# Assessment on the Effects of Library Resources to Public Secondary School Students in Acquisition of Knowledge: A Case of Arusha District

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*Abstract: This study assessed the effects of the usage of library resources on the acquisition of knowledge among students in public secondary schools in Arusha district. The study examined condition of library resources in public secondary schools and investigated measures to be taken to improve the condition and effective uses of library resources by secondary school students. Convergent parallel design was adopted. From a target population of 5282, the sample for the study was 98 respondents which included 50 students, 40 teachers, 4 librarians and 4 heads of schools in Arusha district. Stratified random sampling technique was used to select the respondents while school heads were purposively selected. Questionnaires, observation guides and interview schedules were used as data collection instruments. Research experts validated the instruments and the reliability test (TQ=0.86 & SQ=0.79) was conducted using Cronbach alpha. The collected data were analyzed using descriptive statistics to generate mean scores, percentages and frequencies. Thematic analysis was used to analyze the qualitative data and the presentation was done in words being supported by direct quotations. The study found out that the condition of library resources in public secondary schools was bad as most of the school libraries did not have up to date books. The study recommended for the government and other education stakeholders to support the schools by ensuring that the school libraries have adequate and up to date books. The study also recommended for students to be encouraged to use library resources for them to expand their knowledge and skills.*

*Keywords: Library, Students, Resources, Knowledge, School*

## 1. Introduction

Availability of information is an essential component for successful learning and acquisition of knowledge across all education levels (Kumah, 2015). Thus, students in higher and lower levels need to use information for them to achieve various academic goals. This calls for students to spend a considerable amount of their schooling time on reading. This is because reading is an important activity towards increasing person's knowledge and changing one's attitudes (Putri & Usman, 2021). According to Chinwendu, et al., (2018), there is a strong relationship between reading and acquisition of knowledge. Individuals who read always are expected to have better understanding of different aspects and hence they may demonstrate the possession of knowledge on several issues. Therefore, knowledge is acquired from reading

different kinds of sources including textbooks, journals as well as internet resources in the libraries (Ufuophu and Ayobami, 2012).

For several years, libraries have been used as the main source of information by students and other readers (Horrigan, 2016). According to Simba (2016), 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) observed that libraries increase both physical and digital space for the community to learn. This argument is further supported by Basirat et al., (2018) who argue 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. Therefore, secondary schools across the world are recommended to have accessible library facilities for students and the academic staff to learn (Fawcett, 2013). Sharma (2019) indicated that libraries are special collections of information which can help the learners to acquire the required knowledge and skills. In Pakistan, Rehman et al., (2020) revealed that majority of the colleges had library buildings with limited physical facilities. In Egypt, the condition of libraries was not impressive as reported by (Chakraborty, 2020). 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). Moreover, Mubofu and Malekani (2019) 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 district council. Therefore, there was a need for the current study to be conducted to fill the gap.

## 1.1 Research Questions

1. What is the condition of library resources in public secondary schools in Arusha district?
2. What measures can be taken to improve the condition and effective use of library resources in public secondary schools in Arusha district?

# 2. Literature Review

## 2.1 Theoretical Framework

Constructivism is basically a theory based on observation and scientific study about how people learn. The founders of this theory were John Dewey in 1933 to 1998, Bruner in 1990 and Piaget in 1972. It explains that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we must reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions to explore and assess what we know. Constructivism's basic postulation is that people are active learners and must construct knowledge for themselves. To that effect, the traditional mode of lecturing to groups of learners is considered inappropriate and the teachers use materials with which learners can become actively involved through manipulation or social interaction (Schunk, 2000). Learning in this theory is about discovery. In this theory, learning focuses on problem-solving and construction of meaning.

Constructivism enables the learners to be active participants in their learning process, which ultimately creates potential for deeper understanding. This is since learners who are active learners construct meaning by integrating prior knowledge with new information (Donham 2008). Therefore, this study examined much on the conducive environment and factors that a student needs in order to extract the better knowledge when they are using the library resources in accessing the information about their subject matter.

## 2.2 Empirical Literature

Shoaib et al., (2020) conducted a study on library resources and research environment in higher education institutions in Pakistan. A total of 1358 students participated from public and private universities to fill the questionnaire. The questionnaire was pre-tested from 30 respondents. Structural Equation Modelling (SEM) technique was employed to measure the effects of the proposed model. The study findings showed that the 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. It is also revealed that research-intensive students are satisfied with available library resources. The study recommended that students should be facilitated by providing updated digital and print resources to keep up to date students with the latest knowledge produced in their relevant fields.

Chakraborty (2020) conducted study on survey of district libraries in lower Assam, Egypt. The study consisted of three districts which are selected from public library system in Assam and the interview method was used to collect relevant data from the library professionals. The study found that the condition of the district libraries of Assam is not very impressive. Though these three public

libraries are rich regarding their collection and staff, the number of daily users of the district libraries is not as par the expectation. Similarly, the study found that most users visit the library for reading newspapers. The finding also shows that due to lack of funds as well as government initiative, the libraries do not fulfill the requirements of the library users. Also, the study finding noted that libraries are lagging in terms of using modern technologies like computer and internet, which becomes a basic need of today's generation. The study recommends that the library services should be extended to different parts of the country. Also, Government should provide sufficient funds for the uses of ICT applications in the library to attract the users towards the library. Lastly, the study recommends updated information should be provided by the library staff to its users.

Samlawi et al., (2021) conducted a study on evaluation of digital libraries to improve agile library services in USA. The study used qualitative approach. Data collection was done by use of interview schedule. Purposive sampling technique was used to select respondents while triangulation was used to analyse data. The study shows that the optimization of digital libraries for the development of agile library services is measured by ease of use in terms of systems that are easy to learn, easy to master, clear and easy to reach, flexible, and easy to use. Furthermore, flexible factors are the only aspect that needs to be improved.

Park &Yoo (2019) conducted a study on the managementof an academic libraryusing customer relationship management, Korea. The study used demographic information, library resources, homepage services, and facilities/environment of the library were categorized in the questionnaire and analysed. The study revealed thatlibrary resources used was the highest, and its facilities/environment was the lowest in the user satisfaction study. It also revealed that there weremany necessities for the quick acquisition and dissemination of the requested material to the library users, and for the inter-library loan (ILL) services among campuses for the subscription books in the library resources used study. Also, there are a lot of necessities for the plans of more frequent library event, more detailed event guidance, and more reinforcement of public relations.

# 3. Methodology

In this study, the researcher employed convergent parallel research design. According to Creswell (2012), convergent parallel design involves a simultaneous collection of both qualitative and quantitative data. The advantage of convergent parallel design is that it combines the advantages of qualitative and quantitative methods leading into more coherent findings.The design helped the researcher to triangulate the quantitative and qualitative data obtained for the purpose of justifying the reliability and validity of the study findings. The sample was

selected from the target population of 5282 individuals (students, teachers, librarians and school heads). The sample size was calculated using Yamane formula (Cohen et al., 2007).

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 5282. Using Yamane's Formula, a sample was determined.

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

$N = 5282$, n=? e = 0.1 since P= 10%
Substituting values in the formula

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

$n = \frac{5282}{1+5282(0.1)^2}$

$n = \frac{5282}{1+5283(0.01)}$

$n = \frac{5282}{1+52.82}$

$n = \frac{5282}{53.82}$

$\therefore$ n= 98

Therefore, the desired sample size was 98 respondents (students, teachers, librarians and school heads).

Thus, the sample for the study was 98 respondents which included 50 students, 40 teachers, 4 librarians and 4 heads of schools who were selected using probability and non-probability sampling techniques. 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. School heads were purposively selected.

Questionnaires, observation guides and interview schedules were used as data collection instruments. The instruments were validated using research experts and the reliability test was conducted using Cronbach alpha. The coefficient for teachers' questionnaire was 0.86 and the one for student's questionnaire was 0.79. The collected data were analyzed using descriptive statistics to generate mean scores, percentages and frequencies. Thematic analysis was used to analyze the qualitative data and the presentation was done in words being supported by direct quotations.

# 4. Results and Discussion

The findings were discussed according to the research objectives.

## 4.1 Library Resources Available in Public Secondary Schools

The first research question aimed at finding out the condition of library resources in public secondary school. To answer this question, students and teachers were provided with questionnaire. School heads and librarians also respondents to this question through interview. Results of students were summarized in table 1.

**Table 1: Students' responses on the condition of school libraries in public secondary school in Arusha district (n=50)**

| Statements | SD | | D | | U | | A | | SA | | Mean score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | |
| i. School has library | 3 | 6 | 5 | 10 | 13 | 26 | 14 | 28 | 15 | 30 | 3.66 |
| ii. Books available in school library are enough for students self-studying | 12 | 24 | 13 | 26 | 2 | 4 | 18 | 36 | 5 | 10 | 2.82 |
| iii. school library has updated books | 10 | 20 | 21 | 42 | 0 | 0 | 19 | 38 | 0 | 0 | 2.56 |
| iv. School timetable clearly indicate time for library studies | 16 | 32 | 21 | 42 | 3 | 6 | 9 | 18 | 1 | 2 | 2.16 |
| v. The school library has computers connected to the internet | 13 | 26 | 30 | 60 | 5 | 10 | 2 | 4 | 0 | 0 | 1.92 |
| vi. Books are accessible in the school library | 5 | 10 | 6 | 12 | 3 | 6 | 28 | 56 | 8 | 16 | 3.56 |
| vii. Library resources are most useful to you | 5 | 10 | 0 | 0 | 2 | 4 | 26 | 52 | 17 | 34 | 4.00 |
| viii. School library has conducive environment for students to study | 7 | 14 | 33 | 66 | 3 | 6 | 7 | 14 | 0 | 0 | 2.20 |
| **Grand mean score** | | | | | | | | | | | **2.86** |

**Source: field data (2022)**

*Key: SA= strongly agree, A= agree, U = undecided, D= disagree, SD= strongly disagree*

Table 1 shows that, 8 students out of 50 who responded to questionnaire either strongly disagreed (6%) or disagreed (10%), which is equivalent to 16% of the respondents who disagreed to the statement that there are libraries in their school while 29 students, which is equivalent to 58%, agreed that there was library in their school. On the other hand, 26% of students were undecided to the availability of library in their school. Similarly, 50% of students disagreed that books available in school the library are enough for students' self-studying while 46% of respondents agreed that there were enough books in school library for students' self-studying, on top of that, 4% of students were not aware that is, they were undecided on whether enough books were available in school library for students' self-studying.

Table 1 also indicated that, 62% of students disagreed with the statement that, school library has updated books and 38% of students agreed to the statement while none (0.0%) of students were undecided. On the other hand, 31 students out of 50, which is equivalent to 62%, strongly disagreed that school timetable clearly indicate time for library studies while 10 students (10%) strongly agreed with the statement while 3 students (6%) were undecided.

Meanwhile, 86% of students strongly disagreed that, school library has computers connected to the internet while 10% of students were undecided as 4% of overall students strongly agreed with the statement that school library have computers connected to the internet.

Similarly, table 1indicate that, 11 students (22%) strongly disagreed with the statement that books are accessible in the school library while 36 students equal to 72% agreed that books are accessible in the school library as 6% of all students were undecided. Moreover, from table 1 10% of students strongly disagreed that library resources are most useful in their learning while 86% of students agreed and the rest 2 students out of 50 equals to 4% were undecided. As the researcher continued to analyze data from table 1, the data indicated that, 40 students out of 50 (80%) disagreed that school library have conducive environment for students to study whereby 3 students out of 50 equivalents to 6% were undecided. on the other side, 7 students which is equal to 14% agreed to the statement that, school library have conducive environment for students to study

Therefore, based on the analyzed data from table 1 school libraries in secondary schools, particularly the sampled

schools were in the bad condition. The study found that some libraries were not in the conducive environment that could support the students in their studies, learning and acquisition of knowledge. Libraries also found to have the challenge of lack of enough updated books for students' self-study thus the need for renovation is inevitable.

The findings in table 1 are in line with the study done by Redman et al., (2020) who also found that majority of colleges had no separate building for the library, the physical facilities in the libraries were not satisfactory, there was shortage of information resources in the libraries, majority of libraries did not receive regular library funds and there was shortage of paraprofessional staff in the libraries. This implies that libraries were not well equipped to support students' leaning and acquisition of knowledge.

Also, the findings were confirmed during interview with one the head of schools in public secondary school who said;

> *At this school we have very good library building but most of books are out of date which means that they do not support our students in acquisition of knowledge according to the current syllabus. This is very important area*

*that is left behind by government and education stakeholder (Personal interview with head of school "P" April 28, 2022).*

Also, on answering the same question during interview, one librarian said:

> *As a professional in library keeping, I have raised the issue that most books in the library are out of date, but no action has been taken. For students to expand their knowledge, they need to read books, unfortunately, only a few books are relevant to the current syllabus. (Personal interview with librarian from school "X" April 27th, 2022).*

This implies that most of secondary schools have buildings in the name of library however most books are out of date hence do not support students learning and acquisition of knowledge. This indicates that most of the libraries in secondary school are in poor condition thus, provision of library materials is inevitable.

On the same research question, teachers were also asked to answer the same question provided in the questionnaire and their results were summarized in table 2.

**Table 2: Teachers' Responses on the Condition of School Libraries in Public Secondary School in Arusha District (n=40)**

| | SD | | D | | U | | A | | SA | | Mean score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | |
| i. School has library | 5 | 12.5 | 11 | 27.5 | 15 | 37.5 | 6 | 15.0 | 3 | 7.5 | 2.78 |
| ii. Books available in school's library are enough for students self-studying | 16 | 40.0 | 8 | 20.0 | 0 | 0.0 | 16 | 40.0 | 0 | 0.0 | 2.40 |
| iii. school library has updated books | 12 | 30.0 | 15 | 37.5 | 0 | 0.0 | 13 | 32.5 | 0 | 0.0 | 2.35 |
| iv. School timetable clearly indicate time for library studies | 7 | 17.5 | 11 | 27.5 | 5 | 12.5 | 17 | 42.5 | 0 | 0.0 | 2.80 |
| v. The school library has computers connected to the internet | 19 | 47.5 | 14 | 35.0 | 2 | 5.0 | 5 | 12.5 | 0 | 0.0 | 1.83 |
| vi. Books are accessible in the school library | 10 | 25.0 | 3 | 7.5 | 0 | 0.0 | 16 | 40.0 | 11 | 27.5 | 3.38 |
| vii. Library resources are most useful to you | 10 | 25.0 | 0 | 0.0 | 5 | 12.5 | 16 | 40.0 | 9 | 22.5 | 3.35 |
| viii. School library has conducive environment for students to study | 16 | 40.0 | 8 | 20.0 | 0 | 0.0 | 11 | 27.5 | 5 | 12.5 | 2.53 |
| Grand mean score | | | | | | | | | | | 2.68 |

Source: Field Data (2022)

*Key: SA= strongly agree, A= agree, U = undecided, D= disagree, SD= strongly disagree*

Table 2 shows teachers' response on the condition of library in secondary school and their grand mean score was 2.68 (M=2.68) since the grand mean score of all statements was below 3. This implies that teachers also confirmed that condition of libraries in secondary schools in Arusha district is poor; whereby, 16 teachers out of 40 who responded to the questionnaire which is equivalent to 40% disagreed with the statement that there was no library in school while 9 teachers which is equivalent to 22.5%

agreed that there were libraries in their schools. On the other hand, 15 teachers (26%), were undecided. Similarly, 24 teachers of 40 (60%) disagreed that there is availability of enough books in library for students' self-studying while 16 teachers equal to 40% agreed that there were enough books in school library for students' self-studying. On the other hand, table 2 also indicated that, 27 teachers equally to 67.5% disagreed with the statement that, school library has updated books while 13 teachers equal to 32.5

% agreed. Moreover, 18 teachers out of 40 which is equivalent of 45% disagreed that school timetable clear indicate time for library studies as 17 teachers equal to (42.5%) strongly agreed while 5 teachers (12.5%) were undecided to the statement.

Meanwhile, 82.5% of teachers disagreed to the statement that, school libraries have computers connected to the internet while 5% were undecided as 12.5% of teachers agreed with the statement that school library have computers connected to the internet. Table 2 on the other hand indicated that, 13 teachers (32.5%) disagreed with the statement that books are accessible in the school library while 27 teachers equal to 67.5% agreed.

Moreover, table 2displays that 10 teachers equal to 25% held contrary opinion that library resources are most useful to students' learning while 25 teachers equal to 67.5% agreed that library resources are most useful to students' learning and the rest (5) teachers out of 40 equals to 12% were undecided. Similarly, table 2 depict that, 24 teachers out of 40 (60%) disagreed that, school library have conducive environment for students to study while 16 teachers out of 40 equals to 40% agreed that school

library have conducive environment for students to study. Therefore, based on the analyzed data from table 2, school libraries in the studied secondary schools were in the degenerated condition in the sense that, some libraries were not in the conducive environment that could support the students' learning and acquisition of knowledge. Libraries also found to have the challenge of enough updated books for students' self-study thus the need for improvements are inevitable.

The findings in table 2 are in line with the study done by Chakraborty (2020) on survey of district libraries in lower Assam, Egypt. The study found that the condition of the district libraries of Assam is not very impressive and most of users visited the library for reading newspapers. It is expected that a library should have every kind of books as to allow library users to acquire knowledge according to their needs. This study also indicated that libraries were in poor condition.

To address the second research question, students were asked to indicate the resources available in the secondary school libraries and their answer were summarized in table 3.

**Table 3: Students' Responses on Library Resources which are mostly available in the School Library**

| 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 (2022)

Table 3 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 articles 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. This implies that in the school library visited by the researcher, there was many 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.

To confirm what was said on availability of resources in school libraries, teachers were asked to indicate the resources available in the secondary school libraries and their answer were summarized in table 4.

**Table 4: Teachers' Responses on Library Resources which are mostly 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 (2022)

The table 4 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) equal to 10% who 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 secondary school libraries have books more than other library resources such as Reference books, printed journal and articles, electronic books as well as Government publications and newspapers.

The finding indicates that most of secondary school have more books than other library resources which is a clear indication that there is great shortage of library resources in schools' libraries, which limit library users on

acquisition of knowledge as it is expected that a library should have necessary resources that support learning process as supported by Rehman et al., (2020) who also found that resources in most libraries in developing countries are not satisfactory.

## 4.2 Measures necessary to improve the Condition and Effective use of Library Resources in Public Secondary Schools

The second research question aimed at finding out the necessary measures to be taken to improve the condition and effective use of library resources in public secondary schools. To answer this question, students and teachers were provided with questionnaire. School heads and librarians also respondents to this question through interview. Results of students were summarized Table 5.

**Table 5: 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. Provision 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 timetable for library studies | 6 | 12.0 | 3 | 6.0 | 12 | 24.0 | 16 | 32.0 | 13 | 26.0 |
| vi. Easy in borrowing books from the library | 0 | 0.0 | 3 | 6.0 | 14 | 28.0 | 19 | 38.0 | 14 | 28.0 |
| 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 | 14 | 28.0 |
| ix. Teachers should frequently emphasize the use of library by students | 0 | 0.0 | 0 | 0.0 | 14 | 28.0 | 31 | 62.0 | 5 | 10.0 |

**Source:** (Field Data, (2022)
*Key: SA= strongly agree, A= agree, U = undecided, D= disagree, SD= strongly disagree*

Data in Table 5 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 yet 33 students, which is equal to 66%, strongly agreed that there should be programs for educating students on the use of library. Meanwhile, 9 students (18%) disagreed that there was provision 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. Nevertheless, 78% of students agreed that librarian should collaborate with the teachers to supervise students in library use while 16% of them were undecided as 3 students (6%) disagreed with the statement.

Furthermore, table 5shows 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 with the statement. On the other hand, majority of students (29) equivalent to 58% strongly agreed that school should have clear timetable for library studies while 12 students equal to 24% were undecided as 9 of them (18%) disagreed with 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%) agreed and the rest (18%) were undecided. Additionally,

44 students out of 50 which is equivalent to 88% agreed that school library should support teaching and learning while 6 (12%) of students were undecided as none of the students disagreed with the statement. These findings, however, are in line with the study by Ban leman (2018) and Ida (2016) explained the use of library and came up with their findings that showed the numerous challenges facing students in utilizing the library and role of library in improving the academic performance.

**Table 6: Teachers' responses on the Way forward to improve condition of public-school libraries**

| Statement | SD f | SD % | D f | D % | U f | U % | A f | A % | SA f | SA % |
|---|---|---|---|---|---|---|---|---|---|---|
| i. There should be programs for educating students on the use of library | 0 | 0.0 | 0 | 0.0 | 17 | 42.5 | 3 | 7.5 | 20 | 50.0 |
| ii. Provision 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 | 10 | 25.0 |
| iii. Librarian should collaborate with the teachers to supervise students in library use | 0 | 0.0 | 3 | 7.5 | 14 | 35.0 | 8 | 20.0 | 15 | 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 timetable 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)

*Key: SA= strongly agree, A= agree, U = undecided, D= disagree, SD= strongly disagree*

Table 6 shows that, 42.5% of teachers who responded to the questionnaire were undecided to the statement that there should be programs for educating students on the use of library. On the other hand, 23 teachers, which is equally to 57.5%, strongly agreement with the statement that, there should be programs for educating students on the use of library. Meanwhile, 6 teachers (15%) disagreed that there is provision 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.

Nevertheless, 57% of teachers also 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 disagreed to the statement. Table 6 further show that, 28% of teachers disagreed that, teachers should provide guidance to students who conduct personal studies in secondary school library while 8%

were undecided and 70% of teachers agreed with the statement. On the other hand, majority of teachers (29) which is equal to 72.5% strongly agreed that school should have clear timetable for library studies while 3 teachers equal to 7% were undecided as 8 of them equal to (20%) disagreed. 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%) agreed.

Therefore, based on the findings, 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. Similarly, librarian should collaborate with the teachers to supervise students conducting personal studies in the library. Teachers should provide guidance to students who read in secondary school library, school should have clear timetable 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 frequently emphasize to student the need to use library in order to curb the fore mentioned challenges to ensure students' effective learning and gaining their intended knowledge. These findings are supported by Augustine (2022) who revealed that school libraries should be improved, both buildings and facilities.

Also, during interview with head of school in one public secondary school, one school head suggested that:

> *Government should supply enough funds for buying books and library facilities, parents and education stakeholders should also help in the provision of updated books at the school library* (Personal interview with the librarian of school "Z" April 29, 2022).

Another head of school during interview recommended 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 culture even though resources are available (Personal interview with head of school "P" April 28, 2022).*

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" April 272022).

These finding from interview imply that government should also consider improving public secondary school libraries buildings and facilities. Besides, there should be special program for educating students on library use and government should employ librarian in public secondary schools in Arusha district. Also, there is need to ensure availability of updated books and other library resources. Libraries should be digitalized and modernized to widen the availability of current books. These finding concur with Samlawi et al., (2021) who pointed out that in order to have active library services, libraries should be digitally improved and modernized.

# 5. Conclusion and Recommendations

## 5.1 Conclusion

The condition of libraries in public secondary schools in Arusha district is not good. Most of the books in these libraries are out of date 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 school libraries are not managed and controlled by professional librarians and therefore the efficiency of the offered services is reduced. There still a lot of things to be done so as to improve the condition of libraries in public secondary schools. The government and other education stakeholders all need to work together to improve the condition.

## 5.2 Recommendations

1. The government of Tanzania should ensure that school libraries are provided with the necessary requirements including books and other materials. This can be done by increasing the budget for the education sector and having close monitoring to ensure that the funds allocated to improve library facilities are used as intended. Also, the government should see the need of employing professional libraries in the public schools.

2. The schools should have well indicated time for students to go for library studies. During the library studying time, the school management should set monitoring procedures to ensure that this time is used as expected. Teachers also should encourage students to use libraries by providing them tasks which require thorough reading.

3. Students should build a habit of attending school libraries for private studying. This will increase their knowledge and make them to be confident when performing internal and external examinations. Students also should use the time allocated for library studies effectively.

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