

**EFFECTIVENESS OF SCHOOL LIBRARIES IN PROMOTING READING
HABITS TO PRIMARY SCHOOL STUDENTS: A CASE OF UBUNGO
MUNICIPALITY**

BEATRICE YUSTI SHAYO

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CERTIFICATION

The undersigned certifies that she has read and here by recommends for acceptance by The Open University of Tanzania a dissertation entitled, Effectiveness of school libraries in promoting reading habits to primary school students' case of Ubungo. In partial fulfillment of the requirements for the award of Degree of Masters of Arts in Monitoring and Evaluation (MAME).

.....
Dr. Harrieth. G. Mtae
(Supervisor)

.....
Date

.....
Dr. Noel Matemba
(Supervisor)

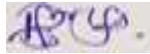
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DECLARATION

I, **Beatrice Yusti**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Masters of Arts in Monitoring and Evaluation (MAME).

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.....
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DEDICATION

This dissertation is dedicated to my Mother Monica Nicodem whose encouragement have pushed me further in my education journey, and to all who are very dear and special to me, my sisters and friends.

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ABSTRACT

This study explored the effectiveness of school libraries in promoting reading habits among primary school learners in Ubungu municipality, Tanzania. It aimed to investigate the influence of reading periods on learners' reading habits, assess the adequacy of reading materials in primary school libraries, and determine the roles of teachers in promoting learners' reading habits. The study employed a mixed research method, merging quantitative and qualitative data for comprehensive analysis. A sample of 231 respondents was selected using simple random and purposive sampling techniques, while data were collected through questionnaires, interviews, observation, and documentary review. Descriptive statistics and content analysis were used to analyze the data. The findings revealed that school libraries were not sufficiently effective in influencing students' reading habits, primarily due to inadequate reading materials compared to the number of students. However, library reading periods supported by timetables positively influenced students' reading habits by creating scheduled times for reading activities. Teachers played a crucial role in fostering reading habits by holding reading sessions and encouraging students to borrow books for home reading. The study recommended that management should ensure libraries are equipped with sufficient reading materials and create a conducive, student-friendly environment. These findings contribute to understanding the challenges and opportunities in promoting reading habits through school libraries in Tanzania's primary education system.

Keywords: *Reading, Habit, Reading habit, School library.*

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LIST OF ABBREVIATION

MOEVT	Ministry of Education and Vocational Training
NGO	Non-Governmental Organizations
TIE	Tanzania Institute of Education
MoEST	Ministry of Education, Science, and Technology
SCT	Social Cognitive Theory

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter covers the background to the study, problem statement, objectives of the study, research questions, significance of the study, scope of the study and limitations.

1.2 Background of the Study

Reading is one of the most important aspects of an individual's personal and intellectual development as it aids in the easy understanding and analysis of issues (Shu & Li, 2024). Reading is a worldwide phenomenon that has the capacity to promote development as well as instill discipline in the individual (Krashen, 2016). Therefore, the survival of any society is a function of the extent to which that society is involved in reading. It is essential for every individual to develop a culture of reading.

Every individual should aim at developing good reading habits since their benefits are tremendous to human existence and a necessity for one to thrive in life (Shulman, Baicker & Mayes, 2024). Although the benefits of having a sustainable reading culture are known by many (Gbadamosi, 2017), in numerous societies, reading culture is on a daily decline, especially with the influx of smartphones, social media, and games (Adepoju & Oluchukwu, 2014). This situation is even worse among children who spend most of their time watching telenovelas and cartoons (Scholastic, 2023). With the proliferation of television and phones, individuals, especially children, have unprecedented access to a variety of shows and social

networking sites on the internet, such platforms include YouTube, Facebook, and a host of others captivate their attention, where they spend hours playing games, watching movies, and cartoons for an average of 3 hours (Ofcom, 2021). Globally, this decline in reading culture has also been linked to a lack of functioning school libraries in various nations and low economic backgrounds that prevent parents from buying books (Neuman & Moland, 2016) and (Hughes & Rodge, 2017). A study carried out by (Netten et al., 2014) showed a significant decline in reading culture among children in the Netherlands and reported that economic background was a strong predictor of reading habits. Similarly in Indonesia (Iftanti, 2015) the decline has also been attribute to inability of parents in low economic backgrounds to buy diverse books for their children. In African culture, reading is mainly connected to educational purposes, the intention of majority of students in reading is for academic success (Danladi, Diyoshak & Yohanna, 2018).

Onyeke and Ajagbe (2020) stipulated approximately 30 million Nigerians have graduated from high school with poor reading skills. In Nigeria, students tend to engage in reading only to pass their examinations, which is a sign of poor reading habits. Shortage of reading materials and absence of libraries compel students to rely solely on lecture notes and textbooks provided by teachers (Diyoshak & Yohanna, 2018). In South Africa, only 7.2% of schools have functional school libraries, and those that do have libraries are not appropriately resourced (Makena & Mpiti, 2020). In Tanzania, a similar scenario was reported by Dorcus (2017), (Hakielimu, 2018) and Simba (2014), whereby 62.1% of secondary schools in Iringa and Njombe regions did not have a school library.

The situation appears to be even more pressing in primary schools. In Ubungo Municipal, Room to Read Tanzania (RtR) has been promoting a school library program since 2022. RtR, in collaboration with the government, has renovated 28 classroom buildings in Ubungo Municipality to function as school libraries (Room to Read, 2023). The initiative aims to address the challenge of the shortage of school libraries in most public primary schools as identified by Wema (2018), and Mubofu and Malekani (2019).

Before the library renovation program, 88% of primary schools had no libraries. The renovated school libraries are stocked with necessary furniture such as mats, chairs, tables, pillows, and a good collection of storybooks, with a trained school librarian, all aimed at creating a conducive and friendly environment for learners to build reading interests (RTR, 2023). In the Revised Education Sector Development Program plan (2008-2017), the Government plans to recruit and train library staff and improve the provision of library services at all levels of learning (URT, 2008). This plan has yet to be put into action, and before committing to such a plan, this study will attempt to document the effectiveness of these school libraries in promoting reading habits among primary school students.

1.3 Statement of the Problem

Reading critically stimulates creativity and innovation which results from the combination of ideas and concepts (Muhammad, 2020). However, with poor reading culture, development cannot take place. This concern about the lack of a reading habit is felt by many other scholars in many African countries (Linda, 2015), (Crowe, Connor & Petscher, 2019), (Adetunji & Oladeji, 2017) and (Kitabu, 2015),

a poor reading habit stunts a country's national growth (Gumede, 2020). In Tanzania the government has from time to time attempted to improve literacy as an important aspect of the education system through curriculum reforms and instructional resources to encourage reading in schools, however 62.6% of primary school students leave schools without essential reading skills (URT, 2020), partly due to the absence of school libraries.

Previously studies have focused on reading habits among secondary and higher education students, revealing low reading interest and limited access to engaging materials. Lydiah (2017) investigated the use of school library in the development of reading culture focusing on establishing how school libraries can be utilized to cultivate reading culture among secondary school students in Kenya. The findings from this study indicated that students had low reading interests, and the school libraries were found to be stocked with examination-oriented materials, lacked interesting reading materials, and lacked set time for reading. Similarly, Wema (2018) investigated reading culture among higher learning institution in Tanzania, the findings from this study showed that reading culture is very low and students only used the library for examination preparations.

The review above shows that most of these studies focused on higher level education and secondary education very few have been done on the effectiveness of school libraries in promoting reading habits to primary education level where reading habits are first developed. It was, therefore, imperative to explore the effectiveness of school libraries in promoting reading habits to primary school students, recognizing

that reading is learned behavior shaped by home, classroom and library environment Wema (2018).

1.4 Objectives of the Study

To explore how effective are the school libraries promote the reading habits to primary school learners in Tanzania.

1.4.1 Specific Objectives of the Study

- i. To explore the influence of reading periods on learner's reading habits among primary school students.
- ii. To assess the adequacy, quality and relevance of reading materials in primary school libraries
- iii. To determine the roles of teachers on promoting learner's reading habits among primary school students.

1.5 Research Questions

- i. How do reading periods influence learner's reading habits?
- ii. What is the adequacy, quantity and relevance of reading materials in primary school libraries in Ubungo Municipality?
- iii. What are the roles of teachers on promoting learner's reading habits among primary school students?

1.6 Significance of the Study

The findings of this study will be instrumental in identifying the effectiveness of school libraries in fostering reading habits, as well as in developing strategies to enhance their impact. This study will be invaluable to stakeholders in the education

sector, for policymakers the findings will guide decisions on allocating time for library periods and investing in relevant and sufficient library materials, for school heads, teachers, teacher librarians, educators and parents the study will emphasize their direct role in motivating learners and integrating reading into daily activities. For implementing partners and donors, the research will offer a clear picture of where to support capacity building and resource mobilization for effective library use. It will provide evidence-based recommendations for improving the quality of school library services, ultimately leading to better reading habits and academic performance among primary school students. Moreover, this study will contribute significantly to the existing literature on the role of school libraries in promoting reading habits in Tanzania. By addressing gaps in knowledge and understanding, it will inform both policy and practice within the education sector, supporting more effective use of school libraries to encourage reading among primary school students.

1.7 Scope of the Study

The study was conducted to provide a comprehensive assessment of how reading habits are promoted in public primary schools equipped with libraries, with a specific focus on evaluating the effectiveness of these school libraries in fostering reading habits within primary schools in Ubungu Municipality.

1.8 Limitations of the Study

The study was conducted in public primary schools that have library facilities, with sample respondents drawn from purposively selected schools. As a result, the findings may not fully represent all public primary schools in Tanzania. The study

primarily relied on self-reported data from students, teachers, and librarians, which could be subject to bias or errors. To mitigate this, a purposive sampling technique was employed to select the schools, ensuring that the chosen schools were representative of the population of interest. A Mixed research design was utilized, allowing for the collection of both quantitative and qualitative data, which enhanced the validity and reliability of the findings. Additionally, standardized tools, such as questionnaires and interview guides, were used to collect data, thereby improving the consistency and comparability of the information gathered.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter consists of the review of literature related to the study. It is divided into conceptual definitions, theoretical literature, empirical literature, literature gap and conceptual framework.

2.2 Conceptual Definitions

2.2.1 Reading

Reading is an interactive process where readers construct a meaningful understanding of a text through the use of effective reading strategies (Abbas, 2016). During this process, readers engage with the text to extract meaning and acquire knowledge. Reading is a highly complex skill and is essential for success in many societies where a significant amount of information is communicated in written form (Thompson, 2020). This research will adopt the first definition, emphasizing that reading cannot be considered complete if the content is not fully understood; the primary purpose of reading is to derive meaning from the written text.

2.2.2 Habit

A habit is a characteristic behavioral pattern that is learned and reinforced, often becoming automatic in its expression (Leaf et al., 2024). It can also be defined as a pattern of behavior that is acquired through constant, regular, and often unconscious repetition, applying to any activity established over time (Verplanken, 2018). This study will adopt the first definition: a habit is a repeated action that students engage in frequently and regularly, sometimes without realizing they are forming it, as they

learn to establish this behavioral pattern.

2.2.3 Reading habit

Reading habit refers to behavior that reflects a preference for and enjoyment of reading, characterized by how often and willingly a reader engages with reading materials (Chin, Vun & Thayalan, 2017). Reading habits can be assessed by the number of materials read, the frequency of reading, and the average time spent on reading (Miller & Lesesne, 2018). For this study, reading habit is defined as a routine behavior established through the frequent and voluntary repetition of reading practices over time, ultimately becoming second nature in the students' daily activities.

2.2.4 School library

A school library is a dedicated facility within the school environment designed to provide students, teachers, and the surrounding community with access to a wide range of written materials, including books, journals, and other educational resources (Lydiaiah, 2017). It serves as a vital hub for learning, where individuals can explore various subjects, enhance their knowledge, and foster a love for reading. The library plays a crucial role in supporting the academic curriculum, offering resources that complement classroom instruction and encourage independent study (Killick, 2023). Additionally, it serves as a quiet space for reflection and intellectual engagement, promoting lifelong learning habits. This study will adopt the first definition, the school library is more than just a repository of books; it is a dynamic environment that nurtures curiosity, critical thinking, and a culture of reading within the school community.

2.3 Theoretical Literature Review

Studies on the school libraries to promote the reading habits to primary school learners is closely related to several theories and models. However, this study shall focus on Social Cognitive Theory (SCT).

2.3.1 Social Cognitive Theory

The SCT was developed by Albert Bandura in 1986 as an extension of his earlier Social Learning Theory. Bandura is well-known for his emphasis on the critical role of observational learning, imitation, and modeling in the acquisition of behaviors. His work suggests that individuals are active agents capable of influencing and being influenced by their environment (Rayes & Albelaihi, 2023).

Bandura's SCT posits that learning occurs in a social context and emphasizes the interaction between individual cognition, behavior, and environmental influences. It argues that individuals learn new behaviors by observing others, interpreting the consequences of those behaviors, and then deciding whether to replicate or avoid them (Schunk & DiBenedetto, 2020). People are not passive recipients of environmental influences but rather active participants in their own learning process. The theory highlights the importance of role models, whether they be peers, family members, or teachers in shaping behaviors, attitudes, and emotional responses (Schunk & DiBenedetto, 2020).

One of the core assumptions of the SCT is that behavior is learned through observation and modeling (Rayes & Albelaihi, 2023). This learning process involves

watching others, interpreting their actions and the associated outcomes, and internalizing these behaviors. If the behavior is rewarded, it is more likely to be imitated, while behavior that is punished is less likely to be repeated. Another assumption is that individuals have the capacity for self-reflection, allowing them to analyze their behavior and make decisions based on expected outcomes (de la Fuente, Kauffman & Boruchovitch, 2023).

2.3.2 Application of the Theory to the Study

2.3.2.1 Influence of reading Periods on Learner's reading Habits

The SCT is highly relevant to this study on promoting reading habits in primary schools. It highlights the role of environmental factors and reinforcements in learning behavior. Structured reading periods provide a consistent environment and social context where students can observe peers and teachers reading, reinforcing positive reading habits through modeled behavior. Schools, and particularly school libraries, can create a conducive environment for such modeling by offering shared reading experiences, such as book clubs or reading circles. Positive reinforcement, such as recognition or rewards for library participation, further strengthens the likelihood of students developing sustained reading habits.

2.3.2.2 Adequacy, Quality, and Relevance of reading Materials

According to SCT, self-efficacy and motivation are influenced by the tools and resources available. Adequate and engaging reading materials increase learners' confidence and interest, encouraging them to engage more deeply with reading. Relevant materials can better motivate learners by connecting to their experiences.

2.3.2.3 Roles of Teachers in Promoting reading Habits

Teachers serve as key role models and social agents in SCT. SCT suggests that students are more likely to develop consistent reading habits if they observe others such as their peers, teachers, or parents actively engaging in reading activities. For example, when students see their teachers reading aloud during library sessions or witness their classmates borrowing books, they are likely to imitate these behaviors, especially if they are positively reinforced by teachers and the learning environment. Parents, teachers, and peers who are culturally closest to children are key influencers in this process, reinforcing the theory's applicability.

Ultimately, the theory aligns with the study by explaining how students' reading behaviors such as enjoyment of books and reading for pleasure—can be cultivated through consistent exposure to reading environments, relevant reading materials, and reading models within their social environment, leading to the development of lifelong reading habits.

2.4 Empirical Literature

2.4.1 Influence of reading Periods on Learner's reading Habits

Inculcating good reading habits in children has always been a concern for all stakeholders in education. It is indeed a challenge to convince students to sit in the library to pick up books and engage with the author, story, character and ideas presented in the reading passage (Ifedili & Josephine, 2019). Poor reading habits among students is a global issue; it prevails even in developed countries which are

thought to have increased awareness than the underdeveloped ones (World Bank, 2023)

A study of over 8000 primary and secondary schools in England was carried out by Clark and Foster (2018). The study revealed that whereas most children read every day, they would read even more if they had extra time set aside for reading activities within school or at home. The study further revealed that enjoyment of reading declined as children grew older as primary students appeared to read for more varied reasons than secondary students. Similarly, Dorcas (2017) who focused on assessing reading culture and academic performance on Kiswahili subject among secondary school students in Ilemela municipality-(Mwanza, Tanzania), revealed that in most government schools students struggle to develop reading habits due to failure in allocating time for private reading.

The tendency was for students to engage in reading only during examination times and this is the time when they would visit the library. The study recommended that for students to build reading habits, reading must be part of all aspects of life, the school should set time for library activities/periods, and this should be indicated in the school timetable. At home parents should create a conducive reading environment as well as setting time for reading this will provide students with motivation for reading.

2.4.2 Adequacy, quantity and relevance of reading Materials in School Libraries

Lydia (2017) investigated the use of school library in the development of reading

culture focusing on establishing how school libraries can be utilized to cultivate reading culture among secondary school students in Kenya. A total of 330 respondents from 10 secondary schools, the sampled respondents included teachers, Head teachers and students. The study concluded that students had low reading interests, school libraries mostly are stocked with examination-oriented materials, the book collection of the school libraries does not influence reading for leisure only for academic works. The study recommends school libraries to have a wide variety of relevant book collections that can foster reading for pleasure not just for examinations. The study also recommends for the syllabus to be revised to provide a room to cultivate students' reading habits by providing time for leisure reading. It is through this leisure reading that students are able to build a well sustainable reading habit.

Similarly, Afful-Arthur & Tachie-Donkor (2020) examined the promotion of reading culture among school children in communities around the university of Cape Coast, Ghana. The study involved organizing reading clinics in five schools, where over 1,000 reading materials were donated, and 150 learners with reading difficulties participated. Professional librarians and paraprofessionals facilitated reading and spelling competitions. After six months, evaluations indicated that while the program was beneficial, challenges such as inadequate reading materials and low teacher interest persisted. The study recommended that the Ghana Education Service and the Ghana Library Authority ensure schools have libraries with qualified librarians and sufficient reading materials to foster a sustainable reading culture.

2.4.3 Roles of Teachers in Promoting reading Habits among Students

The promotion of a reading habit in African nations is viewed by many scholars as one way of rising students' academic excellence and lifelong learning (Commeyras & Mazile, 2015). Reading habit development depends upon the response of community members to their daily needs and purposes. Magara and Batambuze (2015) in their study on ways of creating a reading culture argue that reading and writing is the community member's accord.

All members of the community should encourage their children to read at school and at home. Describing how one school community in Uganda responded to the call for fostering a reading culture at their school, Kiguli & Ssenkibirwa (2023), states that all members of the school should be encouraged to read at school and at home and reading should be part of their everyday life. UNESCO (2020) asserts that reading culture promotion is important in the sense that the future of all citizens requires self-education and lifelong learning; hence the wanted academic excellence cannot be achieved and sustained if there is no culture to keep on reading for continuous self-improvement.

Biesman (2021), investigating the promotion of a reading culture in African countries, recommends that reading per se as an activity should be made a pleasurable activity to the community from early ages. In addition, the development of a reading habit ideally starts at an early stage of childhood and gets nurtured up to adulthood with the support of the teachers, parents and the community. Similarly, Wema (2018), investigating reading culture among students in higher learning

institutions in Tanzania also recommends reading habits to start being cultivated at the lower levels, he encouraged teachers to introduce learners to books early on such that upon reaching higher levels this habit is well formed. The study further recommends teacher and librarians to play their role in cultivating and maintaining reading culture/habits among students by creating conducive environments and acquiring interesting reading resources.

Eze (2015) investigated the challenges of promoting a reading culture in among selected secondary schools in Imo state, Nigerian through story hour, book talks and exhibitions The study recommended recruitment of qualified teacher librarians who can assist the schools in the management of all library services to ensure the school libraries are utilized effectively in cultivating reading habits to students. It also recommends engagement of parents in fostering the reading culture.

According to Dilekci & Cicek (2023), parents as second teachers by nature also have a role to play in cultivating reading habits before making their children good readers, parents need to read themselves and set an example for their children such as visiting school libraries with their children, borrowing books for them to read together at home, buying books, storytelling and the like all this set an example for children to do the same. Parents have a big role to play in encouraging their children to read through the provision of reading materials and time.

Scholastic (2018) report indicate that parents who spend time reading to their children give them the best possible start on the road to reading habit. In addition, people who practice reading at home and during their leisure time, to them reading

becomes a habit that will be hard to drop. But if parents, who should be role models for their children, do not themselves read, it is very difficult to help develop this habit to their children. Parents may not be in a position to purchase books on a regular basis for their children to read due to economic pressures as books are often expensive, but they may participate by creating warm home environments such as reducing household chores, instructions, conversations and interactions with children. Teachers are the next key to the development of a reading habit in students as they are considered role models. Schools teach children the basic reading skills through formal reading instructions also guide them in their choice of reading materials making school uniquely responsible for encouraging reading habit (Best, 2024). Nabuyanda (2015) argues that a teacher's attitude is a significant feature in improving a student's love for reading. Wherever possible, opportunities should be given to reading for enjoyment, school libraries should be stocked with interesting book collection with a well-set system that ensure students see the library as their favorite place in the school environment. This would provide each student an excellent opportunity to exploit his/her need to improve his reading skills.

2.5 Research Gap

Municipalities play a crucial role in promoting reading habits among primary school students by creating supportive environments that encourage literacy and a love for reading. However, most of the studies reviewed have focused broadly on reading culture and habits without specifically addressing the effectiveness of school libraries in fostering these habits among primary school students. This study stands apart from previous research by focusing on the unique aspects of the school

environment within public primary schools, including reading periods and reading materials in primary school libraries and roles of teachers on promoting learner's reading habits among primary school students.

2.6 Policy Review

2.6.1 Education and Training Policy of 2014

Tanzania has recognized the importance education and literacy in National developmental agendas. The ministry of Education, Science, and Technology formulated the Education and Training Policy in 2014, a policy that emphasizes the importance of reading and aim to ensure all primary school students develop strong reading skills and reading habits by highlighting the need for well-equipped and functioning school libraries to support reading activities, presence of a trained librarian who manages and support the students in utilizing the library, development of a scheduled time in the curriculum for students to use the library (URT, 2014), the policy recognizes the contribution of teachers in promoting reading by encouraging the collaboration of school libraries and teachers and parents to create a supportive learning environment.

2.6.2 National Reading Strategy 2016-2021

The Ministry of Education in Tanzania took significant steps by developing the National Reading Strategy (2016-2021), aimed at improving reading skills among primary school students through the provision of quality reading materials and the promotion of a robust reading culture. This strategy acknowledges the crucial role of school libraries in fostering reading habits, highlighting their importance in

achieving the strategy's objectives.

While existing policies and initiatives reflect a strong commitment to promoting reading in primary schools, there are critical areas that need further attention. These include securing adequate funding to ensure that school libraries are well-equipped with quality reading materials and resources that support reading activities, as well as providing professional development opportunities for teachers and librarians. The recommendations derived from this study will be instrumental in guiding future policy revisions, ensuring that school libraries can effectively contribute to nurturing a reading culture among primary school students.

2.7 Conceptual Framework

The independent variable “school library” affects greatly the dependent variable which is reading habits. Students can form sustainable reading habits through making use of the school library. The relationship between these variables is mediated by several key factors that create a conducive environment for voluntary and habitual reading. First, the integration of scheduled library reading activities that is indicated in the main school timetable will provide enough time for students to make use of library through attending reading activities that are undertaken by trained teachers and participating in reading events which sparks their curiosity in reading,

Second, the availability of quality relevant and adequate level reading materials that are well displayed so that different students can enjoy reading according to their own

reading abilities such that every student will be able to access books and any other reading materials that fits their reading progress. Third, library systems that allow borrowing of books for home use extend the reading experience beyond school hours.

Furthermore, the framework considers teachers and parent roles as integral to the development of reading habits. Teachers support students in building reading habits by organizing reading activities, games, modeling reading behavior, and fostering peer reading interaction. Parents complete the circle by supporting students in building reading interest at home, ensuring students have a friendly reading environment that nurtures their reading habits and giving time to their children to read at home not just doing chores, all of these variables have been assessed to check their effectiveness in influencing learners' reading habits.

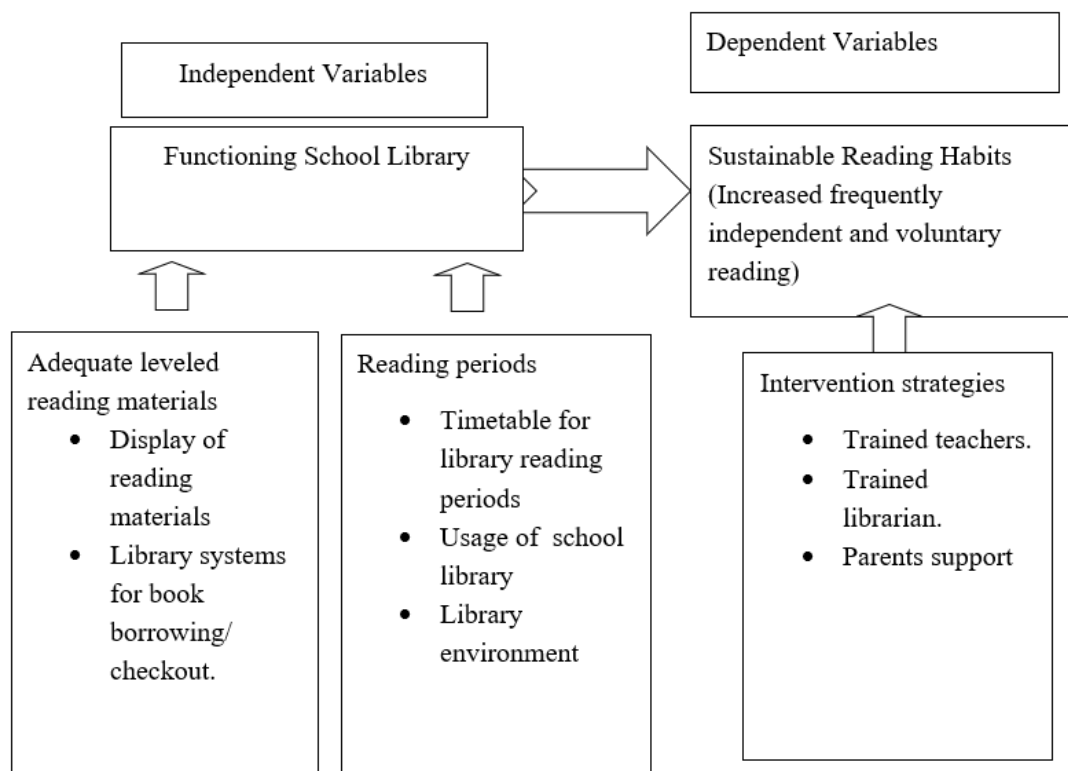


Figure 2.1: Conceptual Framework showing interplay between Independent Variable (School Library) and Dependent Variable (Student's Reading Habits)

Source: Adapted and modified model from Lydiah (2017)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter describes the methods or techniques that were used to obtain data for the study. It covers the study approach, research design, study area, population, sample size, sampling design, data collection methods, data processing and analyzing technique, validity of data collection instrument, reliability of research instruments and ethical consideration.

3.2 Research Philosophy

This study is grounded in the pragmatic research paradigm, which embraces a pluralistic approach to acquiring knowledge about a phenomenon. Pragmatism allows researchers to integrate both positivist and interpretivist perspectives, enabling a comprehensive exploration of complex issues (Creswell & Creswell, 2018). This paradigm is particularly relevant for studies that require multiple methods to address research questions effectively, rejecting rigid distinctions between qualitative and quantitative approaches (Morgan, 2019).

Philosophy plays a crucial role in shaping research inquiries, as it influences how problems are formulated and investigated (Saunders et al., 2019). A mixed-methods approach which aligns with pragmatism was adopted in this study to ensure a holistic understanding of the effectiveness of school libraries in promoting reading habits among primary school students. Mixed methods research integrates quantitative and qualitative approaches, allowing for data triangulation and enhanced validity (Plano

Clark & Ivankova, 2021).

3.3 Study Approach

The study employed mixed research method, combining qualitative and quantitative techniques in a single study. Mixed research method according to Fetters and Molina-Azorin (2017) is a strategy of getting behind each method's weaknesses and limitations by integrating qualitative and quantitative approaches to get a new understanding than achieved by either alone. This method was chosen to capture both measurable outcomes and lived experiences relating to reading habits, the specific objectives of the study demand an understanding to both quantifiable outcomes such as frequency and scheduling of library periods, the availability and relevance of reading materials, and the measurable involvements of teachers, as well as qualitative insights into how these factors influence students behavior and perceptions.

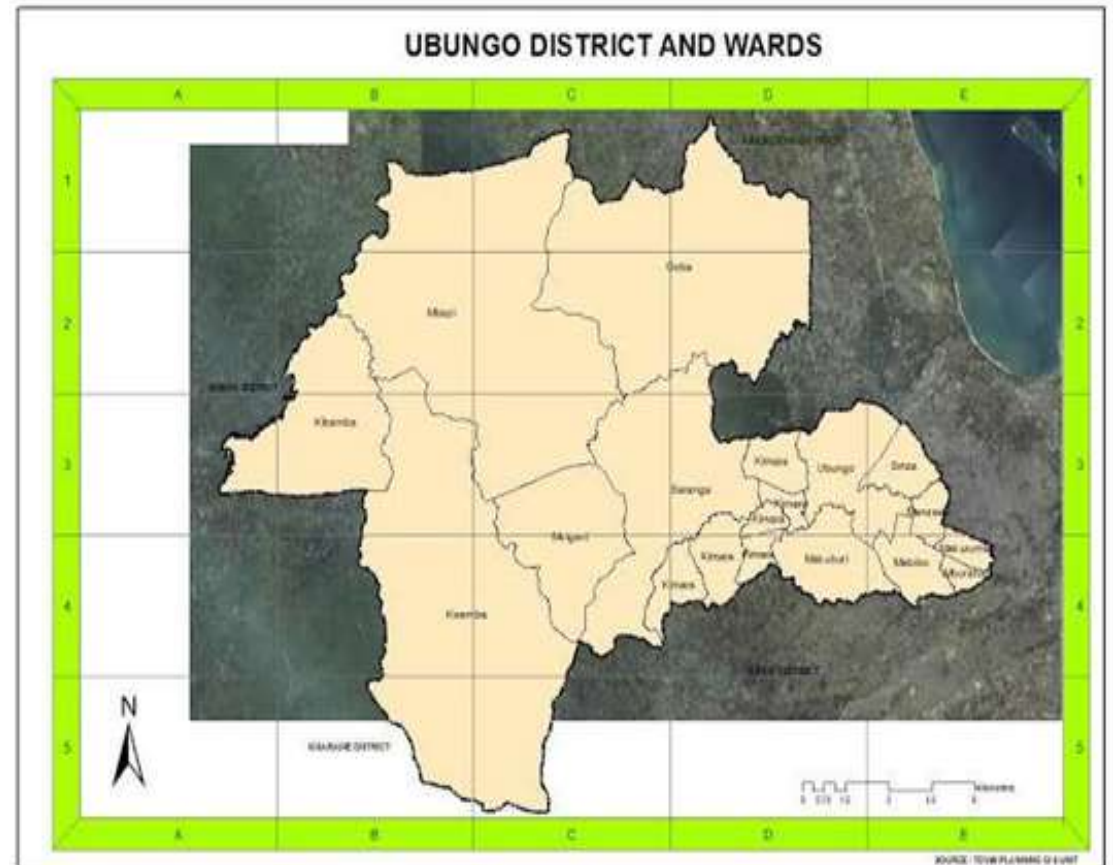
3.4 Research Design

Research design is an arrangement of conditions for collections and analysis of data, the goal of research design is to find a balance between the relevance of the data to the research objectives and the efficiency with which it is produced (Kothari, 2019). This study employed Convergent research design which is a form of mixed methods design in which the researcher merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. This design was chosen to provide a practical relevance combining data types to capture both measurable and experiential dimension which helps in developing actionable and context specific recommendations. In this design, the researcher collected both forms of data at the

same time and then mix the information in the interpretation of the overall results.

3.5 Study Area

This study was conducted in Ubungo Municipality, Dar es Salaam, Tanzania, due to its ongoing library renovation program, a collaboration between the government and NGOs. Ubungo, one of Dar es Salaam's five municipalities, is located in the city's northwest, bordered by Kinondoni (north), Temeke (east), Ilala (south), and Pwani region (west). Dar es Salaam's population is diverse, comprising various ethnic, religious, and cultural backgrounds. The study focused on day public primary schools in Ubungo Municipality. This region was selected because Dar es Salaam has numerous public and private schools, with Ubungo having a higher concentration of public schools.



In this study, the target population included students, teachers, teacher-librarians, and head teachers from public primary schools within Ubungo Municipal, specifically within the Mbezi ward. Mbezi was chosen due to its high number of primary schools participating in a library renovation program. As per the 2022 statistics provided by the Statistics and Logistics Officer of Ubungo Municipal Council, the municipality consists of 14 wards with 66 public primary schools, serving a population of 100,543 students (50,259 boys and 50,284 girls) and 2,044 teachers. Mbezi ward, having the highest number of public primary schools among the 14 wards in Ubungo Municipal, was selected for this study. Mbezi hosts 9 public primary schools with a total of 14,991 students and 656 teachers.

For this study, purposive sampling was employed to select public primary schools in Mbezi ward that have functioning library facilities. Out of the 9 primary schools in Mbezi ward, 4 schools have operational libraries, and from these, the 2 schools with the highest number of students were chosen. The focus on Standard 7 students within these two schools was due to their capacity to provide critical information and valuable feedback, which is essential for enhancing library services for the benefit of younger students.

The two selected schools have a combined population of 472 Standard 7 students and 76 teachers, totaling 548 individuals. To determine the sample size, the researcher used simple random sampling for both students and teachers, ensuring that each participant had an equal chance of being selected. Purposive sampling was again employed to select head teachers, teachers, and librarians for the study. This

approach ensured that the study captured diverse perspectives and relevant insights from key stakeholders involved in the school libraries.

3.7 Sample Size

A formular by Robert Slovin (2016) was employed to calculate the sample size (n); the formula is as follows;

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

Whereby:

n= Sample size

N= Population size

1= Standard value

e = the level of precision =0.05

Calculations

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

N= total population of students and teachers

e= the level of precision 5%

The confidence level = 95%

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

$$n = 548 / (1 + 548(5\%)^2)$$

$$n = 548 / (1 + 548(0.05)^2)$$

$$n = 548 / (1 + 548 \times 0.0025)$$

$$n = 548 / (1 + 548 \times 0.0025)$$

$$n = 548 / (1 + 1.37)$$

$$n = 548 / (2.37)$$

$$n = 231$$

Formula for sample size for each category according to Cochran (1963). A sample of each group = (Population of each group / exact number of population) x required sample size

- i. Sample of students = $(472/548) \times 231 = 199$
- ii. Sample of teachers = $(76/548) \times 231 = 32$

From the formula 199 students were selected, 38 Kiswahili teachers were selected randomly to participate, 2 teacher Librarians 1 from each school and 2 Head teachers 1 from each school were selected to participate in the study. Hence, the study constituted a total number of 231 respondents.

3.8 Sampling Design

The sampling process began with the purposive selection of Mbezi ward in Ubungo Municipal due to its high concentration of primary schools with library renovation programs. Out of nine public primary schools in the ward, four with operational libraries were identified, and the two with the largest student populations were chosen for the study. Using Robert Slovin's formula, the required sample size was calculated. Simple random sampling was then employed to select students and teachers from the two chosen schools, ensuring equal opportunity for participation. For specialized roles, purposive sampling was used to include head teachers and teacher-librarians, recognizing their unique insights into library utilization. The final sample comprised students, teachers, head teachers, and teacher-librarians, totaling 231 respondents. This mixed sampling approach combined probability and non-

probability techniques to achieve a representative sample while also capturing key informant perspectives, enhancing the study's comprehensiveness.

3.9 Data Collection Methods and Tools

This study employed questionnaires, interviews, observation and documentary review. The rationale of using different tools is to crosscheck accuracy of data collected, hence maximize the validity and reliability of the study, each tool complements the others in capturing a comprehensive view of the research problem. (Kothari, 2019), he also argued that no single method acts in isolation because it can be biased or distorted the reality of what the researcher is investigating.

3.9.1 Interview Guide

Interviews are common means of collecting qualitative data because it allows the researcher to interact with respondents and enter into person's interpretation and the meaning they made from the perspectives (Albine & Irene, 2018). Interviews were chosen to provide in-depth qualitative insights into the perceptions, attitudes and motivation of key stakeholders helping explain trends observed in the qualitative data. In this study, interview schedule was used to collect qualitative data from teachers, head teachers and teacher librarians.

3.9.2 Questionnaires Instruments

This was used for the purpose of collecting primary quantitative data. It enabled the researcher to gather both qualitative and quantitative data resulting in more comprehensive results (Dalati & Gomez, 2018). Questionnaires were used in collecting both qualitative and quantitative data due to their flexibility, efficiency, and ability to capture a wide range of information from teachers and students, the use

of open-ended questions, questionnaires allow for the collection of qualitative insights into students' perceptions and teachers' perceptions. This mixed format approach helped in triangulating findings, enriching the data and offering both statistical and narrative depth to support a comprehensive understanding. Additionally, the questionnaires was used for the following reasons: its potentials in reaching out to a large number of respondents within a short time, its ability to give the respondents adequate time to respond to the items, it offers a sense of security (confidentiality) to the respondent and it is the objective method since no bias can result from the personal characteristics (Lydia, 2017). The study used both closed and opened-ended questions to collect data from primary school students.

3.9.3 Documentary Analysis

Documentary analysis refers to the analysis of documents that contains information about the phenomenon of study (Ranjit, 2018). The use of documentary analysis for this study is justified as it provides reliable, contextual, and historical data that complements primary data sources. In this context, some documents were reviewed so as to enable the researcher to cross check the consistency of the information gathered, they provided factual evidence that supported or challenged responses from interviews and questionnaires, also to provide a deep understanding of the information that was gather from sample units, documents that were reviewed are book checkout registers to check the number for students who borrow books and library period registers to check the number of students attending library session.

3.9.4 Observations

Structured observation method was used for its ability to capture real-time, actual

practices, first-hand information about students' behavior, library use, and learning environment (Tight, 2022). The observation method was used to collect data on library resources status and their usage, in order to determine students' usage of the library and the general environment of a library. A researcher looked at and recorded field notes of what was observed. Data collected from this instrument was useful in verifying information obtained from other instruments, particularly the questionnaire and the interview schedule, also provided evidence on how the library is being utilized by students offering a deeper understanding of factors that might not be captured through interviews or questionnaires alone.

3.10 Data Processing and Analysis Technique

Quantitative data were generated through questionnaires, was coded and analyzed using MC-Excel, to generate frequency and percentage of students who participate in library activities and who borrow books. Qualitative data were analyzed through content analysis which involves a process designed to analyze the collected qualitative data based on the responses obtained from various instruments (Nicmanis, 2024). Content analysis was used to identify common themes and patterns in the responses and feedback obtained from various instruments. This was done by categorizing the obtained responses into common themes for the purpose of creating meaningful units of analysis so as to gain a deeper understanding.

3.11 Validation of Data of Instruments and Piloting

Validity ensures that the instruments that were used in collecting data measured what they are intended to measure accurately (Tight, 2017). In order to enhance the

consistency of these instruments, the researcher looked the opinion of supervisor who was going over the research instruments and modifications were made accordingly.

3.11.1 Reliability of Data

Reliability is the degree to which research methods produce the same results after repeated trial (Tight, 2017). Prior to massive data collection a pilot study was carried out to pre-test the data collection instruments same test was administered to same respondents after a lapse of time.

3.12 Ethical Consideration

Ethical considerations were taken into account. All along the data collection, principles of informed consent and respect for invasion of privacy were adhered to. The participants received information regarding the researcher's name and affiliation, the aims of the research from the given research clearance form by Open University of Tanzania (OUT), and the results were used only to for the purpose of this research. Also the researcher reminded that participation is entirely voluntary and that they are free to withdraw from the research.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

The chapter presents findings obtained through questionnaires, interviews and observation. The chapter further provides a discussion of findings obtained from each specific objective of the study. The discussion provides the linkage between the findings of the study and findings from the previewed literatures.

4.2 Demographic Characteristics of Respondents

Before presentation of findings from each specific objective of the study, demographic characteristics of respondents are presented. These are personal particulars of primary school students selected to participate in this study. Demographic characteristics of respondents presented in this part include age and sex.

4.2.1 Age of Respondents

The demographic attributes of the student participants have noteworthy consequences on their reading behaviour and habits. The prevalence of 13-15-year-olds (72%) indicates that the majority of Standard Seven students are in the early adolescence phase, which is marked by enhanced cognitive capacities and the potential for critical thinking. This can impact their reading tastes, potentially leading them to favor more intricate storyline and a wider range of genres. Nevertheless, this particular age group is also confronted with conflicting priorities such as social engagements and digital media, which can potentially influence the amount of time dedicated to reading.

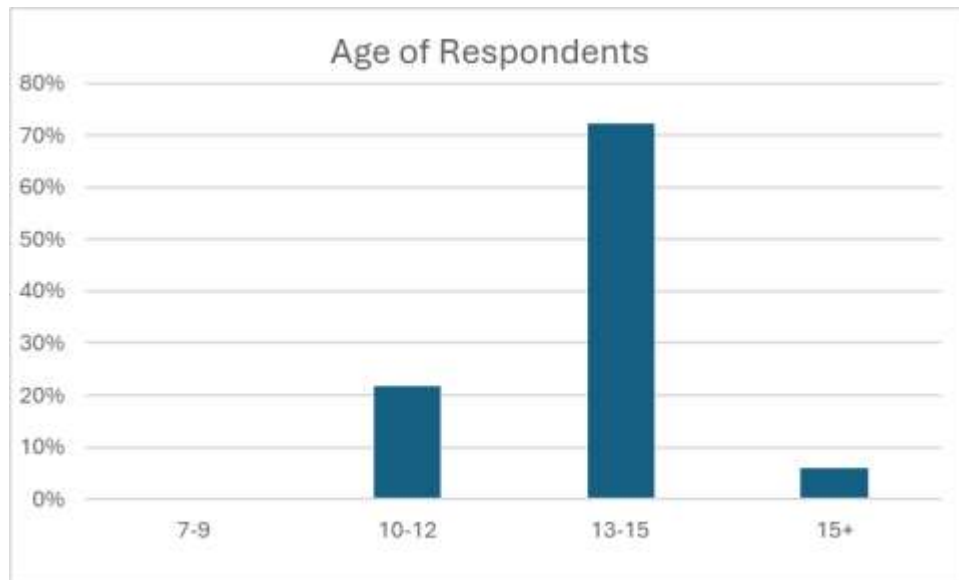


Figure 4.2: Respondents' Age

4.2.2 Gender of Respondents

Regarding gender distribution, the study included a slightly higher proportion of female students (56%) compared to male students (44%). This gender composition suggests a relatively balanced representation, with a modest female majority among the Standard Seven students in the surveyed schools. The inclusion of both genders ensures that the study captures a range of perspectives on the effectiveness of school libraries in promoting reading habits among primary school students in Ubungo Municipality.

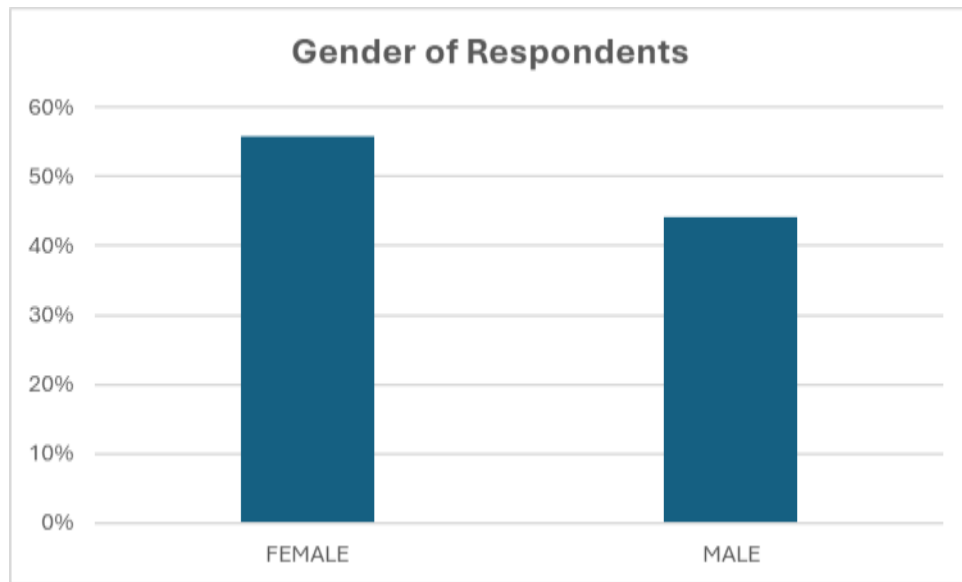


Figure 4.2: Respondents' Gender

Generally, these demographic characteristics emphasize the need for school libraries to provide a wide range of age-appropriate materials that challenge and engage students across different age groups and genders. This is in alignment with what Shu and Li (2024) conveyed in their study that students reading interests change and differ according to age and gender, reading promotion strategies may need to be tailored to ensure equal engagement of both male and female students, while also considering the developmental stage of early adolescence. By understanding these demographic factors, school libraries and teachers can design more effective strategies to promote reading habits that resonate with the specific student population in Ubungu Municipality's primary schools.

4.3 The Influence of Reading Periods on Learner's Reading Habits

The first objective of the study was to examine the influence of reading periods on learner's reading habits. In order to meet the objective, respondents were asked on

whether there is timetable for library reading activities, the time they devote for library reading activities and how often they participate in library. Results in Table 2 shows that a substantial 80% of respondents confirmed the existence of a timetable for library reading activities, indicating widespread adoption of structured reading programs across the surveyed schools.

Table 4.1: Influence of Reading Periods on Learner's Reading Habits

S/N	Item	Response	Frequency	Percent (%)
1	Presence of a timetable for library reading activities in your school	Yes	159	80
		No	40	20
2.	Time you devote in library reading activities	Less an hour	55	28
		1 hour	78	39
		2 hours	37	19
		Above 2 hours	29	14
3.	Whether you participate in library reading activities?	Very often	52	26
		Moderate	121	61
		I don't participate	26	13

Source: Research Findings (2024)

Regarding time allocation, the largest group of students (39%) reported dedicating 1 hour to library reading activities, followed by 28% who spend less than an hour. A notable proportion allocate more extended periods, with 19% spending 2 hours and 14% devoting over 2 hours. This distribution suggests that while most students engage in moderate-length reading sessions, there's a significant minority investing considerable time in library activities. In terms of participation frequency, the majority (61%) of students reported moderate engagement in library reading activities. A quarter of the students (26%) participate very often, showing high enthusiasm, while 13% do not participate at all.

Generally, the study findings indicate that while structured library periods are widely

implemented, there's a variation in how students utilize this time. This was also supported by the review of library documents during documentary analysis on 15th October 2024, specifically the review of the library period registers on the attendance section. The majority's moderate participation suggests that library reading has become a regular, albeit not intensive, part of most students' routines. The presence of a small but significant group of highly engaged students points to the potential for these library periods to foster strong reading habits when fully embraced this is in opposite alignment with the views of Dorcus (2017) who points out the decline in reading culture among students can be attributed to lack of allocated time for reading.

Lack of reading culture can still prevail due to lack of awareness among a significant minority of students which could be attributed to several factors as pointed out by Lydia (2017) namely, -Inadequate communication, the timetable may not be consistently followed or enforced, making some students unaware of its official status. In addition, different teachers might emphasize the library timetable to varying degrees, resulting in uneven awareness among students.

During interviews with teachers, Participant 12 supported the findings that the presence of a scheduled time for library reading activities influences students reading habits, participant said.

We have implemented a library visitation schedule for our students to enhance their knowledge. The library offers a variety of books, both curriculum-aligned and storybooks, aimed at boosting their reading interest. These resources enrich students with additional materials, which, when combined with classroom instruction, improve their reading skills and ultimately elevate their performance." (Participant 12, Teacher, during a structured interview on 15th October 2024).

Also, Participant 22 of interview who was Head of School in one of selected primary schools supported the findings that a set timetable influences students reading interests and ultimately build reading habits, was quoted saying.

A library that lacks sufficient space to accommodate an adequate number of students presents a significant challenge. Additionally, having a library without a designated reading period timetable is ineffective. A timetable is crucial as it guides students on when they should visit the library for reading activities and when they should refrain from doing so. Adherence to the provided schedule is mandatory for both students and teachers (Participant 22, Head of School, during a structured interview on 16th October 2024).

Jointly, the findings indicate that primary schools in Ubungo Municipal have implemented timetables for library reading activities. These timetables, displayed on school notice boards and on each classroom, provide structured guidance on the frequency and timing of library visits for students. Teachers facilitate library reading sessions both within the library and in classrooms, particularly in schools equipped with container libraries. This approach aligns with SCT (Bandura, 1986), which suggests that consistent exposure to structured environments, such as those provided by these timetables, enhances the likelihood of students adopting positive reading habits, particularly through observation and imitation of consistent reading routines. Similarly, this study's conceptual framework emphasizes structured access to school libraries as a key factor in shaping students' reading habits. The presence of a library timetable ensures routine exposure to reading activities, reinforcing habit formation through structured engagement.

While the introduction of library reading schedules is a commendable step toward fostering reading habits, the study does not provide conclusive evidence of a significant impact on students' reading practices. Respondents reported spending

approximately one hour on reading activities, with the current schedule allocating 40 minutes per class and an additional 20 minutes during break time for library use. This indicates that while school libraries are accessible students may not be utilizing them optimally for deep reading engagement. This issue also reflects a broader challenge posed by technological advancement, where students increasingly gravitate towards digital entertainment over traditional reading. The rise of social media, short form content, YouTube, mobile games has reshaped the attention spans making deep reading less appealing compared to instant watching a television, YouTube video or playing a mobile game, parents have introduced children to television and smart devices at a younger age as a mechanism of stopping them from crying or seeking attention. This has affected their attention span to being able to participate often in physical reading. This aligns with Clark and Foster (2018) study which asserts for reading culture to be formed reading must be part of everyday life and students must engage in reading activities often. During observation it was noted each class is allocated 1 library period per week, further research is necessary to evaluate whether this allocated time effectively contributes to the development of strong reading habits among pupils. The study by Clark and Foster (2018) supports the notion that additional time for reading activities, whether at school or home, can enhance students' inclination to read.

However, while this study confirms the existence of designated reading periods, it does not establish a direct link between the allocation of this time and measurable improvements in reading habits. Moreover, the frequency of engagement in library reading activities appears moderate, with 61% of respondents reporting occasional

participation. This is corroborated by teacher interviews, which indicate that reading activities occur once a week for each grade, with regular library visits being more common among highly committed students. The limited weekly allocation for each grade may pose challenges in cultivating consistent reading habits, as continuous and regular practice is essential for habit formation. This finding supports the conceptual framework's assertion that effective library use depends on accessibility and interactive reading opportunities and materials. The occasional participation among some students may indicate barriers such as inadequate relevant book selection this notion is supported by the presence of a lot of English based story books compared to Kiswahili based story books noted during observation.

These findings are consistent with Dorcas (2017), who identified that students in government schools often face difficulties in developing reading habits due to limited time allocated to reading activities compared to other school obligations. Generally, while the implementation of library reading timetables represents a positive initiative, schools must actively compete with digital distractions by integrating technology into reading activities. Strategies such as holding reading sessions of online reading resources by accessing online libraries such as Tanzania Institute of Education (TIE) online library and Literacy cloud, gaming literacy programs with projectors can make reading more immersive and engaging, bridging the gap between traditional and modern learning preferences. Also, further research is needed to determine the extent to which these established schedules influence pupils' reading behaviors. Future studies should focus on gathering empirical data to substantiate the effectiveness of these timetables in enhancing reading habits,

particularly in the context of existing constraints and student engagement.

4.3 Adequacy, Quantity and Relevance of reading Materials

The second objective of the study aimed to examine the adequacy of materials in primary school libraries. The findings are presented using descriptive statistics, with Table 4.3 showcasing the frequency and percentage for each investigated variable. The results highlight that in the selected primary schools, certain aspects of library resources and student reading behaviors have a noticeable impact on the development of reading habits. Specifically, the majority of respondents 129 (65%) indicated that their school library is not well-equipped with reading materials for all students to read, while only 70 (35%) agreed that it was well-equipped. Similarly, 114 (57%) of respondents reported not having frequent access to reading materials, compared to 85 (43%) who did have access. These findings suggest a significant shortage of resources and limited access to reading materials in the school libraries.

However, the enjoyment of reading materials provided in the school library was more evenly split, with 102 (51%) of respondents indicating they enjoy the materials, while 97 (49%) do not. This suggests that while available materials appeal to about half the students, there's room for improvement in selecting texts that engage a wider range of readers. Additionally, there was evident variation among respondents regarding their use of reading materials available at the school library. The majority, 109 (55%), primarily use these materials to pass exams, while 52 (26%) use them for personal development and to be well-informed. Only 26 (13%) of respondents use the library materials for fun and enjoyment, and a small minority of 12 (6%) use them for passing time.

Table 4.2: Adequacy, Quantity and Relevance of reading Materials in Primary School Libraries

S/N	Item	Response	Frequency	Percent (%)
1	Whether school library is well equipped with reading materials for all students to read	Yes	70	35
		No	129	65
2.	Whether you often have access to reading materials	Yes	85	43
		No	114	57
3.	Whether you enjoy reading materials provided in the school library	Yes	102	51
		No	97	49
4	Whether you use the reading materials available at your school library	To pass exams	109	55
		To be well informed & personal development	52	26
		For fun & Enjoyment	26	13
		Passing time	12	6

Source: Research Findings (2024).

From table 4.3 above, these findings collectively paint a picture of school libraries that are under-resourced and underutilized for fostering a love of reading. The lack of well-equipped libraries and limited access to materials are significant barriers to developing strong reading habits among students. Furthermore, the focus on exam preparation rather than reading for pleasure or personal growth suggests a need for a shift in how reading is perceived and promoted within the school environment this aligns with the study by Lydiah (2017) which support the notion that leisure reading should be encouraged in primary schools. During interviews with teachers, Participant 24 said.

“We still have limited reading materials in our libraries which do not match with the number of students who are in need of using school library materials. This sometimes forces students to share a single book in group or others failing to attend the school library reading activities. This has to some extent affected the reading interests of students and their performance of students” (Participant 24,

Kiswahili teacher, during a structured interview on 16th October 2024).

From the findings it shows that the inadequacy of diverse reading materials relative to student numbers significantly impacts students' reading behavior. Comparatively, study findings by Johnson (2022) emphasizes that reading habits are cultivated at the primary school level, with well-stocked school libraries offering a wide variety of age-appropriate materials. Similarly a study by Afful-Arthur & Tachie (2020) also emphasized strongly on ensuring the school libraries have a wide variety of book collection and qualified librarians, the responsibility for creating a conducive reading environment falls on school management, teachers, and librarians, who should ensure access to both curriculum-based materials and engaging story books that cater to students' interests and foster reading habits

Moreover, a study by Thompson (2021) found that a lack of interesting and adequate reading materials demotivated students from participating in reading activities and using the school library, negatively affecting their reading behavior. While, this study reveals that selected primary schools in Ubungo municipal have inadequate reading materials in their libraries, directly impacting students' reading habits due to insufficient resources to meet reader demands. Regarding access to reading materials, 57% of respondents reported limited access, while 43% indicated frequent access. This implies that the libraries in selected primary schools have a limited number of reading materials, hindering students' ability to access resources during library visits. Observational data noted significant gaps in the availability and accessibility of reading materials, the prevalence of more empty shelves around lower and upper reading level section suggested a major resource allocation issue

that limits students' ability to develop consistent reading habits.

These findings align with SCT, which posit that environmental factors, such as the availability of reading materials, significantly influence behavior. The majority of students reported that the school library is not equipped with adequate materials, and many indicated they do not often have access to the materials. The observed inadequacy of library resources creates a poorly equipped library environment that limits opportunities for students to observe, and model reading behavior, hence failing to satisfy students' curiosity and negatively affects their reading behavior.

According to SCT, self-efficacy and motivation are influenced by the tools and resources available. Adequate, quality, relevant and engaging materials increase learners' confidence and encourage them to engage more deeply in reading, the observed inadequacy of related reading materials weakening the development of reading habits.

This finding connects to the conceptual framework a well-equipped school library enhances reading culture, however findings indicated the school library was not well equipped, if students lack consistent access to variety of books, their ability to cultivate independent reading habits becomes compromised.

On the enjoyment of library materials, 51% of respondents agreed that they enjoy the reading materials provided. This finding supports research by Garcia (2023), who argued that reading for enjoyment, not just for exams, leads to the development of sustained reading habits over time. This aligns with SCT (Bandura, 1986), suggesting that behaviors with positive consequences are likely to be repeated,

positive reinforcement such as engaging content, encouragement from teachers, or interactive reading experiences increases motivation for students to adopt reading behavior. When students enjoy reading, they are more likely to engage in it regularly, ultimately building strong reading habits through repetition. This also connects with the conceptual framework, as reading enjoyment fosters habitual reading behaviors. The findings suggest balanced engagement where many students find materials appealing, but others struggle with content relevance and insufficient variety. A significant 49% of respondents indicated they do not enjoy the available materials, suggesting that these resources may not meet their expectations or interests.

Observational data noted a prevalence of more story books and mainly English-based story books than Kiswahili based storybooks, which may contribute to reduced reading habits among some students who struggle with the language. This raises concern about language inclusivity and the accessibility of relevant reading materials for all students.

Regarding the use of library materials, 55% of respondents primarily use them to pass exams, 26% for personal development and information, 13% for fun and enjoyment, and 6% for passing time. This indicates that most students in selected primary schools use library materials primarily for academic purposes. This raises concerns about the role of the school library as the conceptual framework highlights libraries as spaces for both academic and recreational reading. The dominance of exam-related use suggests school libraries are primarily used for educational reinforcement rather than habit building.

Lee (2023) asserts that promoting a reading culture is crucial for citizens' future

self-education and lifelong learning. The desired academic excellence cannot be achieved and sustained without a culture of continuous reading for self-improvement. Therefore, while exam preparation is a primary motivator, efforts should be made to encourage reading for personal development and enjoyment to foster more comprehensive and sustainable reading habits.

This aligns with the SCT posits on the behavior factors the low number using materials for personal development or fun suggests that reading is mostly instrumental, it reinforces the belief that reading is strictly academic rather than an enjoyable habit. When students are not encouraged to read for pleasure, they are less likely to develop intrinsic motivation for independent reading. Bandura's theory emphasizes that behaviors are learned through observation and imitation, so if teachers or schools emphasize reading purely for examination, students internalize reading as a requirement rather than a lifelong practice.

4.4 The Roles of Teachers on Promoting Learner's Reading Habits

This study aimed to examine the role of teachers in promoting learners' reading behavior in primary schools. The findings are delineated using descriptive statistics, with Table 4.4 showcasing the mean and standard deviation for each investigated variable. The results highlight that certain teacher practices have a noticeable effect on promoting students' reading behavior. Respondents were required to rank (1= strongly disagree, 2= disagree, 3= Agree, 4 = strongly agree), and the results are presented in Table 4.4. Specifically, teachers allowing students to borrow books to enjoy reading outside the school environment (Mean = 4.00, SD = 0.09) has been

identified as a significant contributor to improved reading behavior. This practice shows strong agreement among respondents and very low variability, suggesting it is consistently recognized as an effective strategy.

Teachers organize reading activities at the school library which stimulate students' reading interests (Mean = 3.42, SD = 4.02) also shows a positive impact. However, the high standard deviation indicates considerable variability in responses, suggesting that while this practice is generally viewed positively, experiences may differ significantly among students. The practice of teachers supporting students' reading interests by holding reading sessions both inside and outside the library (Mean = 3.00, SD = 1.54) shows a neutral response on average. The relatively high standard deviation suggests diverse opinions among respondents about the effectiveness of this approach.

However, the friendly environment in the school library encouraging students in reading activities (Mean = 2.81, SD = 2.23) was perceived as less effective by the respondents. This suggests that while the library environment is somewhat conducive to reading, there may be room for improvement in making it more inviting and encouraging for students. These findings collectively indicate that teachers play a crucial role in promoting reading behavior, particularly through encouraging reading beyond the school environment and organizing stimulating reading activities. However, the results also suggest that there may be opportunities to enhance the library environment and the way reading sessions are conducted to better support students' reading interests and habits.

Table 4.3: Role of Teachers in promoting Learners; reading behavior

Practices	Mean	Std. Deviation
Teachers support your reading interests at school by holding reading sessions together with you inside the library and outside	3.00	1.54
Teachers organize reading activities at your school library which stimulates your reading interests.	3.42	4.02
Teachers allow you to borrow books to enjoy reading outside the school environment	4.00	0.09
Friendly environment in the school library encourages you in reading activities.	2.81	2.23

Source: Research Findings (2024)

Moreover, key informants during the interviews emphasized the pivotal role teachers play in fostering a love for reading among students. As Participant 30, a teacher, expressed:

"We have an important role to play in making these students love reading and integrate it into their daily activities. This is why we organize reading competitions, whether in the library or outside. We also hold reading sessions together to ensure that every student fully participates in reading" (Participant 30, Teacher, during a structured interview on 15th October 2024).).

Furthermore, when asked about the role teachers play in promoting reading habits, Participant 27 highlighted:

Teachers encourage reading behavior among students by ensuring collective participation in the entire reading process. This begins in the classroom, where continual reading of various books related to specific subjects is emphasized. The process extends to the library, where teachers take students for reading sessions. Often, teachers select a storybook to read aloud, modeling this habit to students, which is considered crucial for their success" (Participant 27, Teacher, during a structured interview on 16th October 2024).

The findings show that emphasis on teachers playing an active role in reading activities suggests that teacher involvement is crucial in cultivating a love for

reading. By organizing reading competitions and holding reading sessions both inside and outside the library, teachers demonstrate that reading is a valued and integral part of the educational experience. While, the idea of collective participation, where all students are encouraged to engage in the reading process, indicates that reading is not just an individual task but a shared activity that builds a sense of community. This collective approach could foster peer motivation and make reading more enjoyable and less isolating for students. However, by integrating reading into daily activities, teachers are helping to normalize reading as a routine part of life. This can have long-term benefits, as students who develop consistent reading habits are more likely to carry them into adulthood, leading to lifelong learning and personal growth. Hence, the practice of teachers reading aloud to students serves as a model for how students can approach reading themselves.

This finding connects with the conceptual framework which highlights the significance of teacher led engagement in fostering sustainable reading habits, teachers play crucial roles in guiding reading behaviors among students. This method not only introduces students to the joy of storytelling but also demonstrates effective reading strategies, such as expression and comprehension, which students can emulate. Thus, the notion that these practices are "crucial for students' success" implies that there is a strong link between reading habits and academic achievement. By promoting reading, teachers are not just helping students improve their literacy skills but are also laying the foundation for their overall educational success. The findings connect with the study of Biesman (2021) for reading habits to be sustainable, they should be nurtured up from early grades by the support of teachers

who lays the foundation of how reading is perceived by students.

The findings of this study support the propositions of SCT, which posit that individuals are active agents capable of influencing and being influenced by their environment through observation and modeling of behaviors. In this context, the habit of reading among students can be significantly shaped by their environment, particularly through the influence of their teachers. This aligns with the study by Nabuyanda (2015), which argues that a teacher's attitude is crucial in fostering a student's love for reading. Similarly, (Best, 2024) emphasizes that teachers, viewed as role models, are central to developing a reading habit in students.

Schools, through formal reading instructions and guidance on selecting reading materials, bear a unique responsibility in encouraging students to cultivate this habit. Furthermore, Kiguli & Ssenkibirwa (2023), and Eze (2015) recommended the recruitment of qualified teacher-librarians who can effectively manage school libraries and ensure they are utilized to promote reading habits among students. This recommendation underscores the importance of skillful library teachers who can organize engaging reading activities, thereby contributing to the development of reading habits. One notable insight from the interviews reveals that teachers also play a crucial role by allowing students to borrow books to enjoy reading outside the school environment. Participant 25 explained,

"Some students are granted permission to borrow books due to limited access to the library after school hours" (Participant 25, Teacher, during a structured interview on 16th October 2024).

This practice is particularly beneficial for students who love reading and wish to

continue at home, often with the involvement of their parents or guardians. This finding further illustrates the teachers' pivotal role in nurturing a reading habit, even beyond the school setting.

4.4 Factors associated with Sustainable Reading Habits

While the original concept of ‘sustainable reading habits could not be captured as a single variable, we analyzed two behaviorally relevant indicators, frequency of reading, voluntary reading/enjoyment of reading materials, to approximate this construct. Each regression model presents factors associated with one aspect of this broader outcome.

Table 4.4: Factors associated with reading frequency

Characteristic	Very often n (%)	Moderate n (%)	Do not participate n (%)	P- value
Age group				<0.001
<13	43 (81.13)	0 (0)	0 (0)	
13+	10 (18.87)	120 (100)	26 (100)	
Gender				0.817
Male	23 (43.40)	52 (43.33)	13 (50.00)	
Female	30 (56.60)	68 (56.67)	13 (50.00)	
Library timetable				0.328
Yes	44 (83.02)	97 (80.83)	18 (69.23)	

No	9 (16.98)	23 (19.17)	8 (30.77)	
Library is a supportive environment				0.440
Yes	50 (94.34)	114 (95.00)	23 (88.46)	
No	3 (5.66)	6 (5.00)	3 (11.54)	
Perceived adequacy of materials				0.365
Yes	25 (47.17)	48 (40.00)	14 (53.85)	
No	28 (52.83)	72 (60.00)	12 (46.15)	
Library allows borrowing books				0.215
Yes	3 (5.66)	4 (3.33)	3 (11.54)	
No	50 (94.34)	116 (96.67)	23 (88.46)	

Chi-square analysis revealed a significant association between age group and reading frequency ($p < 0.001$), with students under 13 years showing a markedly higher likelihood of reading very often compared to their older peers, among whom no student reported very frequent reading. This suggests that younger students are more engaged in habitual reading, while older students may be gradually disengaging this is in alignment with Biesman (2021) who pointed out reading habits among younger

students is higher, older students find it hard to stay with a book and they prefer mobile devices more. Other variables including gender, library timetable integration, perceived adequacy of materials, supportive library environment, and permission to borrow books showed no statistically significant associations with reading frequency (all $p > 0.05$), indicating that these factors may have limited influence on students' consistent reading habits within the context of this study this is in opposite alignment with Dorcus (2017) who pointed out the decline in reading habits among students can be attributed to lack of allocated time for reading.

4.5.2 Factors associated with reading for fun / voluntary reading

Table 4.5: Factors associated with use of the library for fun

Characteristic	Yes n (%)	No n (%)	P-value
Age group			0.531
<13	4 (16.67)	39 (22.29)	
13+	20 (83.33)	136 (77.71)	
Gender			<0.001
Male	24 (100)	64 (36.57)	
Female	0 (0)	111 (63.43)	
Library timetable			0.001
Yes	13 (54.17)	146 (83.43)	
No	11 (45.83)	29 (16.57)	
Library is supportive			0.186

environment			
Yes	24 (100)	163 (93.14)	
No	0 (0)	12 (6.86)	
Perceived adequacy of materials			0.508
Yes	12 (50.00)	75 (42.86)	
No	12 (50.00)	100 (57.14)	
Library allows borrowing books			0.229
Yes	0 (0)	10 (5.71)	
No	24 (100)	165 (94.29)	

Chi-square analysis was used to examine factors associated with students' use of the library for fun, Chi-square revealed a significant association with gender and library timetable integration. All students who reported using the library for enjoyment were male ($p < 0.001$), and a higher proportion of students with access to library sessions in the school timetable reported using the library for fun during reading activities (54.2% vs. 16.6%, $p = 0.001$). However, age group, perceived adequacy of materials, supportive library environment, and permission to borrow books were not significantly associated with library use for enjoyment (all $p > 0.05$). These findings suggest that scheduling and gender may play a more influential role in encouraging voluntary library use than structural or material factors.

Overall, this study found that age group, gender, and the inclusion of the library in the school timetable were the most notable factors associated with students' reading behaviors. Other factors such as material adequacy, library borrowing systems, and the perceived library environment were not significantly associated with the observed outcomes. This is in direct alignment with SCT which suggests consistent exposure to reading environment by the presence of a structural pave way for students to form reading habits. These results highlight the role of early reading engagement and structural school support in fostering positive and voluntary reading habits which lay ground for sustainable reading habits among children.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents a summary of the study, covering the research objectives, methodology, and findings corresponding to each specific objective. It also offers conclusions drawn in relation to the study's objectives. Additionally, the chapter provides recommendations aimed at enhancing reading habits among students.

5.2 Conclusion

5.2.1 Reading Periods on Learners' Reading Habits among Primary School Students

The study revealed that most primary schools in Ubungo Municipal have implemented timetables for library reading activities. These timetables, displayed on school notice boards, provide structured guidance on the frequency and timing of library visits for students. Teachers facilitate library reading sessions both within the library and in classrooms, particularly in schools equipped with container libraries. While the majority of students reported participating in these scheduled reading periods, the level of engagement varied. Most students devoted moderate amounts of time to library activities, typically around one hour per session suggesting that while the infrastructure for regular reading periods exists, consistent student engagement remains a challenge, potentially due to competing academic demands, limited set of time for library, lack of encouragement from teachers or limited library space for schools with container library. To maximize the impact of school libraries, efforts should focus on strengthening engagement strategies, increasing reading activities

duration, and ensuring students view school libraries as spaces for both academic learning and recreational reading. The study also noted that the effectiveness of these reading periods in fostering long-term reading habits was not conclusively established, indicating a need for further investigation into how these structured times translate into sustained reading practices outside of designated library periods.

5.2.2 The Adequacy, Quality, Relevance of reading Materials in Primary School Libraries

The findings indicated a significant shortage of reading materials in school libraries relative to student numbers. Most respondents reported that their school libraries were not well-equipped to meet the reading needs of all students. This inadequacy of resources was further evidenced by limited access to reading materials, with many students reporting difficulties in obtaining books when they visited the library this may hinder the development of strong reading habits. Although a portion of students expressed enjoyment of the available materials, a considerable number did not, suggesting that content variety and relevance particularly the presence of more English based story books may not fully align with students' reading interests and needs, the initiative of cultivating reading habits should be supported with the presence of book collection that can be accessible and relevant to majority of students.

The study also revealed that the primary use of library materials was for academic purposes, particularly exam preparation, rather than for pleasure reading or personal development. This finding highlights a potential need for awareness building

sessions to students to see reading as both an academic necessity and a pleasurable activity, this can start by a shift of perspective on reading from teachers and parents. The misalignment between the available resources and the goal of fostering a love for reading beyond academic requirements. The shortage of diverse, engaging, and level-appropriate reading materials emerged as a significant barrier to developing strong reading habits among students.

5.2.3 The Roles of Teachers in promoting Learners' Reading Habits among Primary School Students

Teachers were found to play a multifaceted and crucial role in promoting reading habits. They actively support students through various strategies, including conducting reading sessions both inside and outside the library, organizing reading activities that stimulate students' interests, and encouraging students to borrow books for reading outside of school hours.

However, the effectiveness of these efforts was somewhat hampered by the physical environment of the libraries specifically the container library room, which was not always conducive to encouraging reading activities. The study highlighted that while teachers' initiatives were generally viewed positively by students, the impact of these efforts varied. This variability suggests that while teacher involvement is essential, its effectiveness may be enhanced by addressing other factors such as the library environment and resource availability. The findings underscore the importance of a holistic approach to promoting reading habits, where teacher efforts are supported by adequate resources and an inviting reading environment.

5.3 Recommendations

Based on the study's findings, the following recommendations have been made to enhance the effectiveness of school libraries in promoting reading habits among primary school students:

- i. Extending reading activities and period sessions, public schools should extend reading sessions to ensure that students have sufficient time to engage with books beyond brief interactions set per week. Implementing mandatory structured reading periods, can help students develop consistent reading habits.
- ii. Schools should create incentives to encourage active participation, such as book challenges, morning talks that focus on books read, student book clubs, and reading competitions with small rewards.
- iii. Teachers should come up with ways that encourage students to use the school library for leisure reading and not view them as sanctuaries for academic achievements only.
- iv. Schools should also ensure libraries are well-stocked with relevant, diverse, age-appropriate books, catering to different reading levels and interests to sustain engagement. This can be done by allocating funds yearly to fully equip library with relevant, diverse and engaging reading materials.
- v. Improve library accessibility and reading atmosphere by constructing a larger space that can comfortably accommodate students, ensuring a welcoming and students' friendly environment.

5.4 Implication of the Study

5.4.1 Policy Implications

Education Policy Review: The findings suggest a need to review and potentially revise the existing Tanzania Education and Training Policy of 2014 and the National Reading Strategy 2016-2021. These policies may need to be updated to more effectively address the challenges of inadequate reading materials and limited library resources in primary schools. **Resource Allocation:** There's a clear implication for policymakers to prioritize funding for school libraries, particularly in the procurement of diverse and age-appropriate reading materials. This may require adjustments to budget allocations within the education sector.

Teacher Training Policy: The study implies a need to strengthen policies regarding teacher training, specifically in library management and reading promotion strategies. This could lead to revisions in teacher education curricula and professional development programs. **Community Engagement Policy:** The findings suggest a need for policies that promote greater community involvement in school library programs, potentially leading to the development of new guidelines for school-community partnerships.

5.4.2 Practical Implications

Library Design: The study implies a need for rethinking the physical design of school libraries to create more conducive reading environments. This could influence future school construction and renovation projects. **Reading Program Design:** There's an implication for schools to redesign their reading programs, integrating technology

into reading initiatives and incorporating more engaging and interactive elements to boost student participation. **Teacher Role Expansion:** The findings suggest that teachers' roles may need to be expanded to include more explicit responsibilities for promoting reading habits, potentially affecting job descriptions.

5.4.3 Social Implications

The study highlights the potential long-term impact of early reading habits on literacy levels and educational outcomes, implying a need for society-wide efforts to support reading culture. There's an implication for increased parental and community involvement in supporting children's reading habits, potentially leading to broader social initiatives around literacy.

5.4.4 Economic Implications

The findings imply a need for increased investment in school library resources, which could have budgetary implications at both local and national levels. Long-term, the study suggests that improving reading habits could lead to better educational outcomes, potentially impacting workforce development and economic growth.

5.5 Area for Further Studies

The current study, while providing valuable insights, was limited in scope as it focused on only two primary schools within Ubungu municipality in Dar es Salaam. This narrow focus presents limitations in generalizing the findings to the broader context of school libraries' effectiveness in promoting reading habits across the municipality, the region, or Tanzania as a whole. To address these limitations and build a more comprehensive understanding, future research directions should

include: Expanded Municipal Study: Conduct a larger-scale study encompassing more primary schools within Ubungo municipality. This would provide a more representative sample and allow for a more accurate assessment of library effectiveness across the municipality.

Cross-Municipal Comparison: Extend the research to other municipalities within Dar es Salaam, such as Kinondoni, Temeke, Ilala, and Kigamboni. This comparative approach would highlight regional variations and potentially identify best practices or unique challenges in different urban contexts. Secondary School Focus: Expand the research scope to include boarding schools for comparison to know how effective do boarding schools utilize school libraries. Expand the scope to also include secondary schools, examining how library effectiveness in promoting reading habits may differ at higher educational levels and how early reading habits influence later academic performance.

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APPENDICES

Appendix 1: QUESTIONARE

Questionnaire Guide for Students

Section A: Introduction

Hello! My name is Beatrice Yusti student at Open University of Tanzania pursuing degree of Master of Arts in Monitoring and Evaluation. I am conducting a research on role of school libraries in promoting reading habits to primary school students case of Ubungu Municipality. This study is for academic purpose as a part of a requirement for being awarded a Master's Degree at Open University of Tanzania. You are therefore kindly requested to participate actively by responding to the questions provided. Confidentiality will be of paramount importance in this study, therefore the information that you will give will be used for the intended purpose and not otherwise, so be free to respond the given questions and in case you need more clarification about the questions do not hesitate to let me know. Thank you in advance.

Section B: Background Information

1. Sex

(a) Male []

(b) Female []

2. Age

(a) 7-9

(b) 10-12

(c) 13-15

(d) Above 15

SECTION B: Influence of reading periods on learner's reading habits

1. Is there a timetable for library reading activities in your school?

(a) Yes []

(b) No []

2. How much time do you devote in library reading activities?

(a) Less an hour []

(b) 1hour []

(c) 2 hours []

(d) Above 2 hours []

4. How often do you participate in library reading activities?

(a) Very often []

(b) Moderate []

(c) I don't participate []

Section C: Adequacy of reading materials in primary school libraries in Ubungo Municipality.

5. Is the school library well equipped with reading materials for all students to read?

(a) Yes []

(b) No []

6. Do you often have access to reading materials?

(a) Yes []

(b) No []

Explain how.....

7. Do you enjoy reading material provided in the school library?

(a) Very much []

(b) Moderate []

(c) No []

8. How many story books have you read this term?

(a) 1-2 []

(b) 3-4 []

(c) More than five []

9. How much time do you devote in reading? Please indicate the number of minutes you engage in reading on average per day

(a) Below 30 minutes []

(b) 30 minutes []

(c) Above 30 minutes []

10. How do you use the reading materials available at your school library?

(a) To pass exams []

(b) To be well informed & personal development []

(c) For fun & enjoyment []

(d) Passing time []

11. How does your teacher encourage you to read?

Section D: Roles of teachers in promoting learner's reading habits among primary school students

Please, respond to all items below by putting a tick [✓] in the appropriate space using the scales: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = Not

Sure

No. Item 1 2 3 4

Statement	SD	D	A	SA	UD
Teachers support your reading interests at school by holding reading sessions together with you inside the library and outside					
Teachers organize reading activities at your school library which stimulates your reading interests.					
Teachers allow you to buy books to enjoy reading outside the school environment					
Friendly environment in the school library encourages you in reading activities.					

13. Any other comments?

Appendix II: Documentary Analysis Checklist (Review Guide)

A: Library loan book/book checkout registers

Loan book/Checkout Register	Total number of Students	Total books checked out	Average
Standard 1			
Standard 2			
Standard 3			
Standard 4			
Standard 5			
Standard 6			
Standard 7			
Total			

B: Library Period Registers

Library period	Total number of periods per week
Standard 1	
Standard 2	
Standard 3	
Standard 4	
Standard 5	
Standard 6	
Standard 7	

Appendix III: Interview Guide Questions for Teachers

Section A: Introduction

I, Beatrice Yusti am pursuing a Master of Arts in Monitoring and Evaluation at Open University of Tanzania. Currently I am conducting a research on Role of school libraries in promoting reading habits to primary school students case of Ubungo Municipality. Therefore I am kindly requesting you to have an interview with me on the topic. I would like to assure you that the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise. Thank you in advance

Section B: Demographic Information

1. What is your working experience?

Section C: Influence of Reading activities on learner's reading habits

- (i). Is there a timetable for library reading activities in your school?
- (ii) Have you received training on library reading activities?
- (iii) Do library reading activities influence learner's reading habits? Please explain
- (iv) What library reading activities conducted in the school library?
- (v) Would you roughly estimate the percentage of students who participate in library reading activities from your class?

Section D: Adequacy of reading materials in primary school libraries in Ubungo Municipality.

- (i) Is the school library well equipped with reading materials for all students to read?
- (ii) How do students get access to books and any other reading materials?

(iii) Does the arrangement of reading materials in the school library provide easy access for students to get reading materials? Explain

(iv) What kind of reading materials found in your school library?

Section E: Roles of teachers in promoting learner's reading habits among primary school students.

Please, respond to all items below by putting a tick [✓] in the appropriate space using the scales: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = Not Sure

No. Item 1 2 3 4 5

Statement	SD	D	A	SA	UD
I hold reading sessions together with students inside the library and outside					
I organize reading events which stimulates learner's reading interests					
I borrow books to students for reading outside the school environment					
I help students select correct materials to read as per their reading levels					
I work together with teacher librarian in repairing damaged reading materials					

(i) In your opinion, what should be done so as to motivate reading habit to your students?

Thank you very much!

Interview Guide Questions for Librarians

Section A: Introduction

I, Beatrice Yusti am pursuing a Master of Arts in Monitoring and Evaluation at Open University of Tanzania. Currently I am conducting a research on Role of school

libraries in promoting reading habits to primary school students case of Ubungo Municipality. Therefore I am kindly requesting you to have an interview with me on the topic. I would like to assure you that the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise. Thank you in advance

Section B: Demographic Information

1. What kind of training experience do you have in library management?
2. How long have you been working as the school's librarian?

Section C: Influence of Reading periods on learner's reading habits

1. Is there a timetable for library reading activities in your school?
2. How do you monitor and evaluate the effectiveness of Library reading activities in helping learners build reading habits?
3. How often do teachers conduct library reading activities with students inside the school library?
4. Would you roughly estimate the percentage of students who attend to the library reading activities from your school?
5. In your opinion do library reading activities influence learner's reading habits? Please explain how.

Section D: Adequacy of reading materials in primary school libraries in Ubungo Municipality.

1. Is the school library well equipped with various reading materials for all students?
2. How do students get access to books and any other reading materials?

3. Does the arrangement of reading materials in your school library provide easy access for students to select materials to read? Explain
4. What kind of reading materials found in your school library?

Section E: Roles of teachers in promoting learner's reading habits among primary school students.

Please, respond to all items below by putting a tick [√] in the appropriate space using the scales: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = Not Sure

No. Item 1 2 3 4 5

Statement	SD	D	A	SA	UD
I always ensure reading materials are well displayed per their levels in the shelves for easy access by learners					
I organize reading events which stimulates learner's reading interests					
I borrow books to students for reading outside the school environment					
I help students select correct materials to read as per their reading levels					
I work together with teachers in repairing damaged reading materials					

1. What tactics should be used, in your opinion to improve students reading habits in primary schools?

THANK YOU

Interview Guide Questions Headteachers

Section A: Introduction

I, Beatrice Yusti am pursuing a Master of Arts in Monitoring and Evaluation at Open University of Tanzania. Currently I am conducting a research on Role of school libraries in promoting reading habits to primary school students case of Ubungo Municipality. Therefore I am kindly requesting you to have an interview with me on the topic. I would like to assure you that the information you provide will be treated with absolute confidentiality and will only be used for academic purpose and not otherwise. Thank you in advance

Section B: Demographic Information

1. What is your working experience?

Section C: Influence of Reading activities on learner's reading habits

- (i) Is there a timetable for library reading activities in your school?
- (ii) Is library reading activities timetable embedded in the school main timetable?
- (ii) Have you received training on library management?
- (iii) Do library reading activities influence learner's reading habits? Please explain

Section D: Adequacy of reading materials in primary school libraries in Ubungo Municipality

- (i) Is the school library well equipped with reading materials for all students to read?
- (ii) What kind of reading materials found in your school library?

Section E: Roles of teachers in promoting learner's reading habits among primary school students.

- i. Do you have Monitoring and Evaluation (M&E) procedures in place at your school to track how well the school library initiative is influencing students' reading habits?
- ii. Are all teachers trained on library management?
- iii. Are all teachers trained on organizing library reading periods?
- iv. Is there a library committee at your school that ensures the program is sustainable?
- v. In your opinion, what should be done so as to motivate reading habit to your students?

Thank you very much!

APPENDIX IV: OBSERVATION SCHEDULE CHECKLIST

Library resource	Explanation
Posted library rules	Posted
Posted checkout steps	Posted
Posters for reading levels	Posted
Reading space	Available but small
Posted library activities timetable	Posted
Book borrowing/ checkout timetable	Present
Working windows and doors with locks	Present
Lighting system	Good
Furniture (tables, chairs, mats)	Not adequate
Kiswahili story books	Inadequate
English story books	Many
Book shelves	Not enough
Book display	Per reading levels

APPENDIX V: Viambatanisho vya Mwongozo Dodoso la Kiswahili

Kiambatisho 1: Dodoso

Mwongozo wa Dodoso kwa Wanafunzi

Sehemu A: Utangulizi

Habari! Jina langu ni Beatrice Yusti, mwanafunzi wa Chuo Kikuu Huria cha Tanzania nikisomea shahada ya Uzamili katika Usimamizi na Tathmini. Ninafanya utafiti kuhusu mchango wa maktaba za shule katika kukuza tabia ya kusoma kwa wanafunzi wa shule za msingi, kwa mfano wa Manispaa ya Ubungo.

Utafiti huu ni kwa madhumuni ya kitaaluma kama sehemu ya sharti la kutunukiwa Shahada ya Uzamili katika Chuo Kikuu Huria cha Tanzania. Kwa hivyo, ninakuomba kwa heshima ushiriki kikamilifu kwa kujibu maswali yaliyoandaliwa.

Usiri utazingatiwa kwa kiwango cha juu katika utafiti huu; taarifa utakazotoa zitatumika kwa madhumuni yaliyokusudiwa pekee. Kwa hivyo, jisikie huru kujibu maswali uliyopewa, na iwapo unahitaji ufafanuzi zaidi kuhusu maswali hayo, usisite kunijulisha.

Sehemu B: Taarifa za Kijamii

1. Jinsia

(a) Mwanaume []

(b) Mwanamke []

2. Umri

(a) 7-9

(b) 10-12

(c) 13-15

(d) Zaidi ya 15

Sehemu C: Ushawishi wa vipindi vya kusoma kwenye tabia ya kusoma kwa mwanafunzi

1. Je, kuna ratiba ya shughuli za kusoma katika maktaba shuleni kwenu?

(a) Ndiyo []

(b) Hapana []

2. Ni muda gani unautumia kwa shughuli za kusoma katika maktaba?

(a) Chini ya saa moja []

(b) Saa moja []

(c) Saa mbili []

(d) Zaidi ya saa mbili []

4. Ni mara ngapi unashiriki katika shughuli za kusoma katika maktaba?

(a) Mara nyingi sana []

(b) Wastani []

(c) Sishiriki []

Sehemu D: Ufanisi wa vifaa vya kusoma katika maktaba za shule za msingi katika Manispaa ya Ubungo

5. Je, maktaba ya shule ina vifaa vya kusoma vya kutosha kwa wanafunzi wote?

(a) Ndiyo []

(b) Hapana []

6. Je, mara kwa mara unapata fursa ya kutumia vifaa vya kusoma?

(a) Ndiyo []

(b) Hapana []

Eleza jinsi gani.....

7. Je, unafurahia kusoma vifaa vya kusoma vinavyopatikana katika maktaba ya shule?

(a) Sana []

(b) Wastani []

(c) Hapana []

8. Ni vitabu vingapi vya hadithi umesoma katika muhula huu?

(a) 1-2 []

(b) 3-4 []

(c) Zaidi ya vitano []

9. Ni muda gani unautumia kwa kusoma? Tafadhali eleza idadi ya dakika unazotumia kusoma kwa wastani kwa siku

(a) Chini ya dakika 30 []

(b) Dakika 30 []

(c) Zaidi ya dakika 30 []

10. Unatumiaje vifaa vya kusoma vinavyopatikana katika maktaba ya shule yako?

(a) Kupita mitihani []

(b) Kupata maarifa na kujiendeleza kibinafsi []

(c) Kwa burudani na kufurahia []

(d) Kupitisha muda []

11. Je, mwalimu wako anakuhamasishaje kusoma?

Sehemu D: Majukumu ya walimu katika kuendeleza tabia ya usomaji kwa wanafunzi wa shule za msingi

Tafadhali, jibu maswali yote hapa chini kwa kuweka alama [✓] kwenye nafasi inayofaa kwa kutumia vipimo vifuatavyo: 1 = sikubaliani kabisa, 2 = sikubaliani, 3 = nakubali, 4 = nakubali kabisa, 5 = Sina uhakika

Na. Kipengele 1 2 3 4

Taarifa	SK	S	N	NK	SU
Walimu wanasaidia maslahi yako ya usomaji shuleni kwa kufanya vikao vya usomaji pamoja na wewe ndani ya maktaba na nje.					
Walimu huandaa shughuli za usomaji katika maktaba ya shule yako ambazo huchochea maslahi yako ya usomaji..					
Walimu hukuruhusu kununua vitabu ili kufurahia kusoma nje ya mazingira ya shule					
Mazingira rafiki katika maktaba ya shule yanakutia moyo katika shughuli za usomaji.					

13. Una maoni mengine yoyote?

Kiambatisho III: Mwongozo wa Maswali ya Mahojiano kwa Walimu

Sehemu A: Utangulizi

Mimi, Beatrice Yusti, ninachukua Shahada ya Uzamili katika Sanaa ya Ufuatiliaji na Tathmini katika Chuo Kikuu Huria cha Tanzania. Kwa sasa, ninafanya utafiti kuhusu Nafasi ya maktaba za shule katika kukuza tabia ya usomaji kwa wanafunzi wa shule za msingi katika Halmashauri ya Ubungo. Kwa hivyo, ninaomba kwa heshima uwe na mahojiano nami kuhusu mada hii. Ningependa kukuhakikishia kuwa taarifa utakazotoa zitahifadhiwa kwa usiri kamili na zitatumika kwa madhumuni ya kitaaluma pekee na si vinginevyo. Asante kwa msaada wako.

Sehemu B: Taarifa za Kidemografia

1. Uzoefu wako wa kazi ni upi?

Sehemu C: Ushawishi wa Shughuli za Usomaji kwa Tabia ya Usomaji wa Wanafunzi

- (i) Je, kuna ratiba ya shughuli za usomaji wa maktaba katika shule yako?
- (ii) Je, umewahi kupokea mafunzo kuhusu shughuli za usomaji wa maktaba?
- (iii) Je, shughuli za usomaji wa maktaba zinaathiri tabia ya usomaji wa wanafunzi? Tafadhali eleza.
- (iv) Ni shughuli gani za usomaji wa maktaba zinazofanywa katika maktaba ya shule?
- (v) Je, unaweza kukadiria kwa takriban asilimia ngapi ya wanafunzi kutoka darasa lako wanashiriki katika shughuli za usomaji wa maktaba?

Sehemu D: Utoshelevu wa Vifaa vya Usomaji katika Maktaba za Shule za

Msingi katika Halmashauri ya Ubungo

- (i) Je, maktaba ya shule ina vifaa vya kutosha vya usomaji kwa ajili ya wanafunzi wote kusoma?
- (ii) Wanafunzi hupataje vitabu na vifaa vingine vya usomaji?
- (iii) Je, mpangilio wa vifaa vya usomaji katika maktaba ya shule unarahisisha upatikanaji wa vifaa vya usomaji kwa wanafunzi? Eleza.
- (iv) Ni aina gani ya vifaa vya usomaji vinavyopatikana katika maktaba ya shule yako?

Sehemu E: Majukumu ya Walimu katika Kuendeleza Tabia ya Usomaji kwa Wanafunzi wa Shule za Msingi

Tafadhali, jibu maswali yote hapa chini kwa kuweka alama [$\sqrt{\quad}$] kwenye nafasi inayofaa kwa kutumia vipimo vifuatavyo:

1 = sikubaliani kabisa, 2 = sikubaliani, 3 = nakubali, 4 = nakubali kabisa, 5 = Sina uhakika

Idadi ya Vipengele 1 2 3 4 5

Taarifa	SK	S	N	NK	SU
Ninafanya vikao vya usomaji pamoja na wanafunzi ndani ya maktaba na nje.					
Ninaandaa matukio ya usomaji ambayo yanachochea maslahi ya usomaji wa wanafunzi.					
Ninakopesha vitabu kwa wanafunzi ili wasome nje ya mazingira ya shule.					
Ninawasaidia wanafunzi kuchagua vifaa sahihi vya kusoma kulingana na viwango vyao vya usomaji.					
Ninafanya kazi pamoja na mwalimu maktaba katika kukarabati vifaa vya usomaji vilivyoharibika.					

- (i) Kwa maoni yako, ni nini kinachopaswa kufanywa ili kuhamasisha tabia ya

usomaji kwa wanafunzi wako?

Asante kwa Ushirikiano

Kiambatisho III: Mwongozo wa Maswali ya Mahojiano kwa Makutubi

Sehemu A: Utangulizi

Mimi, Beatrice Yusti, ninachukua Shahada ya Uzamili katika Sanaa ya Ufuatiliaji na Tathmini katika Chuo Kikuu Huria cha Tanzania. Kwa sasa, ninafanya utafiti kuhusu Nafasi ya maktaba za shule katika kukuza tabia ya usomaji kwa wanafunzi wa shule za msingi katika Halmashauri ya Ubungo. Kwa hivyo, ninaomba kwa heshima uwe na mahojiano nami kuhusu mada hii. Ningependa kukuhakikishia kuwa taarifa utakazotoa zitahifadhiwa kwa usiri kamili na zitatumika kwa madhumuni ya kitaaluma pekee na si vinginevyo. Asante kwa msaada wako.

Sehemu B: Taarifa za Kidemografia

1. Je, una uzoefu gani wa mafunzo katika usimamizi wa maktaba?
2. Umekuwa ukifanya kazi kama maktaba wa shule kwa muda gani?

Sehemu C: Ushawishi wa Vipindi vya Usomaji kwa Tabia ya Usomaji wa Wanafunzi

1. Je, kuna ratiba ya shughuli za usomaji wa maktaba katika shule yako?
2. Unafuatiliaje na kutathmini ufanisi wa shughuli za usomaji wa maktaba katika kusaidia wanafunzi kujenga tabia ya usomaji?
3. Walimu hufanya mara ngapi shughuli za usomaji wa maktaba pamoja na wanafunzi ndani ya maktaba ya shule?

4. Je, unaweza kukadiria kwa takriban asilimia ngapi ya wanafunzi wa shule yako wanahudhuria shughuli za usomaji wa maktaba?
5. Kwa maoni yako, je, shughuli za usomaji wa maktaba zinaathiri tabia ya usomaji wa wanafunzi? Tafadhali eleza jinsi gani.

Sehemu D: Utoshelevu wa Vifaa vya Usomaji katika Maktaba za Shule za Msingi katika Halmashauri ya Ubungo

1. Je, maktaba ya shule imewezeshwa vya kutosha kwa vifaa mbalimbali vya usomaji kwa wanafunzi wote?
2. Wanafunzi wanapataje vitabu na vifaa vingine vya usomaji?
3. Je, mpangilio wa vifaa vya usomaji katika maktaba ya shule yako unarahisisha upatikanaji wa vifaa hivyo kwa wanafunzi? Eleza.
4. Ni aina gani za vifaa vya usomaji vinavyopatikana katika maktaba ya shule yako?

Sehemu E: Majukumu ya Walimu katika Kuendeleza Tabia ya Usomaji kwa Wanafunzi wa Shule za Msingi

Tafadhali, jibu maswali yote hapa chini kwa kuweka alama [✓] kwenye nafasi inayofaa kwa kutumia vipimo vifuatavyo:

1 = sikubaliani kabisa, 2 = sikubaliani, 3 = nakubali, 4 = nakubali kabisa, 5 = Sina uhakika

Na. Kipengele 1 2 3 4 5

Taarifa	SK	S	N	NK	SU
Nina hakikisha vifaa vya usomaji vimepangwa vizuri kulingana na viwango vya wanafunzi kwenye rafu ili kurahisisha upatikanaji.					
Ninaandaa matukio ya usomaji ambayo yanachochea maslahi ya usomaji wa wanafunzi.					

Ninakopesha vitabu kwa wanafunzi ili wasome nje ya mazingira ya shule.					
Ninawasaidia wanafunzi kuchagua vifaa sahihi vya kusoma kulingana na viwango vyao vya usomaji.					
Ninafanya kazi pamoja na walimu katika kukarabati vifaa vya usomaji vilivyoharibika.					

Njia gani zinapaswa kutumiwa, kwa maoni yako, ili kuboresha tabia ya usomaji kwa wanafunzi wa shule za msingi?

ASANTE SANA!

Mwongozo wa Maswali ya Mahojiano kwa Wakuu wa Shule

Sehemu A: Utangulizi

Mimi, Beatrice Yusti, ninachukua Shahada ya Uzamili katika Sanaa ya Ufuatiliaji na Tathmini katika Chuo Kikuu Huria cha Tanzania. Kwa sasa, ninafanya utafiti kuhusu Nafasi ya maktaba za shule katika kukuza tabia ya usomaji kwa wanafunzi wa shule za msingi katika Halmashauri ya Ubungo. Kwa hivyo, ninaomba kwa heshima uwe na mahojiano nami kuhusu mada hii. Ningependa kukuhakikishia kuwa taarifa utakazotoa zitahifadhiwa kwa usiri kamili na zitatumika kwa madhumuni ya kitaaluma pekee na si vinginevyo. Asante kwa msaada wako.

Sehemu B: Taarifa za Kidemografia

1. Uzoefu wako wa kazi ni upi?

Sehemu C: Ushawishi wa Shughuli za Usomaji kwa Tabia ya Usomaji wa Wanafunzi

- (i) Je, kuna ratiba ya shughuli za usomaji wa maktaba katika shule yako?
- (ii) Je, ratiba ya shughuli za usomaji wa maktaba imejumuishwa katika ratiba kuu ya shule?
- (iii) Je, umewahi kupokea mafunzo kuhusu usimamizi wa maktaba?
- (iv) Je, shughuli za usomaji wa maktaba zinaathiri tabia ya usomaji wa wanafunzi? Tafadhali eleza.

Sehemu D: Utoshelevu wa Vifaa vya Usomaji katika Maktaba za Shule za Msingi katika Halmashauri ya Ubungo

- (i) Je, maktaba ya shule imewezeshwa vya kutosha kwa vifaa vya usomaji kwa ajili ya wanafunzi wote kusoma?
- (ii) Ni aina gani za vifaa vya usomaji vinavyopatikana katika maktaba ya shule yako?

Sehemu E: Majukumu ya Walimu katika Kuendeleza Tabia ya Usomaji kwa Wanafunzi wa Shule za Msingi

- (i) Je, kuna taratibu za Ufuatiliaji na Tathmini (M&E) katika shule yako ili kufuatilia jinsi mpango wa maktaba unavyoathiri tabia ya usomaji wa wanafunzi?
- (ii) Je, walimu wote wamepata mafunzo kuhusu usimamizi wa maktaba?
- (iii) Je, walimu wote wamepata mafunzo kuhusu upangaji wa vipindi vya usomaji wa maktaba?

(iv) Je, kuna kamati ya maktaba katika shule yako inayohakikisha mpango huo unadumu?

(v) Kwa maoni yako, ni nini kinachopaswa kufanywa ili kuhamasisha tabia ya usomaji kwa wanafunzi wako?

ASANTE SANA

APPENDIX Vi: RESEARCH CLEARANCE LETTER



Ref. No OUT/PG202087183

10th October, 2024

Municipal Director,
Ubungo Municipal Council,
P.O.Box 355,
DAR ES SALAAM.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS. BEATRICE YUSTI, REG NO: PG202087183

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Beatrice Yusti Reg.No: PG202087183**, pursuing **Master of Art in Monitoring and Evaluation (MAM&E)**. We here by grant this clearance to conduct a research titled **"Effectiveness of School**

Libraries in Promoting Reading Habits to Primary School Students. Case of Ubungo Municipality". She will collect her data at your area from 11th October to 30th November 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam, Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Gwahula Raphael Kimamala

For: **VICE CHANCELLOR**