THE INFLUENCE OF LIBRARY RESOURCES UTILIZATION ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN TANZANIA: A CASE STUDY OF PUBLIC SECONDARY SCHOOLS IN DODOMA MUNICIPALITY

BONIFACE RICHARD CHIPANA

A DISSERTATION SUBMITTED INPARTIAL FULFILLMENT OFTHE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THEOPEN UNIVERSITY OF TANZANIA

2018

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: ***"The Influence of Library Resources Utilization on Students' Academic Performance: A Case Study of Public Secondary Schools in Dodoma Municipality",*** in fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

....

Dr. Sydney G. V Mkuchu

(Supervisor)

………………………………………

Date

COPYRIGHT

DECLARATION

I, **Chipana Boniface,** do hereby declare that this dissertation is my original work, which has not been presented anywhere and not intended to be presented to any other University for the award of a similar or any other degree.

……………………………………………

Chipana Boniface

………………………………….

Date

DEDICATION

My dissertation is dedicated to my beloved mother Erica Jackson Chipana. No one is like her for everything she has done to me. This work is also dedicated to my wife Rebeca Makala and my sons Bryan and Luis for their love and inspiration throughout this study. Moreover, I dedicate this work to my dear sisters, Winy, Irene, Stella, Cecy and Scolar.

ACKNOWLEDGEMENT

This work has taken a lot of time to be accomplished, but with the help from God ithas been successfully done. Let me therefore take this opportunity to thank first, the Almighty God for giving me strength throughout the time I worked on this study.Second, I would like to extend my gratitudeto my supervisor, Dr. Sydney Mkuchu for his endless guidance when I was carrying out this study.

A unique appreciation is also extended to my mother Erica Jackson Chipana for her financial support and encouragement that helped me to accomplish this study. My heartfelt thanks are also extended to my course mates Margreth Mapunda, Agripina Kanyabuhura, Margareth Elibariki, Benedict Nkumbi, Asia Mwanga and Placid Lubuva for the amazing cooperation and support they extended to me. I will never forget them.

I also give special thanks to the authorities of Dodoma Municipal Council for allowing me to conduct the study in the municipality. I also owe much gratitude to Headmistress of Msalato Girls secondaryschool and Headmasters of all schools for themcooperation they give me during data collection process. Moreover, I thankteachers, librarians and students who were the respondents to this study.

Finally, I wish to extentmy sincere and heartfelt gratitude my beloved wife, Rebeca Makala and my sons Bryan and Luis for their encouragement, assistance and support on all matters relating to the accomplishment of this study.

ABSTRACT

This study investigated the influence of library resources utilization on students' academic performance in public secondary schools in Dodoma municipality. The specific objectives were to examine how teachers guide students on library utilization; how library utilization influence students' academic performance; perceptions of students and teachers on the utility of library resources and challenges facing students and teachers on library utilization. This study was guided by the activity theory. A multiple case study design was used in carrying out this study. In this study employed qualitative and quantitative research approach. The total number of respondents involved in the study was 96 which included 64 students, 24 teachers and eight librarians. The study employed purposive, stratified and simple random sampling techniques for selecting the respondents. Questionnaire, interviews and documentary review were used in collecting data. The study employed descriptive statistics in analyzing data by using SPSS version 20. The findings revealed that the status of the few existing school libraries was not satisfactory to facilitate effective student learning as condition of the school libraries was poor in terms of space for placing the books and space for the library users. The findings further revealed that school libraries were most frequently used by students to get information by borrowing books and using them for private studies. The challenges facing school libraries included; inadequate tables and sitting facilities,lack of professional librarians, lack of current and up to datereading materials. The study recommends to the government and other stakeholders to build strengthen and revive school libraries for the purpose of making them useful in enhancing students' learning. Related studies should be carried out in secondary schools situated in rural areas.

TABLE OF CONTENTS

LIST OF TABLES

FIGURE

LIST OF ABBREVIATIONS AND ACRONYMS

A-Level   Advance Level

BEST   Basic Education Statistics in Tanzania

CSEE   Certificate of Secondary Education Examination

GPA   Grades Point Averages

HEP   Hydro Electric Power

HLI   Higher Learning Institution

MD   Municipal Director

MED APPS   Master of Education Administration, Planning and Policy Studies

MOEVT   Ministry of Education and Vocational Training

NECTA   National Examination Council of Tanzania

NGOs   Non-Governmental Organizations

O-Level   Ordinary Level

SEDP   Secondary Education Development Programme

SLS   School Library Services

SPSS   Statistical Package for the Social Sciences

UK   United Kingdom

UNESCO   United Nations Educational, Scientific and Cultural Organization

URT   United Republic of Tanzania

USA   United State of America

CHAPTER ONE

BACKGROUND AND THE SETTING OF THE PROBLEM

1.1 Introduction

This chapter focused on the following sub headings, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, definitions of key terms and the organization of the study.

1.2 Background of the Study

Globally, a strong library programme that is adequately staffed, resourced and funded can lead to higher student achievement(Crawford, 2015). Also a strong computer network connecting the library's resources to the classroom and laboratories has an influence on students' achievement. Libraries can make a positive difference to students' self-esteem, confidence, independence and sense of responsibility in regard to their own learning (Lonsdale, 2003).

Spreadbury and Spiller (1999) in a survey showed the situation of library use between state and independent schools. The study examined an interesting issue concerning the differences in provision of library services between state and independent schools. The study determined that only 7% of children in the UK attended independent state schools and their performance in terms of examination results was generally better than that of the other 93%. This might have been due to various factors including the amount of education provided and the degree of

parental support given to their pupils. The library association's 1997 survey of UK secondary schools, found that in many respects library provision was better in independent schools, particularly where funding was sufficient. For instance, 36% of independent schools had a budget of more than 10 pound per pupil, compared to only 6% in state schools.

Spreadbury and Spiller (1999) came up with the findings which showed that students' access to libraries was very much limited.They only had to use libraries during break time and lunch hours whereas, during this timemany other interactions took place. In some cases libraries were used as meeting rooms. Moreover, the library staffs were very few; asa result, in state schools it became difficult to open the library when students wanted to use them. In their study, they also compared state schools and independent schools in the use of library; whereby theycame up with the results which showedthat in state schools,more pupils used public librariescompared to students in independent schools due to geographical location from their homes to school. Most students were found to live very faraway from schools.

In sub Saharan countries, the subject of library use has been investigated in various studies.Fowowe (1988) as cited in the study of Ayenigbara and Seidu (2017) makes clear that a library must be up-to-date and at the same time have older materials. It must be suitably supported financially, to fund materials and services among others. He indicated that a well-equipped library has a major capability which enhances good learning and achievement of secondary school educational standards.The library in secondary schoolshelps the students to do their homework; especially

thosewho need extra support outside school hours; it alsoprovides study spaces for students who do not have a home environment they can work in. Those schools with well-equipped libraries usually maintain high academic performance.

Moruf (2015) showed the situation of library use by secondary schools students in Akinyele local government area of Oyostate. The study further determined that functional libraries were available in some schools, especially private schools andthere were also libraries in most public schools but they were non-functional. The sources of funding in private school libraries were mainly through students levy. Moreover the level of government intervention in funding school libraries in Oyostate was low which resulted into libraries not being properly utilized in public schools due to inadequate resources, poor funding and lack of adequate provision for school library development.

Library use as a strategy for teaching and learning process suggests that in implementation of ordinary level secondary education curriculumstudents should conduct searches for relevant materials in the library and online whereby there is interaction of students and materials, students to have independent study skills using several materials from the libraries like books, electronic materials and journals (For instance the geography teachers manual (2011) sub topic Hydro electric power (HEP) and Biogas in Tanzania, provides a student activity which directs students to conduct library search and make class presentation on the HEP and Biogas in Tanzania). Moreoverstudent-student materialsinvolve a discussion among students using different books and other sources of materials from libraries and teacher

student materials which involve teachers' directive to the students to find out materials from various sources, including the library. That means libraries are not only critical for facilitating the teaching and learning process, but they also enhance self-learning, whereby owners and managers of secondary schools have to ensure that their schools have standard libraries which are well stocked and up to date reading materials and made easily accessible to students of different abilities(MOEVT, 2007).

The prevailing situation in secondary school library use in Tanzania is not different from that observed in other studies like that of Spreadbury & Spiller (1999) and Moruf (2015). Bernard and Dulle (2014) in their study in Morogoro municipality about access of library use found that about 70% of students used libraries but the commonlibrary materials were books which in any case were not current and up-to date. The study findings also indicatedthat students face several challenges likerestricted reading hours,lack of sitting facilities and lack of professional librarians.Furthermore, Issack (2000) showed that the main financial support for the library system came from the government and that the major problems facing libraries in Tanzania were similar to those found in other parts of Africa. The problems included; lack of up to date and relevant materials to the topics in the curriculum, financial constraints, and lack of motivation among library professionals.

The present study investigatedhow library resourcesutilization influencedstudents' academic performance in some selected public secondary school in Dodoma municipality.

1.3 Statement of the Problem

The existence of library resources in secondary schoolshelp students to do their homework out of class hours and provide learning environmentfor those students whose home environment does not support learning. Moreover libraries can make a positive difference to students' self-esteem, confidence, independence and sense of responsibility as regards to their own learning.Secondary school education is supposed to be the foundation toward higher knowledge in tertiary institutions. The Educationand TrainingPolicy of 2014 in Tanzania, stipulates that secondary school education is an instrument for national development that fosters the worth and development of the individual for further education and development. The mentioned aim of secondary school education is being threatened by students' poor academic performance. URT (2014) stated that the poor performance of secondary school students in examinations hinders the realization of the aims of secondary school education in Tanzania. Students' poor performance in tests and examinations is caused by poor and defective study,in some cases caused by lack of library resources. De Escobar (2011) as cited byOgunniyi et al., (2011) argued that students need to be familiar with library study resources for better academic achievement.

Moghadam and Cheraghia (2009) submitted that academic performance is affected by several factors and availability of library services is one of them. Williamson (2010) contended that many students suffer low grades in schools because of lack of resourceful libraries. Also, students' failure to use the school library and its' resources has a negative effect on their academic performance. Shodimu(1998) and Ogunseye (1986) observe that the total absence of an organized school library would

continue to spell a disaster for thousands of secondary school students. This statement clearly informs that many schools operate without libraries which adversely affect the academic performance of their students.

Ogunbote and Odunewu (2008) cited by Kumar (1991) stated that the performance of students could be improved very much if they used the library regularly. Students should therefore maximize the use of school libraries to their benefits since school libraries provide favorable environment where the students can discover and develop their abilities and talents as well as improving their reading and study skills.

In Tanzania,there are a number of studies which haveinvestigated library use in higher learning institutions and advanced level secondary schools. There has not been a study on library utilization of ordinary level secondary schools carried out specifically in Dodoma region; therefore a necessity of carryout this study. So this study aimed at investigatingthe situation of library utilization in ordinary level of secondary school from form I to III so as to determine how library resources utilization influenced students' academic performance; the perception of students and teachers on the utilization of library resources; the challenges facing students and teachers on the utilization of library resources and how teachers guide their students on using library resources.

1.4 The Purpose of the Study

The purpose of this studywas to investigate the influence of library resources utilization on students' academic performance in selected public secondary schools in Dodoma municipality.

1.5 Objectives of the Study

The main objective of this research was to investigate the influence of library resources utilization on students' academic performance. To accomplish this task the study had the following specific objectives;

i. To examine how teachers guide their students on using library resources.

ii. To determine how library resources utilization influence the students' academic performance.

iii. To describe the perceptions of students and teachers on the utilization of library resources.

iv. To investigate challenges facing students and teachers on the utilization of library resources

1.6 Research Questions

The study was guided by the following research questions:

i. How do teachers guide their students on using library resources?

ii. How does library resource utilization influence students' academic performance?

iii. How do students and teachers perceive the utilization of library resources?

iv. What are the challenges facing students and teachers on the utilization of library resources?

1.7 Significance of the Study

The findings of this study will offer a genuine and rich contribution to the body of knowledge on the correlation between the utilization of library resources and

students' academic performance. In terms of practice and policy improvement, the findings of this study have the potential to provide guidelines in formulation of better library resources, to find ways to control the present undesirable situation and to understand pertinent library resources issuesas regards to the teaching and learning process.The findings of the study willprovide useful information for school administrators to enable them to improve the conditions in a better way. Furthermore, the findings of this studywill provide valuable information for the Ministry of education, Science and Technology that will enable to meet the needs of the teachers, students and communities they serve.

1.8Definitions of Key Terms

The following are definitions of key concepts as they are used in this study.

1.8.1 Library

Alibrary is any room which contains learning resources such as books, writings and journals that students use. Other resources are like films, tapes, pictures and charts models and a host of other teaching materials in addition to the printed books to which most people are accustomed (Farrant, 1981).

1.8.2 School Library

According to Reitz (2007) as cited by Mutungi (2012) a school library is a library in public or private elementary or secondary school that serves to provide information needs of its students and the curriculum needs of its teachers and staff. The library is usually managed by a school librarian. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as

responsible citizens. Also Herring (1988) as cited by Mutungi (2012) defined school a library as all types of library or collection of materials in schools whether staffing of any kind is provided or not.

1.8.3 Academic Performance

Academic performancerefers to how well or badly a student does in his/her study.In this study, the students' academic performance was assessed basing on the continuous assessment of respondents in terminal examinations and NECTA results of 2015 and 2016 in three subjects of biology, basic mathematics and English language.

The indicators of academic performance are marks scored, grades and divisions obtained by candidates with respect to the examination standard board of a country such as the National Examination Council of Tanzania (NECTA). The NECTA criterion of awarding divisions is as follows: A candidate who sits for NECTA examinations is awarded divisions I, II, III, IV or 0. In this study the focus was not on division awarded, it was on results of subjects' performance of those four schools from academic year 2015 to 2016 in three subjects namely biology, English language and basic mathematics. These are some of the core and compulsory subjects.

1.9 Scope of the Study

This study dealt only with the influence of library utilization on students' academic performance in four public secondary schools' of Dodoma, Msalato Girls, Kiwanja cha Ndege and Hombolo secondary schools in Dodoma municipality. The study

covered only a small portion of secondary schools in Tanzania. This being the situation the findings of this study may not be used to make generalizations to other secondary schools in Tanzania.

1.10 Limitation of the Study

The researcher encountered various challenges during the research process. They included insufficient funds for stationery, transport and buying other important materials to facilitate the carrying of the study. Also shortage of time because the researcher conducted the study in selected schools located far apart from each other and at the same time the researcher had to fulfill other duties as a teacher. Students also used more time than expected in filled in the questionnaires.

1.11 Organization of the Study

Thisstudy consistsof five chapters. Chapter one provides the background of study,the problem of the study, research objectives associated with research questions, definitions of key terms and organization of the study. The second chapter covers on literature review where the theory of the study is discussed. The third chapter is on research methodology where research design and approach are described. Covered in the chapter are area of the study, sampling procedures, sample size, data collection methodology, validity and reliability of the study and analysis plan. The fourth chapter is on presentation, analysis and discussion of the findings.Chapter five focuses on the summary of the study, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of literature about the influence of library resources utilization on students' academic performance in Dodoma municipality. Itincludes the theory supporting the study, empirical literature review, conceptual framework of the study and the research gap.

2.2 Theory Supporting the Study

This chapter focuses on the theoretical background regardingthe influence of library resources utilization on students' academic performance, the case of some selected public secondary schools in Dodoma municipality. This study was inspired by the activity theory which is based on the work of Vygotsky (1896-1934), who worked within developmental psychology and socio cultural learning theory. Leontiev (1903–1979) developed the theory further and emphasized the social being of the individual (Leontiev 1978). The activity theory was first applied to educational science because of its emphasis on learning. The activity theory is used to understand complex activity systems, which have certain objectives of developing the system and its functions.

Leontiev formulated what has become known as the first generation of activity theory. Leontiev provides views which are grounded in the theory of Vygostky. Leontiev (1978), in the activity theory came up with the following elements, which

are subject, objective, tools and outcome. In the activity theory the relationship between subject and objective forms the core of an activity which leads to an outcome.

Subject in activity theory refers to a person or group engaged in the activity.In this study subject involved students, librarians and teacher from sampled schools whereby everyone is responsible to each other. For instance teachers were responsible to guide and teach the students at school and librarians are there to direct the students once assistance is needed to trace materials in the library. Studentsuse library materials to facilitate learning with the help of teachers and librarians.In order to reach their goals, the teacher hasto be knowledgeable on the subject matter and they are the ones who teach and guide students to search materials from school library. The librarians are there to facilitate the process.

Objectiveis another element in the activity theory which refers to an activity encompassing activity focus and purpose (Leontiev, 1978). In this study both teachers and students have an objective and this objective is based on students success in the continuous assessment and in the final examination. For an objective to be achieved, both teachers and students should cooperate together.

Tools in the activity theory translate to the availability of resources in the school. In this study the tools stand as the school library, whereby the students and teachers can go and find different books and other materials which are relevant to the subject. A well equipped library therefore helps the students to perform better in tests/ examinations.

Outcome in the study refers to the realization of the stated objectives that schools and teachers want the students to achieve. In the side of student's outcome, the actual results are either students achieve or fail to achieve during their education.

2.3Conceptual Framework of the Study

The conceptual framework which guided the study is depicted in Figure 2:1and it is adaptedfrom Komba (2013).

```
   ◇ Well-               ─────────────┐
     Equipped                         │
     library                          │
                                      ▼
   ◇ Internet          ──────────►   ┌────────────────────┐
     Connection                       │ Student's success  │
                        ═════════►    └────────────────────┘
   ◇ Professional      ──────────►   ▲
     -Librarian                       │
                                      │
   ◇ Enough            ──────────────┘
     Teachers
```
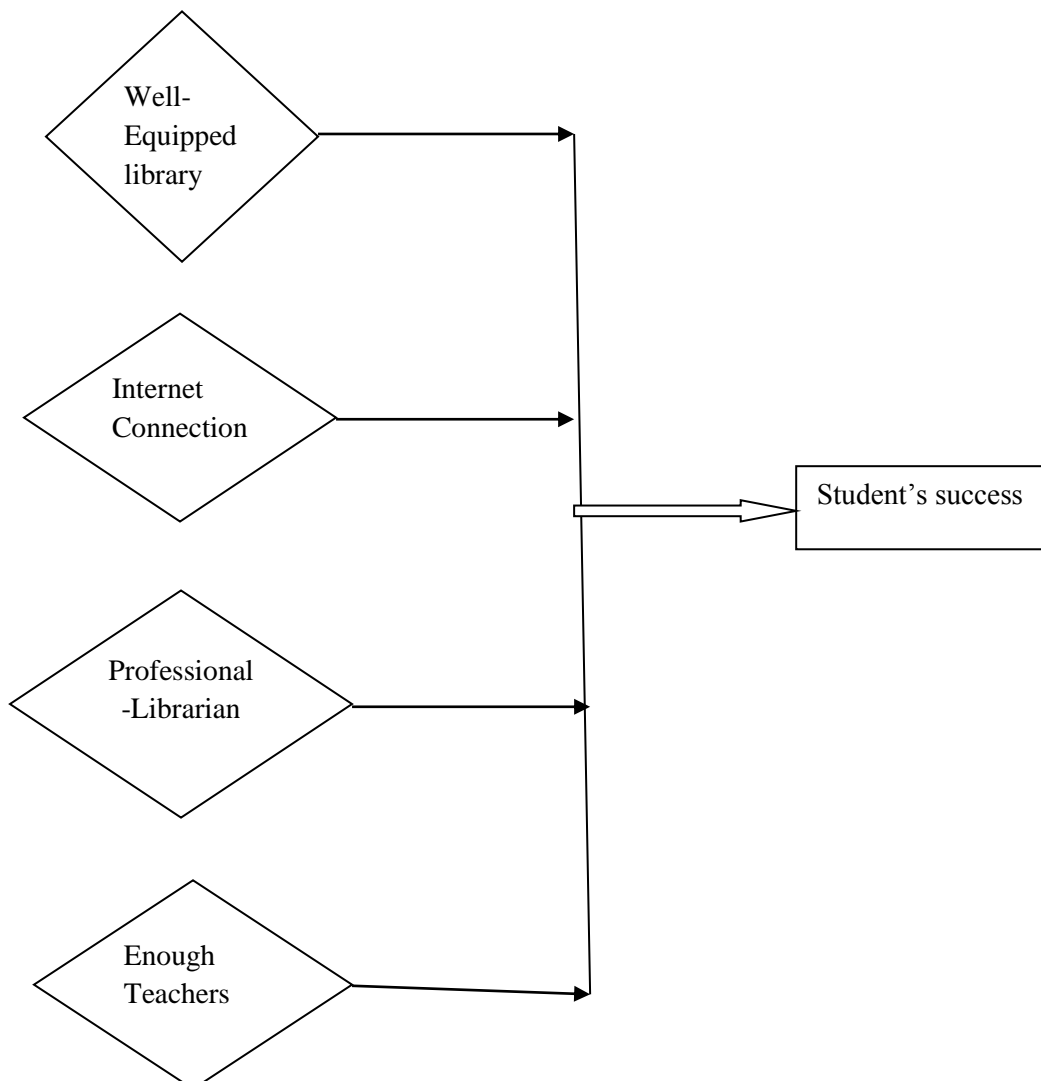
Figure 2.1 Conceptual Framework of the Study

Source: Komba (2013)

The success of the students' in their studies on the use of library facilities depends on well-equipped library, internet connectivity, professional librarians and enough teachers. To make clarification of these variables, the teachers at the school are responsible for teaching students and providing assignments or take hometasks. A teacher may direct students to go to the school library to search for materials for their assignment. Once the students are in the library, they are directed by the librarians who guide and assist them for instance if the material are not found in books. These librarians may assist them to find the required information through use of internet. By referring students to use library facilities, teachers help students to complete their tasks on time by doing their assignments and in this situation lead students to do better in tests and examinations.

2.4 Empirical Literature Review

This empirical literature reviewlooks on related studies done elsewhereregarding the influence of library resources utilization on students' academic performance in secondary schools.

2.4.1 Worldwide Studies

Spreadbury and Spiller (1999) conducted research in UK on survey of secondary school library users by using SPSS.The study revealed that, there was limited access to school libraries, since many pupils only had the opportunities to visit the library during break and lunch time and at both times there were other attractions/activities going on, such as being time scheduled for eating. Other problems observed in the study were; minimal staffing of many school libraries, restricted hours for reading.

The studyalso compared state schools and independent schools on the utilization of school libraries. The findings indicated that pupils in independent schools made more use of public libraries compared to pupils from state schools. This was largely due to the geographical location of the schools and students homes the majority of the pupils in state schools werefound to live far away from their schools.

Clabo (2002) did research in U.S.A on the library use practices of high school students in three east Tennessee countries by using the Statistical Package for the Social Sciences (SPSS) software program, the data were initially analyzed using frequency and cross tabulation tables to identify basic demographic information or patterns. Chi-square and Phi were used to examine the relationships between the different variables identified in the survey; it was found that students' responses indicated the purpose of the school library was to provide materials and resources to meet classroom needs and student needs, along with references, research materials, and computer Internet access.

Tewell (2015) in a research in USA found that use of library services can be associated with a positive effect on first year students GPA and retention. The data was analyzed using SPSS, the study suggest that there is a positive and significant relationship between thenumber of library activities and students GPA and retention. Furthermore the study revealed that 81.9% of first year students who used at least one library service once or more during an academic year had a higher average retention rate and GPA compared to peers who had not used the library.

In another study on the impact of school library services on students' achievement done by Chan (2008) in Hong Kong, it wasfound that school library services had a positive impact on students' achievement.On the other hand, the study of Lonsdale (2003) on theimpact of school libraries on students' achievement revealed that school libraries could have a positive impact, whether measured in terms of reading scores, literacy or learning more generally.

2.4.2 Studies from African Countries

De Jager (2002) did a research in South Africa on the impact of learning outcomes focusing on the most indefinableindicators of academic library performance.The study findings confirmed that measuring the impact of library use on undergraduate students performance was neither simple nor obvious, but it was also been possible to show that students who did well, tended to borrow more materials from open library shelves than students who were doing poorly. Many variables apart from library usewere responsible, including the impact on students'performance and choice of discipline, teacher expectation and students' determination; all play significant roles toward students' academic achievement.

Moruf (2015) did a research in Nigeria on students' utilization of secondary school libraries in Akinyele local government area of Oyo state. The data was analyzed using statistical package for social science and presented in tabular form with frequency counts and percentages. The study findings indicated that school libraries were not utilized effectively by students as there were inadequate library resources, poor funding for library activities, lack of reading culture and lack of adequate provision for school library development.

Jato et al., (2014) conducted a study in Nigeria which was based on study habits, use of libraries and students' academic performance in selected secondary schools in Western Local Government area of Ondo State. The findings among others indicated that irregular use of school libraries by the students was one of the factors for poor scores in tests and examinations.Many students did not study outside the school and the academic performance of such students was poor in mathematics and English language.Another study was that of Michael (2014) which was donein Ghanaon the reading habits among students and its effects on academic performance. The findings showedthat reading habits have an influence on academic performance.There istherefore a relationship between reading habits and academic performance.

2.4.3 Studies done in Tanzania

Bernard and Dulle (2014) did a research in Morogoro on assessment of access and use of school library information resources by secondary school students. They found out that most frequently used library information sources by secondary school students were only books and novels and that students faced several constraints in using school library. The constraints included;the lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities in libraries, and lack of informational/ professional librarian for processing materials.

Matto and Bwabo (2012) conducted a research in Moshi on prospects of digital libraries in enhancing academic materials access: A survey of libraries in higher learning institutions in Kilimanjaro region. The study used descriptive statistics technique and came out with the findings which revealed that despite the fact that

each higher learning institution (HLI) had a library, but sitting patterns did not keep pace with the increasing number of students enrolled each year. Opening and closing hours were observed to be an obstacle for many library users to access learning materialslack of variety and updated books in various study disciplines; and use of mechanical book searching was also observed to be challenges facing readers in the existing libraries.

2.5 Knowledge Gap

There are several studies that have explained on the use of library and came up with their findings that show the numerous challenges facing students in utilizing the library.Most of therelated studies discussed have notexplained the influence of library resource utilization on O level students' academic performances which include community secondary schools. This study therefore intended to investigate the influence of library resource utilization on students' academic performance ofordinary level secondary schools from form I to form III. Besides, most of the empirical studies that have been discussed werecarried out in developed countries; whereasstudieswhich were carried out in Tanzania focused on higher learning institutions and O level secondary schools where library services are abit satisfactory.This study on the investigation of the influence of library resource utilization on students' academic performance has been done to fill this knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describesthe methodology used in this study. It includes a discussion of the research design, research approach, location of the study, study population, sampling techniques and sample size, research data collection instruments, validity and reliability, data analysis procedures and research ethical considerations.

3.2 Research Design

The research design that was adopted in this study was a case study which involved study of a multiple cases of four public secondary schools located in Dodoma municipality, so as to obtain reliable information from different schools. The studyinvestigated the influence of library resources utilization on students' academic performance. According to Yin (2009) case studies can be used to bring out more details from the viewpoint of the participants by using multiple sources of data from various data collection instruments. Case studies share something with evaluation studies in that they incorporate a wide range of data collection methods including interview, questionnaires and documentary review (Yin, 2009).

3.3 Research Approach

The approach adopted for this studyboth was qualitative and quantitative methods. Qualitative research approach allows studying a phenomenon in its real life situation without any kind of manipulation of data (Creswell, 2009). It is the way where researchers combine both elements of qualitative and quantitative research

approaches for the purpose of in-depth understanding of the problem one is dealing with (Johnson et al., 2007).This mixed research approaches helped the researcher to examinethe problem deeper and wider than when quantitative or qualitative research would be done in separation.

In the light of this study, the researcher directly involved the participants by the use of questionnaires and interviews in order to tap the insights and generate massive and wide information concerning the study.Natural surroundings of the environment of public secondary schools were used to enable the participants to provide information in a more comfortable manner. The use of this approaches helped to solve the restriction of one approach through the strength of another approach and make the solution of more worth.

3.4 Location of the Study

This study was conducted in secondary schools in the Dodoma municipality. The total number of public secondary schools in Dodoma municipality was 37 of which only seven schools have libraries. The study was conducted in four public secondary schools namely; Dodoma, Kiwanja cha Ndege, Hombolo and Msalato Girls' secondary schools. The selection of these public secondary schools wasbased on the presence of libraries in these schools.The researcher chose this municipal because schools were easily reached and were well-known to the researcher hence it was fairly economical in terms of time and funding.

3.5 Study Population

According to Omari (2011), a research population is a total number of units such as people, things or elements which have one or more characteristics in common that

are of interest to the researcher. In this study, the respondents consisted of teachers (academic and class teachers), librarians, students and heads of school from the four selected public secondary schools in Dodoma municipality. These respondents provide the require information that were relevant to the research objectives of the study.

3.6 Sample Size and Sampling Techniques

The sample size of the study and the sampling procedure in the selection of respondents is discussed in the following section.

3.6.1 Sample size

Sample size and the categories of the respondents.The total sample for this study was 96 respondents, eight librarians, 24 teachers and 64 students from four public secondary schools. The category of respondents and the size of each category are shown in Table 3.1

Table 3.1: Category of Respondents, Sample Size for each School in the Study

Name of Secondary schools	Number of sampled					
	students	Teachers (class teacher)	Heads of school	Academic teachers	librarians	Total sample
Dodoma	16	03	01	02	02	24
Kiwanja cha Ndege	16	03	01	02	02	24
Msalato Girls'	16	03	01	02	02	24
Hombolo	16	03	01	02	02	24
Total sample	**64**	**12**	**04**	**08**	**08**	**96**

Source: researcher field data 2017

3.6.2 Sampling Procedures

Sampling is the process of selecting samples. It is to decide who or what to be researched on (Kothari, 2010). A sample is a small proportion of population selected for observation and analysis (Omari, 2011). There are two categories of sampling, which are probability and non- probability sampling (Enon, 1998). Both probability and non probability techniques were used in the study.

3.6.2.1Probability Sampling

This involves the process of selecting a sample by using random selection. In this sampling technique, the members have an equal chance of being selected. In this study two techniques were used that is stratified random sampling and simple random sampling.

3.6.2.1.1 Stratified Random Sampling

This procedure involves dividing the population into homogenous groups, each group containing subjects with similar characteristics (Cohen et al, 2007). Stratified random sampling was used to get sample of classes (form I, II and III). These classes have streams for example IA, IB, IC, ID, IE and so forth. The stratification in this study depended on the number of streams for each form in a given school. These streams also were in form II and III. To obtain sample in a class (form), the researcher prepared pieces of paper to all streams. One piece of paper was written sampled class stream. The pieces of paper were put in the box and then the researcher called the class monitor from each class/ streams to pick one piece of paper and the class monitor who picked up a piece of paper written sampled class

stream, that class stream would represent the other streams in that class/form. This stratification method was followed by random sampling to select students who were involved in the study. Each school had a total of 16 students from form I to III class. In this study there was a sample size that represented each class.Random sampling of picking the required number of students from each stream was used. The number of students from each stream is shown in Table 3.2.

Table 3.2: The Students Selected from Each Class/Form.

Name of secondary schools	Form	Number of students (respondents)	Sampling procedure
Dodoma	IA	5 out of 45	Stratified random and
	IIC	5 out of 40	Simple random sampling
	IIIA	6 out of 42	
Kiwanja cha Ndege	IC	5 out of 60	Stratified random and
	IIB	5 out of 50	Simple random sampling
	IIIC	6 out of 48	
Msalato Girls'	IA	5 out of 45	Stratified random and
	IIB	5 out of 40	Simple random sampling
	IIIA	6 out of 54	
Hombolo	IB	5 out of 50	Stratified random and
	IIB	5 out of 45	Simple random sampling
	IIIA	6 out of 55	
Total number of students 64			

Source: Field data, 2017

On Table 3.2 the total number of students represented from each class/form is shown in four sampled public secondary schools. Also in the table the sampling techniques used to obtain the sampled class and sampled respondents are indicated. Thus is

stratified random sampling was used to get sampled classes and simple random sampling used to get students from a sample class.

3.6.2.1.2 Non Probability Sampling

This is the type of sampling technique where by the selection of members/participants in a research study is purely based on chance (possibility). In this study purposive sampling was used.

Purposive sampling is type of non probability sampling in which the researcher selects a sample based on a certain purpose. The selected respondents are the representative of the whole (Kothari, 2004).

Purposive samplingrefers to a procedure of picking units most relevant or knowledgeable in the subject matter of the study. In this study purposive sampling technique was used to obtain two academic teachers, three class teachers, heads of schools and two librarians from each school. They were selected because of positions they heldand they could therefore provide appropriate responses on library utilization in relation to students academic performance

3.6.3 Subjects Selected for Analysis for Academic Performance

Biology, mathematics and English language, were the subjects selected for analysis on academic performance in relation to library utilization. The choice of these subjects of biology, mathematics and English language was due to the following reasons: First English language represents the medium of instruction used in all

secondary schools in Tanzania, except for Kiswahili which is a teaching subject. Second the choice of biology and mathematics represents science subjects which are compulsory subjects in secondary school education. The other reasons for choosing these three subjects was due to challenges that students face during the learning process and the way in which it affects them when it comes to national examination overall performance.The examination results in these three subjects were poor compared to subjects like Kiswahili, and civics.

Looking at different studies which explain on the challenges facing these subjects;Kinyaduka and Kiwara (2013) made a study about language of instruction and its impact on the quality of education in secondary schools. The study aimed at assessing students' opinion on the language of instruction during the teaching and learning process. The result showed that 69.5% of the students did not prefer English to be used in the teaching and learning process because they did not understand when taught in English language. Ahmed (2013) did a study about difficulties and challenges in teaching and learning English as a second or foreign language in Saudi Arabia. The study findings revealed that students get problems in pronunciation, spelling, vocabulary and grammar.

King'aru (2014) carried out a study about factors contributing to poor performance of science subjects; a case of secondary schools in Kawe division inKinondoni municipality. The main finding of this study showed that among others, the main reasons were; poor methodology used in science education teaching, negative attitude toward science subjects among students and lack of textbooks and lack of well equipped laboratories.

From the above findings it is evident that lack of adequate and appropriate textbooks, pronunciation, spelling, vocabulary and grammar were the main challenges facing many students in secondary schools which resulted into poor performance in their examinations. Better academic performance can be assured if the students were encouraged to use school libraries and also by making sure that school libraries were well equipped with relevant books and story books which can help them in improving pronunciation, improving spellings, vocabulary and grammar. According to George (2011), a school library is important in shaping students' habits as regards to reading for leisure, to pass examinations and to obtain information on different aspects of life (George, 2011).

3.7 Research Data Collection Instruments

The study employed the following data collection tools; interview, questionnaire and documentary review. The researcher met with heads of schools and introduced himself and explained the purpose of the study and made an appointment to meet with all respondents before starting collection of data.

3.7.1 Interview

An interview is a data collection method which involves presentation of oral-verbal stimuli and replies in terms of oral-verbal responses (Kothari, 2004). The method can be used through personal interviews or through telephone interviews. In this study, face to face interview was applied to collect data from librarians regarding roles they played in the study as respondents to the influences of library resources utilization on students' academic performance. According to Omari (2011), an interview permits greater depth in understanding the issues at hand; and allows probing to obtain more

complete data; provides a means of checking and assuring the effectiveness of communication between the respondent and interviewer. An interview also allows the collection of rich qualitative data; allows the interviewees the opportunity to express their ideas using their own words instead of having to fit their thoughts and understanding into fixed sets driven by the researcher In interviews the sample can be controlled more effectively as there arises no difficulty of the missing returns, none response generally remains very low.

It should be noted however that the use of interview as a data collection method has some limitations, According to Omari (2011) interview may be highly subjective, also biased or express disturbance. It is a very expensive method especially when large and widely spread geographical sample is taken. For the case of this study, the sample was relatively small. During the administration of the interview, respondents were asked oral questions prepared by researcher. The researcher noted the answers in his note book during the interview. The interview guide used to collect information from librarians is found on appendix III.

3.7.2 Questionnaire

The questionnaire written questions/items widely used for collecting survey information. The responses provide structured, often numerical data. Questionnaires can be administered without the presence of the researcher and thus the responses can be provided without intervention of the researcher. Questionnaires are often comparatively straightforward to analyze compared to other data collection methods (Cohen et al., 2007).

Questionnaires were administered to 64 students and 24teachers. The questionnaires contained both closed and open ended items and they were used to collect data. The researcher introduced himself to respondents before handing over of the questionnaires to respondents. In this study 64 students and 24 teachers were given questionnaires to fill in. Questionnaires were personally distributed, administered and collected by the researcher. All targeted respondents were reached and they were able to respond by filling in the instruments.

A questionnaire has advantages, it is more convenient for respondents because they can complete a questionnaire when they want and in the speed they wanted to do it. It also helped the researcher to cover the wide area of the information which was being sought (Kombo & Tromp, 2006). Kothari (2009) points out its limitations as having low rate of return, financial expenses and bias.A sample of questionnaire for students is found in appendix I while that of teachers is found in Appendix II.

3.7.3 Documentary Review

Documentary review is the method used to collect data which are already available. This includes various publications, journals, books, letters, emails, manuals, acts, articles, reports, newspapers and empirical researches (Yin, 2009). In this study documentary review was employed in collecting CSEE results from 2015 to 2016 in NECTA reports available in respective schools. Also documentary review was done by looking at students' continuous assessment marks (tests and terminal examination) and attendance list of students who attended library. This information was obtained from academic offices and libraries respectively. The obtained

information helped to get basic information about the study. Documentary review has advantages. The access of information is easy and cheap and it is suitable for data which are very large. It has some limitation; as some information may not be reliable (Kano, 2015).

3.8 Validity and Reliability

Validity refers to the truth, authenticity and relevancy of data (Bryman et al., (2003). Validity in a research is the extent to which results are consistent with the objectives of the study. The researcher consulted several times the supervisor and peer group members who were also MED APPS students so as to capture their opinions on the validity of the tools. Validity was further maintained byusing triangulation in the data collection process. Triangulation refers to the use of multiple data collection methods so as to ensure the correctness of the findings by comparing the data from different sources. The researcher used data collection tools namely; interview, questionnaires and documentary review.

On the other hand, research which yields consistent results over time is said to be reliable (Wiersman, 2000). In this study reliability was maintained by conducting a pilot study in two secondary schools; Mbabala and Mpunguzi secondary schools within Dodoma municipality to test the tools before full scale data collection process was done. A total number of 16 students were used in the two schools, 2 librarians, one from each school and 6 teachers, 3 teachers from each school were used. Information obtained from the pilot study helped the researcher to improve and modify the data collection instruments before undertaking a full scale study.

3.9 Data Processing and Analysis

Data are items whichrepresent facts (Pagano, 2009). According to Creswell (2007),data analysis is the process of pulling the data apart and putting them back together in a more meaningful way, an aspect that involves making a detailed description of the case and its setting study.In this study, the collected data were analyses by editing,open coding and statistical analysis to address research objective.

3.9.1Open Coding

This is the process of putting data into logical categories. It is done by assigning some numerical symbols which are used to categorize the data of the study (Kothari, 2009). Coding is the process of translating the data so as to be easy for computer analysis. In this study the collected data were converted into numerical codes.

3.9.2 Editing

It is the process of examining the collected data so as to improve its quality. The data were edited in the field to see if the responses have been done well as well as in the office.

3.9.3 Statistical Analysis

In this study, data were analyzed by using Statistical Packages for Social Sciences (SPSS) software Version 20. The analysis included tabulation and computing frequencies and percentages. SPSS was chosen because it helped the researcher to analyze the collected data quickly and put in different forms in order to make comparison.

3.10 Research Ethical Considerations

In the study, ethical issues were adhered to. This was done by obtaining respondents approval, voluntary participation, assurance for privacy and anonymity. The researcher introduced himself (to the Director of Dodoma municipality council) with the introductory letter from the Director of Research and Consultancy for Postgraduate Studies of the Open University of Tanzania. This letter facilitated to get permission letters from the municipal authorities which enabled the researcher to get access to the respondents needed for the study. The researcher explained the purpose of the study and the intention to do with information to be collected from the participants. Respondents were assured of confidentiality of the information they provided and they were for example instructed not to indicate their names in the questionnaires. The letters from the Director of Research and Consultancy for Postgraduate Studies of the Open University of Tanzania and that from the Dodoma Regional Center of the Open University of Tanzania are found in appendix IV and V respectively. The permission letter from the Dodoma Regional Administrative Secretary **is** found in appendix VI. The permission letter from the Municipal Director is found in appendix VII.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA FINDINGS

4.1 Introduction

This chapter presents the data obtained in the field. The findings are presented, analyzed and discussed in connection with the influence of library resources on students' academic performance. The presentation is divided into sub-sections which are guided by the objectives of the study and aims at answering the research questions. The study was done by using questionnaires and interview to collect data in Dodoma municipality at Dodoma, Msalato Girls', Hombolo and Kiwanja cha Ndege secondary schools. The findings are presented and discussed in the light of the reviewed literature related to the research objectives and accompanying research questions. The research objectives were:

i.   To examine how teachers guide their students on using library resources. **

ii. To determinehow library resources utilization influence students' academic performance.

iii. To describe the perceptions of students and teachers on the utilization of library resources.

iv. To investigate challenges facing students and teachers on the utilization of library resources.

4.2 Teachers Guidance to Students on Using Library Resources

This was the first objective which sought to get information on how teachers guided students using library resources in secondary schools in Dodoma municipality. Issues

related to how often students utilized the library to facilitate learning, students attending inductions/orientations on how to use the library to facilitate learning, the intension of students using the library, library resources accessibility, assignments or take home work offered by teachers that required students to search for materials in the library and availability of relevant and up to date library resources. Data collection was done through questionnaires, interviews and documentary review.The responses are presented, analyzed and discussed as follows:

4.2.1 The Frequency of Students in Using Library Resources

This subsection presents the findings on how regular students used the school library at school and other public libraries. The aim of this question was to determineif the students utilized the library. Data was collected through questionnaires. The findings on the frequency of students visiting the library are presented in Table 4.1:

Table 4.1: Frequency of Visits of Students to the Library

Often students use library	Respondents	
	Frequency count	%
Daily	9	14.1%
Weekly	14	21.9%
2-3 times per week	32	50.0%
4 or more times per week	4	6.2%
Never	5	7.8%

Source: Field data, 2017

The findings on Table 4.1 show that students often use school libraries. The findings show that nine students (five from Hombolo, two from Dodoma and one from both

Msalato Girls' and Kiwanja cha Ndege) which represent 14.1% of the respondents used the library daily. 14 students (four from Hombolo and Dodoma, three students from Msalato Girls' and Kiwanja cha Ndege secondary schools) which represent 21.9 % used the library on weekly basis. 32 (eleven students from both secondary schools of Msalato Girls' and Kiwanja cha Ndege, three from Hombolo and seven from Dodoma) which presents 50.0% used the library 2-3times per week. Four students (two students from both Msalato Girls' and Dodoma secondary schools) which represents 6.2% of students used the library four or more times per week and five students, three from Dodoma and two from Kiwanja cha Ndege which is7.8% never used the library at all.

From the findings, it is shown that a greater majority of students used the library irregularly. These findings are consistent with those of Aura (2011) on use of school libraries in Umuahia North Local Government Area of Abia State in Nigeria, where most of the students who were interviewed visited the library irregularly. This means that more effort is needed to improve the speed and regularity of library use and part of such efforts could be in the area of provision of latest and relevant information materials.

4.2.2 Inductionsof Students on the Use of Library Resources

This subsection presents the data obtained through questionnaires, which were administered to 64 students of the four sampled schools. The respondents were asked if they had ever attended any induction or orientation on the use of library resource facilities which helped them to acquire skills on accessing library resources with minimal assistance from teachers and librarians. The importance of attending such

inductions was to provide students with different ways of accessing library resources. For instance, students in these orientation sessions would be exposed to the use library catalogue or to go direct to shelves and find the needed books without difficulties. The findings were sought on the asked questionnaire itemif a student had ever attended any induction/ orientation on the use of library resources. The findings are presented, analyzed and discussed as follows:12 students from Dodoma secondary school, which is equal to 18.75%, answered 'yes' and four students which is equal to 6.25% said 'no'. Two students from Kiwanja cha Ndege secondary school which is equal to 3.13% answered 'yes' and 14 students which was equal to 21.9% responded 'no'. Furthermore, 14 students from Msalato Girls' secondary school which is equal to 21.9% answered 'yes' and two students which is equal to 3.13% said 'no'. On the responses from Hombolo secondary school, four students which is equal to 6.25% answered 'yes' and 12 students which is equal to 18.75% who said 'no'.

The aim of this questionnaire item was to find out, the number of students who had attended induction sessions on the use of library resources. The study revealed that 32 out of 64 students which are equal to 50% attended induction sessions and the other 32 out of 64 students which are equal to 50% did not attend induction. Attending such inductions assists both teachers and students to facilitate the teaching and learning process, increasing students' academic achievement

4.2.3 The Purpose of Students Using Libraries

This subsection presents the data obtained through questionnaireswhich were administered to 64 students from the four schools in the sample. The student

respondents were requested to provide reasons for using the school library. The aim of this question was to find out the intention of students in using the library resource. The findings from this question are presented on a Table 4.2.

Table 4.2: The Purpose of Students Using Library

Purposes of using library	Respondents	
	Frequency count	Percentage %
Private Studies	14	21.9%
Project Work	5	7.8%
Borrowing library resources	14	21.9%
Computer Internet services	3	4.7%
For doing assignments	8	12.5%
For preparation in tests/examination	20	31.2%

Source: Field data 2017

Data on Table 4.2 indicate the purposes of students in using school libraries. The findings show that 14 students (three from both Hombolo and Dodoma; five from Msalato Girls' and four from Kiwanja cha Ndege) which are equal to 21.9% of the student respondents visited the school library for private studies. Five students (two from both Msalato Girls' and Kiwanja cha Ndege, one from Dodoma secondary schools) which is equal to 7.8% of the students, visited school libraries to do project work. 14 students (three from both Kiwanja cha Ndege and Dodoma; six from Msalato Girls' and two from Hombolo) which is equal to 21.9% borrowed library resources. Three students from Msalato Girls secondary school, which is equal to 4.7% visited libraries for the purpose of using computer internet services. Eight

students (two from both Kiwanja cha Ndege and Dodoma, three from Msalato Girls' and one from Hombolo) which is equal to 12.5% used library resources to do assignments. 20 students (six from both Msalato Girls' and Dodoma, five from Kiwanja cha Ndege and three from Hombolo) which is equal to 31.2% used libraries to prepare for Tests/examinations. This indicates that the majority of students made use of school libraries for preparation of tests/examinations, private studies and borrowing library resources and also doing assignments.Low response percentages were for project work, computer and internet services. Spreadbury and Spiller (1999) in the research findings observed that school libraries were still responsible for acquiring and providing access to books, reference materials and other media that met the educational, recreational and informational needs of their users.

4.2.4 Quality of Library Resources Existing in Schools

This subsection presents information regarding quality of the existing library resources in schools. The aim of this question was to find out which library resources were used most by students. The information was collected through questionnaires. The questionnaires were administered to 64 students from the four secondary schools in the sample. The findings are presented, analyzed and discussed as follows: 44 students (thirteen from Kiwanja cha Ndege and Dodoma, seven from Msalato Girls' and eleven from Hombolo) which is equal to 68.75% indicated that books were the most used type of resource. Four students two from Kiwanja cha Ndege and two from Msalato Girls') which are equal to 6.25% responded that journals were another type of resource used by students in libraries. Two students from Msalato Girls' which is equal to 3.13% responded that electronic books were another category of

library resource used by students. 13 students (three from Dodoma, five from Msalato Girls' one from Kiwanja cha Ndege and four from Hombolo) which is equal to 20.3% pointed out that newspapers and magazines were another type of library resource that were available in school libraries.

The findings revealed that the majority of students (68.75%) from the schools visited the school library to read and borrow library books than other library resources. This finding is in agreement with the study conducted by Bernard and Dulle (2014) in Morogoro on assessment of access and use of school library information resources by form six students, the study findings revealed that, the most frequently used library information sources by secondary students are only books. It can also be noted that the types of resources commonly used in secondary school would depend on the category. For example in old schools of Msalato Girls' and Dodoma secondary schools, it was no wonder that electronic books were used by the students in the two schools. The already developed infrastructure such as having electricity facilitated the use of electronic books unlike new community secondary schools Hombolo and Kiwanja cha Ndege.

4.2.5 Availability of Relevant Library Resources

This sub section aimed at looking at the relevance of library resources available at the schools if they wererelevant to the subjects taught and ifthey fulfilled the needs of the students towards their learning. The questionnaires were administered to 64students from four schools in the sample. The findings are presented as follows:

Three students (4.7%) from Kiwanja cha Ndege when asked if the existing books and other materials were relevant to the subjects answered 'Yes' and 13 students (20.3%)

of the same school answered 'No' when asked the same question. 6 students (9.4%) from Dodoma when asked if the existing books and other materials were relevant to the subjects taught answered 'Yes' and ten students (15.63%) of the same school answered 'No' when asked the same question. seven students (10.94%) from Msalato Girls' when asked if the existing books and other materials were relevant to the subjects in the curriculum, answered 'Yes' and nine students (14.06%) of the same school answered 'No.' When the same question, asked to Hombolo students, four students (4.7%) answered 'Yes' and 12 students (18.75%) answered 'No' when asked the same question.

The findings revealed that 68.74% of the library resources that exist did not support students to use them in reading, doing their assignments, preparation for tests and examinations because most of them mainly books were not current and were irrelevant to their subjects as compared to 31.29% which were relevant to the school subjects. For instance one student from Kiwanja cha Ndege commented that "Most of these books are outdated with difficult language, compared with current textbooks and in our library there are a lot of FEMA magazines and Chinese story books. Such a situation makes us to depend on own notes only". This finding is in agreement with the study conducted by Crossley and Murby (1994) and Adeyemi (2010) in Ekite state in Nigeria which indicated that, the inadequacy of relevant information resources in school libraries contributed to low levels of student performance.

4.2.6 Lack of Current and up to date Reading Resources

Lack of current reading resources in most of the school libraries in the study area was a common problem that hindered students and teachers from using school libraries.

For example, the surveyed secondary school libraries had a lot of reading materials which were not current and relevant to the subjects being taught. These have been discussed in 4.2.5 on availability of relevant library resources in the schools. This situation discouraged students and teachers from using of school libraries hence hindered the realization of learning outcomes. This observation is in agreement with the findings of the study conducted by Moghadam and Cheraghia (2009) which submitted that academic performance is affected by various factors; availability of library services being one of them. Also the findings by Laddunuri (2012) showed that, poor performance of secondary schools in Tanzania is attributed by lack of enough and current books in the school libraries.

4.2.7 Provision of Teacher Guidance to Students in Using Library

This sub section aimed to find out if the teachers guided students in using thelibrary. The objective was to determineif teachers assisted students indirecting them on how to use the different types of materials that were available inschool libraries. The questionnaires were administered to 24 teachers from four sampled schools. These findings are presented as follows:

Four teachers (16.6%) from Msalato Girls' when asked if they guided students in the use of library resources responded 'Yes' and two teachers (8.3%) of the same school answered 'No.' Two teachers (8.3%) from Kiwanja cha Ndege when asked if they guided students, they answered 'Yes' and four teachers (16.6%) from the same school answered 'No' when asked the same question. Two teachers (8.3%) from Dodoma secondary school when asked if they guided students, they respond 'Yes' and four teachers (8.3%) of the same school answered 'No.' One teacher (4.2%)

from Hombolo when asked if they guided students in the use of library resources, answered 'Yes' and five teachers (20.8%) of the same school answered 'No' when asked the same question.

The findings show that nine teachers which is equal to 37.5% guided students in using the library, while fifteen (15) teachers, equal to 62.5% responded that they did not guide students in using library facilities for academic purposes.This is because they did not have the habit of setting assignments to students that required the students to search for library materials in order to do the assignments. The heads of secondary schools agreed that some teachers did not design assignments that required students to go to the library to do such assignments.

This finding is in agreement with the study conducted by Sharr (1994) as cited by Moruf (2015) stating that one of the reasons for non-usage of school library was the absence of library knowledge among teachers regarding good school library, lack of time to read due to different activities carried out in the school and non- exposure of teachers to good library services and lack of the reading culture.

4.2.8 Teachers Provide Assignments to Students which needed the Use of Library

This sub section aimed to find out if the teachers provided assignments that required students to search for materials in the library. The questionnaires were administered to 24 teachers from four sampled schools.The findings were presented as follows;

One teacher (4.2%) from Kiwanja cha Ndege when asked if she provides assignment to students answered 'Yes' and five (05) teachers (20.8%) of the same school

answered 'No' when asked the same question, two (02) teachers (8.3%) from Dodoma when asked if they provide assignment to students answered 'Yes' and four teachers (16.7%) of the same school answered 'No' when asked the same question, One teacher (4.2%) from Hombolo when asked if provide assignment to students answered 'Yes' and five (05) teachers (20.8%) of the same school answered 'No' when asked the same question and , four (04) teachers (16.7%) from Msalato Girls' when asked if they provide assignment to students answered 'Yes' and two (02) teachers (8.3%) of the same school answered 'No' when asked the same question.

Overall the findings revealed that 66.6% of teachers did not provide assignments to students that direct them to search materials from library, only 33.4% did it. This was acknowledged by most of the teachers from the visited secondary schools.They commented that, they cannot provide assignment to studentsthat direct them to go to the library, because most of textbooks in their school libraries were not relevant to the subjects taught and were not sufficientto all students;moreover, most bookswere outdated.

When the students from the visited secondary schools wereasked the same question if their teachers provided assignments that required them to go to the library; few of them responded 'Yes' and majority said 'No'. For instance the students from Msalato Girls' mentioned subjects that teachers provided assignments.These subjects were history, geography, physics, chemistry, civics and food and nutrition.

This finding is in agreement with the study conducted by Moruf (2015) who reported that publicschool libraries were not well utilized because of inadequate provision of

library resources and failure of teachers to expose students to use library materials for assignment and other class work could help to improve or arouse their interest in using library.

4.3 The Influence of Utilizing Library Resources on Students' Academic Performance

This was the second objective of the study which intended to investigate the influence of library resources utilization on students' academic performance. The aim of this objective was to determinehow library utilization helped students towards improving performance in academic when they utilized it. The data was obtained from academic office by looking at the record cards of students' progress in terminal examination and also by cross checking the national examination results between 2015 and 2016 based on performance in three subjects; biology, mathematics and English language. Data collection was done through documentary review. The findings are presented in Table 4.3 and Table 4.4.

4.3.1 Students'Continuous Assessment Performance

The data in Table 4.3 show marks scored by students in the terminal examination based on three subjects of biology, mathematics and English language.

Table 4.3: Students'Continuous Assessment Scores

Name of Subject	Number of Students' Scores and percentages				
	Less than 30	30-44	45-64	65-74	75-100
Biology	(12) 18.80%	(26) 40%	(13) 20.30%	(09) 14.10%	(04) 6.20%
Mathematics	(29) 45.30%	(19) 29.70%	(08) 12.50%	(05) 7.80%	(03) 4.70%
English Language	(26) 40.60%	(21) 32.80%	(10) 15.60%	(04) 6.20%	(03) 4.70%

Source: Field data 2017

Data on Table 4.3 indicates students' continuous assessment scoresinterminal examination. The data in the table reveal that, for biology subject 12 students (one from Msalato Girls', three from Dodoma, two from Kiwanja cha Ndege and six from Hombolo) which are equal 18.80% of the respondents scored less than 30 marks.26 students (three from Msalato Girls', eight from Dodoma, seven from Kiwanja cha Ndege and eight from Hombolo) which is equal 40% of the respondents scored between 30-44 marks. 13 students (five from Msalato Girls, two from both Dodoma and Kiwanja cha Ndege and one from Hombolo) which are equal 20.30% of the students scored between 45-64 marks. Nine students (four from Msalato Girls', two from Dodoma, three from Kiwanja cha Ndege and one from Hombolo) which is equal 14.10% of the students scored between 65-74 marks and four students (three from Msalato Girls', one from Dodoma and two from Kiwanja cha Ndege) which is equal 6.20% of the respondents scored between75 marks to 100 marks.

In Mathematics, 29 students (seven from both Kiwanja cha Ndege, Msalato Girls' and Hombolo, eight from Dodoma) which are equal 45.30% of the respondents scored less than 30 marks.19 students (three from Kiwanja cha Ndege, four from Msalato Girls', five from Dodoma and seven from Hombolo) which is equal 29.70% students scored between 30-44 marks.eight students (three from Kiwanja cha Ndege, two from both Msalato Girls' and Dodoma and one from Hombolo) which is equal to 12.50% of the students scored between 45 and 64 marks,Five students (two from Kiwanja cha Ndege and one from Msalato Girls', Dodoma and Hombolo) which is equal to 7.80% of the respondents scored between 65 and 74 marks, Three students (one from Msalato Girls' and two from Dodoma) which is equal 4.70% of the students scored between75 and 100 marks.

In the English language subject,26 students (eight from Kiwanja cha Ndege, five from Msalato Girls', seven from Dodoma and six from Hombolo) which are equal to 40.60% of the students scored less than 30 marks.21 students (five from Kiwanja cha Ndege, three from Msalato Girls', six from Dodoma and seven from Hombolo) which are equal to 32.80% students scored between 30 and 44 marks. Ten students (two from Kiwanja cha Ndege, Dodoma and Hombolo and four from Msalato Girls') which are equal to 15.60% of the students scored between 45 and 64 marks. Four students (one from each school) which are equal to 6.20% of the students scored between 65 and 74 marks and three students from Msalato Girls' which is equal to 4.70% of the students scored between 75 and100 marks.

The findings indicate the performance of students in English language and basic mathematic was poor because most of students scored below 44 marks. As much as

the use of utilization of library facility influences academic performance is not one factor alone. There are other factors that influence students' academic performance. For example despiteMsalato Girls' having better library facilities, the academic performance does not differ much from the other schools. As discussed before, the library has to be utilized effectively for students to improve their academic performance. This finding is in agreement with the study conducted by Moghadam and Cheraghia (2009) which submitted that academic performance is affected by a lot of factors; availability of library services is one of them.

4.3.2 National Examination Performance Trends

The most important criterion in relation to analyzing and judging academic performance for secondary schools is the performance trend in the national examinations. In this study the researcher looked into the results of former students who completed their studied in these schools, focusing on the performance of biology, basic mathematics and English language. The data presented on Table 4.4 shows the examination centre subjects performance of the national examination form four performance results in 2015 and 2016.

Table 4.4: Examination Centre Subjects Performance

Name of secondary schools	SUBJECT	YEAR	SAT	PASS	FAIL	NAT/RANK
Dodoma	English language	2015	255	180	75	865/4614
	Biology	2015	255	148	107	1149/4612
	B/Mathematics	2015	255	50	205	830/4614
K/Ndege	English language	2015	116	76	40	1116/4614
	Biology	2015	116	70	46	1532/4612
	B/Mathematics	2015	118	12	106	1556/4614
Hombolo	English language	2015	105	31	74	35177/4614
	Biology	2015	105	34	71	3128/4612
	B/Mathematics	2015	105	1	104	3943/4614
Msalato	English language	2015	111	108	03	131/4614
	Biology	2015	111	111	-	199/4614
	B/Mathematics	2015	111	69	42	205/4614
Dodoma	English language	2016	223	155	68	1135/4719
	Biology	2016	222	124	98	1158/4716
	B/Mathematics	2016	223	67	156	585/4719
K/Ndege	English language	2016	90	81	09	609/4719
	Biology	2016	90	75	15	901/4716
	B/Mathematics	2016	90	46	44	416/4719
Hombolo	English language	2016	40	26	14	2588/4719
	Biology	2016	40	25	15	2453/4716
	B/Mathematics	2016	40	0	40	4254/4719
Msalato Girls'	English language	2016	107	106	01	77/4719
	Biology	2016	107	105	02	176/4716
	B/Mathematics	2016	107	75	32	212/4719

Source: Field data 2017

Data on Table 4.4 show performance of students in the three subjects in the National Certificate of Secondary Education Examinations (CSEE) in two years of 2015 and 2016. The findings show that the performance of majority students was very poor in English language and Basic mathematic. English Language, which is the medium of instruction of secondary schools, is taught in Tanzania schools in all subjects except Kiswahili, as subject had the lowest level of performance. This finding concurs with the findings of a study conducted byKinyaduka and Kiwara (2013) on language of instruction and its impact on the quality of education in secondary schools. The results of this study showed that 69.5% of the students did not prefer English to be used in teaching other subjects because students did not understand when taught by using English language.

One of the factors contributing to poor performance was due to poor conditions of school libraries. Students were not exposed to reading library resources written in the English language which was the medium of instruction. Some effort isneeded to improve the school library services which will help students to develop language skills such as reading, pronunciations, spellings, vocabulary and grammar. With the assistance of teachers and librarians students can be supported to like English language and this will lead students to perform better in English subject as well as other subjects.

4.4 Perceptions of Students and Teachers on the Utilization of Library Resources

This was the third objective which soughtto find out fromstudents, teachers and librarians how they perceived the utilization of library resourcesin public secondary

schools in Dodoma municipality. The data were collected from students, teachers by fill the questionnaires and from librarian through interview and researcher noted down points of responses provided by students, teachers and librarians. The following are the noted perceptions:

4.4.1 Students' Perceptions on the Usefulness of Library Resources

This section presents the views of students regardingthe availabilityof school library and how it helps them in their academic work. In this subsection the focus was in capacity of school library, availability of textbooks, learning environment and availability of furniture in library.

4.4.1.1 Capacity of School Library

The subsection presents the view given by students' concerning the capacity of school library to accommodate the students at once in those sampled secondary schools. For instance, at Msalato Girls' secondary school, the capacity of the school library was50 students at a time; while the total student population was 646. At Kiwanja cha Ndege, the library could accommodate only 40 students while the total population of students was 500.For Dodoma and Hombolo secondary schools, their library could accommodate between 50 to 60 students out of the total student population of777 and 447 respectively. The students in the sampled schools commented that little space in the library rooms did not provide opportunities to the majority of them to use the library. This was confirmedby the researcher when he visited the school libraries and observed that the school library rooms were small and accommodated few students on one occasion.

4.4.1.2 Availability of Textbooks

The subsection presents the views given by students concerning availability of textbooks to be used by students in the schools. The majority of the students stated that most of the textbooks were out dated and in most cases not relevant to the subjects. Also the students in those schools indicated thatthere were more science textbooks thanarts textbooks. This is outlined in the part of availability of relevant library resources existing at schools.

4.4.1.3 Learning Environment and Availability of Furniture inthe Libraries

This subsection presents findings on the learning environment and availability of furniture in school libraries. The aim of this question was to see if the learning environment and availability of furniture in the libraries supported students in the learning. Data were collected using questionnaires. The findings are presented inTable 4.5:

Table 4.5: Learning Environment and Availability of Furniture in Library

	Frequency	**Percentage**
Yes	25	39.1%
No	39	60.9%
Total	**64**	**100%**

Source: Field data 2017

Dataon Table 4.5 presents the findings on the questionnaire items on the learning environment and availability of furniture in library. 64 students responded to this question item. The results are presented as follows.25 respondents (five from both Kiwanja cha Ndege and Hombolo, six from Dodoma and nine from Msalato Girls')

which is equal to 39.1% answered 'yes' and 39 respondents (11 from both Kiwanja cha Ndege and Hombolo, seven from Msalato Girls' and 10 from Dodoma) which is equal to 60.9% answered 'no'. Those respondents who answered no were asked to give reasons why the learning environment and availability of furniture in library did not support learning.They commented that there was poor arrangement of books, chairs, at time students made noise because of the small sizes of library rooms. Also students from Kiwanja cha Ndege, Dodoma and Hombolo secondary schools commented that their school libraries lacked chairs and tables. They took withthem chairs and tables from their respective classes.

4.4.2 Teachers' Perceptions on the Utilization of Library Resources in Relation to Students' Academic Performance

This section presents the views of teachers on the utilization of library resources on students' academic performance. The views came from class teachers, academic teachers and the heads of school.

4.4.2.1 Perceptions of Class Teachers on the Utilization of Library Resources in Relation to Students' Academic Performance

These teachers were responsible for monitoring students day to day activities. In addition they were responsible for monitoring the academic performance of each student and filled in the continuous assessment scores of students. In this study 12 class teachers were involved, three from each sampled school. The researcher recordedfrom questionnaires of class teachers' opinions on their schools libraries.Class teachers from Msalato Girls' secondary school were of the opinion that there should be special attempt to modernize libraries in terms of reading

materials and sizes of library reading rooms.Three class teachers from Dodoma secondary school had similar opinions that the Ministry of Education, Science and Technology should provide books and other learning facilities which are current. Class teachers from Kiwanja cha Ndege and Hombolo secondary schools also commented that the government shouldprovide sufficientbooks and furniture.Moreover library rooms should be made bigger to allow more students to study. The general comments from class teachers were that thelibrary should be a peaceful place and conducive for learning. The availability of many books would provide students with a wide scope of knowledge to learn from them because not all notes were provided by teachers. The class teachers further mentioned anotherhindering factor that limited students from achieving their goals on library resource utilization; was shortage of textbooks, pamphlets and journals, unavailability of current books and congestion of students due to library space being very small.

4.4.2.2 Perceptions of Academic Teachers on the Utilization of Library Resources in Relation to Students' Academic Performance

The academic teacher is an important figure at school as far as academic issues are concerned. At school the academic teacher is responsible formaking follow-up on such issues as students' progress report forms, tests and examinations. They are required to present general views on academic issues prevailing in theschool. In this study eight academic teachers were involved from the four sampled schools, whereby each school was represented by two academic teachers. Two academic teachers from Msalato Girls' secondary school were of the opinion that their school

library was required to have reading materials covering all subjects for all forms. Also both academic teachers from Kiwanja cha Ndege and Dodoma secondary schools had similar opinions that nowadays the teaching approach is student centered so the presence of library would help students to cover other areas of content not taught in the classroom. The academic teacher from Hombolo secondary school commented as follows;

> …their school library was small compared to the number of students who would want to use the library. This situation is in one way or another affecting the performance of students because most of them would not be able to visit and utilize library facilities.

Other perceptions provided by academic teachers fromthose schools indicated thatthe library was as a place for entertainment where one could read story books to improve English languagelanguage knowledge and skills. The main challenges in library utilization mentioned by most academic teachers were; shortage of reference books, too small library rooms to accommodate students and teachers.

4.4.2.3 Perceptions of Heads of School

A school head is a person who is in charge of administration issues in a school including academics matters. In this study a school head is the one who is responsible for motivating and ensuring other staffs carry out their roles well; especially that of providing quality education. In this study four heads of schools were involved; one from each school in the study sample. Questionnaires were used to obtain information from heads of school. The headmistress of Msalato Girls' secondary school pointed out that their school library helped students to perform well when doing tests and examinations because the library was somewhat well equipped.

Theheadmaster of Dodoma secondary school pointed out that the presence of library in school helped students to get new ideas from different books that are available in the library; howevertheir school library was in poor condition leading to books chairs and tables not being arranged in order. Other responses were from the headmasters of Kiwanja cha Ndege and Hombolo secondary schools who indicated that there were a scarcity of books for arts and business subjects as compared to science books which are available because there are funds provided by the government to buy science books. The challenges mentioned by the heads of school on the utilization of library services included lack of current textbooks; library reading rooms being small to accommodate the total number of students in a school; and also the government not providing adequate funds to run the libraries.

4.4.3 The Presence of Librarians and Library Teachers and their Perceptions on School Libraries

This section presents the views of librarians/library teachers on the utilization of library resources on students' academic performance. A librarian/ library teacher is a person who is in charge of library. In this study eight librarians/ library teachers were involved in the study, two librarians from each sampled schools. Teacher librarians have classroom teaching tasks and specialized in the training in the profession and management function of school libraries. The visited secondary school libraries were almost all staffed by teacher librarians who were often given a lighter teaching load to compensate for work in the library. the researcher found that of the eight librarians, only   the librarian from Msalato Girls' secondary school

wasprofessionally trained in library; while the remaining others were teachers who had classes to teach and also managed the school libraries.

The teacher librarian from Msalato Girls' secondary school said that, "…the school library shelves are not big enough to keep the books in a way that the students can easily see them."

She also mentioned that the school library room was small compared to the number of students who would want to use the library. Another librarian from the same school pointed out the contribution of thelibrary as a useful tool for facilitating students' academic learning, in which casethe library has to be well equipped in order that it can help students in academics. Opinions from other teacher librarians of Dodoma and Kiwanja cha Ndege secondary schools indicated that their school libraries did not have sufficient references; and the books available were too old which could not help students in the learning process. The perceptions of teacher librarians from Hombolo secondary school were that student's self study improves their performance in tests and examinations. The general perception of teacher librarians on the challenges facing schools libraries; were lack of relevant textbooks, small library reading rooms, lack of professional librarians and books being outdated hindered utilization of the library for better students' academic performance.

4.5 Challenges Facing Students and Teachers on the Utilization of Library Resource

This was the fourth objective which intended to find out the challenges facing students and teachers in the utilization of library resource in secondary schools in Dodoma municipality. The data were collected through questionnaires and

documentary review, whereby the researcher noted down those challenges and presented their responses as follows;

4.5.1 Lack of Sitting Facilities in Reading Rooms

The lack of sitting facilities, such as tables and chairs was a major constraint in using school libraries by students. For example students from Kiwanja cha Ndege mentioned that the school library lacked sitting facilities. One student from this school commented as follows;

> …in our library, there are only two chairs and a table which are not enough to carter for students who wanted to use the library at one given time, so we always take our chairs and tables from the classroom to the library.

Also teachers and librarians reported the same problem which was also observed by the researcher when he visited the libraries in the sampled schools. This means that there was a need for providing adequate furniture in school libraries to enable students to have favorable learning environment.

4.5.2 Lack of professional trained librarians

The findings have shown that school libraries had no professionally qualified librarians who could organize the resources of the school libraries for ease access and use. For example, out of eight librarians interviewed fromthose schools, only one teacher from Msalato Girls' secondary school was professionally qualified as a librarian, the rest were not professionally qualified in the library field. It should be noted that Msalato Girls' is an old A level secondary school which has existed for more than 50 years with a library so one would not be surprised that it had a qualified teacher librarian. This can be contrasted with the community secondary schools which stated operating in 2007 (SEDP, 2004-2009) the issue of having professional

librarians for school libraries to facilitate student learning has been addressed by other researchers, For example, Ogunniyi et al., (2011) recommended that, a school library should be manned by professional librarians. As it was observed by the researcher in the study area, most of the information resources like textbooks were just scatted over the tables and others in the shelves and most of them were not catalogued and even classified. In this case, it was difficult for students to access the right information at the right time and did not get the right guidance on how to locate and use information in such libraries. Krolak (2005) in Ronald and Frankwel (2014) stated that the quality of library services depended on the professional qualification of its staffs and this in turn depended on the quality and relevance of the training that they have received. Also he added that running a library with unprofessional personnel is like teaching without qualified background.

4.5.3 Limited Library Hours

Regarding the adequacy of reading time in the library, students in all schools in the sample expressedthis issue as a key reason facing them when they wanted to use school libraries. For instance, all the secondary schools visited by the researcher commentedthat students used personal study period in school time table to visit the library. Also most of school libraries had no standard time for opening the library because the teachers who were responsible in opening the library were also involved in classroom teaching at the same time, this led into irregular use of the school library by many students as it was shown in table 4.1.

4.5.4 Libraries Having Small Library Reading Rooms

In this study,it was noted that school library spaces not big enough to allow many students to use the library at once. Most schools had small library rooms which constituteda major challenge for the secondary schools surveyed by the researcher. This was cited in the interview with the librarian of Msalato Girl's secondary school who commented that "our school library has the capacity of accommodating only 50 students at once while the total number of students were 646".

This finding concurs with the study conducted byClabo (2002) whoobserved that the library reading rooms h provided a number of restrictions such as; limited numbers of books and reference materialsfor students who wanted touse theschool libraries. The results also support the study conducted by Ayorinde (2005) who argued that space matters a lot in school libraries in facilitating   student learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary of the study, draws conclusions and puts forward some recommendations on the basis of the study findings on the influence of library resources utilization on students' academic performance in secondary schools in Dodoma municipality.The chapter is divided into three parts. The first section of the Chapter providesa summary of the study, while the second part is the conclusion of the study based on the major findings as guided by the specific research objectives. The third section presents recommendations for action and the recommendation for further studies.

5.2 Summary of the Study

The purpose of this study was to investigate how utilization of library resources utilization influencedstudents' academic performance in public secondary schools in Dodoma municipality. The study was conducted in four secondary schools located in Dodoma municipality. This study was guidedby the activity theory. A multiple case study design was used in carrying out of this study. For data collection,, the study employed a mixed approach which involved both qualitative and quantitative methods.

The total number of respondents involved in the study was 96 which included 64 students, 24 teachers and eight librarians. The study employed purposive, stratified and simple random sampling techniques for selection of the respondents. The main

data collection tools were questionnaire, interview and documentary review. The data collection tools were self administered questionnaires which were filled by heads of school, students, academic and class teachers. Interview was administered to librarians. The study employed descriptive statistics in analyzing the collected data, which described particular characteristics of the specific population which had been presented using tables by indicating frequencies and percentages.

The findings revealed that the situation of the few existing school libraries in the Dodoma municipality was not satisfactory to facilitate student learning as their condition was poor in terms of places where the books were kept and inadequate spacing for the library users. The findings also revealed that libraries were most frequently used by students to get information by borrowing books and using them for private studies whenpreparing fortests/examinations. The findings further revealed that secondary school students faced various challenges in using school libraries; the challengesinclude small library rooms, lack of tables and sitting facilities that could accommodate many students at once,lack of professional librarians, limited reading hours; and lack of current and up to datereading materials.

5.3 Conclusion

In view of the presented, analyzed and discussed findings it can be concluded that in order to achieve successful utilization of library resources the students have to be well guided by teachers and librarians on how best to use the library. As has been noted in Chapter four, this can be done using orientation sessions on effective utilization of the library; by visiting the library and being shown the skills on library use; and also attending book festivals.

i. On the subject of how utilization of library resources influenced students' academic performance, the findings have indicated so by looking at the findings as perceived by the respondents of the study. Moreover,it has been noted that students needed to be given orientation on appropriate use of the library, the library hasto haveup to date references, increasing library space in orderto accommodate many students at once; and allowing students adequate time to use the library.

ii. The perceptions of students, teachers, heads of the school and librarians were positive that utilization of library resources helped to enhance students' academic performance, especially when the challenges that have been presented, analyzed and discussed are addressed for remedial purposes. The challenges noted included; lack of orientation to students on proper ways of using library resource;shortage of professional librarians in most school libraries;, libraries having outdated reference materials; having small library rooms that cannot carter for a big number of students who are in need of using library facilities; and students inadequate time to use the library.

5.4 Recommendations

Based on the major findings of the study, several recommendations are made. These recommendations are for action by different stakeholders and also for carrying out further research studies on the use of school libraries in enhancing students' academic performance in schools.

5.4.1 Recommendations for Action

In view of the inadequacies observed by students regarding schoollibraries, there is a need of stocking school libraries with current and relevant information materials;expand library roomsto allow in more students at once; employ qualified school librarians to manage school libraries; and to create conducive reading environment in the school libraries. Based on the findings, it is recommended that;

i)   The government should put more effort to build, strengthen and revive school libraries for the purpose of making them useful in enhancing student learning.

ii) The government should give priority on provision of adequate funds necessary for the provision of current and up to date resource materials and also for the employment of qualified librarians.

iii) The school administration should devise strategies to provide students moretime to study in the libraries in order to avoidpoor academic performance currently being experienced in secondary schools.

iv) The Ministry of Education, Science and Technology in collaboration with other stakeholders should build new school libraries specifically in community secondary schools in the country because most of them lack libraries; they should also ensure that the school libraries areequipped with all necessary library facilities.

v)   Orientation sessions should be designed to students and teachers on the proper use of library facilities. Whenever opportunities arise, activities such aslibrary exhibitions should be organized on appropriate use of library resources.

5.4.2 Recommendations for Further Research

Much as the current findings deduced from the study of secondary schools in Dodoma municipality will add to the highly needed information on the use of library facilities to enhance students' academic performance, , similar related studies need to be carried out in other parts of Tanzania such as secondary schools situated in rural and remote areas where there are no public libraries.

REFERENCES

Adeyemi, T. O. (2010). The school library and students learning outcomes in secondary schools in Ekiti state. A case study University of Ado-Ekiti. Unpublished dissertation, Lagos, Nigeria.

Ahmed, M. F. (2013). Difficulties and challenges in teaching English as the second and foreign language. Official conference on language proceedings. Osaka, Japan.

Arua, U., & Chinaka, G. I. (2011). Use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia State. *Journal of library Philosophy and Practice accessed.26(8),* 416 – 422.

Ayorinde, S. (2005). *Libraries*, *not antiquity please*. Lagos: The Punch.

Benard, R., & Dulle, F. (2014). Assessment of access and use of school library information resources by secondary schools students in Morogoro municipality. Library Philosophy and Practice (e-journal). Paper1107. Morogoro: Sokoine University of Agriculture

Bryman, A., & Bell, E. (2003). *Business research methods.* Oxford: Oxford University Press.

Chan, C. (2008). *The impact of school library services on student achievement and the implications for advocacy: A review of the literature*. Retrieved on 11th January 2010 from: http:// Respository.hkbu.edu.hk

Clabo, C. A. (2002). A study of the library use practices of high school students in three east Tennessee counties: East Tennessee State University. Paper 635. Tennessee, USA.

Cohen, L., Manion, L., & Morrison, K. (2007) *Research methods in education (6th ed.).* London: Routledge.

Crawford, G. (2015). The academic library and student retention and graduation: An exploratory study. *Portal: Libraries and the Academy*, 15(1), 41-57.

Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research.* California: Sage Publications Ltd.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.).* Thousand Oaks, CA: Sage Publications.

Crossley, M., & Murby, M. (1994). Textbook provision and the quality of the school curriculum in developing countries: Issues and Policy options. *Comparative Education* 30(2), 60-99.

De Jager, K. (2002). On impacts & outcomes: Searching for the most elusive Indicators of academic library performance: Paper of Association of Research Libraries. University of Cape Town. Cape Town, South Africa.

Enon, J. C. (1998). *Educational research, statistics and measurement.* Kampala: Makerere University Press.

Farrant, J. (1981*). Principles and practice of education.* London: Longman Group Ltd.

Feagin, J., Orum, A., & Sjoberg, G. (1991*). A case for case study.* North Carolina: Chapel Hill, University of North Carolina Press.

Fowowe, S. O. (1988). Finding academic libraries in Nigeria: A survey of some Nigerian University libraries. *Ilorin Journal of Education, 8(2),* 21 - 26.

Fuller, B. (1985). Raising school quality in developing countries: What investments boost learning? Education and training series, discussion Paper No 07. 01, Washington DC, USA.

George, A. (2011). The school library in a megacity setting: The case of Lagos State. *Gateway Journal, 14(1),*76-86.

Gibbs, S. (1990). Responding to GCSE: One school experience. *School Library. 38(4),* 136-137.

Issack, A. (2000). Public libraries in Africa: A report and annotated bibliography. International network for the availability of scientific publication. London, United Kingdom.

Jato, M., Ogunniyi, S. O., & Olubiyo, P. O. (2014). Study habits, use of school libraries and students' academic performance in selected secondary schools. *International Journal of Library and Information Science, 6(4),* 57-64.

Johnson, R. B., Onwuegbuzie A. J., & Turner L. A. (2007). Towards a definition of mixed research methods. *Journal of Mixed Methods Research, 1(2),* 112-133.

Kano, E. J. (2015). *Research colloquium: A survival manual for novice researchers*. Dodoma: Baraka Press and Stationery.

King'aru, M. J. (2014). Factors contributing to poor performance of science subject; A case of secondary schools in Kawe division, Kinondoni municipality. Unpublished M.A dissertation of the Open University of Tanzania. Dar es Salaam, Tanzania.

Kinyaduka, B. D., & Kiwara, J. F. (2013). Language of instruction and its impact on quality of education in secondary schools: Experience from Morogoro Region. *Journal of Education and Practice, 9 (4),* 87-89.

Komba, C. K., Hizza, E. L., & Jonathan, W. T. (2013). Factors influencing academic performance of ward secondary schools: A case of selected schools in Moshi municipality. Unpublished thesis, Moshi University College of Cooperative and Business Studies. Moshi, Tanzania.

Kombo, D. K. & Tromp, L. A. (2006). *Proposal and thesis writing*: *An Introduction*. Nairobi: Pauline Publications Africa.

Kothari, C. R. (2004). *Research methodology*: *Methods and techniques (2nd ed.).* New Delhi: New Age International Publishers Ltd.

Kothari, C. R. (2009). *Research methodology: Methods and techniques (*2nd ed).New Delhi: New Age International Publishers Ltd.

Krolak, L. (2005). *The role of libraries in the creation of literate environments.* Education for all Global Monitoring Report Literacy for Life, UNESCO. Retrieved on 3rd March 2011 from>http://www.ifla.org/files/assets/literacy-and-reading/publications/role-of-libraries-in-creation-ofliterate-environments. pdf.

Kumar, K. (1991). *Library manual.* New Delhi: Vikas Publishing House.

Laddunuri, M. M. (2012). Status of school education in present Tanzania and emerging issues. *International Journal of Educational Research and Technology, 3(1),* 6 – 11.

Leontiev, A. N. (1978). *Activity, consciousness, and personality*. Englewood cliffs: Prentice-Hall.

Lonsdale. M. (2003). Impact of school libraries on students' achievement: A review of research. Report for the Australian school library association. Canberra, Australia.

Marczyk, R. G., Dematteo, D., & Festinger, D. (2005). *Essentials of research design and methodology.* Chicago: John Wiley & Sons.

Matto, G., & Bwabo, M. (2012). Prospects of digital libraries in enhancing academic materials access: A survey of libraries in higher learning institutions in Kilimanjaro region. Proceedings and report of the 5th UbuntuNet Alliance annual conference. Arusha, Tanzania.

Michael, A. O. (2014). Reading habits among students and its effects on academic performance: A study of students of Koforidua Polytechnic. Library Philosophy and Practice (e-journal). Paper No. 1130.Koforidua, Ghana.

MOEVT, (2007). *Curriculum for ordinary level secondary education.* Dar es Salaam: Tanzania institute of education.

Moghadam, M. F., & Cheraghain, B. (2009). Study habits and their relationship with academic performance among students of Abadan School of nursing. *Strides in Development of Medical Education,6(1),*21 – 28.

Moruf, H. A. (2015*).* Students' utilization of secondary school libraries in akinyele local government area of Oyo state. *Journal of Research & Method in Education, 5(2),* 60-66.

Mutungi, B. K. (2012). The status of school libraries in Kenya; The case of public secondary schools in Nairobi country. Unpublished dissertation University of South Africa. Johannesburg, South Africa.

Ogunbote, K. O., & Odunewu, A. O. (2008). School library and utilization in ijebu north local government area of Ogun state, Nigeria. *School of Library. Journal.7(3),*42-57.

Ogunniyi, S. O., Adeniji, M. A., & Jato, M. (2011). Availability of resources and services to students in selected private secondary schools in Ondo West Local Government, Area of Ondo State. *International. Journal. Library Science.4(A11),*48-55.

Ogunseye, F. (1986). The learning resources: Factors in education and its implication of mass failure. Conference paper presented at Ibadan, Nigeria.

Omari, I. M. (2011). *Concepts and methods in educational research.* Dar es Salaam: Oxford University Press.

Pagano, P., Candela, L., & Castelli, D. (2013). Data Interoperability. *Data Science Journal,12(1),* 119-125.

Shodimu, G. O. (1998). Resource availability, utilization and productivity in public and private secondary schools in Lagos state. A PhD seminar paper, University of Lagos. Nigeria.

Spreadbury, H., & Spiller, D. (1999). *A survey of secondary school library users.* Library and Information Commission Research report 9, Loughborough University, United Kingdom.

Tewell, E. (2015). Use of library services can be associated with positive effects on first-year students' GPA and retention. *Journal of Evidence Based Library & Information Practice, 10(1),* 79-81.

TIE, (2011). *Geography teachers' manual for ordinary secondary education.* Dar es Salaam: UNESCO.

URT, (2010). *Secondary Education Development Programme*, 2004 – 2009. Ministry of Education and Culture. Dar-es-Salaam: Government Printers.

URT, (2014). Basic Education Statistics in Tanzania (BEST) 2009 – 2013 National
    Data (Draft). Ministry of Education and Vocational Training. Dar es Salaam,
    Tanzania.

Urwick, J., & Junaidu, S. U. (1991). The effects of school physical facilities on the
    process of education: A qualitative study of Nigerian primary schools.
    *International Journal of Education Dev*elopment, *2(3),* 11-29.

Wiersma, W. (2000). *Research methods in education: An introduction.* Boston:
    Pearson Education Inc.

Williamson, J. (2010). *Five tips for breaking bad study habits*. Retrieved on 23rd
    June, 2011 from:http://www.distanceeducation.org/Articles/Five-Tips-for-
    breaking-Bad-studv.

Yin, R. K. (2009). *Case study research: Design and methods (4th ed.).* Thousand
    Oaks, CA: Sage Publications.

APPENDICES

Appendix I: Questionnaire for Students

Dear respondents,

I am BONIFACE RICHARD CHIPANA is conducting an academic research on *The Influence of library Resources Utilization on Students Academic Performance on Public secondary schools.*Please answer it with high degree of confidentiality. The devotion of your time in filling this questionnaire is highly appreciated.

Instruction: put tick (√) in question 1,3,4,6 and 7.write letter in the box in question 2,9,10,11,12,13,14,15,16,17,18,19 and 20. Fill blank in question 5 and 8.

1. Is there a library at your school?

    Yes (   )   No (   )

2. How often do you use the library?

    a) Daily   (   )

    b) Weekly   (   )

    c) 2-3times per week   (   )

    d)   4or more times per week   (   )

    e) Never   (   )

3. If you cannot find the materials that you are looking for in the School library, what do you do?

    a) I ask a friend for help   (   )

    b) I ask staff for assistance (teacher/librarian)   (   )

    c) I give up and leave   (   )

    d) I visit another library,   (   )

e) Others, please specify_____

4. During this school year, how many times have teachers given you assignments that required library use?

    a) None   (   )

    b) 1-2 times   (   )

    c) 3-5 times   (   )

    d) 5-10 times   (   )

    e) More than 10 times   (   )

5. How is the library resources utilization influence your academic performance?

i)_____-

ii)_____

iii)_____

6. Do teachers provide you assignment that needs you to go library?

    Yes (   )   No (   )

7. Are teachers guidingstudents on using the library?Yes (   )   No (   )

8. is there any challenges you are facing when visited library? Yes (   ) No (   )

If Yes, mentionthe challenges.

i)_____

ii)_____

iii)_____

9. For what purpose do you use the school library?

    a) For private Study   (   )

    b) For project study   (   )

    c) For borrowing books (   )

d) To find materials through computer internet connection   (   )

e) To read books in order to answer assignmentgiven   (   )

f) To read for tests/examinations   (   )

10. To what extent are the books accessible in the school library?

a) In Very high degree   (   )

b) High degree   (   )

c) iii) Low degree   (   )

d) Very low degree   (   )

11. Which library resources are most useful to you?

a) Books collection   (   )

b) Printed journals and related periodicals   (   )

c) Electronic journals and articles   (   )

d) Electronic books (e) Thesis/Dissertation   (   )

f) Magazines and Newspapers   (   )

12. How current are the information resources in your library?

a) Current   (   )

b) Not current   (   )

13. Are you satisfied with library resources available at your school?

a) Yes (b)   No   (   )

14. If "Yes" to what extent? (Write letter in the box provided)

a) Very satisfied   (   )

b) Moderate satisfied   (   )

c) Slightly satisfied   (   )

d) Not at all satisfied   (   )

15. If "No" Why…………………………………………………………….

16. Have you attended any inductions /orientations on how to use library resources?

Yes (   )   No (   )

17. Do you have skills to use library resources?

(Write letter in the box provided)

    a) Very low   (   )

    b) Low   (   )

    c) Moderate   (   )

    d) High   (   )

    e) Very high   (   )

18 .Which of the following library resources are you aware of in the library? Or

(what types of library resources are you aware that are available in your school?)

    a) Reference books   (   )

    b) Printed journals and articles   (   )

    c) Books   (   )

    d)   Electronic books   (   )

    e) Government publication and newspapers   (   )

19. Which of them have you used?

    a) Reference books   (   )

    b) Printed journals and articles   (   )

    c) Books   (   )

    d)   Electronic books   (   )

    e) Government publication and newspapers   (   )

20. How is the general situation of the academic performance in your examinations?

(Tick where which is appropriate)

A= 75-100   (   )

B= 65-74   (   )

C= 45-64   (   )

D= 30-44   (   )

F= 00-30   (   )

21. Does the school library have conducive environment for students to study?

Yes   (   )   b) No   (   )

22. If "No" Why not?…………………………………………………………………

.

Appendix II: Questionnaire for Teachers and Heads of school

Dear respondent,

I am BONIFACE RICHARD CHIPANA is conducting an academic research on the **Influence of library resources utilization on students' academic performance in public secondary schools.**Please answer it with high degree of confidentiality.

Instruction; put tick (√) for the correct answer in all question with yes or no statement and fill blank to all question need you to do so.

1. Is your school having library?Yes ( )   No ( )

2. Dostudents use library? Yes ( )   No ( )

3. Do you provide assignments that direct students to search materials in library?

Yes ( )   No ( )

4. As teacher do you guide students on using library? Yes ( )   No ( )

5. What challenges do students face when you direct them to visit library?

   i.   _____

   ii.   _____

   iii.   _____

6.   What   is   your   opinion   concerning   your   school   library?

      _____

      _____

7.   Does your school library have enough references to facilitates teaching and learning materials?   Yes ( )   No ( )

8. How regularly do you visit   any library to find material which guides your student's tasks?

_____

9. To what extent is the library resources utilization influence students' academic performance?

i)_____

ii)_____

iii)_____

10. Does the school library have a conducive environment for students to study?

Yes ( )   No ( )

Thank you very much for your time and cooperation

Appendix III: Interview guide for librarians

1. Do students use library for what activities?

2. Do you assist students in search library material?

3. What are challenges you are facing in your daily activities?

4. What are your suggestion/solution for those challenges youare facing?

5. 5. Do you have enough library materials to support teaching and learning?

6. For your experience do teachers and students have tendency of visiting library to search teaching and learning materials?

7. As librarian are you guide students on using library?

8. Are you librarian by professional?

9. Howthe library resources utilization influence students' academic performance?

10. The school library have favorable environment for students to study?

Thank you very much for your time and cooperation

APPENDIX IV: Open University of Tanzania Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

23/10/2016

To whom it may concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.
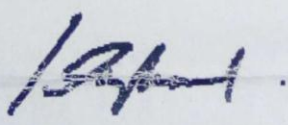
To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr. Chipana Boniface Richard, PG201505083** who is a Masters student at the Open University of Tanzania. By this letter, Mr. Chipana Boniface Richard, has been granted clearance letter to conduct research in the country. The title of his research is **"The influence of library resources utilization on students' academic performance: The case of some selected public secondary schools in Dodoma municipality"** The research will be conducted in Dodoma municipality. The period which this permission has been granted is from 28/10/2016 to 29 /11/2016.

In case you need any further information, please contact: The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

APPENDIX V: Introduce Letter from OUT – Dodoma Centre

The Open University of Tanzania
Dodoma Regional Centre,
CCM Head Office Building,
P.O. Box 1944
Tel. No. 026-2322345,Fax: 026-2322346
DODOMA, TANZANIA.

Chuo Kikuu Huria cha Tanzania
Kituo cha Mkoa wa Dodoma,
Jengo la CCM Makao Makuu ,
S.L.P 1944
Simu Na. 026-2322345, Fax: 026-2322346
DODOMA, TANZANIA.

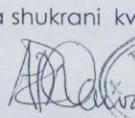Kumb.Na. OUT/DOMRC/STGEN/Vol 1   21/10/2016

Katibu Tawala
Mkoa wa Dodoma

YAH: OMBI LA RUHUSA KWA MWANACHUO KUFANYA UTAFITI KATIKA MANISPAA YA DODOMA

Tafadhali husika na kichwa cha habari. Namtambulisha kwako **Chipana Boniface**, ambaye ni mwanachuo wa Chuo Kikuu Huria cha Tanzania namba ya usajili **PG201505083**; anayesoma Shahada ya Uzamili, utawala, Mipamgo na sera (**M.ED APPS**). Mwanachuo huyo anafanya utafiti katika kipindi cha Mwezi Octoba – Novemba 2016, kwa kukamilisha sehemu ya kozi yake ya Shahada ya Uzamili.

Kwa barua hii, nakuomba umruhusu atembelee maeneo kadhaa ya Manispaa ya Dodoma ili kukusanya habari na taarifa anazozihitaji. Atapenda kutembelea shule mbalimbali akiwahoji waalimu na wanafunzi kuhusiana na Mada inahusu matumizi ya Maktaba na ufanisi wake katika ufaulu wa wanafunzi.

Tafadhali apewe msaada atakaohitaji katika sehemu husika ili kuwezesha utafiti huu wa imasomo kukamilika.

Natanguliza shukrani kwa ushirikiano wako.

Dr Anna Wawa
Mkurugenzi wa Kituo, Chuo Kikuu Huria, Dodoma

APPENDIX VI: Permission Letter from Dodoma Regional Administrative Secretary

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Mkoa wa Dodoma
Anwani ya Simu REGCOM
Simu Nambari: 2324343/2324384
Barua pepe:. *ras@dodoma.go.tz*
Nukushi: 255 026 2320046/2320121
Unapojibu tafadhali taja:

Ofisi ya Mkuu wa Mkoa,
S.L.P. 914,
Dodoma.

Kumb. Na.DB.467/526/01/18   26 Oktoba 2016

Mkurugenzi wa Manispaa,
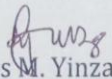Halmashauri ya Manispaa,
Dodoma.

YAH: KIBALI CHA UTAFITI

Napenda kumtambulisha kwako **Ndugu Chipana Bonifface** ambaye ni mwanachuo wa Chuo Kikuu huria cha Tanzania anayesoma Shahada ya Uzamili, Utawala, Mipango na Sera.

Mwanafunzi huyu anafanya Utafiti katika Mkoa wa Dodoma na eneo atakalofanyia utafiti ni Manispaa ya Dodoma. Muda wa kibali cha Utafiti ni kuanzia mwezi Oktoba hadi Novemba, 2016.

Unaombwa kumruhusu atembelee maeneo kadhaa ya Manispaa ya Dodoma, ili kukusanya habari na Taarifa anazohitaji kwa ajili ya utafiti, kwa kutembelea Shule kadhaa za Msingi na Sekondari ili kuwahoji Walimu na Wanafunzi kuhusu Matumizi ya Maktaba na Ufanisi wake katika ufahamu wa wanafunzi.

Nakushukuru kwa ushirikiano wako.

Deogratias M. Yinza
Kny: KATIBU TAWALA WA MKOA
DODOMA

Nakala:-   Bw. Chipana Boniface,
             Chuo Kikuu Huria cha Tanzania.

82

APPENDIX VII: Dodoma Municipal Director Permission to Conduct a Research Letter

JAMHURI YA MUUNGANO WA TANZANIA
HALMASHAURI YA MANISPAA DODOMA
(Barua zote zipelekwe kwa Mkurugenzi wa Manispaa)

MKOA WA DODOMA
Tel: 2324817/2321550
Fax: 2324817/2354817

Ofisi ya Mkurugenzi wa Manispaa
S.L.P.1249
DODOMA
E.mail:dodomamunicipality@yahoo.co.uk

Unapojibu tafadhali taja:

Kumb Na. HMD/T.40/6/VOL.11   Tarehe. 26/10/2016.

MKUU WA CHUO,
CHUO CHA .... HURIA ....
SLP .... 1516 ....
.... DODOMA ....

YAH: KUFANYA MAZOEZI KWA ~~VITENDO~~ / UTAFITI

Tafadhali rejea somo hapo juu.

Napenda kukujulisha kuwa ombi lako la Mwanachuo/Wanachuo wako CHIPANG BONIFFACE ....limekubalika.
Mtajwa afike Ofisi ya .... YEYOTE ANAYEHUSIKA .... kwa ajili ya kuanzaa ~~mazoezi hayo/~~ kufanya utafiti huo kwa tarehe husika. Aidha Manispaa haitakuwa na fungu lolote la kumlipa/ ~~kuwalipa~~ Mwanachuo/ ~~Wanachuo~~ huyo/~~hao~~

Nakutakia kazi njema.

K n.y.MKURUGENZI WA MANISPAA DODOMA
....
Kny: MKURUGENZI WA MANISPAA,
DODOMA.

Nakala : Mkuu wa Idara/Kitengo ...... UTAWALA ......
        : Mwanachuo Ndugu. CHIPANG BONIFFACE ....
        : Mtendaji wa Kata/Kijiji/Mtaa........