SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTANTION STUDIES

(SLADS) -BAGAMOYO

RESEARCH REPORT ON:

AN ASSESSMENT ON THE IMPLEMENTATION OF COLLECTION DEVELOPMENT POLICY IN ACADEMIC LIBRARIES: A CASE STUDY OF MARIAN UNIVERSITY COLLEGE(MARUCO).

BY

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A Research Report Submitted at the School of Library, Archives and Documentation Studies for the Partial Fulfillment of the Requirement of the Award of Ordinary Diploma in Library and Information Studies.

August, 2026

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CERTIFICATION

The undersigned certify that supervisor has read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo. A Research Report entitled "***An assessment on the implementation of collection development policy in academic libraries:A case study of marian university college(maruco)*** **:** A case at School of Library, Archives and Documentation Studies (SLADS), Bagamoyo, in Fulfillment of the Requirements for the Award of Ordinary Diploma in Library and Information Management.

Signature

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(Supervisor)

Victoria, Kessy

Date

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I, **Sadamu Fadhili Jafari** 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.

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ACKNOWLEDGEMENT

This work would not have been possible without the help and guidance of Almighty God. I sincerely thank Him for granting me strength, wisdom, and good health throughout my studies at SLADS. I also appreciate the support and encouragement from all the people who contributed in different ways towards the successful completion of this work.

I am grateful for the inspiration, knowledge, and guidance received from different individuals who have shaped my academic journey. My special thanks go to my beloved parent joyce augustino eriyo, for the love, support, encouragement, and prayers throughout my studies.

I would also like to express my sincere gratitude to my supervisor, Madam Victoria kessy for dedicating her valuable time in reviewing my work and providing constructive comments, guidance, and academic support that contributed greatly to the successful completion of this study.

Finally, I extend my appreciation to all respondents and everyone who supported me directly or indirectly during the preparation of this work. May God bless you all.

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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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ABSTRACT

This study assessed the implementation of collection development policies (CDPs) at Marian University College (MARUCO). The objectives were to examine the existence and awareness of CDPs among users and staff, evaluate the extent of their adoption, identify challenges hindering effective implementation, and propose solutions for improvement. A descriptive survey design was employed, using questionnaires and interviews to collect data from 50 respondents, of which 45 responses were returned, representing a 90% response rate.

Findings revealed that although all staff confirmed the existence of CDPs, only 60% of users were aware of them, indicating a communication gap. Adoption of policies was inconsistent, with staff reporting partial application while users were divided in their perceptions. Major challenges included inadequate funding, poor ICT infrastructure, lack of staff training, and outdated policies. Respondents proposed increased funding, staff training, regular policy reviews, and ICT investment as key solutions.

The study concludes that while CDPs exist at MARUCO, their effectiveness is limited by poor communication, inconsistent adoption, and resource constraints. It recommends enhanced budget allocation, continuous professional development, regular policy reviews, ICT infrastructure investment, and awareness campaigns to strengthen policy implementation and ensure the library effectively supports academic excellence.

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LIST OF ABBREVIATION

CDP.	Collection Development Policy
MARUCO.	Marian University College
ICT	Information and Communication Technology
NULIB	Nigerian University Libraries (reference source)
LIASA	Library and Information Association of South Africa
MIS	Management Information Systems
ISMS	Information Security Management System
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This section presents Background of the study, statement of the study, General objective, specific objectives, Research questions, Significant of the study, Scope of the study, Limitation of the study and Definitions of operational key terms.

1.1 Background of the study

The management of library collections was a critical aspect of the academic library's operations, ensuring that resources were relevant, current, and aligned with the institution's educational and research objectives. The development and implementation of a well-defined collection development policy serve as a guiding framework for librarians and decision-makers when acquiring, maintaining, and deselecting materials.

Globally, academic libraries play a vital role in supporting the teaching, learning, and research activities of universities and colleges. Therefore, the implementation of effective collection development policies was essential to ensure that libraries are able to meet the diverse information needs of their users (Gregory, 2016). The presence of a well-defined collection development policy can enhance the quality, relevance, and currency of library collections, ultimately contributing to the overall academic excellence of an institution

In the United States, academic libraries were often at the forefront of innovation and were known for their extensive collections and diverse user communities. (Johnson, 2014). The implementation of collection development policies in U.S. academic libraries was influenced by factors such as evolving pedagogical approaches, technological advancements, and the need to cater to a culturally diverse student body. On the other hand, in the United Kingdom, academic libraries face unique challenges

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related to space constraints, budget limitations, and evolving scholarly communication practices. The implementation of collection development policies in UK academic libraries was shaped by factors such as open access initiatives, interdisciplinary research trends, and the increasing importance of digital resources (Evance, 2020).

In Africa, as a continent, was home to a wide range of academic institutions with varying capacities and resources, making it an ideal context to study collection development policies (Aina, 2018) Academic libraries play a significant role in supporting these activities by providing access to a diverse and comprehensive collection of resources that cater to the needs of students, faculty, and researchers. The development and implementation of effective collection development policies were vital to ensure that academic libraries can meet the information requirements of their user community and align their collections with the academic programs and research priorities of their institutions (Evans, 2023).

Given the diverse educational landscapes and resource constraints prevalent in many African countries, the formulation and execution of robust collection development policies in academic libraries were of particular importance (Anyanwu, 2017). However, challenges such as limited funding, insufficient infrastructure, inadequate staffing, and varying levels of governmental support can impede the efficient implementation of such policies.

Nigeria and South Africa represent diverse contexts in terms of economic development, educational infrastructure, and library systems. Nigeria, with its rapidly growing higher education sector, presents unique challenges and opportunities for academic libraries in terms of collection development. On the other hand, South Africa, known for its established and internationally recognized universities, provides insights into how academic libraries with more resources navigate collection development policies and practices (Azubuike, 2021).

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Tanzania, a country in East Africa known for its diverse cultures and natural beauty, was also home to a growing number of universities and academic institutions. These institutions strive to provide quality education and conduct research that addresses local and global challenges. However, the effectiveness of academic libraries in supporting these endeavors relies significantly on the formulation and implementation of robust collection development policies (Eze, 2023).

Historically, academic libraries in Tanzania have grappled with issues such as limited budgets, inadequate infrastructure, varying levels of information literacy among users, and the need to balance traditional print resources with digital collections (Iridin, 2015). The implementation of collection development policies tailored to the unique needs of each institution can result in inefficiencies, gaps in information provision, and challenges in resource allocation.

The socio-economic and technological landscape of Tanzania was rapidly evolving, influencing the information-seeking behaviors of users and the types of resources that academic libraries must acquire to remain relevant. This dynamic environment underscores the importance of regularly evaluating and updating collection development policies to reflect current trends, user preferences, and the evolving academic curriculum (Kumar, 2021).

1.2 Statement of the Problem

Academic libraries were expected to provide current and relevant resources that support teaching, learning and research. Collection development policies (CDPs) were intended to guide this process by ensuring systematic acquisition, evaluation and management of materials. Despite the importance of CDPs, there was little empirical evidence on how Tanzanian academic libraries, particularly Marian University College (MARUCO), adopt and implement these policies within their socio-economic and technological context. Addressing this problem was critical to strengthening resource

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management and enhancing the contribution of academic libraries to teaching, learning and research.

1.3 General objective

Assess the implementation of collection development policy in academic libraries.

1.4 Specific objectives

i. To establish the existence of collection development policy in libraries.

ii. To examine the adoption of collection development policies in building library collection.

iii. To identify the challenges faced by academic library in implementation of collection development policy.

iv. To recommend the possible solution to challenges faced by academic library in implementation of collection development policy.

1.5 Research questions

i. Is the collection development policy existing in academic libraries?

ii. Is collection development adopted to build collection in academic libraries?

iii. What are the challenges faced by academic libraries in implementation of collection development policy?

iv. 4. What are the possible solutions to challenges faced by academic libraries inA implementation of collection development policy

1.6 Significance of the Study

This study was important to policymakers as it highlights gaps in the execution of collection development policies and clarifies their budgetary implications. By showing whether policies were being properly implemented and how resources were

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allocated, it provides evidence for improving efficiency and guiding financial decisions. Such insights help ensure that limited funds are directed toward areas that maximize support for teaching, learning, and research.

For librarians and academic institutions, the study strengthens understanding of effective collection development practices and supports alignment with institutional goals. It emphasizes the importance of selecting, evaluating, and managing resources to meet user needs, while ensuring collections remain current and relevant. For students and faculty, improved policy implementation enhances access to timely information, directly supporting academic excellence and enabling the academic community to excel in both study and research.

1.7 Scope of the study

The study was focus on implementation of collection development policy in academic libraries which was conducted at Marian University College (MARUCO) in Bagamoyo.

1.8 Limitation of the study

In conducting this study, some limitations expected to be as.

1.8.1 Inadequate Funding: Limited financial resources posed a significant challenge to the research process. Insufficient funding restricted the ability to expand the sample size, extend the duration of data collection, and access advanced tools or technologies. It also constrained opportunities for collaboration and dissemination of results. To mitigate this limitation, the researcher prioritized and optimized the available resources by focusing on essential components of the study and adopting cost-effective alternatives for less critical activities.

1.8.2 Insufficient Time: The time allocated for the study was not adequate to fully explore all aspects of the research problem. Data collection required considerable effort, as respondents needed sufficient time to provide thoughtful answers, and some

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participants were not easily accessible. This created delays in reaching them and gathering comprehensive information. To address this challenge, the researcher employed strict time management strategies, performing tasks according to priority and reorganizing activities to ensure that critical objectives were achieved within the available timeframe.

1.8.3 Data Reliability: The reliability of data collected through questionnaires and interviews may have been affected by recall bias or social desirability bias. Respondents might have provided answers they believed were expected rather than their genuine experiences. To minimize this limitation, the researcher designed clear and concise questions, assured participants of confidentiality, and triangulated data using multiple sources to enhance validity.

1.8.4 Researcher Experience: As a novice researcher, limited experience in handling technical aspects of library information systems posed challenges in data analysis and interpretation. This may have affected the depth of insights generated. To mitigate this, the researcher sought guidance from supervisors, consulted relevant literature, and employed systematic approaches to ensure accuracy and reliability in the analysis.

1.9 Definitions of operational key term

1.9.1 Collection development, was the process of selecting, acquiring, evaluating, and managing the materials and resources that make up a library's collection. This process was essential for ensuring that the library remains relevant and effectively supports its users' needs, which can range from research and education to leisure reading (Nwosu' 2015).

1.9.2 Collection development policy, was a strategic framework that guides the acquisition, organization, and management of materials in libraries or information centers. This policy outlines the principles and goals that shape the selection and maintenance of a library's collections, encompassing various formats such as books,

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periodicals, digital resources, audiovisual materials, and more Nwosu (2015). One of the primary purposes of this policy was to ensure that the collection aligns with the needs and interests of the library's user community, which may include students, researchers, and the general public.

1.9.3 Academic library, was a library that is affiliated with an institution of higher education, such as a college or university. It was specifically designed to support the research, teaching, and learning needs of students, faculty, and researchers within that institution. Academic libraries typically offer a wide range of resources, including books, scholarly journals, electronic databases, and other materials that were relevant to the academic disciplines being studied at the institution. (Oduagwu, 2014).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

teaching, learning, and research. This chapter reviews existing literature related to collection development policies in academic libraries. The purpose is to examine what other scholars have written about their existence, adoption in building collections, and the challenges faced in implementation. The review includes theoretical perspectives, empirical studies, and the research gap. It helps to understand the key issues influencing effective collection development and the role of policies in supporting

2.1 Existence of Collection Development Policy

Collection development policies (CDPs) are essential tools for guiding the acquisition, evaluation, and management of library resources. Studies show that many academic libraries have established formal CDPs to ensure collections remain relevant and responsive to user needs. (Cutler, 2018) found that over 75% of surveyed libraries reported having such policies, though their comprehensiveness and enforcement varied. Policies often outline selection criteria, subject priorities, and are periodically revised to reflect technological changes, user preferences, and budgetary realities. Importantly, stakeholder involvement faculty, librarians, and sometimes students strengthen the relevance and acceptance of these policies.

Despite their existence, implementation challenges remain. (Cutler,2018) identified limited funding, inadequate staff training, and infrequent policy updates as key obstacles, leading to inconsistencies between policy guidelines and daily practice. Similarly, (Aina, 2018), in a study of Nigerian university libraries, found that while most institutions had CDPs, many were outdated and poorly enforced. Budget constraints and weak stakeholder collaboration further hindered effective adoption. These findings highlight the need for regular policy reviews, adequate resource

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allocation, and active stakeholder engagement to ensure that collection development policies fulfill their intended role in supporting teaching, learning, and research.

Adding to this, (Johnson, 2014) examined U.S. academic libraries and emphasized that while CDPs were widely adopted, their effectiveness depends on how well they adapt to evolving pedagogical approaches and technological innovations. Libraries that regularly update their policies to incorporate digital resources and diverse user needs were found to be more successful in maintaining relevant collections. Likewise, (Evans, 2020) highlighted the UK context, where open access initiatives and interdisciplinary research trends have reshaped collection development practices. These studies reinforce the idea that while CDPs exist across different regions, their success was determined by continuous evaluation, stakeholder involvement, and responsiveness to changing academic landscapes.

2.2 Adoption of Collection Development Policies in Building Library Collections

Johnson (2014) emphasizes that the adoption of collection development policies ensures systematic collection building rather than relying on ad hoc decisions. He argues that policies provide clear criteria for resource selection, including relevance to curriculum, research priorities, and user demand. This structured approach helps libraries maintain consistency and accountability in their acquisitions.

Evans (2020**)** highlights that adoption of CDPs enables libraries to balance print and digital resources, ensuring inclusivity and diversity in collections. He stresses that collaboration among librarians, faculty, and sometimes students during adoption strengthens the alignment of collections with academic programs and enhances responsiveness to user needs.

Anyanwu (2017) observes that adoption in many African academic libraries is often partial. While policies may exist, they were not consistently applied, resulting in outdated materials and gaps in subject coverage. He concludes that adoption requires

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not only the presence of a policy but also a strong commitment to enforce it through regular reviews and updates.

Aina (2018**)** notes that Nigerian academic libraries have established CDPs, but many were outdated and lack rigorous enforcement. He identifies limited stakeholder involvement and weak collaboration between library staff and faculty as major barriers to effective adoption, leading to collections that fail to fully meet user needs.

Olubiyo (2023) argues that adoption must go beyond the mere existence of policies. He emphasizes the importance of adequate funding, staff training, and regular evaluation to ensure that collections remain relevant and high-quality. Without these measures, policies risk becoming symbolic documents rather than functional tools for guiding library development.

2.3 Challenges Faced by Academic Libraries in Implementation of Collection Development Policies

Aina (2018) identifies budget constraints as the most pressing challenge for academic libraries. Limited financial resources restrict the ability of libraries to acquire new materials, update existing collections, and invest in digital resources. This financial shortfall often results in outdated collections that fail to meet the evolving needs of students and faculty. Aina also emphasizes that without adequate funding, even well-designed policies remain ineffective, as libraries cannot translate policy goals into practice.

Cutler (2018) highlights the problem of infrequent policy reviews. Many libraries establish CDPs but fail to update them regularly, leading to outdated guidelines that no longer reflect current academic priorities or technological advancements. This lack of revision creates inconsistencies in implementation, as staff struggle to apply policies that are misaligned with modern realities. Cutler stresses that regular reviews were essential to keep policies relevant and actionable.

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Anyanwu (2017) points to inadequate staffing as a major barrier. Many academic libraries lack personnel with the necessary training and expertise to implement CDPs effectively. Without skilled staff, policies cannot be applied consistently, resulting in inefficiencies and gaps in resource provision. Anyanwu argues that investment in staff development was critical to overcoming this challenge.

Evans (2020) draws attention to infrastructure issues, particularly poor ICT facilities. He notes that weak technological infrastructure limits access to electronic collections and hinders the integration of digital resources into library systems. In an era where digital resources were increasingly vital, inadequate ICT support undermines the effectiveness of CDPs and restricts user access to essential information.

Kumar (2021) emphasizes the challenge of rapid technological change. The shift toward digital and online resources require libraries to adapt continuously, yet many institutions lack the flexibility or resources to keep pace. Policies often lag behind technological realities, reducing their relevance and effectiveness. Kumar argues that libraries must adopt dynamic approaches to policy implementation, ensuring that CDPs evolve alongside technological and academic developments.

2.4 Research Gap

Although numerous studies have been conducted in the area of Collection Development Policy: Mwilongo, Luambano, and Lwehabura (2020) explored collection development practices in four academic libraries, revealing that budget constraints, user needs, and institutional priorities strongly influence practices. However, no comprehensive study has specifically examined how Marian University College (MARUCO) formulates and implements its collection development policies. This study seeks to address that gap, thereby offering a unique contribution to understanding and improving library policies within the Tanzanian academic context.

Previous studies have examined collection development practices in Tanzanian academic libraries. **Mwilongo, Luambano, and Lwehabura (2020)**, in their work

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Collection Development Practices in Academic Libraries in Tanzania, revealed that budget constraints, user needs, and institutional priorities strongly influence practices, but weak policy frameworks limit effectiveness. In addition, **Lwehabura (2007)**, in his study *Collection Development in University Libraries in Tanzania and Uganda: A Comparative Study*, highlighted that inadequate funding and lack of clear policies hinder effective resource acquisition and sustainability. These studies provide valuable insights into the general state of collection development in Tanzania. However, no comprehensive study has specifically examined the adoption and complementation of collection development policies in academic libraries. Therefore this study seeks to address that gap, thereby offering a unique contribution to understanding and improving library policies within the Tanzanian academic context.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodological framework employed in conducting the study. It describes the research design, area of study, population, sample size, sampling techniques, data collection methods, instruments, data quality control, pilot study, triangulation, data analysis plan, and ethical considerations.

3.2 Research Design

The study would adopt a descriptive research design. This design was chosen because it allows for systematic description of the current status of collection development policy implementation in academic libraries without manipulating variables.

3.3 Area of the Study

The research conducted at Marian University College (MARUCO), located in Bagamoyo, Tanzania. MARUCO selected as the case study due to its growing academic programs and reliance on library resources to support teaching, learning, and research.

3.4 Population of the Study

Population refers to the entire group of individuals, objects, or events that share common characteristics relevant to a study (Willie, 2024). It was the larger set from which a sample was drawn and to which the study findings were generalized.

For this study, the population consisted of all library staff and users at Marian University College (MARUCO). Library staff were included because they were directly involved in the formulation and implementation of collection development policies, while user's students and faculty were considered important for providing perspectives on accessibility, relevance, and effectiveness of the library collection.

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Total number is 300

3.5 Sample Size

A total of 50 respondents were selected: 25 library users and 5 library staff members. This sample size would be considered adequate to provide representative data for the study objectives.

3.6 Sampling Techniques

The study would employ both probability and non-probability sampling techniques to ensure diversity and relevance of respondents.

3.7 Purposive Sampling Techniques

Purposive sampling would be used to select library staff members who were directly involved in collection development activities. This would ensure that the data collected reflected informed perspectives on policy implementation.

3.8 Data Collection Methods

Two types of data would collect Primary data: obtained directly from respondents through questionnaires and interviews. Secondary data: gathered from existing documents, reports, and literature related to collection development policies.

3.9 Data Collection Instruments

The following instruments would be employed: Questionnaire guide: distributed to library users to capture their views accessibility and effectiveness of policies.

Interview guide: used with library staff to gain deeper insights into policy implementation.

Observation guide: applied to assess the actual state of collections and library practices.

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3.10 Data Quality Control

To ensure reliability and validity, instruments would be pre-tested and refined. Clear instructions were provided to respondents, and consistency checks were conducted during data entry.

3.11 Data Analysis Plan and Presentation

Data would be analyzed using both qualitative and quantitative methods. Quantitative data from questionnaires were tabulated and presented in tables and figures, while qualitative data from interviews and observations were thematically analyzed.

3.12 Ethical Issues

Ethical considerations would be observed throughout the study. Respondents who participate was lectures, students. voluntarily, confidentiality was maintained, and data were used solely for academic purposes.

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CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND PRESENTATION OF THE FINDINGS

4.0 Introduction

This chapter presents the findings of the study on the implementation of Collection Development Policies (CDPs) at Marian University College (MARUCO). The analysis is based on data collected through questionnaires and interviews. Results are presented in tables showing statements, frequencies, percentages and explanations.

4.1 Response Rate

A researcher distributed a total of 50 questionnaires to library users and staff of MARUCO library. Out of these, 45 (90%) were returned while 5 (10%) were not returned. The result is shown in the table 4.1 below:

Table 4. 1 Response from the distributed questionnaire

Respondents	**Frequency**	**Percentage**
Returned questionnaires	45	90
Not returned questionnaires 5	5	10
Total	**50**	**100%**

Source: *Field Data (2019)*

The findings show that 45 (90%) were distributed the questionnaires returned and 5 (10%) were not returned. This implies that the response rate was adequate for the study since it exceeded the recommended minimum threshold of 85%.

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4.2 Demographic of Respondents

4.2.1 Gender Distribution

Respondents were asked to indicate their gender. This was considered vital information to determine the gender balance among library users and staff, since a researcher wanted to reach both genders so as to avoid gender inequality in this study. The result is shown in the table 4.2 below:

Table 4. 2 Gender of Respondent

Type of Respondents	**Gender**	**Frequency**	**Percentage**
Library user (**N** = 25)	Male	15	60%
	Female	10	40%
Total		**25**	**100%**
Library staff **(N** = 5)			
	Male	3	60%
	Female	2	40%
Total		**5**	**100%**

Source: *Field Data (2019)*

The findings show that 15 (60%) of library users were “Males” and 10 (40%) were “Females”. Among library staff 3 (60%) were “Males” and 2 (40%) were “Females”. This implies that both library users and library staff at MARUCO are predominantly male, a pattern that could limit female perspectives in shaping and using the collection development policy.

4.2.3 Age Distribution

Respondents were asked to state their age group. A researcher considered age in this study because age determines the maturity and experience of someone when it comes to accessing and utilizing library information from students and library staff. The results are summarized in the table 4.3 below

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Table 4. 3 Age Distribution of Distribution

Type of Respondents	**Age Range**	**Frequency**	**Percentage**
Library Users **N= 25**	18 - 25	10	40%
	26 - 35	8	32%
	36 - 45	5	20%
	46+	2	8%
Total		**25**	**100%**
Library Staff (**N = 5)**	26 - 35	3	60%
	36 - 45	1	20%
	46+	1	20%
Total		**5**	**100%**

Source: *Field Data* (2026)

The findings show that age from library user 10 (40%), were aged between 18□25, 8(32%) were aged between 26-35 ,5(20%)were aged between 36-45 ,and 2(8%)were aged between 46+.While library staff 3(60%) were aged between 26-35,1(20%)were aged between 36-45 and 1(20%)were aged is 46+. This implies that library users are relatively younger than library staff, a factor that may influence how each group engages with and understands the collection development policy.

4.2.4 Education Level

Respondents were asked to state their education level. This was considered necessary because it is believed that level of education affects one's ability to understand, access and apply the collection development policy. The results are summarized in the table 4.4 below

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Table 4. 4 Respondent Education Level

Type of Respondents	**Education Level**	**Frequency**	**Percentage**
Library Users **(N = 25)**	Diploma	12	48%
	Bachelor Degree	8	32%
	Masters	5	20%
Total		**25**	**100%**
Library Staff **(N = 5)**			
	Bachelor Degree	3	60%
	Masters	2	40%
Total		**5**	**100%**

Source: *Field Data (2026)*

The findings show that 12 (48%), of library users held in Diploma-level education, 8(32%) were Bachelor's degrees, and 5(20%) masters. While library staff show that 3 (60%) were Bachelor degree and 2(40%) Masters. This implies that library staff possesses adequate academic competence to interpret and apply the collection development policy effectively.

4.3 Existence of Collection Development Policy

Respondents were asked whether collection development policies exist at MARUCO. This was considered essential because awareness of policy existence is a prerequisite for compliance and effective utilization of library resources. The result is shown in the table 4.5 below:

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Table 4. 5 Existence of Collection Development Policy

Response	**Frequency**	**Percentage**
Policy exists (users aware)	15	33.3%
Policy does not exist (users)	10	22.2%
Staff confirmed existence	5	11.1%
Staff unaware	0	0%
Total	**30**	**66.6%**

Source: *Field Data (2026)*

The findings show that 15 (33.3%) of library users were aware that a collection development policy exists, while 10 (22.2%) of users indicated they were not aware of it. Among library staff, 5 (11.1%) confirmed the policy's existence and none reported being unaware. This implies that library staffs are more informed about the policy than library users, revealing a communication gap between staff and users.

> *Also, Staff suggested organizing awareness sessions to inform users about the policy. Students recommended orientation programs and posters/notices in the library to make the policy visible.*

4.4 Adoption of Collection Development Policy

Respondents were asked whether the existing policy is adopted in practice. This was considered necessary because policy adoption determines the extent to which collection development activities align with established guidelines. The result is shown in the table 4.6 below:

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Table 4. 6 Adoption of Collection Development Policy

Statement	Frequency	Percentage
Policy adopted in practice	12	26.7%
Policy not adopted	13	28.9%
Staff confirmed adoption	3	6.7%
Staff reported non-adoption	2	4.4%
Total	30	66.7%

Source: Field Data (2026)

The findings show that 12 (26.7%) of library users confirmed that the policy is adopted in practice, while 13 (28.9%) indicate that it is not adopted. Among library staff, 3 (6.7%) confirmed adoption compared to 2 (4.4%) who reported non-adoption. This implies that policy adoption is inconsistent, with library users almost evenly divided in their views while library staff leans toward confirming that the policy is applied in practice.

Staff advised strengthening monitoring and evaluation of policy application.

Students suggested regular updates of collections to reflect their academic needs.

4.5 Challenges in Implementation

Respondents were asked to identify challenges facing the implementation of collection development policies. This was considered important because identifying the obstacles is a necessary step towards improving compliance with the policy. The result is shown in the table 4.7 below:

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Table 4. 7 Challenges in Implementation

Statement	**Frequency**	**Percentage**
Inadequate funding	18	40%
Poor ICT infrastructure	12	26.7%
Lack of staff training	9	20%
Outdated policies	6	13.3%
Total	**45**	**100%**

Source: *Field Data (2026)*

The findings show that inadequate funding was the most cited challenge, 18 (40%), poor ICT infrastructure, 12 (26.7%), lack of staff training, 9 (20%), and outdated policies, 6 (13.3%). This implies that financial and technological constraints are the primary barriers limiting effective implementation of collection development policies.

> *Staff recommended increased budget allocation and ICT investment. And improving communication channels and providing digital resources to meet their needs.*

4.6 Solutions Proposed

Respondents were asked to suggest possible solutions to overcome the challenges facing implementation of collection development policies. Understanding the proposed solutions is essential in guiding library management towards improving policy implementation. The results are summarized in the table 4.8:

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Table 4. 8 Solutions Proposed

Statement	**Frequency**	**Percentage**
Increased funding	16	35.6%
Staff training	12	26.7%
Regular policy reviews	10	22.2%
ICT investment	7	15.5%
Total	**45**	**100%**

Source: *Field Data (2026)*

The findings show that increased funding, 16 (35.6%), and staff training, 12 (26.7%), were the most recommended solutions, followed by regular policy reviews, 10 (22.2%), and ICT investment, 7 (15.5%). This implies that adequate financial support and continuous staff development are considered the most critical measures for strengthening implementation of the collection development policy.

> *Staff emphasized continuous professional development and policy review committees.*
>
> *Students recommended seminars/workshops to raise awareness and user involvement in policy discussions.*

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings of the study. It also gives the conclusion of what has been revealed from the field study, recommendations, and areas for future study. The data collected from the field study were coded, corrected to avoid human errors, analyzed, and presented using tables in Chapter Four.

Data were collected through questionnaires and interviews. Each question was structured to provide the underlying information and attract answers for a particular research question to meet the intended objectives. Therefore, the presentation of data and findings is based on research questions and specific objectives of the research.

5.1 Summary of the Findings

5.1.1 Respondent Distribution by Gender

The study revealed that the majority of library users were male while female respondents were fewer. Among library staff, males were also the majority.

5.1.2 Age Distribution of Respondents

The findings showed that majority of library users were aged between 18-25 years, while the majority of library staff were aged between 26-35.

5.1.3 Respondent Education Level

On the issue of education level, the study revealed that majority of library users had Diploma-level education, while library staff were more qualified, holding Bachelor's and Master's degrees.

5.1.4 Existence of Collection Development Policy

The study revealed that all library staff confirmed the existence of a collection

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development policy, but only some library users were aware of it.

5.1.5 Adoption of Collection Development Policy

The findings showed that adoption of the policy was inconsistent. While staff reported that the policy was applied, users were divided in their responses.

5.1.6 Challenges in Implementation

The study revealed that the major challenges facing MARUCO library in implementing CDPs were inadequate funding, poor ICT infrastructure, lack of staff training, and outdated policies.

5.1.7 Solutions Proposed

The study revealed that respondents suggested increased funding, staff training, regular policy reviews, and ICT investment as the main solutions to overcome the challenges.

5.2 Conclusion

It was revealed that collection development policies exist at MARUCO but are not well communicated to users. Adoption of policies is partial and inconsistent, limiting their effectiveness in guiding collection building. Financial constraints, poor ICT infrastructure, and inadequate staff training are the main barriers to effective implementation. Without addressing these challenges, the library cannot fully achieve its mission of supporting academic excellence.

5.3 Recommendations

The study recommends that:

1. The institution should allocate more resources to the library to support collection development.

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2. Continuous professional development programs should be introduced to equip staff with modern skills in collection management.

3. The CDP should be regularly reviewed to remain relevant to changing academic needs.

4. The library should invest in ICT infrastructure to improve access to electronic resources.

5. Awareness campaigns should be conducted to ensure users understand the existence and importance of the CDP.

5.4 Area for Further Studies

There is a need for further studies on:

1. The extent to which library users understand various aspects of collection development policies.

2. The effectiveness of different dissemination methods (seminars, workshops, ICT platforms) in improving awareness and adoption.

3. Measures that should be taken to reduce challenges such as funding gaps and ICT limitations in academic libraries.

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APPENDIX I: RESEARCH TIME SCHEDULE

THE FRAME WORK DURING THE RESEARCH FOR SIX WEEKS

ACTIVITIES	1st WEEK	2nd WEEK	3rd and 4th WEEK	5th and 6th WEEK
Reporting the area of the study, make general studying of the study area, preparing questionnaire and distribute them to the respondent(student)				
Make interview with reference librarian and collect back questionnaire from respondent				
Data collection from questionnaire and interview will conduct. Preparation of research report summary and conclusion.				
Proof reading and submission of research report to SLADS				

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APPENDIX II: RESEARCH BUDGET

Item	Particular	Amount
Preparation of research proposal	Stationaries; Pen 5@500 Pencil 4@ 200 Ruler and Rubber @ 500 Printing 20pgs@ 500 Photocopies 20pgs@ 100 Binding 3 proposal@ 2000	 2500/= 800/= 1,000/= 10,000/= 2,000/= 6,000/=
Data collection process	Transport 30 days@1000 Meal 30 days@ 3000 Preparation of 30 copies of questionnaires and interview@ 100	30000/= 90000/= 3,000/=
Report writing	Printing of report 42pgs@ 200 Photocopies of the report 42 copies@ 100*5 Binding of the report 3@ 3000	10,000/= 21,000/= 9,000/=
	TOTAL	217,300/=

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APPENDIX III: QUESTIONNAIRE FOR LIBRARY USERS

Dear Respondent,

I am conducting a research study on the *implementation of collection development policies in academic libraries*, with Marian University College (MARUCO) as the case study. The purpose of this study is to assess the existence, adoption, and challenges of collection development policies, and to recommend possible solutions for improving library services.

You have been selected to participate in this study because your views and experiences as a library user or staff member are valuable in understanding how library policies affect teaching, learning, and research.

Please note the following:

- Your participation is voluntary.
- All responses will be treated with strict confidentiality.
- The information you provide will be used solely for academic purposes.
- There are no right or wrong answers; we are interested in your honest opinions.

Kindly take a few minutes to complete the attached questionnaire. Your contribution will greatly assist in improving library services and policies at MARUCO.

Thank you for your time and cooperation.

Sincerely,

[Your Name]

[Your Position/Program]

Marian University College (MARUCO

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Instructions: Please answer the following questions honestly. Your responses will be kept confidential and used only for academic purposes.

Section A: Demographic Information

1. What is your gender?

a) Male

b) Female

c) Prefer not to say

2. What is your age group?

a) Under 20

b) 21-30

c) 31-40

d) Above 40

3. What is your academic status?

a) Undergraduate student

b) Postgraduate student

c) Faculty member

d) Other (please specify)

4. How long have you been using MARUCO library services?

a) Less than 1 year

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b) 1-2 years

c) 3-4 years

d) More than 4 years

Section B: Library Use and Collection Development

1) How often do you visit the library?

a) Daily

b) Weekly

c) Monthly

d) Rarely

2) Which type of resources do you use most?

a) Print books

b) Journals

c) E-resources/databases

d) Other (please specify)

3) Are you aware of the existence of a collection development policy (CDP) in the library?

a) Yes

b) No

4) In your opinion, does the library collection adequately meet your academic needs?

a) Strongly agree

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b) Agree

c) Neutral

d) Disagree

e) Strongly disagree

5) What challenges do you face when accessing library resources?

a) Limited materials

b) Outdated resources

c) Poor ICT facilities

d) Inadequate staff support

e) Other (please specify)

6) What improvements would you suggest for the library' s collection development practices?

A. More funding for resources

B. Better ICT infrastructure

C. Greater stakeholder involvement

D. Regular policy updates

E. Other (please specify)

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APPENDIX IV: QUESTIONNAIRE FOR LIBRARY STAFF

Instructions: Please answer the following questions honestly. Your responses will be kept confidential and used only for academic purposes.

Section A: Demographic Information

1. What is your gender?

a) Male
b) Female
c) Prefer not to say

2. What is your age group?

a) Under 30
b) 31□40
c) 41□50
d) Above 50

3. What is your highest academic qualification?

a) Diploma
b) Bachelor’ s degree
c) Master’ s degree
d) PhD
e) Other (please specify)

4. How long have you worked in the library?

a) Less than 1 year
b) 1□5 years
c) 6□10 years

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d) More than 10 years

Section B: Collection Development Policy Implementation

1) Does your library have a formal collection development policy (CDP)?
   a) Yes
   b) No
2) How often is the CDP reviewed and updated?
   a) Annually
   b) Every 2□3 years
   c) Rarely
   d) Never
3) To what extent are faculty and students involved in collection development decisions?
   a) Very involved
   b) Moderately involved
   c) Slightly involved
   d) Not involved
4) What challenges do you face in implementing the CDP?
   a) Limited funding
   b) Inadequate staff training
   c) Poor ICT infrastructure
   d) Lack of stakeholder collaboration
   e) Other (please specify)
5) How effective is the CDP in guiding acquisitions and resource management?
   a) Very effective
   b) Effective

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c) Neutral

d) Ineffective

e) Very ineffective

6) What recommendations would you suggest to improve the implementation of CDPs in your library?

a Increased funding

b Regular policy reviews

c More staff training

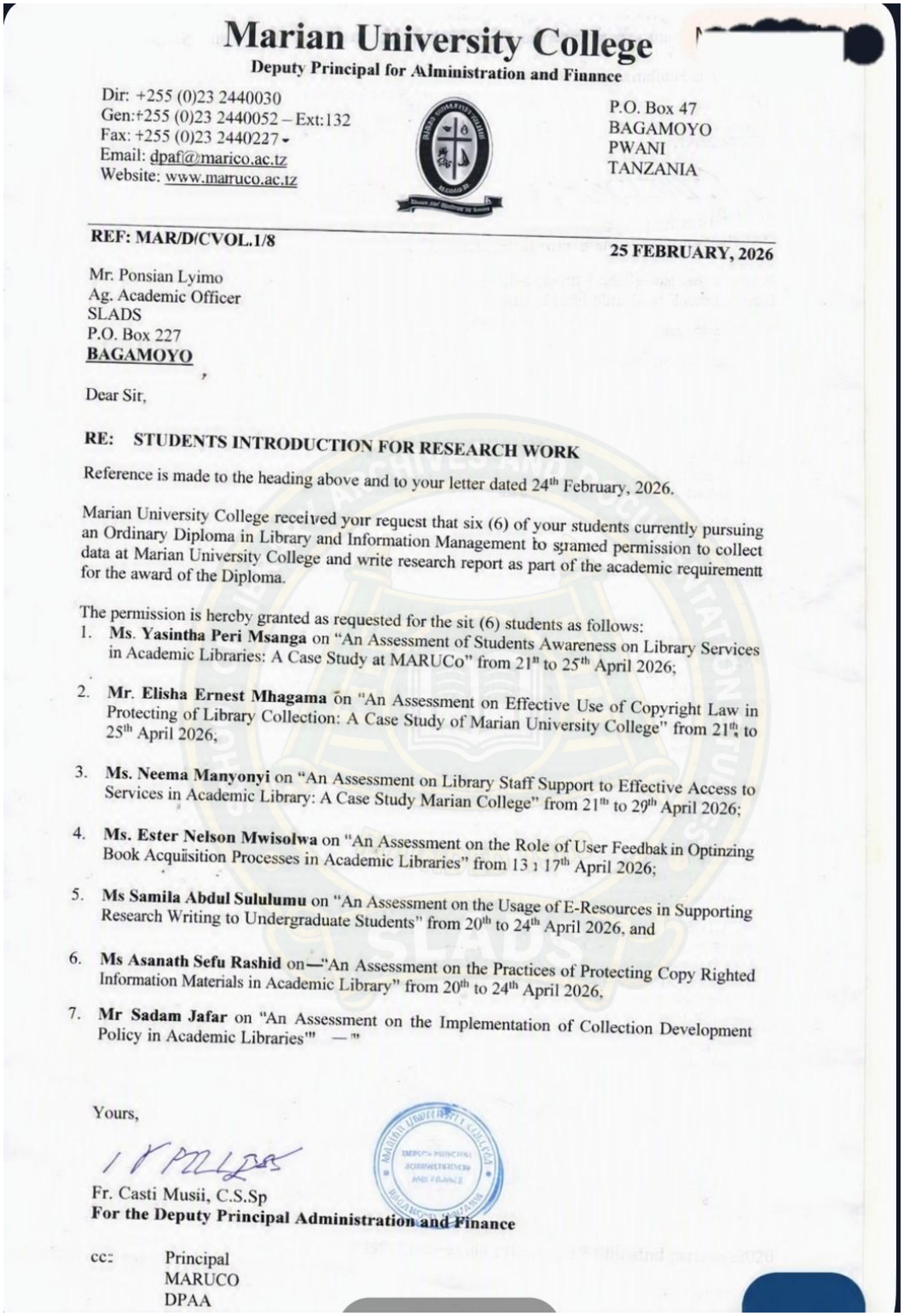
d Stronger stakeholder involvement

e Improved ICT facilities

f Other (please specify)

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APPENDIX V: APPROVAL LETTER



Marian University College
Deputy Principal for Administration and Finance

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P.O. Box 47
BAGAMOYO
PWANI
TANZANIA

REF: MAR/D/CVOL.1/8 **25 FEBRUARY, 2026**

Mr. Ponsian Lyimo
Ag. Academic Officer
SLADS
P.O. Box 227
BAGAMOYO

Dear Sir,

RE: STUDENTS INTRODUCTION FOR RESEARCH WORK

Reference is made to the heading above and to your letter dated 24th February, 2026.

Marian University College received your request that six (6) of your students currently pursuing an Ordinary Diploma in Library and Information Management to sgramed permission to collect data at Marian University College and write research report as part of the academic requirementt for the award of the Diploma.

The permission is hereby granted as requested for the sit (6) students as follows:

1. **Ms. Yasintha Peri Msanga** on "An Assessment of Students Awareness on Library Services in Academic Libraries: A Case Study at MARUCo" from 21st to 25th April 2026;
2. **Mr. Elisha Ernest Mhagama** on "An Assessment on Effective Use of Copyright Law in Protecting of Library Collection: A Case Study of Marian University College" from 21th to 25th April 2026,
3. **Ms. Neema Manyonyi** on "An Assessment on Library Staff Support to Effective Access to Services in Academic Library: A Case Study Marian College" from 21th to 29th April 2026;
4. **Ms. Ester Nelson Mwisolwa** on "An Assessment on the Role of User Feedbak in Optinzing Book Acquiisition Processes in Academic Libraries" from 13 1 17th April 2026;
5. **Ms Samila Abdul Sululumu** on "An Assessment on the Usage of E-Resources in Supporting Research Writing to Undergraduate Students" from 20th to 24th April 2026, and
6. **Ms Asanath Sefu Rashid** on—"An Assessment on the Practices of Protecting Copy Righted Information Materials in Academic Library" from 20th to 24th April 2026,
7. **Mr Sadam Jafar** on "An Assessment on the Implementation of Collection Development Policy in Academic Libraries"" —"

Yours,

Fr. Casti Musii, C.S.Sp
For the Deputy Principal Administration and Finance

cc: Principal
MARUCO
DPAA

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