

**EVALUATION OF COLLECTION DEVELOPMENT PRACTICES OF
ELECTRONIC INFORMATION RESOURCES IN THE SELECTED
ACADEMIC LIBRARIES IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: *“Evaluation of Collection Development Practices of Electronic Information Resources in the Selected Academic Libraries in Tanzania”*, in partial fulfillment of the requirements for the Degree of Master of Library and Information Management of the Open University of Tanzania.



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(Supervisor)

.....
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DECLARATION

I, **Eva Obed Chanjarika**, declare that the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Library and Information Management (MLIM).

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Signature

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Date

DEDICATION

This work is dedicated to my beloved mother and father for the warm and lovely care they gave me during my childhood. I also dedicate this work to my beloved husband and my children for their patience during the period of studying.

ACKNOWLEDGEMENT

Many people deserve my gratitude for their invaluable assistance in pursuit of this study. I can't put on record all the people who contributed to the successful completion of this work. However, the following deserve special mention; First, I consider this accomplishment as yet another reason to thank God, who has graced me with the opportunity to make this valuable contribution. To Him, I am forever thankful. Second, for the development and production of this work, I would like to express my gratitude to Dr. Lilian Isowe for her directions, insightful comments and corrections. Third, many thanks to CBE, HKMU, TUDACO and UDSM Library Staff who cooperated well with me while collecting data for my study and allowed this dissertation to be completed in this form. Fourth, I am also grateful to Mr. Adolf J. Mbedule and Dr. Abbas Mohamed of Zanzibar University for their encouragement and consultative support in improving the presentation of the issues. Last, I would like to thank my family for their understanding and support throughout my studies.

ABSTRACT

This study aimed to evaluate collection development practices of electronic information resources in selected academic libraries in Tanzania namely; College of Business Education, Tumaini University Dar es Salaam College, University of Dar es Salaam and Hubert Kairuki University libraries. The population involved library staff and head of library departments. The study engaged a mixed methods approach with a sample size of 52 participants that were obtained through censorship techniques. The study used questionnaires and interviews to collect data. The data was analyzed qualitatively through thematic analysis and quantitatively through descriptive analysis. The findings of the study revealed that the most available types of e-resources are electronic theses and dissertations, followed by electronic books and electronic journals. The major source of funds for public university libraries was government grants, while for the private universities was institutional budgets. Moreover, the study shows that the most used mode of procurement of e-resources in academic libraries was through the consortium. Furthermore, the study shows that the challenges faced by academic libraries in Tanzania in building library collections are low budget allocated to e-collection, licensing agreement and copyright issues, lack of library collection development policy for e-resources, and insufficient support from vendors., The study concludes that although academic libraries face challenges in buiding the library collection they managed to maintain hybrid collection. There are some procedures followed in e-collection development and the main mode of purchasing e-resources is through COTUL subscription. The study recommends the Mobilization of grants and aid from foreign and local donors, improvement of ICT infrastructures, involvement of all stakeholders throughout the collection development process, and effectively consideration of licensing agreements and copyright issues.

Keywords: *Collection development, electronic resources, e-resources, academic libraries.*

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LIST OF ABBREVIATIONS

CBE	-	College of Business Education
CDC	-	Collection Development Committee
CDP	-	Collection Development Policy
COTUL	-	Consortium of Tanzania University and Research Libraries
HKMU	-	Hubert Kairuki Memorial University
IBM-SPSS	-	International Business Machines - Statistical Product and Service Solution
ICT	-	Information Communication Technology
LAC	-	Library Advisory Committee
MLIM	-	Master of Library and Information Management
NIT	-	National Institute of Technology
OUT	-	Open University of Tanzania
TUDACO	-	Tumaini University Dar es salaam Campus
UDSM	-	University of Dar es Salaam

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study, the statement of the problem, the research objectives and significance of the study the scope and limitation of the study, and the definition of the key terms.

1.2 Background to the Study

The goal of any university library is to support the academic programs of the university by providing relevant information to the user community to fulfill the institutional mission and to achieve academic excellence (Nkamnebe & Udem , 2014). Organized library services, effective collection development and users' satisfaction are the main indicators based on which a library is recognized as the central organ and a core agency of the university. Ineffective library services and building collections that fail to satisfy the academic and research needs of the users would be a futile exercise (Khan & Bhatti, 2020).

Organized library services and adequate library collection are therefore the most important determinants for the effective functions of any university library in meeting the information needs of the user community. Reitz (2013) states that collection development is the process of planning and acquiring a balanced collection of library materials over the years, based on an ongoing assessment of the information needs of the library's clientele, analysis of usage statistics and demographic projection. Similarly, Evans and Saponaro (2012) state that collection

development is a universal process for libraries and information centers. The process consists of six key components; group review, selection policies, selection, acquisition, de-selection, and assessment.

Mansur (2012) defines collection development as the selection, procurement, and processing of library materials in various formats for users' current and future needs. Electronic resource collection development involves "the process of preparing, choosing, and obtaining a balanced collection of library materials in a variety of electronic formats. It includes the selection and de-selection of current and retrospective e-resources based on user needs; preparation strategies for continuing acquisition of electronic resources while considering financial constraints and usage; and assessment of e-resource collections to assess how well they represent users' needs.

The introduction of electronic publication has resulted in the rise of electronic or e-resources, along with the issues of selecting, acquiring, storing, and delivering information. Adindu and Chinyere (2015) stated that Electronic resources, which are digital representations of information and knowledge, come in a variety of formats, including e-databases, Full-text databases, e-journals, images, and multimedia in the form of CD-ROMs, tapes, and Internet and online technologies are among the e-resources collections employed (Lihitkar & Rajyalakshmi, 2014). Likewise, e-resources represent e-discussions, news, online tests, e-learning tutorials, data archives, e-mails, and online chats (Sahu & Pandey, 2018).

Electronic information resources play a significant role in enhancing teaching, learning, and research activities in numerous ways including online dissertations, theses, digital archives, e-dictionaries, encyclopedias, newspapers, online catalogs, and other reference works (Tunji et al., 2011). As noted e-resources are quickly becoming the most popular and useful tools for teaching, learning, and research (Joo & Choi, 2015). This is linked to the rise of open-access programs, which improve the accessibility of previously inaccessible e-resources. The variety of e-resources available via various search engines and databases improves their usability. Wikipedia and Google, for example, have been said to supply users with a variety of free access materials (Lwoga & Sukums, 2018). Free open access not only provides users with a wide selection of e-resources but also drastically cuts the costs of information access (Adeoye & Olanrewaju, 2019).

Academic libraries provide invaluable scholarly reference services and resources, and the sources are an important component of that (Kwafoa et al., 2019). Several initiatives to improve access to scholarly e-resources and information in Africa have resulted in a large increase in the number of African institutions using these resources since the early 1990s (Lwoga & Sukums, 2018). However, the number of higher education institutions that subscribe to these resources has increased dramatically; their use has been unsatisfactory (Mwalongo, 2018; Mtega et al., 2013; Msagati, 2014). Therefore, this study is intended to evaluate the collection development practices of electronic information resources in selected academic libraries in Tanzania.

1.3 Statement of the Problem

Collection development practices of electronic information resources in academic libraries in encounter numerous challenges such as a lack of e-resource collection development policy or limited ICT skills and infrastructure, a lack of continuous training for acquisition librarians, insufficient library staff, a lack of administrative support, and the absence and non-use of collection development policies (Ajay et.al 2021). Academic libraries have been selecting, acquiring, and providing electronic information services to the academic user community for more than a decade but the collection is not adequate to satisfy library users (Mwilongo, 2018; Mtega et al., 2013; Msagati, 2014).

The collection development practices in the library have been investigated from many perspectives; however, the collection development practice of electronic information resources in academic libraries in Tanzania has not been thoroughly addressed. Therefore, this study intended to evaluate the collection development practices of electronic information resources in academic libraries, with a focus on the College of Business Education (CBE), the Hubert Kairuki Memorial-University (HKMU), the University of Dar es Salaam (UDSM), and Tumaini University (TUDACO).

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to evaluate the current collection development practices of e-resources in selected academic libraries.

1.4.2 Specific Objectives

- i. To examine the available collection development procedures and policies for e-resources in the selected academic libraries
- ii. To identify various types of e-resources available in the selected academic libraries;
- iii. To find out the sources of funding and the budget allocated for e-resources to the selected libraries;
- iv. To determine the modes of procurement of e-resources in the selected libraries.
- v. To find out challenges facing the libraries while building e-resources collection

1.5 Research Questions

- i. What are the collection development procedures and policies for electronic resources in the selected libraries?
- ii. What are the types of e-resources available in the selected libraries?
- iii. What are the sources of funding and the budget allocated to e-resources?
- iv. What are the modes of procurement of e-resources in the selected libraries?
- v. What are the challenges faced by libraries while building e-resources collection?

1.6 Significance of the Study

Understanding current collection development practices may help identify gaps in the availability and accessibility of electronic resources in Tanzania. Similarly, by assessing collection development practices, the current study may help ensure that libraries are meeting the evolving needs of students and faculty. This study may

provide insights into how effectively libraries are integrating new technologies and digital resources, ensuring they remain relevant in a digital age. The findings may inform policy at both institutional and national levels regarding the funding and development of electronic resources. Also, the study may highlight the importance of involving users in the collection development process. The study contributes to the broader field of library and information science by providing insights specific to the Tanzanian context.

1.7 Scope and Limitations of the Study

Due to time and cost constraints, this study was limited to four academic libraries from the University of Dar es Salaam, College of Business Education, Hubert Kairuki University, and Tumaini Dar es Salaam College of Tanzania and will focus on collection development practices of e-resources only. The selected academic libraries involved public and private Universities these study areas were selected because the researcher obtained essential information. One of the limitations of this study was that some respondents were not cooperative and did not return the research questionnaire and have delayed to return the result of research clearance, due to that the researcher had make several follow ups to obtained data.

1.8 Definition of Key Terms

This section elaborates on the meaning of several terms in the context of this study.

Collection Development: Collection development is defined as a planning and decision-making process that covers a broad range of activities related to the policies

and procedures of selection, assessment of user needs, evaluating the present collection, weeding out, and storing parts of the collection, and planning for resource sharing. In addition, collection development refers to the process of building and maintaining the library's collection (Reddy & Chandraiah, 2017).

Electronic Resources: Electronic resources refer to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. They may either be accessed remotely via the Internet or locally. Examples are e-journals, e-books, and databases (Lisbdnetwork, 2014).

Collection Development Policy: Collection development policy refers to an official written document of the principles leading to the selection of books and other collections that a library intends to add and is a guide to libraries on issues and processes of selecting information resources to satisfy the needs of its users (Johnson, 2009). It provides the scope of the collection, the selection authority, and the requirements for the allocation of funds and the selection of different types of materials, the selection priorities, and the weeding criteria. (Kumar et al. 2008).

Collection Development Practices: Collection development is a multi-faceted activity. Collection development practice generally manifests itself in policies, principles and written guidelines that direct the actual selection and acquisition of materials. They also include tools, such as publishers' and electronic catalogs, trade bibliographies, guiding principles and procedures for the assessment of current and potential user needs (Mwilongo et al., 2020).

Collection Development Process: Khademizadeh (2012), claims that collection development is one of the critical activities of any library management process. Furthermore, Johnson (2014) describes the collection development process which includes selecting materials, collection development policy, collection maintenance, budget, users' needs assessment, and collection evaluation. Collection development policies, budgeting type of materials for collection, selection, and acquisition, as well as collection evaluation. In context of this study collection development process it involves collection development policy, budgeting, selecting, acquisition and evaluation of electronic resources in academic libraries.

1.9 Structure of the Dissertation

This study is divided into five chapters. Chapter one provides on the introduction and background of the problem as well statement of the problem which informs the study and its context, thus providing the justification for the study. It provides the purpose and objectives of undertaking this study and entails on the significance of the study. Moreover, chapter two presents literature review related to the study and conceptual framework that signifies the relevancy of the study. The chapter covers theory of collection development practices of electronic resources which is necessary in this study. Chapter three insinuates the research methodology that was adopted during the undertaking of this study. Chapter four covers data analysis, presentation and discussions, while chapter five provides summaries and conclusion in relation to findings in chapter four. Furthermore, the chapter recommends for solutions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the problem investigated both theoretically and empirically. The chapter is organized according to the objectives of the study. It reviews related literature on collection development practices in academic libraries, collection development of e-resources in academic libraries, types of e-resources in academic libraries, furthermore, funding collection development activities, especially on budget allocation in academic libraries, modes of procurement of e-resources, problems faced by libraries while building e-resource collection. The chapter concludes by establishing the conceptual framework and discussing the research gap of the study.

2.2 Overview of Library Collection Development Policy

Collection development is driven by the collection development strategy in most libraries. To maintain objectivity in the development of the library collection, it is important to have the collection development policy prepared. Collection development practice generally manifests itself in policies, principles and written guidelines that direct the actual selection and acquisition of materials. It encompasses several activities related to the development of a library's collection (Mwilongo et al., 2020). These activities include the determination, application and coordination of collection development policy and selection policy. It also stressed that the collection policy document should be dynamic and flexible to ensure consistency and stability

in the collection assessment and decision-making process toward the objectives, objectives, and tasks of the institution.

Collection development is a systematic and essential process of building library collection to fulfil the teaching, learning and research needs of its target users. It includes acquisition, selection, evaluation and preservation of resources according to users' requirement (Kaur et al., 2017). Collection development policies help serve as a blueprint for the operations of libraries. Collection development policies inform the administrators, library professionals, teaching and student communities about the role of the library in supporting the institutional missions and objectives. Most importantly it provides a course of action to the librarians and guides the process of selection, acquisition, funds allocation for various subjects/heads, and weeding (Khan & Bhatti, 2021). Moreover, the collection development policy proved useful in guiding the work of selectors and collection management teams. The most significant benefit of revising the policy, however, came from the process itself by forcing us to reflect on patrons' information needs and how to best meet them (Douglas, 2011).

2.3 Collection Development Policy and Procedure in Academic Library

Collection development policies adopted by any academic libraries could have a positive or negative effect on the quality and quantity of the library stock. Hence, any academic libraries that its collection development is not guided by a policy would end up having junks and other offensive materials in their resources, thereby, being under-utilized as a result of the fact that such library will not serve the information

needs of its users (Buraimo et. al,2023). When the collection development policy is effective in giving the background to collection development as a perfect guide of creating quality and suitable collection, there is a reflection of the policy vision and mission of an academic institution (Kotur & Arabagonda, 2014). Moreover, the studies Khan and Bhatti (2021) found that collection development and management policies and procedure in the university libraries of Pakistan are ineffective in fulfilling users' need effectively.

2.4 Collection Development Process in Academic Libraries

Collection development is a process that provides the basic step for systematic development in library collection. It is a challenging activity which involves acquiring, selecting, preserving and weeding out of documents after analyzing / assessing user needs. A good and proper library collection helps to serve in studying, teaching, research activity and fulfilling other needs of the library users (Ari, 2017).

Kaur and Gaur (2017), academic library was also constituted to complement the effort of parental institution as well as satisfying the information needs of its target users through adequate and robust collections. It is process of building a collection for meeting the information need of the users. The process comprises; Analyzing the information need, developing a selection policy and implementing them, Acquisition of materials, Evaluation, Recourse sharing and its effect on collection development and Weeding out policy (Ari, 2017). The basic goal of the collection development process is to build a collection that help to satisfy the need of the users of a particular library. It is the duty of the academic library to assess and recognize the requirement

of its users and build up their collection accordingly so that relevant information can be provided.

2.5 Collection Development of E-Resources in Academic Libraries

The academic library is on the continuum between the paper-based and digital library, where electronic and paper-based information sources are used alongside each other. Academic libraries in the United States of America, for instance, emerged as a response to changes in collection development practices, the learning and research environment and changes in the behavior of library users (Peggy, 2014). In Africa, the initiatives for academic library collection began during the emergence of information resources in electronic format in the late 1980s and the influence of the advent and prevalent dominance of the Internet in the 1990s contributed to its well-being (Ogbonna et al., 2014).

Electronic resources collection development practices in libraries have been a new phenomenon in the area of research among libraries. A study by Igiamoh and Duro (2012) on electronic resources collection development practices in libraries in Nigeria was carried out to investigate the current electronic resources collection development practices in Nigeria; e-collection policy; and determining the challenges to identify the tools and techniques for collection development.

Muzamil and Ariba (2020) analyzed the e-resource collection development practices of the engineering college libraries of Aligarh. The research includes budgeting, collection development policy, collection evaluation, sources of funds, modes of

procurement, pricing models, and other aspects related to collection development activity. The study found that these colleges are much more interested in focusing on building a strong e-resource collection in their libraries. During the past few years, the budget has also been increased in the majority of libraries for the acquisition of e-resources.

The study by Kaur and Walia (2016) found out among other things that the management libraries are actively involved in building e-resource collection, the budget allocation for the purchase of e-resources has increased progressively over the years in the majority of the libraries, the factors that, to a great extent, affect the selection of e-resources include quality, subject coverage, license agreements, and vendor support.

Sambo, Abu-udenyi, and Enite (2014) conducted a study on the collection development policy of e-resources in Nigerian libraries. The study revealed that while various forms of e-resources were available in these libraries only 47% of the libraries had an e-collection development policy. Most of the libraries had an unwritten policy or no e-collection development policy. Also, many libraries do not have e-collection selection criteria, evaluation committees, and a special budget for e-collection development and management.

In evaluating electronic resources, Idiegbeyan-ose and Osazuwa (2014) conducted a study on the evaluation of e-resources in academic libraries. The findings revealed that the libraries under investigation had availability of e-resources in their collection

and that the libraries have some criteria for evaluating e-resources such as authority; cost, relevance, coverage, and currency. The study recommended that libraries should take e-resources acquisition and management very seriously.

2.6 Collection Development Policy and Procedures

The review of collection development policies and procedures in the field of librarianship underscores the essential role that a well-structured Collection Development Policy (CDP) plays in effectively addressing the challenges libraries face. A CDP provides a guiding framework for the selection, acquisition, and evaluation of library materials, ensuring that collections are tailored to meet the evolving needs of users. According to Patel (2016), collection development encompasses several critical activities, including the selection, acquisition, evaluation, and weeding of materials. These activities should align with institutional goals, user needs, and the library's available resources to create a balanced, up-to-date collection that enhances the quality of library services.

Furthermore, the importance of a written CDP is emphasized in the study by Levenson (2019), which identified and reviewed components crucial to sustainable collection development. Levenson highlights the need for dynamic and modernized collection development policies that accommodate changes in user expectations and technological advancements. This is particularly significant in the selection and integration of electronic resources, ensuring that libraries remain relevant and responsive to user demands. Vandana (2021) further explores the critical aspects of collection development by stressing the need to assess user needs continuously and

evaluate collection usage. Effective selection and acquisition practices, as well as regular assessments, are necessary to maintain a high-quality collection that can adapt to evolving library environments. Vandana emphasizes that in order to support sustainable and relevant collection development, materials should be selected based on both the current needs and future requirements of users, particularly as libraries increasingly incorporate electronic resources. Generally, these studies collectively illustrate the importance of a strategic, user-focused, and adaptable approach to collection development in libraries.

2.7 Types of E-Resources Available in Academic Libraries

Different kinds of electronic resources available to academic libraries are e-books, e-journals, e- encyclopedias. A study by Benny (2015) revealed that the collection of different kinds of electronic resources such as e-journals, e-books, and CDs/DVDs. There are several types of electronic resources available on the internet, with some of the most popular and rapidly growing being electronic journals, standards, technical specifications, reports, patents, full-text articles, trade reports, and a plethora of other document sources (Dhanavandan & Tamizhchelvan, 2012).

Collection development by showing the various types of e-resources accessible such as CD- Room collections, E-journals, E-Books, Online databases, and In-house databases (Sasikala, 2014). Various types of e-resources are available in the digital era, but some of the most commonly used e-resources are e-books, e-journals, e-databases, and e-consortia (Kaur & Gaur, 2017). Furthermore, according to academic and other special libraries cannot refuse to include electronic journals in their

holdings. It is the responsibility of librarians and library personnel to offer their users access to published information, regardless of the source or e-resource (Benny, 2015). Open-access articles are another form of an online publication whose full text is freely available on the web for viewing and downloading. Individuals and libraries have free internet access to Open Access Articles.

2.8 Collection Development Budget

Budgeting is an excellent management tool since it aids in the establishment of a solid financial basis for any business, including libraries and their many housekeeping activities. Libraries, while being service-oriented organizations with no revenue-generating goals, require financial help. Libraries require finances to purchase information sources and provide a variety of services to their customers. Depending on the type of institution, these monies are provided to libraries by either its parent organization, in the case of private institutions, or by government agencies, in the case of government-recognized institutions (Mushtaq, 2020).

The source of funds for the academic library can be obtained in different ways but the main source is government, followed by donations and gifts. The main source of funding for academic libraries derives funds from alternative sources such as gifts and donations, partial recovery of academic cost, endowment, fee-based services, launching, and miscellaneous (Ubogu & Okiy, 2011). Academic libraries are financed from the budgets of their parent institutions, these funds usually cover only the current expenditure. But sometimes, public university libraries are supported by government ministries particularly the Ministry of Education (Akporhonor, 2005).

Furthermore, Emoiorho (2004) states that the source of funds for academic libraries by stating that; Nigerian government-owned university libraries derive funds from government allocations, endowment funds, library fees, gifts, and other miscellaneous sources such as the sale of duplicate materials, fines, and photocopying; that the bursar integrates and collates the various estimates from the various departments. In addition, the academic library should create or establish new ideas like fundraising, conducting training for the public to increase revenue, and providing services like outreach. Also, competing for the opportunities that academic libraries can afford to provide that service will reward the funds.

The budget distribution pattern in libraries has altered as a result of the growing use of e-resources. More focus is being placed on developing a strong e-resource collection rather than a print library. Owing to the increasing popularity of e-resources, the budget allocation pattern has also changed in libraries. Now, more emphasis is given to building a strong e-resource collection over a print collection (Mushtaq, 2020).

E-resources are becoming an essential component of academic library collections. Academic library budgets are allocated based on a variety of variables which will help to the provision of services to meet users' demand or satisfaction. The sufficiency of allocated money to fulfill the anticipated requirements of users is a critical component in enabling successful collections for usage (Ndungu, 2016). However, libraries appear to be shifting their focus away from print and toward e-

journals, they are observed to obtain full-text access through consortia subscription platforms and cannot afford to purchase many e-journals on their own. The desire to subscribe to bibliographical or abstract-level databases appears to have waned among libraries (Bhat, 2016). Therefore, academic libraries should allocate enough budgets for the acquisition or purchasing of electronic information resources for the aim of strengthening the resource collection, hence library users will be able to access current library materials.

2.9 The Modes of Procurement of E-Resources in Academic Libraries

The term electronic resources represent a generic name that includes electronic books (e-books), electronic journals (e-journals), government reports to aggregated databases and interactive websites (Kalama, 2019). In the same vein, IFLA (2012) refers e-resources to as those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. The study focuses exclusively on e-resources whether acquired via purchase or license, free from the web, born-digital or multiple format materials (e.g., CD-ROM combined with a book). Electronic information resources can be procured by paying by subscribing online and buying directly from the publishers of e-journals, e-books, and e-databases (Johnson, et al.,2014). The university library spends a significant amount of its budget on acquiring e-resources, which is necessary to meet the changing demands of the user community in the current digital era. The library subscribes to a variety of e-resources, including electronic journals, books, and databases (Sood, 2019).

Furthermore, academic libraries use a variety of procurement methods to acquire e-resources; one of them is a direct subscription. The direct subscription was discovered to be the most preferred method of acquiring e-resources, Open access mode was also found to be a preferred method for providing e-resources and their accessibility (Mushtaq, 2020). Similarly, a study by Benny, (2015) stated that e-resources, unlike print items, can be purchased, subscribed to, or obtained through consortiums. However, subscription to an e-resource is the most widely utilized means of getting e-resources by a huge number of libraries. Depending on the types of e-resources, librarians utilize a variety of techniques to obtain them. Subscription to e-resources, on the other hand, is the most popular means of acquiring e-resources.

2.10 Challenges Faced by Libraries while Building E-Resource Collection

Different scholars revealed the challenges faced while building e-resource collections in academic libraries. Dealing with complicated license agreements is one of the major problems, before engaging in licensing agreements, a variety of factors should be considered, including authentication, perpetual access, post-cancellation rights, and user rights, particularly those relating to copyright and intellectual property, as well as fair use (IFLA,2012). A key issue resulting in the under-utilization of e-resources is a lack of appropriate ICT infrastructure, which libraries must solve (Mushtaq, 2020). Iwhiwhu and Eyekpegba, (2009) revealed that inadequate ICT infrastructure, manpower, funds, insufficient government backing, and a lack of user education as the key issues confronting Nigerian digital libraries.

Furthermore, another scholar shows the difficult issues when building electronic resources collection as follows; initial high infrastructure and installation cost, need

special equipment to access, lack of compatibility among different publishers, hardware and software compatibility issues between publishers and users, and finally the difficulty inherent in relating to a large amount of data on a screen, causes more concern about copyright (Babu, 2015). The quotation system, cost factor, rate of library discount, disorganized book commerce, and reminder books are the key challenges in establishing collection in the e-environment. He also mentioned that librarians confront substantial challenges such as a lack of ICT infrastructure, an inadequate collection, and a lack of a framework for training librarians (Vashishth, 2011).

Licensing considerations for e-resources; unlike print publications, e-resources are not purchased outright and usually require a license agreement to be in place. Before purchase, the license must be reviewed and negotiated to inform and support the evaluation process and to ensure that it reflects the selector's expectations. It is preferable to obtain, where possible, a standard model license agreement that describes the rights of the library in easy-to-understand and explicit language. In some countries such as the United States, new approaches (e.g., SERU – A Shared E-resource Understanding, which relies on existing U.S. copyright Law and a mutual agreement between resource provider and library to operate within a framework of shared understanding and good faith) are emerging as an alternative to a license agreement (IFLA, 2012).

Another challenge as noted by Kenchakkanavar (2014) is a limited budget, since libraries are non-profit organizations, they cannot afford to buy and maintain

expensive technological resources. Although skills are necessary among the employees to handle the electronic collection, libraries are short on skilled manpower, and finally is a lack of ICT infrastructure to maintain electronic collection.

2.11 Theoretical Framework

As far as this study is concerned, the researcher adopted collection development practices of electronic resources in university libraries, a model developed by Okogwu (2017), and applied to describe the kind of relationships that exist among variables for a better understanding of the concepts of electronic resources collection development practices. It also explains how the research was carried out by projecting the relationship among the variables of the study. Figure 1 illustrates the model.

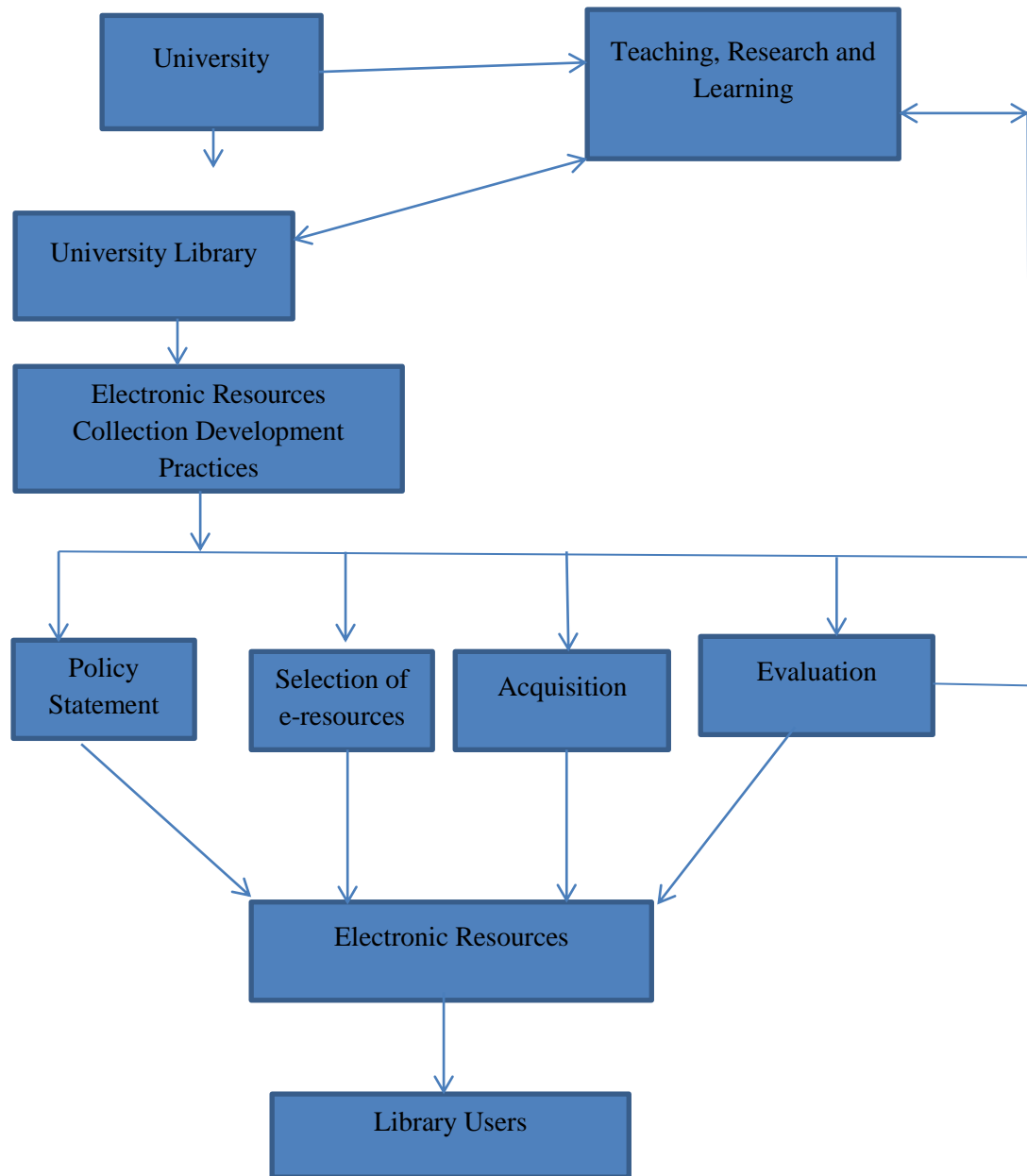


Figure 2.1: A Schematic Diagram Showing the Electronic Resources Collection Development Practices in University Libraries

Source: Okogwu, (2017).

Figure 1 depicts how university libraries build their electronic resource collections. In the university, the objectives of teaching, research and learning can only be achieved through the support of the university library by the provision of electronic

resources. To achieve these objectives, university libraries, some practices support the development of electronic resources called electronic resources collection development practices. A well-defined policy statement guides these activities. As a result, the correct resources are chosen, electronic resources are subscribed, and the acquired resources are evaluated for continuity and/or cancellation. All of this contributes to the growth of electronic resources in university libraries.

2.12 Conceptual Framework

This research's conceptual framework is derived from the above theoretical framework stated by Okogwu (2017). It intended to describe the existing link between study variables. The conceptual structure of the study is depicted in Figure 2 below.

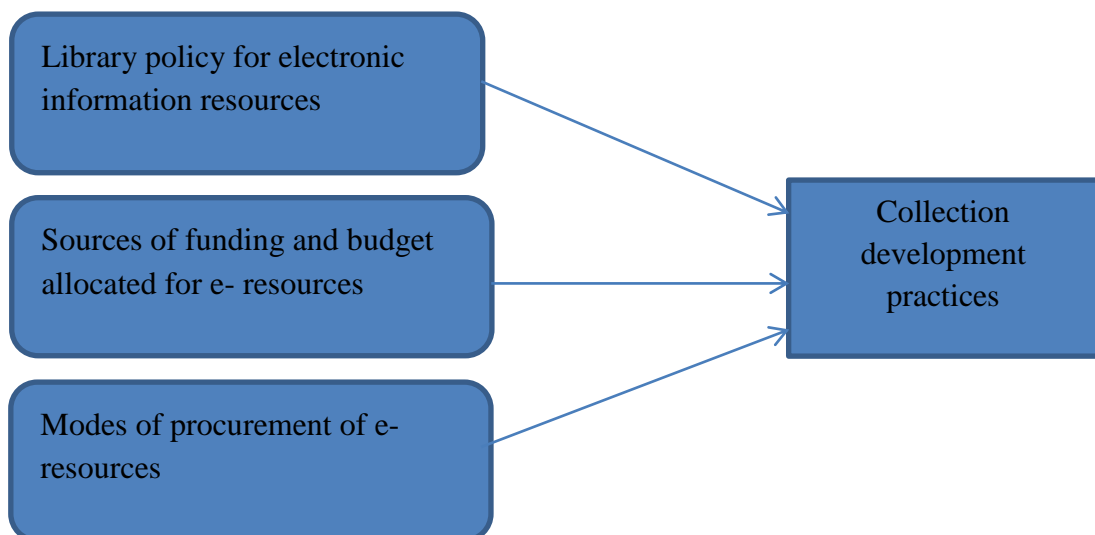


Figure 2.2: Conceptual Framework

The study conceptualizes that, sources of funding and budget allocated for e-resources with relation to the Modes of procurement of e-resources and the problems

faced while building e-resource collection will lead to the impact on collection development. The development of e-resource collection will depend on the source of funding, budget allocation, and the mode of procurement of e-resources. The relationship between positive and negative sides leads to the growth of e-resources collection or decline, for instance, when an academic library plans a minimal budget due to the lack of funds will lead to the low ability to procure a large number of e-resources hence the e- collection will fall. Therefore, the conceptual framework in Figure 2 was applied to this study.

2.13 Research Gap

The collection development practices in the library have been investigated from many perspectives studies such as Mwilongo, et. al, (2020), the study done on Collection development practices in academic libraries in Tanzania; Mwilongo (2018), the study on Involvement of library users in collection development of hybrid academic libraries in Tanzania; Babu, (2015) study on Collection development for university libraries in the digital era; Kaur and Gaur, (2017) study on Collection development in academic libraries with special reference to digital era. Moreover, Okogwu, (2017) study on Electronic Resources collection development practices of university libraries in South East Nigeria. However, the assessment of collection development practices of electronic information resources in academic libraries in Tanzania has not been thoroughly addressed. As a result, this is the gap that this study filled.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to a systematic and scientific process of finding solutions to the research problem (Kothari, 2014). This chapter describes the research design, area of the study, the population of the study, sample and sampling technique, sample size, data collection methods such as primary and secondary data, instruments of data collection including questionnaire guide, and interview guide, data quality control which include a pre-test and triangulation, ethical issues, and data analysis and presentation.

3.2 Research Design

This refers to plans and procedures for a study that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2014). The researcher used descriptive research design. A descriptive research design is suitable for studies that seek to describe the state of affairs, and characteristics concerning individuals and or with specific prediction (Kothari 2014).

3.3 Research Approach

A research approach as defined by Singh (2022) is the procedure selected by the researcher to collect, analyze, and interpret data. Therefore, this study used both qualitative and quantitative approaches to collect and analyze and interpret data. As far as this study is concerned, the application of a mixed approach is supported by (Sale et al., 2002; Creswell, 2014; & Molina-Azorin, 2016) who justified that when

applied properly, these two interrelated methods complement each other. Using both qualitative and quantitative research in evaluating collection development practices allowed for a comprehensive understanding of the topic. Quantitative data helped to provide measurable insights into resource usage and user satisfaction, while qualitative methods helped to examine the underlying reasons and experiences of library staff and users. This mixed approach enabled researcher to triangulate data, enhancing validity and offering a more nuanced perspective on the ultimate effectiveness of electronic information resource practices in Tanzanian academic libraries.

3.4 Area of the Study

The study was conducted at the College of Business Education (CBE) library, University of Dar es Salaam (UDSM) library, Tumaini, University Dar es Salaam Campus (TUDACO) library, and Hubert Kairuki University (HKMU) library both located in Dar es Salaam, Tanzania. These libraries are selected because they are the long-time providers of electronic-based collections and have experience in library information resources and services provision. Moreover, they are well-developed infrastructure for e-collection development and services.

3.5 Population of the Study

The population can be defined as a group of individual objects or items from which samples are taken for measurement (Kombo & Tromp, 2006). In other words, they are all the elements, individuals, or units that meet the selection criteria for a group to be studied and from which a representative sample will be taken for detailed

examination. Thus, the population in this study included library staff and the heads of departments at the College of Business Education (CBE), University of Dar es Salaam (UDSM), Tumaini, University Dar es Salaam Campus (TUDACO), and Hubert Kairuki University (HKMU) libraries both located in Dar es Salaam, Tanzania.

3.6 Sampling Techniques and Sample Size

3.6.1 Purposive Sampling Techniques

In this study purposive sampling was adopted to specifically select library staff. This sampling technique, also known as judgmental or selective sampling, is often used in qualitative research to intentionally choose individuals who have the knowledge and experience relevant to the study's objectives (Kumar, 2011). In this case, library staff were selected because they play a critical role in coordinating the process of collection development, and their practices and expertise were essential in providing the required data for the research.

3.6.2 Sample Size

The sample size is the number of respondents, families, or electors from whom you obtain the required information (Kumar, 2011). In this study, census techniques were used to draw a sample of 52 respondents of which four respondents from Hurbert Kairuki University, 10 from the College of Business Education, 4 respondents from Tumaini, University Dar es Salaam Campus (TUDACO), and 34 respondents from the University of Dar es Salaam. Hence, the total sample size of respondents in this study was 52.

3.7 Data Collection Methods

This study's researcher used both primary and secondary approaches to verify the reliability and validity of the data acquired. Firstly, secondary data are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2014), including published and non-published. In this study, secondary data were collected through reviewing literature from books, dissertations, journal articles, research papers, thesis, project reports, online databases, websites, and newspapers. Secondly, primary data is original research that is obtained through first-hand investigation (Kothari, 2014). No one has access to this information until it is published. Researcher of this study used interviews and questionnaires to obtain this type of data.

3.7.1 Questionnaire Method

According to Creswell, (2014) questionnaire refers to both standardized interview schedules as well as forms to be filled out by the respondents; or may refer to a set of written questions prepared for collecting fresh data for the study. There are two types of questionnaires namely: self-administered or administered by the researcher. This method allows the respondents to fill in their responses at their own convenient time. This method is useful because it involves a large number of respondents and it helps to avoid bias to the respondents.

3.7.2 Interview Method

According to Chowdhury and Chowdhury (2011), an Interview is a set of questions by which a researcher asks questions to a selected group of respondents. Interviews

are informal and used to explore in-depth an area of interest to be covered by particular research. Therefore, the interview acts as an interpretive tool for data collection and analysis. Kothari (2014) outlined three commonly used forms of interview in social sciences these are; Structured interview, semi-structured and unstructured interviews. Structured interviews are standardized because they use pre-determined questions or an interview schedule. Semi-structured interviews are non-standardized but are based on the themes and questions that the researcher intends to cover. Unstructured interviews are also known as in-depth interviews. The method provides the opportunity for the researcher to record the context of the interview, and non-verbal gestures (Kumari, 2011). The method provides opportunity for probing the respondents and explaining some questions that are difficult for respondents. Thus, Interviews are advantageous because they provide flexibility and also provide data and insight that cannot be obtained through other methods moreover they provide opportunities for study. In other side interview method is time consuming and resource intensive and my subject to interviewers' bias.

3.8 Data Collection Instruments

In this study, the researcher collected data using instruments such as interviews guide and questionnaires.

3.8.1 Questionnaires Guide

In this research self-administered questionnaire was used. The researcher administered the questionnaire to 52 respondents (library staff). The study used a self-administered questionnaire. Questionnaires were administered face to face with

respondents by the researcher. This was because the self-completion questionnaire was cheaper to administer. A cover letter for the questionnaire was developed in collaboration with the supervisor to request respondents to fill in. where it was not possible to do this, respondents were provided with the questionnaires to fill in and a close follow-up was made by the researcher. Data collection through a questionnaire was conducted from February to May 2023.

3.8.2 Interview Guide

This study used both structured and semi-structured methods to collect data from the field. This tool was used to collect primary data by asking questions from directors /heads of the selected Libraries. This was a semi-structured interview using open-ended questions. The interview was used for a limited number of respondents in a particular Heads (directors) of the four libraries, N=4) and it was conducted interviews within the Libraries. It was conducted at the College of Business Education (CBE), University of Dar es Salaam (UDSM), Tumaini, University Dar es Salaam Campus (TUDACO), and Hurbert Kairuki University (HKMU) libraries from February to May 2023.

This method enabled the researcher to get respondent's opinions relevant to the research. The interview was very flexible and enabled the researcher to collect the additional information that the questionnaire failed to address. The researcher was able to repeat or refine the question when the response indicated that the respondents misunderstood it. The researcher used a checklist for respondents (see Appendix II). The researcher used this tool to supplement information acquired through questionnaires

3.9 Data Quality Control Measures

The quality of data depends on the extent to which it satisfies the requirements of its intended use (Kothri, 2014). To ensure that good quality, valid and reliable data was obtained, different approaches were used. These included Triangulation and Pre-test.

3.9.1 Triangulation

Triangulation is the combination of multiple research methods. For quality, validity and reliability assurance of data, a triangulation method was adopted where interviews and questionnaires were employed in data collection. It is the best way of controlling bias and establishing a valid proposition (Kothari, 2014). In this research, this involved a combination of methods to collect relevant reliable data for the study. Hence a questionnaire, supplemented by interviews was used. This assisted in maximizing the credibility and confidence level of the findings.

3.9.2 Pre-test of the Data Collection Instruments

Pretesting involves the testing of the research instrument before the main study to observe any irregularities that may occur. Kothari (2014) posits that a pre-test is a small-scale replica of the study which is intended to provide an advance alert on where the research protocol may not be followed. This allows the researcher to alter questions or to rectify any inadequacies that may appear in the questionnaire before it is administered to the respondents. Therefore, a pre-test was conducted to allow the researcher to establish, amongst other things, whether all questions in the questionnaire were understood and that the answers provided reflected this. The pre-testing was conducted to ten (10) Library staff at the Dar es Salaam Institute of

Technology (DIT). Questions that did not yield useful answers were revised or discarded, after consultation with the supervisor.

3.10 Ethical Issues

According to Creswell (2014), researchers need to protect the participants, gain trust with respondents; support the reliability of research, and guard against transgression that might reflect on their institution or organization. This research took into account the issues of informed consent, anonymity and confidentiality of respondents. Letters were issued to ask permission from the Directors of Library services at the College of Business Education (CBE), University of Dar es Salaam (UDSM), Tumaini University Dar es Salaam Campus (TUDACO), and Hurbert Kairuki University (HKMU) libraries to allow the researcher collect data. In compliance with these requirements, respondents were assured of their anonymity, in that names and other personal details were not linked with specific responses given. For this study, respondents were also guaranteed their confidentiality; the information that was provided was only meant for the intended academic exercise. The Open University of Tanzania code of ethics was duly adhered to.

3.11 Data Analysis

The study created both qualitative and quantitative data. IBM Statistical Product for Service Solution (SPSS) version 20 and Microsoft Office Excel 2010 were used to analyze statistical data or quantitative data, also thematic or content analyses were used to analyze qualitative data. As a consequence, descriptive statistics like frequencies and percentages were produced, with the findings displayed in tables.

According to Smt and Smt (2011), analysis of data means a critical examination of the data for studying the characteristics of the object under study and for determining the patterns of relationship among the variables relating to both, quantitative and qualitative methods. Qualitative data obtained through questionnaires were organized, summarized, coded and arranged according to their themes as they emerged. For quantitative data, SPSS version 20 was used to analyze data and generate Tables, frequencies, and percentages for easy interpretation.

Quantitative Data Analysis: According to Kumar (2011), quantitative data refers to numerical data. The quantitative data collected from the questionnaire were coded and summarized before analysis, by using the Statistical Package for Social Sciences (SPSS) version 20. The codes were designed to reflect key variables of the research questions. Data needs to be collected and presented in a way that makes meaning or sense to the researcher and other future researchers and readers (Idoniboye, 2013). After collecting all the questionnaires, the first task was to make sure that they were currently filled and coded for each question asked. Data were entered into SPSS then run a process called cleaning data. The researcher utilized descriptive statistics, such as frequencies, and percentages in data analysis.

Qualitative Data Analysis: Qualitative data refers to non-numerical data (Kumar, 2011). Data were analyzed using content analysis. A qualitative technique was applied for non-numerical data. The initial stage for qualitative data analysis started soon after reading the interview transcripts, and documents obtained from the field. The first step was to categorize the interview materials into memos, coding and

thematic analysis/narrative analysis. Qualitative data obtained through an open-ended questionnaire were organized, summarized, coded and arranged according to their themes as they emerged. The statements obtained were included in the explanations of the findings obtained.

3.12 Chapter Summary

This chapter discussed various methodological issues used in this study. Topics covered included the research design, Research approach, area of the study, population of the study, sample size, sampling techniques, and Data collection methods and instruments. Other components covered included data quality control, ethical issues and methods used in presenting and analyzing the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents an analysis and discussion of the findings obtained in the course of assessing collection development practices of electronic information resources in academic libraries. The specific objectives that guided this study include: determining the collection development procedures and policies for electronic resources; identifying various types of e-resources, the sources of funding for e-resources, modes of procurement of e-resources and the constraints that libraries confront while developing an e-resource collection at CBE, HKMU, UDSM and TUDACO libraries.

The triangulation method was applied for data collection whereby questionnaires and interviews and were used for this purpose. In this respect, a survey with standardized self-administered questionnaires was administered to a sample of 52 respondents who represent library staff. Data Analysis, presentation and discussion of the findings are presented per the specific objectives of the study.

In this chapter questions in the research instrument have been utilized to cluster ideas and respondent's comments and offer researchers' interpretation. Similarly, open-ended questions are analyzed qualitatively. Select comments made by the respondents are used to show their views on given issues. Data were collected between February and May 2023, using self-administered questionnaires with closed and open-ended questions, supplemented by key informant interviews.

4.2 Socio-Demographic Information of Respondents

Demographic information of respondents formed the initial part of the analysis, presentation and discussion of the findings. In this, the researcher had several questions that were designed specifically to provide the researcher with a clear picture of the respondents who were involved in the research. Generally, the researcher was interested in obtaining the information in terms of gender, age, working experience, levels of education, and other relevant information about the field of research study. Each of the involved demographic responses is further analyzed, presented and discussed in the following sub-sections.

4.2.1 Distribution of Respondents by Gender

Maleka (2011) argues that it is important to assess gender. Thus, respondents were asked to indicate their gender description. Among the ongoing struggles in the world, gender equality and equity stand at the top of the list where people try to achieve both gender equality and equity at all levels of life without having a bias in any of the genders. In this, the researcher was interested in establishing the number of people involved in the research in terms of their genders. In this, Table 4.1 summarizes the findings.

Table 4.1: Respondents' Gender

Gender	Frequency	Percentage
Male	22	46
Female	26	54
Total	48	100

Source: Field data, 2023

Table 4.1 indicates that there were 22 males (46%) and 26 females (54%), showing a nearly balanced gender distribution. The study considered both genders without any bias, selecting respondents based solely on their willingness to complete the questionnaires. These findings suggest that the proportion of males to females was not significantly different, ensuring that both perspectives were well represented in the study. This balanced gender representation implies that the study's findings are likely to reflect a comprehensive view of the experiences and opinions across both genders.

4.2.2 Respondents' Age

The age composition of the respondent entails the well-being and succession of responsibilities in the organization. To achieve better performance, each organization needs to have a good combination of various ages. In order to establish the age of the respondents involved in the research, the researcher asked the respondents to indicate their ages in the questionnaires provided to them. Table 4.2 below presents the findings in terms of age of respondents.

Table 4.2: Respondents' Age

Age (Years)	Frequency	Percentage
18-30	9	19
31-43	24	50
44-56	13	27
57 and above	2	4
Total	48	100

Source; Field data, 2023

Table 2 above shows that youths aged between 31 and 43 years were mostly responding to almost 24(50%) of all respondents. Moreover, age 44-56 were

13(27%), followed by age 18-30 were 9(19%) while age 57 and above years were only 2 (4%).The consequences we can drive from these findings is that young people (youth) are the ones mostly working in academic library.

4.2.3 Distribution of Respondents by Work Experience

This study among other background information targeted at revealing the work experiences of the library staff in academic libraries. Working experience adds value to professionalism and workers' competence. Under normal conditions, it is believed that, as one practices something for a long period, she or she becomes more efficient in undertaking such endeavor (the more you practice the more you gain). As for this study, the researcher was also interested in establishing the experience level of the staff working in academic libraries. Table 4.3 below presents the findings that were recorded.

Table 4.2: Respondents' Working Experience

Years	Frequency	Percentage
1-5	8	17
6-10	27	56
10 and above	13	27
Total	48	100

Source; Field data, 2023

Table 3 above shows that many respondents have worked between 6-10years 27(56%), above 10 years were 13(27%) while 1-5 years were 8(17%). The implication we can derive from these findings is that highly experienced staff along with inexperienced staff participated in the study. With this view, the study is likely to generate findings that will reflect the reality of what is happening in academic

libraries. This also implies that most of the respondents have longer experience in this industry hence the provision of accurate information concerning the topic due to their vast experience in the higher learning institutions.

4.2.4 Distribution of Respondents by Education Level

Assessment of the education levels of respondents was necessary for this study to ascertain the academic qualification of library staff who participated in this study. Library staff were also required to show their education level. Experience without a proper professional foundation cannot make one a real expert. The education level of the respondents was diagnosed to bring to light the adequacy of education for these people involved in libraries; Table 4.4 below shows these findings.

Table 3.4: Respondents' Education Level

Education level	Frequency	Percentage
Diploma	6	13
Degree	31	65
Master's	9	18
PhD	2	4
Total	48	100

Source; Field data, 2023

Table 4.4 shows that 31(65%) were degree holders, 9(18%) were masters holders, 6(13%) were Diploma holders and only 2 (4%) were certificate holders. With these findings, it can be argued that library staffs are highly educated which gives one hope that technical know-how is not a problem to them. With this educational level plus the above working experience, the study considers libraries to have good skilled manpower.

4.5 Collection Development Procedures and Policies for Electronic Resources in Academic Libraries

This section analyses, presents, and discusses the findings of the first specific objective which sought to assess the Collection development procedures and policies for electronic resources. In this section, the researcher was interested in understanding the Collection development procedures and policies for electronic resources at CBE, HKMU, UDSM and TUDACO libraries.

4.5.1 Procedures to Build Library Collection in Electronic Information Resources

Respondents were asked about the procedures followed to build a library collection in electronic resources, and they responded in table 4.5 below.

Table 4.5: Procedures to Build Library Collection

Procedures	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Conduct user needs assessment	36	75%	12	15%
Conduct participatory selection of information resources	31	64%	17	36%
Acquire information resources	27	56%	21	44%
Conduct participatory evaluation of library collection	22	45%	26	55%
Conduct participatory weeding of library collection	13	27%	16	73%
Preserve library collection for permanent	11	22%	21	82%

Source; Field data, 2023

Table 4.5 above shows that 36(75%) of all respondents, indicated positively that they conduct user needs assessment as the procedure to build library collection while 12(25%) of respondents indicated negatively. 31(64%) of respondents indicated positively on conducting a participatory selection of information resources while 17(36%) of respondents indicated negatively. 27(56%) respondents indicated positive on acquiring information resources as the procedure to building collection while 21(44%) indicated negatively, 22(45%) respondents show positively on Conduct participatory evaluation of library collection while 26(55%) indicated negatively, 13(27%) of respondent indicated positively on conduct participatory weeding of library collection while 16(73%) indicated negatively and 11(22%) of respondents indicated positively on preserve library collection for permanent while 21(82%) indicated negatively. The findings above imply that the majority of respondents agreed that conducting a user need assessment is the mostly procedure to build a library collection followed by conducting the participatory selection of information resources, acquiring information resources and conducting a participatory evaluation of the library collection.

4.5.2 Collection Development Policy

Respondents were asked to comment if their libraries have a collection development policy that covers both printed and electronic resources, moreover were asked if the guidelines provided by the library collection development policy followed during collection building and the extent. Findings summarized and presented in Table 4.6 as follow.

Table 4.4: Availability of Collection Development Policy

Procedures	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Library have collection development policy	26	54%	22	46%
Collection development policy cover printed and electronic resources	24	50%	24	50%
The guidelines followed during collection building	27	56%	21	44%

Source; Field data, 2023

Table 4.6 above shows that 26(54%) of all respondents indicated positively that, Libraries have a collection development policy while 22(46%) of respondents indicated negatively. 23(48%) of respondent indicated positively that the collection development policy cover printed and electronic resources while 25(52%) indicated negatively. Furthermore, 27(56%) of respondents indicated positively that guidelines were followed during collection building while 21(44%) indicated negatively. These results imply that the majority of respondents agree that libraries have a collection development policy that covers printed and electronic resources. Moreover, the guidelines are followed during collection building.

These findings contradict the findings by Sambo, et al. (2014) who conducted a study on the collection development policy of e-resources in Nigerian libraries. The study revealed that while various forms of e-resources were available in these libraries only 47% of the libraries had an e-collection development policy. Most of the libraries had an unwritten policy or no e-collection development policy. From Table 6 above only 54% indicated that they have a collection development policy and 46% do not

have a collection development policy. The unique finding is that 56% agreed that the guidelines are followed during collection building; This finding revealed that the libraries have a collection development policy is one issue implementing the policy is another issue, moreover Collection development policies have the guidelines, but some of the libraries they are not follow the guideline during collection building. The good thing about this finding is that the guidelines are followed during collection building. During the interview, one of the respondents said that;

“In our library, we have a collection development policy, but the policy is not regularly revised, it is more than seven years since it was established up to now. Moreover, our libraries don’t have a collection development policy for electronic resources but we have issues and statements on the collection development policy”.

4.5.3 The Extent of the Guidelines Followed during Collection Building

Respondents were asked to rate the extent in which guidelines provided by their library collection development policies followed during collection building. Findings show that 26(54%) indicated that the policy was followed to some extent, 11(23%) indicated that to a lesser extent, 9(19%) indicated that not followed at all, and 2(4%) revealed that to a greater extent. Table 4.7 summarizes the data.

Table 4.5: Extent of Adhering to the Guidelines

Extent	Frequency	Percentages
To greater extent	2	4%
To some extent	26	54%
To lesser extent	11	23%
Not followed	9	19%
Total	48	100%

Source; Field data, 2023

Data in Table 4.7 revealed that the majority of respondents indicated that to some extent the guidelines provided in library collection development policy are followed during collection building. During the interview one of the key informants said;

“During the period of acquisition of library reading materials, the collection development committee used to assure the selected and evaluated library reading materials before procured and acquired to the library by used the guidelines of collection development policy.”

4.6 Types of E-Resources Available in Academic Libraries;

Respondents were asked to indicate the statement(s) that highlights the types of e-resources available in academic libraries. Findings show that 37(77%) respondents declared that the electronic thesis and dissertation are the mostly types of electronic resources available in academic libraries, nearly followed by 34(70%) e-books, 25(50%) e-journals, while 17(35%) of e-encyclopedia and e-dictionaries, 15(31%) of In-house databases and 12(25%) CD-Room collections are the least types of electronic resources available in academic libraries. Findings are summarized and presented in Table 4.8.

Table 4.8: Types of E-Resources Available in Academic Libraries

E-resources	Frequency	Percentages
E-books	34	70%
E-Journals	25	52%
E-thesis and dissertation	37	77%
CD- Room collections	12	25%
E- encyclopedia and e- dictionaries	17	35%
In- house databases	15	31%

Source; Field data, 2023

The finding from Table 4.8 above revealed that the majority of respondent indicated

that the most types of e-resources available in academic libraries is electronic thesis and dissertation 37(77%) followed by electronic books 34(70%), and electronic journals 25(52%). This finding implies that such kind of electronic resources are more needed by library users. These results were supported by Kaur and Gaur, (2017) who noted that various types of e-resources are available in the digital era, but some of the most commonly used e-resources are e-books, e-journals, e-databases, and e-consortia. The researcher observed that library users preferred to access and use electronic theses and dissertations, electronic books and electronic journals because they have the current contents for instance thesis and dissertation, they are produced annually even electronic journals contain papers that are published frequently.

4.7 Sources of Funding for E-Resources in Academic Libraries

Respondents were asked to indicate the statement (s) on the source of funding and the budget allocated for e-resources in academic libraries. Findings show that 26 (54%) respondents indicated government grants, 11(23%) indicated institutional budget, 9(19%) indicated donation and gift, and 2(4%) indicated other miscellaneous sources. Findings are well presented in Table 4.9 as follows.

Table 4.6: Sources of Funding for E-Resources in Academic Libraries

Sources of fund	Frequency	Percentages
Government grant	26	54%
Donation and gift	9	19%
Institutional budget/funding	11	23%
other miscellaneous sources	2	4%
Total	48	100%

Source; Field data, 2023

Table 4.9 above shows that the majority of respondent revealed that government grant was a major source of fund for acquired and subscribed electronic resources in academic libraries. This situation mostly occurred in public institutions such as UDSM and CBE while it's opposite to private institutions like TUDACO and HKMU that depend more on institutional grants, donations, and gifts. Moreover, the miscellaneous source was the least source of funds for acquired electronic resources for both academic university libraries. This finding is consistence with the study by Ubogu and Okiy (2011) which revealed that the main source of funding received from the government, that academic libraries derive funds from alternative sources such as gifts and donations, partial recovery of academic cost, endowment, fee-based services, launching, and miscellaneous.

4.8 Modes of Procurement of E-Resources in Academic Libraries

Respondents were asked about the modes of procurement of e-resources in academic libraries. The finding revealed that 28(58%) through consortium, 16(33%) through paying by subscribed online, 3(6%) through buying direct to the publishers and 1(2%) through purchasing online. Table 4.10 presents the findings as follows.

Table 4.10: Modes of Procurement of E- Resources in Academic Libraries

Modes of procurement	Frequency	Percentages
Through paying by subscribed online	16	33%
Buying direct to the publishers	3	6%
Through consortiums, like COTUL	28	58%
Through purchasing online	1	2%
Total	48	100

Source; Field data, 2023

The findings from Table 4.10 above show that the major mode of procurement of electronic resources in academic libraries was through consortiums, like COTUL, followed through paying by subscribing online and buying directly from the publishers while the least mode of procurement was through purchasing online. These findings imply that electronic resources are very expensive thus making it difficult for academic libraries to purchase online and through buying direct to the publishers due to the low budget allocated to the e-resources, therefore they are subscribed through consortiums. This finding is in line with Sood, (2019) who found that academic libraries use a variety of procurement methods to acquire e-resources; one of them is a direct subscription. The direct subscription was discovered to be the most preferred method of acquiring e-resources.

4.9 Constraints Facing Libraries while Developing an E-Resource Collection

This section analyses, presents, and discusses the findings of the specific objective which sought to examine challenges faced while developing an e-resource collection in academic libraries. Findings show that the majority of respondents strongly agree with that, 33(68%) of respondents indicated the low budget allocated to e-collection, followed by 32(67%) of respondents indicated strongly agree on licensing agreement and copyright issues, 25(52%) of respondent indicated strongly agree on lack of library collection development policy for e-resources, moreover 24(50%) of respondent strongly agree that, insufficient support from vendors. Findings are well presented in Table 4.11

Table 4.17: Constraints those Libraries Confront while Developing an E-Resource Collection

Constraints	SA	A	N	D	SD
Insufficient support from vendors	24(50%)	3(6%)	1(2%)	14(29%)	6(12%)
Inadequate cooperation between librarians and lecturers	13(27%)	4(8%)	0(0%)	15(31%)	16(33%)
Inadequate cooperation between librarians and students	12(25%)	5(10%)	1(2%)	8(37%)	14(29%)
Licensing agreement and copyright issues	32(67%)	2(4%)	1(2%)	11(30%)	2(4%)
Lack of staff training /skilled manpower	23(48%)	4(8%)	1(2%)	13(27%)	7(14%)
Lack of appropriate ICT infrastructure	18(37%)	4(8%)	1(2%)	9(18%)	17(35%)
Lack of cooperation from the Government	15(31%)	3(6%)	1(2%)	10(20%)	19(39%)
Lack of library collection development policy for e-resources	25(52%)	3(6%)	1(2%)	12(25%)	8(16%)
Library collection development policy is not followed	14(29%)	2(4%)	1(2%)	13(27%)	18(37%)
The low budget allocated to e-collection	33(68%)	4(8%)	1(2%)	3(6%)	7(14%)

Source; Field data, 2023

Findings presented in Table 4.11 imply that most academic libraries in Tanzania are faced with the low budget allocated to e-collection, Licensing agreements, and copyright issues, Lack of library collection development policy for e-resources and insufficient support from vendors. Findings concerned with the low budget allocated to e-collection imply that the budget allocated from the government is not enough to meet the demand for e-collection for purchasing e-books, e-journals, subscribed online databases and joining the consortium. Findings in line with Kenchakkanavar (2014) revealed that limited budget; Libraries are non-profit organizations; therefore, they cannot afford to buy and maintain expensive technological resources. Skill

personnel; Appropriate skills are necessary among the employees to handle the electronic collection, yet libraries are short in skilled manpower and Lack infrastructure. Moreover, one of the respondents said;

“The magnitude of the problem of low budget allocated to e-collection is common to academic libraries. In every annual budget, there is a shortage of budget that leads to building inadequate e-collection.”

Licensing agreements and copyright issues were considered among the challenges encountered in building e-collection. Licensing and copyright issues agreement to e-resources challenged especially in e-books, e-theses/dissertations, e-journals, and articles on subscribed and depositing in the local database like institutional repository. The findings are supported by Babu, (2015) who revealed that lack of compatibility among different publishers, hardware and software compatibility issues between publishers and users, and finally the difficulty inherent in relating to a large amount of data on a screen, causes more concern about copyright and licensing agreement.

In an interview, one respondent declared that;

“Although academic libraries have e-collection some of the library staff have a low understanding of licensing agreements and copyright issues which lead challenged to underperformance in building e-collection.”

Moreover, findings revealed insufficient support from vendors. Some of the software used to preserve e-collection like digital repositories, especially proprietary software

need vendor support but sometimes due to financial constraints that lead to low support from vendors hence leading to challenges in building e-collection. Surprisingly, though not mentioned by respondents as the challenge, a researcher observed difficulties that libraries face in self-utilization of the building collection as they regularly require assistance from ICT personnel if not fellow library staff. Similarly, in an interview, one of the respondents said that;

“Sometimes we are really surprised with how some of the libraries request assistance from us since we do train them on how to use the system and other ICT facilities and we have been solving their queries now and then but most times you will find a library staff still seek for assistance from fellow staff or us which to some extent may affect performance”.

Based on the given quote, library staff needs to pay enough attention and ensure that they understand whatever they are informed about the building of e-collection to attain independence in the application of the system for service delivery to library users. It shows that still library staff is not competent enough in utilizing the building of e-collection for service delivery. This finding collaborated by Adindu and Chinyere, (2015) revealed that library staff in academic libraries lack ICT skills to effectively utilize the building of e-collection and therefore are incompetent to utilize it for effective service delivery to library users.

Finding concern to lack of library collection development policy for e-resources, academic libraries in Tanzania are faced with the challenge of lack of collection development policy for e-resources. Findings revealed that many libraries have a library policy but not a collection development policy, moreover, the library policy

has a statement concerned with collection development policy for e-resources. This finding is in line with Sambo, et al., (2014) who conducted a study on the collection development policy of e-resources in Nigerian libraries. The study revealed that while various forms of e-resources were available in these libraries only 47% of the libraries had an e-collection development policy. Most of the libraries had an unwritten policy or no e-collection development policy. Furthermore, during an interview one of the respondents when asked about the challenges of ICT infrastructure said that;

“Lack of ICT infrastructure was one of the major challenges faced in the building of e-collection, some of the software and hardware are not compatible with the old version or outdated hence could be difficult to operate library activities, especially in the organization of e-resources and preservation”.

This finding is supported by Mushtaq, (2020) who revealed that a key issue resulting in the under-utilization of e-resources is a lack of appropriate ICT infrastructure, which libraries must solve.

4.9.1 Suggested Strategies for Solving the Problems Encountered in Building Library E-Resources Collection

Respondents were asked to determine strategies employed in solving the problems encountered in building library e-resources collection. Findings show that 37(77%) respondents strongly agree with Mobilization of grants and aids from foreign and national donors, followed by 34(71%) who suggested that there should be the provision of sufficient funds by the government, again 33(68%) respondents suggested that there should be improvement of ICT infrastructures, 27(56%)

respondents strongly agree that Conducting training for library staff and library users, 25(52%) respondents strongly agree on Participation of all stakeholders throughout the collection development process, 24(50%) respondents strongly agree for establishment and provision of library policy for e-resources, 23(47%) respondents strongly agree for effective consideration of licensing agreements. Findings are presented in Table 4.12.

Table 4.8: Strategies Employed in Solving the Problems Encountered in Building Library E-Resources Collection

Strategies	SA	A	N	D	SD
Provision of cooperation with vendors	34(71%)	2(4%)	1(2%)	6(13%)	5(10%)
Provision of sufficient funds by the Government	38(79%)	3(6%)	1(2%)	2(4%)	2(4%)
Establishment and provision of library policy for e-resources	24(50%)	7(14%)	0(0%)	4(8%)	3(6%)
Effectively consideration of licensing agreements	23(47%)	4(8%)	1(2%)	5(10%)	3(6%)
Mobilization of grants and aids from foreign and national donors	37(77%)	6(12%)	1(2%)	6(12%)	2(4%)
Participation of all stakeholders throughout the collection development process	25(52%)	8(16%)	1(2%)	1(2%)	4(8%)
Improvement of ICT infrastructures	33(68%)	5(10%)	1(2%)	2(4%)	6(12%)
Conducting training for library staff and library users	27(56%)	4(8%)	1(2%)	3(6%)	7(14%)

Source; Field data, 2023

Findings presented in Table 4.12 Suggestion for provision of funds by the Government in academic libraries. The findings of this study implied that the government provided funds to the academic libraries but not enough. Therefore, the government should provide adequate funds for building library e-resources

collection. Findings are consistent with Kaur and Walia's (2016) study found out among other things that the management libraries are actively involved in building e-resource collection, the budget allocation for the purchase of e-resources has increased progressively over the years in the majority of the libraries, the factors that, to a great extent, affect the selection of e-resources include quality, subject coverage, license agreements, and vendor support. Respondents also suggested the Mobilization of grants and aid from foreign and national donors. Academic libraries should find an alternative source of funds rather than depend only on one source from the government. The librarians have to find funds by writing funding proposals from the donors and mobilizing aid from foreign.

Furthermore, respondents suggested the provision of cooperation with vendors. Findings are attributed to the missing cooperation with vendors that respondents thought could provide an advantage in the efficiency of the building e-collection resources hence library users were able to access easily library materials, this is due to e-collection needs technical assistance, especially on system/ ICT infrastructure and therefore outstanding performance experienced for a librarian. Moreover, respondents suggested the improvement of ICT infrastructure. Findings show that there is a gap in the ICT infrastructure in the academic library, there is not enough to build e-collection. Electronic resources need more ICT equipment and facilities for processing, organizing, storing, and disseminating to library users.

4.9.2 Chapter Summary

The findings of this investigation were given, examined, and discussed in this chapter. The findings are categorized by specific objectives. The primary findings are

presented throughout the chapter through narratives, tables, and figures. The findings presented have shown how the collection development procedures, collection development policy and guidelines of collection of e-resources, types of e-resources, source of funds and budget allocated to e-resources, mode of procurement, challenges faced by e-collection and strategies to improve the building of e-collection at academic libraries. The challenges found were the low budget allocated to e-collection, Licensing agreements and copyright issues, Lack of library collection development policy for e-resources and insufficient support from vendors. The study is further summarized in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This study assessed the electronic information resources collection development practices in the selected academic libraries in Tanzania. The general objective of this study was to assess the collection development practices of e-resources in selected academic libraries, namely; the College of Business Education (CBE), the Hurbert Kairuki Memorial- University (HKMU), the University of Dar es Salaam (UDSM), and Tumaini Dar es Salaam College (TUDACO).

Specifically, this study determined the collection development procedures and policies for electronic resources to identify various types of e-resources, the sources of funding and the budget allocated for e-resources, modes of procurement of e-resources, and the constraints that libraries confront while developing an e-resource collection. Respondents, namely, library staff and the head of the library department were conveniently and purposively selected to participate in the study. Questionnaires and interview guides were used to collect data for this study. Analysis was done based on results from a sample of 48 respondents.

5.2 Summary of Key Findings

A summary of the key findings is presented according to the specific objectives of the study as shown below.

5.2.1 Collection Development Procedures and Policies for Electronic Resources in Academic Libraries

This study assessed the Collection development procedures and policies for electronic resources in academic libraries. Results of the study revealed positively that, conducting user needs assessment, acquiring information resources, conducting participatory selection of information resources, conducting participatory weeding of library collection, and Conducting a participatory evaluation of library collection as the procedure to build library collection. Moreover, the findings show that the most procedures are user needs assessment 36(75%), followed by acquiring information resources 27(56%) , and conducting participatory selection of information resources 22(45%) while the least procedures are conducting participatory weeding of the library collection 13(27%), and conducting a participatory evaluation of the library collection 11(22%). The study findings however show that academic libraries have collection development that covers printed and electronic resources and the guidelines that are followed during building e-collection to some extent.

5.2.2 Types of E-Resources Available in Academic Libraries

Findings show that the most types of e-resources available in academic libraries is electronic thesis and dissertation, electronic books and electronic journals, while e-encyclopedia and e-dictionaries, in-house databases and CD-ROM collections are the least types of electronic resources available in academic libraries. In general findings revealed that the most types of e-resources available in academic libraries is electronic thesis and dissertation 37(77%) followed by electronic books 34(70%), and electronic journals 25(52%).

5.2.3 Sources of Funding for E-Resources in Academic Libraries

Findings of the current study indicate that government grants, institutional budget/funding, donation and gift, and other miscellaneous sources are the source of funds for selected academic library resources. The major source of funds for public university libraries was government grants 26 (54%), followed by institutional budget 11(23%) and donation and gift 9(19%), while the private universities show that the major source of funds was institutional budget, followed by donation and gift. Moreover, the study found that other miscellaneous was the least source of funds for both public and private universities 2(4%).

5.2.4 Modes of Procurement of E-Resources in Academic Libraries

The finding revealed that the mostly mode of procurement of e-resources in academic libraries was through consortium 28(58%), followed by paying by subscribing online 16(33%), buying directly from the publishers 3(6%), and purchasing online 1(2%). The majority of respondents show that subscribing through a consortium like COTUL was the mostly mode of procurement of electronic resources in academic libraries while the least modes are through buying directly from the publishers and through purchasing online.

5.2.5 Constraints that Libraries Confront while Developing an E-Resource Collection.

Findings revealed that most academic libraries in Tanzania are faced with challenges of the low budget allocated to e-collection 33(68%), followed by licensing agreements, and copyright issues 32(67%), lack of library collection development

policy for e-resources 25(52%) and insufficient support from vendors 24(50%). Findings concerned with the low budget allocated to e-collection imply that the budget allocated from the government is not enough to meet the demand for e-collection for purchasing e-books, e-journals, subscribed online databases and joining the consortium.

5.2.6 Strategies Employed in Solving the Problems Encountered in Building Library E-Resources Collection

Respondents revealed that strategies employed in solving the problems encountered in building library e-resources collection. Respondents strongly agreed that the Mobilization of grants and aid from foreign and national donors 37(77%), provision of sufficient funds by the government 34(71%), improvement of ICT infrastructures, Conducting training for library staff and library users 33(68%), Participation of all stakeholders throughout the collection development process 27(56%), provision of library policy for e-resources 24(50%), and effectively consideration of licensing agreements and copyright issues 23(47%).

5.3 Conclusion

This study assessed the Collection Development of Electronic Information Resources in Selected Academic Libraries in Tanzania. The study as a whole has established an important concern regarding the collection development procedures and policies for electronic resources, types of e-resources, the sources of funding for e-resources, modes of procurement of e-resources, and the constraints confronted while developing an e-resource collection in selected academic libraries in Tanzania.

The study concludes that while academic libraries have made strides in integrating both printed and electronic resources, the findings reveal a mixed adherence to established guidelines for building e-collections. The predominance of electronic theses and dissertations, electronic books, and electronic journals underscores a focus on key academic needs; however, the reliance on government grants, institutional funding, and donations reflects significant challenges in sustaining and expanding these collections.

The study concludes that the mode of procurement, primarily through consortia, demonstrates a collaborative approach to resource acquisition, yet the libraries still face substantial obstacles, particularly in terms of limited budgets, licensing agreements, and copyright issues. The lack of a comprehensive collection development policy for e-resources further complicates the management and growth of these collections. Insufficient support from vendors adds another layer of difficulty, hindering libraries from fully realizing the potential of their e-resources.

Overall, while there are foundational practices in place, the study underscores the need for enhanced funding, clearer policies, and stronger vendor relationships to effectively address the challenges faced by academic libraries in Tanzania.

5.4 Recommendations

For the effective Collection Development Practices of electronic information resources Selected Academic Libraries in Tanzania, there should follow the following recommendations;

- Mobilization of grants and aid from foreign and national donors, academic libraries should improve the capability of finding funds from the donors by writing funding proposals and conducting fundraising which will help to build electronic collections to meet user's demands.
- Provision of sufficient funds by the government, the government should allocate and provide enough funds to the public university that will help to accommodate the purchasing and procuring of electronic books, e-journals, and subscribed e-resources.
- Improvement of ICT infrastructures, high-learning institutions should improve hardware, software, and internet connectivity, especially to the academic libraries which will help to make easy access and usage of e-resources by library users.
- Conducting training for library staff and library users, academic libraries should provide for library users and staff. Training for library staff is very essential for building capacity and maintaining consistency due to the development of technology especially in a digital environment. The training and retraining of staff will be essential in keeping respective staff updated in knowledge and operations of the system and therefore the training will be a modal means of ensuring quality performance of staff for service delivery. Moreover, library users should be trained on how to use library resources effectively.

- Participation of all stakeholders throughout the collection development process, the academic library should provide room for participation of all stakeholders to strengthen the collection development process. Through the establishment of a collection development committee Involvement of stakeholders like lecturers, and students. That will help to balance the collection of electronic resources.
- Effectively consideration of licensing agreements and copyright issues. Licensing agreements and copyright issues are very critical areas of intellectual property rights especially in a digital environment. Academic libraries should consider licensing and copyright issues which will protect the rights of the original work of the author.

5.5 Areas for Further Research

This study assessed Collection Development Practices of electronic information resources in Selected Academic Libraries in Tanzania. There is no doubt that this study could not cover everything regarding the Collection Development Practices of electronic information resources. Future research may focus on user satisfaction with e-resources in Tanzanian academic libraries, examining how these resources align with curriculum needs. Another area could be evaluating the effectiveness of training programs for library staff on managing and promoting e-resources.

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APPENDICES

APPENDIX I:

QUESTIONNAIRE FOR LIBRARY STAFF

Dear Respondent,

I am kindly requesting your consent to participate in my study titled “An Assessment on the Status of Collection Development Practices of Electronic Information Resources in Selected Academic Libraries in Tanzania” The study is conducted by a postgraduate student of the Open University of Tanzania. The purpose of the study is to enable the student to fulfill an academic requirement to acquire a Master's Degree in Library and Information Management from the Open University of Tanzania.

Name: Ms Eva Chanjarika

Email: evachanjarika@gmail.com

Mobile: 0716841969

Please fill and/or put a tick (√) to the options you think is most appropriate and correct

1. Your Department

.....

2. Your Gender

(i) Male ()

(ii) Female ()

3. Your Level of Education

(i) Degree ()

(ii) Masters ()

(iii) PhD ()

(iv) Professor ()

4. Your Years of Experience with Academic Library

(i) Two years ()

(ii) Three years ()

(iii) Four years ()

(iv) Five years ()

Others (please specify)

5. Which of the following procedures do you follow to build your library collection in Electronic Information Resources?

i. Conduct user needs assessment

Yes () No ()

ii. Conduct participatory selection of information resources

Yes () No ()

iii. Acquire information resources

Yes () No ()

iv. Conduct participatory evaluation of library collection

Yes () No ()

v. Conduct participatory weeding of library collection

Yes () No ()

vi. Preserve library collection for permanent use

Yes () No ()

6. To what extent user needs assessment for library collection building is participatory?

- i. To greater extent ()
- ii. To some extent ()
- iii. To lesser extent ()

7. Does your library have a collection development policy?

Yes () No ()

8. Does your library collection development policy cover both print and electronic resources?

Yes () No ()

9. Does guidelines provided by your library collection development policy followed during collection building?

Yes () No ()

10. To what extent are guidelines provided by your library collection development policy followed during collection building?

- i. To greater extent ()
- ii. To some extent ()
- iii. To lesser extent ()
- iv. Not followed ()

11. What are the types of e-resources available in your academic library? You can select and tick more than one item.

- i. E-books ()
- ii. E-Journals ()
- iii. E-thesis and dissertation ()

- iv. CD- Room collections ()
- v. E- encyclopedia and e- dictionaries ()
- vi. Online databases ()
- vii. In- house databases ()

12. What are the sources of funding for your academic libraries?

- i. Government grant ()
- ii. Donation and gift ()
- iii. Institutional grand ()
- Other miscellaneous sources ()

14. What are the modes of procurement of e-resources in your academic libraries?

Tick more than one

- i. Through paying by subscribed online ()
- ii. Buying direct to the publishers ()
- iii. Through consortiums. Like COTUL ()
- iv. Through purchasing online ()
- v. Others modes, mention

15. What are the problems faced by your academic libraries while building e-resources collection?

S/ N	Constraints	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Insufficient support from vendors				
2.	Inadequate cooperation between librarians and lecturers				
3.	Inadequate cooperation between librarians and students				
4.	Licensing agreement and copyright issues				
5.	Lack of staff training /skilled manpower				
6.	Lack of appropriate ICT infrastructure				
7.	Lack of cooperation from the Government				
8.	Lack of library collection development policy for e-resources				
9.	Library collection development policy is not followed				
10.	The low budget allocated to e-collection				
11.	Others (Please Specify)				

16. Which of the following strategies can be employed in solving the problems encountered in building library e-resources collection?

S/N	The solution to Address Problems Facing e-resources Collection Development	SA	A	D	SD
1.	Provision of cooperation with vendors				
2.	Provision of sufficient funds by the Government				
3.	Establishment and provision of library policy for e-resources				
4.	Effectively consideration of licensing agreements				
5.	Mobilization of grants and aids from foreign and national donors				
6.	Participation of all stakeholders throughout the collection development process				
7.	Improvement of ICT infrastructures				
8.	Conducting training for library staff and library users				
9.	Other solutions (Please Specify)				

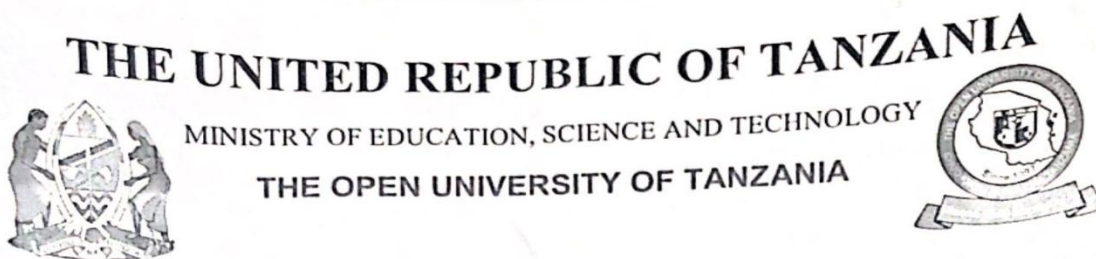
Thank you so much for your cooperation.

APPENDIX II:

INTERVIEW SCHEDULE FOR THE DIRECTOR OF LIBRARY

1. What are procedures do you follow to build your library collection?
2. Does your library have a collection development committee?
3. Does your library have a collection development policy?
3. Does your collection development policy cover both print and electronic resources?
4. What are the types of e-resources available in your academic library?
5. What are the sources of funding for your academic libraries?
7. What are the modes of procurement of e-resources in your academic libraries?
8. What are the problems faced by your academic libraries while building e-resources collection?
9. What are the strategies that can be employed in solving the problems encountered in building e-resources collection in our library?

THANK YOU SO MUCH FOR YOUR COOPERATION.

Research Clearance Letter

Ref. No OUT/ PG201800126

8th February 2023

Tumaini University Dar Es Salaam College (TUDACO),
 Director of Postgraduate Research and Consultancy,
 P.O. Box 77588,
DAR ES SALAAM.

Dear Director,

**RE: RESEARCH CLEARANCE FOR MS. EVA OBED CHANJARIKA, REG NO:
 PG201800126**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

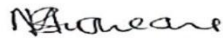
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Eva Obed Chanjarika, Reg. No: PG201800126** pursuing **Master of Library and Information Management (MLIM)**. We here by grant this clearance to conduct a research titled **"Evaluation of Current Electronic Information Resource in Collection Development Practices: The**

Case of Selected Libraries in Tanzania". She will collect her data at your Office from 9th February to 9th March 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**



**TUMAINI UNIVERSITY
DAR ES SALAAM COLLEGE**
(A Constituent College of Tumaini University Makumira)
CocaCola Road, Plot No.10, Mikocheni Light Industrial Area
P.O. Box 77588, Dar es Salaam, Tanzania
Telephone: +255 222 702 025; +255 222 702 026
Email: provost@tudai.co.ac.tz; Website: www.tudarco.ac.tz



Reg No: PG201800394

25/01/2023

Ms. Eva Obed Chanjarika
P. O. Box 5429
DAR ES SALAAM

Dear Ms. Eva,

I acknowledge receipt of your letter request to collect data at TUDARCO.

Please note that your request has been granted. When you are ready to collect data, you are required to report to the Director of Postgraduate Research, Innovation and Entrepreneurship for further guidance.

Yours Sincerely

Prof. Akim Mturi
For: Deputy Provost for Academic Affairs

UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



UNIVERSITY OF DAR ES SALAAM
DIRECTORATE OF RESEARCH AND
PUBLICATION



In replying please quote:
Ref. No. AB 269/319/01

24th February, 2022

Director
Wilbert Chagula University Library
University of Dar es Salaam

RE: INTRODUCTORY LETTER

This is to introduce **Ms. Eva Obed Chanjarika** who is a Master Student for Library and Information Management (MLIM) at the Open University of Tanzania Ms. Chanjarika is at the moment conducting data collection as part of her Studies. The title of her research is **'Evaluation of Current Electronic Information Resource in Collection Development Practices: The Case of Selected Libraries in Tanzania'**. The student has been granted research clearance by the University.

1. This is to request you to grant the above-mentioned student any help that may enable her to achieve her study objectives. The period for which this permission has been granted is **February, 2023 and April, 2023**.

Dr. Hezron Makundi

Ag. DIRECTOR OF RESEARCH AND PUBLICATION

cc: Deputy Vice Chancellor - Research
cc: Ms. Eva O. Chanjarika

HUBERT KAIRUKI MEMORIAL UNIVERSITY (HKMU)

70 Chwaku Road,
Regent Estate - Mikocheni,
P. O. Box 65300,
Dar es Salaam.
Tanzania



Tel: +255-22-2700021/4
Fax: +255-22-2775591
E-mail: secvc@hkmu.ac.tz
Website: www.hkmu.ac.tz

26 February 2023

Ref. No. HKMU/ARG/14.2.19/76

Prof. Magreth S. Bushesha,
The Open University of Tanzania,
P.O. Box 23409,
Dar es Salaam.

Dear Prof. Bushesha,

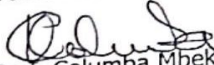
Re: PERMISSION TO COLLECT RESEARCH DATA AT HKMU LIBRARY

We acknowledge receipt of your letter dated 08 February 2023, reference no. OUT/PG201800126 introducing Ms. Eva Obed Chanjarika as a bona-fide student of the OUT who is due to undertaking research as part of her Masters studies.

I wish to inform you that the permission to collect data at HKMU Library for a study titled 'Evaluation of current electronic information resource in collection development practices: The case of selected libraries in Tanzania' has been granted.

Being an academic institution, HKMU is pleased to provide the necessary support they will require in adherence to best research practices and professionalism. You are advised to report to the Head, HKMU Library services for further instruction and assistance.

Yours sincerely,


Prof. Columba Mbekenga,

Director, Postgraduate Studies & Research Institute



CC. Ms. Janeth Mwanga, Head, HKMU Library services

Admissions:
e-mail: admissions@hkmu.ac.tz
Phone: +255 659 722 882

Other University Contacts
General Information
e-mail: info@hkmu.ac.tz
Phone: +255 713 278 060

Academic
e-mail: dvcac@hkmu.ac.tz
Phone: +255 716 999 151

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THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF INVESTMENT, INDUSTRY AND TRADE
COLLEGE OF BUSINESS EDUCATION (CBE)
(INCORPORATED BY ACT OF PARLIAMENT CAP. 315 R.E 2002)



15th February, 2023

In reply please quote:

Our Ref. No: AC.32/552/01

Vice Chancellor
Open University of Tanzania
P.O.Box 23409
DAR ES SALAAM

RE: REQUEST FOR RESEARCH CLEARANCE

Your kind attention is drawn to your letter with the reference No.OUT/PG201800126 dated 8th February, 2023.

2. Kindly be informed that permission has been granted for **Ms. Eva Obed Chanjarika** to collect data at the College of Business Education as part of her Master of Library and Information Management (MLIM) from 6th February to 9th March 2023.
4. Thank you.


Dr. Nasibu Mramba
For: RECTOR

