



Impact of Library Resource Utilization on Knowledge Acquisition among Students in the Selected Public Secondary Schools in Arusha City, Tanzania

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Abstract

This study investigates the impact of library resource usage on knowledge acquisition among students in public secondary schools in Arusha City. A convergent mixed-methods design was employed, targeting Form 3 and Form 4 students, teachers, librarians, and school heads. A total of 98 respondents were selected using simple random, stratified, and purposive sampling techniques, including 50 students, 40 teachers, 4 librarians, and 4 school heads. Data were collected through questionnaires, observation checklists, and interviews. The validity of the instruments was ensured through expert review and reliability was tested using Cronbach's alpha. Descriptive statistics, including mean scores, percentages, and frequencies, were used to analyse quantitative data, while qualitative data were analyzed thematically. The study revealed that the condition of library resources in most public secondary schools was deplorable, with most libraries lacking up-to-date books. It was also found that the use of library resources positively influenced students' knowledge acquisition. The study recommends that the government and education stakeholders should invest in improving school libraries by ensuring access to adequate and current resources. Additionally, it suggests that students be actively encouraged to utilize library resources to enhance their learning and broaden their knowledge base.

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1. Introduction

For a number of years, libraries have been used as the main source of information by students and other readers (Horriggan, 2016)^[9]. According to Simba (2016)^[22], libraries are most important in the education system as they encourage students to search for knowledge and therefore they understand whatever they learn in classrooms. Moreover, Sari (2021)^[18] observed that libraries increase both physical and digital space for the community to learn. This argument is further supported by Basirat *et al* (2018)^[3] who argued that exposing the teaching staff as well as the students to library facilities enhances teaching and learning process leading into improved students' academic performance. Therefore libraries are seen as among the important factors for success of students and the schools. This is why secondary schools across the world are recommended to have accessible library facilities for students and the academic staff to learn (Fawcett & Provost, 2013)^[7].

Sari (2021)^[18] conducted a study on Interface as an Integrative Framework for Understanding Learning and Knowledge Acquisition in Public Library Contexts, USA. The study found that public libraries are increasingly leveraging both physical and digital space for community learning. In this conceptual piece the study builds on Björneborn's libraries as "integrative interfaces" framework as an analytical tool for understanding the material and relational interactions that impact library patrons' uniquely complex learning experiences across space. The study also argues that this lens can illuminate structures of power and their impacts on interaction, access, and learning, across physical and digital space.

Currently, library services are common in learning institutions across the world. In Tanzania for instance, the presence of library services in schools is a matter of policy as mandated by the Education Act of 1978 which provides guidelines for schools to

establish and manage libraries (URT, 1995, URT, 2014). The presence of library facilities in secondary schools enhances students' interests on reading since different materials was readily present (Okoroma & Orike, 2019) ^[13]. Therefore, as a matter of the policy, each secondary school in Tanzania has a building which is used as a library. However, there is no adequate literature on whether the libraries are equipped with the required facilities. Moreover, there is no evidence on whether students make use of the available library facilities so as to enhance the acquisition of knowledge and skills. Hence there is a need for the current study to be conducted.

Despite the importance of reading on the enhancement of knowledge acquisition, an empirical study by Jean (2021) revealed that the culture of reading in most of the developing countries has not reached a satisfactory level. Also Muneja (2018), made observations of the school system in Tanzania and showed the library resources are not doing well in its uses toward bringing the desired goals to student and the education system, also their value in most schools is not clearly understood and their role in the learning process is undermined. To the contrast, a study conducted by Shoaib *et al* (2020) ^[21] indicated that students are provided with all the necessary facilities to search the information and sort-out the updated knowledge on the topics of their interest. Moreover, the students are getting benefits from all the online and print sources to meet the demands of the research in the present era. The presence of mixed findings on the availability and use of library resources acts as a motivating factor for the current study to be conducted so as to determine the effects of library facilities on the acquisition of knowledge among secondary school students in Arusha City council.

According to Ida (2016) ^[10], the ICT accessibility in studying at the library should also be given the higher priority since was to enable the students to explore the more new things that do not found in the book but also was to enable them to stay updated with the information toward the current situation that can keep to change according to the system of education. Often school libraries are not considered important by school administrators and teachers, even though significant literature on their value exists, the status of school libraries suggests that not much attention and priority has been placed on the development of SLRCs (Zinn, 2007) ^[24]. In Pakistan, Rehman *et al* (2020) ^[16] revealed that majority of the colleges had library buildings with limited physical facilities. In Egypt also the condition of libraries was not impressive as reported by (Chakraborty, 2020) ^[5]. Studies conducted in Iran have showed that the university libraries do not have adequate library resources and thus the acquisition of knowledge among university students is affected (Yeganehfar & Zaree, 2020) ^[23].

On the other hand (Bernard *et al* 2014) stated that there is the poor and little knowledge about the access and use library to teachers and students in learning and teaching processes. That the researcher suggested that the government should power much experts that provides the education to both students and teachers in how to use the library resources during teaching and learning process but also was to explain the application of library in the performance of their subject. The current literature fall shortly to explain the relationship which exists between library services available and the acquisition of knowledge by the students in the secondary school students in Tanzania specifically in Arusha City as the case study of this study Therefore, this study intended to observe the availabilities, its usage and effects on promoting students acquisition of knowledge in Arusha City.

Moreover, Sharma (2019) ^[20] indicated that libraries are special collections of information which can help the learners

to acquire the required knowledge and skills. Moreover, Mubofu and Malekani (2019) ^[12] revealed that students who frequently use library resources do achieve higher grades than the ones who do not have a studying habit. These studies show that there are problems with the library facilities in the countries. However there is little information on the use of library facilities among secondary school students in Tanzania particularly in Arusha City council. Therefore there was a need for the current study to be conducted to fill the gap.

2.0 Methodology

This chapter outlines the research methodology employed in this study, which was structured around the research design, target population, sample and sampling procedures, data collection instruments, data collection procedures, data analysis procedures, validity and reliability of research instruments, and ethical considerations.

2.1 Research Design

The study employed a convergent mixed methods design to collect comprehensive data that addressed the research objectives. The convergent parallel design was chosen for its ability to integrate the strengths of both qualitative and quantitative approaches, thus providing more coherent and well-rounded findings. This design allowed the researcher to simultaneously gather qualitative and quantitative data on the impact of library resource usage on the learning outcomes of secondary school students in Arusha City. By combining these data types, the researcher was able to examine the issue in greater depth, leading to meaningful and informed conclusions.

2.2 Target Population

This study targeted Form 3 and Form 4 students, teachers, and librarians in secondary schools in Arusha City. Form 4 students were selected because they possess significant learning experience and are better able to identify the most effective learning methods, including the role of the library in their education. Form 3 students were included due to their ability to organize and internalize subject material through various learning methods, particularly when utilizing the library to extract resources. Teachers were chosen because they adopt diverse teaching methodologies and guide students in using library resources to enhance their learning and knowledge acquisition. Librarians were also included, as they possess expertise in library use and play a key role in directing students on how and where to study. Additionally, librarians provided insights into the frequency of students' visits to the library for private study sessions.

2.3 Sample size and Sampling Procedures

The sample size for the current study consisted of 98 respondents including 50 students, 40 teachers, 4 librarians and 4 heads of public secondary schools in Arusha City. This sample was selected from the target population of 5282 individuals. The sample size was calculated using Yamane formula.

Yamane suggests the formula as follows

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = stands for sample size

N = stands for total population size,

e = stands for the level of precision.

Total population under the study was 5285 that including
Basing on Yamane Formula,

$$n = \frac{N}{1 + N(e)^2}$$

N = 5282, n = ? e = 0.1 since P = 10%

Substituting values in the formula

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{5285}{1 + 5285(0.1)^2}$$

$$n = \frac{5285}{1 + 5285(0.01)}$$

$$n = \frac{5285}{1 + 52.85}$$

$$n = \frac{5285}{53.85}$$

$$\therefore n = 98$$

Therefore, the desired sample size was 98 respondents.

2.3.1 Sampling Procedures

The study made use of both probability and non-probability sampling techniques in obtaining the required sample. Specifically the study used stratified and purposive sampling techniques. Stratified sampling technique was used to select teachers and students while purposive sampling technique was used to select the heads of schools and the school librarians.

Sampling Students

Stratified random sampling techniques were used to select 50 students who participated in the study. The basis of stratification was on students' gender whereas 25 males and 25 females were selected from the two forms (form three and form four). To achieve the sampling process, the researcher wrote on pieces of papers either YES or No according to the number of students in each class. The number of papers written YES corresponded to the required sample of students, then students were allowed to pick a paper for each and the ones who picked papers written YES were included in the sample.

Sampling Teachers

Stratified random sampling technique was used to select 40 teachers who participated in study. The researcher categorized the teachers into two groups according to their gender. Then the researcher randomly selected 4 male teachers and 4 female teachers making a total number of 8 teachers from each school. Therefore, 40 teachers (20 male and 20 female) were selected from the 5 sampled schools.

Librarians and Heads of schools

The librarians and heads of schools were purposively included in the study. Due to their position in the schools in relation to the study, they were considered important in the current study. For the case of the librarians, they are the ones who manage all the library facilities and activities and for the cases of the head of schools, they are the ones responsible for managing all the school activities including the library services. Therefore, due to their roles, these two categories of respondents were included in the study purposively.

2.4 Description of data collection instruments

The researcher used questionnaire, Non-participant Observation and interview schedule as well as documentary review to collect data from the field.

2.4.1 Questionnaires for Students and Teachers

The student's questionnaire consisted of both open ended questions and closed ended into three sections. The first section gathered demographic information of students, the second examined the available library resources in public secondary schools in Arusha City, third section investigated the relationship between the use of library resource and acquisition of knowledge among students and the fourth section aimed to find out the way forward to improve condition of public school libraries in public secondary schools in Arusha City.

The teacher's questionnaire also consisted of both open ended questions and closed ended questions divided into three sections. The first section collected the demographic information of teachers, the second examined the available library resources in public secondary schools in Arusha City, third section investigated the relationship between the use of library resource and acquisition of knowledge among students and the fourth section aimed to find out the way forward to improve condition of public school libraries in public secondary schools in Arusha City.

2.5.2 Observation Schedule

The researcher visited the learning environment especially in the library and observed directly the available library resources, how often students use the library resources and materials present for acquisition of the intended learning outcome.

3.6.4 Interview Schedule for Librarians and heads of Schools

The interview schedule consisted of different questions which were asked directly to the librarians and heads of schools concerning the usage of library resource and the effects of library facilities on the acquisition of knowledge among secondary school students in Arusha City.

3.7 Validity and Reliability Instruments

Three library experts checked the relevance and adequacy of the researcher tools in addressing research questions, also language clarity and suitability according to the level of respondents was checked. The experts provided comments which were accommodated by the researcher to improve instrument before going for data collection.

The reliability of questionnaires was measured in terms of attitude scales, perception scales, and rating scales, these were determined by using Cronbach alpha where the researcher calculated the alpha value of the scaled instruments. The calculated alpha for teachers' questionnaire was 0.86 and the ones for students questionnaire was 0.79. Since the values of alpha were greater than 0.5, the tools were considered to be reliable.

2.5 Data Analysis Procedures

Quantitative data were analyzed using descriptive statistics in the Statistical Package for Social Sciences (SPSS) version 26. The data were processed to generate frequencies, percentages, and means, which were then used to identify patterns and trends in the usage of library resources and the effects of library facilities on the acquisition of knowledge among secondary school students in Arusha City. Content

analysis was used to analyze qualitative data thematically alongside research questions.

2.6 Ethical Considerations

Ethical considerations were critical in ensuring the protection and rights of participants throughout the research process. In line with Bryman (2022) ^[4], this study maintained strict confidentiality regarding the identities of participants. Respondents were not required to provide their names on the questionnaires. Informed consent was obtained from all participants, explaining the purpose of the study, their right to withdraw, and how their data would be used. Furthermore, the study adhered to ethical standards in reporting and data handling to avoid any form of harm to participants. Plagiarism was avoided by acknowledging different sources of literature. The methodology for this study was designed to ensure robust data collection and analysis, which provided meaningful insights into the effects of usage of library resources in acquisition of knowledge among students in public secondary schools in Arusha City.

3. Results and Discussion

This section presents the findings of the study, including descriptive statistics, correlation analysis, regression analysis, and challenges affecting the using of library resources in acquisition of knowledge among students in public secondary schools in Arusha City.

3.1 Demographic Information

The demographic information of respondents sought in this study included gender teachers and students. This information was sought as they were important in answering the research questions. Table 3.1 summarizes teachers' demographic information.

Table 3.1: Demographic Information of Teachers and Students

Teachers		F	%
Gender	Male	22	55.0
	Female	18	45.0
Students			
Gender	Male	24	48.0
	Female	26	52.0

Source: Field Data (2024)

Data in table 3.1 show that 22 (55%) of the teachers who participated in the study were male while only 18(45%) was a female. This implies that slightly more male teachers than female teachers responded to the administered questionnaires during the study. The presence of more male teachers may also be due to the fact that males are ready to stay and work in any kind of environment than the females.

Also data in table 3.1 show that 26(52.0%) of students who participated in this study were female while 24(48%) were male. This implies that slightly more female students than male students participated in this study conducted in Arusha City. The presence of more female students than male students may be due to the fact that nowadays parents are enlightened regarding the need for girls' education with the prospects of equally competing boys in getting any position in the government and other private sectors.

3.2 The available of library resource and acquisition of knowledge by students

The first research question aimed at finding out the available library resources in public secondary schools in Arusha City. Students' responses are summarized in table 3.2.

Table 3.2: Students' Responses on library resources which are most available in the school library (n=50)

Resources available		f	%
Which of the following library resources are most available in the school library?	Reference books	6	12.0
	printed journal and articles	2	4.0
	Books	36	72.0
	Electronic books	0	0.0
	Government publication and newspapers	6	12.0

Source: Field Data (2024)

The table 3.2 shows that, 12% of students mentioned reference books as one among the library resources available in their school library, 4% of students mentioned printed journal and article while 72% of students mentioned books as the most library resource available in their school library and the rest 12% of students mentioned Government publication and newspapers. The table implies that, in the school library visited by the researcher as compared to the students' responses, there was a large number of books available in school libraries compared to other resources like reference books, printed journal and articles, electronic books as well as Government publication and newspapers.

In order to confirm students' response regarding resources available in school libraries, also teachers were asked to indicate the resources available in the secondary school libraries and their answers were summarized in table 3.3.

Table 3.3: Teachers' Responses on library resources which are most available in the school library

Library Resources		f	%
Which of the following library resources are most available in the school library?	Reference books	8	20.0
	printed journal and articles	0	0.0
	Books	28	70.0
	Electronic books	0	0.0
	Government publication and newspapers	4	10.0

Source: Field Data (2024)

The table 3.3 indicates teachers' response on the availability of some of the resources in the visited school libraries. The table shows that, 8 teachers (20%) mentioned availability of reference books while 28 teachers (70%) mentioned availability of books and the rest of teachers (4) equally to 10% pointed out the availability of Government publication and newspapers. Therefore, teachers' response as compared to students' response on the availability of some library resources in school depicted that, most of secondary school libraries have a lot of books than other library resources such as Reference books, printed journal and articles, Electronic books as well as Government publication and newspapers. The finding indicates that most of secondary schools have more books than other library resources which is a clear indication that there is a great shortage of library resources in secondary schools' libraries which limit library users on acquisition of knowledge as it is expected that library should comprise all necessary resources that support the learning process as

supported by Rehman *et al.* (2020) ^[16] who also found resources in the libraries were not satisfactory.

3.3 Relationship between the Use of Library Resource and Acquisition of Knowledge by Students

The second research question aimed at finding out the relationship between the use of library resource and acquisition of knowledge among students. To answer this

question students and teachers were provided with questionnaire. A five-level Likert scale was utilized for data analysis, with 1 representing Strongly Disagree (SD), 2=Disagree(D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), f=frequencies, P=Percentages. Heads of school and librarians also respondents to this question through interview guide. Results of students were summarized Table 3.4.

Table 3.4: Students' Responses on Relationship between the Use of Library Resource and Acquisition of Knowledge by Students (n=50)

Statement	SD		D		U		A		SA		Mean score
	f	%	F	%	f	%	f	%	f	%	
i. There is a good relationship between teachers and librarians in searching reading resources for students in secondary schools	1	2.0	15	30.0	9	18.0	15	30.0	10	20.0	3.36
ii. Librarians in secondary schools teach students in collaboration with teachers on how to use a library	14	28.0	15	30.0	6	12.0	11	22.0	4	8.0	2.52
iii. Teachers provide guidance to students who read in secondary school library	7	14.0	26	52.0	4	8.0	10	20.0	3	6.0	2.52
iv. Library service and enough materials, help students to score high in their examination	4	8.0	18	36.0	7	14.0	16	32.0	5	10.0	3.00
v. There are enough books, journals and other reference materials for students in the library	4	8.0	23	46.0	4	8.0	14	28.0	5	10.0	2.86
vi. Librarian collaborate with the teachers to supervise students in library use	10	20.0	21	42.0	3	6.0	14	28.0	2	4.0	2.54
vii. Students get enough time to search materials from different libraries	6	12.0	13	26.0	14	28.0	14	28.0	3	6.0	2.90
viii. Teachers utilize textbooks in the teaching learning process	0	0.0	7	14.0	19	38.0	19	38.0	5	10.0	3.44
Grand mean score											2.89

Source: Field Data (2022)

Data in table 3.4 shows that 16 students equivalent to 32% disagreed that there is a good relationship between teachers and librarians in searching reading resources for students in secondary schools while 25 students equal to 50% agreed that there is a good relationship between teachers and libraries in searching reading resources for students in secondary schools and only 9 students (18%) were undecided to the statement. This statement recorded a mean score of 3.36 which is the highest implying that most students approved that there is a cordial relationship between teachers and librarians. Similarly, table 3.4 also indicated that, 29 students which is equivalent to 58% disagreed with the statement that, librarians in secondary schools teach students in collaboration with teachers on how to use a library while 6 students (12%) were undecided to the statement and 15 students (30%) agreed that librarians in secondary schools teach students in collaboration with teachers on how to use a library. On the other hand, 66% of students disagreed that, teachers provide guidance to students who read in secondary school library while 26% of students agreed that Teachers provide guidance to students who read in secondary school library and only 8% of students' undecided to the statement. Likewise, 44% of students also disagreed with the statement that, library service and enough materials, help students to score high in their examination as 14% of them were undecided to the response and the rest 42% of students agreed the statement that library service and enough materials, help students to score high in their examination.

In addition to that, table 3.4 shows that 27 students which are equal to 54% disagreed that, there are enough books, journals and other reference materials for students in the library while 19 students (38%) agreed that, there are enough books, journals and other reference materials for students in the library and only 4 students (8%) were undecided to the statement. Apart from that, 31 students (62%) disagreed to

the statement that, librarian collaborate with the teachers to supervise students in library use as 3 students (6%) undecided to the statement and 16 students equally to 32% agreed that librarian collaborate with the teachers to supervise students in library use. Moreover, 38% of students disagreed to the statement that, students get enough time to search materials from different libraries while 28% of students undecided and 34% of students agreed that, students get enough time to search materials from different libraries. On top of that, 14% of students disagreed that, teachers utilize textbooks in the teaching learning process while 38% of students undecided and the rest 24% of students agreed that, Teachers utilize textbooks in the teaching learning process.

Therefore, as a result of the data analyzed in table 3.4, it is clear that, there were the strong relation between school libraries and students' acquisition of knowledge in their learning process as they tend to use library resources different ways so as to build up more understanding of what they have learnt in the classroom. However, the findings also indicated that, although there is a good relationship between school library resources and students' accusation of knowledge, yet there is a lot of barriers to students' effectiveness in the use of library resources as elaborated in table 4.5. The study findings in table 3.4 is contrary to Sari (2021) ^[18] who revealed out that public libraries were increasingly using both physical and digital space for community learning. This indicated that more investment was made in public libraries in USA to remove barriers that could limit library users. Also it indicates that library is very important for acquisition of knowledge.

Furthermore, teachers who participated in this study were asked the same question so as get more information and to confirm what was said by students and their results were summarized in table 3.5.

Table 3.5: Teachers' Response on Relationship between the Use of Library Resource and Acquisition of Knowledge by Students

	SD		D		U		A		SA		Mean score
	f	%	f	%	f	%	f	%	f	%	
i. There is a good relationship between teachers and libraries in searching reading resources for students in secondary schools	5	12.5	1	2.5	0	0	9	22.5	1	3.75	3.45
ii. Librarians in secondary schools teach students in collaboration with teachers on how to use a library	9	22.5	1	2.5	3	7.5	1	2.5	7	17.5	2.88
iii. Teachers provide guidance to students who read in secondary school library	5	12.5	0	0	1	2.5	1	2.5	1	3.75	3.68
iv. Library service and enough materials, help students to score high in their examination	4	10	2	5	0	0	1	2.5	4	10	2.75
v. There are enough books, journals and other reference materials for students in the library	4	10	1	2.5	6	15	1	2.5	0	0	2.60
vi. Librarian collaborate with the teachers to supervise students in library use	5	12.5	2	5	2	5	1	2.5	1	2.5	2.55
vii. Students get enough time to search materials from different libraries	6	15	1	2.5	1	2.5	5	12.5	6	15	2.85
viii. Teachers utilize textbooks in the teaching learning process	0	0	0	0	3	7.5	3	7.5	0	0	3.08
Grand mean score											2.98

Source: Field Data (2022)

Table 3.5 shows that, 40% of teachers disagreed that, there is a good relationship between teachers and libraries in searching reading resources for students in secondary schools while 24 teachers equally to 60% agreed that there is a good relationship between teachers and libraries in searching reading resources for students in secondary schools and none of teachers were undecided to the statement. This statement recorded a mean score of 3.45 which is the highest implying that most students approved that there is a cordial relationship between teachers and librarians. In addition, table 3.5 also indicated that, 20 teachers which is equivalent to 49% disagreed to the statement that, librarians in secondary schools teach students in collaboration with teachers on how to use a library while 3 teachers (8%) were undecided to the statement and 17 students (43%) agreed that librarians in secondary schools teach students in collaboration with teachers on how to use a library.

On top of that, 5 teachers which is equal to 13% were disagreed in the view that, teachers provide guidance to students who read in secondary school library while 11 teachers were undecided to the statement and the rest 24 (59%) of teachers agreed to the statement that, teachers provide guidance to students who read in secondary school library. Similarly, 25 teachers out of 40 which is equivalent to 63% disagreed to the statement that, library service and enough materials; help students to score high in their examination while 15 of the (37%) agreed to the statement. Additionally, table 3.5 shows that 23 teachers which are equal to 58% disagreed that, there are enough books, journals and other reference materials for students in the library while 11(28%) agreed that, there are enough books, journals and other reference materials for students in the library and only 6 teachers (15%) were undecided to the statement. Apart from that, 26 teachers (68%) disagreed to the statement that, librarian collaborate with the teachers to supervise students in library use as 2 of them (5%) undecided to the statement and 12 teachers equally to 31% agreed that librarian collaborate with the teachers to supervise students in library use.

Based on the upshot of the findings presented in table 3.5, it is clear that, there were the strong relation between school libraries and students' acquisition of knowledge in their learning process as they use library resources so as to build up more understanding of what they have learnt in the classroom. Nonetheless, the findings also indicated that,

although there is a good relationship between school library resources and students' acquisition of knowledge, yet there are a lot of barriers to students' effectiveness in the use of library resources as elaborated in table 3.5.

Similar findings was found by Park and Yoo (2019) ^[14] who revealed out that the library resources use was high, however its facilities/environment was not satisfactory to user. This indicated that most of people likely to understand the importance of the use library for acquisition of knowledge as also supported by Chipana (2018) ^[6] who found out that school libraries were most frequently used by students to get information by borrowing books and using them for private studies. However the availability of facilities in the libraries limited them.

Also during interview in one public secondary on the relationship between the use of library resource and acquisition of knowledge among students, a head of school remarked that;

Alright, there is a relationship. Any school which have built reading habit and emphasize daily use of library among students and teachers always have good performance compared to other schools because reading books expands understanding but most of our students have poor reading habit thus poor utilization of the available library resources (Personal interview with head of school "Y" on 27th July 2024).

Also during interview with a teacher who doubles as school librarian in one public secondary school, the respondent noted that;

.....most students who come to borrow books and effectively utilize the available resources in library always have good academic performance(Personal interview with librarian of school "M" 28th July 2024).

The findings from interview implies that there is strong relationship between the use of library and students acquisition of knowledge since when available school library resources are effectively utilized by teachers and students, knowledge increase among students is realized which have positive effect on students' academic performance and teachers job performance. These finding from interview are in line with Basirat *et al.* (2018) ^[3] who reported that the staff and students who highly use library facilities enhance their performance.

4.6 Way forward to improve condition of public school libraries

The third research question aimed at finding out the way forward to improve condition of public school libraries. To answer this question students and teachers were provided with questionnaires. A five-level Likert scale was utilized for

data analysis, with 1 representing Strongly Disagree (SD), 2=Disagree(D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), f=frequencies, P=Percentages. Heads of school and librarians also respondents to this question through interviews. Results of students were summarized in Table 3.6.

Table 3.6: Student' Responses on the Way Forward to Improve Condition of Public School libraries

Statements	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
i. There should be programs for educating students on the use of library	3	6.0	0	0.0	14	28.0	21	42.0	12	24.0
ii. Supply of enough updated books, journals and other reference materials for students in the library	0	0.0	9	18.0	6	12.0	22	44.0	13	26.0
iii. Librarian should collaborate with the teachers to supervise students in library use	0	0.0	3	6.0	8	16.0	20	40.0	19	38.0
iv. Teachers should provide guidance to students who read in secondary school library	0	0.0	5	10.0	3	6.0	28	56.0	14	28.0
v. school should have clear time table for library studies	6	12.0	3	6.0	2	4.0	16	32.0	3	6.0
vi. Easy in borrowing books from the library	0	0.0	3	6.0	14	28.0	19	38.0	4	8.0
vii. Library should have the necessary materials to facilitate academic work in the school	0	0.0	6	12.0	9	18.0	27	54.0	8	16.0
viii. School library should support teaching and learning	0	0.0	0	0.0	6	12.0	30	60.0	4	8.0
ix. Teachers should frequent emphasize student on library use	0	0.0	0	0.0	14	28.0	31	62.0	5	10.0

Source: (Field Data, (2022))

Data in Table 3.6 show that, 6% of students disagreed that there should be programs for educating students on the use of library while 28% of students who responded to the questionnaire were undecided to the statement, on the other side 33 students which is equally to 66% strongly agreed to the statement that, there should be programs for educating students on the use of library. Meanwhile, 9 students (18%) disagreed that, supply of enough updated books, journals and other reference materials for students in the library while 35 students (70%) agreed and the rest 6 students (12%) were undecided to the statement that, supply of enough updated books, journals and other reference materials for students in the library. Nevertheless, 78% of students were agreed to the statement that, Librarian should collaborate with the teachers to supervise students in library use while 16% of them were undecided as 3 students (6%) were disagreed to the statement. Data in table 3.6 further showing that, 10% of students disagreed that Teachers should provide guidance to students who read in secondary school library while 6% were undecided and 84% of students agreed the statement that, teachers should provide guidance to students who read in secondary school library. On the other hand, majority of students (29) which is equal to 58% were strongly agreed that, school should have clear time table for library studies while 12 students equally to 24% were undecided as 9 of them (18%) were disagreed the statement. Similarly, 6

students which is equal to 12% of students disagreed that, library should have the necessary materials to facilitate academic work in the school while 35 (70%) were agreed that Library should have the necessary materials to facilitate academic work in the school and the rest students with 18% were undecided to the statement. Moreover, 44 students out of 50 which is equivalent to 88% were agreed that, school library should support teaching and learning while 6 (12%) of students were undecided as none of the students were disagreed the statement. Additionally, 72% of students responded positively to the questions as they were strongly agreed that, teachers should frequent emphasize student on library use while 12% of students were undecided to the statement that, Teachers should frequent emphasize student on library use.

Therefore, based on the study findings, it is clear that, in order to improve public school library there should be different efforts to be made so as to curb the fore mentioned challenges so as to ensure students' effective learning and gaining their intended knowledge. These findings however, is in line with the study of Ban leman (2018) and Ida (2016) who explained on the use of library and came up with their findings that showed the numerous challenges facing students in utilizing the library and their roles in improving the academic performance.

Table 3.7: Teachers' responses on the Way forward to improve condition of public school libraries

Statement	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
i. There should be programs for educating students on the use of library	0	0.0	0	0.0	7	42.5	3	7.5	20	50.0
ii. Supply of enough updated books, journals and other reference materials for students in the library	0	0.0	6	15.0	3	7.5	21	52.5	1	2.5
iii. Librarian should collaborate with the teachers to supervise students in library use	0	0.0	3	7.5	4	35.0	8	20.0	5	37.5
iv. Teachers should provide guidance to students who read in secondary school library	0	0.0	11	27.5	3	7.5	21	52.5	5	12.5

v.	school should have clear time table for library studies	8	20.0	0	0.0	3	7.5	19	47.5	10	25.0
vi.	Easy in borrowing books from the library	0	0.0	3	7.5	13	32.5	19	47.5	5	12.5
vii.	Library should have the necessary materials to facilitate academic work in the school	0	0.0	5	12.5	3	7.5	27	67.5	5	12.5
viii.	School library should support teaching and learning	0	0.0	0	0.0	3	7.5	27	67.5	10	25.0
ix.	Teachers should frequent emphasize student on library use	0	0.0	0	0.0	13	32.5	22	55.0	5	12.5

Source: Field Data (2022)

Table 3.7 shows that, 17% of teachers who responded to the questionnaire were undecided to the statement that, there should be programmes for educating students on the use of library on the other side 23 teachers which is equal to 57.5% agreed to the statement that, there should be programs for educating students on the use of library. Meanwhile, 6 teachers (15%) disagreed that, supply of enough updated books, journals and other reference materials for students in the library while 31 teachers (77%) agreed and the rest 3 teachers (8) were undecided to the statement that, supply of enough updated books, journals and other reference materials for students in the library.

Nevertheless, 57% of teacher was agreed to the statement that, Librarian should collaborate with the teachers to supervise students in library use while 35% of them were undecided as 8% of teachers were disagreed to the statement. Table 3.7 further showing that, 28% of teachers disagreed that, Teachers should provide guidance to students who read in secondary school library while 8% were undecided and 70% of teachers agreed the statement that, teachers should provide guidance to students who read in secondary school library. On the other hand, majority of teachers (29) which is equal to 73% were strongly agreed that, school should have clear time table for library studies while 3 teachers equally to 7% were undecided as 8 of them equally to (20%) were disagreed the statement. Similarly, 5 teachers which is equal to 12% of students disagreed that, library should have the necessary materials to facilitate academic work in the school while 32 (81%) were agreed that Library should have the necessary materials to facilitate academic work in the school and the rest students with 7% were undecided to the statement.

Therefore, based on the study findings, it is clear that, in order to improve public school library there should be programs for educating students on the use of library, supply of enough updated books, journals and other reference materials for students in the library, librarian should collaborate with the teachers to supervise students in library use, teachers should provide guidance to students who read in secondary school library, school should have clear time table for library studies, easy in borrowing books from the library, library should have the necessary materials to facilitate academic work in the school and teachers should frequent emphasize student on library use so as to curb the fore mentioned challenges so as to ensure students' effective learning and gaining their intended knowledge. As supported by Augustine (2022) ^[1] who revealed out school libraries should be improved on both buildings and facilities.

Also during interview with head of school in one public secondary school also suggested ways forward to improve condition of public school libraries as said that;

"...government should supply enough funds for buying books and library facilities, parents and education stakeholders should also help availability updated books at school..." (Personal interview with the librarian of

school "Z" 29th July, 2024).

Also another head of school during interview suggested that; "Government should employ professional librarian, there should be frequent training program and seminars to students in secondary school on the use of library resources this may help to build reading habit among them.... Many students do not have reading habit even though resources are available (Personal interview with head of school "P" 30th July, 2024). Also librarian during interview suggested that;

"...Our library is out of date, government should improve both building and facilities and the library should be modernized by installing computers with internet...." (Personal Interview with librarian of school "X" 30th July, 2024).

The finding from interview imply that government should also consider improving public secondary school libraries, also there should be special programme for educating students on library use, government should employ librarian in public secondary schools in Arusha City. There is need for the availability of current books and other library resources and libraries should be digitalized and modernized to increase the availability of current reference materials. These finding concur with Samlawi *et al.* (2021) ^[17] who pointed out that in order to have active library services libraries should be digitally improved and modernized.

5.2 Conclusions and Recommendations

Based on the study findings, the following conclusions were made

The condition of libraries in public secondary schools in Arusha City is not good. Most books in these libraries are outdated and do not correspond to the requirements of the current syllabi. Moreover, the libraries do not have digital facilities such as computers and internet connections to facilitate the searching of materials. Additionally, the schools libraries are not managed and controlled by professional librarians and therefore the efficiency of the offered services is reduced.

There is a strong relationship between the use of library resources and students acquisition of knowledge during the learning process. Both teachers and heads of schools indicated that when students read books their thinking capacity expands leading into improved learning and hence acquisition of knowledge. The use of library facilities also makes students to be curious and hence they search for more and more knowledge to enhance their understanding. The use of library resources also makes the students to be independent and lifelong learners.

Theschool libraries should be improved both buildings and facilities to improve the condition of libraries in public secondary schools. To address these challenges, a collaborative effort between the government and educational stakeholders is essential. Investments should focus on

updating library collections to reflect current syllabi and integrating digital technologies to facilitate modern learning methods. Employing trained librarians can enhance service efficiency, thereby improving students' academic achievements and fostering a culture of continuous learning. Consequently, the government and other education stakeholders need to work together to improve the condition libraries in public secondary schools in Arusha City.

5.3 Recommendations

1. The Tanzanian government should ensure that school libraries are equipped with essential resources, including books and other materials. This can be achieved by increasing the education sector's budget and closely monitoring the allocation and utilization of funds to improve library facilities. Additionally, the government should recognize the importance of employing professional librarians in public schools. Research indicates that the presence of qualified library staff enhances the quality of education by guiding students in effective library use.
2. Schools should allocate specific times for students to engage in library studies. During these periods, school management should implement monitoring procedures to ensure this time is used effectively. Teachers should also encourage students to utilize library by assigning tasks that require thorough reading.
3. Students should develop the habit of attending school libraries for private studies. This practice can increase their knowledge and boost their confidence during internal and external examinations. Moreover, students should utilize the time allocated for library studies effectively. Access to well-resourced libraries has been linked to improved literacy outcomes and academic achievement.

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