubber, Stapler & Note book=	= 25,000/=
3	Secretarial service	Typing, photocopy and printing	= 100,000/=
4	Binding	Hard cover 2x2@ 2000 Soft caver 2x2@500 and CD	= 150,000/=
	TOTAL		**= 310,000/=**

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