



## THE ACCESSIBILITY AND QUALITY OF LIBRARY SERVICES IN SECONDARY SCHOOLS: EVIDENCE FROM SELECTED SECONDARY SCHOOLS IN TANZANIA

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### **Abstract**

*This study assessed the accessibility and quality of library services among secondary schools in Tanzania based on selected secondary schools in the Coastal, Southern Highlands and Central Zones of Tanzania. The study utilized a questionnaire-based students survey and a multistage purposive sampling technique. Data were analysed using SPSS Version 25, and the results were reported in terms of means, percentages as well as frequency distribution, ANOVA, and Chi-square tests. Results showed that most secondary schools face significant ( $p < 0.05$ ) challenges including, lack of internet connectivity, lack of library staff, and insufficient ICT facilities. Other challenges included inadequate relevant and current library materials, lack of past papers and insufficient library space. The study recommends that schools need to improve their library infrastructure, to increase the number of library staff, to recruit professional library staff, to avail regular training to staff and to prioritize the availability of relevant and current library materials. Additionally, the study suggests that school libraries should provide training on how to access and utilize library resources to enable students to make better use of the available resources. Overall, the study highlights the need for schools to invest in their libraries to enhance the quality of education and promote effective learning outcomes for students. In conclusion, addressing the challenges faced by students in utilizing library services requires a concerted effort from all stakeholders, including the government, school management, and library staff. The implementation of the above recommendations will go a long way in enhancing the quality of library services and facilities in secondary schools, thereby improving the students' learning outcomes.*

**Keywords:** *Quality, Library Services, Availability, Secondary schools, Coast, Southern, Highlands and Central Zones.*

### **1.0 Introduction**

Access to quality library services is a critical component of education, as it enhances student learning outcomes and academic achievement Ndhlovu et al. (2022). In Tanzania, libraries are essential in secondary schools as they provide students with access to educational materials, enhance literacy, and cultivate a culture of reading. Access to quality education is crucial for socio-economic development of any nation. According to Ndhlovu et al. (2022), libraries play a vital role in providing students with the resources they need to excel academically. However, there have been concerns about the availability and quality of library services in secondary schools in Tanzania. According to the Ministry of Education and Vocational Training (2016), the majority of secondary schools in Tanzania lack adequate library services, including qualified librarians, adequate infrastructure, and modern information and communication technology facilities. This has negatively impacted students' learning outcomes and their overall academic performance.

The provision of library services in secondary schools has been a major concern globally. A study by Pezzulo et al. (2022) on the challenges facing library services in Kenya's secondary schools revealed that the main factors hindering effective library services included inadequate resources, lack of qualified library staff, and outdated information resources. Similarly, a study by Ternenge et al. (2019) pointed out that among the major challenges facing library services in secondary schools included inadequate

funding, poor infrastructure, and insufficient library staff. Furthermore, a recent study by Masegenya (2023) found that inadequate library services in Tanzania's secondary schools had a significant negative impact on students' academic performance. The study also noted that students faced numerous challenges, including lack of internet connectivity, insufficient ICT facilities, and inadequate library space. Additionally, there were issues with the impoliteness of library staff, theft of library materials, and noise levels.

A study by Assey et al. (2022) on the status of school libraries in Tanzania found that the majority of secondary schools lacked adequate library services. Specifically, only 27% of schools had a functional library, and those that did exist lacked qualified librarians, modern ICT facilities, and adequate resources. In another study, Amos et al. (2021) found that students faced challenges accessing and using library resources due to the inadequacy of library facilities.

Library services in secondary schools are essential in facilitating teaching and learning. Research has shown that library services have a positive impact on student academic achievement, literacy, and critical thinking skills (Mubofu et al., 2019). According to Mwantimwa et al. (2021), libraries are essential in providing access to educational materials that are not readily available in schools. However, despite the policy, many secondary schools in Tanzania lack adequate library services, leading to a decline in student performance.

A study conducted by Godfrey (2018) found that most secondary schools had inadequate library services, with some schools lacking libraries altogether. The study identified several challenges faced by secondary schools in providing quality library services, including inadequate funding, lack of trained librarians, and inadequate library resources. Another study by Warioba et al. (2022) found that most secondary schools lacked appropriate library resources such as textbooks, computers, and internet access, thereby limiting students' access to information.

The availability and quality of library services in secondary schools are influenced by several factors, the critical factor being funding. Essentially, adequate funding is required to purchase library resources, to hire trained librarians, and to maintain library facilities (Veronicah et al., 2022). However, many secondary schools in Tanzania do not receive adequate funding from the government, leading to a lack of library resources. Additionally, there is a shortage of trained librarians in Tanzania, with most schools relying on teachers to manage their libraries (Mkolo, 2019). This results in inadequate library management and poor quality of library services.

Despite the importance of libraries in enhancing students' academic performance, there are challenges faced by students in utilizing library services in secondary schools in Tanzania. Inadequate library services in Tanzania's secondary schools have been a persistent problem that has negatively impacted students' academic performance (Ocran et al., 2022). The challenges include lack of qualified library staff, insufficient infrastructure and resources, outdated information resources, and inadequate ICT facilities. Addressing these challenges will require a concerted effort by all stakeholders, including the government, school administrators, and development partners. However, there is limited research on the availability and quality of library services in secondary schools in Tanzania (Mwantimwa et al., 2021). This study sought to explore the availability and quality of library services in secondary schools in Mbeya, Kinondoni, and Singida, Tanzania. The study aimed to specifically identify the challenges faced by secondary schools in providing quality library services, and to make recommendations on how to improve the services.

This study also aimed at identifying and evaluating the challenges and providing recommendations to improve the availability of quality library services. The study helps to fill the research gap on library services in Tanzania and contributes to the development of policies that address the inadequacies of library services in secondary schools.

## 2.0 Methodology

This study employed a cross-sectional survey design to explore the availability and quality of library services in selected secondary schools Tanzania with a focus on Mbeya, Kinondoni, and Singida Districts in Tanzania. The study area was purposively selected on the basis of zonal representation taking Coastal, Southern Highland and Central zones of Tanzania. The sample size was 392 respondents from nine (9) randomly selected schools, namely Iyunga Technical School in Iringa region, Kambangwa Secondary School, Loleza Girls High School, Salma Kikwete Secondary and Maendeleo Secondary School in Dar es salaam, Mbeya Secondary School and Samora Machel High School in Mbeya region, Mwankoko High School, and Mwenge High School in Singida. A stratified random sampling technique was used to select the schools, with the stratification based on the size of the schools (small, medium, and large) as the same approach used by Mgaya et al. (2022), Swai et al. (2022) and Pezzulo et al. (2022).

Data collection was done by using a self-administered questionnaire. The questionnaire was designed to collect data on the availability and quality of library services as well as the challenges faced by students in utilizing library services. Data analysis was done using descriptive statistics such as means, frequencies, and percentages. The data was analyzed using Statistical Package for Social Sciences (SPSS) version 25 and the results were reported using means, percentages as well as frequency distribution, ANOVA, and Chi-square tests for association across districts at 0.05 level of significance.

## 3.0 Results and Discussion

### 3.1 Preliminary characteristics of respondents

Table 1 depicts respondents in the study by gender, age, class level, and the availability of library facilities basing on the three districts for 392 respondents. The table shows the distribution of variables across three different districts, namely Singida, Mbeya, and Kinondoni, with the Chi-square value ( $X^2$ ) and P-value to indicate the significance differences in the distribution of each variable across the three districts.

**Table 1: Characteristics of Respondents in the Study Survey (n=392)**

Variables		Singida	Mbeya	Kinondoni	$X^2$	P-value
<b>Gender</b>	Male	87 (56.5%)	63 (41.7%)	42 (48.3%)	6.679	0.035
	Female	67 (43.5%)	88 (58.3%)	45 (51.7%)		
<b>Age (yrs)</b>	Below 20	136 (88.3%)	137 (90.7%)	87 (100.0%)	10.533	0.005
	20-25	18 (11.7%)	14 (9.3%)	0 (0.0%)		
	Above 25	0 (0.0%)	0 (0.0%)	0 (0.0%)		
<b>Class level</b>	Form I	0 (0.0%)	1 (0.7%)	1 (1.1%)	142.671	<0.001

	Form II	48 (31.2%)	34 (22.5%)	7 (8.0%)		
	Form III	18 (11.7%)	31 (20.5%)	50 (57.5%)		
	Form IV	41 (26.6%)	20 (13.2%)	29 (33.3%)		
	Form V	27 (17.5%)	8 (5.3%)	0 (0.0%)		
	Form VI	20 (13.0%)	57 (37.7%)	0 (0.0%)		
<b>Availability of Library Facility</b>	Yes	117 (76.0%)	141 (93.4%)	81 (93.1%)	23.946	<0.001
	No	37 (24.0%)	10 (6.6%)	6 (6.9%)		

Source: Survey, 2023

Results show that with reference to the variable gender, Singida had the highest percentage of male respondents (56.5%), while Mbeya had the highest percentage of female respondents (58.3%). On the other hand, Kinondoni had a relatively equal distribution of males and females (48.3% and 51.7%, respectively). The P-value of 0.035 indicates a significant difference in the distribution of gender across the three districts.

In terms of age, results show that Singida and Mbeya had similar percentages of respondents below 20 years old (88.3% and 90.7% respectively), while Kinondoni had a 100% distribution of respondents below 20 years old. The P-value of 0.005 indicates a significant difference in the age distribution across the three districts.

For class level, results show a significant difference in the distribution across the three districts, with Kinondoni having a much higher percentage of respondents in Form III (57.5%) compared to Singida (11.7%) and Mbeya (20.5%). Mbeya had a higher percentage of respondents in Form II (22.5%) compared to the other districts. The P-value of <0.001 indicates a significant difference in the distribution of this variable across the three districts. In terms of availability of library facilities, Mbeya had the highest percentage of respondents reporting availability of library facilities (93.4%), followed by Kinondoni (93.1%) and Singida (76.0%). The P-value of <0.001 indicates a significant difference in the distribution of this variable across the three districts.

### 3.2 Frequency of visiting library services and information on their availability

Table 2 presents data on the frequency of visiting library services and availability sources across three Districts in Tanzania: Singida, Mbeya, and Kinondoni. The data is summarized in two variables: source of library service availability and frequency of visiting library including the Chi-square test as the measure of association across districts.

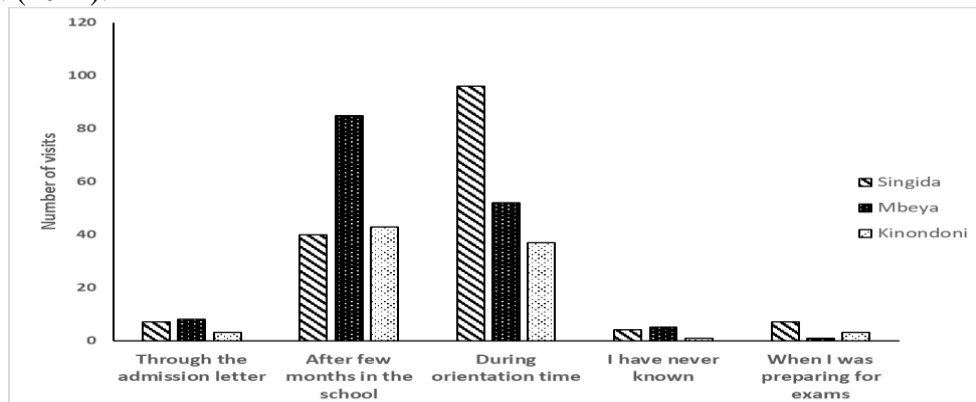
**Table 2: Frequency of Visiting Library and Source of Library Service availability (n=392)**

Variables		Singida	Mbeya	Kinondoni	X <sup>2</sup> Value	P-value
Information on library service availability	Through the admission letter	7(4.5%)	8(5.3%)	3 (3.4%)	36.256	<0.001
	During orientation time	96(62.3%)	52 (34.4%)	37 (42.5%)		
	After few months in the school	40(26.0%)	85 (56.3%)	43 (49.4%)		
	When I was preparing for exams	7(4.5%)	1(0.7%)	3(3.4%)		
	I have never known	4(2.6%)	5(3.3%)	1(1.1%)		
Often visiting Library	Daily	4(2.6%)	9(6.0%)	9(10.3%)	61.800	<0.001
	Sometimes	47(30.5%)	86(57.0%)	49 (56.3%)		
	Never	26(16.9%)	19 (12.6%)	12 (13.8%)		
	Rare	47(30.5%)	37 (24.5%)	13 (14.9%)		
	Very Rare	30(19.5%)	0(0.0%)	4(4.6%)		

Source: Survey, 2023

Regarding the availability of library services, the results in table 2 indicate that admission letter was the primary source of information on the availability of library services as affirmed by seven (7) respondents (4.5%) from Singida, eight (8) respondents (5.3%) from Mbeya, and three (3) respondents (3.4%) from Kinondoni. Orientation time was the most common source of information on the availability of library services as confirmed by 96 respondents (62.3%) from Singida, 52 respondents (34.4%) from Mbeya, and 37 respondents (42.5%) from Kinondoni. The differences in the availability of library services among the districts were statistically significant, as evidenced by the Chi-square value (X<sup>2</sup>) of 36.256 (p<0.001), which corroborates the study by Mkolo, (2019) as seen in Figure 1.

Regarding the frequency of visiting library services, the results in Table 2 indicate that most respondents from Singida, Mbeya, and Kinondoni visit the library sometimes. Specifically, 47 respondents (30.5%) from Singida, 86 respondents (57.0%) from Mbeya, and 49 respondents (56.3%) from Kinondoni reported visiting the library sometimes. In contrast, four (4) respondents (2.6%) from Singida, nine (9) respondents (6.0%) from Mbeya, and nine (9) respondents (10.3%) from Kinondoni visit the library daily. The differences in the frequency of visiting the library among the districts were statistically significant, as evidenced by Chi-square value (X<sup>2</sup>) of 61.800 (p<0.001), also reported in the study by Warioba et al. (2022).



**Figure 1: Number of Visits and Information on the Availability of Library Services**

Source: Survey, 2023



### 3.3 Activities triggering demand for library services among students

Table 3 shows the relationship between driving activities and the frequency of the activity among the students in the three districts. The activities include writing assignments, consulting textbooks and electronic material, reading for examination, consulting reference materials, and browsing the internet. . To analyze the relationship, Table 3 presents the frequency count and percentage distribution of the responses of the students in each district, as well as the chi-square test statistic ( $X^2$  value) and P-value for each driving factor/activity. Similarly, a grouped bar chart was used to enhance the results as presented in Figure 2.

#### 3.3.1 Writing Assignments

The results in Table 3 show that the frequency of students visiting the library to write assignments was significantly different across the three districts ( $X^2=17.510$ ,  $P=0.025$ ). Accordingly, most students in Singida had a very low frequency of visiting the library to write assignments, while a high proportion of students in Mbeya had a high frequency of visiting the library for this purpose.

The disparities observed in library visiting frequencies for writing assignments offer a window into the dynamic interplay between academic requirements and geographical contexts. This finding aligns with the conclusions drawn by Mwalwajo et al. (2020), who emphasized the role of assignment-related factors in shaping library utilization.

#### 3.3.2 Consulting Textbooks

For consulting textbooks, the difference in frequency across the districts was not statistically significant ( $X^2=9.953$ ,  $P=0.268$ ). However, a relatively higher proportion of students in Singida and Mbeya had very high frequency levels compared to Kinondoni. An intriguing trend emerges from the frequency of consulting textbooks. Just as Mwantimwa et al. (2021) uncovered, geographical context plays a role in shaping students' reliance on physical resources like textbooks. While this study confirms their observation, it extends the discussion by showcasing the variation in reliance on textbooks across districts. This serves as a reminder that while trends persist, nuances emerge due to local learning environments.

#### 3.3.3 Consulting Electronic Material

The frequency of visiting the library to consult electronic material was significantly different across the districts ( $X^2=28.857$ ,  $P<0.001$ ). Specifically, most students in Singida had a very low frequency of visiting the library for this purpose, while a high proportion of students in Mbeya and Kinondoni had normal to very high frequency levels. The divergence in library visit frequency for consulting electronic materials parallels Mapogo's (2019) emphasis on digital access and technological infrastructure.

#### 3.3.4 Reading for Examinations

The frequency of visiting the library to read for examinations was significantly different across the districts ( $X^2=21.080$ ,  $P=0.007$ ). A higher proportion of students in Singida had very low and low frequency levels compared to Mbeya and Kinondoni, where a higher proportion of students had normal to very high frequency levels, which is similar to the study by Mwantimwa et al. (2021). The frequency differences in library visits for reading before examinations mirror the findings by Mwantimwa et al. (2021). This indicates that local educational practices indeed influence students' study behaviours. This alignment highlights the enduring impact of regional factors on students' academic routines.

### 3.3.5 Consulting Reference Materials

Finally, the frequency of visiting the library to consult reference materials was significantly different across the districts ( $X^2=22.477$ ,  $P=0.004$ ). A higher proportion of students in Singida had very low frequency levels compared to Mbeya and Kinondoni, where a higher proportion of students had normal to very high frequency levels. The disparities in library visit frequency to consult reference materials resonate with the conclusions of Mwantimwa et al. (2021) and Mwalwajo et al. (2020). Building on these findings, this study showcases the contextual dimensions of the use of reference material.

### 3.3.6 Browsing the Internet

The frequency of visiting the library to browse the internet was not significantly different across the districts ( $X^2=10.160$ ,  $P=0.254$ ). This is contrary to the study by Mapogo (2019), which found that the frequency of visiting library is significant across areas. This signals a noteworthy shift. This discrepancy prompts a renewed exploration into the dynamic role of internet resources within diverse contexts. This study initiates a dialogue on the evolving landscape of digital access and its relationship with local settings. Table 3 is illustrative.

**Table 3: Students' Activities which Demand Visiting Library across Districts (n=392)**

Driving factors/ Activities		Singida	Mbeya	Kinondoni	X <sup>2</sup> value	P-Value
<b>To write assignment</b>	Very Low	63 (40.9%)	47 (31.1%)	28 (32.2%)	17.510	0.025
	Low	29 (18.8%)	19 (12.6%)	14 (16.1%)		
	Normal	37 (24.0%)	52 (34.4%)	31 (35.6%)		
	High	7 (4.5%)	21 (13.9%)	9 (10.3%)		
	Very High	18 (11.7%)	12 (7.9%)	5 (5.7%)		
<b>To consult texts books</b>	Very Low	32 (20.8%)	28 (18.5%)	8 (9.2%)	9.953	0.268
	Low	25 (16.2%)	23 (15.2%)	13 (14.9%)		
	Normal	32 (20.8%)	43 (28.5%)	23 (26.4%)		
	High	26 (16.9%)	28 (18.5%)	22 (25.3%)		
	Very High	39 (25.3%)	29 (19.2%)	21 (24.1%)		
<b>To consult electronic material</b>	Very Low	118 (76.6%)	82 (54.3%)	47 (54.0%)	28.857	<0.001
	Low	13 (8.4%)	28 (18.5%)	19 (21.8%)		
	Normal	15 (9.7%)	21 (13.9%)	16 (18.4%)		
	High	6 (3.9%)	7 (4.6%)	2 (2.3%)		
	Very High	2 (1.3%)	13 (8.6%)	3 (3.4%)		
<b>To read for examination</b>	Very Low	53 (34.4%)	34 (22.5%)	17 (19.5%)	21.080	0.007
	Low	25 (16.2%)	15 (9.9%)	6 (6.9%)		
	Normal	30 (19.5%)	55 (36.4%)	32 (36.8%)		
	High	17 (11.0%)	19 (12.6%)	12 (13.8%)		
	Very High	29 (18.8%)	28 (18.5%)	20 (23.0%)		
<b>To consult reference materials</b>	Very Low	65 (42.2%)	42 (27.8%)	21 (24.1%)	22.477	0.004

	Low	31 (20.1%)	19 (12.6%)	10 (11.5%)		
	Normal	25 (16.2%)	40 (26.5%)	25 (28.7%)		
	High	15 (9.7%)	27 (17.9%)	14 (16.1%)		
	Very High	18 (11.7%)	23 (15.2%)	17 (19.5%)		
<b>To browse the internet</b>	Very Low	118 (76.60%)	103 (68.20%)	60 (69.00%)	10.160	0.254
	Low	10 (6.50%)	18 (11.90%)	11 (12.60%)		
	Normal	16 (10.40%)	17 (11.30%)	11 (12.60%)		
	High	10 (6.50%)	8 (5.30%)	4 (4.60%)		
	Very High	0 (0.00%)	5 (3.30%)	1 (1.10%)		

Source: Survey, 2023

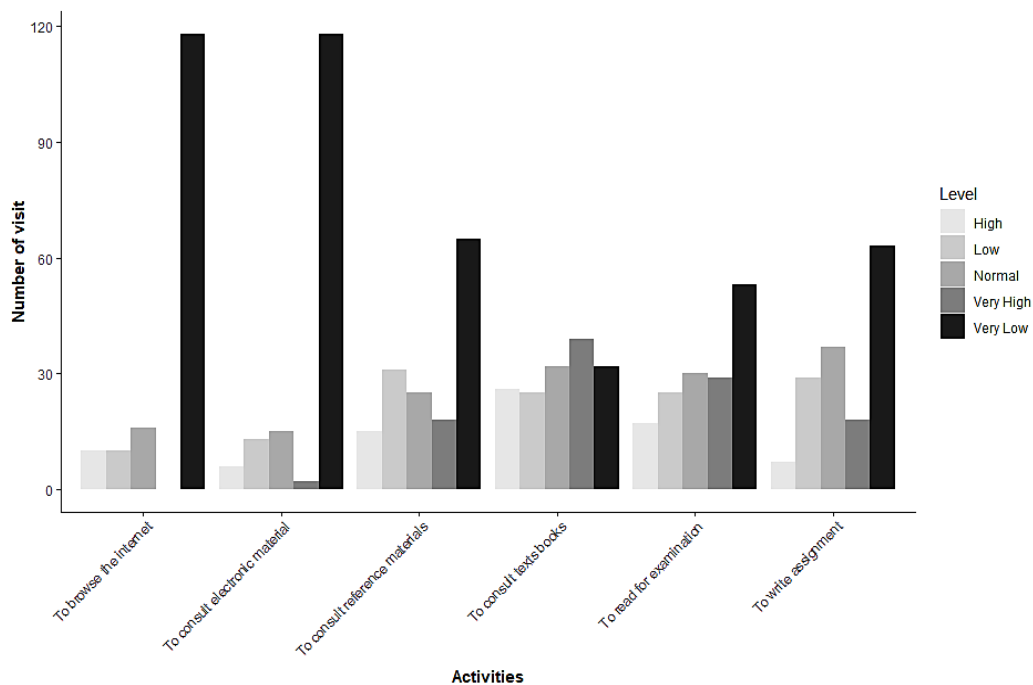


Figure 2: Frequency of Students' Visits and their Respective Activities

Source: Survey, 2023

### 3.4 Availability of facilities, instrument, and support across district

Table 4 presents data on the availability and support of facilities and instruments across three districts in Tanzania: Singida, Mbeya, and Kinondoni. The data was collected from 392 respondents who rated various indicators on a five-point Likert scale. The general mean score for the availability and support of facilities and instruments across the three districts was 2.72, which is below average. This suggests that there is room for improvement in the availability of facilities and instruments in all the three districts. Looking at the individual indicators, Singida had the lowest mean score across all of the indicators, indicating that there are significant challenges with the availability and support of facilities and instruments in this district. Mbeya and Kinondoni both had higher mean scores across all of the indicators, with Kinondoni having the highest mean score overall.



The indicator with the highest mean score was "support from librarians," which had a general mean score of 3.22. This suggests that the availability and support of librarians across all three districts is relatively good. The availability of enough shelves and storage facilities and reading materials also received relatively high mean scores. On the other hand, the availability of access tools had the lowest mean score, with a general mean score of 1.92. This suggests that there is a significant lack of access tools across all three districts, which could have a negative impact on the ability of individuals to access library resources as also reported in the study by Edson et al. (2021).

The composite score, which considers all the indicators, was highest for Mbeya and Kinondoni, indicating that these districts have the best overall availability and support of facilities and instruments. However, the level of success across all districts was found to be 54%, which is a moderate performance of the indicators on average.

**Table 4: Support of Instruments and Facilities across Districts (n=392)**

Indicator	General Mean	Singida	Mbeya	Kinondoni
Support from librarians	3.22	2.61	3.47	3.59
Availability of enough shelves and storage facilities	3.05	1.89	3.70	3.55
Availability of most reading materials	2.96	2.08	3.43	3.36
Availability of enough furniture	2.93	1.60	3.74	3.46
Availability of ICT facilities	2.90	1.30	4.02	3.37
Modern facilities and equipment	2.71	1.66	3.49	2.97
Easy to locate	2.39	1.93	2.22	3.01
Proper arrangement of library materials	2.37	1.77	2.63	2.72
Availability of access tools	1.92	1.47	2.05	2.24
<b>Composite score</b>	<b>2.72</b>	<b>1.81</b>	<b>3.19</b>	<b>3.14</b>
<b>Level of Success</b>	<b>54%</b>	<b>36%</b>	<b>64%</b>	<b>63%</b>
<b>Anova test (indicators variability) at 0.05</b>	<b>&lt;0.001</b>	<b>&lt;0.001</b>	<b>&lt;0.001</b>	<b>&lt;0.001</b>

**Weighted Score of 5 Likert scale ==100%**

**Source:** Survey, 2023

### 3.5 Satisfaction on the quality of library services

Table 4 above shows the level of satisfaction among students on library services in the three different districts of study: Singida, Mbeya, and Kinondoni. The indicators for measuring satisfaction include collection of library materials, number of library staff, behaviour of library staff, internet services, cleanliness of the library, lighting of the building and number of computers in the library. Others are library layout, proper arrangements of library materials, library location, library space, reliable time for opening and closing the library, customer care, library guideline and regulations, regular announcements, composite score, and level of satisfaction.

The overall mean score for the satisfaction level of library services is 2.40, indicating that students are moderately satisfied with the services provided. The satisfaction level in Singida is the lowest at 42%, while Kinondoni has the highest satisfaction level at 53%. The ANOVA test shows that there is a statistically significant difference in the satisfaction level among the three districts (p-value < 0.001).

Among the different indicators, the behaviour of the library staff has the highest mean score of 3.10, indicating that students are generally satisfied with the behaviour of the library staff. This is followed by the lighting of the building, with a mean score of 3.17; and reliable time for opening and closing the library, with a mean score of 2.83. On the other hand, the number of computers in the library has the lowest mean score of 1.35, indicating that students are not satisfied with the number of computers available in the library. This is in line with the findings of the study by Hassan (2020), which showed that levels of satisfaction with library services influences students performance in schools.

**Table 5: Level of Students' Satisfaction with Library Services (n=392)**

<b>Indicator</b>	<b>General mean score</b>	<b>Singida</b>	<b>Mbeya</b>	<b>Kinondoni</b>
Collection of library materials	2.36	1.80	2.51	2.76
Number of library staff	1.93	1.57	2.00	2.23
Behavior of the library staff	3.10	2.99	3.08	3.24
Internet services	1.21	1.17	1.21	1.24
Cleanliness of the library	2.22	1.40	2.58	2.67
Lighting of the building	3.17	2.41	3.45	3.64
Number of computers in the library	1.35	1.20	1.38	1.46
Library layout	2.47	1.79	2.62	3.00
Proper arrangements of library materials	2.08	2.08	2.02	2.14
Library location	3.18	2.74	3.13	3.67
Library space	2.20	1.73	2.36	2.51
Reliable time for opening and closing the library	2.83	2.84	2.72	2.93
Customer care	2.80	2.62	2.77	3.00
Library guideline and regulations	2.39	2.25	2.50	2.43
Regular announcement	2.75	2.71	2.64	2.91
<b>composite score</b>	<b>2.40</b>	<b>2.09</b>	<b>2.46</b>	<b>2.66</b>
<b>Level of satisfaction</b>	<b>48%</b>	<b>42%</b>	<b>49%</b>	<b>53%</b>
<b>Anova test between Indicators (P-value)</b>		<b>&lt;0.001</b>	<b>&lt;0.001</b>	<b>&lt;0.001</b>

### 3.6 Interaction between students and library services

Table 6 presents the results of a study on the interaction between students and library services in the three study districts. The table displays the general mean score, district scores, and composite score of five indicators related to the students' perception of library services, along with the level of social interaction and the ANOVA test results. The ANOVA test results indicate a significant difference between the indicators at a p-value of less than 0.001 for all of the three districts, suggesting that the district differences are statistically significant such that they cannot be explained by chance alone.

With reference to Table 6, students' confidence in the ability of librarians received a general mean score of 3.13, indicating that , on average, students have a moderate level of confidence in the librarians' abilities. The scores across the three districts are relatively consistent, with Kinondoni having the highest score at 3.29, indicating that students in this district have a slightly higher level of confidence in librarians.

The second indicator, "students' interactions with librarians," received a higher general mean score of 3.22, suggesting that, on average, students have a slightly more positive perception of their interactions with librarians. However, district scores vary more significantly, with Kinondoni having the highest score of 3.47, indicating that students in this district have a much more positive perception of their interactions with librarians compared to the other two districts.

The third indicator, "librarians deal with users in caringly," received a general mean score of 3.18, indicating that, on average, students believe that librarians are somewhat caring in their interactions. However, district scores vary greatly, with Singida having the highest score of 3.56, indicating that students in this district perceive librarians as caring compared to the other two districts.

The fourth indicator, "availability of user suggestion box," received the lowest general mean score of 2.10, indicating that, on average, students believe that suggestion box is not available. District scores also vary, with Kinondoni having the highest score of 2.49, indicating that more students in this district perceive that suggestion boxes are available than in the other two districts.

The fifth indicator, "timely feedback," received a general mean score of 2.53, indicating that, on average, students believe that the feedback they receive from librarians is not very timely. District scores are relatively consistent, with Kinondoni having the highest score of 2.76, indicating that students in this district perceive the feedback to be slightly timelier than in the other two districts.

The composite score, which is an overall score based on all the five indicators, received a general mean score of 2.83, indicating tha, on average, students have a moderate perception of library services, as also reported by Ocran et al. (2022). District scores vary, with Kinondoni having the highest composite score of 3.05, indicating that students in this district have a slightly more positive perception of library services compared to the other two districts, similar to the study by Ndhlovu et al. (2022).

**Table 6: Interaction between Students and Library Services (n=392)**

Indicator	General mean score	Singida	Mbeya	Kinondoni
Students' confidence on the ability of the librarians	3.13	3.14	2.95	3.29
Students' interactions with librarians	3.22	3.12	3.07	3.47
Librarians deals with users in caring fashion	3.18	3.56	2.72	3.25
Availability of user's suggestion box	2.10	1.55	2.25	2.49
Timely feedback	2.53	2.34	2.48	2.76
Composite score	2.83	2.74	2.69	3.05
Level of Social interaction	57%	55%	54%	61%
Anova test between Indicators (P-value)		<0.001	<0.001	<0.001

Source: Survey, 2023

### 3.7 Challenges faced by students in utilizing library services

According to the results in Table 7, the challenges faced by students in utilizing library services in secondary schools were associated with several indicators. These include lack of additional relevant and current library materials, noise, impoliteness of library staff, insufficient ICT facilities, and lack of past papers. Others indicators are lack of internet connectivity, lack of fast internet connection, lack of enough library space, lack of library staff, and theft of library materials. The results of the ANOVA test show a statistically significant difference between the indicators' means in all of the three study districts at a p-value of less than 0.001. This suggests that students in different districts face different challenges in utilizing library services.

The general mean score for the level of inadequacy was 3.86, indicating that library services are generally inadequate. Among the three districts, Kinondoni had the highest level of inadequacy, with a composite score of 4.30, while Singida had the lowest with a composite score of 3.30. The ANOVA test between indicators revealed that all the indicators had a p-value of less than 0.001, indicating that there is a significant difference in the level of inadequacy between the indicators.

Lack of internet connectivity, lack of library staff, lack of fast internet connection, and insufficient ICT facilities were the top four indicators with the highest mean score, indicating that they were the most significant challenges faced by students in utilizing library services. These challenges limit students' access to information, which is crucial for their academic performance.

Furthermore, lack of past papers and additional relevant and current library materials also scored high mean scores, indicating that students do not have access to adequate study resources. This limitation can negatively impact students' ability to conduct research and study effectively. Lack of enough library space and noise were also cited as challenges according to Ida (2016), the same scenario is observed. A conducive learning environment is essential for effective learning, and noisy environments can disrupt students' concentration (Mwalwajo et al., 2020).

Finally, impoliteness of library staff to the users and theft of library materials were also identified as challenges. Students may feel discouraged from using library services when they are treated rudely by library staff. The theft of library materials also limits students' access to learning resources, further exacerbating the problem of inadequate library services.

**Table 7: Level of Inadequacy of Library Services and Facilities among Secondary Schools (n=392)**

Indicator	General mean score	Singida	Mbeya	Kinondoni
Lack of additional relevant and current library materials	3.85	3.44	4.26	3.85
Noise	3.42	2.34	4.17	3.76
Impoliteness of library staffs to the users	3.64	2.99	4.17	3.77
Insufficient of ICT facilities	4.05	3.61	4.40	4.14
Lack of past papers	3.86	3.41	4.24	3.92
Lack of internet connectivity	4.17	3.74	4.48	4.30
Lack of fast internet connection	4.11	3.58	4.45	4.31
Lack of enough library space	3.75	2.95	4.36	3.94
Lack of library staffs	4.16	4.19	4.24	4.05

Theft of library materials	3.54	2.78	4.21	3.64
Composite score	3.86	3.30	4.30	3.97
Level of inadequacy	77%	66%	86%	79%
Anova test between Indicators (P-value)		<0.001	<0.001	<0.001

**Source:** Survey, 2023

#### 4.0 Conclusion and Recommendation

Based on the findings, it is evident that secondary school students face various challenges when utilizing library services. The most significant challenges identified include inadequate internet connectivity, insufficient library staff, slow internet connection, insufficient ICT facilities, and a lack of relevant and current library materials. Other challenges include insufficient library space, impolite library staff, theft of library materials and noise. The findings in general suggest that there is significant room for improvement in the availability and support of facilities and instruments across all three districts, with Singida having the most significant challenges in this area. While some indicators received relatively high mean scores, other indicators received low scores, indicating that more needs to be done to improve the overall availability and support of facilities and instruments in these districts. The areas for improvement in library services, especially in Singida and Mbeya include increasing the number of library staff, improving internet services, maintaining cleanliness in the library, and providing more computers for student use. Moreover, regular announcements should be made to keep students informed of any changes in library services.

**Since the findings can be used by School Boards and library administrators to improve the quality of services provided and meet the needs of students, the researchers recommend that the need to**

- i. **Improve internet connectivity:** Schools should invest in high-speed internet connections to enable students to access online resources efficiently. To allow mass access of learning materials, e-resources provide a solution to the problem. Schools should think of digital library to improve learning environment hence boosting students' performance.
- ii. **Recruit more library staff:** Schools should employ more library staff to ensure that students receive adequate assistance in utilizing library services. Recruitment practices should also change and consider merits and professionalism unlike the current practice of staffing the library with teachers who are not librarian by professions. Right number of employees, with right skills at right time will improve the quality of library services at schools.
- iii. **Enhance ICT facilities:** Schools should invest in adequate ICT facilities, including computers, printers, and scanners, to enable students to access and utilize online resources effectively.
- iv. **Expand library resources:** Schools should ensure that the library has sufficient and relevant materials, including past papers and current materials, to cater for the diverse academic needs of students.
- v. **Increase library space:** Schools should expand the library space to accommodate more students and resources to minimize overcrowding and enhance students' access to materials. In some schools, it was noted that the library was just a room which was formerly intended for other uses and not library. Similarly, in some schools, library was used along with other purposes like storage facility where food stuff like maize, beans, etc. is kept; the result of this is inadequate studying space and also unconducive learning environment. Schools should improve the situation by building modern library facilities with enough space and materials.
- vi. **Train library staff:** Library staff should receive regular training on customer service, communication skills, and professionalism to ensure that students receive quality service.



- vii. Strengthen security measures: Schools should implement strict security measures to curb theft of library materials and enhance the safety of students and library staff.

By implementing the above recommendations, secondary schools can overcome the challenges that students face when utilizing library services and create an environment that supports academic excellence.

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