

**ASSESSMENT OF SCHOOL LIBRARIES STATUS UNDER SECONDARY  
EDUCATION DEVELOPMENT PLAN IN DODOMA MUNICIPALITY**



**BY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL  
DEVELOPMENT OF SOKOINE UNIVERSITY OF AGRICULTURE.**

**MOROGORO, TANZANIA.**

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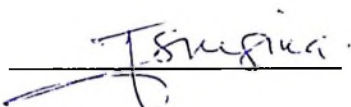
## ABSTRACT

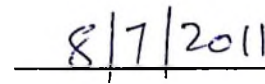
This study assessed school libraries status under Secondary Education Development Plan (SEDP). Main objective of the study was to determine the status of secondary school libraries in Dodoma Municipality as any element that support and enhances the quality of education. A survey using descriptive statistics research design was applied to find the simple means and show the linkage between the study variables; questionnaires, observations and interview schedule were used to collect data. Major findings of this study revealed that SEDP has largely not helped schools to establish or improve their libraries. It was found that majority of the schools (64%) had no libraries while five (31%) libraries were found to have independent building structure, some library rooms are used for other purposes and this becomes difficult to have a common place of keeping books and other information resources. It was also revealed that even where there is a library, 37% of them did not allocate specific time to their students and that were therefore seen to be closed most of the time; about 56% of the school with libraries had no fulltime-qualified school librarian while text, reference and supplementary books were few. Findings further revealed that a significant number (66%) and (93%) of teachers and students respectively had positive attitudes towards library use, although their environment did not favors them to utilize library services fully. The study also realized that, government, teachers and other stakeholders have done little to sensitize and encourage parents, community and Non Governmental Organization to participate in improving secondary school libraries. This study therefore recommends that, SEDP should prioritize school libraries development as an important aspect for achieving quality education; through participatory framework. The community should take responsibility and share the burden of construction and equipping school libraries; school librarian should be trained and recruited to manage libraries. Libraries should also be supported to have adequate space and to acquire wide variety of

educational and recreational resources together with support of teachers and adequate space.

**DECLARATION**


I, STEPHEN, MGINA, do hereby declare to the Senate of Sokoine University of Agriculture, that this dissertation is my original work and that it has neither been submitted nor being concurrently submitted for degree award in any other institution.

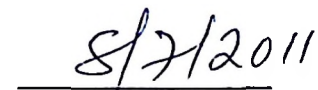
  
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I am thankful to the Lord who blessed me and his will and power that made me finish this task. I say thank you Almighty God.

**DEDICATION**

I dedicate this dissertation to my beloved father Josephath Vitalis Mgina who laid down the foundation of my education. May almighty God rest his soul in internal peace.

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### LIST OF ABBREVIATIONS

DEHSRC	-	Department of Education and Human Sciences Research Council
ESDP	-	Education Sector Development Program
ETP	-	Education and Training Policy
EFA	-	Education For All
ESR	-	Education for Self Reliance
IFLA	-	International Federation of Library Associations and Institutions
JISC	-	Japanese Industrial Standard Committee
MDGs	-	Millennium Development Goals
MOEC	-	Ministry of Education and Culture
MOEVT	-	Ministry of Education and Vocational Training
NGOs	-	Non-Governmental Organizations
NSGRP	-	National Strategy for Growth and Reduction of Poverty
PEDP	-	Primary Education Development Plan
REO	-	Regional Education Officer
SEDP	-	Secondary Education Development Plan
SEMP	-	Secondary Education Master Plan
SLS	-	School Library Services
SPSS	-	Statistical Package for Social Science
TLS	-	Tanzania Library Services
TBLSB	-	Tanzania Library Services Board
UNESCO	-	United Nations Educations, Science and Cultural Organization
UNICEF	-	United Nations Children's Fund
UPE	-	Universal Primary Education
URT	-	United Republic of Tanzania

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background Information

In all societies education is taken as a crucial aspect because it is one of the empowering tools that equip people with skills to overcome various day to day challenges in their social, political and economic endeavor. Many educators acknowledge that learning is accelerated and broadened by the use of libraries. Beyond school premises libraries have a significant role in socio-economic development. Library is essential to every long-term strategy for literacy, education, information provision as well as for economic, social and cultural development (IFLA, 2006). Libraries are very instrumental for accessing various information and educational materials to enable an individual to acquire solid knowledge and skills bases on the field of environment, gender, health care and crop production. In turn, that individual becomes able to raise productivity and improve life standard. According to Barro (1997) as cited by Janja (2007), there are non-economic variables to economic growth that include the rule of law, awareness of civic participation in education, increased level of democracy, advanced sanitary practices and development of mind set. The fore mentioned factors contribute positively to economic growth of the countries. Liu (2004) confirms that, workers with a higher level of literacy obtained from information and education materials have a better chance of being employed, of working more weeks in a year and of earning higher wages than do those with lower literacy level.

In the same vein, economic and education researchers, using human capital theory also confirm that, public and school libraries make tremendous contribution to a country's economic productivity. For example, Liu (2004) argues that, human capital in the form of education and training acquired by individuals can help to improve productivity and thus

contribute to economic growth and development. The idea is that, people with wider knowledge and who are skilled tend to be more productive, whenever they are assigned production-related activities. The point of emphasis here is that when fully utilized, library facility can make a substantial contribution to the socio-economic fabric of students' households and to society at large. Libraries on the other hand are among the important variable that enhances the qualitative aspect of education. According to Bundy (2006) school libraries are pivotal to the 21<sup>st</sup> century educational experience, especially among young people by enhancing information skills development, lifelong learning and base for positive attitude towards life chances.

In recognition of the importance of school library services, since gaining its independence, Tanzania took a number of measures towards the development of school library services. Following the Hockey report of 1960 among others envisaged was the establishment of school libraries under the Tanzania Library Services (TLS). In 1964 the Tanzania Library Services Board (TLSB) was given a mandate to revitalize and develop special, school, college, government and public libraries into a single integrated national library system (Kaunganno and Ilomo, 1979). In the same year school libraries started receiving expertise and professional guidance from TLSB. In 1968 the School Library Services (SLS) was established and a UNESCO expert for school libraries was engaged in order to establish demonstration model school libraries for teachers, administrators and educators as well as providing advice and assistance to teachers on issues related to operation of school libraries (Rosenberg, 2000; Ilomo, 1985). According to Rosenberg (2000) in 1968 three model libraries were established, one in each of three regions: Dodoma, Morogoro and Iringa out of twenty regions during that time. Nevertheless, in 1971 this system was replaced by a pilot school mobile library service that served four regions: Mbeya, Iringa, Morogoro and Dodoma.

However, due to financial problems, in 1976 school library services collapsed and no more model libraries were opened. Consequently school mobile library services also stopped. The planned centralization of acquisition, processing and distribution of school library services could not take off. At the same time, the operations of the existing services were barely maintained. Instead, as a new strategy to revive school libraries, the Government of Tanzania shifted the role of SLS to the former Ministry of Education and Culture (MOEC) in conjunction with local authorities (Rosenberg, 2000). In 1983 the government through the National Policy on Library Development emphasized the importance and use of libraries in all levels of education and stressed the provision of adequate funds for books and other library requirements (URT, 1983) as cited by Nawe (2001).

Tanzania like other countries has gone through a number of education reforms that intended to bring qualitative and quantitative improvement in her education system. Tanganyika government formulated the Education Act of 1962 to regulate the provision of education from a colonial perspective to one that would meet the needs of Tanganyika as an independent country (URT, 1995). The Education for Self Reliance (ESR) was introduced in 1967 to guide the planning and practice of education. ESR was followed by Universal Primary Education (UPE) policy of 1974. However, according to Leshabari, Masesa, and Rajabu (2000) as cited by Wedgwood (2005) the push for UPE was one of the major causes for the deterioration in quality education.

In 1995, the government introduced an Education and Training Policy (ETP) to guide and harmonize all structures, plans and practices, to ensure access, equity and quality at all levels. In 1998 MOEC initiated Education Sector Development Program (ESDP) together with Secondary Education Master Plan (SEMP) as part of ESDP. SEMP emphasized

aspects of quality education that included curriculum review, improvement of instructional materials, school inspection, improvement of language skills and its teaching as well as school buildings rehabilitation (URT, 2004). ESDP produced other two programmes; The Primary Education Development Plan (PEDP) 2002-06 and Secondary Education Development Plan (SEDP) 2004-09. SEDP had its thrust to the improvement of access, equity, quality and reforms in education management system (URT, 2004).

Under SEDP a number of achievements have been realized that include:

- (i) Increase in enrolments from 99 744 in 2003 to 243 359 in 2006
- (ii) Improvements of infrastructure in terms of school buildings were constructed
- (iii) Increase in the number of schools from 1083 in 2003 to 2289 in 2006
- (iv) Increase in secondary school enrollment with a near gender balance at entry, where by in 2003 were 46.6 and in 2006 were 47.4 per cent.
- (v) Reduction in school fees for day students from 40 000 (Tshs) in 2004 to 20 000 (Tshs) in 2005 to date.
- (vi) Devaluated authority and responsibility to low levels

In spite of these achievements of which most of them are mainly quantitative aspects, there are quality aspects that need to be addressed in order to bring about more improvements in education delivery. In Tanzania many schools face an acute shortage of books, teachers and teaching resources including chemicals, laboratories equipment and lack of effective library services (Haki Elimu, 2005). Improvement and availability of these aspects would greatly enhance the qualitative aspect of education delivery. Lack of school libraries has detrimental effect on students' independent as well as life-long learning and to the whole process of teaching and learning. The purpose of this study was

to assess the current situation of secondary school libraries and the extent to which SEDP has addressed school library services.

## 1.2 Problem Statement

Implementation of SEDP in Tanzania has witnessed a number of achievements in terms of increase in student enrolment, expansion and improvement of schools' infrastructures. For example, enrolment increased from 99 744 in 2003 to 243 359 in 2006 with near gender balance at entry whereby in 2003 the score was 46.6% and in 2006 the score was 47.4%. Some improvement of infrastructure in terms of classroom construction and the number of schools has been achieved. Schools have increased from 1083 in 2003 to 2289 in 2006. Likewise, there has been reduction of school fees for day school students from 40 000/- in 2004 to 20 000/- in 2005 to date. Authorities and responsibilities have been decentralized to lower levels. However, there are some indications that the celebrated achievements have not adequately addressed some other important elements related to quality aspect of education delivery. From that point of view, it is alleged that SEDP has focused and achieved much on quantitative elements mainly on access and increase in number of buildings rather than quality aspect such as library services and education materials in general.

According to The World Bank (2006) as cited by Sumra and Rajani (2006), countries need to resist the temptation of access first and improve learning outcomes later. Expansion as an aspect of quantity should go together with quality improvement in order to create mutual reinforcing effects towards education development. The 1995 ETP stipulate that, every secondary school should have a library, adequate stock of books and well trained and competent library personnel. However, at the moment there is no convincing evidence

that SEDP has taken serious measures to implement this pronouncement as an effort towards improving the quality of education.

Libraries are education institutions that facilitate learning through provision of information resources (reading materials including books and non books resources). School libraries are therefore linked to the quality of schools and the quality of education offered in those schools. However, it should be pointed out that, raising quality education is not only limited to academic pursuits but also teaching students how for lifelong learning. Students should learn to think and to be engaged in active learning. School libraries enhance a learner-centered philosophy and consequently lead the school to produce quality education among students. As pointed out by Sumra and Rajani (2006) *“School without a library has no soul”*.

Given the stated importance of school libraries, this study was therefore set to investigate the status of school libraries under SEDP and consequently determine to what extent libraries have been taken aboard as an element that add up and enhance education quality.

### 1.3 Problem Justification

The Government of United Republic of Tanzania recognizes the importance of providing quality education for its citizens. This is evidenced through Tanzania’s Development Vision 2025 that clearly states that:

*Education should be treated as a strategic agent for mindset, transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation (URT, 1999).*

In addition, the National Strategy for Growth and Reduction of Poverty (NSGRP) on cluster No. II addresses the improved quality of life and social well being and poverty reduction and adds that, primary and secondary education should be of a high quality and that promotes the acquisition of critical knowledge, real skills and progressive value and altimetry, establish appropriate targets/indicators to reflect the overall quality of all levels of education in secondary schools. However, some policy measures and programmes such as SEDP that have been introduced for the purpose of improving the quality of education do not seem to fulfill the intended objectives; this is because some important elements such as school libraries are not given their due consideration.

Taking into consideration the importance of libraries for enhancing education quality and the fact that, Tanzania is currently seriously engaged in efforts to restructure and transform its education system so as to improve its quality; this study was intended to assess the status of school libraries in terms of their resources and usage, buildings, staffing and coordination in general. It was anticipated that, the findings of the study would enable Tanzanian policy makers, planners, programme formulators and school owners to develop sustainable strategies for school libraries development and education quality improvement in general. It was also considered that, findings of this study would contribute to the efforts of building literature stock on the topic.

#### **1.4 Research Objectives**

The study had the following overall and specific objectives:

##### **1.4.1 Overall objective**

The overall research objective of the study was to determine the status of secondary school libraries in Dodoma Municipality as an element that support and enhances the quality of education.

#### **1.4.2 Specific objectives**

The study was set to achieve the following specific objectives:

- (i) To establish to what extent SEDP framework has addressed school library services as part of education quality improvement.
- (ii) To examine the state of secondary school libraries in terms of building structures, information resources, staffing and use.
- (iii) To determine the attitudes and perceptions of teachers and students regarding the use, presence and non presence of libraries in their schools.

#### **1.5 Research Questions**

Basing on the stated specific objectives, the study was guided by the following three research questions:

- (i) How does SEDP address the availability and use of school library services?
- (ii) What is the state of the existing school libraries in terms of facilities, staff and other resources?
- (iii) What are the attitudes and perceptions among teachers and students that are related to school libraries availability and their uses?

#### **1.6 Conceptual Framework**

The conceptual framework is shown in Fig.1 while the operational definitions that support the conceptual framework are shown in Table 1. The conceptual framework was developed from the original idea of SEDP (2004), of which the message can be summarized as: strategic priorities of SEDP. However, the researcher concentrated on the quality improvement priority by looking at the conceptual framework initiated from researchers' idea. Under this conceptual framework the study aimed to illustrate the

relationship among and between types of variables. The types of variables shown in the conceptual framework are:

- (i) Background variables
- (ii) Independent variables
- (iii) Dependent variable

### **1.6.1 Background variables**

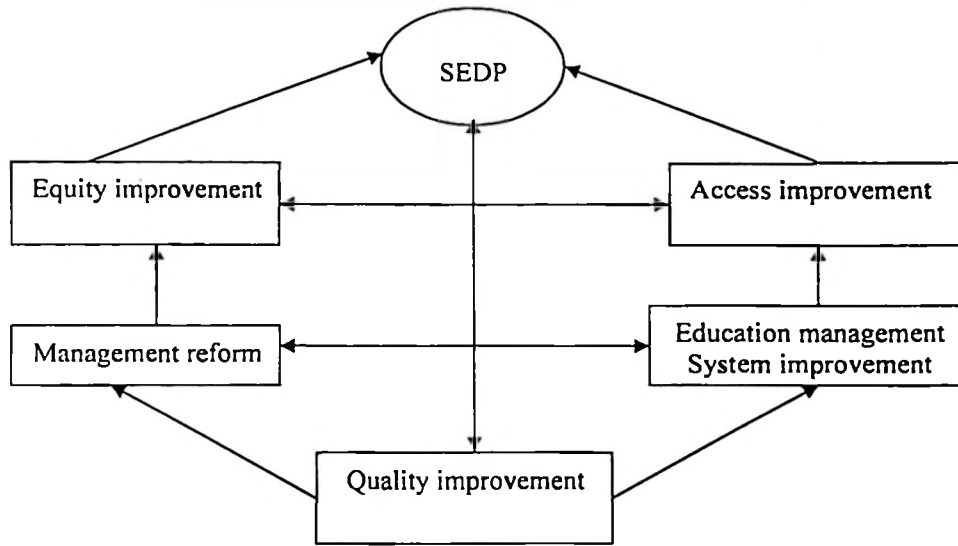
The background variables in the conceptual framework include school and users. For school, the variables such as school ownership, bias and type are included while in users the conceptual framework includes teachers and students. Sex, qualification and experience incorporated to the teachers' variable while sex, age and form are integrated to students' variable.

### **1.6.2 The independent variables**

Under independent variables there are statuses of school library; teachers' and students' attitude/ perception towards school libraries and contribution of SEDP to school library services. Below status of school library the following aspects are constituted; teaching and learning materials (text books), learning time, quality of librarian, teachers support, good building with space and non- books and instruction media.

### **1.6.3 The dependent variable**

The dependent variable of this study is influenced by background and independent variables through the dotted line which points to the subsequent results of the status of school library, contribution of SEDP to school library services and teachers' and students' attitude towards school libraries. Improved education quality by itself as explained in the conceptual framework is not measured and discussed in detailed. The researcher was not given the attention because it has other dimensions beyond the study findings.



The researcher concentrated on quality improvement priority

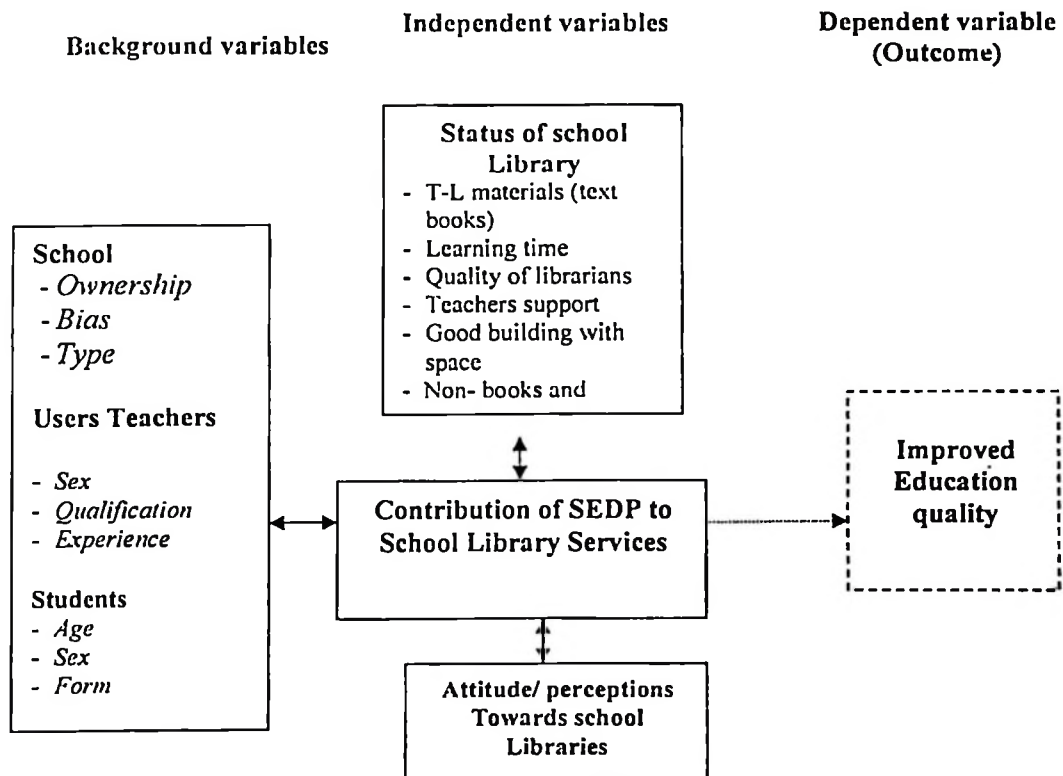


Figure 1: Conceptual framework

**Table 1: Operational definition of variables and other related terms**

<b>Variables</b>	<b>Operational Definition</b>
Student	Person enrolled to study in secondary school
Librarian	Person who is in charge a library or trained in librarianship
Teacher	Person who is professionally trained or licensed to teach in secondary schools
Teaching and learning materials	Books, News paper, Encyclopedias, Journals, Dictionaries and other materials used to facilitate teaching and learning
Ownership	One who possess or belonging to oneself e.g. Government, Community or Private
Type of school	Public or private school
Bias	Arts or science subjects
Learning time	Opening and closing library time
Sex	A state of being male/boy or female/girl in a biological sense
Form	The year of study from one to six secondary education
Qualification	Level of education reached by the teacher and librarian
Experience	Number of years the respondents have worked in their career
Quality of librarians	Person who is professionally trained to provide library services with respect to education level, experience and skills
Status	Situation at a particular time or the level of importance that is given to school libraries
School library	A building room used to accommodate library services including collection of books, non books instructional media and reading space
Attitude	Respondents belief towards linking or disliking the use of school library in academic pursuits
Perception	Respondents idea and imaginations on how they perceive and understand school libraries

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

This literature review starts by providing the definitions for the basic terms used in the study and proceed by giving a brief overview of school libraries, importance of school library in education and its link to education quality. The section ends with a brief outline of the status of research on school libraries in relation to education quality in Tanzania.

#### 2.1 Definition of Basic Terms

In social science, it is not easy to define a term with a single embracing definition since it takes into consideration a number of aspects such as context. As a result, depending on the context one term may be defined differently by different people. For that reason within this study, the basic terms that are defined (Education, Quality, Quality Education, School and School Library) should be understood as they are defined hereunder.

##### 2.1.1 Education

The meanings given to the term education are many and vary from discipline to discipline as well as from one author to another. Some definitions consider education from functional point of view, others from outcome while others perceive education as a life long process. For example, according to Illboudo *et al.* (2001) education refers to the training of children, adolescents and adults too, which leads to acquisition of intellectual or manual skills and the development of physical and moral qualities. For the purpose of this study, the definition adopted is by Schultze (1971) which define education as a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to environment and the ever changing social, political and economic condition of society and as a means by which one can realize ones full potential.

### **2.1.2 Quality**

There is no single definition for quality. Quality has no specific meaning, unless related to a specific function and/ or object. Though it is difficult to have single and an exact definition, from economic point of view, quality is defined as a system or means to economically produce goods or services which satisfy customer's requirements (JISC, 1981). On the other hand, American Heritage Dictionary (1996) maintains that, quality is an inherent or distinguishing characteristic of a degree or grade of excellence. Quality in general terms is therefore an attribute or characteristics leading to a degree or level of excellence.

### **2.1.3 Quality education**

Quality education is connected to academic achievement as an outcome of learning process (UNESCO, 2005). Quality education can be defined in terms of learner's cognitive development and in terms of education's role in promoting values and attitudes of responsible citizenship and nurturing creative and emotional development (UNICEF, 2000). Basing on the two definition references we can thus say quality education is derived from diverse situational environment that leads to attaining successfully the expected education outcomes. Quality education can be achieved as a result of safe, healthy, supportive and gender sensitive learning environment while on the other hand quality education may be seen as an outcome of teaching-learning process where by teachers as facilitators apply child-centered teaching approach in a well managed school and classrooms with skillful learning facilitation that encompass knowledge, skills and attitudes that are linked to national educational goals (UNICEF, 2000).

In addition, quality education can be conceptualized as an outcome of education provision though availability of adequate learning resources, facilities and content that is reflective

of relevant curricula and material for the acquisition of basic skills, especially in the area of literacy, numeric and skills for life and knowledge in all aspects of social, economic and political dimensions (UNICEF, 2000).

#### 2.1.4 School

A school is a place where children go to be educated or else referred to as an institution or place where people go to learn a particular subject or skills (Oxford University, 2000). According to Barnhart and Barnhart (1990) the meaning of school as a place for teaching and learning, can be an elementary or high, public or private, a dancing or academy school where learning can be taking place. In addition, a school is a place, situation or experience as a source of instruction or training. Since, education is received at school, from this point of view; a school should have an appropriate environment and required facilities that are suitable for knowledge and skills acquisition.

#### 2.1.5 School Library

According to Mugogo (1997) a school library is defined as the collection of books and non-books available in school for teachers and pupils/ students utilization. The school library is also defined as a place where books, non-books and instructional media are acquired, processed, classified, managed and administratively made available to user in order to meet the needs of the school programmes (Mohammed, 1996). On the other hand, Dent (2006) maintains that, school libraries are social institutions charged with the duty of providing the means for practical self-education of one and all. In summary, school library is conceptualized as the information and learning centre where teachers, pupils, parents and the local community get help to widen the range of knowledge and raise the standard of education and personal development as a whole (Janja, 2007). For the sake of this study

therefore, school library is a library that serves or provide information and other educational materials for students, teachers, staff and parents of a specific school.

## **2.2 Brief Overview of School Libraries in African Countries**

Studies indicate that in most developing countries school libraries are poorly managed and are neglected (DEHSRC, 2001). The problem related to school libraries in African countries including Tanzania are reported in various studies and reports including those by the Department of Education and Human Sciences Research Councils (DEHSRC, 2001) in South Africa, Dike and Amucheazi (2003) in Nigeria, Amaral (2000) in Mozambique and Sidibe (2000) in Mali. Those reports and studies confirm serious shortfalls regarding school libraries in Africa (Lwehabura, 2007). Similar studies by Payne (1999) done in Ghana have also shown that in basic educational level libraries are not only least developed but also grossly inadequate and under funded. In Uganda the government acknowledges that the right to education implies the right to access information. As a result, with the introduction of Universal Primary Education (UPE), the Ugandan government now spends about US 8 million on textbooks (Magara and Nyumba, 2004). Taking into consideration the importance of libraries for enhancing education quality it is important for African countries to ensure that library services both for public and private education institutions are equipped with the required resources and facilities.

## **2.3 Objectives of School Libraries and Their Contribution to Academic**

### **Performance**

Various scholars around the world have provided a huge amount of research and literature on the objectives, role and importance of school libraries and the influence they have on student's academic performance. School libraries are important in supporting the entire students' learning process. School library offers learning facilities including, books and

other resources that enable members of the school community to increase their knowledge and become effective users of information in various formats and media. It is from this understanding that, the International Federation of Library Associations and Institutions (IFLA) through its school library manifesto which was also ratified by UNESCO endorses the importance of school libraries. This manifesto states that:

*The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.*

School libraries according to Arko-Cobbah (2004) have a number of objectives that include the following;

- (i) Provision of wider and deeper understanding of various disciplines in the school,
- (ii) Promotion of reading habit among the younger generation,
- (iii) Initiation of career development among the youth
- (iv) Insurance of feeding philosophical and social values into the community.

However, it is important to note that, these objectives can not be achieved automatically because they need to be supported. According to Tan (2003) and Chisenga (2000) four important aspects that are necessary for the school library to exist include support of teachers, a stock of materials, adequate space and people to run the library.

Based on these crucial aspects, it is important for every school to recognize the importance of aforementioned criteria in establishing and running a school library as way of realizing an effective teaching and learning process. These criteria are critical because school

libraries have a fundamental contribution towards harnessing quality education.

This critical role by school libraries is summed up by Todd (2001) by noting out that:

*We can understand the need for school libraries better if we think of them as knowledge space rather than information place and if we emphasize the connections they offer rather than the collection they hold* (Todd, 2001).

School libraries also have positive contribution to student's academic performance. According to Lance *et al.* (2002) where libraries are better staffed, better stocked and better funded, academic achievement tends to be higher. From this point of view, Lonsdale (2003) argues that, the school libraries can have a positive impact on students' achievement-whether such achievement is measured in terms of reading scores, literacy or learning more. This point of view is supported in a study by De Jager (1997) as cited by Lwehabura (2007) that, there was a positive relationship between academic achievements and the use of open shelf library books. This study also found that best students in all subjects had used more open shelf books than both average and poor students. In almost similar study undertaken, in Latin America, 50 000 students in grade three and four it was found that children whose schools lacked classroom materials and had an inadequate library services were significantly likely to show lower test score and high class repetition rate than those whose libraries were well equipped (Williams and Wavell, 2001).

However, academic performance is not about getting high test grades only; it also involves the entire process with which a student interacts with the whole learning process. According to Lwehabura (1997) students can concentrate on using learning material provided by their teachers or instructors for the sake of passing examinations. However, Lwehabura (1997) observed that passing the examination is not the end purpose of

education; students have to be skilled in other aspects including; searching for information, reading and acquiring new knowledge beyond what is offered through lectures, grades and degrees. Unfortunately, the emphasis in learning has been placed more on passing examination rather than on life-long learning. This trend has increased the tendency for students to join tuition classes, in which they do no more than get coached on how to solve examination questions (Osaki, 1996). This is a problem because most of the students do not learn how to learn; instead they rely on teacher's notice or lectures, offered during class sessions.

Having a strong operating school library service in our schools is very important in order to reduce and discourage teacher-centered learning approach and encourage learner-centered approach. Libraries provide students with an opportunity to read and study on their own, thus becoming independent learners as well as controller of their own learning process. The use of school libraries also allows students to develop their entire learning skills through discovery of new knowledge and ideas that in one way or another, teachers might have not taught them. In this way students develops and solidify their academic scopes.

#### **2.4 Teachers and Students Attitude and Perception towards School Library**

A study by Markless and Streatfield (2000) that examined the contribution of the school library to teaching and learning in three primary and three secondary schools highlighted the problem within primary school teachers being unable to supervise students in library and in the classroom simultaneously. This study also highlights the importance of positive attitude among teachers, the "teacher-ownership" of resources, and time to plan and think through library use. In addition, Markless and Streatfield (2000) identified different views held by primary and secondary school teachers about school library. The primary school

teachers took a broad view for use of resources and distinguished between collection of books in the classrooms and centrally held collection, while secondary school teachers had a clear idea of the library as a specific entity but less idea of how it might help in teaching and learning.

From his study done in Tanga municipality Janja (2007) indicates that, many pupils acknowledged the likely positive impact of using the standard school library facility for improving their performance. In this study, two primary schools with access to functioning school library Janja (2007) found that, pupils had comparatively better reading skills, language proficiency, confidence, improved self-esteem and a commendable independent learning spirit.

Although some studies indicate that some students encounter problems in using libraries and their resources (Williams and Wavell, 2001), in the study by Markless and Streatfield (2000) it is evidenced that, pupils from schools with librarians or good grounding in library practice are more aware of resources when they enter secondary school. In the same vein, findings from a study by Lance (2002) indicated that, the school with better funded libraries tended to have students gaining higher average reading test score after socio-economic conditions have been taken into account. The sizes of the library staff as well as variety of the collection available are significant characteristics for a library to contribute positively.

With reference to importance of school libraries it is important to note that, formal education has shifted from directed instruction to active learning, knowledge discovery and construction (Mbunda, 1996). Therefore, from this point of view, schools are expected to put emphasis on quality improvement to the entire teaching and learning process, the

main focus being to harmonized interaction between teacher to learner, learner to learner and learner to learning materials patterns and vice versa. It is from this stand point the need for having an effective school library services in the daily teaching and learning activities becomes pertinent. Therefore, it is essential for educational stakeholders, including teachers, parents, students, NGOs, the general public and the government to recognize and emphasize the provision and strengthening of school libraries.

### **2.5 Research Status on School Libraries and Education Quality in Tanzania**

Through literature reviews for Tanzanian context, the researcher recognized that the research situation on school libraries particularly in relation to education quality is very little documented besides their potentialities. However, there are some scholars who have worked on it. For example Mohammed (1996) found that, about 45 percent of interviewed secondary school teachers in Dar es Salaam, depended much on their lecture's notes and textbooks, while 56.9 percent of secondary school students hardly ever used the school library. On the other hand Ntulo and Nawe (2008) also found that in Sumbawanga Municipality, 66.8% of the respondents reported that the library services and resources do not meet their learning needs. The reasons of the results found by Ntulo and Nawe (2008) were inadequate furniture, space for reading, few books compared with the number of students and the absence of school librarian together with modern facilities like computer and internet services for accessing information. Such findings are very useful in discussing the need for integrating school library in the entire education system for the purpose of enhancing education quality.

Such studies by Mohammed (1996) and Ntulo and Nawe (2008) are therefore, important in understanding the position of library usage. However, such studies would have been more enriched if they had also examined the status of school library facility especially

taking into consideration that in recent years the number of secondary schools has increased particularly under SEDP. This is because effective use of school libraries is the foundation for effective learning at all levels of education. If students are not exposed and oriented in using libraries properly, they are likely to become dependent and rote learners at the succeeding education level (Markless and Streatfield, 2000). Therefore, this study intended to fill the gap through determining the status of school libraries towards improving quality education under SEDP.

## CHAPTER THREE

### 3.0 METHODOLOGY

This chapter presents the methods used to conduct the study on the assessment of school libraries status under SEDP. The chapter presents the research design, description of the study area and justification. Also the chapter present sampling procedures which cover study population, sampling method, population sample and size. Procedures used for data collection, its management and limitations of the study are also presented in this chapter.

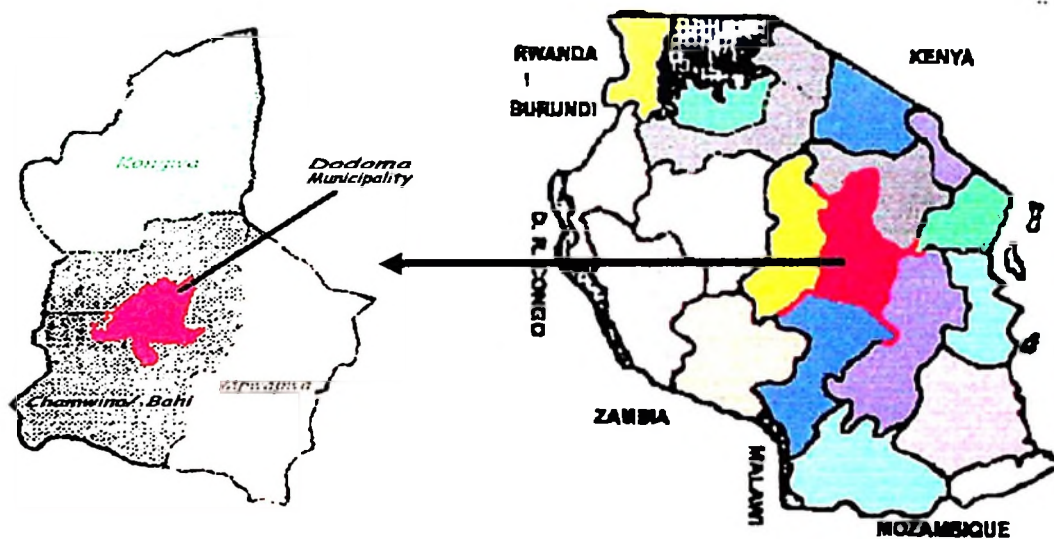
#### 3.1 Research Design

A research design is an arrangement of conditions for data collection and analysis in a manner that aims to combine relevance of the research purpose with economy in procedure (Kothari, 2004). Survey using descriptive statistics research design was used in this study. This research design was used basing on the fact that, it allows collection of data on different group of respondents at one time. According to Casley and Kumar (1998), this design is favorable in a situation where a researcher is constrained by time and resource for data collection. In addition, this method is capable of collecting information without the researcher influencing respondent's responses and is also relevant for producing good results. Therefore, basing on the advantages embodied in this research design the researcher considered it ideal for this particular study.

#### 3.2 Description of the Study Area and Justification for Its Selection

The study was conducted in Dodoma Municipality which is one of the six districts of Dodoma region located in the Central Zone of Tanzania as indicated in Fig. 2. Other districts in Dodoma region are Chamwino; Bahi, Mpwapwa, Kondoa and Kongwa. Dodoma Municipality was selected because it was found that, there are few empirical

studies that have been conducted in the area of school libraries and more specifically under SFDP. Specifically, the study concentrated on secondary education where Dodoma municipality has a total of 51 secondary schools, of which 36 are owned by the government while 15 are owned by private institutions. Of the 51 schools, 43 offer ordinary level secondary school education, 7 offer both advanced and ordinary level secondary school education while only one school is offering advance level education only (RFO, 2008).



**Figure 2: The map of Dodoma region showing districts extracted study area (Dodoma Municipality)**

### 3.3.1 Study population

A study population according to Green and Browne (2005) consist of the total items or elements that fall within the scope of the statistical investigation, the specification of time limitations and space limitation.

The purpose of defining a population is to provide explicit limit for the data collection process for the inferences and conclusion that may be drawn from the study (Green and Browne, 2005). The study population in this study included schools, students, teachers and head of schools. It also included school library teacher/librarian, a Region education officer and a chief region librarian.

### **3.3.2 Sampling method**

Sampling is the selection of part of an aggregate or totality on the basis of which a judgment or inference about aggregate or totality is made (Kothari, 1984). Sampling is a critical part of social research because it explains how and what to observe. According to Babbie (1990) as cited by Lwehabura (2007) there are two types of sampling namely; probability and non-probability sampling. Probability sampling involves the selection of a systematic sampling from a list containing the names of every one in the population where as non-probability sampling is often used in a situation where probability sampling can not be applied in the sense that it is not possible to have the entire list of population to be studied from which the sample can be chosen.

In this study, probability and non probability sampling technique were employed to select samples. Under probability sampling the stratification technique was used for students and teachers. According to Babbie (1990) stratification is a process of grouping the members of the population into relatively homogeneous strata before sampling. This practice improves the representative ness of the sample. In this regard, the list of respondents was prepared basing on their homogeneity by giving proper representation to sub-groups in the population, for instance male and female and class of study. Again, under probability sampling the systematic sampling technique was used for schools by listing their names alphabetically and skipping one school after selecting two schools. For students and

teachers within the stratum established, simple random sampling was used to get individual respondent from each sub population. Non- probability sampling was also employed for other populations including heads of school, REO and librarians. These categories were selected by purposively method because of their virtue status.

### 3.3.3 Population sample and size

In this study the total number of the population determined the population sample size for schools, students and teachers. The table by Krejcie and Morgan (1970) as shown in Appendix 1 was applied to determine the sample size after reaching the area of the study where the exact numbers of population for various respondent categories were established.

**Table 2: Sample of the study for various respondent categories**

Type of population	Population size	Selected sample size
Students	19 549	377
Teachers	368	186
Head of Schools	44	44
School Librarians	44	16
Regional Education Officer	1	1
Chief Region Librarian	1	1
Total	20 007	625

As shown in Table 2, the study had a total of 625 respondents from six categories. For schools the study area had 51 and according to the table by Krejcie and Morgan the required sample was 44. The school librarians category, was supposed to have a population size of 44 with assumption that, all schools had librarian. However, during data collection it was found that only 16 schools had a library.

### **3.4 Data Collection Procedures**

Bugress (1984) maintains that no single technique is necessarily superior to any other, while Oppenheim (1966) argues that a combination of two or three methods would make data highly reliable, in terms of consistency of results once similar questions were used. In this study the questionnaires were the main data collection tool while observation and interviews were used as back up for data collection work.

#### **3.4.1 Questionnaires**

Questionnaires are sets of questions and attitudinal statements administered to individuals for self completion (Cohen *et al.*, 2002). According to Denscombe (1998) and Seidman (2001) as cited by Janja (2007), the questionnaire is an economical method of data collection in terms of time, coverage as well as freedom from bias by the interviewer. Through questionnaires the respondents are provided with a chance to provide adequate responses in a short time.

In order to achieve the best possible findings, the researcher used self administered questionnaire with both closed and open ended questions. The questionnaires in this regards were designed to elicit information from students, librarians and teachers about the perception on the potentiality of school library services in terms of improving the education quality and in the whole process of teaching and learning.

#### **3.4.2 Observation**

This is a primary method of data collection by human means (Arry, Jacobs and Razarich, 1996). Through observation, a researcher may or may not have direct contact with the people whose behavior is being recorded. Observation technique is divided into participant and non-participant categories. The researcher used the latter observation category,

because it was anticipated that they would provide first hand information and a clear picture of how students in various levels integrate classroom activities and school library use. Observation was also used to identify physical learning environment including library facilities and to collect information about attitudes or actions from the students, teachers and librarians that indicate specific positive or negative tendencies towards school library services.

### **3.4.3 Interviews**

Interview is a method by which the investigator or interviewer follows a procedure laid down for asking questions in a form and order prescribed (Kothari, 1984). In addition, an interview is a face to face conversation which is structured around a set of questions, topics or themes (Cohen *et al.*, 2002). Interviews can be highly structured, semi-structured or unstructured. Robson (1993) observes that semi-structured interview provides an opportunity to probe respondents' views in ways that might be difficult to plan for in advance and it is more desirable where similar information is to be elicited. The study used both structured and semi-structured interviews administered to Region Education Officer and Chief Regional Librarian. This approach was opted because it was considered to be flexible and allow further probing a situation that permitted eliciting additional information from interviewees.

### **3.4.4 Pre-testing of the questionnaires**

Questionnaires were pre tested prior to the main data collection procedures. Pre testing was conducted using 10 secondary school students and 5 teachers from Morogoro and SUA secondary schools. All schools were in Morogoro Municipality. The pre testing outcomes were used as basis for revising and improving the instruments as well as checking the validity and reliability of the questions.

### **3.5 Data Management Procedures**

Microsoft Excel and Statistical Package for Social Science (SPSS) computer programs were used to analyze the data collected through questionnaires. This was based on the descriptive statistics where by frequency tables and percentages were used to find the simple means for studying variables and show the linkage between background, independent and dependent variables. Quantitative data collected through interview and observation techniques, were summarized to ensure that they are in the form suitable for addressing research questions. This was done while ensuring the statements made by the respondents was maintained. The summarized data were then coded by using the known as content analysis technique.

### **3.6 Limitations of the Study**

This study had the following limitations:

Firstly, the researcher encountered fund problems mainly because the research was done on private sponsorship basis. Because there was no fund to hire a vehicle and researcher assistants, a considerable time was used for walking from one school to another for data collection work.

Secondly, the researcher faced the problem of getting information from some respondents. For instance, from Dodoma and Hijra secondary schools some respondents were not willing to give information because previous researchers had not fulfilled the promises they had made upon completion of their studies in those schools. In this regard the researcher was forced to pay a little amount of money to some of the respondents in order to get the required information.

The third limitation was getting the respondents on time. In this study the majority of the respondents were students. Since the interview was conducted during school session, the interviewer had to wait until break time when students were free. As a result this prolonged the data collection exercise and had a negative effect on the researchers' financial and time resources. Despite all these limitations, the researcher was able to accomplish data collection successfully.

## CHAPTER FOUR

### 4.0 RESULTS AND DISCUSSION

In this chapter results of the study are presented and discussed in relation to the study objectives and the research questions that guided it. The chapter is divided into four parts. The first part provide the description of respondents, while the second part discuss the extent to which SEDP has addressed school library services in its frame work as part of education quality improvement. The third part is about examines and discusses the state of school libraries in terms of building structures, information resources, staffing and use. Finally, the fourth section discusses the attitudes and perception of teachers and students regarding the use, presence and non presence of library services in their schools.

#### 4.1 Description of Respondents

This part provides personal profiles of the respondents who were involved in the study. The study involved the following respondents; school students, teachers, heads of schools and library staffs. Also, Regional Education Officer and a Chief Regional Librarian were involved.

##### 4.1.1 Students

The study involved 377 students of which 141 (37%) were from private secondary schools while 236 (63%) were from public secondary schools. In terms of their classes, 74 (20%) were in form one, 87 (23%) were in form two, 102 (27%) were in form three, 59 (16%) were in form four, 29 (8%) were in form five and 26 (7%) were in form six. Also, of 377 students 181 (48%) were females while 196 (52%) were males. Regarding their levels of study, 322 (85%) were from ordinary level while 55 (15%) were from advanced level. The summary of student's profiles is shown in Table 3.

**Table 3: Students profiles (n= 377)**

	Type of school		Sex		Form attended					
	Private	Public	Male	Female	One	Two	Three	Four	Five	Six
Number	141	236	196	181	74	87	102	59	29	26
Percent	37	63	52	48	20	23	27	16	8	7

From this respondents' profile it can be noted that, public schools had more students compared to private schools. This a normal trend because all over Tanzania public schools are many compared to private secondary schools. In terms of sex and class distribution, the number for students involved in the study was almost even. This respondents' profile was therefore appropriate for providing adequate information require for the study.

#### 4.1.2 Teachers

The study involved 186 secondary school teachers, out of them, 54 (29%) were from private secondary schools while 132 (71%) were from public secondary schools. Regarding their professional qualification, five (3%) had a Master's degree, 41 (22%) had a Bachelor's degree, 131 (70%) were Diploma holders, seven (4%) were form six leavers and two (1%) had no professional qualification in teaching instead they possessed; Diploma in accountancy and advanced diploma in Rural Development Planning. For gender aspect, 110 (59%) were males while 76 (41%) were females. In view of teaching experience, 94 (51%) of the teachers had an experience of between one to four years while 92 (49%) of the teachers had 5 and above years of teaching experience. The study therefore, indicates that these respondents had good professional qualification and adequate working experience to enable them to perform their teaching duties effectively and efficiently.

Table 4: Library staff profiles (n= 16)

	Number	Percent
<b>1. Type of School</b>		
Public	7	44
Private	9	56
<b>2. Sex of Respondents</b>		
Male	7	44
Female	9	56
<b>3. Level of Education</b>		
Diploma	3	19
Form six	6	38
Form four	5	31
Any other	2	13
<b>4. Working Experience in years</b>		
0-1yr	2	13
1-4yrs	2	13
5-8yrs	4	25
9-12yrs	4	25
13+yrs	4	25
<b>5. Professional qualification possessed by the respondent in library and info science</b>		
Certificate	5	31
Diploma	2	13
Any other	9	56

#### 4.1.3 School librarians

This study involved 16 librarians of which nine (56%) were from private secondary schools while seven (44%) were from public secondary schools. In terms of their qualifications in librarianship, the study found that, nine (56%) had no professional training while seven (44%) had qualification training in librarianship. Out of those with professional qualification, five (31%) had a certificate qualification while two (13%) had a

diploma qualification. Regarding their education, the study shows that majority 14 (87%) had attended secondary school education of which eight (50%) attended advanced level, six (37%) attended ordinary level and two (13%) attended other education level specified as standard VII and VIII. The study further shows that, 12 (75%) of the respondents had a working experiences of 5 years and above while four (25%) of the respondents had a working experience of 4 years and below. Table 4 shows the profile of school librarians.

It is important to note that, library services like other services should be managed by trained personnel. It is from this point of view that the study wanted to find out the status of school libraries management in terms of personnel's education levels, working experience and professional qualification.. Discussion of this aspect is provided under 4.3.4.

#### **4.1.4 Heads of Schools**

The study involved 44 heads of schools of which, 11 (25%) were from private secondary schools and 33 (75%) from public secondary schools. The heads of schools from public secondary schools are appointed by secretary general from MOEVT while in private secondary schools heads are appointed by the school owners. Regarding their professional qualifications, two (4%) had a Master's degree, 10 (23%) had a Bachelor's degree and 32 (73%) were diploma holders. In terms of their working experiences, 23 (52%) had a working experience of 4 years and below while 21 (48%) had a working experiences of 5 years and above. For gender aspect, nine (20%) were females while 35 (80%) were males. From this heads of schools profile it was inferred that heads of schools in general, had good background of education issues and policies thus they were in a good position of understanding what SEDP is, and what is the status of school libraries as well as the attitude or perception of library use among teaches and students.

#### **4.1.5 Region Education Officer (REO)**

The study involved one REO who was first employed as a teacher in 1978. Before being appointed to his current post, in 2001 he taught in primary and secondary schools for seven and nine years respectively. He also worked as District Education Officer for five years. Therefore through his experiences as a teacher and education administrator, he was considered to be appropriate and capable to provide relevant information as per study.

#### **4.1.6 Chief Regional Librarian**

One Chief Regional Librarian was involved in this study. He had been working in public libraries since 1987 and he has worked at Dodoma public library for 6 years. He holds a diploma in librarianship. Besides administrative duties that he is currently doing, previously as an ordinary staff he was involved in attending library users. With this profile it is certain that he has enough experiences in library management and library services in general.

From the respondent's profiles presented above, it was considered that the information and data generated from them were applicable for presenting information that is relevant to the study objectives and research questions.

#### **4.2 Extent to which SEDP Framework has Addressed School Library Services**

The first objective of this study was to establish the extent to which SEDP framework has addressed school library services as part of education quality improvement. SEDP intended to achieve a number of objectives one of them being to improve quality education basing on the contribution of school library services. Therefore in this section findings on how SEDP has addressed the improvement and plans for school library services development are presented.

#### 4.2.1 SEDP and School Library Services Improvement

During a survey conducted in the study area, 44 school heads were asked if they were aware about the presence of SEDP and its roles in terms of library services improvement. There awareness according to the finding was positive as 34 (77%) indicated being aware while 10 (23%) were not aware about the presence of SEDP. This is a clear indication that there is awareness among heads of schools about SEDP. Regarding the role that SEDP plays in terms of library services improvement, out of 34 respondents, 20 (59%) reported that their institutions were supported by being given some resources and facilities especially text and reference books, eight (24%) said that SEDP provides staff allocation and their training while six (17%) mentioned construction of buildings as a support they get from SEDP. The Table 5 below shows roles of SEDP on library services improvement.

**Table 5: Roles of SEDP on library services improvement (n= 34)**

Type of support	Frequency	Percent
Provision of resources and facilities such as text and reference books	20	59
Allocating staff and training provision	8	24
Construction of buildings especially classrooms	6	17

These findings corresponds to the study findings by Ntulo and Nawe's (2008) that, found that SEDP provided funds for improving library service provision basically in a form of purchasing books. Therefore it appears that, through SEDP most of the public schools to some extent were being supported with teaching materials mainly text and reference books. However, for private schools the support was limited, because they did not meet the criteria given. SEDP supports private schools whose does not exceed Tshs 380 000/= per year for boarding schools and Tshs 150 000/= for day schools (URT, 2004). However, the study established that private schools had more school library equipped with text and reference books than public schools.

On the question of awareness about the presence of SEDP, the researcher also intended to determine the level of awareness among other respondents especially government officials. In particular the researcher wanted to find out whether SEDP has an obligation of ensuring that all schools have libraries stocked with text and reference books as addressed by the Education and Training policy (ETP) of 1995. When interviewed the Dodoma Regional Education Officer (REO) responded that, the library establishment is within the ETP of 1995 which is still valid up to now, but its implementation is the responsibility of the school community and normally the government tops up by supporting the efforts made by the community and the school itself. The REO added further that, community involvement apply to public schools while in private schools the implementation is upon the owner of the school, because one of the criteria of obtaining the registration for a private school is having a school library.

However, according to some interviews made out of 44 school heads, 33 (75%) were of the view that, it is the responsibility of the government to ensure that each secondary school has a library as a way of improving the quality of education and ensuring access to reading resources thus creating among students an independent learning habit. According to the responses given by the REO and Heads of schools it appears that there is a kind of contradictory views regarding the responsibility of SEDP, in the development of school library. In a long run this situations may lead school library services to stagnate and therefore affect the learning process of students.

In relation to what the REO and heads of schools said, responding to the question on what the Chief Regional Librarian has done to assist nearby schools in terms of development, improvement and organizing library resources within SEDP context, through interview the Chief Regional Librarian indicated that very little was being done in that regard because of

minimal involvement. To stress his point the Chief Region Librarian gave the following observation:

*"SEDP does not involve professional librarians on issues of establishment, book procurement, classification and cataloguing and thus the office has done nothing important in relation to the issue of school libraries".*

It can therefore be concluded that, despite its support in construction of buildings, provision of teaching and learning materials, training and staff allocation, SEDP has failed to capture the participation of a broad range of actors available like those from the regional (public) library office to be involved in school libraries development. In one way or another, this situation contribute to poor status of secondary school library services which may also lead to poor realization of desired strategic priorities of the SEDP education quality improvement in particular.

#### **4.2.2 Challenges and Plans for School Library Services Development**

This sub-section identifies Challenges and plans for establishing and development of secondary school library services.

##### **4.2.2.1 Challenges facing school library services development**

About 44 heads of schools where interviewed to explain the challenges they were facing in there schools. Some of the general challenges pointed out were distinguished from public and private schools as follows:

- (i) Lack of financial resources pointed out by 17 (39%) from public while 7 (16%) from private school's respondents
- (ii) Availability of buildings without specific use pointed out by three (7%) from public while one (2%) from private schools respondents

- (iii) Lack of knowledge and skills among teachers on issues pertaining to school library work pointed out by 11 eight (18%) from public while three (7%) from private schools respondents
- (iv) Inadequate of community awareness on school libraries establishment and development pointed out only from public schools by five (11%) respondents

Taking into consideration the challenges which were facing school libraries in the study area there are a problem. However, the issue of community awareness to respondents from private schools was not responded. Therefore, the study found that, probably it is important for all Tanzanian secondary schools to ensure that library services both for public and private education institutions are equipped with the resources, facilities, stockholder's participation and awareness. As supported by Payne (1999) libraries in most African countries are not only least developed but also grossly inadequate and under funded.

#### **4.2.2.2 Plans to improve library services development**

Heads of schools were also asked to give out their opinions on how challenges they were facing could be addressed in future. Although there were variation in priorities, the study established that there were clear plans among heads of schools for both public and private secondary schools geared towards improving school library services As their response for tackling their aforementioned challenges, 20 (45%) out of 44 respondents planned to solicit for funds from education stakeholders, 10 (23%) planned to change the use of some buildings into libraries, eight (18%) planned to sensitize people in the community on the potential benefits of school library services and six (14%) planned to train teachers in library work instead of relying on professional librarians who are not available.,. These views on how to improve library services are further shown in Table 6.

**Table 6: Respondents' plans on how to improve school library services (n= 44)**

Plans	Public schools		Private schools		Total response	
	F	%	F	%	F	%
Funds soliciting for development and improvement	9	21	11	24	20	45
Change use of some buildings to library	1	2	9	21	10	23
Training teachers for library work	1	2	5	12	6	14
Sensitize people in the community on potential of school library	0	0	8	18	8	18

Referring to the funds solicitation plan from the stakeholders, the researcher was in support to this idea in the sense that in any successful project or programme, the participation of people from the community is essential. Kapinga (2007), makes the same observation by noting that participation by community members stimulates initiative, promote work morale and sense of ownership and commitment to an idea. The head of schools recognize and use the power of participation of stakeholders as tool for establishing and strengthening school libraries services.

Although the idea of teachers being trained in library works is good, it has some practical problems. Many schools have shortage of teachers therefore because of teaching workload it would be difficult for teachers to have adequate time to do library work, a situation also supported by Fredericks (1995) that, teacher-librarians could not give their content to their role while they were expected to teach other subject or to be class teachers. However, it is imperative to plan for an alternative way of supplementing the shortage of professional librarians. It is therefore important to note that training teachers for library work can be done as a short term measure for supplementing the shortage of trained librarians. The ministries responsible for education should ensure that education institution including secondary school have trained librarians.

Plans of changing the use of some buildings for library services sounds plausible because it is illogical, to construct a new building while there are other buildings which are unutilized. However, the fact remains that, establishing school library services is unavoidable if we are focusing at quality education. As supported by Tan (2003) all schools need supportive environment for them to offer quality education. This includes teachers' support, stock of adequate materials, space and skills to run the library facilities.

It is therefore important to stress that in order to provide favorable teaching and learning environment that would consequently lead to quality education, Tanzania government should ensure that every secondary school has a good library manned by trained librarians. However, the financial problem is a big challenge as observed by Oladele (2008) that, funding inadequacy which has affected capacity to sustain subscription to information resources and weak national information infrastructure are among all other factors responsible for the under developed nature of most libraries in the countries and by inference the continent.

#### **4.3 State of Secondary School Libraries in terms of Building Structures, Information Resources, Staffing and Use**

The second objective of the study aimed at examining the state of school libraries in terms of building structures, information resources, the general library facilities, staffing and use. This aspect was probed using questions to students, teachers, school librarians and heads of schools. Semi-structured interview was used for Chief Regional librarian. In addition the observation technique was employed to supplement the findings on this aspect.

#### 4.3.1 Presence/ availability of school library

Findings from the study revealed that out of 44 secondary schools 16 (36%) had libraries while 28 (64%) did not have libraries. This implies that majority of the schools in the study area had no school libraries. In general there were 33 public secondary schools, of which seven (21%) had libraries while in private secondary schools the total number was 11 and nine (82%) had libraries. The study revealed further that, lack of school libraries among public and private secondary schools was 79% and 18% respectively. The findings also unveiled that, 17 (39%) secondary schools were established before SEDP implementation while 27 (61%) were established during SEDP implementation. Out of 17 secondary schools established before SEDP, eight (47%) were from private schools and nine (53%) were from public schools. However, two (12%) of them established before SEDP implementation had no libraries while 15 (88%) had libraries. The study findings further showed that of the 27 secondary schools established during SEDP implementation, 25 (93%) were public schools and two (7%) were private schools. Only one (4%) school from private sector had established a library during the period of SEDP implementation while no school from public sector established a library at that particular time. The study findings revealed that, there was significant difference between public and private secondary schools in terms of library services before and during SEDP implementation. Although the issue of school library services appear not being addressed well, compared to public secondary schools, private secondary schools show to have achieved very little from SEDP in terms of providing as well as improving library services.

The findings from the study clearly indicate that, since 2004 when SEDP started being implemented, the rate of establishing school libraries was very minimal as compared to the period before the Programme. This is confirmed by looking at school libraries that were established before and after SEDP as shown in Table 7.

**Table 7: School libraries established before and after SEDP (n=44)**

Type of school	School established before SEDP			School established after SEDP			Grand Total
	With libraries	Without libraries	Total	With libraries	Without libraries	Total	
	Public	7	1	8	0	25	
Private	8	1	9	1	1	2	11 (25%)
<b>Total</b>	<b>15 (88%)</b>	<b>2 (12%)</b>	<b>17</b>	<b>1 (4%)</b>	<b>26 (96%)</b>	<b>27</b>	<b>44</b>

On the other hand, the study found that in schools without libraries, books were scattered in various places making it difficult for students to access them. It was found that, seven (44%) schools had no library bookshelves, as a result in those schools books were poorly arranged as they were mixed with other items like building materials. This was similar to an observation made by Frost (1971) in his study which looked at library services at Mzumbe secondary school. Frost (1971) observed that, the library was in poor condition; books were in poor state of repair and in a disorganized state and a very large proportion of the stock were unsuitable for the need of the school.

In the case of public schools the researcher also noted that, schools without a library had fewer books bought through SEDP capitation grant than schools with library which were stocked with books bought through SEDP grants while others were complimented from various sources such as donors and school funds obtained through their economic projects. This also suggests that, students in schools with library services have a relatively good opportunity of acquiring quality education than those in schools without library services. This observation is in line with William *et al.* (2002) who contends that, where library provision is poor, students' ability in information handling, research and study skills are correspondingly under-developed. The school owner including central and local government should make sure that the library provision is in a good standard so as to

improve access to information sources for students' and teachers. Consequently, this will help them to improve their information handling, research and study skills. To some extent this will reinforce one of the objectives of SEDP which stipulates that, every school should ensure the improvement of education quality.

#### **4.3.2 School Library Building Structure**

In the questionnaire schedule for heads of schools there was a question addressed to examine the state or status of library structures to 16 respondents whose schools had libraries. It was intended to find out whether libraries were independent buildings, room or libraries in other forms. Responding to this aspect, 11 (69%) respondents said that their school libraries were independent buildings while five (31%) said their school libraries were single rooms in building used also for other activities. Since most of the schools (28) were found not having library building, heads of schools whose schools had no libraries were asked to mention the place where books and other information resources were kept. By considering the responses from public schools respondents, the findings shows that, 12 (42.5%) responded to use store rooms, seven (25.5%) used teachers' offices, five (18%) used teachers' residences while two (7%) said they used special boxes in their staffrooms.

However, the responses from private schools respondents were very slightly significant to affect the results (Table 8). In general this study found that, most schools 28 (64%) lack library buildings and therefore, a large portion of books in these schools are kept in other places outside the library. This implies that, for schools with no libraries their students had no other place than classrooms where they can study and consult text and reference resources. In some schools a number of books were kept by students while sensitive and relatively expensive books were confined in the head of school or head of department offices.

**Table 8: Alternative places for keeping school books (n= 28)**

<b>Places for keeping books</b>	<b>Type of school</b>	<b>Number</b>	<b>Percent</b>
Store room	Public	12	42.5
	Private	1	3.5
	<b>Total</b>	<b>13</b>	<b>46</b>
Teacher's offices	Public	7	25.5
	Private	1	3.5
	<b>Total</b>	<b>8</b>	<b>29</b>
Teacher's residents	Public	5	18
	Private	0	0
	<b>Total</b>	<b>5</b>	<b>18</b>
Special boxes kept in the staff room	Public	2	7
	Private	0	0
	<b>Total</b>	<b>2</b>	<b>7</b>

However, to a large extent this situation was not different before and during SEDP implementation. Thus from that point of view, the researcher suggests that permanent premises where reading materials can be organized and be kept should be ensured. This will allow easy access of the reading materials that are available in schools.

The researcher also observed that most of the schools with libraries, those libraries were in poor and low quality in terms of organization, ventilation and spacing. For instance, out of 16 schools with libraries, only six (38%) schools had favorable reading space, with the capacity to accommodate 40 students or users at a time while 10 (62%) had unfavorable reading spaces. In one school the researcher observed that the library was very small, dark and remained unused for a long time such that, even the teacher in charge of the library forgot the types of books that were kept there. This is evident that a situation like this can not encourage students to use a library of that kind. As pointed out by Poll (2008) it is a library with good quality that has positive impact for its users in terms of knowledge and

skills acquisition. It is therefore, important for every school to recognize the importance of adequate space in establishing and running a school library as way of realizing an effective selecting and grasping information suitable according to users need.

#### 4.3.3 State of school libraries' information resources

Under the aspect of school library resources, the study specifically intended to find out the state of information resources in terms of their availability, management and constraints facing their acquisition. The heads of schools were therefore requested to identify constraints facing their schools in the provision of library resources. From their responses, it became evident that they faced a number of constraints including the following:-

- (i) Difficulty of managing books and other learning materials, mentioned by six (14%) respondents
- (ii) Scarcity of text and reference books, mentioned by four (9%) respondents
- (iii) Poor performance in library management, mentioned by two (5%) respondents
- (iv) Lack of qualified librarians, mentioned by six (14%) respondents
- (v) Lack of space, tables and chairs, mentioned by six (14%) respondents.

These findings are similar to what Fredericks (1995) found in South Africa that, scarcity of funds, insufficient library stock materials, few trained personnel and inadequate space and furniture were the constraints faced by school libraries. However, out of 44 heads of schools, 20 (45%) had no comment regarding constraints facing their schools in the provision of school library services.

Although it is a fact that heads of schools were aware of the constraints facing school libraries, about half of the respondents did not give any response, this is probably because there were no libraries in their schools.

In addition, the study found further that, the rate of acquisition of new books in schools was not promising. It was found that, between 2004 and 2008 16 schools acquired new books from different stakeholders at different rates. According to the study findings, one (6%) school acquired between 5000-7000 books, four (25%) schools acquired between 2000- 4000 books, five (31%) schools acquired between 500- 1000 books and six (38%) schools acquired between 0-400 books. The study also found that, of the schools that acquired new books nine (56%) were private secondary schools while seven (44%) were public secondary schools. This means private schools acquired more books than public ones despite the presence of SEDP. Table 9 shows the comparisons between the number of books acquired and number of private and public secondary schools. It is important to note that the availability of current books is very important for any school and other education institutions in general.

**Table 9: Books acquisition rate by schools (n= 16)**

Numbers of books acquired	Response			
	Private		Public	
	n	%	n	%
0-99	1	6.0	1	6.0
100-400	2	12.0	2	12.0
500-1000	4	24.0	1	6.0
2000-4000	1	6.0	3	22.0
5000-7000	1	6.0	0	0.0

Ray (1990) observes that, a good school library should be stocked with materials which cover interest of more than one subject area of the school's work and broad field of knowledge such as general encyclopedia. Also should contain materials which cover recreational readings such as fiction and information on subjects which are not part of the school curriculum such as hobbies. On the other hand, Banjo (1998) contend that, the

school library should be well equipped with the stock related to teaching programme include periodicals, maps, charts, image collections and newspapers which are acquired on the basis of a subscription. However, through observation in this study, it was revealed that, all schools visited did not stock newspapers and encyclopedias. These two sources are essential in informing students about current issues as well widening their scope and understanding in various disciplines. Copies of dictionaries for references in each school were available for both students and teachers.

#### 4.3.4 School libraries' staffing

In order to examine the state of school library staffing the researcher addressed the question to heads of schools, librarians and students. In addition, an interview to the Chief Regional Library provided valuable additional information. Regarding school library staffing the data gathered indicated that, no school library was attended by students. At the same time, out of 16 heads of schools with libraries, nine (56%) responded that their school libraries had no permanent trained staff while only seven (44%) had their schools with trained librarians out of them five had a certificate qualification and two had a diploma qualification. On the other hand, out of seven trained librarians five (71%) were employed by public secondary schools while two (29%) were employed by private secondary schools. Regarding librarians with diploma level, all were employed by public schools and 5 librarians with certificate qualification, three (60%) were from private schools while two (40%) were from public schools. From this point of view, the study suggests that private secondary schools do not have qualified librarians.

The data further indicates that, out of nine heads of schools whose school libraries had no trained staff, six (67%) informed that their school libraries were attended by appointed teachers while three (33%) said that they used staff with other qualification such as store

keepers and school matron . It was evident that, in general secondary schools lacked trained librarians who could offer professional library services. This is clearly shown in Table 10.

**Table 10: Professional qualification held by school library staff (n= 16)**

Professional Qualification	Response		
	Number		Total number and percent
	Public	Private	
Certificate	2	3	5 (31%)
Diploma	2	0	2 (13%)
Not professionals	0	9	9 (56%)

As pointed out by Frost (1971) to improve education quality, library services should be delivered by trained library personnel. However, as found in this study, professional training for school librarian is low. Out of 16 librarians five (31%) and two (13%) had certificate and diploma qualifications respectively while nine (56%) had no professional training. This means most of the schools do not get the required library services because most library staffs are not trained in that profession or they are trained at a low cadre.

Qualified staff at all levels is important. However as observed by Daly (2007) in most schools staffing is an issue that need attention. In this particular study it can be observed that distribution of trained staff is not even between public and private secondary schools and between different library professional levels. It is therefore important for education authorities to ensure that public secondary schools have qualified librarians while private secondary schools are also insisted to employ qualified librarians as well. This study also probed out whether teachers had received any kind of exposure to library and information management. Teachers were therefore asked to inform if during their teachers' training

they studied a module or attended a programme related to library and information management. The study found that out of 186 teachers 128 (69%) had not attended any programme related to library and information use during their teachers' training course while only 58 (31%) had done or attended a programme related to library and information use. This means even in a situation where by schools have no trained librarians, students have no reliable alternative where they can get proper guidance on how to use library resources because even their teacher do not get exposure to such skills. Generally, teacher colleges curricular do not address issues related to library and information usage.

The problem for lack of inclusion of library use aspect in teachers' training curriculum was also confirmed through an interview with the REO. The REO hinted that the government intends to review the ETP of 1995 to allow it include some missing important aspects. It is therefore important for the ministry to consider including library and information management issues in teachers' training curriculum at different levels. Fredericks (1995) suggested almost the same that, the school library and work of teacher-librarian should be fully integrated in the teacher's education programmes, when regarding the role of school libraries and teacher-librarian in education for blacks in South Africa.

#### **4.3.5 State of school libraries' usage**

It is important to have a library in every school. However, having a library and having library resources is one thing while using the library and its resources is also another thing. The library will be useless if the intended beneficiaries do not use it or its use is not effective in the sense that, users have no skills to use the available resources. In this subsection the study intended to examine the state of school library usage among students and teachers by considering the use of different types of libraries and use of signage and posters.

#### 4.3.5.1 Use of different types of libraries

With regards to whether specific time was being allocated for library use in a week, 11 (68%) head of schools out of 16 responded that they allocated specific time for students to use school library while 5 (32%) did not allocate specific time for that purpose. From these finding it was clear that, most of the schools were allocating specific time for students to use school libraries. On the other hand, in the schools without libraries (38) also allocated specific time for their students to use alternative libraries such as public, college, church together with neighboring school libraries, 11 (29%) of them allocated specific time for students to use those alternative libraries while 27 (71%) did not. This also implies that, although there are alternative libraries, still most of the schools without libraries did not allocate specific time for their students to utilize libraries else where.

When 377 students were asked to rank experience on the assistance they got from librarians in different libraries (university/ college, public, and church libraries) 140 (37%) responded that it was most preferable while the rest 237 (63%) did no respond. Out of 140 students who had access to alternative libraries, 33 (24%) said the librarians provide instructions to places where reliable information are, 25 (18%) said the librarians arrange and direct them to place where they can sit, eight (6%) said the librarians give explanation on how to use catalogues, 33 (24%) said the librarians use polite language, 20 (14%) said librarians arrange for easy access and 21 (15%) said librarians control the silence of library premises. From these responses it implies that, in libraries with professional staff, library users are able to get some relatively good services.

In responding to the question, on whether teachers had time to use public library per week, out of 186 teachers, the responses were 73 (39%) for using public library more than three times, 27 (15%) for twice, 54 (29%) for only once while 32 (17%) had no time to use the

public library at all. The same respondents responded to rate their school library use per week. There responses were as follows, 40 (22%) used the school libraries more than three times per week, 31 (17%) only once per week, 25 (13%) twice per week and 90 (48%) did not use it at all. In terms of using university/ colleges libraries the response for teachers was as follows, six (3%) for more than three times, 10 (5%) for only once, 18 (10%) for twice and 152 (82%) did not use them. Also, respondents were asked to respond to what extent they used church libraries, six (3%) used church libraries more than three times, five (3%) used it twice, seven (4%) used it only once and 168 (90%) had no time at all. The summary of times used in different types of libraries per week is shown in Table 11.

**Table 11: Frequency for use of different types of libraries (n=186)**

Frequency for library use	Type of libraries							
	Public		School		College/University		Church	
	n	%	n	%	n	%	n	%
Once per week	54	29.0	31	17.0	10	5.0	7	4.0
Twice per week	27	15.0	25	13.0	18	10.0	5	3.0
More than three per week	73	39.0	40	22.0	6	3.0	6	3.0
None of the above	32	17.0	90	48.0	152	82.0	168	90.0

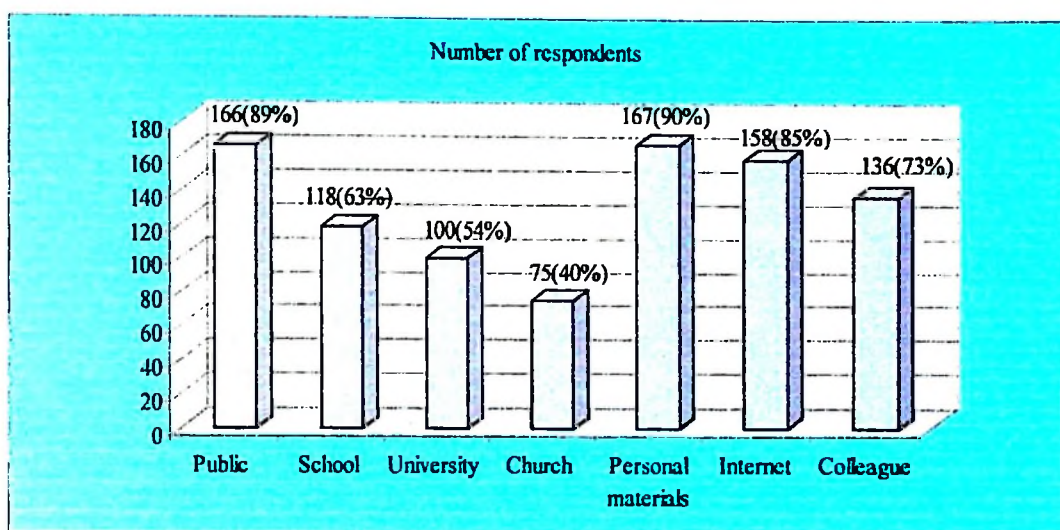
From the study therefore, data imply that, teachers used different types of libraries at different rates. However, it is important to note that by not using libraries adequately, teachers are losing life long learning skills which consequently affect the teaching process in the sense that, they will not be able to encourage students to use libraries to get a variety of information sources for their learning. Neglecting library use by teachers is an

impediment for students teaching and learning process. Hall (1986) observes that, if teachers are convinced of the importance of information, they will certainly transmit to their students the capacity to look for it and use it. On the other hand, from the data presented in this study, church and college libraries have low rate usage. This is probably because these institutions are few and some resources in these libraries are not relevant to teacher's needs.

In finding the places where teachers obtained supplementary materials, 186 teachers were interviewed on various sources including: public, school, university and church libraries together with personal materials, internet and from colleagues. Apart from libraries aforementioned, internet, colleagues and personal materials such as teachers' own books, pamphlets, written exercise books were used as supplementary materials. Out of 186 teachers, 167 (90%) responded that they obtained supplementary teaching materials from personal materials while 19 (10%) did not give any specific sources of materials. Further responses given indicate that, 158 (85%) obtained supplementary materials from the internet while 68 (15%) did not use the internet. In addition, 136 (73%) said they obtained materials from colleagues while 50 (27%) did not rely on colleagues materials and did not give a specific sources of materials too.

Thus the study indicates that, more than 50% of the interviewed teachers mainly obtained their supplementary materials from various types of libraries and supplemented by other sources including the internet personal materials and colleagues except in church libraries. This implies that, there is awareness among teachers in terms of obtaining materials from a variety of information sources. In general, all libraries aforementioned are used although in a different rates. This may be caused by different factors including area of allocation, availability of information resources, ownership requirements, the way users

are taken care off (attended) and availability of space. The summary of places for obtaining supplementary materials by teachers is shown in Fig.3.



**Figure 3: Places for obtaining supplementary materials by teachers (n= 186)**

The study also inquired on the use of libraries by students for accomplishing class activities including assignments. The results indicated that, 105 (56%) out of 186 teachers assigned students specific time to use library for class assignments but 55 (30%) allowed students to use the libraries on their own time. It was also found that in the process of teaching, 14 (8%) teachers allocated one hour per week for students to use the library, 33 (18%) allocated one to two hours per week, four (3%) allocated three hours per week and 55 (30%) did not allocate specific time instead they required their students to use libraries independently while 80 (43%) did not respond.

The findings generally suggest that, in general teachers assigned students to use library for class activities as per indicated time while some of the students were left by their teachers to use libraries on their own time. The later group of library users (students) concur with the theoretical perspectives in Barbour and Reeves (2009) that, the only students typical.

successful in learning environments are those who have independent orientations towards learning, highly motivated by intrinsic source and have strong time management. The uses of libraries by students for class activities are important and add up to their academic performance especially when they are properly guided. By using libraries frequently, students are likely to learn and get used to use a variety of information resources and in that way they are helped to strengthen their learning skills.

#### **4.3.5.2 Use of signage and posters**

Signage and posters are important for providing guidance to library users on how to use various library resources. Ray (1990) maintains that a functioning and effective school library besides having buildings and collection should have signage such as posters, guides or leaflets and time table for different activities taken in the library. However, the study found that most of the school libraries had no posters, guides or leaflets. This observation suggests that, the school libraries available did not have supplementary library instructions a situation that could lead to difficulties among students on how to access the available information resources and sometimes failure to follow the routine required for various activities inside the library.

Through observation, the researcher found that only one private school (Huruma Secondary School) had a reasonable time table that obliged students to use the library weekly, while the rest of the schools took for granted that their students would go to library by themselves. The experience above may probably be associated with the fact that most of secondary school teachers have little orientation on the use of library services. On the other hand, it can also be considered that some teachers lack the appreciation on what school libraries can offer in terms of contributing to education quality improvement.

#### **4.4 Attitudes and Perception of Teachers and Students regarding the Use, Presence and Non Presence of Library Services in Schools**

The last objective of the study was to determine the attitudes and perceptions of teachers and students regarding the use, presence and non presence of library services in schools. In order to achieve the objective, both teachers and students were involved. School librarians and chief regional librarian were also involved to compliment the results.

##### **4.4.1 Students' attitudes towards library use**

###### **4.4.1.1 Libraries use in general**

In terms of determining students' attitude towards library use the researcher asked the respondents how frequently they used the library. The responses given were as follows; 205 (55%) out of 377 students did not use library services where by 76 (37%) of them were from private schools while 85 (23%) visited the library two to four times a week where by 32 (38%) of them were from private schools, 50 (13%) once a week where by 18(36 %) of them were from private school, 23 (6%) once every two weeks where by 9(39 %) and 14 (4%) once a month where by 6 (42 %) of them were from private schools. The data indicates that majority of the students did not frequently use libraries in a week particularly, those who were coming from public schools. One of the probable reasons for the higher percentage for students' non use of libraries could be lack of school library and other types of libraries near their schools.

Apart from how frequently students use library, the study also found that, out of 377 students from both private and public secondary schools, 50 (13%) had school libraries while 186 (49%) had no library regarding public schools and 127 (34%) students from private schools had libraries while 14 (4%) students had not. From the findings of the study it was observed that, the schools without library had less opportunity in library uses

compared to those with schools library. Moreover, by using ratios for library use by each form, the study found that students used libraries in different rates in a week as indicated in the Table 12 below;

**Table 12: Different rates students used libraries in a week**

<b>Form</b>	<b>Total number of students</b>	<b>Students used library a week</b>	<b>Percentage</b>
I	74	29	39
II	87	33	38
III	102	36	35
IV	59	28	47
V	29	22	76
VI	26	20	77
<b>Total</b>	<b>377</b>	<b>168</b>	<b>45</b>

Conclusively, it was found that the frequency for school library use by ordinary level students was less than 50%. About 77% from six students used school libraries about two to four times a week, once a week, once every two weeks and once a month while 76% from five students used school library about two to four times a week, once a week, once every two weeks and once a month. However, the difference in the use of library among ordinary and advanced level students can be interpreted as difference in terms of academic maturity among the two groups whereby advanced level students seemed to be more mature in recognizing their role towards in learning that is why they recognize the importance of libraries compared to their counterpart. These findings to some extent relate with findings by Janja (2007) that, pupils from higher classes are relatively psychologically and intellectually mature compared to the pupils from the lower classes.

On the other hand, some other students did not use their own school libraries; alternatively they used public, church, college/university and neighboring schools libraries. Data indicates that, out of 377 students, 133 (35%) used a public library, 7 (2%) used church libraries, 16 (4%) used university/college libraries and 49 (13%) neighboring school libraries while 172 (46%) did not report any thing. The fact that about 205 (54%) of the students indicated that they used alternative libraries, is a reflection that to some extent students were aware of the available alternative sources for getting reading materials. From the findings of the study it was also found that, out of 172 students who did not use alternative libraries, 97 (56%) used own school libraries while 75 (44%) did not use any other library because they stayed far away (beyond 10 kms) from the libraries. This implies that, they are unable to walk such distance probably due to lack of reliable transport.

In terms of how students viewed the significant of the library in relation to their general education as shown in Table 13 above, about 309 (81%) of the students agreed that, a library is an important service for adding knowledge and skills. The study further showed that about 207 (55%) of the students agreed that library services help to perform well in classroom assignments and notes writing, 259 (69%) said the services enhance good performance in tests and examinations and 153 (21%) said library is the place for self study. On the other hand, 298 (79%) of the students did not agree that the library is a good place for leisure and reading stories, 367 (97%) did not agree that the library is an escaping place from classroom while 360 (95%) did not agree that library is a discussion place. These findings supports views by Hall (1986) who emphasize that, a library is a place for gathering, selecting and synthesizing information available from many sources.

**Table 13: Students' reasons for library use (n=377)**

Reason	Very Important		Important		Least Important		Not Important	
	F	%	F	%	F	%	F	%
Adding knowledge and skills	238	63.0	71	19.0	48	13.0	20	5.0
Classroom assignment/notes writing	48	13.0	159	42.0	122	32.0	48	13.0
Test and Examinations	43	11.0	216	57.0	59	16.0	59	16.0
Place for self study	85	23.0	68	18.0	151	40.0	73	19.0
Good place for leisure and reading stories	16	4.0	63	17.0	55	15.0	243	64.0
Escaping place from classroom attendance	4	1.0	6	2.0	12	3.0	355	94.0
Discussion place	8	2.0	9	2.0	12	3.0	348	92.0

F= Frequency

The study also found that, out of 16 librarians, 12 (75%) had positive opinion regarding students' attitude towards library service use while 4 (25%) had negative opinion. According to opinion expressed by school librarians, the opinions were based on two main aspects; presence of a good number of students who used visited the library and good number of students' who borrowed books. This implies that, the good rate of students visiting library and borrowing books in library is an indicator that students are aware of the importance of that resources. Table 14 summarizes the results.

**Table 14: Reasons attributed to student's positive and negative attitudes towards the library (n= 16)**

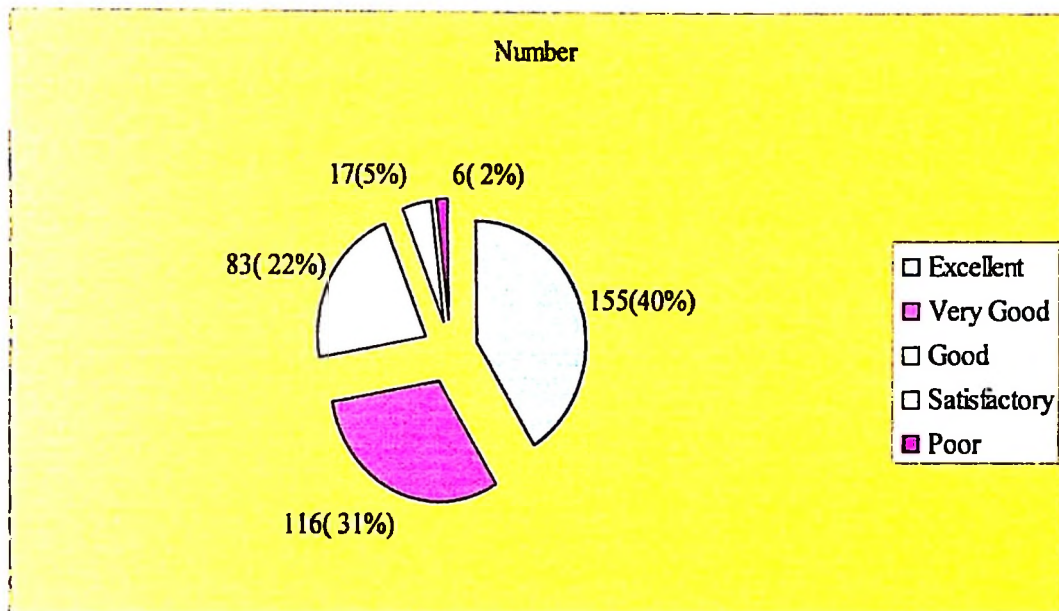
<b>Reason</b>	<b>Frequency</b>	<b>Percent</b>
Turn up to utilize the library facilities	8	50.0
Number of students borrowing books	4	25.0
Minimal encouragement for library use from their teachers	2	12.5
Lack of interest for reading books	2	12.5

On determining students' attitude and perception towards library use the study also asked students if they would consider themselves losing something by not having a school library. Out of 216 a total of 93 (43%) responded that, they were losing supplementary materials, 37 (17%) said they were losing sufficient place for studies, 52 (24%) responded that, they were losing reading skills and fluency among them, four (2%) said they were not losing anything while 30 (14%) had no comment. Generally, data indicates that, most of students had positive attitude and perceptions towards school library use, because they recognized an important role rendered by school libraries. However, Hall (1986) advocates that, if students have low consciousness of library use in terms of information skills they themselves need, then they will find it hard to conceptualize an information skills required by their curriculum. This means that in order to make students use library resources effectively they should be given proper guidance by library staff as well as their teachers.

#### **4.4.1.2 Contribution of libraries use to academic performance**

The, researcher was also interested to know from students the extent to which library use help them in academic performance. The results were as shown in Fig. 4 where it is indicated that, out of 377 respondents, 155 (41%) said academic performance caused by library use was excellent, 116 (31%) said academic performance caused by library use was

very good, 83 (22%) said academic performance caused by library use was good, 17 (5%) said academic performance caused by library use was satisfactory and 6 (1%) said academic performance caused by library use was a poor.

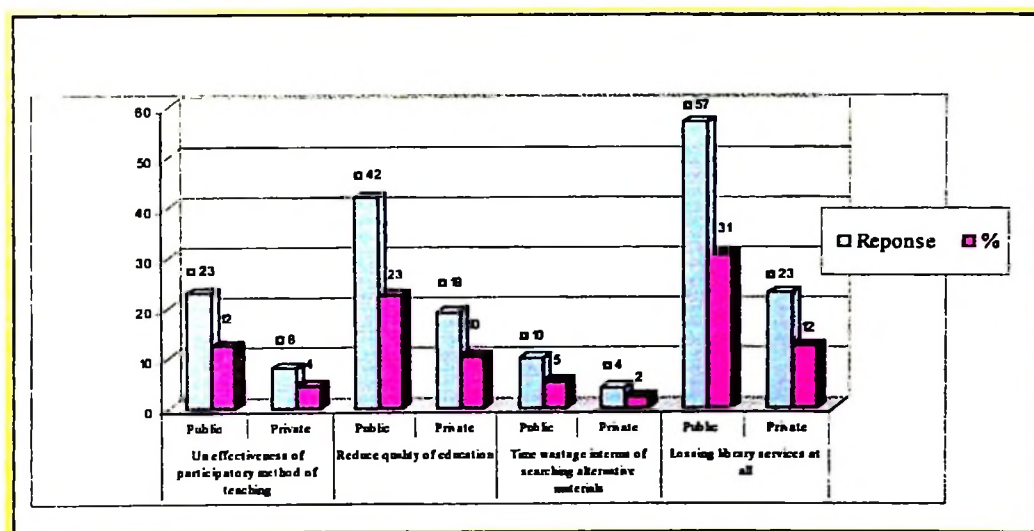


**Figure 4: Library contribution in academic performance (n= 377)**

Although it was beyond the scope of the study to provide tangible evidence to support academic performance among students as a result of the availability of school library services, the study findings confirmed that majority of the respondents, 354 (94%) had positive attitude towards library use because , most of them responded positively by good, very good and excellent responses. The position held by students from this study supports what was reported by Janja (2007) that, many pupils acknowledged the likely positive impact of using standard library facility for improving their performance and it is clear that, a library service has become a very important support to students in their academic studies (Wang, 2002).

#### 4.4.2 Teachers' attitudes towards Library Service

The attitude of teachers towards library use was also probed in this study. When asked why they did not use library and the impact for that, majority of them responded by indicating that their respective schools had no such facility as directed by the Education Training Policy (ETP) of 1995. To a great extent, teachers expressed their dissatisfaction with that situation. Out of 186 teachers, 57 (31%) from public schools and 23 (12%) from private schools reported that, their schools had no library service at all. 42 (23%) from public schools and 19 (10%) from private schools were of the view that absence of school library led to the deterioration of general education quality. 23 (12%) from public schools and eight (4%) from private schools said their participatory method of teaching were being affected because their students had no library for accessing information on their own while 10 (5%) from public schools and four (2%) from private schools said time was being wasted because most of it was used to search for information from alternative sources (see Fig.5).



**Figure 5: Effect of lack of school library services on teaching and learning Process (n=186)**

The study revealed that, both public and private schools respondents were of the views that by having an effective school library services in the daily teaching and learning activities becomes easily applicable, regarding to the positive effect against those negative effects they mentioned. Therefore, it is essential for educational stakeholders from public and private schools to recognize and emphasize the provision and strengthening of school libraries.

Additionally, this may imply that those teachers who have no access to library services in their schools are aware that they miss an important service both to the public and private schools that could enhance their teaching in terms of acquiring reading materials for teaching and increasing their knowledge in general.

Table 15 below shows that 123 (66%) of the teachers involved in the study said that library services improves subject performance of their students, 139 (74%) reported that it improves reading skill performance, 125 (67%) said it enhance students to acquire general knowledge, 105 (56%) said that library contributed to create confidence performance among students while 121 (65%) said it improves language proficiency and 129 (69%) mentioned self esteem and independent learning spirit of their students. However, public and private schools respondents revealed almost the same, in terms of categories of performance and therefore results were treated it together.

In this context it can be argued that, for a promising and better future, the positive impact of the school library service should not be underestimated. Consideration should be taken to iron out negative impact as pointed out by students who studied in schools that did not have library services. It is common knowledge from several responses in this research that

the impact of school libraries on students' performance has been confined to students in schools with library services.

**Table 15: Level of contribution of school and public libraries to academic performances (n=186)**

Performance	Contribution of library									
	Not at all		No		A little		Much		Very Much	
	F	%	F	%	F	%	F	%	F	%
Subject score performance	6	3.0	9	5.0	48	26.0	69	37.0	54	29.0
Reading skill performance	7	4.0	5	3.0	35	19.0	79	42.0	60	32.0
General knowledge performance	4	2.0	11	6.0	46	25.0	62	33.0	63	34.0
Confidence performance	7	4.0	11	6.0	63	34.0	58	31.0	47	25.0
Language proficiency	3	2.0	6	3.0	56	30.0	68	37.0	53	28.0
Self esteem and independent learning spirit	8	4.0	9	5.0	40	22.0	50	27.0	79	42.0

F= Frequency

The presence and use of libraries have a chance to enrich and improve various kind of performance in the teaching and learning process. Through a functioning school library, students acquire comparatively better skills in various aspect including reading and language proficiency as well as general subject knowledge (Kuhlthau, 2003).

## CHAPTER FIVE

### 5.0 CONCLUSION AND RECOMMENDATIONS

This chapter presents conclusion and recommendations of the study. The purpose of the study was to assess the status of school libraries as an element that can enhance education quality improvement in Tanzanian secondary schools, Dodoma Municipality being a case study. The following three specific objectives were guided the study:

- (i) To establish to what extent SEDP framework has addressed school library services as part of education quality improvement.
- (ii) To examine the state of secondary school libraries in terms of building structures, information resources, staffing and use.
- (iii) To determine the attitudes and perceptions of teachers and students regarding the use, presence and non presence of libraries in their schools.

### 5.1 Conclusion

It is clear from the findings based on the study objective that, generally, the way SEDP framework has addressed school library service has been unsatisfactory. Key finding of the study include the following:

The study revealed that, 77% of heads of schools were aware of the presence of SEDP. In terms of the roles played by SEDP in school library services, SEDP had supported only the provision of resources particularly text and reference books. However, the study established that important aspects of staff training, their allocation and construction of library buildings were not given importance. In addition, the study also found that Regional Public Libraries were not involved adequately in providing technical support to SEDP on the management and development of school libraries. Also, parents together

with the entire community were not involved in any way in the establishment and creating better condition for school library services.

On the subject of plans for library establishment, the study found that, heads of schools had different plans with regard to the challenges facing their school libraries. These plans include soliciting for funds from the education stakeholders, changing the use of some buildings into libraries, sensitizing people in the community on the potential of school library and training teachers in library skills instead of relying on professional librarians.

The study assessed school libraries' status in terms of buildings structures, information resources, staffing and usage. The study established that most of the schools lack library building and therefore, become difficult to have a common place of keeping books and other information resources. However, the study found that, private schools had more libraries than public ones and that very few libraries are found in independent building structures. The study also found that, some library rooms are also used for other purposes.

The study established a number of constraints facing school library services that include lack of text and reference books, lack of trained staff, limited space, poor or lack of furniture such as chairs and tables. Also, the study found that although the SEDP is concentrating support more in public schools the rate of obtaining new books is higher in private schools than in public schools.

The study revealed that a significant number of teachers (66%) and students (93%) had positive attitudes towards library use. The study also reflected that to greater extent advanced level students recognize the importance of school libraries use than ordinary level students. Further more; the study found that majority of the teachers (more than

50%) agreed that, provision of effective library services to students could improve their performances in different aspects including their reading skills, language proficiency, and contribution to confidence and general knowledge acquisition.

SEDP therefore, has failed to improve the status of library buildings, information resources, staff and library use. In general the study established that teachers and students in all schools had positive attitude towards library use and recognize that a library can develop their academic skills and general knowledge required in their society.

## **5.2 Recommendations**

Although there some successful aspects about school, school libraries have been sidelined in the current school improvement programme although they still remain potential instruments that can contribute towards secondary education quality improvement. For that reason, two types of recommendations are provided in light of the study findings. These recommendations are intended for planners, policy makers, programme formulators, school owners and for further research.

### **5.2.1 Policy-based recommendations**

Some of the policy-based recommended measures include the following:

- (i) The SEDP should prioritize school libraries development as an important aspect for achieving quality education. This should be done through allocating adequate resources similar to expansion in students' enrolment. Expansion of enrolment, classroom constructions without investing in libraries will be like a farmer without a hoe.

- (ii) Under SEDP, the MOEVT should sensitize the community about the potentials of library service in improving academic performance of their children in schools, and for general knowledge acquisition among teachers and other stakeholders. Through participatory framework, the community should take responsibility and share the burden of construction and equipping school libraries. This is recommended from the fact that, there is a gap between MOEVT (Government) and Community in their understanding or interpretation of participation or involvement to SEDP implementation.
- (iii) All education stakeholders including, Regional library officers (public) should be involved in SEDP in order to provide technical support on school libraries. This should be done in line with government intention of devolution of authority and responsibilities to lower levels of local governance.
- (iv) The library coordination unit from the MOEVT should be strengthened and their services should reach school level. Also care should be taken to fully involve parents, teachers, students and committed members of the community to ensure proper implementation of SEDP. The arrangement should emphasize community participation and specifically shared responsibility in the establishment and management of libraries to every school which will be well stocked with text and reference books and other associated materials. This should also take recognition of the ever expanding enrolment rate in primary and secondary schools and prepare coping strategies to address the students-book ratio.
- (v) In its ongoing SEDP the government should include construction of school libraries in all secondary schools. Currently in some schools small rooms,

which were built for other purposes have been turned into libraries in some of the schools. These small rooms do not meet library standards nor do they meet students' needs. In this respect therefore, a library building should be an integral part of the requirement of a school infrastructure. Therefore it should be mandatory for every new school to have a library before it is registered without being strictly merely to the private schools.

- (vi) All school owners should ensure that, current information resources are available and are utilized by the teachers and students. These information resources should include books and non books. Currently, most of the schools with libraries are stocked with outdated books.
- (vii) There is a need for all schools to recruit qualified personnel to run school libraries. This could be done either by recruiting trained librarians
- (viii) In every school should ensure that, there is a trained teacher special for libraries management. This could be by emphasizing the presence of course module in library management in teacher's curriculum. However, once a teacher is appointed to serve as the librarian his/ her teaching work load should be reduced so as to allow him/her to give attention to the library.

### **5.2.2 Areas for further studies**

Some policy measures and programmes such as SEDP that have been introduced for the purpose of improving the quality of education do not seem to fulfill the intended objectives because some important elements such as school libraries are not given their

due consideration. This study could not cover everything; the following are suggested areas for further studies:

- (i) A study should be conducted to determine why development of school libraries in Tanzania has been lagging behind.
- (ii) A study should be conducted to compare library facilities from Government and Private secondary school in a wider area; in turn the elicited information will be used to fill the gap between the two sectors for the overall interests of the country.
- (iii) A study should be made on integration of library education in teachers' training college curriculum in the country.

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## APPENDICES

Appendix 1: Table for determining Sample Size from a given population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	228	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

N is a population size. S is sample size. Degree of accuracy= .05

From Krejcie, Robert V. and Daryle W. Morgan. "Determining Sample Size for research Activities," *Education and psychology measurement*, 30 (Autumn 1970:608) cited in (Lwehabura, 2007).



6. Mention any two aspects related to your studies that you loose by not having a school library.

(1).....

(2).....

7. If the answer in question 5 is yes, rank the following statement in terms of your priority to balance that situation in your studies? (Put 1 for the most preferable and 5 for the least preferable)

Ways of balancing		Rank
1	Reading teachers' notes	
2	Buying and reading my own books	
3	Attending tuition after school hours	
4	Discussion among students	
5	Asking for assistance from my teachers	

8. If your school has no library what other type of libraries are you able to use?

(Tick as many libraries as you may apply)

Type		Tick
1	Public	
2	Church	
3	College/University	
4	Neighboring school library	
5	None of the above	

9. Please rank the following uses of a library in terms of their importance for your studies.

Select 1 for your ranking of the very important, 2 for the important and select 3 for least important or not important

Reasons		Rank
1	Adding knowledge and skills	
2	Classroom assignment and notes writing	
3	Test and examination preparation	
4	Silent place for self study	
5	Good place for leisure and reading stories	
6	Escaping place from classroom session	
7	Discussion place	

10. How do you rate your teachers' emphasis on and requirements for using library and other information materials? (Tick one)

Extent of emphasis		Tick
1	Very high	
2	High	
3	Moderate	
4	Low	
5	Very low	

11. If you use any of the libraries mentioned in question 8 above, how do you rank your appreciation and satisfaction for the assistance given by librarians? Please rank the following assistance practiced according to your preference by assigning them the values 1 to 4; where 1 indicates the most preferred and 4 the least preferred

- (1) Provision of directions to the place where reliable information are ( )  
 (2) Arranging and directing users (students) the place to sit ( )  
 (3) Explaining on how to use the library catalogues ( )  
 (4) Using polite language to students ( )  
 (5) Arranging books for getting them easily ( )  
 (6) Controlling the quietness of the library premises ( )

12. Do you think the use of a library contributes to your academic performance?

- (1) Yes  
 (2) No

13. If you think the use of a library contribute positively in your academic performance, indicate in the table below by choosing the number that represent your level of that contribution where by 5 stands for excellent, 4 very good, 3 good, 2 satisfactory and 1 for poor contribution.

	SCORE				
	5	4	3	2	1
Level of contribution					

14. If the answer in question 12 is No give some reasons.

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_

*Thanks you for your cooperation*

### Appendix 3: Questionnaire for teachers

This questionnaire is aimed at collecting information related to school library status and uses in all levels of secondary education. Therefore you are kindly requested to answer the following questions as honestly and freely as possible.

#### PERSONAL DETAILS

1. What is the name of your school?.....
  
2. In which class/ classes do you teach.....
  
3. Sex (1) Male.....  
(2) Female.....
  
4. What is your academic qualification?  
(1) Masters Degree.....  
(2) Bachelors Degree.....  
(3) Diploma.....  
(4) Certificate.....  
(5) Form six.....  
(6) Any other.....
  
5. Your experience in teaching  
(1) 0-1 years  
(2) 1-4 years  
(3) 5-8 years  
(4) 9-12 years  
(5) 13+ years
  
6. During your teacher training course, did you study any module/ program related to library and information usage?  
(1) Yes  
(2) No

**LIBRARY USES**

7. In acquiring materials for facilitating your teaching, where do you get supplementary materials? (Rank according to your preference of getting materials by putting 1 for the most preferred, 2 for the following etc and put 5 for least preferred)

Places of getting materials		Rank
1	Public library	
2	School library	
3	College/University library	
4	Church library	
5	Personal materials	
6	Internet	
7	Colleague	

8. How many times do you use the following libraries per week? (Tick only to the library your using per week)

Times	Public	School	College/University	Church
Only once				
Twice				
More than three time				
Non of the above				

9. You are of the following reasons for using school/ public libraries? Please rank them according to your preference for their use by assigning them the value 1 to 4; where 1 indicates the most preferred and 4 the least preferred

Reason		Rank
1	Preparation of scheme of work, lesson plan and teaching notes	
2	Setting questions for quiz, students exercises and examinations	
3	Adding knowledge and skills	
4	For leisure	
5	Discussing political issues	
6	Escaping place from the disturbance	

10. Do you have a specific time during which you assign your students to use libraries in order to accomplish class assignments/activities?

- (1) Yes
- (2) No

11. If the answer is yes for question 10, what is the time allocated for that purpose?

Time allocated		Tick one
1	1 hour per week	
2	1- 2 hours per week	
3	2-3 hours per week	
4	3+ hours per week	
5	Student independent time	

12. Do you encourage students to use other sources of information in addition to the ones you use in the class?

- (1) Yes)
- (2) No

13. If your answer to question 12 is yes, mention at least three additional sources of information that you encourage your students to use

- (1).....
- (2).....
- (3).....

**ATTRIBUTE OF SHOOOL LIBRARIES TO ACADEMIC ACHIEVEMENTS**

14. Do you think the use of school library or public library contributes to students' academic performance?

- (1) Yes
- (2) No
- (3) Don't know

15. If the answer in question 14 is yes, for each of the aspects in this question indicate to what extent they are influenced by the use of school library. (For each type of performance tick one level of influence).

	Types of performance to students	Level of influence				
		Not at all (1)	No (2)	A little (3)	Much (4)	Very much (5)
1	Subject score performance					
2	Reading skills performance					
3	General knowledge performance					
4	Confidence performance					
5	Language proficiency					
6	Self esteem and independent learning spirit					

16. If your school has no library, what are your comments regarding how this affects teaching and learning process?

.....  
 .....

*Thanks you for your cooperation*

**Appendix 4: Interview schedule for heads of schools**

This questionnaire is aimed at collecting information related to school library status and uses in all levels of secondary education. Therefore you are kindly requested to answer the following questions as honestly and freely as possible.

1 How old is this school? Tick one of the following:

- (1) 1-3 years
- (2) 4-10 years
- (3) 11-19 years
- (4) 20+ years

2 Do you have a school library in your school?

- (1) YES
- (2) NO

3. If the answer in question 2 is yes, respond to the following statement by ticking **Yes, No or Don't know** against the statement here under

	Statement	Yes	No	Don't know
1	The library is any independent building			
2	The library is a single room in building used also for other activities			
3	The library has a permanent trained librarian			
4	The library is attended to by one of the teacher			
5	The library is attended to by a student			
6	The school allocate specific time during the week for students to use library			

4. If the answer in question 2 is No, how does your school accommodate the problem?

.....

.....

5. Where are school text books kept? (From the following options tick one of them)

Place of keeping books		Tick one
1	Library	
2	Store room	
3	Teacher's offices	
4	Teacher's self administration	
5	Special boxes kept in the staff room	

#### ATTRIBUTE OF SHOOL LIBRARIES TO ACADEMIC ACHIEVEMENTS

6. Do you consider that student's use of libraries contributes positively to students' performance?

- (1) Yes  
(2) No  
(3) Don't know

7. If the answer in question 6 is yes, for each of the aspects in this question indicate to what extent they are influenced by the use of school library. (For each type of performance tick one level of influence).

	Types of performance to students	Not at all (1)	No (2)	A little (3)	Much (4)	Very much (5)
1	Subject score performance					
2	Reading skills performance					
3	General knowledge performance					
4	Confidence performance					
5	Language proficiency					
6	Self esteem and independent learning spirit					

**SEDP IMPLEMENTATION**

8. Are you aware of SEDP?

(1) Yes

(2) No

9. In your school what aspects related to school library has been implemented as part of SEDP? Mention at least five

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

10. What are the constraints facing the schools in the provision and use of school library?

.....  
.....  
.....  
.....

11. What are the plans do your school/ region has toward school library improvement and development?

.....  
.....

12. Do you have any comment related to school libraries? What are they?

.....  
.....

*Thanks you for your cooperation*

### Appendix 5: Interview schedule for school librarians

This questionnaire is aimed at collecting information related to school library status and uses in all levels of secondary education. Therefore you are kindly requested to answer the following questions as honestly and freely as possible.

#### Background

1. What is the name of your school?.....
2. Sex (1) Male.....  
(2) Female.....
3. Do you possess any professional qualification in library and information sciences?  
(1) Yes  
(2) No
4. If yes for question 3 what is professional qualification level?

Tick one of the following:

Qualification level	Tick
Certificate	
Diploma	
Degree	
An other (specify)	

#### 5. Level of education

- (1) Bachelors Degree.....
- (2) Diploma.....
- (3) Certificate.....
- (4) Form six.....
- (5) Form four.....
- (6) Any other (specify).....

6. For how long have you worked as a librarian?

- (1) 0-1 year
- (2) 1-4 years
- (3) 5-8 years
- (4) 9-12 years
- (5) 13+ years

7. When last did get new books?.....(mention the year)

8. What is the number of current books within the following range? (Tick one)

Range	Tick
10,000-8,000	
7,000-5,000	
4,000-2000	
1,000- 500	
400-100	
99-0	

#### School library and use

9. Do the teachers in your school consult/ require you to assist students when they are in need of using the library?

- (1) Yes
- (2) No

10. How do you rate the teachers' emphasis on addressing students to use the school library?

Rates		Tick one
1	Very high	
2	High	
3	Moderate	
4	Low	
5	Very low	

11. What are your opinions about students' attitude towards library?

(1) Positive attitude

(2) Negative attitude

12. What are the reasons for the question 11?

.....  
 .....

13. Does the use of school library contribute to students' academic performances?

(1) Yes

(2) No

(3) Don't know

14. If the answer is yes in question 13, how do you rate the extent to which the school library contributes to student's academic performance? (Tick one of the following options in the table below)

Rate		Tick
1	0-20%	
2	21-40%	
3	41-60%	
4	61-80%	
5	81-100%	

*Thanks you for your cooperation*

**Appendix 6: Interview schedule for REO and Regional Chief Librarian****A. Interview Schedule for Reo**

1. What is the position of SEDP framework on school libraries?
2. Is there any policy guiding the provision and development of school library services?
3. What have been implemented by SEDP on school libraries in Dodoma municipality?
4. Are there any problems faced by SEDP in supporting school libraries?
5. What are the plans do your region has toward school library improvement and development?
6. Do you have any comment related to school libraries? What are they?

**B. Interview Schedule for Regional Chief Librarian**

1. Name
2. Position
3. What role do you think s school library can play in improving the quality education?
4. What have been your public library's activities towards development and improvement of libraries in secondary schools?
5. What are the main problems/ obstacles facing development of libraries in secondary schools at large?
6. What strategies do you use in helping schools and students to establish their own libraries and use your library respectively?

**Appendix 7: Observation schedule****1. Building**

- Availability of the specific building/room for library
- Place for reading
- Arrangements
- Ventilation

**2. Library collections**

- Collection organization
- Availability of information such as text books, reference and supplementary books: dictionaries; encyclopedias and news papers etc

**3. Signage**

Presence of:

- i. Posters
- ii. Guides
- iii. Leaflets
- iv. Time table for different activities under taken in the library.

**4. School library use**