

**INFLUENCE OF LIBRARY SERVICES ON STUDENTS ACADEMIC
PERFORMANCE IN AN ORDINARY CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION IN MTWARA MIKINDANI
MUNICIPALITY, TANZANIA**

LEO IDA

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ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **“Influence of Library Service on Students Academic Performance in the Certificate of Secondary Education Examination in Mtwara Mikindani Municipality, Tanzania”** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

.....

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(Supervisor)

.....

Date

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DECLARATION

I, **Leo Ida**, do hereby declare that this dissertation is my own original work and that it has not been submitted and it will not be submitted to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my husband Mr. Luhitana William Mbonye for his assistance, my father Leo Morris, my sons Godlove, William and Gloria who missed my service and love when I was busy with my studies.

ACKNOWLEDGEMENT

This work is a result of different people efforts either directly or indirectly. I am deeply indebted to all of them for their help. However, it is impossible to mention all; I therefore extend a lot of my thanks to them. I would like to express my sincere gratitude and appreciation to my supervisor Dr. Jerome J. Chilumba who supported the researcher from the time of preparing the research proposal to the stage of writing this dissertation as he became very supportive, guider and wise at all stages and gave me advice and more ideas which has resulted into the fulfillment of this study.

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ABSTRACT

The title of this study was “Influence of Library service on Students Academic Performance in Ordinary Certificate of Secondary education examination in Mtwara Mikindani Municipality, Tanzania. The study was intends to fulfill the following objectives; firstly to identify schools with and without library services and uses, secondly to compare academic performance of students in secondary schools with libraries and without libraries, and thirdly to explore how students use library services available to improve their academic performance. The study adopted qualitative research design on generating and analyzing data obtained from 100 sample size. Data from the respondents were collected through an interview, questionnaires, documentation review and observations. The findings revealed that, some of Secondary Schools in Mtwara Mikindani Municipality had no libraries. Moreover, the students from secondary with libraries and enough materials were observed to perform better in CSEE than secondary schools with no libraries and enough materials due to the fact that, the availability of well equipped libraries encourage learning habits and strengthened students study skills which results to performance of the students CSEE. From the field also it was identified that, there were no culture of reading in the libraries for both teachers and students of Mtwara Mikindani Municipality and the observed libraries in Mtwara Mikindani Municipality were seen to lack enough books and some were out dated books. In the light of these findings the study recommended that Secondary Schools in Mtwara Mikindani Municipality should be encouraged to establish libraries as to improve performance in CSEE.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE PROBLEM	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	7
1.4 Purpose and Research Objectives.....	8
1.5 Research Questions	9
1.6 Research Task	9
1.7 Significance of the Study	9
1.8 Definition of the Keyterms.....	10
1.9 Delimitations	10
1.10 Limitations	11

CHAPTER TWO	12
LITERATURE REVIEW.....	12
2.1 Introduction	12
2.2 Theoretical Review and Theories that Guided the Study.....	12
2.2.1 Historical Background of the Library	12
2.2.2 Theories that Guided the Study	14
2.3 Empirical Review.....	15
2.3.1 Influence of Library Resources on student performance	15
2.3.2 Library Experts on Student Performance	18
2.3.3 Library Services on Student Performance.....	20
2.3.4 Knowledge Gap.....	22
2.4 Conceptual Framework	23
CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Introduction	24
3.2 Research Methodology.....	24
3.3 Research Design.....	24
3.4 Area of the Study.....	25
3.5 Population.....	26
3.6 Sample Size and Sampling Procedures	27
3.6.1 Sample Size	27
3.6.2 Sampling Procedures.....	27
3.7 Data Collection Methods.....	28
3.7.1 Interview.....	28

3.7.2	Questionnaires	29
3.7.3	Documents Review	30
3.7.4	Observation	30
3.8	Reliability and Validity of the Instruments	30
3.9	Ethical Issues	31
3.11	Data Analysis	32
CHAPTER FOUR.....		33
DATA PRESENTATION.....		33
4.1	Introduction	33
4.2	Socio – Demographic Information of the Respondents	33
4.2	Influence of Library Resources to Student Academic Performance	35
4.2.1	Availability of Libraries	35
4.2.2	Sufficient Reading Books.....	36
4.3	Influence of Librarian Experts on Student Performance.....	37
4.3.1	Professional Librarian	37
4.3.2	Teacher Librarian	39
4.4	Influence of Library Services to Student Academic Performance	39
4.4.1	Good Networking	39
4.4.2	Library Program	40
4.5	Comparisons of Academic Performance of Students in Schools with Library and Schools without Libraries.....	41
CHAPTER FIVE.....		44
DISCUSSION OF THE FINDING		44
5.1	Introduction	44

5.2	Socio Demographic Information of the Respondents	44
5.3	Influence of Library Resources to Student Academic Performance	45
5.3.1	Availability of Libraries	45
5.3.2	Reading Books	47
5.4	Influence of Library Experts on Student Performance.....	50
5.4.1	Professional Librarians.....	50
5.4.2	Teacher librarians.....	52
5.5	Influence of Library Services to Student Academic Performance	54
5.5.1	Good Networking	54
5.5.2	Library Program	55
CHAPTER SIX		58
SUMMARY, CONCLUSION AND RECOMMENDATION		58
6.1	Introduction	58
6.2	Summary of the study	58
6.2	Summary of the Main Findings.....	59
6.3	Conclusion.....	59
6.4	Recommendations	60
6.4.1	To Administrators	60
6.4.2	To Policy Makers	60
6.5	Study Implication	61
6.6	Area for Further Research	61
REFERENCES.....		62
APPENDICES		69

LIST OF TABLES

Table 3.1:	Sampled Participants for the Study	28
Table 4.1:	Percentage Distribution of Age of the Respondents.....	33
Table 4.2:	Percentage Distribution of the Gender of the Respondents.....	34
Table 4.3:	Percentage Distribution of the Respondents by Level of Education .	34
Table 4.4:	Percentage Distribution of the Respondents Occupation	35
Table 4.5:	Secondary Schools have Libraries to Assist Student Learning	35
Table 4.6:	Libraries in Secondary Schools have Enough Reading Books	37
Table 4.7:	Secondary Schools had Enough Librarians	38
Table 4.8:	Supporting Library Staff in Secondary Schools	39
Table 4.9:	Secondary Schools Libraries had Good Networking	40
Table 4.10:	Secondary School Libraries had Programmes.....	40
Table 4.11(a):	Academic Performance for Secondary Schools without Libraries and Secondary Schools with Libraries Respectively	41
Table 4.11(b):	Academic Performance for Secondary Schools without Libraries and Secondary Schools with Libraries Respectively	42

LIST OF FIGURES

- Figure 2.1: Variables Indicating a Relationship between use of Library Services
and Performance in CSEE in Mtwara Mikindani Municipality (2015) ..23
- Figure 3.1: Administrative Divisions of Mtwara/Mikindani Municipality 2015..... 26

LIST OF APPENDICES

Appendix 1:	Questionnaires for Students Teachers and Librarians in Mtwara Mikindani Municipality 2015	69
Appendix 2:	Interview Questions for Regional Education Officer, District Education Officer, Heads of School and the Regional Librarian in Mtwara Mikindani Municipality 2015	72
Appendix 3:	Letter For Permission to Collect Data.....	73

LIST OF ABBREVIATIONS

AASL	American Association of School Librarian
BAI	Book Aid International
CSEE	Certificate of Secondary Education Examination
DEO	Districts Education Officer
IICD	International Institute for Communication and Development
MOEVT	Ministry of Education and Vocational Training
NPE	National Policy on Education
NYCC	New York Comprehensive Center
REO	Regional Education Officer
SRL	Self – Regulated Learning
SRLT	Self –Regulated Learning Theory
SRLT	Self Regulated Learning Theory
TAAS	Texas Assessment of Academic Skills
TLS	Tanzania Library Service
TLSE	Tanzania Library Service Board

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter presents the background to the problem, statement of the problem, purpose and research objectives, research questions, research tasks, significance of the study and definition of key terms, delimitation and limitation of the study.

1.2 Background to the Problem

Education is the key factor in the development and advancement of a society. Each individual in a country should be considered as an asset because it is due to the overall contribution of human resources that a nation can progress and advance. To integrate each individual in the process of development and advancement of the nation, suitable education and training is very important. Since education and training of an individual is a lifelong process every nation must be aware of this fact, if proper directions are to be given to its people.

As To ensure that people get a life long education libraries should be made accessible and library services should be made available at all places, to all sections of the society. The historical background of library services in Tanzania started since the formation of the Tanganyika currently Tanzania central Library in 1967. However, its importance and use among the Tanzanian and school libraries is said to be felt. Dahlgren (1994) in her bibliographic essay quote Julius Nyerere words when he opened the National Central Library in Dar es Salaam in 1967 by saying “the real importance of this Central Library to our nation derives from the fact

that it is the hub of a wheel, from which spokes will reach out to towns and villages throughout mainland Tanzania'' (Dahlgren, 1994). The president was an enthusiastic advocate of the Tanzania Library Service (TLS) and envisioned it as a great umbrella under which all types of libraries would be encompassed. He also wanted libraries to be educational and cultural centers; a place where both readers and writers could be nurtured. In that way, books in native Kiswahili would eventually fill the library shelves.

Kaungamno and Ilomo 1979 in Dahlgren (1994) work, gives a short history of TLS by saying "the TLS had a short but distinctive history. It was the first East African library system to accept the recommendations of the Hockey Report (Sidney W. Hockey commission in 1960 founded by the British Council to assess the needs and make recommendations for developing East African libraries). The report outlines the procedure on how to empower a board to implement the report, to appoint a Director of Library Services who was E.M. Broome a British Library expert; the coordination of library services for schools and government departments; and the first to build a National Central Library.

Reading a report of Frost (1968 – 1970), one notes that in 1963 the Act of establishing the Tanganyika Library Services Board to coordinate and develop library services in Tanganyika was passed by the National Assembly. Not only that but the report further states that, in 1966 there was a survey conducted by the school and the junior Librarians of Tanganyika library to observe the effect of library service on secondary schools. One of the recommendations made by the report was the need to improve school libraries to become effective instruments of education

and improving student performance a condition which encourages many scholars and researchers to observe its fulfillments.

Olden, (1968) on his report noted that Tanzania Library Services (TLS) was given the legal mandate to revitalize and develop special school, college, government and public libraries into a single or integrated national library system. Therefore a school library service was on the agenda from 1961. President Nyerere when he opened the headquarters of TLS in 1967 made a point of emphasize that the development of school libraries was one of its key responsibilities. Olden added that, as to ensure student academic achievements, policy makers and educators has to see ways how to maximize the value of school library use and services.

Jantti (2011) noted that, in a period of economic turmoil, resource scarcity, and increased competitiveness in the attraction and retention of students, the ability to demonstrate the value gained by utilizing library resources is becoming increasingly important. Students have unprecedented choice over where and what they may study and importantly the source, content and format of learning materials their use and can effectively bypass the Library.

Jantti elaborated further by saying, these wide ranging choices have in effect repositioned the student from being an active though still highly dependent learner, into a consumer of information. This shift in behavior comes with a learning cost, and it has become a battle that is fought daily in tutorial classes and lectures, as academics and librarians try to encourage students to make better use of high quality sources of information, acquired or subscribed to by the library (at considerable

cost). For these reasons, it is more important than ever for libraries to demonstrate to students and stakeholders the value of using the library's resources and services. The challenge however is that, the value delivered by libraries was considered to be social, educational or cultural values, which are difficult to measure. Smith (2001) on his research paper titled "school libraries and their impact on student performance" stressed that, library and library services are resource centre for the materials to students.

A report written on 49 years ago (1966) indicates the need of availability and effective use of library services in Tanzania. Library connected to internet are said to increase student performance. This was emphasized by the American Association of School Librarians (AASL) (2011). On their report, they elaborated that school library website is able to provide ways for learners to gather and share information, use tools and display knowledge. The website may be used to guide learners towards the ways that can view, use, and assess information as they create products that are authentic and relate to a real-world context.

AASL (2011) noted that, the school library website should incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including policies for access and ethical use. Also, school library websites should provide for the informational and curricular needs of the learners. The school librarian should keep in mind the target audience (elementary, middle grades, or young adults).The school librarian should ask, "How does my school library's website integrate within the school and extend beyond the walls of the school?"

AASL (*op.cit*) suggested the links for the school website to be teacher's web pages and blogs, online references that would be useful to the school library community of learners; other links could be local library websites or school libraries within district, online catalog (OPAC), online databases, and local institutions that are of educational interest.

The study conducted by the New York Comprehensive Centre (NYCC) (2011) on the impact of school libraries on student academic achievement, generally concluded by showing the importance of school libraries and thus to have a positive effect on student academic outcomes. This is due to the fact that, teaching in 21st century skills needs to promote achievement and played a major role in closing the achievement gap. This study was referenced to support the claims in this brief, and constitutes the most reliable body of research to date.

Authors of the study (NYCC, *op.cit*) claimed that as more and more schools and districts confronted with difficult fiscal decisions; school libraries were often one of the first line items to be sacrificed. However, extensive research shows that schools that have relied on their libraries to support student growth, specifically in the areas of literacy, information literacy, technological skills, and access to resources and equipment, had increased motivation, higher assessment scores, and ultimately higher graduation rates.

The current role of the library is to satisfy a need for an environment that cultivates student collaboration and peer learning (Hisle, 2005). The traditional role of the library was to symbolically reinforce the spirit of learning by providing areas for

reading and meeting (Campbell, 2006). While the current trend in library design has shifted toward the student learning commons and group study areas, it is imperative to study the effects of this shift on student attitudes and preferences for study spaces within the university library.

The survey conducted in Texas to investigate the spread and availability of libraries in schools indicated that, In Texas, about 25 percent of schools lack libraries. From the findings, Smith (2001) demonstrates that, ten percent of students from the schools with librarians achieved minimum Texas Assessment of Academic skills expectation in reading than their peers in schools without librarians.

The recent findings from the studies on library systems as conducted in Alaska, Colorado, Oregon, and Pennsylvania found that, professionally trained and credentialed school library media specialists have a positive effect on student achievement. Also supportive staff was said to be essential if library media specialists are to fully affect student achievement. The study also noted the socio – economic characteristics to be the strongest predictor of student success. Author said that, schools observed to perform better academically are said to have fewer high poverty students than lower performing schools. Inequity in the quality and availability of library resources continues to exist between both high and low poverty schools as well as high and low performing schools.

Haycock (1995) presented the usefulness of school library to the students' achievements. Haycock (op.cit) noted that, schools with good libraries and services tend to perform significantly better in reading comprehension and in their ability to

express ideas effectively relating to their readings. The study emphasize that it is appropriate to explore furthers the details which surround at the environment of using library services among students in secondary schools within Mtwara/ Mikindani Municipality as to determine students performance.

1.3 Statement of the Problem

In Tanzania, the most leading debate in education spectrum nowadays is the issues of secondary schools poor academic performance. Parents and other stakeholders in education complain over the high rate of poor academic performance of students in national examination. The high failure rate has resulted into little number of students continuing Advanced level secondary education studies and colleges. Despite the efforts made by the government of Tanzania, and community in expanding secondary schools which extended to ward level, lowering education expenses to improve the education systems, the academic performance is still poor, (URT, 2005).

Leithwood (2006) noted the situation to be a result of lack of well-equipped libraries to both public and private schools. Based on this study, attention was paid by a researcher to explore the Influence of Library service on Students Academic Performance in Certificate of Secondary education examination.

The process of teaching and learning is complicated. There are so many intervening factors one has to consider in establishing the effective and quality environment as to ensure quality results and among many factors the availability of well-prepared and equipped library is among the factor, which seemingly promote student performance. Bruce (2006), commented that if one needs to raise student achievements has also

needed to invest in libraries. Bruce (*op.cit*) added that student could be improved through a support from well staffed and well stocked school libraries. For student reading skills to be improved there was a need to have a lot of books. Students need to feel comfortable around books and allow them to interact positively with the books. Not only that, students also need the support of librarians who could deliver and guides them to access both manual and electronic materials.

Altman and Hernon (1998, p. 53) made it very clear that users are the best judges of library services and that customer opinion of library service is of paramount importance. Should there be no users, libraries would only be needed as warehouses. User evaluations of library goodness have therefore frequently been taken at face value to indicate quality of service. Associated with the missions of libraries and their institutions. User satisfaction may or may not be related to the value or the performance of a library.

The current literature fall shortly to explain the relationship which exists between library services available and the performance of the students in the CSEE in Tanzania specifically in Mtwara Mikindani municipality. Therefore, the researcher of this study intends to observe the availabilities, its usage and effects on promoting student academic performance in secondary schools in Tanzania taking Mikindani Municipality as the case of the this study.

1.4 Purpose and Research Objectives

The purpose of this study was to explore the influence of libraries to student academic performance in secondary schools in Mtwara Mikindani Municipality.

The study had the following objectives.

- (i) To identify secondary schools with and without library services and uses.
- (ii) To compare academic performance of students in secondary schools with libraries and those with no libraries.
- (iii) To explore how students use library services available to improve their academic performance

1.5 Research Questions

This study had the following research questions;

- (i) How many secondary schools have library services in Mtwara Mikindani municipality?
- (ii) What are the performance differences between schools with and those lacking libraries?
- (iii) How often do students use library service available?

1.6 Research Task

- (i) Exploring secondary schools with libraries and those without libraries in Mtwara Mikindani Municipality.
- (ii) Comparing academic performance between schools with libraries and schools without libraries in Mtwara Mikindani Municipality
- (iii) Exploring how students use library service within or outside school premises.

1.7 Significance of the Study

The study has the following significances:

- (i) To help stakeholders in deciding how they can maximize student use of library and library services as to increase the chance to make positive programs designed to improve student leaning.

- (ii) To motivate students so that they can use library services to improve their academic performance.
- (iii) To awaken the government as to ensure that all secondary especially public schools have well equipped library services.
- (iv) To encourage other researchers to continue searching for best strategies in using library services for improving student leaning.

1.8 Definition of the Keyterms

Library means a place and materials where students can spend their time reading and acquire knowledge and skills ready for the high academic performance in CSEE.

Performance in this study will mean high score in certificate of secondary education examination (CSEE)

Library services in this study will means all necessary services and information found in libraries include good networking, enough books and other resources for searching information, a professional librarian as well as teachers to guide students for their self study.

1.9 Delimitations

This study was conducted in Mtwara Mikindani Municipality. The researcher selected this area because of its uniqueness as it contain all possibilities for its schools to have good libraries. Unlike rural areas where for sure the availability of library services were too worse. In an urban area one would expect to see the attractive environments for students to learn including the use of library services to especially for students. That being the case the researcher of this study had purposely

selected the area to explore what was behind the use library services among secondary school students.

1.10 Limitations

One of the major limitations of this study is concerns coverage. The study was not cover neither all education institutions or even all secondary schools in the country, but rather it focuses only secondary schools in Mtwara region specifically in Mikindani municipality. More over since Mikindani is too broadly and contains many secondary schools financial is another factor considered to be a challenge in doing this work of research. During data collection the researcher faced with the break of timetable due to some factors that hinder the access to meet with respondents as it was planned.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented the review of related literatures. It covers the theoretical as well as empirical review with regard to world, Africa and Tanzania perspective. The chapter also shows the conceptual framework of the study

2.2 Theoretical Review and Theories that Guided the Study

2.2.1 Historical Background of the Library

Historically, the role and development of library was to provide trustworthy information and to help students distinguish reliable information sources of social, political, economic, scientific, technological, educational, and cultural issues among the community (Campbell, 2006).

Estabrook et al (2016) stated that, historical the beginning of library was used to keep the business, legal, historical and religious records of a civilization since the middle of the 20th century. Rapid developments of computers, telecommunications and other technologies have made it possible to store and retrieve information in many different forms easily. Hence the technological and political forces radically reshaped library development.

In Africa rural villages, the formations of Library were closely related to the need of more organic service to meet the information needs of rural peoples. Reading a work of Dent (1961) the idea of library services in rural areas has existed in many African countries for a long time, although documentation process began in recent decades.

Dent (op cit) noted that, as early as 1920s, the community were able to access record in a place where different people went to keep them as for future remind. South Africa is one the country with a good history regarding the use of library in rural villages. As to recognize the importance keeping records, more recent projects have focused on to start village or community library and rooms as for reading like the Book Box services in Botswana, the OSU - initiated libraries in Ghana, the family literally project libraries in South Africa, the village libraries in Tanzania and rural library services in Malawi.

Frost (1971) on his paper declared that, in 1960 the Hockey report recommended the creation of library boards in each of the three countries covered by the survey of library development which Mr. Hockey had been asked to carry out for the governments of these countries which were Kenya, Uganda and Tanzania. Then in 1963 the act establishing the Tanganyika Library Services Board to coordinate and develop library services in Tanganyika was passed by the National Assembly and later repealed by the 1975 act. In carrying their responsibilities TLSB was responsible to organize, and distributes books, non book materials and other forms of information materials to individuals, schools, institutions and public in general.

The necessities of establishing library in Tanzania also portrayed by Nyerere's thought on libraries (1967). On his writing, Nyerere noted that, "books are very important way of transmitting knowledge and for self-improvement; from them we can learn new ideas, new techniques of working and new methods. We can learn about the development of men in all its different aspects; we can broaden our understanding of other peoples and even of ourselves. All the experiences of

mankind, all his discoveries and his inventions can be learned from the books through reading. And the provision of a National Library Services in Tanzania means that this knowledge is made available to all our literate citizens and through them to people who have not yet learned to read”.

2.2.2 Theories that Guided the Study

This study adopted Self-regulated learning theory (SRLT). Lovett, Meyer and Thille (2008) observed comparable student performance is contributed by instructor-led and self-regulated learning environments. SRLT is a learning theory which is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn. Self-regulated describes a process of taking control of and evaluating one's own learning and behaviour. Self-regulated learning theory emphasizes autonomy and control by students who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement.

In particular, with self-regulated theory, learners are the recognizer of their academic strengths and weaknesses, and had a repertoire of strategies they appropriately applied to tackle the day-to-day challenges of academic tasks. Those students held incremental beliefs about intelligence (as opposed to entity, or fixed views of intelligence) and attributed their successes or failures to factors within their control. Finally, students who were self-regulated believed that opportunities to take on challenging tasks, practiced their learning, developed a deep understanding of subject matter, and exerted effort would give rise to academic success.

In part, characteristics could help to explain why self-regulated learners usually exhibited a high sense of self-efficacy. In educational psychology literature, researchers had linked these characteristics to success in and beyond school. Self regulated learners were successful because they controled their learning environment. That theory was adopted in this study due to the students failure or passing in the CSE examinations. From the theory, if a student would effectively manipulate the environment around (library service among other necessities) may help to add the knowledge from differennt subject specialists as a results the academic success is guaranted.

The choice of this theory is due to its importance and relevacy as it support students in managing their thoughts, behaviours and emotions in order to be successful in their learning experiences. Again self regulation was essential to the leaning process because it helped students to create better learning habits and strengthen their study skills, apply learning strategies to enhance academic outcomes, monitor their performance and evaluate their academic progress. Due to that , it was responsibility of educational leaders to be familiar with factors which influenced learners ability as to enable them being self regulated towards opting the strategies that could be used to identify and promote self regulated leaning in their classrooms and libraries.

2.3 Empirical Review

2.3.1 Influence of Library Resources on student performance

Students that use school library services often perfom better ther test and examination than those who are not using such services. Jato (2014) stated that,

school libraries have positive impact on student achievement and thus, school library provides a quiet, well-lit study place and environment that is conducive to mental concentration.

The report prepared by the American Association of School Librarians (AASL) in (2009) pointed out that “school library programs improve students learning” policy makers argued “school libraries are an essential part of a complete school program as they provide an equitable, fiscally responsible strategy for sharing resources across grade levels and the curriculum while addressing core reading, information and technology literacies.” AASL (*op.cit*) elaborate that school libraries often serve as a second classroom.

Matthew (1996) in AASL work showed the value of library resources by noting some of the success brought by the use of library in industrial age. From the work, library determines the school system of read and write, add and subtract and there, our success in the information age depends on a school system that teaches us how to manage information, utilize technologies, innovate and above all think.” eHow (2011) discovered in her survey of the resources for the teaching and learning of Biology in new secondary schools in Lagos, that there was little resources.

Small (2009), opened an interesting line of inquiry that in an age when budgets for school libraries need to be expanded as to ensure access to information technology and databases continues to become more expensive, evidence of a relationship between the library, information resources, and student achievement is critical. Francis et al (2010) support by saying more students earned proficient or advanced

reading scores and fewer students earned unsatisfactory scores where school libraries were better funded.

Laddunuri (2012) in his research titled “Status of School Education in Present Tanzania and Emerging Issues” argued that “pass percentage of the students had been declining continuously from 82.3 percent to 50.7 percent during the last five years, and provided many factors for the students failure in their Form Four examinations including insufficient books in the school library, and high cost of the books when compared to the students economic situations was another reason. He also found that most of the schools had acute shortages of text books as well as laboratory equipment as well as good infrastructure.

Olden, (1968) on his research about “The introduction of public librarianship in post independence Tanzania” noted that, 92 percent of the participants agreed that insufficient books in the library did hinder high performance of students, also high cost of the books influenced students’ failure in their Form Four examination in Tanzania. Dent (2006) viewed that classrooms with few scholastic resources and teachers with little access to supplemental reading materials undermined student learning and academic success.

Rajani (2006) argued on the shortage of resources when he said that “In recent years the provision of books to the school level had increased dramatically, primarily through the ‘capitation grant’. The pupil: book ratios had improved, though were yet to reach adequate levels, possibly because the full capitation grant had not reached the school level on time.

Reading report of Rosenblatt (1998) as cited by Whitmire (2003) argued that a new role of librarians is acts as judge of student performance and academic productivity. On her writing, she concluded that, “as to maintain a significant role the library, relations to the mission of the university should be more clearly articulated and strengthened and its contributions measured and assessed”.

2.3.2 Library Experts on Student Performance

Jato (2014) observed that school librarians guides students reading and research process as well as helping them to choose books that fit their interests. eHow (2011) cited by Jato (2014) noted that there was positive correlation between school libraries with qualified librarians and high student performance. Jato (2014) reported that the study conducted in Ohio revealed that 99.4 percent of student surveyed believed that their school librarians helped them succeeded in school.

Smith, (2001) in his research titled “Texas school libraries, standards, resources, services on student achievement” investigated that early research generally showed correlation between the presence of library or librarian and higher student achievements. Smith, (*op.cit*) proceeded by saying that most notably in reading – recent research had helped to identify specific functions of school libraries and librarians who most affect achievements. The findings shows that, recent studies regarding library systems in Alaska, Collorado, Oregon and Pennsylvania found that professionally trained and credentialed school library media specialists have a positive effect on student achievement. That was because effective librarians performed a variety of tasks including student instruction and teacher proffessional development.

Wavell et al (2001) revealed that where there was evidence of impact on learning, there were associated key factors of collection levels, library staffing levels and collaboration between the librarian and teachers. Training of teachers and librarians was demonstrated to raise mutual understanding of each other's contribution and roles within the school library setting and training should include information skills development, collection mapping, planning and evaluation. Smith (*op.cit*) argued that supporting staff was essential if library media specialists were to fully affect student achievement.

The New York Comprehensive Center (2011) identifies that, “through collaboration with meaningful goals, and by providing students with access to technology (coupled with technology instruction), school libraries had helped to improve teacher effectiveness. Schools and districts could be more reluctant to cut school library spending if they understood the positive impact libraries had on teacher and leader effectiveness, and, in turn, student growth.” Spinks (2009) stressed the value of library experts when he said “achievement was higher in schools with higher levels of certified staffing in the library (more certified library media specialists and more hours worked by these professionals).

A professionally trained library specialist could optimize the factors (quality of information resources, level of patron usage, and level of instructional collaboration) and maximizing their program's impact on student achievement. More certified staff hours resulted in greater optimization of these impacts. Library media centers operated solely by uncertified staff did not contribute to achievement”.

Whitmire (2003) on his study named “What Do Faculty Need? Pointed that indicators of quality library is when linked to student performance and must include reference, staff, and budget. Furthermore Francis at el (2010) argued that more students earned proficient or advanced reading scores and fewer students earned unsatisfactory scores where there was a full-time endorsed librarian.

2.3.3 Library Services on Student Performance

Haycock (1995) revealed that in schools with good library services students performed significantly better in reading comprehension and in their ability to express effectively ideas in relation to their readings. Lonsdale (2003) in his research titled “Impact of School Libraries on Student Achievement” suggested that the impact of the school library reduced as students moved through high school. He proceeded by saying that in schools with good libraries and full time librarians student performed better at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library service. Lonsdale (*op.cit*) revealed that a strong library program that was adequately staffed resourced and funded could lead to higher student achievement. The presence of a strong computer network connected to the library’s resources classrooms and laboratories had an impact on student achievement. Spinks (2009) insisted that test scores were higher when computer networks made high quality information resources available outside the library media center.

Wavell (*op.cit*) noted that there was a body of research supporting the view that school libraries could have a positive impact on academic achievement. Wavell (*op.cit*) continued by saying that such an environment was particularly at primary

and early secondary level pronounced. More general views on the need of having a library service in every school were those raised by Francis at el (2010) who said, school library was an integral part of educational system that could not be ignored without jeopardizing the quality of education in schools.

The school library was an important part of elementary, middle and high school programs without which students would not thrive academically and invariably find it most difficult to conduct academic research before they reached college level. Adefarati (2002) highlighted the aims of school library among them being a source of subject information centre and support the school curriculum. Jato (2014) saying that school library was very important in shaping students habit as regard reading for leisure, to pass examinations and to obtain information on different aspects of life.

International Institute for Communication and Development (2005) on its “ICT Policy for Education Tanzania” noted “Students learn more with up-to-date learning materials in their own language”. Francis at el (2010) on the other had insisted on the needs of students to visit school libraries more often so as to improve their scores in different subjects. Reading the work of Spinks (2009) “Library Media Programs and Student Achievement” one noted that research has shown student achievement is higher when library media specialists collaborate with classroom teachers to teach information literacy. That is, when teachers and library media specialists work together to co-plan, co-teach, and co-assess a learning experience.

Library media centers were staffed at higher levels (more positions, more hours), Library media center had larger collections of better quality information resources.

The resources were used more frequently by students and staff and Library media specialists spent more time collaborating with classroom teachers to teach information literacy curriculum standards. However , despite the information noted on the need of having well established library services in secondary school premises, this study will explore further the presence and utility of such library services in influencing academic performance of students, in their certificate of secondary education examination (CSEE) in Tanzania with a specific focus on secondary schools in Mtwara Mikindani Municipality.

2.3.4 Knowledge Gap

The importance of a library has been demonstrated by many researchers. More enough, in Tanzania the essential use of library has been pointed out by the government as it was expressed in the National Policy on Education (NPE). Williams,Wavell and Coles (2001) research determine the extent to which the success of education program is brought by the use of librarian's, personal attributes or training and experience.

A study conducted to assess the roles of teachers and school librarians and their effectiveness in providing information literacy fails to identify data on actual students use of the library such that the information is needed to enable the budget cutbacks and a focus on accountability (Adefarati 2002). This study therefore intends to fill the gap by observing the use and influence of library services on student's academic performance in an ordinary certificate of secondary education examination taking Mtwara Mikindani municipality as the case of this study.

2.4 Conceptual Framework

Conceptual framework is an illustration, either graphically or in a narrative form about the main thing composing the study. It entails the main variables and their hypothesized relationship among or between them. It simplifies the research preparation task as it gives the general focus of the study (Kothari, 2004). Figure 2.1 below of the conceptual framework indicating a relationship between use of library services and performance in CSEE.

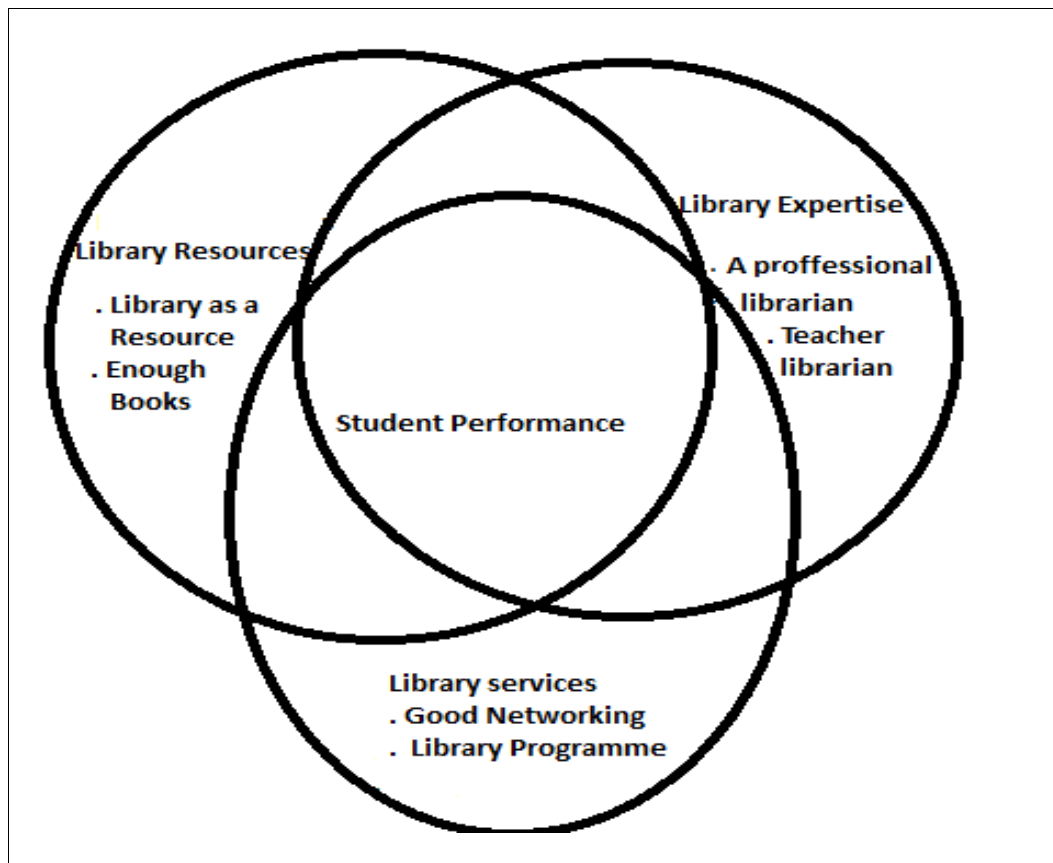


Figure 2.1: Variables Indicating a Relationship between use of Library Services and Performance in CSEE in Mtwara Mikindani Municipality (2015)

Source: Adapted and Modified model from Chilumba, (2012)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology and design, area of the study, population, sample size and sampling procedures, research methods and data analysis.

3.2 Research Methodology

Kothari (2004) define research methodology as a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.

3.3 Research Design

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). According to Kothari, (1990), research design helps to structure collections, analysis and interpretation of data. With regard to this study, as assess the influence of library services in secondary schools students performance especially on CSEE in Mtwara Mikindani Municipality, exploratory mixed method design applied.

According to Creswell (2005) an exploratory mixed method design requires the researcher to gather qualitative data at the first stage so as to explore the phenomenon under study, and then collect quantitative data to explain the relationship found in the qualitative data.

The selection of this design was due to its simplicity to explain the phenomena and observed activity in a study area. Moreover, this design was opted to be appropriate for this study as it enabled the researcher to collect extensive, comprehensive and in depth information from teachers and pupils concerning the availability and use of libraries in secondary schools.

3.4 Area of the Study

Kombo and Tromp (2006) explained that, the selection of the research area has a very important role to influence the usefulness of information produced. This study conducted in Mtwara Mikindani municipality in Mtwara region. According to Tanzania peoples and house census of 2012 Mtwara Mikindani had a population of 336,302 and it is one of the five districts of Mtwara region with a total of twenty administrative wards namely Shangani, Rahaleo Naliendele, Ufukoni, Vigaeni, Shangani, Chikongola, Rahaleo, Majengo, Ufukoni, Vigaeni, Likombe, Chuno, Railway, Jangwani, Kisungule, Mtonya, Magengeni, Naliendele, and Mitengo.

The area had 163 square kilometers. Factors for selecting this area is due to its location as it located in urban area with availability of enough secondary schools to meet the needs of a researcher. The researcher was interested with the area as it posses enough secondary schools with libraries while shows to have poor academic performance to explore why the results of the CSEE in urban schools resemble with the results of rural secondary schools where library services were less. Below is a map showing the geographical location and boundaries of the study area.

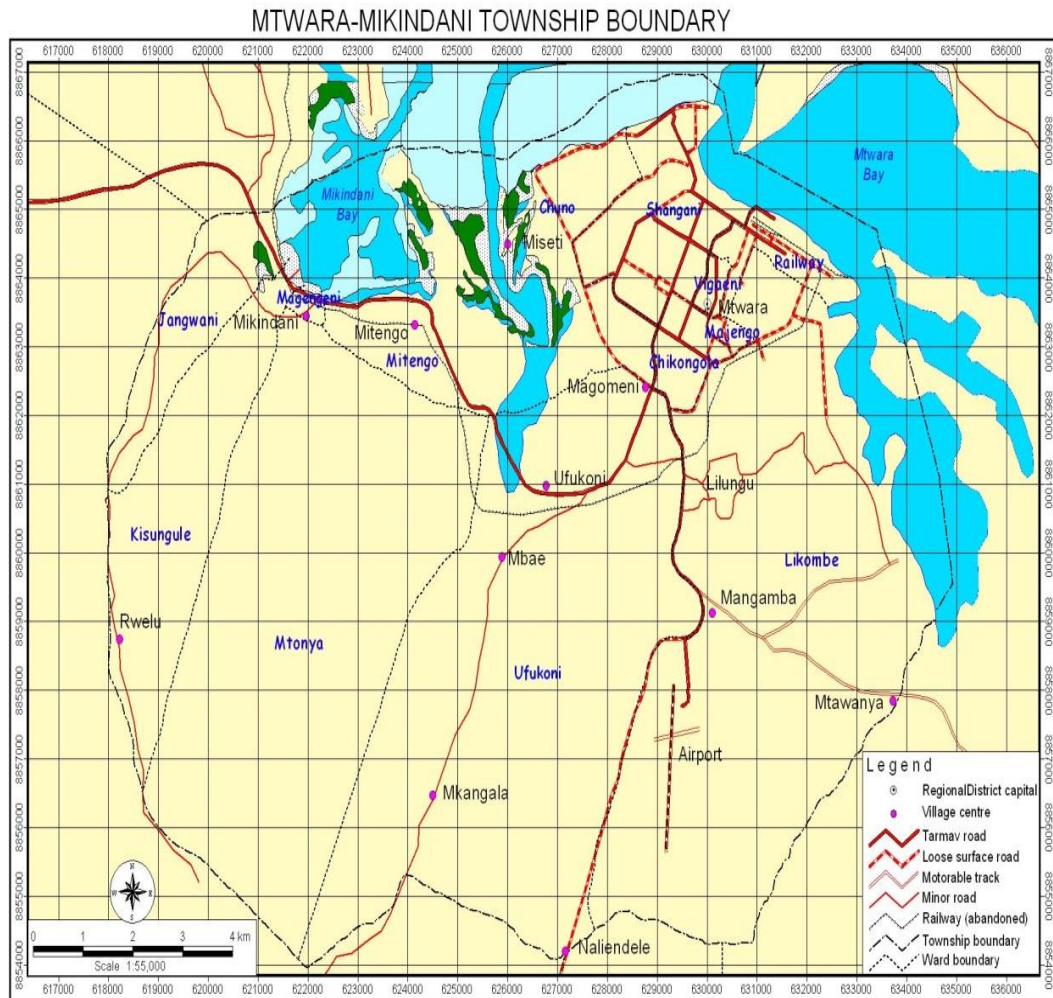


Figure 3.1: Administrative Divisions of Mtwara/Mikindani Municipality 2015

Source: District Planning Officer (2015)

3.5 Population

Population is a group of individuals who have one or more characteristics in common that are of interest to researcher (Kothari, (1990). Enon (2005) defines population as possible people from whom information can be obtained. The study involved a total of 1646 population in which it consist the Regional Education Officer (REO), the District Education Officer (DEO), 25 librarians, 199 teachers and 1420 students of Mtwara Mikindani municipality secondary schools.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

Kothari, (2004) defines sample as a small group of respondents drawn from a population about which a researcher is interested in getting the information so as to arrive at a conclusion. This study therefore obtained samples from five different level of educational authorities to obtain the sample of 100 participants includes one Regional Education Officer (REO), one District Education Officer (DEO), two Regional Librarians, eight secondary school librarians, sixteen teachers and seventy two students

3.6.2 Sampling Procedures

The study employs both probability and non-probability sampling techniques on selecting sample size used on this study.

Probability Sampling: With the use of probability sampling a *simple random* were adopted to select a total number 72 students and 16 secondary school teachers in which 8 were head teachers and the other 8 were Academic teachers of the selected schools. Under this, all the subset of individuals (sample) were chosen from a larger group randomly and entirely by chance, such that each individual were having the same probability of being chosen at any stage during the sampling process.

Also researcher, use a **Non probability sampling**. On this, researcher uses specifically a *purposive sampling technique* to select a total number of 12 samples includes 1 REO, 1 DEO, 2 regional librarians and 8 selected secondary schools

librarians to make a total of 10 Librarians. The table below outlines the distributions of samples.

Table 3.1: Sampled Participants for the Study

Type of participants	Sampled participants
R.E.O	1
DEO	1
Librarians	10
Teachers	16
Students	72
Total	100

Source: Field Data (2015)

3.7 Data Collection Methods

According to Creswell (2005) no single technique or instrument may be considered to be adequate in itself in collecting valid and reliable data. Therefore, to obtain adequate and reliable information for the topic under study triangulation methods be adopted. Through triangulation the researcher combined different data collection techniques. These are interviews, questionnaires and documentary review.

3.7.1 Interview

According to Kothari (2004) interviews involve a set of questions that are intended to collect information through oral or verbal communication in a face-to-face contact between the researcher and respondents. The researcher used personal interviews where by face-to-face interaction with the respondents were enabled the researcher to elicit responses from Teachers union leaders in the district. From them data on the participation and challenges towards contribution for standards of teaching were

obtained. This made possible by the use of semi-structured interview schedules prepared by the researcher.

According to Kombo and Tromp (2006) semi-structured interview are based on the use of an interview guide, which is a list of questions or topics to be covered by the interview. During the fieldwork, the researcher established rapport with the respondents. Arrangements made on the dates and venues for the interviews. It was agreed that about 45 minutes would be spent with each respondent during the session. The advantages of this technique, semi-structured interviews allowed for a depth of feeling that ascertained the provision of opportunities to probe and expand the interviewees' responses.

3.7.2 Questionnaires

According to Kasomo (2006) a questionnaire is a carefully designed instrument that consists of questions and statements (written, typed or printed) for the purpose of collecting data direct from respondents. The questions entailed in a questionnaire may either be close ended or open ended. Open ended questions allow freedom of responses in the respondent's own words. Close ended questions limit the respondents' freedom of response. For the purpose of this study a combination of both close ended and open ended questionnaire were prepared by the researcher under directives of the supervisors.

Basically, the use of questionnaires has an advantage of providing the respondents adequate time to reflect on the questions asked, and consult relevant documents before providing the required data (Kasomo, 2006). During the fieldwork the

researcher were consulted some respondents face to face in order to seek their consent to fill the questionnaires. A two weeks' duration were agreed by both the researcher and respondents to accomplish the task. The instruments thus, collected information from teachers and student Education Officers as well as the District Secondary Education Coordinator, 18 ward education coordinators and 120 teachers from primary and secondary schools about the contribution and challenges of teachers union towards enhancement of standards of teaching in Tanzania (see appendix A). Finally information on questionnaires that had been filled by the respondents collected.

3.7.3 Documents Review

Both primary and secondary information sources was reviewed so as to extract data for the study at hand. Secondary sources were those, which related to the library use .In data collection instruments used were interviews, questionnaires and documentary reviews

3.7.4 Observation

Since observation is a data collection method which is concerned with systematic selection, watching and recording behavior and characteristics of living beings, objects or phenomena. The researcher used this method to observe the availability of library services and library use within the selected libraries and make connection on the student performance.

3.8 Reliability and Validity of the Instruments

Best and Kahn (2006) define validity as the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Reliability, on

the other hand, is the degree of consistency that the instrument or procedure demonstrates (Best and Kahn, 2006). It is essentially a synonym for consistency and reliability over time, instruments and groups of instruments (Cohen et al, 2007). In order for a research instrument to be reliable, it must demonstrate that if it had to be used on a different group of respondents in different context, then similar results would be found.

The researcher assured the validity and reliability of instruments through choice of the right instrument for harnessing the required data from relevant respondent with specific attention to key issues that relate to the contribution of library on the improvement of students academic performance and questions as well as logical arrangement and discussion with her supervisors. Comments provided by colleagues and supervisors considered to make adjustment of the instruments for harnessing information required for the study.

3.9 Ethical Issues

Leedy and Ormrod (2005) categorized ethical issues in research into four groups namely: informed consent, right to privacy, honesty with professional colleagues and protection from harm. The researcher therefore, conformed to professional practices by making respondents aware of the purpose of the study that to inform the consent. Permission to collect data were firstly obtained from the researcher supervisor on behalf of university management. Researcher then wrote a request from Mikindani education authorities as get their permission to collect data. Also, respondents assured that the data obtained were treated under privacy and anonymity for the purpose of the study only.

3.11 Data Analysis

The study were generated qualitatively though to some extent quantitatively were taken to report different elements or information. Qualitative data collected through interviews and questionnaires were subjected to content analysis. According to Cohen et al., (2007) content analysis is a research technique for making replicable and valid inferences from the meaningful matter to the contexts of their use. Therefore, its use enabled the researcher to summarize data from the field and report them as findings. This was done by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that was appeared in terms of words, phrases and sentences.

CHAPTER FOUR

DATA PRESENTATION

4.1 Introduction

This chapter presents the findings of the study based on variables noted on the conceptual framework in relation to the objectives of the study such as

- (i) To identify schools with library, services and uses.
- (ii) To compare academic performance of students in schools with libraries and schools without libraries.
- (iii) To explore how students use library services available to improve their academic performance.

4.2 Socio – Demographic Information of the Respondents

This section was designed to identify the respondents' demographics, which included their age, gender, level of education and occupation.

Table 4.1: Percentage Distribution of Age of the Respondents

Age of respondents	Frequency	Percent
15-19	43	43
20-29	26	26
30-39	27	27
40+	4	4
Total	100	100

Source: Survey data August (2015)

As shown in Table 4.1, 43% of respondents were within the age of 15 - 19 followed by the category of 30 – 39 years which for 27%. 26% samples were under the age category of 20 – 29 years and 4% are within 40+ years.

Table 4.2: Percentage Distribution of the Gender of the Respondents

Gender of Respondents	Frequency	Percent
Male	45	45
Female	55	55
Total	100	100

Source: Field Study (2015)

As it can be seen from table 4.2 above that for about 55% of the respondents were female and male were only 45%

Table 4.3: Percentage Distribution of the Respondents by Level of Education

Level of education	Frequency	Percent
Secondary level	72	72
Diploma	10	10
Degree	13	13
Masters	5	5
Total	100	100

Source: Survey Data, (2015)

Educational level of the respondents is clearly seen in Table 4.3 above as 72% were secondary level students, 13% were degree level, 10% were diploma and 5% were in masters' level.

Table 4.4: Percentage Distribution of the Respondents Occupation

Occupations	Frequency	Percent
Students	72	72
Librarians	10	10
Teachers	16	16
D.E.O	1	1
R.E.O	1	1
Total	100	100

Source: Survey Data, (2015)

The majority of the respondents (72%) in Table 4.4 were the students. Moreover, teachers were 16%, librarians were 10%, D.E.O and R.E.O who were 1% each respectively.

4.2 Influence of Library Resources to Student Academic Performance

4.2.1 Availability of Libraries

The researcher sought to know if secondary schools had libraries. Different questions were asked to direct the collection of data intended from the field.

Table 4.5: Secondary Schools have Libraries to Assist Student Learning

Options	Frequency	Percent
Agree	33	33
Disagree	66	66
Not sure	1	1
Total	100	100

Source: Field Study, (2015)

The findings in Table 4.5 indicate that 33 percent of the participants agreed that secondary schools had libraries while 66 percent disagreed, and 1 percent of respondents were not sure if the secondary schools in Mtwara Mikindani Municipality had libraries.

One interviewee from one of the secondary schools in Mtwara mikindani Municipality when asked to comment on the availability of libraries in secondary schools' said:

“Full equipped library helps the students to widen their knowledge and hence to do better in their examinations.” He further elaborated that “students are responsible for their study wherever there is a library. And this brings a morale and develop a culture of studying in library since are given assignments to do in library.”

Another respondent interviewed on availability of libraries in secondary schools in Mtwara Mikindani Municipality said:

“Our school doesn't have library, but most of our students are always do ask the Head master to have a library, they like to study in library during private study periods but we lack library”

4.2.2 Sufficient Reading Books

The researcher wanted to know if there were enough reading books in secondary school libraries for students to read.

Table 4.6: Libraries in Secondary Schools have Enough Reading Books

Options	Frequency	Percent
Agree	16	16.0
Disagree	77	77.0
Not sure	7	7.0
Total	100	100.0

Source: Field Study, (2015)

The findings indicates in Table 4.6 that 16 percent agreed that there were enough reading books in secondary school libraries, 77 percent disagreed and 7 percent were not sure if there were enough reading books in secondary school libraries in Mtwara Mikindani Municipality. This view was given by one of the interviewees from one of the secondary school visited, who said:

“Materials found in the library are irrelevant, this reduce morale for students to use library. But also there in no culture of reading in the library neither for teachers nor for students.”

Other interviewees in one of the secondary schools argued that:

“We do not have libraries, but our students do borrow some books we have in our store, although other books found in store are not up to date.”

4.3 Influence of Librarian Experts on Student Performance

4.3.1 Professional Librarian

The study was conducted to explore whether there were library experts in school libraries who could guide students to identify their studies.

Table 4.7: Secondary Schools had Enough Librarians

Options	Frequency	Percent
Agree	73	73.0
Disagree	22	22
Not sure	5	5
Total	100	100

Source: Field Survey, (2015)

The findings in Table 4.7 indicate that 73 percent of the participants agreed that they got assistance from teachers when they were in need to study. 22 percent disagreed while 5 percent had neither teachers nor librarians to guide them in their personal study. Regional Librarian when interviewed on that matter argued that the Ministry of Education and Vocational training had no funds to employ enough librarians. One of the librarians said:

“A school without library, a headmaster can plan a single classroom for library and ask for us to supply books for them because it is one of our responsibilities to supply books in all secondary schools”

The Head Master from one secondary school elaborated that:

“The school has no enough funds to employ a professional store keeper to supervise a store books we have, I always use Form four leavers and she is the one who assist students to borrow books.”

4.3.2 Teacher Librarian

Also researcher wanted to explore whether secondary schools had teacher who acted as librarians.

Table 4.8: Supporting Library Staff in Secondary Schools

Options	Frequency	Percent
Strongly agree	2	2
Agree	23	23
Disagree	13	13
Strongly disagree	61	61
Not sure	1	1
Total	100	100

Source: Field Study (2015)

The findings in Table 4.8 indicates that 61 percent strongly disagreed that schools had teacher librarians, 13 percent disagreed, 23 percent agreed, 2 percent strongly agreed and 1 percent not sure.

Regional librarian argued on this by noting that in a school there should be a coordinating teacher who could work side by side by regional librarians in guiding students on searching different reading sources in the library. This would lead to higher students' achievement in their examinations.

4.4 Influence of Library Services to Student Academic Performance

4.4.1 Good Networking

The study sought to know if in secondary school libraries there were computer connected to internet.

Table 4.9: Secondary Schools Libraries had Good Networking

Options	Frequency	Percent
Agree	0	0
Disagree	76	76
Strongly disagree	5	5
Not sure	19	19
Total	100	100

Source: Field Study, (2015)

The findings in Table 4.9 indicates that 76 percent of participants disagreed that there were computer connected to internet in secondary school libraries, 5 percent strongly disagreed and 19 percent were not sure if computer in the secondary school library were connected to the internet.

4.4.2 Library Program

The study was conducted in order to know if there were any programs motivating students as well as parents to use library for their personal study.

Table 4.10: Secondary School Libraries had Programmes

Options	Frequency	Percent
Agree	1	1.0
Disagree	7	7.0
Strongly disagree	90	90.0
Not sure	2	2.0
Total	100	100.0

Source: Field Study, (2015)

The findings in Table 4.10 indicates that, 90 percent of the participants strongly disagree that there were programs which motivated students to use library 7 percent disagree, 2 percent were not sure and only 1 percent agreed that there were programs.

The Regional librarian when interviewed about the library programs which aimed to motivate students in library use had this to say:

“There is a five years program known as Tanzania Library Services Board Open Doors Project Children’s Corners, which is funded by Book Aid International (BAI). This project aimed to motivate children on the uses of libraries for developing the culture of reading in libraries for students”.

4.5 Comparisons of Academic Performance of Students in Schools with Library and Schools without Libraries

This study has been conducted based on the reality that presence of libraries in secondary schools and / or elsewhere could improve performance of students in their examinations. A vivid example is revealed by Table 4.11(a) and Table 4.11(b) which indicates trend of performance in secondary schools with no libraries.

Table 4.11(a): Academic Performance for Secondary Schools without Libraries and Secondary Schools with Libraries Respectively

Name	2010			2011			2012		
	Sat	Pass	Failure	Sat	Pass	Failure	Sat	Pass	Failure
MtwaraTec	141	95	31	123	60	63	99	29	70
Rahaleo	110	12	98	120	48	72	122	38	84
Sino TZ	120	30	90	120	32	88	122	21	101
Ocean	516	213	303	162	38	124	128	14	114
Shangani	124	38	86	142	57	85	153	55	98
Mtwrsisters	36	26	10	11	7	4	36	32	4
Kingdavid	12	9	3	41	38	3	25	23	2
Aquinas	43	36	6	38	38	0	43	43	0

Source: D.E.O Office – Mtwara Mikindani Municipal (2015)

Table 4.11 (b) Academic Performances for Secondary Schools without Libraries and Secondary Schools with Libraries Respectively

Name	2013			2014		
	Sat	Pass	Failure	Sat	Pass	Failure
MtwaraTec	130	45	85	134	40	94
Rahaleo	110	41	69	70	25	50
Sino TZ	98	31	67	92	7	85
Ocean	123	21	122	60	44	16
Shangani	122	47	75	58	30	28
Mtwrsisters	36	34	2	60	51	9
Kingdavid	22	17	5	17	15	2
Aquinas	56	56	0	47	47	0

Source: D.E.O Office – Mtwara Mikindani Municipal (2015)

Table 4.11(a) and Table 4.11(b) indicate the Secondary Education Examination results from the 8 secondary schools both private and governments owned schools of the year 2010 to 2014 in Mtwara Mikindani Municipality. The results indicate that, three private secondary schools (Aquinas, King David, and Mtwara Sisters) were having libraries with an expert to control the students use. The situation were unlike the Five government owned secondary schools (Mtwara technical, Rahaleo, Sino, Ocean and Shangani) which had no libraries.

Researcher during the survey and review of the schools environment identifies the difference in performance that, those with libraries were observed to perform more better compared to those with no libraries. It was also found that, despites the three secondary schools with libraries to have enough books, the number of students also favor them even to have good students books ratio which allow them to control even the use of library compared to the large number of students from the other five

schools with poor results. Teachers access to variety of materials in library also was said to be another factor for better performance of the three schools with library unlike the other five schools with no library which depends only to obtain the material to teach in a narrow source with limited information to teach the students. Despite to other factors like class size, motivations to both students and teachers, good administrative system, the availability of library with well equipped materials and better use of it, plays big role in delivering better or poor students result in their final examination as observed in the Table 4.11(b).

CHAPTER FIVE

DISCUSSION OF THE FINDING

5.1 Introduction

The chapter presents the discussions of the findings.

5.2 Socio Demographic Information of the Respondents

Demographic information portrayed characteristics of participants, for example sex, age, education, occupation, profession, income level as well as marital status. The information was presented as to guide the researcher to determine the ability and understanding of respondents. Maturity of a person can determine even the nature of information he or she produced.

By understanding the social demographical characteristics, enables the researcher and even the readers of this reports to test the validity and reliability of the information contains within. Moreover, the socio demographic factor help the researcher to depict the picture of understanding and even how one perceive library and its importance towards supporting better performance.

As it was observed from the data collected from the field, the population and specifically the sample adopted were those who understand the meaning and even the importance of having library in schools. As it was observed from the data that, most of the respondents were students, teachers, librarians and education administrative body who understand well the use and importance of library.

5.3 Influence of Library Resources to Student Academic Performance

5.3.1 Availability of Libraries

Respondents were asked to lay out their understanding on the availability of library in Mtwara Mikindani Municipality secondary schools. With regards to Table 4.5 in chapter five, 66 percent of respondents disagreed that secondary schools in Mikindani had libraries. On their answer they noted that, most of secondary schools in Mtwara are running without libraries.

This line up with the study of Dahlgren (1994), which identifies the weakness of our current secondary school that lacking libraries. He contended that, most of libraries in secondary schools had been built by foreign funding and grants. Local authorities had not yet set capital to build or initiate libraries in many school as a results most of the schools lack even the place to access extra materials than those delivered by teachers in the class.

Libraries in schools were good devices for promoting student performance. A study by New York comprehensive centre (2011) revealed that, school libraries had a positive effect on student outcomes, as they teach 21st century skills, promote achievements and played a major role in closing the achievement gap. Lonsdale (2003) argued that libraries can make a positive difference to student self-esteem, confidence, independence and sense of responsibility in regard to their own learning.

Davis (2008) commented that a Library could assist students to identify and develop information research and learning skills to improve their performance and progression through their studies. Davis stressed that, school libraries were an

essential part of a complete school program. They provide an equitable, fiscally responsible strategy for sharing resources across grade levels and the curriculum while addressing core reading, information, and technology literacy.

Reading the work of Owoeye at el (1991) Oxford advanced learners dictionary described a library as a building or room in which collection of books, tapes, newspapers etc. are kept for people to read, study or borrow. To Owoeye, Library was an essential factor in teaching-learning process. It formed one of the most important educational services. The chief purpose of a school library was to make available to the pupils, at his/her easy convenience, all books, periodicals and other reproduced materials which were of interest and value to him but which were not provided or assigned to him as basic or supplementary textbooks.

Again Owoeye (*op.cit*) noted that the importance of library had been demonstrated by the government in National Policy on Education (NPE) that every state Ministry needs to provide funds for the establishment of libraries in all her educational institutions and train librarians and library assistants. As a resource, it occupied a central and primary place in any school system. It supports all functions of school-teaching and provided service and guidance to its readers.

The findings in Table 4.5 agrees with Fowowe (1988) who stressed that a library must be up-to-date and at the same time allow access to older materials. It must be properly supported financially to fund materials and services among others. According to American Association of School Librarians (2007) students who were information literate could inquire, think critically and gain knowledge.

With all the above mentioned facts, it is still many secondary schools in mtwara Mikindani Municipality operate without libraries as Table 4.5 indicates. Ogunseye (1986) had earlier noted that total absence of an organized school library would continue to spell dooms for thousands of secondary school students. This statement clearly implied that many secondary schools in Ibadan operated without libraries and had affected the academic performance of their students. Smith (2001) in a research prepared for Texas State Library and Archives Commission support the notion that library services availability in secondary schools could promote students' performance.

Fowowe (1988) pointed out that students surrounded by a safe, modern and environmentally controlled library experience a positive effect on their learning. That was because the library provided librarians and learning skills advisers to work with students on time management, effective reading and note-taking. Such experts taught students study methods exam preparation, how and where to start researching the topic, finding, evaluating and using information. Experts also taught student collaboration and teamwork, problem-solving and critical thinking, essay, report and assignment writing. Furthermore they taught students on citing and referencing for academic integrity, Oral communication and presentation.

5.3.2 Reading Books

The researcher wanted to know if there were enough reading books in libraries. The Table 4.6 reveales that, 77 percent of respondents disagreed that there were enough books. On the their elaboration they pointed that, schools had no enough boos such students depends only from teachers matearials.Despite this truth, respondents agree

that reading books in secondary schools widening knowledge to students hence increase the performance.

The above results match with a study conducted by Leithwood (2006) that a child learns easier when observe and cooperate concretely than abstract experience, so all facilities including books must be provided to secondary schools for students' as to ensure better, concentration and real experiences. On the other hand inadequate facilities such as text books, ill equipped classrooms, laboratories workshops and library are among the probable causes for students' poor performance in examination.

A study by New York Comprehensive Centre (2011) supports the findings of this study. Table 4.6 revealed that early learners benefited from access to the resources such as books and computers, and with more access to those resources. That allowed students to read more, acquire broader skill set, and perform better in tests. Reading books constitutes an important tool for the academic achievements as highlighted by various writers. Owoeye (1991) revealed that text books provide the only source of information for students as well as the course of study for a subject. Fuller (1985) found that collection of books kept for reading in the library was related to performance.

The results also correlated to Owoeye (*op.cit*) results who noted that "nothing had ever replaced the printed word as key element in the educational process and, as a result, textbooks were central to schooling at all levels. Fuller (*op.cit*) revealed that students who had used more than two textbooks were almost three times as likely to

pass the examination. The Table 4.6 supports the findings of Owoeye (*op.cit*) who wrote on teachers' reliance on textbooks stated that those seeking to improve the quality of education believed that improvements in instructional materials would inevitably lead to changes in actual teaching. For many teachers, textbook provide an excellent and useful resource, without usurping the position of a teacher.

The American Association of school librarians (2009) supports the findings of this current study Table 4.6 on the irrelevance of reading materials by arguing that "While the selection of a textbook has been adjudged to be of vital importance to academic achievement, it is sad to say that relevant textbooks are not available for teaching and learning activities" to support this Spinks (*op.cit*) elaborated that test scores were higher when students had access to library media collections with more accurate and up-to-date information (newer books and more current periodicals).

The findings in Table 4.6 are similar to Farombi's (1998) findings by reiterating that secondary school libraries could not be effective if books therein were not adequate and up-to-date. That being the case they might not be meaningful. Dahlgren (1994) argued that "It is patently sad that American libraries exist to meet the needs of Americans, and British libraries to meet the needs of the British, while African libraries because they are both American and British have neither an African clientele nor services"

Lack of textbooks could be identified with the high costs. When that happens, The American Association of school librarians (*op.cit*) further noted that students could not afford to purchase, the implication therefore was that the teachers would serve as

the only source of information. Where a teacher was the only source of information his selection of a textbook could be biased. Biased in the sense that his selection could be based on reasonably unsatisfactory criteria such as its attractiveness in terms of color, print, photograph, author's qualifications and the recognition he had accorded in some other publications.

Olden, (1968) in his research about "The introduction of public librarianship in post independence Tanzania" supportes the findings of this study Figure 4.2 by noting that 92 percent of the paticipants agreed that insufficient books in the library hinder the posibility for high performance of students, also high cost of books infulenced students' failure in their Form four examination in Tanzania. Dent (2006) viewed that Classrooms with few scholastic resources and teachers with little access to supplemental reading materials undermined student learning and academic success.

The works of Rajani (2006) view the importance of policy for the resource allocation. Rajani (op.cit) argued that as numbers of pupils in primary education is keep on swelling and the momentum to expand secondary education that is getting higher, there was need to come up with greater strategic policy clarity which would guide prioritization, resource allocation and implementation.

5.4 Influence of Library Experts on Student Performance

5.4.1 Professional Librarians

With regard to library resources on student performance, the findings of participants of this study Table 4.7 were asked to comment whether to have library experts in secondary schools had any impact. The findings indicate that 73 percent of

participants agreed that they got assistance to study from teachers. This indicates that there were no professional librarians in Mtwara Mikindani Municipal Secondary schools. A regional librarian interviewed on that matter argued that the Ministry of Education and Vocational Training had no funds to employ enough librarians.

The findings of this study supported by the findings of Dahlgren (1994) on her essay about the organization of Tanzania Library Service (TLS). The author argued that “Tanzanian government administration was decentralized in 1972 and the TLS revised its policy on financing libraries. Prior to 1972, the central government, along with assistance from several European countries, had built the National Central Library and branch libraries in different regions. Local authorities had been required to pay the maintenance, staffing, and administrative costs. The TLS had been responsible for the book stock. Even though a form of financing was initiated, many local authorities were too poor to meet their expenses.”

This also has been supported by Lonsdale (*op.cit*) who argued that devolution of financial management to schools meant that funding for school libraries relied on the resource allocation priorities established by the school community, which could or could not place a high priority on the need for a well-staffed library system. That meant that the government didn’t put much effort in the library issues. Dahlgren (*op.cit*) commented that government libraries in Tanzania were the most poorly developed of all types. Most of them had no professional librarian; however, they did have trained library assistants. Because they were located in different areas of the country, communication was also a problem.

A study by a School Library Services Summit (2010) revealed that school librarians in collaboration with classroom teachers provided instruction and real world learning experiences for students to master critical 21st-century skills. Lance et al. (1999) in a study called “The School Librarian as an Agent of Academic Achievement in Alaska Schools” proved that School librarians were “information empowered,” because they play three critical roles in the learning community. They were teachers, information specialists, and administrators. In each of these roles, they empowered students and teachers to meet high standards of academic achievement.”

Lance et al. (*op.cit*) insisted that, test scores tend to be higher where there was a librarian, a full-time librarian rather than a part-time one, a part-time librarian rather than no librarian at all. This study in Table 4.7 shows that there was a necessity of having a library and librarian in secondary schools. Reading a work of Francis et al. (2010) supports this study when they argued that more students earned proficient or advanced reading scores and fewer students earned unsatisfactory scores where there was a full-time endorsed librarian. Spinks (*op.cit*) supports the findings of this study Table 4.7 when he argued that Library media centers operated solely by uncertified staff did not contribute to student achievement.

5.4.2 Teacher librarians

The researcher explored teacher supporting library services. The results in Table 4.8 indicate that 61 percent, of participants strongly disagree to have teacher librarian in schools who taught students how to use libraries. This indicates that there were no teacher librarians in Mtwara Mikindani secondary schools.

Lonsdale (2003) defined a teacher librarian as a specialist teacher in a specialist classroom. For that matter he proposed to have teacher librarian training. Australian School Library Association (2012) classified by saying a qualified teacher librarian defined as a person who holds recognized teaching qualifications and qualifications in librarianship. This implies that teacher librarianship is a professional task. Just as other curricula (art, music, physical education) were taught by a licensed professional teacher in that area, so the library curriculum should be taught by a licensed professional teacher librarian. In this study Table 4.8 indicates that secondary schools in Mtwara Mikindani municipality had no teacher librarians rather than unprofessional storekeepers.

Australian School Library Association (*op.cit*) insisted that Teacher librarians supported and implemented the vision of their school communities through advocating and building effective library and information services and programs that contributed to the development of lifelong learners. The work of Spinks (2009) supports the findings of this study Table 4.7 that “Certified library media specialists were specially trained in information resource selection.

Having the selection process guided by a professional ensured that the media materials funds were spent in the most effective way and that the library media collection was well-balanced, supported the curriculum, and satisfied students’ needs.” Good supporting staff between teachers and librarians was very important to guide students on what to study, source, content as well as the format of learning materials used. Therefore in order to perform these duties there should be teachers trained in librarianship.

Leithwood (2006) supports the findings of this study Table 4.8 on the quality of teacher librarian that teachers need professional support and opportunities to develop their practice, including focused induction during their initial years in the profession. It was important to measure teacher impact on student learning, but measuring impact without providing the means to help educators strengthen their practice would ultimately fail our schools.

5.5 Influence of Library Services to Student Academic Performance

5.5.1 Good Networking

The study sought to know if in secondary school libraries there were computer connected to internet. The findings in Table 4.10 indicate that, 76 percent of participants disagreed that there were computer connected to internet in secondary school libraries. This indicates that there were no libraries with computer connected to internet in Mtwara Mikindani Municipality secondary schools. That environment might be one of the sources of performing poorly in the CSEE.

The use of internet broadened knowledge for students to perform better in their examinations. This has been elaborated by The American Association of School Librarians (AASL) (2009) that, in 21st Century, Learner recommendations on how learners need to use technology in learning is important. They argued that “The school library website was able to provide ways for learners to gather and share information use tools and display knowledge.

Website could be used to guide learners to view, use, and assess information as they created products which were authentic and relate to a real-world context. The school

library website have to incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including policies for access and ethical use. School library websites provided for the informational and curricular needs for the learners.”

School librarians should keep in mind the target audience (elementary, middle grades, or young adults). School librarians should ask, “How does my school library's website integrate within the school and extend beyond school walls?” The study conducted by lance et al (2009) supported that test scores also tended to be higher where the library media program provided online access to information—particularly the facilities required to reach the Internet and the World Wide Web.

It was also stressed that a strong computer network connecting the library’s resources to the classroom and laboratories had an impact on student achievement. The American Association of school librarians (2009) identifies that, standardized tests scores of students were higher where computers within library connected to network link library resources and such collections contain up to date books. Spinks elaborated that test scores were higher where the library media center provided access to online information. Further Lonsdale (*op.cit*) narrated that a strong computer network connecting the library's resources to the classroom and laboratories had an impact on student achievement.

5.5.2 Library Program

The study was conducted in order to know if there were any programs, which motivated students and parents to use library. The findings of this study Table 4.10

reveals that, 90 percent of the respondents strongly disagreed that there were programs, which motivated students in library use.

According to the American Association of School Librarians (*op.cit*), "school library media program was based on the philosophy and mission of the national guidelines for school library media programs of the American Association of School Librarian. Aim was to ensure that students and staff were effective users of ideas and information. The association further stressed that quality school library program played an even greater role in providing academic support and closed the achievement gap. Again the association added that the school library program provided an access and equal opportunities for all students to use library resources.

The study conducted by Lonsdale (2003) on the "Impact of School Libraries on Student Achievements". The findings of the study revealed that a strong library program, which is adequately staffed, resourced and funded could lead to higher student achievements. That study also verified that relationships to academic achievement found previously for school libraries in other states and communities were not anomalous, but applied equally to Alaska's school libraries.

A study conducted by New York Comprehensive Center (*op.cit*), narrated that "effective school library programs can serve as consistent drivers for student achievement in times of constant change and churning educational reform". Furthermore the American Association of School Librarian (AASL) (*op.cit*) in their paper "school library programs improve students' learning" argued "school libraries program are essential part of a complete school program as they provide an

equitable, fiscally responsible strategy for sharing resources across grade levels and the curriculum while addressing core reading, information and technology literacy.”

Moreover NYSED (2010) in their paper “School Library Media Program Evaluation rubric” narrated that research shows that one of the chief characteristics of a high performing school is a quality Library Media Program. Based upon this research, the New York State Education Department (NYSED) supports the importance of efforts by School Boards, Superintendents, Principals, Library Media Specialists, school districts, and communities throughout the State in helping students learn more, achieve better grades, and score higher through building and supporting strong school library media program.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Introduction

This chapter presents the summary of the study findings, conclusions, recommendations based on the research findings. Finally it suggests areas for further research.

6.2 Summary of the study

The study was conducted to explore the contribution of Libraries to Students Academic Performance in Tanzania Secondary Schools, a case of Mtwara Mikindani Municipality. The study was based on three research objectives. Firstly the study was intended to explore the presence of libraries in secondary schools in Mtwara Mikindani Municipality. Secondly the study sought to compare academic performance of student of secondary school with libraries and schools without libraries. Thirdly it sought to investigate how students use library services available to improve their academic performance.

The study adopted Qualitative and quantitative research approaches to facilitate the study, using an exploratory mixed method design as a researcher's research design. A total number of 100 were the sample of the study. Instrument used to collect data were questionnaires, interview guide and documentary reviews. Data was analyzed by using descriptive statistics procedures to establish facts related to research questions of the study.

6.2 Summary of the Main Findings

Based on the findings as to respond to the research questions, it was found that, most of the Secondary Schools in Mtwara Mikindani Municipality had no libraries. The study also observed lack relevant materials including books to those secondary schools with libraries. Most of the shelves of the existing libraries were open with no books and very few supplementary books, which do not correlate with the need of Tanzania curriculum. Thirdly secondary schools had no trained librarians. More over teachers who assisted students to access library books had no skills to offer the services. It was also identified that, almost all libraries were not connected to internet and there were no any efforts taken in the municipal to motivate and encourage the use of library services.

6.3 Conclusion

The study had the following conclusions

- (i) There were no libraries in most of the Mtwara Mikindani Municipality Secondary Schools.
- (ii) Availability of library services and use increased academic Performance of students in their national examinations.
- (iii) There was no culture of reading books in Mtwara Mikindani Municipal Secondary Schools.
- (iv) Students were not motivated to learn, as a result did not invest the necessary time and energy needed to learn, as well as application of appropriate SRL skills and hence increase their Performance.

- (v) Educational leaders did not motivate students by providing library services and use in secondary schools in Mtwara Mikindani Municipality so as to influence self-regulated learners, which could increase students academic performance in their examinations especially in CSEE.

6.4 Recommendations

6.4.1 To Administrators

- (i) Secondary Schools in Mtwara Mikindani Municipality should be encouraged to establish libraries as to improve their academic performance especially to rise the CSEE result.
- (ii) Heads of schools and the regional librarians should collaborate to make sure books are available in their school library and are utilized by both teachers and students to improve their performance in CSEE.
- (iii) Culture of reading books in secondary schools of Mtwara Mikindani Municipality should be emphasized.
- (iv) Both regional and district educational officers should not keep themselves distantly to make sure that libraries in their area of jurisdiction had enough and up to date books.

6.4.2 To Policy Makers

- (i) Explicit policy which insisted on the establishment of secondary school libraries and their utilization should be put in place.
- (ii) The policy should state on how it could maximize student use of the library and library services and thus increase the opportunities to make positive interventions designed to enhance student leaning.

6.5 Study Implication

The implication of the findings in relation to the statement of the problem is that, establishing secondary schools with poor preparations of standard libraries with relevant reading materials is a false start. This study alert all people especially education stakeholders to take a relevant strategies in making sure that secondary schools have libraries to supplement what is taught in classroom for better student performance on their certificate of secondary education examination.

6.6 Area for Further Research

The study noted several issues and gaps required to be addressed. On this bases the following recommendation are hereby to put forward:

- (i) This research acts as a basis for other researchers who would like to make further explorations on the same problem or related factors.
- (ii) The present study was conducted in a relatively urban area. A comparative study could be conducted on the same problem by involving typical rural secondary schools in relation to urban schools.

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APPENDICES

Appendix 1: Questionnaires for Students Teachers and Librarians in Mtwara Mikindani Municipality 2015

Please kindly answer these questions to the best of your knowledge.

I assure you that the information provided is for research purposes only. I want to take this opportunity to thank you for availing yourself and thereby contributing to this academic exercise.

Instructions

Please put a tick (✓) to the options you think is most appropriate and correct.

1. The presence of libraries in schools and their use.

Proposition	Opinions		
Options	Agree	Dis Agree	Not sure
Secondary schools have libraries			
Books available in secondary schools libraries are enough for self studying			
Alternative use of secondary schools libraries are obtained through:			
(a) Home library			
(b) Regional library			
(c) Borrowing from teachers			
Assistance to study / read in secondary school libraries is given by			
(a) Teachers			

(b) Secretary			
(c) School librarian			
The secondary school libraries have computers connected to the internet			

Please give your opinion to either: **SA** = Strongly Agree, **A** = Agree, **D** = disagree, **SD** = Strongly Disagree or **NS** = Not sure by put a (✓) to each statement.

2. Attitudes about use of libraries in secondary schools

Proposition	Opinions				
Statements	SA	A	D	SD	NS
Teachers provide guidance to students who read in secondary school library					
Librarians in secondary schools teach students in collaboration with teachers on how to use a library					
There is a good relationship between teachers and libraries in searching reading resources for students in secondary schools in Mtwara Mikindani Municipality.					
Library service and enough materials, help students to score high in their CSEE					
A Good librarian is a bridge to student high performance for the CSEE					
Librarian collaborate with the teachers to supervise students in library use					
Absence of library use and library service in a school can lead to poor performance for the CSEE					
There are enough books, journals and other reference materials for students in the library					

There is a programs which educate parents and students on the use of library					
A School without a library can performing poorly than a school with a library					
Students get enough time to search materials from different libraries					
Students in the school lack morale for reading because they don't have a library and library services					

**Appendix 2: Interview Questions for Regional Education Officer, District
Education Officer, Heads of School and the Regional Librarian
in Mtwara Mikindani Municipality 2015**

1. Does the school / district / region has a library (ries)
2. What is the effect of a school having a library in terms of student performance?
3. How do students feel when a school has a library?
4. Which steps are being taken in establishing libraries in secondary schools / districts
5. Do you think poor performance in CSEE is related to absence of libraries and library services in secondary schools / districts?
6. The way you see it, is there any morale among the students of utilizing library services available?
7. What are your general views regarding the culture of studying in libraries, be it in school or elsewhere?

Appendix 3: Letter For Permission to Collect Data

**The Open University of Tanzania
Mtwara Regional Centre
Tanu Road
P.O. Box 322,
Tel.No: 023 2333977
Fax: 023 2333936
MTWARA, TANZANIA**



**Chuo Kikuu Huria cha Tanzania
Kituo cha Mtwara
Barabara ya Tanu.
S.L. P Barua 322,
Simu Na. 023 2333977Fax:
023 2333936
MTWARA, TANZANIA**

04. 08.2015

THE OPEN UNIVERSITY OF TANZANIA FACULTY OF EDUCATION

The Municipal Executive Director,
P.O. Box 92,
MTWARA

Mtwara Regional Centre,
P. O. Box, 322
MTWARA

RE: A STUDENT: IDA LEO

The above named is a post-graduate student, pursuing her master's degree at The Open University of Tanzania. The title of her study is **"INFLUENCE OF LIBRARIES TO STUDENT ACADEMIC PERFORMNCE IN SECONDARY SCHOOLS IN TANZANIA. A focus in Mtwara Mikindani Municipality"**. I have assisted her to develop the research proposal. I am pleased to inform that her proposal is informative enough to allow her proceed to the next stage of data collection. Please accord her the necessary assistance, which will enable her fulfill this academic exercise. I wish her a nice field exercise.

Dr. Jerome J. Chilumba,
SUPERVISOR