



School library resource centres in Iringa and Njombe regions of  
Tanzania: their status and role in resource-based learning

by

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## Declaration

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Signed: \_\_\_\_\_

Supervisor: Prof. Ruth Geraldine Melonie Hoskins

Signed: \_\_\_\_\_

## Dedication

This thesis is dedicated to my parents Asyikiliwe and Ang'iliwe Kyando.

## Abstract

The school library system is the most valuable facility of the school and an integral part of the educational process and a tool for teaching and learning. This study explored the status and role of secondary school library resource centres in resource-based learning in Iringa and Njombe regions of Tanzania. The role of the secondary school library resource centre in the education process has not fully been prioritized and exploited to support resource-based learning and foster the development of deeper understanding, critical thinking and independent learning through the provision of accessible resources in Tanzania. The problem that this study attempted to investigate was the status and factors influencing the condition of school library resource centres which are essential for resource-based learning and consequently affecting the quality of education that learners receive. Given this problem the study examined the current condition of school library resource centres, factors affecting such conditions, the role of secondary school library resource centres in resource-based learning, and measures which should be taken to curtail the problems that secondary school libraries face. This was done to ascertain whether the practices followed by secondary school library resource centres were in line with the Tanzanian Education (School Library Resource Centre) Regulations of 2002, and to establish what strategies could be adopted to overcome the weaknesses of secondary school library resource centres in Tanzania. The study was informed by the resource-based learning model developed by Manitoba Department of Education and Training.

The study used a mixed methods approach and a cross-sectional descriptive survey design. The study involved 140 heads of secondary schools, 36 school librarians, eight District Education Officers for secondary schools, a Zonal Inspector of Schools and a Regional Public Librarian. The types of secondary schools studied included public (community and central government), private, and seminary. The data were collected using questionnaires and semi-structured interview guides. The study found that a majority of secondary schools, 89 (62.1%), had no libraries and of those with libraries, 53 (37.9%), the status regarding infrastructure, staffing,

information resources, funding, and services was poor. Such poor conditions are a result of inadequate funding, absence of library committees and collection development policies, failure to implement the education policy and the Education (School Library Resource Centre) Regulations, absence of a national school library resource centres' policy, standards, and an inspectorate at the Tanzanian Ministry of Education and Vocational Training to coordinate and inspect the school libraries. This study has also found that the secondary school library resource centres were vital in providing adequate and quality resources and professional expertise to enable teachers and learners to effectively use the resources and services to foster critical thinking and lifelong learning. However, their role in the educational process has been hindered by their poor condition and the consequent undermining of resource-based learning.

Remedial strategies suggested by the study to address the challenges faced by secondary school library resource centres, included political will and government support in terms of funding, legislation, policy, standards and the establishment of an inspectorate for coordinating and managing secondary school library resource centres in Tanzania. The strategies are reflected in a new model developed for Tanzania.

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## List of abbreviations and acronyms

AASL:	American Association of School Librarians
AAL:	American Association of Librarians
ALA:	American Library Association
AECT:	Association for Educational Communication and Technology
BEDC:	Basic Education Development Committee
BEST:	Basic Education Statistics for Tanzania
DED:	District Executive Director
DEO:	District Education Officers
ENSIL:	European Network for School Libraries and Information Literacy
ESDP:	Education Sector Development Programme
ESR:	Education for Self Reliance
ETP:	Education Training Policy
IASL:	International Association of School Librarianship
IBE:	International Bureau of Education
ICT:	Information Communication Technology
IFLA:	International Federation of Library Associations
INFED:	Informal Education
LCL:	Learner-Centred Learning
LIS:	Library and Information Studies
MDET:	Manitoba Department of Education and Training
MoEVT:	Ministry of Education and Vocational Training
NSLRCC:	National School Library Resource Centre Committee
PEDP:	Primary Education Development Programme
RAS:	Regional Administrative Secretary
REV:	Revised
RBL:	Resource-Based Learning
SEDP I:	Secondary School Development Programme First Phase
SEDP II:	Secondary Education Development Programme Second Phase
SEMP:	Secondary Education Master Plan
SLRC:	School Library Resource Centre

TIE: Tanzania Institute of Education  
TLS: Tanganyika Library Service  
TLSB: Tanzania Library Service Board  
UK: United Kingdom  
UKZN: University of KwaZulu-Natal  
UNESCO: United Nations Education, Scientific and Cultural Organization  
URT: The United Republic of Tanzania  
USA: United States of America see also US  
ZIS: Zonal Inspectors of Schools

# CHAPTER 1

## INTRODUCING THE STUDY

### **1.1. Introduction**

School library resource centres (SLRCs) are indispensable to the education process. They are an integral part of the school curriculum and decisive tools for enhancing teaching and learning in resource-based learning (RBL). The current study concerns itself with the status and role of SLRCs in RBL in Iringa and Njombe regions, Tanzania. This introductory chapter highlights the background and outline of the research problem, defines key terms and concepts used in the study, and provides principal theories upon which the research project is constructed. The chapter also gives an overview of the research methodology and methods used by the study and the structure of the thesis.

### **1.2. Background and outline of the research problem**

This section provides a brief background of the study and outlines the research problem that the study endeavoured to answer.

#### **1.2.1. Background to the problem**

After independence in 1961, the first president of Tanzania, Julius Kambalage Nyerere, declared war against three prominent enemies in the country: ignorance, disease and poverty. Mechanisms were put in place to formulate and implement plans and programmes geared toward the social, economic and political development of the nation. The priority of government was to formulate policies that would help improve, strengthen and expand social services and the economy. The education policy was also formulated to speed-up the elimination of illiteracy and to improve the quality of education in the country.

With the recognition of the importance of education for economic and human development, both for an individual and the community at large, the government's

central agenda was to fight illiteracy and took as its main focus the development of primary and secondary education. Since then the education sector in Tanzania has undergone radical reforms aimed at expanding access to education and the provision of quality education as the key overall reform objective. Access to and provision of quality education is essentially dependent on availability and access to teaching and learning materials. The provision of resources is a major part of providing a decent education. A key component of the proposed educational reform is the establishment of library resource centres to give all teachers and learners access to materials that would enhance their teaching and learning experiences.

Given the recognition of the centrality of SLRCs in the learning process and their centrality to the educational system; the Education Act of 1978 rev. 2002 and the Education (SLRC) Regulations of 2002 were enacted and the Education and Training Policy (ETP) of 1995 formulated to lay down the functions of and guidelines for establishing and managing the SLRCs. This was done to formalize the significant role the SLRCs play in the education process in the country.

According to the Education (SLRC) Regulations (URT 2002b) the role of SLRCs has been to execute the education and training policy by providing support for curriculum work and acting as an instructional tool; enhancing teaching and learning by providing appropriate resources, facilities and equipment that aid teaching and learning, and information literacy skills for teachers and learners; and stimulate independent study, develop initiative and creative skills. These roles of SLRCs are required to be effectively and efficiently implemented for the realization of quality education for learners.

Since 2002, a set of policy and curricula reforms in primary and secondary education has been developed in an effort to improve the state of education, particularly infrastructure development and learners' enrolment (Sumra and Rajani 2006). Curriculum reform, focusing on the constructivism spirit of inquiry with a learner-centred approach to education in which resources are critical for meaningful learning, was developed (Kafumu 2010). The Secondary School Development

Programme (SEDP) I and II (2004 to 2009 and 2010 to 2014) are major strides taken by the government to revamp the secondary education sector. According to Sumra and Rajani (2006), the implementation of these programmes has led to some improvements in the provision of basic education in Tanzania.

Despite the efforts made by the government to formulate policy and strategic directions for the development of the education sector, evidence shows that the primary focus has been more on learners' enrolment and infrastructural development (Sumra and Rajani 2006). The role of the SLRCs in the education process has not been prioritized fully and exploited to support RBL and foster the development of deeper understanding, critical thinking and independent learning through the provision of accessible resources in Tanzania.

Libraries are hubs for any learning environment, be it an elementary school or academic institution. The current statistics depict that Tanzania has 4,367 secondary schools with the enrolment of 1,789,547 learners (URT 2011). The number of schools in the country and the number of learners enrolled suggest that the SLRCs are critical to participating fully in supporting teaching and learning and facilitating access to information to enable learners to develop their individual potential and contribute to the economic, social and cultural life of Tanzania (MDET 1993; ENSIL 2010). Learners do better when they have access to a library and use it (Newman 2003). The SLRCs role should not be underestimated in RBL if the learners are to be responsible for their own learning and development of problem-solving, decision-making and evaluating skills (Regina Public Schools and Saskatchewan Learning 2003).

### **1.2.2. Outline of the research problem**

Leedy and Ormrod (2005: 43) note that "the problem or question is the axis around which the whole research effort revolves". According to Powell (1997) the research problem is essentially the topic to be investigated, or what needs to be known. It is assumed that one plans a research study because one has identified some problem worth investigating. The current study concerns the status and role of SLRCs in RBL.

The problem that the study investigated and an axis to the study is the poor condition of SLRCs which undermines RBL, which ultimately undermines the education of the learners as far as knowledge and skill development are concerned.

A critical look at the ETP of 1995, the Education (SLRC) Regulations 2002, the implementation of the first phase of SEDP 2004 to 2009 and the researcher's initial survey of the SLRCs at Iringa urban district in Tanzania in May and June 2011, demonstrate that SLRCs are an important part of school life and are required in secondary schools to allow learners to reach their full potential.

However, personal observations of the school system in Tanzania show that SLRCs are not doing well, their value in most schools is not clearly understood and their role in the learning process is undermined. Often school libraries are not considered important by school administrators and teachers, even though significant literature on their value exists (Hart and Zinn 2007). The status of school libraries suggests that not much attention and priority has been placed on the development of SLRCs. Therefore, this study attempted to identify the status of SLRCs in Iringa and Njombe regions, the factors contributing to their poor condition, the role SLRCs' play in RBL in the regions, and measures taken to address the problems SLRCs face in Iringa and Njombe regions.

### **1.3. Research problems and objectives: key questions to be asked**

This subtopic discusses the overall intent of conducting the study and the specific objectives the study wanted to achieve. The section further presents the justification for conducting the study and concludes with an assumption and delimitation of the study.

#### **1.3.1. The purpose of the study**

While the problem is what the research is all about, the purpose is the description of why the research is conducted (Powell 1997). This study explored the status and role of secondary school library resource centres in resource-based learning in the

Iringa and Njombe regions of Tanzania. With this general purpose, it was assumed that the study would reveal the status of secondary SLRCs, factors affecting such status and the critical role SLRCs play in RBL. The understanding of the practice of secondary SLRCs in RBL is fundamental when gauging whether school libraries are instrumental in the educational process.

### **1.3.2. Key questions to be asked**

This study attempts to develop an empirical understanding of the status and role of SLRCs in RBL in Iringa and Njombe regions, Tanzania. The study attempted to answer the following subsidiary research questions:

1. What is the current status of SLRCs in Iringa and Njombe regions, Tanzania?

This subsidiary question solicited data regarding the existence of SLRCs in secondary schools, the level of development, infrastructure (space, furniture and equipment), services offered, staffing and funding for school libraries in the regions.

2. What are the factors affecting the condition of SLRCs in the regions?

The question requested data pertaining to the factors that contribute to the condition of SLRCs. Such factors included funding, attitude of heads of secondary schools towards school libraries, the extent to which the education policy regarding SLRCs and the Education (SLRC) Regulations were implemented, the national school library resource centre's policy and standards and their impact on SLRCs development, and the functioning of the inspectorate in terms of coordinating, inspecting and reinforcing the implementation of school library regulations and standards.

3. What is the role of SLRCs in RBL?

This subsidiary question collected data that identified the role SLRCs play in the educational process. These roles are those which support RBL such as curriculum support, the resource centre as an instructional tool, user education, collection development, and collaborative teaching.



4. What measures should be taken to address the challenges faced by SLRCs in the regions?

This final subsidiary question addressed the intervention mechanism to the challenges faced by SLRCs that to a large extent hamper the role of SLRCs in RBL and ultimately reduce the quality of education available.

The constructs for this study have been developed from subsidiary research questions stated above and Manitoba RBL conceptual model discussed in sections 1.5.3.2 and 5.1 below. Thus the mapping of the subsidiary questions, constructs derived from critical research questions which are consistent with the Manitoba model used in the study, and target groups is shown in Table 1 below:

**Table 1: Mapping critical questions, constructs, and target groups**

<b>SN</b>	<b>Critical research questions</b>	<b>Constructs</b>	<b>Target groups</b>
1	What is the current status of SLRCs in Iringa and Njombe regions?	<ul style="list-style-type: none"> <li>• Infrastructure (Building, furniture and equipment)</li> <li>• Staffing for SLRCs</li> <li>• Services (programmes)</li> <li>• Collection (Information resources)</li> <li>• Dedicated budget for SLRCs</li> </ul>	<ul style="list-style-type: none"> <li>• HSS, TL, DEO and ZIS</li> <li>• HSS, DEO, ZIS and TL</li> <li>• HSS, ZIS and TL</li> <li>• HSS, DEO, ZIS and TL</li> <li>• HSS, DEO and TL</li> </ul>
2	What are the factors affecting the condition of SLRCs in the regions?	<ul style="list-style-type: none"> <li>• Funding</li> <li>• SLRCs committee and Collection development policy</li> <li>• Attitude of heads of school towards SLRCs</li> <li>• Implemented education policy</li> <li>• Implemented education (SLRCs) regulations</li> <li>• National SLRCs policy and standards</li> <li>• Inspectorate for SLRCs coordination and inspection</li> <li>• Clear role of Tanzania Library Service Board on SLRCs</li> </ul>	<ul style="list-style-type: none"> <li>• HSS and DEO</li> <li>• DEO, and ZIS</li> <li>• HSS</li> <li>• HSS, DEO and ZIS</li> <li>• HSS, DEO and ZIS</li> <li>• HSS, DEO and ZIS</li> <li>• HSS, DEO and ZIS</li> <li>• HSS, DEO and ZIS</li> <li>• HSS, DEO and PLL</li> </ul>
3	What is the role of SLRCs in resource-based learning?	<ul style="list-style-type: none"> <li>• Support for curricular work and instructional tool</li> <li>• Provision of Information Literacy/user education to learners and teachers</li> <li>• Provision of adequate collection of curricular and extra-curricular learning materials in various formats</li> <li>• Facilitating consultation by teachers on the selection of appropriate materials for instruction</li> <li>• Teachers and teacher-librarian collaborative teaching</li> </ul>	<ul style="list-style-type: none"> <li>• HSS, DEO, ZIS, PLL, and TL</li> <li>• HSS and TL</li> <li>• HSS, DEO, TL, ZIS, and PLL</li> <li>• HSS and TL</li> <li>• HSS and TL</li> </ul>
4	What measures should be taken to address the challenges faced by SLRCs in the regions?	<ul style="list-style-type: none"> <li>• No predetermined constructs – open-ended questions to respondents</li> </ul>	<ul style="list-style-type: none"> <li>• HSS, DEO, ZIS and PPL</li> </ul>
<p><b>Key to Abbreviations used:</b></p> <p>DEO      District Education Officer for secondary schools  HSS      Heads of Secondary Schools  PLL      Public Library Librarian (Regional)  TL      Teacher-Librarian (School Librarian)  SLRCs    School library resource centres  ZIS      Zonal Inspectors of Schools</p>			

### **1.3.3. Justification for the study**

The justification and significance of the study is based on the importance of the problem it conveys to the various individuals, stakeholders and organizations that may benefit from using the study as a resource. The study is considered to be significant if it contributes to the knowledge or scholarly research and literature in the field; if it helps improve practice within the communities; and if it informs important policy issues and contributes to improvement of policy (Creswell 2009: 107). Numerous and extensive studies on SLRCs have been carried out internationally, nevertheless, no comprehensive studies have been undertaken on the status and role of SLRCs in RBL in Tanzania, Iringa and Njombe regions. Consequently, the survey results of the study, which essentially constitute the importance of the problem to be conveyed, contribute to a better understanding of the status and gap between a theoretical understanding of the role of SLRCs in RBL as documented in literature, the Education Policy 1995, the Education (SLRC) Regulations 2002, the IFLA/UNESCO school library manifesto, guidelines and the SLRCs' practice in RBL in Iringa and Njombe regions.

The study is significant to secondary school administrators, educational stakeholders, and the Ministry of Education and Vocational Training for it reveals the situation of secondary school libraries in relation to their role in RBL. The study further demonstrates the challenges faced by secondary school libraries in their operation to contribute to quality education for learners and uncovers where improvements are required. It is with respect to this perspective that the study is significant for it focuses on helping improve the SLRCs' practice in order for them to participate fully in RBL and consequently enhance quality education for secondary school learners.

Further, the study is significant because the empirical evidence contained in the study informs important policy issues regarding the diminishing role of SLRCs in the educational process. Thus, the study contributes to both policy and the education debate on the critical role of SLRCs in RBL in Tanzania. The debate is instrumental in the formulation of a national policy on SLRCs, strategic plans and action plans on how to implement the policy.

#### **1.3.4. Assumption and delimitations of the study**

This study is based on the assumption that secondary SLRCs, according to my personal observation and evidence from Ilomo (1978), have problems but the exact nature and extent needs to be ascertained in an updated and more comprehensive study, hence the gap that this study seeks to address.

The study was conducted in Iringa and Njombe regions of Tanzania. The choice of the regions was based on the researcher's interest and initial survey done in Iringa urban area before the region was divided into two. During the planning phase of the study Iringa region had seven districts, namely Iringa urban, Iringa rural, Makete, Mufindi, Njombe, Ludewa and Kilolo which were chosen as areas of the study. However, when the data collection phase was about to start, the region was divided into two regions, Iringa and Njombe. While the former was left with four districts: Iringa urban, Iringa rural, Kilolo and Mufindi; the latter was formed with three old districts and one new district: Njombe, Makete, Ludewa and Wanging'ombe. Njombe district was further divided into two councils: Njombe town and Njombe district councils. Wanging'ombe had two councils, Wanging'ombe district and Makambako city. Since the change of administrative regions and districts had no impact on the data to be collected, the study was conducted in Iringa and Njombe regions, concentrating on the councils with educational officers and data was gathered from educational officers for secondary schools, heads of schools and school librarians as indicated in the population and samples (Chapter 4).

Iringa and Njombe regions together constitute the largest regions of Tanzania with a total of 58,935 square kilometres. The population of the study, particularly heads of school and school librarians, were geographically dispersed across all wards of the eight districts under study. Absence of bridges and culverts in some rural areas renders roads during the rainy season impassable and makes it difficult to survey heads of school and school librarians in some rural areas. This problem was resolved by surveying the target sample during the dry season.

The point of reference for this study was the combined experience and knowledge of the role of SLRCs in RLB of heads of secondary schools, secondary school librarians, Districts Education Officers for secondary schools, Zonal Inspectors of Schools, and the Regional Public Library Librarian. The Education and Training Policy of 1995, the Education (SLRC) Regulations of 2002, the IFLA/UNESCO manifesto on school libraries and school library guidelines were focused on as frameworks for the provision of ideal school library services in secondary schools. As there are very few school libraries in primary schools in Tanzania, primary school libraries have been excluded from this study.

This study is typically about learning and its concern is with the role of teachers and school librarians in RBL. The study did not investigate the role of teachers in RBL. However, in some areas of the study aspects of the role of teachers in RBL are given in relation to the role of school librarians. Furthermore the study did not investigate information literacy because it was not the primary focus of the study. Nevertheless, in some instances information literacy is mentioned and equated with user education.

#### **1.4. Definition of key terms and concepts used in the study**

The following terms and concepts are used in the study:

##### **1.4.1. Educator and teacher**

The terms teacher and educator are often used in formal educational contexts. While both terms refer to a person whose occupation is teaching, an educator is also defined as "someone who knows a lot about methods of education" (Longman 2003). According to Lohithakshan (2002: 401) "a teacher is a professional person employed in a school for implementation of the curriculum". Teaching is a profession which requires its practitioners to possess specialized knowledge and specific skills acquired through intensive training. Teachers are also bound by a set of ethical rules and a code of conduct specific to the profession. In the Tanzanian educational context the term teacher is predominantly used in the basic and secondary educational contexts (URT 1995; United Republic of Tanzania (URT) 2010a; URT

2010b; UNESCO-IBE 2012). Given the overlapping meanings, in this study the terms teacher and educator are used synonymously to mean someone charged with the responsibility of passing on knowledge and working with learners to develop them professionally and personally (Smylie, Miller and Westbrook 2009).

#### **1.4.2. Resource**

The concept of resource is widely used in diverse realms. In library and information science the concept refers to a source of support that may be drawn upon when needed, particularly in the learning process. Hornby (2000) defines a resource as something that can be used to help achieve an aim, especially a book, or some equipment that provides information for teachers and learners. Hill and Hannafin (2001) offer an expanded definition of a resource to include media, people, places or ideas that have the potential to support learning. Here, the media encompass both print and non-print resources; and in this context, people as a resource entail those with requisite information to aid learning. The interpretation of a resource by the Education (SLRC) Regulations (URT 2002b) takes the learning context of the resource seriously. A resource in this context means any object of study for the learners and teachers. The detailed list, though not exhaustive, of these objects of study include books, periodicals, newspapers, press cuttings, pictures, map charts, slides, filmstrips, records, audio-tapes, video-tapes and multimedia.

All the definitions point to something that can be learned, studied or will support learning. When used in this study the resource means print, non-print and human resources as objects of study.

#### **1.4.3. Resource-based learning**

Resource-based learning (RBL) is defined as “the use and application of available assets to support varied learning needs across contexts” (Hill and Hannafin 2001: 38). The concept is used in this study to denote learning in which learners develop knowledge, skills, and understanding by using a wide variety of print, non-print and human resources. This term or concept is central to this study. However, although the professional literature abounds with descriptions of RBL and its potential in the

learning process, the Tanzanian curriculum for secondary schools does not directly use the term. Instead the learner-centred learning (LCL) concept is dominant. In the Tanzanian context, LCL is virtually synonymous with RBL (see 1.4.5). While the RBL underscores learning that greatly depends on resources, LCL focuses on the learner in resource-based learning. This study is based on this understanding.

#### **1.4.4. School library resource centre**

In this study, the term 'school library' is synonymously used with 'school library media centre' and 'school library resource centre' to signify a facility that supports the needs of teachers, and other school staff and learners in all areas of the curriculum, such as in literacy and reading; information skills; independent learning and gives equality of opportunity to all (Willars 2003: 567). As a facility that supports the needs of the school community, a resource centre collects books and non-book materials of all kinds, which are relevant sources of information and instruction in schools (Prytherch 2000: 268). It is in a library where there is an integration of library media services and where the instructional process occurs (URT 2002b: 75). The school library resource centre is more than a purpose built space where adequate books are kept for learners and teachers, it is a tool for learning and teaching in which school librarians facilitate learning by the provision of information skills geared at developing learners' competencies in the subject matter. It is a place where learners can experiment with new ideas and lines of inquiry and use a wide array of resources and tools.

#### **1.4.5. Learner-centred learning**

Learner-centred learning (LCL) is an approach to education that focuses on the needs of the learners rather than that of teachers, teacher-librarians and administrators involved in the educational process. A lucid definition offered by Gibbs (1992: 23) on LCL is worth noting here. Learner-centred learning is "a learning mode which gives learners greater autonomy and control over choice of subject matter, learning methods and pace of study". The definition takes into account the involvement of learners in their own learning by contributing to what is learned, deciding what method of learning appeals to them and deciding on the appropriate

time for learning. The greater autonomy allowed to learners described by this definition requires a well-designed curriculum, adequate and well trained teachers, adequate learning resources, and a flexible timetable for lesson delivery.

According to Kafumu (2010), a Tanzanian educational inspector, LCL is an educational approach that has the following features: the learner participates in the learning (performs activities); the learner observes and constructs her/his knowledge; the learner acquires competencies (skills, knowledge and attitudes); and the school, the curriculum, community (parents), and the teachers assist the learner to learn. With this approach to education the teacher is the facilitator of learning and focuses on the needs, abilities, interests, and learning styles of the learner; and is aware of the diverse backgrounds of the learners. Kafumu's (2010) description of the LCL does not take into account the role of resources in learning despite their centrality in the learning process.

LCL puts learners first and their voices are acknowledged as central to the learning experience for every learner. This approach to learning requires learners to be active, responsible participants in their own learning. It is this approach to learning that is consistent with the RBL model where learners are required to be active learners engaging with resources. For LCL to be effective there must be an adequate collection of current, relevant and suitable materials that are regularly used by both learners and teachers.

#### **1.4.6. Teacher-librarian and school librarian**

The terms teacher-librarian and school librarian describe occupations that are used in educational contexts. Prytherch (2000: 718) defines a teacher-librarian as "a member of the teaching staff in a school assigned with specific teaching commitments and allocated some hours to manage a school library". Often a teacher-librarian is professionally a teacher with little or no formal library training. In Tanzania there is no course in librarianship for teachers, resulting in a situation where the teacher-librarian is unable to fulfil his/her role as described in the Education (SLRC) Regulations of 2002. Here, the regulations mandate a school



librarian's role as the person who will instruct teachers and learners on the skills needed for the appropriate use of information resources. The reality of the situation is that teachers in Tanzania lack training in the skills of librarianship, the use of information and information resources, and teaching information skills.

The school librarian is a school library staff member with a professional library qualification. This staff member is responsible for planning and managing the school library resource centre and its services (Prytherch 2000; IFLA/UNESCO 2002). This understanding of the school librarian is in line with the Education (SLRC) Regulations of 2002 which describe the librarian as a qualified employee with skills and abilities required to work in the SLRCs. Although professionally grounded in library science, school librarians lack pedagogical skills as school library training curricula in Tanzania do not provide such knowledge and skills. While there is general acceptance and employment of school librarians in SLRCs in Tanzania, the practice in some schools has been to assign teaching staff to manage the school libraries on a part-time basis. Because both of these conditions exist in the study area it was appropriate that the study used both concepts with respect to their definitions and their unfortunate shortcomings. The term school librarian is used to denote the staff working in the school library for the purpose of this study.

### **1.5. Principle theories upon which the research project is constructed**

The study adopted a pragmatism paradigm with an empiricist theory of knowledge. Pragmatism is a philosophical underpinning for mixed methods and focuses on pluralistic approaches to derive knowledge about the problem (Creswell 2009). The primary source of all knowledge, according to empiricism is found in direct experience which entails what is received through senses and observation which refers to what can be observed of the world (Punch 2009) which is consistent with the constructivism theory of learning. The RBL model (MDET 1994) based on the constructivism theory of learning and a proposed resource-based model for the Tanzanian education context adapted from the Manitoba RBL model were useful

conceptual frameworks for the study. This section defines the theory and discusses the theoretical framework underpinning the study.

### **1.5.1. Theory defined**

Chinn and Kramer (1999: 258) define a theory as "a set of interrelated concepts, which structure a systematic view of phenomena for the purpose of explaining or predicting". This definition is supported by Hoy and Miskey (2008) who define a theory, in the context of educational administration, as concepts, assumptions, and generalizations that explain regularities of behaviour. A research perspective definition of theory according to Creswell (2009: 51) is "an interrelated set of constructs (variables) formed into proposition". Common to all definitions is the interrelatedness of concepts or constructs that describe the phenomena. A theory in other words, is "reasoned statements based on the evidence and are intended to explain, predict and master the observable facts" (Kombo and Tromp 2006: 56).

Based on the foregoing definition, it follows that the theoretical framework of a study constitutes a structure that supports a theory. A theoretical framework presents a theory which explains why the problem under study exists (Kombo and Tromp 2006) and serves as a basis for conducting a research study.

### **1.5.2. Constructivism and the resource-based learning model**

Primarily, this study deals with the status and role of SLRCs in RBL. To this end, the study is about learning. In education and psychology, learning theories have been developed to explain what happens when learning takes place and how learners learn. Mkhize (2008: 112) defines learning as "a change in behaviour that occurs as a result of experience, the change may manifest cognitively, behaviourally and affectively". Many theories are available explaining how people learn and what happens when learning takes place. These theories fall under the main philosophical framework but are not limited to behaviourism, cognitivism and constructivism.

According to the Free State Department of Education of South Africa (2003), behaviourism focuses on the objectively observable aspects of learning. With

behaviourism learning is a relatively permanent change in behaviour as a result of conditioning, association and operant behaviour. The learning in this theory is centred on the teacher who is assumed to have all knowledge for the learners. So the teacher should arrange the environment so that learners can respond to stimuli (Schunk 2000).

Cognitive theory attempts to explain brain-based learning. Learning in this theory is a change in a learner's understanding. The focus of learning is on increased meaning and improved memorization. According to Schunk (2000) the emphasis of cognitive theory is on making knowledge meaningful to learners. Teachers with this theory need to consider how instruction affects learners' thinking during learning. Learners' thoughts, values and attitudes are taken into account during learning. This theory supports LCL. However, the weakness of cognitive theory lies in the fact that due to the information explosion memorization cannot lead to comprehension. There is just too much information available.

The foci of constructivism are the concepts of development and deep understanding. Learning is thus a process of constructing meaningful representations to make sense of one's experiential world. Constructivism views learning as a process in which the learner actively constructs new ideas (Murphy 1997). Constructivism's basic postulation is that people are active learners and must construct knowledge for themselves. To that effect the traditional mode of lecturing to groups of learners is considered inappropriate and the teachers use materials with which learners can become actively involved through manipulation or social interaction (Schunk 2000). Learning in this theory is about discovery. In this theory learning focuses on problem-solving and construction of meaning and can be said to be a LCL approach to education.

The Tanzanian curriculum for basic education focuses on constructivism spirit. The syllabi emphasize a learner-centred method of teaching and learning (UNESCO-IBE 2010/2011). The words of Donham (2008: 29) are worth noting as she asserts, "constructivism supports the engagement of learners in inquiry, and that

engagement in inquiry creates the need for information that brings the learners to the library media centre". The importance of resource centres as providers of information to enable learners to actively engage in inquiry, is the focus of this study and informs the conceptual framework.

Constructivism enables the learners to be active participants in their learning process which ultimately creates potential for deeper understanding. This is based on the fact that learners who are active learners construct meaning by integrating prior knowledge with new information (Donham 2008).

### **1.5.3. Resource-based learning model**

The section discusses the RBL model as the conceptual framework underpinning the study. The model was developed by Manitoba Department of Education and Training (MDET).

#### **1.5.3.1. Conceptual framework defined**

In research, a conceptual framework denotes a tool that is designed to assist the researcher to develop awareness and understanding of the problem under examination and communicate this (Kombo and Tromp 2006). While the theoretical framework is the theory on which the study is based, the conceptual framework is the operationalization of the theory. It is the researcher's own position on the problem and gives direction to the study. It may be an adaptation of a model used in a previous study, with modifications to suit the inquiry. Aside from showing the direction of the study, through the conceptual framework, the researcher is able to show the relationships of different constructs that are under scrutiny.

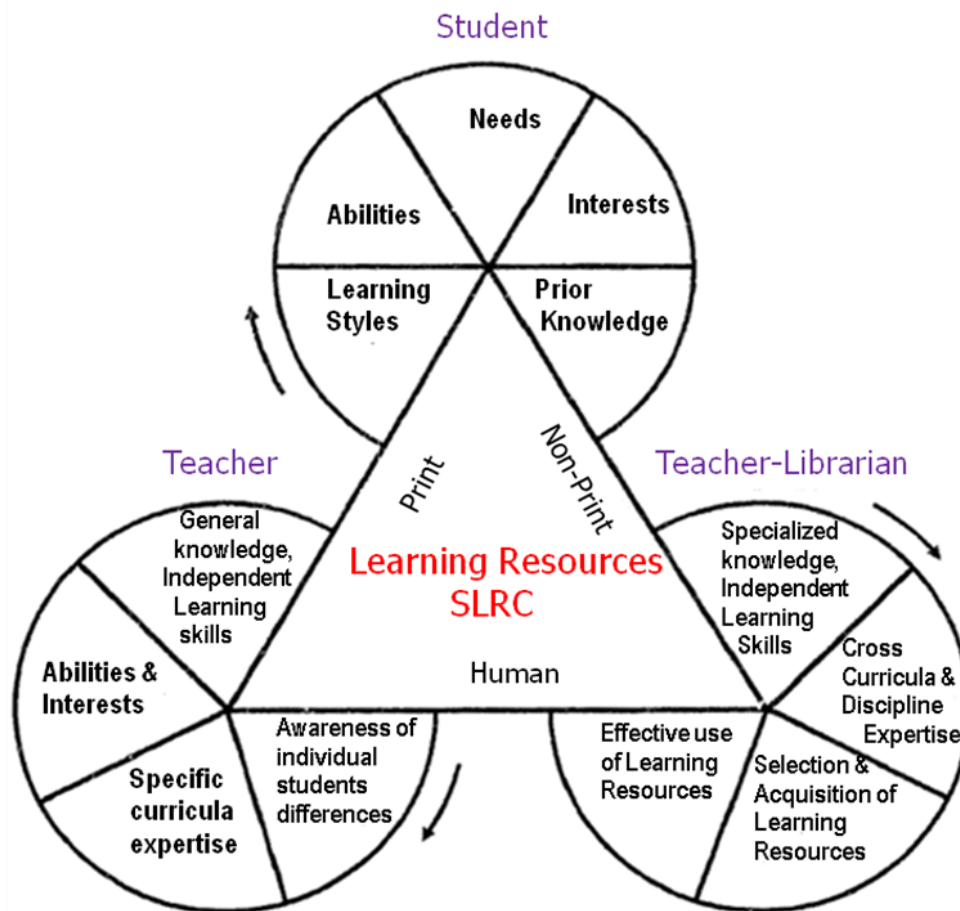
#### **1.5.3.2. Conceptual framework informing the study**

The current study was informed by the RBL model. The resourced-based learning model is based on the constructivism theory of learning. This model fits well in the Tanzanian education system. The Tanzanian curriculum for primary and secondary schools was reviewed in the spirit of constructivism. This curriculum addresses the need to develop analytical and market-oriented skills. The focus of the curriculum is

competence based and includes the following competencies: critical and creative thinking; communication; numeracy; technological literacy; personal and social skills; and independent learning. The syllabi emphasize learner-centred methods of teaching and learning. This approach to teaching and learning is assumed to enhance a participatory approach which aims at benefiting learners with different abilities so as to capture their learning needs. In this way, teaching becomes a more reflective practice by increasing awareness of different learning styles, backgrounds, experiences and learning needs (UNESCO-IBE 2010/2011).

Resource-based learning is a LCL in which learners are actively involved and more accountable for their own learning (Arko-Cobbah 2004). The RBL model was developed by Manitoba Education and Training, an education department of the province of Manitoba, Canada, to facilitate the implementation of the RBL implicit in the schools' curriculum, and as a response to the changing information needs of learners in an information-rich society (MDET 1994). The model has been adapted by various educational systems.

Resource-based learning is a model in which learners, teachers and teacher-librarians are actively involved in the effective use of a wide range of print, non-print and human resources (MDET 1994). Figure 1 below adapted from Manitoba Education and Training for the current study is a good illustration of a resource-based model.



Source: MDET 1994:10

**Figure 1: Resource-based learning model**

Hannafin and Hill (2007) affirm that the use of resources for learning is not new. It has been used in various contexts and teaching and learning models. They further assert that the creation and use of the resources was limited prior to the digital age. The development of Information Communication Technologies (ICTs) and the emergence of the internet and its services have revolutionised the way resources are created, shared and used. The digital age has changed the very nature of resources, way of access and use. Today it is often possible to access the traditional print sources and contemporary information sources, such as journal databases and dynamic information sources that are in a constant state of flux. The metamorphosis of media has made it possible for millions of people to produce, access, and share resources. The digitization of resources has reduced the need for warehouses and centralized repositories. The web has become a leading technology for accessing and sharing of information resources. Because of the development of suitable

software, individuals are able to author their own information resources, such as blogs and wikis, which are then capable of being developed into primary sources of information with the associated distribution and collaborative building of ideas. This development has redefined the role of RBL in education as Hill and Hannafin (2001: 42) state:

Given the increased access to resources, and the flexibility in how these resources can be manipulated and used, the time seems ripe for a move to a more resource-based approach.

Hannafin and Hill (2007) note that such a fundamental development of sources of information, resources and access to resources necessitates the use of RBL. Resource-based learning components (tools, context and scaffolding) provide the context and tools to explore and refine understanding, and the scaffold to guide and support reasoning (Hannafin and Hill 2007).

Resource-based learning is an educational instructional strategy that is pedagogically neutral for it supports varied approaches to teaching and learning (Hill and Hannafin 2001). Resource-based learning is defined by Hannafin and Hill (2007: 526) as “the use and application of available assets to support varied learning needs across context”. Resources are media, people, places and ideas that have the potential to support learning (Hill and Hannafin 2001). The assets can broadly incorporate teaching and learning resources such as traditional print resources, non-print resources such as digital resources, human resources and other tools that facilitate teaching and learning. This understanding of RBL is consistent with the Manitoba Education and Training (1994) statement that defines RBL as an educational model designed to actively engage teachers, learners and teacher-librarians in meaningful exploitation of a wide array of appropriate print, non-print and human resources.

The use of the term ‘across context’ in the former definition by Hannafin and Hill (2007: 526), suggests that RBL is not restricted to a single theoretical educational stance. Resource-based learning, according to the definition, can be applied across the board. The definition capitalizes on collaborative use of resources which in itself

suggests roles of collaborating entities in the effective use of the resources in a learning process. Teachers, teacher-librarians and learners differ in many respects; the RBL identifies them as important in making learning happen and ultimately enhances quality education for learners.

Resource-based learning as an instructional strategy empowers learners with the needed skills to inquire, discover and construct meaning. This is possible through teachers and school librarians' facilitation of the learning process and learners' interaction with varied and appropriate resources. The outcome of this process is the development in learners of independent learning abilities, critical thinking and tendencies towards lifelong learning.

The development of the RBL model has been the response to the changing educational needs of learners in an information-rich environment. The information explosion, as stated above, has shown that the recall approach to teaching and learning is inadequate. In order to produce learners who are able to think creatively and critically, and make informed and rational decisions, the RBL model is a must (MDET 1994).

The RBL model recognizes the value of library resource centres as part of a meaningful learning process. This model of learning fosters the development of individual learners by accommodating their varied interests, experiences, learning styles, needs and ability levels (MDET 1994; URT 2002b). The principle on which RBL is based is that individual learners will use the media and content which best addresses their own learning skills and styles. According to the model, learners who use a wide range of resources in various mediums for learning have the opportunity to approach a topic of study in ways which allow for a range of learning styles. Resource-based learning, as the School Library Association of Queensland (2008) illustrates, caters to individual differences in learning, encourages integration of knowledge, skills and attitudes across the curriculum and assists learners in becoming competent, and independent lifelong learners. Resource-based learning



supports varied learning needs, improves inquiry and enhances the quality of education for learners.

According to MDET (1994) RBL cuts across all subject areas. For RBL to be effective the school syllabi should accommodate a resource-based approach in the delivery of all lessons. Resource-based curricula in schools are essential for the implementation of RBL. Such curricula demand that teachers and learners have access to resources and programmes that focus on skills necessary to utilize the resources for teaching and learning (Hambleton and Wilkinson 1994). The school libraries in RBL environment are resource centres where curriculum-supported materials of various formats are selected, acquired, well-managed and made available to learners and teachers; and human resources (librarians) provide information literacy to learners, collaborate with teachers to plan resource-based units and finding the right resources for the unit (Campbell, Flageolle, Griffith and Wojcik 2002). In RBL, school libraries are an integral part of the learning process.

It is apparent from the discussion that RBL is instrumental for the learning process and beneficial to learners due to the fact that it accommodates individual differences in learning styles, abilities, needs, interests and prior knowledge. It enables learners to learn at their own pace and promotes the development of problem-solving, decision-making and evaluation skills. The RBL process encourages learners to be independent and responsible for their own learning. The learning process as such becomes more meaningful and memorable because learners are personally discovering. RBL provides opportunities for learners to become effective users of information resources and technology. It is through this learning model that learners learn how to learn, an important consideration for meaningful learning, creation of a culture of reading, creativity and lifelong learning. The development of positive attitudes and skills that are useful throughout learners' lives depends entirely on an increased level of learners' information literacy (Regina Public Schools and Saskatchewan Learning (2003).

It is important to note that for the successful implementation of RBL in school contexts, several factors need to be considered. The first factor for RBL to be successful requires the collaboration of the teachers and teacher-librarians. To this end commitment and trust is required of both parties. The working relationship of these two entities depends on the second factor that is school heads and education departments who are knowledgeable, enthusiastic and are actively involved in promoting RBL and teaching. The third factor for successful implementation of RBL in schools is the support from the government to provide an environment conducive for the implementation of RBL. Such an environment includes the provision of policies, standards, and guidelines for the development, organization, implementation, and evaluation of the integrated SLRCs programmes; continued financial support for acquisition and improvement of learning resources, quality driven library services and the placement of qualified professional library staff; continued support for provision of adequate facilities, leadership and consultative support (MDET 1994).

Resource-based learning in information-rich contexts shows promise of creating a generation of people who are information literate, competent, innovative, critical thinkers and independent learners. However, the applicability and sustainability of RBL in countries at the margin of extreme poverty is susceptible to failure. Developing countries are faced with a myriad of problems due to financial instability. Technologically they are scrambling to develop infrastructure that has been in place in developed countries for more than a generation (Horst 2013). Countries like Tanzania then face decisions as to how to develop information and human resources with people who must be made familiar with many of the technologies that children in the developed world have been raised with. Add this to the choices that have to be made concerning future development and it is easy to see how difficult it is to decide what technologies and resources are worth investing time and money in, and which are merely passing fads. Priorities change radically and regularly regardless of the policies and strategic plans. In such a scenario sustainability of RBL is hypothetical. The model requires qualified and well informed teachers and teacher-librarians to collaborate in the delivery of resource-based units. The use and success

of such roles need to have in place a mechanism that ensures commitment and responsibility. However, for such roles to be applicable is dependent on the education system and culture within the country in which RBL is implemented and the age of the learners. It can also be argued that the success of the RBL will depend on the level of development in terms of technology.

The resource-based model developed by Manitoba Department of Education and Training was used by the study as a guide in reviewing related literature, the choice of methodology and methods, and identifying and describing units of analysis of the study. It was also used to identify and analyse documents related to the study.

## **1.6. Research methodology and methods**

This section provides an overview of the approaches to the study, the participants, data collection tools and data analysis techniques used by the study.

### **1.6.1. The approach**

While Creswell (2009) acknowledges three approaches or designs in research methodology, the quantitative, qualitative and mixed methods, the widely acceptable view is that research methodologies revolve around two major approaches namely qualitative and quantitative (Leedy and Ormrod 2005; Mujis 2011). The current study used mixed methods in the sense of incorporating the elements of both quantitative and qualitative tools in soliciting and analysing data to answer the research questions. "Using mixed methods tools increases overall confidence in the findings of the study" (Ngulube 2010: 255) and helps address complex social problems that may not be answered successfully by a single approach (Creswell 2009). Triangulation of instruments in research is essential for it enhances validity and reliability.

### **1.6.2. The population**

Since the research sought to throw light on the status and role of SLRCs in RBL in secondary schools, it was thus conducted among heads of secondary schools and school librarians or teacher-librarians. A stratified proportional random sample of 148

heads of secondary schools and a purposive sample of 36 school librarians were drawn and surveyed. The Education Officers based in eight districts of Iringa and Njombe regions, a Zonal Inspector of Schools and a Regional Public Library Librarian were included in the study. The inclusion of the education officers and public library librarian was instrumental for the reasons that the District Education Officers for secondary schools oversee secondary schools on matters pertaining to policy and management of schools. While the Zonal Inspector of Schools' work is to ensure quality education delivery in schools, the Regional Public Library Librarian works with schools as a consultant on matters relating to establishment and management of SLRCs.

### **1.6.3. Data collection**

The research adopted a cross-sectional descriptive design with the aim of describing the status and role of SLRCs in RBL. Questionnaires and semi-structured interview instruments were used to gather data for the study. While the self-administered questionnaires were directed to the heads of secondary schools and teacher-librarians, the semi-structured interviews were administered with district educational officers for secondary schools, zonal inspectors of schools and the regional public library librarian. Data were also collected through documentary analysis. The education policy, regulations, guidelines and development programmes related to SLRCs were reviewed and presented. The mapping of critical questions, constructs, and target groups is shown in Table 1 above.

### **1.6.4. Data analysis**

The nature of the data collected in a mixed methods approach required a combination of qualitative and quantitative data analysis tools. Content data analysis for verbal or written responses was used for qualitative data. The semi-structured interviews which are qualitative in nature were evaluated and coded for identification of themes and patterns. The aim of coding is to reduce data to simple categories and themes that allows comparison and testing of the critical questions of the study (Kvale 2007). SPSS computer assisted quantitative data analysis software was used to analyse quantitative data collected from the questionnaires. As the study sought

to describe the variables, descriptive statistics were used. The data were then visually presented using graphs, figures and tables. More details on methodology and methods are further discussed in Chapter 4.

## **1.7. Structure of thesis**

Having provided the background and outline of the research problem, described the theories upon which the study is based, and sketched the methodology and methods used, the next chapter provides the legal and policy framework for SLRCs in Tanzania, focusing on the establishment, management, development and practices as stipulated in the Education Act, the Education Policy, the Education (SLRC) Regulations, the IFLA/UNESCO School Library Manifesto and Guidelines. Chapter 3 is devoted to the review of the related literature for the study. The description of the methods used for the study is given in Chapter 4. Presentation of the results of the study is presented in Chapter 5 which is followed by the interpretation of the results in Chapter 6. The final Chapter, Chapter 7 summarizes and concludes the study and provides recommendations for future study. The appendices are placed after the references.

## **1.8. Ethical consideration**

Ethical research is critically important in social science research (Creswell 2009; Leedy and Ormrod 2010). To this end, all research ethical considerations were strictly observed with the high sense of moral obligation, in accordance with the policies and guidelines set by the University of KwaZulu-Natal (UKZN) (University of KwaZulu-Natal 2007), and with the understanding that ethics promote good research. In addition to the permission granted to conduct this study by the Ministry of Education and Vocational Training (MoEVT) of Tanzania (Appendix 10), Iringa Regional Administrative Secretary (RAS) (Appendix 11), Njombe District Council (Appendix 12), Makete District Councils (Appendix 13), Mufindi District Councils (Appendix 14), Kilolo District Councils (Appendix 15), Njombe Town Council (Appendix 16), Iringa District Councils (Appendix 17), Iringa Municipal Council (Appendix 18), and Ludewa District Councils (Appendix 19), the following

considerations were applied to methods of data collection, presentation and interpretation of the findings, and citations and referencing:

- Both the questionnaire and the semi-structured interviews included an explanation of the purpose of the research;
- Cover letters to the respondents introducing the researcher, describing the purpose of the research, the expected participants and the plan to disseminate the results of the study were also included in the instruments;
- The informed consent of the participants was obtained prior to administration of the instruments;
- Participants were informed that participation was voluntary and assured that there would be no adverse consequences for refusal to participate or withdrawal from the study;
- The confidentiality and anonymity of participants was carefully protected;
- Data collected were used only for the purpose of the research and analysis and use of data conformed to confidentiality standards;
- Findings and interpretations of the research were presented honestly and objectively; and
- References to information sources were cited and referenced appropriately.

## **1.9. Summary of the study**

In this introductory chapter the research problem has been elucidated and the purpose and key questions to be asked, including justification, assumption and delimitations described. The definitions of terms and concepts used in this study have been provided. The principal theories upon which the study is constructed have been identified and discussed and research methodology and methods and structure of the thesis briefly outlined.

## CHAPTER 2

### POLICY AND LEGAL FRAMEWORK FOR SLRCs FOR TANZANIA

#### **2.1. Introduction**

The constitution, policy, and law are the basis on which SLRCs in Tanzania are founded. They are essential machinery that mandates the establishment and implementation of SLRCs to meet the educational needs of secondary school learners and guarantee quality education. This chapter presents documentary analysis of the policy and legal framework for the institution of SLRCs in the country, specifying articles pertinent to SLRCs and their implications. The chapter also scrutinizes the secondary school manifesto, guidelines, curriculum and development programmes and their contribution to SLRCs' development and quality education provision in Tanzania.

#### **2.2. Education as a constitutional right to every citizen**

The Constitution of the United Republic of Tanzania (URT 2008a) is a legal document ratified by the constituent assembly of the URT on behalf of the people for the purpose of prescribing societal principles, the nature of society and thereby ensuring that all human rights are preserved and protected and that the duties of every person are faithfully discharged. The constitution is the document that all laws and policy are based on.

Regarding education, the Constitution of the United Republic of Tanzania, 1977, chapter one, part II, article 11, items 2 and 3 gives the right of every citizen of Tanzania to self-education and the role of the government in facilitating such right as it states:

Every person has the right to access education, and every citizen shall be free to pursue education in a field of his choice up to the highest level according to his merits and ability. The Government shall make efforts to ensure that all persons are afforded equal and sufficient opportunities to pursue education

and vocational training in all levels of schools and other institutions of learning (URT 2008a: 20).

To this effect, basic education in Tanzania, which includes primary and secondary education, is not only the constitutional right of every citizen, but also a must and should be offered in accordance with the acceptable standards to ensure its accessibility and quality for all learners across the board. The constitution lays the ground work for the institution of policy, laws and regulations that govern the basic education and other levels of education in the country.

### **2.3. SLRCs in the Education and Training Policy 1995**

Comprehensive, sound and operational policies are critically needed for any country to flourish economically and socially. Policies are the mind-set of the country. They define and shape what the country is and where it intends to be in terms of poverty reduction, economic growth, social welfare and sustainable development. Development of a country depends to a larger extent on the positive outcome of policies. For the country to provide better services and programmes to its people for enhancing quality of life, it cannot afford to have policies that are not well designed, or incapable of converting the ideas into reality and plans into actions (Zafarullah and Hague 2012).

Birkland (2011: 203) describes a policy as "a statement by government of what it intends to do for the public". Such a statement could be in the form of a law, regulation, ruling, decision, order, or a combination of these. A policy could well be understood as a framework through which the government is guided in the management of public affairs. As such the policy is made by the government on behalf of the public for the public development and welfare; it is made to respond to various public problems that require government attention such as health, education, environment, communication, energy and so on: "The policy is interpreted and implemented by the public and private players" (Gomery 2008: 619).



The Education and Training Policy (ETP) of 1995 was formulated by the Ministry of Education and Culture to respond to shortcomings inherent in the provision of quality education to citizens of Tanzania. It was adopted to provide education that is responsive to the challenges of the day and suitable for the 21<sup>st</sup> century. Since its adoption in 1995, the policy has been a road map for achieving sufficient and effective education and training in the country. The policy was thought to be capable of guiding, synchronizing and harmonizing all structures, plans and practices; and ensuring access, equity and quality of education provision at all levels. It was also considered as a proper and efficient mechanism for management, administration and financing of education and training (URT 1995: xiii-xiv).

The focus of the ETP 1995 was to have a good educational system that addressed both quantitative and qualitative aspects. While the former relates to access to education and equity in distribution and allocation of resources, the latter centres on the outcome of education that results in knowledge and skills commensurate with the critical high quality human resources needed to effectively and efficiently contribute to social and economic development of the country. For quantitative and qualitative aspects of education to be realized a mechanism should be in place to ensure proper management, administration and financing of education. Thus, the overall aim of the ETP 1995 has been "to promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of man and society" (UNESCO-IBE 2010/11: 2). In line with ETP 1995, the Tanzania Development Vision 2025 accords high priority to the education sector which is conceived as fundamental in bringing social and economic transformation. The vision 2025 states:

Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem-solving (URT 2000: 19).

The acquisition of knowledge and skills, be it literacy, social, scientific, vocational, technical, or professional, is dependent, among other things, on the availability of adequate instructional resources to measurably support the learning process. This point refers to the vital role of library resource centres in facilitating the acquisition of knowledge and skills. School library resource centres encompass infrastructure, facilities, equipment, information resources, and human resources to manage the resource centre.

In recognition of the importance of SLRCs in enhancing quality education, the policy has specific statements regarding SLRCs. These statements capitalize on the obligation of every school to have in place a library, learning and teaching materials, and personnel to manage it. It is the responsibility of the Tanzania Library Service Board (TLSB) to establish and oversee these libraries. While article 5.4.6 of the ETP 1995 states that "Every secondary school shall have a library, adequate stock of books, well trained and competent library personnel" (URT 1995: 43); article 6.5.1 stipulates the role of TLSB as it states that the "Tanzania Library Service Board (TLSB) shall plan, promote, establish, equip, manage, maintain, and develop public, school and other institutional libraries" (URT 1995: 65).

The foregoing discussion acknowledges the presence of the education policy, its centrality in educational administration and its role to enhance quality education in Tanzania. The policy also briefly specifies the prerequisite of schools to have furnished, adequately stocked and staffed libraries. Tanzania Library Service Board is mandated by the policy to coordinate the activities pertaining to SLRCs. Despite the fact that failure in policy implementation lies in the design of the policy itself, capacity to implement it and political motives (Zafarullah and Hague 2012), when critically examining the ETP 1995, one wonders about the capability of the almost two decades old policy to address the challenges of today. Since 1995 the country has experienced radical political, technological, economic, and social changes. New circumstances, ideology and global developments have continually influenced how education is delivered in the country. These experiences, global developments, the current ideological and social conditions may not be supported by the structures,

plans and practices laid down by the 1995 policy due to the fact that they were not predetermined in the policy formulation. In the same vein, Ngungat (2008) argues that the current needs, requiring a high degree of knowledge and training, cannot be addressed by the present, out-of-date policy. He also asserts that the ETP 1995 is surrounded by problems of poor planning and administration; and that the targets which were set were too unrealistic and motivated by political agendas. As a result, Tanzania has a poor quality educational system that lacks basic infrastructure such as laboratories and libraries, well trained teachers in the government schools and suffers from a chronic lack of teaching and learning materials. There is no surprise that Tanzanian learners struggle academically in comparison with learners in more developed countries.

Sumra and Rajan (2006) point out five policy challenges regarding secondary education provision in the country. The first challenge is unclear targets and timeframes for secondary education in Tanzania which make it difficult to focus action and measure progress. The second challenge is that the current policy and its development programmes focus on the quantitative aspects and inputs rather than outcomes. This implies that there is no definitive set of intended outcomes for its learners. To this effect, Sumra and Rajan (2006) argue that the most important aspect of education is the capabilities of its graduates in terms of skills, abilities and aptitudes which are key for national development. The last three challenges according to Sumra and Rajani (2006) include: teachers and teacher support over infrastructure, measuring success, and language of instruction. Generally they admit that the major education policy challenge in Tanzania is to have basic education goals focused on capabilities, and organize everything else (teacher education, curriculum, textbooks, libraries, examinations, inspection, use of mobile phones, internet and other technology) around this.

The ETP 1995 spells out the role of TLSB regarding SLRCs and other types of libraries in the country. Tanzania Library Service Board is a national institution under the Ministry of Education and Vocational Training (MoEVT) established by the 1963 Act of parliament, and later on repealed by the 1975 Act (TLSB 2009). The review

pointed out that although under MoEVT, TSLB is a semi-autonomous agency with its plans and activities. According to ETP 1995 and act of its establishment, TSLB is an essential tool for promoting, establishing, equipping and developing libraries, information centres and documentation centres in Tanzania. Incapacitated with the dwindling budgets, staffing problems and infrastructural challenges TSLB is unlikely to shoulder all these responsibilities. Given these impediments, it seems TSLB has prioritized advisory and consultancy services (TSLB 2009). Reading services to wards and districts through their public libraries have dwindled. The only hope is the regional public libraries whose services have remained that of providing space and information resources for reading.

A policy, according to Brinkerhoff and Crosby (2002: 6), is a process and a successful policy outcome depends not just on how well it was designed, but also upon managing its implementation. Although the ETP 1995 is relatively old, the MoEVT has continued to strive to develop programmes and plans that are meant to revamp the education sector, particularly secondary education, to address the emerging challenges, manage the implementation of the policy demands, and iron out the problems inherent in the policy. Such efforts have resulted in the development of the Education Sector Development Programme (ESDP) 2001 (URT 2001), Secondary Education Master Plan (SEMP) 2001 – 2005 (URT 2000), Secondary Education Development Programme (SEDP) I 2004-2009 (URT 2004) and II 2010-2015 (URT 2010a), and the Education (SLRC) Regulations 2002 (URT 2002b). These developments linked with SLRCs are discussed in sections 2.6 and 2.8.

#### **2.4. The Education Act of 1978 as the legal base for SLRCs**

The implementation of a policy is reinforced by a law, in this case an Act instituted for specific requirements of the policy. The Act is a legal document resulting from legislative process, approved and signed by the president to become a law of the country. Acts are formulated to respond to policy needs and requirements. This means that the implementation process of a policy needs to be legally structured to

enhance compliance by implementing officials and target groups (Zarafullar and Hague 2012). The Act specifies the roles and powers of different actors in education. The Education Act No. 25 of 1978 amended in 1995 and revised in 2002 (URT 2002a) is the basic legal document governing the provision of education in Tanzania. This is the legal document that was enacted and promulgated in response to the education changes that took place between 1967 and 1978 following the implementation of Education for Self Reliance (ESR). The ESR was introduced as a reform to the education sector from colonial based education to a new system that addresses the challenges of quality education that is responsive to economic and social development (URT 1995). The Education Act was a means to reinforce the implementation of the ETP 1995.

The Education Act 1978 was enacted to provide for the better development of the system of education in the country. Although there is no dedicated section in the Act that specifically deals with the SLRCs, it is implied that any good education system recognizes the central role of library resource centres in the provision of education. Part IV of the Education Act regarding the establishment and registration of schools specifies the conditions to be complied with prior to the establishment of a school. One of the conditions stated in section 15 (1) (c) alludes to the presence of a functional library as a precondition for the establishment of a school as it states that the Commissioner shall not grant approval for the establishment of a school if the following condition, among others, is not met:

Owners and managers of all schools ensure that standard infrastructure, facilities, equipment, and instructional materials necessary for effective and optimum teaching and learning are of good quality available in adequate quantities and are regularly maintained (URT 2002a: section 15).

To this effect, instructional materials for effective teaching and learning imply the presence of a functional school library resource centre to ensure the availability, accessibility and management of such information resources and services. This provision is fundamental for the provision of school library services to measurably support the teaching and learning process. The act explicitly spells out the

importance of having personnel to ensure availability, quality and maintenance of teaching and learning materials. This act is specified by the Education (SLRC) Regulations of 2002 discussed in section 2.6.

## **2.5. International initiatives on SLRCs**

This sub section analyses the IFLA/UNESCO school library manifesto and guidelines and their positive contribution to the understanding of the role SLRCs have on education provision.

### **2.5.1. IFLA/UNESCO School Library Manifesto**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Federation of Library Associations and Institutions (IFLA) launched a declaration of principles which guide the establishment, development and management of SLRCs. The declaration commonly known as *IFLA/UNESCO School Library Manifesto: the school library in teaching and learning for all* was adopted in 2000. The manifesto was intended for SLRCs worldwide and has been well received all over the world and translated into many languages including the Tanzania national language, Kiswahili (IFLA/UNESCO 2002).

The School Library Manifesto defines and advances the role of the SLRC to empower learners to acquire the learning tools and content that facilitates the development of learners' capabilities for lifelong learning, make informed decisions and become responsible citizens. The manifesto is a call for governments worldwide to implement the principles of this manifesto by developing strategies, policies and plans that respond to the information and education needs of the learners (IFLA/UNESCO 2000).

The manifesto recognizes the importance of SLRCs for literacy, education, information provision and economic, social and cultural development. The manifesto posits that for SLRCs to fulfil their role they must be supported by specific legislation and policies formulated by relevant authorities and must be provided with sufficient and sustained funding for capacity building for library staff, materials, technologies

and facilities (IFLA/UNESCO 2000). In order for the SLRCs to participate fully in the educational process, government support is required. This support is none other than the formulation of school library policies, regulations, standards or guidelines that provide the necessary framework for which school libraries should operate. The government should further put in place the mechanism that fosters management and control of SLRCs to enable them to fulfil their functions. Such a mechanism should include the institution of a national school library inspectorate and committee that monitor the quality of services provided by SLRCs and compliance with the regulations; develop school library programmes and provide financial resources.

The Manifesto acknowledges that SLRCs are integral to the educational process. As such SLRCs services are indispensable to the development of literacy, information literacy, teaching, learning and culture. These desired outcomes of the library services cannot be met unless libraries recognize their functions to be that of supporting and enhancing educational goals, inculcating the culture of reading and learning among learners, providing opportunities for using the resources in the library for knowledge, understanding, imagination and enjoyment, exposing learners to diverse ideas, experiences and opinions, and working with the school community and parents to achieve the mission of schools. For these functions to be effectively and efficiently provided, the school library needs to have policies and services that address these functions; have adequate information resources, instructional facilities; and employ a librarian who is professionally qualified and responsible for planning and managing the school library (IFLA/UNESCO 2000).

The Manifesto although brief, is quite useful. It provides essential instructions and directives for government to adopt for the provision of better school library services to contribute to the quality of education for learners. However, adoption of the IFLA/UNESCO Manifesto is one thing and implementation is another. The institution of the Education (SLRC) Regulations of 2002 (URT 2002b) which conforms to the IFLA/UNESCO Manifesto is a positive indication that the Government of Tanzania, through the Ministry of Education and Vocational Training, has adopted the manifesto and the IFLA/UNESCO school library guidelines reviewed in section 2.5.2.

The extent to which the Tanzanian government has implemented the manifesto and school library guidelines are further reviewed in section 2.5.3 below.

### **2.5.2. IFLA/UNESCO school library guidelines**

The IFLA/UNESCO school library guidelines were produced in 2002 as an implementation tool of the principles articulated in the IFLA/UNESCO school library manifesto. Like the manifesto, the guidelines expound the decisive role of SLRCs in teaching and learning for all. Intrinsically, for the manifesto and guidelines to be enforced they should be governed by a clearly structured and comprehensive policy framework. The policy should take into account all aspects of the education system ensuring proper management of SLRCs (IFLA/UNESCO 2002).

According to the guidelines, for SLRCs to offer the best services to users, they should have dedicated, adequate and sustained funding for various activities and services. The guidelines recommend that a school library should be managed by professionally qualified staff whose primary responsibilities are to plan, develop and manage the school library. The programmes and activities of SLRCs should be responsive to and an integral part of the educational process. The services, facilities and other activities offered by the school library need to be promoted to enable the users to be aware of what is provided and be motivated to visit the library. The SLRCs should encourage the users to make optimal use of the library and its services and facilities by providing them with user education and information literacy programmes (IFLA/UNESCO 2002).

The IFLA/UNESCO guidelines are basic tools for planning, management and evaluation of SLRCs. The adoption and use of this essential tool in SLRCs in Tanzania and elsewhere would promote the countries' libraries and contribute to the consequential impact on the provision of education to learners. The guidelines are not only tools for implementation of the school library manifesto, but also a yardstick for the provision of state-of-the-art SLRCs in the country. The guidelines are standards for SLRCs to benchmark and assess their services and programmes. The



guidelines are an authoritative resource to be used for the development, management and evaluation of SLRCs in Tanzania.

## **2.6. The Education (SLRC) Regulations of 2002**

The Education Act of 1978, revised 2002 is specified by the Education (SLRC) Regulations of 2002 (URT 2002b). The regulations are "official rules or orders that have been formulated to reinforce and control an activity" (Longman 1995: 1196). In the context of SLRCs, the regulations reinforce and control the establishment and management of SLRCs to fulfil the requirement of the education policy and Act (see 2.3 and 2.4 above). A good regulation is that which identifies the problem to be addressed, stipulates the objectives to be pursued and structures the implementation process.

The regulations have been prepared on the basis of best practices and in line with the IFLA/UNESCO School Library Manifesto (2000) and Guidelines (2002), to ensure appropriate development and management of the SLRCs. The regulations give directives and guidelines on how to manage the SLRCs in Tanzania. They are also used as an appropriate mechanism to control the practices in the use and management of SLRCs to ensure that they operate as they should to meet the intended goals of their establishment.

Comparatively, the Education (SLRC) Regulations are elaborate and comprehensive. The regulations stipulate that the function of the resource centre be the execution of the education and training policy. This function is done by accomplishing the following:

- providing support for curricular work and act as an instructional tool;
- providing support, organization and maintenance of technical equipment for the school;
- providing opportunities for teachers and learners to learn how to use the relevant educational materials, and training in the exploitation of the facilities of a resource centre;

- providing a comprehensive collection of learning materials in different formats, so as to satisfy educational and informational needs and supplementary materials;
- facilitating consultation by the teaching staff on how to select the appropriate materials to achieve their instructional objectives;
- stimulating independent study, developing initiative and creative skills; and
- helping incorporate members of the community into the cultural life of the school (URT 2002b: Section 4).

The regulations further specify the establishment of a school library in every school at the location dedicated and designed for it. This purpose built library should be equipped with requisite and appropriate furniture that conforms to the approved standards; even though the existence of such standards cannot be verified. Staffing SLRCs with full-time qualified staff and stocking the library with a wide variety of material formats to meet the individual learning capabilities and requirements in the community are also prioritized by the regulations (article 6 of the Regulations).

If well conceptualized by the educational administrators, and human and financial resources for complying with the regulations are readily available and means for evaluating and monitoring progress are in place, Tanzanian secondary schools should be a good place for learners to achieve the requisite knowledge, skills, and aptitude and ultimately contribute positively to economic and social development of the nation.

The review of this authoritative document for the establishment, development and management of SLRCs in the country reveals some challenges in the management of SLRCs and ultimately contribute to the denial of quality education to learners. The regulations spell out the appointment of professional librarians, one for the co-ordination of SLRCs and the other for inspection of SLRCs. The purpose of inspection (article 10 item 3 of the Regulations), is to ensure that SLRCs comply with these regulations, and ascertain whether they are being properly and efficiently run.

The regulations highlight the necessity of the establishment of a National SLRC Committee to initiate, develop and evaluate SLRCs programmes; review and approve policies and programmes from individual schools and colleges; and harmonize and coordinate the development of SLRCs (article 11 of the Regulations). This idea is extremely useful to make sure that SLRCs have programmes and services that are user-centred and support the curriculum and act as tools for teaching and learning.

Conclusively, the Education (SLRC) Regulations are a huge step forward in the development of SLRCs in the country. Compliance with these regulations could have an indelible impact in the provision of school library programmes and services that are an integral part of the curriculum, assist the development of a culture of reading, independent study and critical thinking among learners and contribute significantly to quality education for learners. Failure to comply with these regulations could mean different things to different people. The general assumption could be deficits in terms of human and financial resources required, or the absence of political will to comply with these regulations.

## **2.7. Secondary education curriculum and its implications for SLRCs**

This sub topic reviews the secondary education objectives and the curriculum, and their implications for SLRCs.

### **2.7.1. Secondary education objectives**

As discussed above, the ETP 1995 impetus has been to improve the quality of the education process in Tanzania. The ETP 1995 has established three major objectives for secondary education in the country. These are:

- to consolidate and broaden the scope of ideas, knowledge, skills and concepts already acquired at primary education level;
- to prepare learners for tertiary, higher, vocational, technical and professional education and training; and
- to prepare learners for the world of work.

For these objectives to be achieved competence and high teacher morale is required; an acceptable ratio of learner per teacher in class; adequate teaching and learning facilities; and a curriculum that addresses the ever-changing environment to enable the learners not only to cope with but also master the curriculum. Additionally, it requires the government to put in place the mechanism to support, monitor and evaluate the educational provision and ensure quality that is reflective of the ETP objectives (Nyirenda 2012).

The policy advocates both performance and capabilities of an individual learner after completion of the secondary level. The performance here is a determinant of the learner to climb a ladder to a higher level, and capabilities being the ability of a learner to work and earn a living. The secondary school education system in Tanzania is based on two cycles: four years of secondary school leading to Ordinary Level (O-level), followed by two more years leading to the Advanced Level (A-level). In the second year of secondary school, there is a national assessment examination which allows those who pass to continue to study for an additional two years. Those who fail are left behind struggling to survive in the world of work. This phenomenon is quite similar with the fourth and sixth years of secondary education. On average the age at which learners complete one level for another is thirteen for second year of O-Level, fifteen for fourth year of O-Level and eighteen for the sixth year of A-Level. Given these ages and the knowledge and skills acquired through these levels of education, it is possible for a child to be well prepared to competently compete in an adult work environment and manage his/her life.

### **2.7.2. Secondary education curriculum**

The curriculum is fundamentally a focal point for the education process. For an education system to be viable it needs to have a well-developed curriculum consistent with the national education philosophy that guides the planning and practice of educational and national education and training policy. Scholars have variously defined the term curriculum. Mkoba (2013) asserts that the curriculum is a philosophy of what the nation wants the learners to be. While the curriculum is a concept that specifies the outcome to be achieved in an educational process, the

syllabi are means that specify activities, resources and methods to be employed in the implementation of the curriculum philosophy. According to Thungu, Wandera, Gachie and Alumande (2010: 49) curriculum encompasses selected and organized, integrative, evaluative and innovative learning experiences provided to learners either consciously or unconsciously under the guidance of the school in order to achieve the stipulated objectives. Kelly (2009: 9) views the curriculum as not merely the knowledge or content to transmit to the recipients but includes the justification of the purposes for such transmission and an exploration of the effects that exposure to such knowledge is intended to have on its recipients.

However, central to all definitions is the understanding that the curriculum guides the education system, identifies the goals and objectives of education, and identifies the knowledge, skills and attitudes that are necessary for the development of learners and the society. The curriculum also identifies the learning experiences that would contribute to the achievement of the intended goals and objectives of education; acts as a benchmark against which the achievement of an educational system can be measured; and prioritizes areas of learning and indicates where resources should be targeted (Thungu et al. 2010: 49).

The Tanzania Institute of Education (TIE) is the main body responsible for the developing primary and secondary school curriculum. According to the United Nations, Educational, Scientific and Cultural Organization-International Bureau of Education (UNESCO-IBE) (2010/2011: 9):

The body prepares programmes, syllabi, and pedagogical materials such as handbooks and laboratory manuals. It also specifies standards for educational materials and class sizes; trains teachers on new teaching methods and on curriculum innovations; initiates and guides basic research and evaluation projects with regards to teaching and learning; follows up and monitors curriculum implementation in schools; and evaluates and approves manuscripts intended for school use.

The Tanzanian curriculum for secondary education is based on the philosophy of constructivism (see section 1.5.2 above). This philosophy revolves around a learners' process of constructing knowledge, and a curriculum developed using this approach centres on attaining competencies. The syllabi developed for the implementation of the curriculum and for the provision of secondary education in Tanzania have been reviewed and are in line with the constructivism theory of learning. The learning and teaching methods emphasized by the syllabi are learner-centred. The participatory approach to teaching is strongly emphasized in the reviewed syllabi with the anticipation that learners with different abilities would benefit optimally from it and the strategy would meet their learning needs. Given this reviewed curriculum, teaching would become a more reflective practice (UNESCO-IBE 2010/2011).

According to Nyirenda (2012a), since independence the education system has gone through a number of significant changes some of which were unnecessary. These changes have been particularly apparent at the secondary education level. The drastic changes in the education system in the last two decades have affected the curriculum, textbooks and mode of delivery. To a large extent, the changes have not been influenced by socio-economic policies but rather due to the wishes of the prevailing educational ministers. These changes have had a detrimental impact on both the learners and teachers as they were not prepared to cope with the changes. This criticism of the curriculum is in line with the Secondary Education Master Plan's (SEMP) observation that secondary education provided in the country has been criticized as being irrelevant to the current demands of the society and the delivery strategy is poor and curriculum is abstract and crowded (URT 2000: 17).

Tanzania Institute of Education, as a body responsible for curriculum development, has continually envisaged reviewing the secondary school curriculum to align it more closely with global and employment requirements. However, TIE has not been able to make such curricula public and thus has had an unfavourable impact on the educational process, particularly on understanding the specific competencies that are expected to address the economic, social and political challenges facing the country. Recently (February 1, 2013) the National Assembly of Tanzania had a heated debate

on a private motion tabled by Hon. James Mbatia on the deteriorating state of education and the need to form a committee to probe the education system's shortfalls with the intention of improving the quality of education. The issues raised in the debate were the inadequacy of the education and training policy to respond to the educational challenges, the absence of an official national curriculum for secondary and primary education, and weaknesses in approving and providing learning and teaching materials for secondary and primary schools (Philemon 2013).

It is not the purpose of this review to show the parliamentary stalemate on the state of education in the country, but rather the importance of secondary education to the development of the nation. The debate on the state of education in Tanzania has been widely and variously received by educational stakeholders. The debate has marked the turning point in the understanding of the education system in Tanzania. Many views have been raised as to the nature and state of secondary education in the country. One of the widely acceptable views of the contributing factors to the poor education administration in Tanzania has been the absence of a national curriculum for secondary and primary schools (Mbatia 2013). Some educational stakeholders have the view that there is no single documented national curriculum, but what exists, though its existence cannot be established, is the classified curriculum. All these assertions point to the need to overhaul the education system and have a curriculum that addresses the socioeconomic developmental challenges of the nation.

According to Nyirenda (2012b) the new syllabi was expected to come into effect in 2012. The focus of the new syllabi is to improve the content and the activities are to be competence-based. The learning and teaching resources suggested include computer simulations, internet and other information resources. It should be pointed out that the syllabi that are currently in use were reviewed and adopted in 2005 and edited in 2010. To that effect, although reviewing the syllabi every three years seems promising in producing competent learners to address current national and global challenges, it is costly, unrealistic, and ambitious. Teachers need to be adequately prepared to have skills and knowledge to competently implement the

demands of the newly introduced syllabi. The school environment should be prepared with relevant and adequate facilities, resources, equipment and infrastructure before the commencement of the new syllabi.

The secondary school syllabi (URT 2010b; 2010c; 2010d; 2010e; 2010f; 2010g; 2010h; 2010i; 2010j) reviewed by this study emphasize learner-centred methods of teaching and learning. To meet the learning needs of learners with various learning abilities, backgrounds, learning styles and experiences, the participatory mode of teaching is encouraged. The participatory mode emphasizes group work, questioning and answering, and individual activities. The activities are geared for creating awareness and growth in attitudes, emotions and feelings and development of necessary skills and knowledge. In this mode of learning and teaching the role of the teacher is that of a facilitator of learning.

A wide variety of learning and teaching resources is required to make the learning experience profitable for learners. The secondary school syllabi description of the resources to be used for learning and teaching include but are not limited to the following resources described earlier: posters; web-based resources; library resources; ordinary print and Braille formats; film, charts, and encyclopaedias; newspapers, journals, flipcharts, magazines; internet; maps and atlases; pictures and drawings; non-consumable teaching aids; and photographs. However, there is no description of the exact list of books required for each subject, what specific internet resources are required, what journal titles, encyclopaedias and newspapers are prescribed, and what specific titles of other resources listed above are recommended. In some instances where the resources are inadequate, the teacher is given a mandate to find and use resources that are deemed useful.

According to Thungu et al. (2008) good teaching and learning resources are there to meet the needs of the learners, fulfil the requirements of the subjects, and facilitate the teaching and learning process. The purpose of teaching and learning resources are further summarized by Thungu et al. (2008: 111) as follows:

- They enhance retention which makes learning more permanent;



- They stimulate and sustain interest in learning;
- They provide first-hand experience with the realities of the physical and social environment;
- They help to overcome the limitations of the classroom and make what may be inaccessible in class available, for example, through film, slides, videos and photographs;
- They encourage active participation by learners, especially resources that can be handled and manipulated by the learners;
- They make it easier for the teacher to explain concepts. This saves time as explanations are brief and precise;
- They discourage rote learning and make abstract ideas more concrete;
- They make learning resource-based;
- They help the learners to develop the power of imagination, observation, reasoning and creativity; and
- They promote the development of skills such as cooperation and sharing.

### **2.7.3. Implications for SLRCs in resource-based learning**

The SLRCs are the nerve centre for the education process. They are an integral part of the curriculum. The objective of secondary education and the curriculum calls for the operational SLRCs to measurably support the secondary school education objectives and curriculum demands to achieve capabilities among learners. The teaching/learning strategies and the teaching/learning materials described in the syllabi which are consistent with the RBL cannot be made without a well-furnished library with human resources readily available to assist in the learning process.

According to Mkoba (2013) the key challenge with education provision in Tanzania is the focus on passing examinations. He reiterates that educational administration and assessment in most secondary schools is based on the cognitive domain. The psychomotor and affective domains are not taken into account which means that activities that develop competencies in areas other than those covered by standardized testing are neglected. Mkoba's views suggest probably that this

challenge can best be addressed by providing a learning environment where learners are empowered to engage with resources and ultimately develop critical thinking, lifelong learning, creativity and innovation that would ensure competency rather than performance alone.

In order for the curriculum to address the challenges and current demands, there needs to be a focus on the integration of factual knowledge, higher order learning, understanding and relevant skills (Mkoba 2013). The curriculum should promote learners' autonomy and independent learning skills. A curriculum that is competence-based is critical to enable learners to acquire the appropriate skills to contribute to growth and development. This approach to the curriculum cannot feasibly be implemented unless SLRCs are well developed to support the curriculum and provide opportunities for learners to acquire learning skills and ultimately align their classroom activities with the library programmes and services and use the library facility for realistic problem-solving (Mkoba 2013).

The teaching methods suggested by the syllabi are participatory and learner-centred in order to enhance the teaching/learning process. It is interesting to note that the syllabi emphasize the role of the teacher as a facilitator, guiding learners to construct meaning. The syllabi in this mode of teaching and learning promote independent learning and cooperative learning of learners. As mentioned earlier group discussions, guided assignments and activities are central to the syllabi. In RBL such activities can best be achieved by the availability of a state-of-the-art library supporting syllabi requirements and professional librarians who work in collaboration with the teachers to make the learning activities more rewarding and challenging to the learners. The absence, or inadequacy, of resources needed to enhance the teaching/learning process hampers the smooth delivery of instructions and contributes to a poor quality of education and hence undermines the education of learners.

The Tanzanian secondary school curricula and syllabi embrace a philosophy of constructivism, which advocates the process of learners constructing understanding.

This theoretical approach depends on the availability of adequate, quality and accessible teaching and learning resources and their use by teachers and learners. This availability would reinforce knowledge construction and ultimately allow learners to make sense of their own environment and create new knowledge (Dubazana and Karlsson 2007). To this end, integration of the school library and the curriculum becomes essential in facilitating this philosophy of learning and teaching.

## **2.8. Secondary education development plans and programmes**

In response to education policy the MoEVT has developed education plans and development programmes as guides. These plans and development programmes are a means to meet the objectives of education and provide the solution to education problems. According to Zafarullah and Hague (2012), the policies have resulted in a set of plans that were developed using a detailed procedure. They further assert that:

A policy envisages broad ideas; a plan is the blueprint for activating a policy or parts thereof through interrelated measures over a stipulated period of time by mobilizing and utilizing resources and employing existing institutional arrangements or creating new ones to achieve specific objectives (Zafarullah and Hague 2012: (chapter eight paragraph 4).

The plans and programmes developed by the MoEVT to carry out the demands of the policy and the emerging challenges of education, with the aim of improving the quality of education are: Education Sector Development Programme (URT, 2001), Secondary Education Master Plan 2001-2005 (URT 2000), and Secondary Education Development Programmes (SEDP) I of 2004-2009 and II of 2010-2015. Implicitly, the development of these plans and programmes signify the willingness of the government to refurbish secondary education provision and improve the state of secondary education in the country. The description and impact of these plans and programmes are discussed below.

### **2.8.1. The Education and Training Sector Development Programme**

The Education and Training Sector Development Programme (ESDP) establishment was an effort by the Government of Tanzania to operationalize the Education and Training Policy, address the existing problems and face the new challenges of the education system resulting from on-going socio economic reforms and the increasing demand for human resources' development in line with fast changing technological advancement. One of the challenges that ESDP endeavoured to address has been the inadequacy of teaching and learning materials, including libraries. Thus, the programme objective in relation to this challenge was to improve the quality of education through the supply of adequate teaching and learning resources (URT 2001).

However, the performance report of the ESDP of 2007/2008 indicates that, hampered by stagnation of capitation grants, the provision of learning and teaching resources has continued to deteriorate and was a setback towards the attainment of the national target of learner/textbook ratio of 1.1 by 2010 (URT 2008b: 29). This situation has an adverse impact on the school library provision and the delivery of quality education for learners.

### **2.8.2. The Secondary Education Master Plan**

The Secondary Education Master Plan (SEMP) 2001-2005 is a key document regarding the provision of secondary education in the country. The master plan recognizes secondary education as strategic in the education and employment system. Given the pivotal role of secondary education in the socio economic development of the country, the master plan intended to systematically develop secondary education to effectively address the diverse challenges and expectations in expanding the free market economy. The purposes of the SEMP interventions are to achieve a coherent and balanced secondary education system, use the scarce resources to identify strategic priorities and incorporate stakeholders in the development of secondary education (URT 2000).

Like the ESDP, quality education is the heart of the master plan. Indicators of quality education as pointed out by the master plan include, the availability of instructional materials and SLRCs, which the plan acknowledges improves learner achievement. However, the SEMP admits that the status of SLRCs in secondary schools is poor. The libraries lack basic and up to date textbooks and reference materials as well as professional librarians to manage them. The conditions have undermined the efforts to build a culture of reading among learners. To ensure quality education the SEMP priority was to build, revitalize and stock the SLRCs with up to date and relevant books for referencing and leisure and the school management would ensure that these resources were effectively and efficiently utilized by the learners. The SEMP targeted one book per learner per subject and this target was to be fully implemented by 2005 (URT 2000b: 16-19). It is unfortunate that building SLRCs and recruiting school librarians to manage the libraries were not the programme's priority. This lack of support for SLRCs continues to raise concerns as to their ability to act as competent tools in the educational process.

### **2.8.3. The Secondary Education Development Programme I**

To execute the education and training policy and ESDP, a framework for developing the education system in Tanzania, SEDP was developed. Two phases of SEDP, SEDP I of 2004-2009 and SEDP II of 2010-2015, were launched with the same major overriding theme of improving the quality of education. The quality aspects consistent with the SLRCs were having adequate and appropriate teaching and learning materials in all schools, and training librarians to manage schools and college libraries. This objective was expected to be achieved by increasing the capitation grants to schools (URT 2004: 2, 9). These programmes were positively and widely accepted as the cure for the worsening state of secondary education in the country.

The first phase of SEDP ended in 2009. According to the second phase of SEDP (URT 2010a), the review for the SEDP I implementation has shown that the programme was successful in equity and access to secondary education. Crucially, there appears to be significant shortfalls in the implementation of the quality

scenarios of the programme. Specifically, the school library facility continued to dwindle despite the implementation of the SEDP I. This situation has been illustrated by studies conducted to gauge the impact of SEDP I on secondary school development. Studies by Ntulo and Nawe (2008); Mgina and Lwehabura (2011) indicate that little has been achieved with school library development by the establishment of the programme. Existing libraries were found to be poorly stocked, there were no computer or internet services, and no professional librarian to manage the SLRCs (Ntulo and Nawe 2008). The observation by Mgina and Lwehabura (2011: 166) is worth noting here:

In general the development of school library services under the Secondary Education Development Plan (SEDP) in Tanzania was unsatisfactory. Majority of the schools had no libraries and where they existed, the libraries were in poor conditions in terms of inappropriate or inadequate buildings, inadequate information resources and lack of qualified librarians. Also where schools had librarians, they had low library qualifications. As a general conclusion, school library services have not been given its due status under SEDP I.

Failure of the first phase of SEDP to achieve quality education has resulted in the continuation of poor teacher-centred approaches in the classroom, with learners relying heavily on the teacher and notes, and classroom time not being used efficiently or effectively. Absence of library facilities have deprived learners from engaging with resources to construct their own meaning thereby hampering the development of a culture of reading, critical thinking and competency amongst learners (URT 2010: VII).

#### **2.8.4. The Secondary Education Development Programme II**

The development of the second phase of SEDP can best be described as another attempt to redress the implementation shortcomings of its predecessor SEDP I. SEDP II is a continuation of SEDP I, an on-going secondary education reform process aimed at improving quality and relevance. The programme focuses on the development and promotion of independent learning, critical thinking and analytical skills. This could be done through the restoration of textbook culture and the wide

use of different materials; improving the learning and teaching environment; and time-on-task management for effective learning; improving science teaching at all levels, and introducing ICT as a tool for teaching and learning (URT 2010: VII).

Because the programme is on-going, an adequate review of the implementation of SEDP II cannot be made. Nevertheless, the experience shows that since 2010 nothing substantial has been implemented regarding school library development in terms of infrastructural development, improvement of information resources, introduction of technology in SLRCs, and recruitment of professionally qualified school or teacher-librarians. This situation may lead to the conclusion that the Government, through MoEVT has excelled in developing promising and ambitious plans and programmes that are capable of transforming the education sector. Conversely, the implementation of these plans and programmes has remained a challenge due to limited human and financial resources and political will. Given this scenario and the gloomy history of implementation of the education sector plans and programmes, it follows that an improvement in quality and relevance of secondary education after SEDP II would be indisputable. This assertion is supported by the statement made by Kawambwa (2013), the Minister of Education and Vocation Training, when announcing the Form Four secondary education national examination results of 2013. In his statement he ascribed the poor performance of learners in rural public secondary schools, and some urban schools, to the absence of laboratories for science learners, library facilities to support the learning process, and inadequate teachers – particularly in the science subjects. Emphatically, the failure to implement the plans and programmes, whether caused by poor planning or inadequate capacity to implement them, results in the quality of education for learners being undermined.

## **2.9. Summary**

In this chapter the policy and legal framework for the institution of SLRCs in the country, specifying articles pertinent to SLRCs and their implications have been analysed. The chapter further analyses the secondary school manifesto, guidelines,

curriculum and development programmes and their implication for SLRCs development and quality education provision for secondary school learners.

The Tanzanian Education and Training Policy, despite being obsolete, identifies problems of education provision in Tanzania needing to be addressed, including inadequacies in school library provision. The policy further stipulates the objectives to be pursued and structures the implementation process through its education plans and programmes. The structures to enable the implementation of the policy and subsequent improvements to school library provision and quality education are arguably in place. However, the discussion has shown that the policy and programmes have not supported the development of SLRCs. Many factors may be attributed to this failure. These include the inability of policies and programmes to respond to the educational challenges, human resource and financial shortfalls and the absence of sufficient political will for implementation to take place. However, the most likely explanation is that SLRCs have not been prioritized or given due status perhaps due to bureaucratic biases that may hamper policy and programme goals (Zafarullah and Hague 2012). As such, the failure to implement policies and programmes retards positive and sustainable development of SLRCs in the country.



## CHAPTER 3

### LITERATURE REVIEW

#### **3.1. Introduction**

A literature review is indispensable in research. According to Fink (2009: 3) a literature review is “a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of complete and recorded work of researchers, scholars and practitioners”. A review of literature deepens ones understanding of the topic under study. It gives clues as to what has been done in previous studies, how it has been researched in relation to the topic, and reveals the key issues found in the studies (Hart 1998). Apart from the methodological approach used by other studies, a literature review informs the theoretical foundations and/or conceptual frameworks related to the topic. It is, therefore, a critical summary of related studies on research under study, generally surveyed to place the study in context and provides an integrated overview of the field of research (Kombo and Tromp 2006). A literature review is a scholarly informative work designed to let the readers understand the topic under study, establish the credibility of the researcher, and give evidence in support of the need for and relevance of the current study (O’Leary 2004). In view of this understanding, Plowright (2011) argues that a literature review gives the researcher theoretical perspectives to guide thinking about exactly what it is that is being investigated.

In this chapter an overview of the studies done on SLRCs is presented and the methodological approaches to the study of school libraries, including an historical perspective, are discussed. The chapter further identifies and analyses the status of SLRCs, factors contributing to such status and the role of SLRCs in education.

#### **3.2. Overview of studies done on SLRCs**

This section highlights the studies done on SLRCs to locate the current study within the context of other studies and discusses the gap this study addresses.

### **3.2.1. SLRCs development and management studies**

A corpus of literature exists on SLRCs history, status and management. Although the literature shows that until 1981 there were no studies done on the comprehensive history of SLRCs in Africa (Clyde 1981) and this appears to be the case until today; a brief picture of the history of the SLRCs in individual countries in Africa and elsewhere is given in some studies (Frost 1970; Kaungamno 1973; World Rosenberg 1998; Kargbo 2000; Chipunza 2001; Otike 2004; Bank 2008). Various studies devoted themselves to describing the status of SLRCs in terms of funding, infrastructure, staffing, technology, information resources and services (Adeoti-Adekeye 1997; Otike 1998; Hart and Zinn 2007; Du Toit 2008, 2012; Ajegbomogun and Salaam 2011). Of the majority of studies done in Africa, most of them reveal that the status of school libraries is poor. This has been attributed to many factors including the absence of national school library policy, inadequate funding, and lack of standards and guidelines for school library development and management. The role school libraries play in education is an area which has also been widely studied. Such studies point to the centrality of school libraries in providing information resources and services that promote critical thinking, independent study and lifelong learning amongst learners (Dubazana and Karlsson 2006; Hoskins 2006a; Anderson and Matthew 2010).

### **3.2.2. School library impact studies**

The body of literature demonstrates a significant number of studies were conducted on SLRCs. The scope of coverage and content of these studies vary widely. For example, an impact study by Dent (2006) focused on the connection between the presence of school libraries in rural Uganda and learners' academic achievement, reading and study habits, and library use patterns. The study revealed a positive correlation between the school library and learners' learning outcomes. A study by Adeyemi (2010) on the school library and learners' learning outcomes in secondary schools in Ekiti State, Nigeria, had similar findings. Although much attention was paid in the study to the state of SLRCs, Adeyemi (2010) concluded that the level of school library development in the state was low and there is a mismatch between the use of library resources in the schools and learners' learning outcomes. These

studies and other similar studies on the impact of SLRCs on learners' achievements (Lance and Loertscher 2001; Williams and Wavell 2001; Williams 2002; Lonsdale 2003) indicate that there was a positive relationship between SLRCs and learners' achievements provided that service delivery in such SLRCs is effective and efficient. However, a significant number of these studies on libraries and learners' achievements are based in the United States (US) and Canada and very few in Africa. On the whole the impact study of SLRCs illustrates the importance of SLRCs to learners which range from academic achievement, development of a culture of reading, lifelong learning habits, creativity, innovativeness, and the development of responsible citizens within the context of their socio-cultural, economic, religious and political life.

### **3.2.3. The gap addressed by the current study**

A brief overview of the studies done on SLRCs was intended to shed light on what has been studied on the topic. Understanding the work that has been done in this area will help to locate the current study within the context of other studies. The overview illustrates that studies on SLRCs have been done internationally on school libraries' impact on learners, school library policy, status of school libraries, history, information literacy, and staffing for school libraries. A few studies have been done on the status of secondary school libraries in Tanzania in relation to the Secondary Education Development Programme (SEDP) (Ntulo and Nawe 2008; Mgina and Lwehabura 2011). There is no indication that studies on the status and role of secondary SLRCs in RBL have been conducted in Tanzania. It is against this background of the importance of SLRCs in the educational system, the absence of research in the Tanzanian context, and the researcher's interest in the topic that motivated this study.

### **3.3. Methodological approach to the study of school libraries**

This section highlights the methodological approach used by studies on school libraries.

### **3.3.1. Importance of using an appropriate method**

Research methodology and methods are critical in undertaking scientific inquiry as the choice of appropriate methods enhances the results. As Ngulube (2010: 256) asserts "confidence in the knowledge claims and conclusions drawn from research within a field largely depends on the soundness of the research methods used by the practitioners of the discipline". The major aim of this discussion is to describe the methodological approaches used by reviewed studies in order to justify the methodology used by the current study.

### **3.3.2. Methodological approach**

The methodological approach used by studies on school libraries vary significantly. Some studies used qualitative approaches while others used quantitative approaches. The majority of studies reviewed adopted mixed methods approaches. It is surprising that other studies such as that of Ajegbomogun and Salaam (2011) did not indicate what method was used for their study. Studies by Dent (2006), Ntulo and Nawe (2008), Magara and Batambuze (2009), Adeyemi (2010), and Mgina and Lwehabura (2011) to mention a few, adopted a mixed methods approach. The studies used both qualitative and quantitative approaches and used a survey descriptive design for their studies. However, the data collection methods differ in that some used both questionnaires and interviews while others added focus group discussions.

The literature also reveals that few studies used qualitative approaches and methods to collect and analyse data (Fredericks 1995; Nyundu 2005; Matthews 2010). Also a limited number of studies used a quantitative approach. Other studies used quantitative approaches to gather and analyse data to describe the phenomenon under investigation (Jorosi and Isaac 2008; Shah and Farooq 2009).

It is not the purpose of this study to settle the debate as to which methodological approach is efficacious in rendering reliable and valid results. The choice of methods could be determined by the nature of the study and the type of data required to answer the research question. However, the use of multiple methods, as Ngulube

(2010: 255) asserts, “increases the overall confidence in the findings of the study”. It is from this understanding that the current study used a mixed methods approach in undertaking the study (see Chapter 4).

### **3.4. Brief history of school libraries**

This part gives a brief description of the history of school libraries.

#### **3.4.1. Overview of history of school libraries**

Much has been documented about the history of school libraries and their development in the US and United Kingdom (UK). In Africa not much has been documented on the origin and development of school libraries as mentioned earlier. A survey of the history of school libraries in Africa has shown that no general history of school libraries in Africa has been written. A brief treatment of school libraries in individual countries does not cover every school (Clyde 1981). This situation suggests that the writing of school library history in Africa has not been taken as seriously as writing on other aspects of school libraries. Nevertheless what has been documented so far is formidable and provides baseline data and a springboard for future historical studies on school libraries on the continent.

Library historians agree to the fact that unlike other types of libraries, the history of school libraries is short and of recent origin (Woolls and Loertscher 2005). The school libraries which closely reflect the school curriculum in England, date back as early as the eighth century (Clyde 1981). Peterson (2001) dates the school library with the supportive role of devoted professional librarians who managed the collection and provided instruction to learners post-World War II. The development of school libraries in Africa could be dated to the colonial era. This is why during the late 1950s and early 1960s after independence of some African countries, school libraries mirrored the colonial model with centralized and/or a class collection at primary or secondary level (Rosenberg 2000).

### **3.4.2. School library development in Africa**

Looking at the information available on school libraries in Africa (Rosenberg 1998; 2000; Kargbo 2000; Otike 2004) it is possible to assume that the school libraries in Africa are of recent origin. For instance, in Sub-Saharan Africa, according to Rosenberg (1998: 5) "the concept of school library service was introduced to Anglophone countries at the time of independence and was linked to the establishment of the public library systems". However, the development of school libraries was marked by profound differences between developed and developing countries as well as by the national philosophies regarding education and the provision of library services through government support (Peterson 2001: 159). The difference in the development of school library services is also emphasised by Adeyemi (2010) who admits that the development varied from one country to another and from school to school.

### **3.4.3. School library development in Tanzania**

A functional library programme is one of the potent factors in furthering education and economic development. According to Dahlgren (1994) the first president of Tanzania, Julius Kambalage Nyerere, envisioned the importance to the nation of a National Central Library as a great umbrella under which all types of libraries would be encompassed and developed, in towns and villages throughout mainland Tanzania. Nyerere wanted libraries to be educational and cultural centres in which readers and writers could be nurtured. He was optimistic and enthusiastic that through these centres, books in the national language, Kiswahili, would be published to fill the library shelves and address the diverse needs of all Tanzanians.

The history of school libraries in Tanzania cannot be separated from the history of the Tanganyika<sup>1</sup> Library Service (TLS). According to Frost (1971) and Ilomo (1978) Sidney W. Hockey was commissioned in 1960 by the British Council to assess the needs and make recommendations to develop library services in East Africa. The report envisaged the development of school libraries as an arm of the TLS. Ilomo

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<sup>1</sup> Tanganyika was a name used for the country before merging with Zanzibar to form the United Republic of Tanzania in 1964.

(1978) however suggests that school libraries already existed in the 1960s, although with problems ranging from being poorly organized and funded, to uncritically receiving out-dated and useless gifts of books from donors. In some cases they did not exist at all and the government did not have a definitive policy for their development.

Hockey's report (1960) and recommendation was accepted by the Tanganyika government in 1961 and in 1963 the National Assembly approved the establishment of the Tanganyika Library Service Board (TLSB) to coordinate and develop libraries in Tanganyika (Kaungamno 1973). The TLSB was established by an Act of Parliament, the Tanganyika Library Service Board Act, 1963, to promote, establish, equip, manage, maintain, and develop libraries in mainland Tanganyika (Aruns 1971). Owing to the powers given by the Act, the board conducted a survey on the state of secondary school libraries in the country. As a result of the survey, a request was made by the Tanzanian Government to UNESCO to provide both an expert on school libraries and funds for strengthening school libraries (Frost 1971). In 1968 an expert was recruited and attached to the Tanzania Library Service and the terms of reference for his work were to establish, in selected schools within the region, model school libraries which could serve as demonstration centres for teachers throughout the country; and to provide advice and assistance to teachers in the selection of books and the operation of school libraries.

Kaungamno (1973) noted that the development of school libraries as an arm of the TLSB was fundamentally important for the coordination of school libraries with the development of Teachers Training College libraries and public libraries planned for children by TLSB. The development of school libraries was to help solve perennial problems such as inadequacy of school libraries, uncritical acceptance of donated books, inadequate skills to select appropriate books for school libraries and confined use of books and text books by teachers and learners.

Dahlgren's (1994) review of literature suggests that six model secondary school libraries in different regions were developed by the British school library expert. The

review contradicts Frost (1971) and Kaungamno (1973) who mentioned three model secondary school libraries developed in Morogoro, Iringa and Dodoma regions. The schools included: Mzumbe Secondary School in Morogoro, Iringa Girls' Secondary School in Iringa and Mazengo Secondary School in Dodoma. The established model secondary schools according to Kaungamno (1973: 5-6) were to serve as the demonstration of:

- Well selected library materials to support the school curriculum and contribute to the recreational, social and cultural needs of the pupils;
- Use of the library as an integral part of the school programme by provision of regular library periods in which pupils were introduced to the materials available in various subject areas, how to use them, and the provision of sufficient knowledge of the library organization to make the most effective use of its contents;
- Contribution to the total development of pupils by encouraging self-reliant study habits and the reading and use of books to develop social and cultural interests which will enable them to become productive members of their society;
- Purpose built libraries designed to house stock adequately with rooms for class and seminar groups, space for private study and facilities for effective display and exhibitions;
- Simply designed furniture and equipment which could be obtained or fairly easily copied locally; and
- Good library organization which could ensure the most effective use of library resources.

According to Rosenberg (2000) the model library route was soon seen as being slow to produce results on the ground. This called for the establishment of a pilot school mobile library service in 1971 to serve the regions where the model libraries existed and one more region, Mbeya, was included in this new service. The project aimed at reinforcing the book stock of all school libraries in an area, with visits two or three times a year for book return and selection. The TLSB was also determined to improve the resources and organization of school libraries all over the country. It



produced a list of recommended books and periodicals for secondary schools, compiled a manual of library organization, minimum standards and a list of basic books. Owing to the lack of teacher-librarians, TLSB conducted short courses and seminars for teacher-librarians and launched a Certificate in Librarianship course to overcome staffing problems in secondary schools.

Rosenberg (2000: 34) reports that the expansion of the School Library Service stopped in 1976. In the third five-year Development Plan, 1976-1981, nothing was planned and nothing took place. No more model libraries were opened and no more regions were served by the mobile service. It is very unfortunate that even the plan to have acquisitions centralized was never started. The reasons given for this failure included the schools lack of recognition of the importance of school libraries and funding woes.

Ilomo (1978: 7) admits that decisive efforts made by TLSB to develop school libraries in Tanzania were crippled by a number of factors:

- School libraries come under the Ministry of National Education and therefore headmasters were answerable to the Ministry. There had been a tendency for them to ignore professional advice provided by the TLS, despite the fact that the need for effective school libraries was recognized;
- The Educational Acts have at no time included clauses compelling the schools to establish the school libraries. This explains why the Ministry has for a long time lacked a well-defined policy on school library development;
- The school curriculum has not put the importance of various learning materials in the educational mission; and
- There have been no school library standards which could be used to evaluate existing school libraries.

These far-reaching factors pointed out by Ilomo, the then director of TLS, reveal that the organization of school libraries under the then Ministry of National Education

mandate was arguable. The TLS, working under the directives of the government, could have raised these concerns to rectify the situation and continue developing school libraries. However, a critical examination of the historical development of school libraries in Tanzania explicitly indicates that the main factor contributing to the failure of government and TLS continuing with school library improvements, was a lack of funding. From the onset the development of school libraries was facilitated by UNESCO, through the first and second Development Plan which lasted for 10 consecutive years. Following this and due to economic problems, the government was not prepared to fund the project after UNESCO withdrew its support after the end of 2<sup>nd</sup> 5-year Development Plan 1969 - 1974 (Rosenberg 1998).

#### **3.4.4. Factors contributing to the rise and fall of school libraries**

This section presents the development of libraries and the transition from school library to resource/media centre; factors contributing to the rise and fall of school libraries and a lesson from school library history.

##### **3.4.4.1. Transition from school libraries to resource/media centre**

An aspect that needs to be underscored in the context of school library development is the change from school library to media or resource centre. The idea behind the introduction of the school library was in having a warehouse of books and being the custodian of the warehouse. Based on this understanding, De Silva and Turriff (1993: 11) reason that "the concept of the school library is associated with the provision of books and information". The development of school libraries has largely been concerned with the provision of more books, rather than other types of information sources. The transition of the library into a resource centre suggests a more advanced role.

According to Morris (2010: 10) theories have evolved to explain how to achieve educational goals. Despite these attempts to describe how learning takes place, the fundamental principles involving learners' learning have remained unchanged:

- (1) Children learn as individuals;
- (2) children learn at various rates;
- (3) children learn according to different styles and patterns; and
- (4) education is

a continuous process. The attempts to translate the principles of learning into practice have led educators to pursue many new teaching strategies and organizational patterns that have broken with traditional modes.

The acceptance of new educational theories of learning that moved from teacher-centred to learner-centred, called for more learner participation in the learning process and impacted on the redefinition of the role of school libraries. Coupled with the influx of resources of various formats and technological advancements in teaching and learning, school libraries were seen as integral to the learning process and thus essential to the implementation of the school curriculum (American Library Association 1988; Horrigan 2009). Based on this background, libraries were now seen as resource centres, integrated with the curriculum and central to the education process. This change was to ensure that learners and teachers use the resource centres to their full potential. The shift in the role of the SLRCs in the new learning approach necessitated a change in the librarian's role to that of teacher, instructional partner, information specialist, programme administrator and leader (Woolls and Loertscher 2005; Morris 2010). In these roles the teacher-librarian was expected to help teachers improve learners' learning outcomes, work with teachers to make the best use of materials and resources and teach learners information skills that would ultimately empower them with learning skills (Horrigan 2009). In the context of this study the terms school library and SLRC have been used synonymously in describing the more advanced role of libraries.

#### **3.4.4.2. Factors that contributed to the rise of school libraries**

The purpose of this current study was not to delve into details regarding the history of school libraries, but more to examine the factors that contributed to the rise and fall of school libraries in various contexts. The factors are instrumental in determining the current status of school libraries in Africa and Tanzania in particular. Various factors have been pointed out as contributing to the rapid development of school libraries, particularly during the initial period. The recognition by government of the school library being central to the education system is considered as being a

key factor in this development. Kargbo (2000: 88-89) agrees with this assertion as he notes:

The state of a school library is always a reflection of the general educational setting in the country. The development of school libraries in Sierra Leone can be traced to 1960s when educators realized that education programmes had little chance of succeeding without the support of good library resources and services.

Cole (1959) writing earlier on the proliferation school libraries in the US stressed that the acceptance of school libraries as an essential part of the education system, and librarians as members of the teaching staff contributed immeasurably to the development of libraries. Horrigan (2009) saw the interest in school libraries expanding as education became important to all classes of people with the growth of public centralized schools. In the same spirit of recognizing functional and effective school library programmes as a potent factor in providing education, some African countries have attempted to develop their school library systems, but because of financial constraints have been incapable of doing so (Ilomo 1978; Kargbo 2000).

The rapid development of school libraries is credited to educational reforms that resulted in the development of new curricula and a change of instructional methods. A behaviourist approach to instruction, focusing on lectures (teacher-centred) was replaced by a constructivist approach, focusing on guided learning (learner-centred) (Horrigan 2009). This change called for increased resources and an improved professional library service as the basic tool required for teaching and learning in schools (Kargbo 2000; Morris 2010). Other contributing factors to the development of school libraries was the economic growth of individual countries, government priorities on education, adoption of standards for school libraries (Kim 2000), and the international associations on school librarianship. International associations and organizations, such as IFLA and UNESCO (see Chapter 2), have contributed positively towards the development of school library principles and guidelines and lobby nations to develop school libraries in conformity to the established principles and guidelines (See section 2.5 above). In some countries their initiatives yielded

positive results for the development of school libraries (Rosenberg 2000; Peterson 2001).

#### **3.4.4.3. Factors that contributed to the downfall of school libraries**

According to Horrigan (2009), the decline of school libraries in the US, between 1980 and 2000, was due to reduced funding, poor legislation and perceived lack of value. In addition to a lack of funding, Kargbo (2000) notes that the decline of school libraries in Sierra Leone was due to changing government interests and priorities. With an increased enrolment of learners and too few classrooms and other services to learners, the government had to redefine their role in relation to school libraries and the priorities at hand. Rosenberg (2000: 21) had this to say regarding the decline of school libraries, both in the 70s and currently in African countries:

The governments and teachers expressed more than a vague interest in the ways and means of providing supplementary reading materials in schools. The reasons given as the determining factors for school libraries to diminish in Africa are: with the increase of enrolment of learners and dwindling budget to support this trend made the government cut the supply of funds to libraries to meet the challenge at hand. Funding agencies' attitude to supporting school library development changed and as a result the libraries started declining.

Some studies suggest that the decline of school libraries in Africa was due to the absence of a consolidated national SLRC policy and standards to provide the basis for the provision of educational resources to schools (Bawa 1996; Adeyemi 2010). Government regulations and guidelines were not enforceable, funding was inadequate and school libraries were not thought to have any value by heads of schools or teachers (Rosenberg 1998; Otiike 2004).

#### **3.4.4.4. Lessons from history**

Those who do not learn from history are likely to repeat what happened be it good or bad. Our view of history shapes the way we view the present, and therefore it dictates what answers we offer for existing problems (Crabtree 2001). This very brief history has a lesson to teach SLRCs professionals, stakeholders and

governments, which challenges in the history of school libraries are good lessons if well attended to and readdress the external and internal environments that contributed to the bottleneck in their development. Such an attempt would help refocus the priorities and avoid mistakes made in the past and strive to improve the status of school libraries in the future.

### **3.5. Status of SLRCs in Africa**

This section discusses the status of SLRCs in terms of infrastructure, staffing, and collection development.

#### **3.5.1. School library infrastructure**

The SLRC needs to have a dedicated building for its services. It should, for convenience, be located where it is easily accessible for the learners, teachers and communities who would like to use it. It needs to be accessible by everyone including people with disabilities. The size of the SLRC should be determined by the number of users and current and future planned activities in it (Healthlink Worldwide 2003; Morris 2010).

In RBL, library space is essential for it provides learners and teachers with adequate teaching and learning materials, equipment used for instructional programmes and flexible space for learning in all aspects of the school curriculum. It is the school library where learners are encouraged to study in groups and independently so that they develop a culture of reading. It is a good place for teacher-librarians to assist learners on how to locate, retrieve and use the information for their various tasks assigned by the teachers. The teachers and teacher-librarians may use the space for preparing lessons and instructions (AASL and AECT 1988).

Most studies reviewed point to the centrality of infrastructure and equipment to effectively operate and manage school libraries in Africa (Kakomo 1999; Akporhonor 2005; Magina and Lwehabura 2010; Ajegbomogun and Salaam 2011). A study by Ntulo and Nawe (2008) shows that the school library services rendered to learners in Tanzania do not meet teaching and learning needs due to inadequate space and

furniture, among other things. The same situation was observed ten years back by Rosenberg (1998) whose findings revealed that government-owned secondary and primary schools in Tanzania had no libraries and those that had were almost non-functional. The few existing school libraries were owned by private organizations.

Mgina and Lwehabura's (2011) study in the Dodoma region of Tanzania portrays a similar status of school libraries. The study explicitly indicates that there are no decisive efforts to improve the poor conditions of school libraries in the areas of infrastructural development and equipment. Research done by Ajegbomogun and Salaam (2011) on the state of school libraries in Nigeria shows that libraries face a number of problems ranging from declining financial support from the government, inadequate infrastructure and insufficient equipment. Bawa (1993) reports the same situation in South Africa where the provision of school libraries was unequal for the different population groups, with some schools having the best library facilities and some nothing at all. In the same vein, in francophone countries, the World Bank (2008: 72) observes a "lack of adequate library premises, which were usually just converted classrooms with insufficient space, shelving, furniture, equipment or security."

A dedicated SLRC building for library services is essential to house the equipment, facilities, furniture and space for library staff and users. The location of the building for library services, the design and layout attracts users to the library. IFLA/UNESCO (2002: 6), when emphasising the importance of location and space of SLRCs states:

The strong educational role of the school library must be reflected in the facilities, furniture and equipment. It is of vital importance that the function and use of the school library is incorporated when planning new school buildings and reorganizing existing ones.

Thus, one may conclude that according to the reviewed literature, the status of school libraries in Africa, regarding infrastructure and equipment, is gloomy. In light of this situation the role of SLRCs in supporting teaching and learning and thereby achieving the school curriculum goals becomes obscured and the quality of

education to learners is undermined. The bottom line is that the lack of purpose built SLRC buildings suggests that the role of school libraries in the African context is undermined.

### **3.5.2. Staffing for school libraries**

Most African countries are moving from teacher-centred learning to learner-centred learning. This mode of teaching and learning requires not only adequate availability of multiple formats of teaching and learning resources but also qualified teacher-librarians to support the learning process. Having a professional teacher-librarian to manage a school library is a must. Morris (2010) points out that school library staff are the basis for a dynamic and effective library and the mainstay of a library programme. The primary role of the teacher-librarian is thus to ensure that the SLRCs is an integral part of the curriculum of the school and assumes the role as teacher, instructional partner, information specialist and library programme administrator (Woolfs 2005; Morris 2010).

In direct contrast to what is most desired and recommended, in most African countries according to the studies reviewed the status of staffing for school libraries is a concern (World Bank 2008; Ajegbomogun and Salaam 2010). A significant number of studies reviewed pointed out that staffing for school libraries was a huge challenge in Africa. Some studies suggest that the situation is relatively promising to high-cost privately owned schools where the school libraries employ qualified librarians with competitive salaries (Rosenberg 1998; Otike 2004). Otherwise, staffing is a great problem. Many schools are run by inadequately trained people and few have professional librarians with qualifications in library science (Magina and Lwehabura 2011). According to Hoskins (2006a) a few school libraries in KwaZulu-Natal are staffed with teacher-librarians resulting in well managed school libraries and effective information use. However, school libraries staffed with unqualified personnel are poorly resourced and underutilized, as such unskilled staff are not able to assist teachers and learners to make full use of the resources and services of the library (Ajegbomogun and Salaam 2011). This very point was stressed two decades ago by Bawa (1993) when she said that by not having sufficient qualified librarians,



the work of facilitating and integrating the resources and the curriculum effectively is hampered.

The importance of school libraries having appropriate staff to manage the resource centre and offer programmes that are responsive to learners' needs is further stressed by IFLA (2002: 11) in IFLA/UNESCO school library guidelines:

The richness and quality of the library provision depend upon staffing and resources available within and beyond the school library. For this reason, it is of paramount importance to have a well-trained and highly motivated staff, made up of a sufficient number of members according to the size of the school and its special needs for library services.

Due to the unsatisfactory staffing conditions in SLRCs in Africa, it follows that school libraries are unlikely to be capable of supporting the curricula needs of schools and supporting teaching and learning. In RBL, qualified librarians are a prerequisite not only for effective collection development but also for assisting in curriculum development, and providing instructional programmes to develop learners' information skills. A professional librarian is essential when providing learners with resources and assisting teachers in developing lessons and appropriate teaching aids. A professional librarian in a school environment is a vital link between learners and teachers and resources. The absence of professional teacher-librarians in primary and secondary schools where RBL is the focus, means compromising the quality of education.

### **3.5.3. School library collection development**

The usefulness of a school library depends upon the richness of curricula and extra curricula content of information resources that they contain, along with the programmes designed to make the information resources accessible and useful. An appropriate, comprehensive collection is one of the attributes that contributes to quality service in any type of library. The collection needs to be balanced in terms of grade level, subject areas, and formats to meet the needs of all users, not just

some. The collection and the format should aim at meeting the needs of all users within the school (Healthlink Worldwide 2003; Simba 2006).

According to Ajegbomogun and Salaam (2011) the majority of African school libraries have empty book shelves and where books are available they are foreign, outdated or irrelevant to the information needs of the learners. Such libraries are considered as warehouses for old books covered with dust. A study by Hoskins (2006a) also revealed that school libraries in KwaZulu-Natal did not provide a wide range of resources, in both print and non-print. Emphasizing the status of the school library collection in Africa, the World Bank (2008: 72) in its working paper notes that:

Where library stock exists it is generally old and often irrelevant to current curricula and teacher/learner interests. More often than not there is virtually no appropriate stock available at all and there are rarely budgets for stock upgrading or replenishment.

School libraries are seen as potential places for children to develop the habit of reading, reduce illiteracy (Dent 2006) and support child-centred learning (Magara and Nyumba 2004). With most school library collections being obsolete (Adeyemi 2010) the purpose of libraries in schools is defeated by the poor collection. Rosenberg (1998) observed that school libraries in Africa have not been a priority and where they do exist they often consist of a few shelves with outdated books, as well as being understaffed. This state of affairs makes school libraries marginal to the teaching and learning process.

Illiteracy is a matter of concern not only for Tanzania but also worldwide. According to Nyirenda (2012), a specialist in education planning, management, economics of education and policy studies, the estimates show that there are more than 800 million people worldwide who cannot read and write. Approximately 64% of these are women and children. In Africa, about 21 nations have adult literacy rates below 50% and overall four of every 10 Africans (two-thirds of them women) are illiterate. Nyirenda (2012: paragraph 12) further asserts that:

The UNDP Report on illiteracy levels worldwide of 2009, show that most of African countries are ranked below 80. Seychelles which lead among the African countries ranks 87 worldwide with 91.8 percent literacy, Zimbabwe follows at rank number 88, with 91.2 percent literacy rate, while the third among African countries is Namibia which ranks 106 with 85.0 percent literacy rate. Tanzania ranks at 136 with literacy rate of 69.4 percent. The rest of African countries are below rank of 100, with countries such as Chad (25.7 percent), Mali (24.0 percent) and Burkina Faso (23.6 percent) takes the three last positions.

In the 1980s Tanzania was one of the countries with the highest literacy rates in Africa reaching 98%. The literacy rate has continued to drop and currently stands at 72%. This situation is worrying for educational stakeholders in the country (Nyirenda 2012).

Schools are better placed for children in their early years to develop a culture of reading and acquire literacy skills, especially when there is no tradition of literacy in the home. However, when school libraries are underfunded, inadequately staffed and poorly stocked, it cannot be expected that children will develop a love of reading (Anderson and Matthew 2010). It is unfortunate that the situation is further exacerbated by the dwindling budgets of schools due to the government's failure to provide funds for school library development (Magara and Batambuze 2009).

Resource-based learning demands that SLRCs have not only adequate print, non-print and human resources but also the information resources that are relevant to the curriculum. It is the resources and facilities that are capable of supporting learning and enhancing learners' active involvement in the learning process. Schools that are inadequately stocked with reading and learning material or have irrelevant and obsolete material for learning, end up not meeting the demands of the resource-based curricula and ultimately undermining the learner's education.

### **3.6. Factors affecting the status of school libraries in Africa**

In this section factors affecting the status of school libraries in Africa are identified and discussed.

#### **3.6.1. Funding of SLRCs**

Morris (2010) believes there are three elements of a school library that are critically important. These are library staff, library programmes and budgets. These elementary factors are instrumental for any school library to excel in service delivery and the provision of instructional programmes. Sufficient funding is fundamental to the successful planning for, development and implementation of SLRCs. The school library requires a budget that is capable of supporting staffing for the library, continuous collection and technological development, and improvements to suit learning and teaching needs. In addition, quality library services and instructional activities responsive to the curriculum and emerging needs of the learners need to be provided (Woolls and Loertscher 2005).

The school library literature investigating the state of funding in African school libraries found these institutions to be inadequately funded (World Bank 2008). Libraries, according to Chisenga (2000), are among the institutions that are most underfunded. Chisenga (2000: 185) further asserts that:

Many libraries in Sub-Saharan Africa, especially academic, school and public libraries, depend entirely on government funding for their operations. Funding from the government is no longer adequate.

The funding levels of SLRCs are not comparable with the actual requirements of school libraries. School libraries require funds for infrastructural development, information and human resources, equipment and maintenance of existing facilities (Alemna 1998). Kakomo (1999) observed that most schools in Lesotho were starved of adequate financial support. This has resulted in a situation where most school libraries are poorly resourced with the bulk of the collection being outdated and containing useless donations. The same situation is reported by Akporhonor (2005); Adeyemi (2010) and Ajegubomogun and Salaam (2011) who admit that the

government of Nigeria has not lived up to its commitment of faithfully remitting capitation grants to schools, resulting in financial resources declining to a point where no positive progress can be made. Under-funding of school libraries causes adverse effects on the quality of the library as well as the education provided to learners (Adeyemi 2010). School library development in Sub-Saharan Africa has been hampered by under-funding and neglect (Magara and Batambuze 2009). This has caused the operation of school libraries to become stagnant thereby undermining the education of learners.

Underscoring the importance of adequate funding to enable schools and their libraries to operate the way they should, Akporhonor (2005: 63) notes:

Every library is supported by three legs – a building, its collections, and the staff. However, the tendons supporting these legs and what ultimately binds them together, is money. Finance is at the heart of any enterprise, and if the library is to meet its objectives, money is a necessity. When funds are lacking, it is difficult to organize library services and the efficiency of services is bound to be adversely affected.

Declining financial support and neglect of school libraries in Africa has been a matter of concern in many of the studies reviewed (Kakomo 1999; Magara and Nyumba 2004; Otike 2004; Dent 2006; Anderson and Matthew 2010). This situation suggests that little priority has been given to the development of school libraries. Quality education is a key to social economic development. A quality education cannot be achieved by simply improving primary and secondary school enrolments and the completion of a full course of primary and secondary schooling (United Nations 2011) but must include an appropriate curriculum. Such content cannot be delivered without well trained teachers, teacher-librarians and school library facilities with resources, equipment and services as defined by the curriculum. This paying investment requires a commitment on the part of the government to make a priority of funding schools and school libraries.

### **3.6.2. National SLRCs policy**

The causes of the poor conditions in school libraries vary from country to country. However, the following have been identified as the major causes of the poor conditions found in most school libraries: dwindling budgets; lack of national school library policies, standards and procedures; lack of guidelines and leadership; lack of appropriate training for school library personnel; lack of legislation for the establishment and regulation of school libraries and the absence of a teachers training curriculum that addresses school library issues (Kakomo 1999; Otike 2004; Turner 2006; Adeyemi 2010; Baffour-Awuah 2010; Equal Education 2010). The absence of school library policies and standards in particular has contributed to uneven development and provision of library services to schools (Baffour-Awuah 1999; Otike 2004).

National school library policy has been described by various studies as fundamental for the establishment and management of school libraries and consequently the enhancement of quality education (Magara and Nyumba 2004; Mitchell 2006; Turner 2006). A policy, according to Merriam-Webster (2012), is a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body. Hart (1995: 9) defines policy as:

a purposive course of action based on currently acceptable societal values, followed in dealing with a problem or matter of concern, and predicting the state of affairs which would prevail when that purpose has been achieved.

As such, a policy is a set of basic principles and associated guidelines, formulated and enforced to direct actions for the purpose of achieving a desired outcome. Thus the school library policy according to Turner (2006) is what defines the role of school libraries. Turner (2006: 59) further points out that:

The school library policy is the foundation of a professionally managed library resource centre. As such, it is the backbone of all other policies, such as development plans, and is the philosophy for the strategic management of each individual school library.

The IFLA/UNESCO (1999) in its manifesto maintains that it is through the policy that the goals of the school library, priorities and services in relation to the school curriculum are defined. The IFLA/UNESCO (2002: 3) School Library Guidelines (discussed in detail in Chapter 2) also assert that the school library should be managed within a clearly structured policy framework. Based on the importance of policy as described by these studies it is possible to maintain that in order for school libraries to reflect the ethos, vision and changing priorities of governments regarding provision of quality education, the policy is not an option rather a must for school libraries.

The school library policy is essential for consolidating the role of the library and the librarian in the school as a tool for advocacy, as an aid to evaluation and monitoring, as good management practice, and as a basis for further policy developments (Turner 2006: 67). The policy provides a practical framework in which the school library is managed and for its full potential to be realized (Barrett and Douglas 2004). The policy is a tool for good practice in developing, managing and sustaining the SLRCs for the effective contribution to the educational process.

Policy is also a commitment on the part of the government. Intrinsically it is crucial in defining and clarifying the role of the government and related educational authorities in providing school library services (MDET 1993). School library policy is beneficial for the school management for it provides guidelines and processes to be followed in the implementation of school libraries in schools. It is thus, a public proclamation on how the school libraries are to operate and the role of the government and schools in fulfilling present and future desired goals of schools (Turner 2006). It is as well a yardstick for schools on how best they have implemented the school library services to their schools according to the defined guidelines and procedures.

As said earlier, the absence of a national school library policy has been cited as the cause of poor conditions in school libraries in most African countries. As Du Toit (2008: 40) comments:

Internationally it had been found that uneven provision and the quality of education could often be blamed on the absence of official policy statements. The school library sector sought to rectify the situation by initiating the development of the relevant policy documents.

The survey done by IFLA in 1993 on the national policy for school libraries indicated that South Africa was the only African nation, of the 25 countries that responded to the survey, which was working on drafting a national school library policy (Peterson 2001). This survey contradicts the studies done by Bawa (1996), Hart and Zinn (2007), and Du Toit (2008). Bawa (1996) noted that many African countries do not have an articulated national policy on SLRCs and this hampers school library performance, South Africa being one of these countries.

Instead of a national school library policy, the South African Department of Education (2013) has put forward the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure. The regulations oblige schools to have a library with an adequate and suitable collection and administered in a mobile library; a cluster library; a classroom; a centralized school library; or a school community library. The requirements of these regulations were already specified by the National guidelines for School Library and Information Services (South Africa, Basic Education Department 2012). The absent of a specific school library policy, as observed by Magara and Batambuze (2009), continues to plague the development of school libraries in Uganda. Nyundu (2005) ascribes the failure of school libraries in South Africa to select resources relevant to the curriculum as caused by an absence of a national policy linking school libraries directly to the curriculum. Hart and Zinn (2007) also conclude that the hindrance to school library development in South Africa is caused, among other things, by the lack of a national school library policy.

A growing concern regarding the status of school libraries and the deteriorating quality of primary and secondary education in Africa calls for a radical solution and action. The studies discussed above allude to the compelling need of African countries to decisively formulate national school library policies, standards,



guidelines, and procedures as a fundamental framework for improving school libraries and ultimately the quality of education to learners. Initiatives have been carried out by some countries to formulate policies for school libraries that would address the problems encountered by schools in the provision of the requisite resources and services to learners. Such attempts have not been successful. However, the initiatives have been instrumental in creating awareness of the need for national school library policy (Magara and Nyumba 2004; Du Toit 2008, 2012). These far reaching initiatives have encouraged and made possible the formulation of provincial school library policies in South Africa (Du Toit 2006; Hart and Zinn 2007).

The Provincial KwaZulu-Natal and Mpumalanga School Library Policies in South Africa are the results of such initiatives. These provincial school library policies provide a framework for the planning, development and evaluation of school libraries in the provinces (South Africa, KwaZulu-Natal Education Library Information and Technology Services 2003; South Africa, Mpumalanga Basic Department of Education 2010) in South Africa. The policies are a commitment of the provincial government to deploy its capabilities and budget to address issues pertaining to school library management in the provinces. For example, both the Mpumalanga and KwaZulu-Natal provincial governments are committed to developing units that deal with school libraries and providing schools with appropriate and adequate resources for the libraries and the training of teacher-librarians to address the staffing needs of school libraries (South Africa Mpumalanga Department of Basic Education 2010; South Africa KwaZulu-Natal Education Library Information and Technology Services 2003). Through the outlined ethos, aims, principles and guidelines, the objective of this policy is to establish school libraries that would promote reading habits, support the curriculum delivery, and motivate the use of multiple learning resources (South Africa Mpumalanga Department of Basic Education 2010).

The mission statement of South Africa's KwaZulu-Natal Education Library Information and Technology Services (2003: 7) provincial school library policy identifies areas of concentration in the implementation of the policy:

To foster the sustained development of school libraries and to create a culture of learning and reading in schools by:

- providing all educators and learners in KwaZulu-Natal with quality resources;
- developing the skills to manage and utilize these resources;
- providing a professional support service for teacher-librarians and educators;
- redressing past inequalities; and
- achieving equitable provisioning of resources.

These two illustrations of provincial initiatives in South Africa to formulate school library policy should be a catalyst for African countries to devise a plan for formulating school library policies, standards and procedures that would redefine the role of the governments and the school libraries in rendering library services that would measurably strengthen the performance of school libraries and the outcome of learners in primary and secondary schools. However, it should be pointed out that policies without implementation strategies, human resources and adequate funding are toothless.

### **3.6.3. SLRCs standards**

A school system is established to provide learners with educational opportunities. In a learner-centred learning environment, the learners have a greater responsibility for their own learning. This new learning environment calls for SLRCs to redefine their role and become more active in achieving the schools' learning goals. In order for the SLRCs to realize their full potential in supporting the learning process, standards should be in force to lay down the various roles of school libraries in relation to educational provision in the schools. As early as the 1980s the American Library Association recognized that SLRCs' standards are the quality measure of schools in terms of library provision. They are guidelines that help translate the SLRCs policy into executable activities. Standards according to the American Association of Librarians (1988: v) have always been a dynamic, positive force for change. Such

documents have provided the philosophical framework from which school library media programmes have evolved.

All-encompassing issues that are addressed by the standards are school library programmes related to teaching and learning, an inviting and conducive environment for learners to study and learn, and professionalism leading to learning (South Dakota State Library 2010). The programmes that are covered in the standards may include but are not limited to the following:

- The school library programme supports, promotes and participates in collaboration, differentiation, and integration across all content areas in the library and in the classroom;
- The school library programme promotes reading as being fundamental to all academic and personal learning;
- The school library programme provides learners with a current, relevant, diverse, and organized collection of physical and virtual resources for the purposes of academic and personal inquiry;
- The school library programme provides collaborative instruction in multiple literacies such as information literacy, media literacy, visual literacy, and technology literacy;
- The school library programme promotes and sponsors special events and programmes that celebrate and encourage the arts, literacy, and learning;
- The school library programme participates in learner assessments designed to gather process and produce data;
- The school library programme utilizes technology as a tool for learning and teaching; and
- The school library programme aligns all instruction and resources with the local curriculum, state content standards, and national initiatives (South Dakota State Library 2010: 3).

The standards provide guidelines for the space, facilities and resources as a welcoming learning environment for learners, teachers and communities around the

school. The following have been identified as critical for the provision of services that are responsive to user needs:

- The school library provides space for a variety of activities, including individual learning activities, small group collaborative work, large group instruction, and special events and programming;
- The school library provides flexible and equitable access throughout the school day, including before and after school hours;
- The school library provides access to current technology for all learners;
- The school library provides an inviting and secure atmosphere, including furnishings and storage, which are age appropriate and comfortable;
- The school library provides both a physical and a virtual collection of resources which is adequate in size and scope to meet the curricular and personal needs and interests of all learners;
- The school library collection is maintained by an annual budget which supports the mission and allows for stability and growth; and
- The school library is a welcoming environment with staff who are trained to instruct, guide, and support learners (South Dakota State Library 2010: 4).

Standards for SLRCs provide professional leadership for learning by imparting skills to learners and engaging in teaching and curriculum development. South Dakota State Library (2010: 5) underlines specific guidelines for professional teacher-librarians and their fundamental role expected in a resource centre:

- The school librarian is a certified teacher-librarian;
- The school librarian is supported by a staff assistant/s as is appropriate and necessary;
- The school librarian maintains a physical and a virtual library presence to support the community of learners;
- The school librarian demonstrates leadership and advocacy by participating on building, district, state, and/or national level curriculum and planning committees;
- The school librarian belongs to and actively participates in library-related professional organizations;

- The school librarian is involved in professional development opportunities both as a presenter and a participant;
- The school librarian works with school administration and staff to implement strategies based upon the latest educational data, research, trends, and philosophies;
- The school librarian collaborates with staff to deliver meaningful and sufficient instruction and experiences in the use of library resources;
- The school librarian promotes, models, and teaches professional and ethical participation in a global world;
- The school librarian maintains and updates school board-approved library policies and procedures;
- The school librarian employs current and effective techniques and technology to manage library procedures and collections;
- The school librarian, in conjunction with the school and community, develops a current strategic plan based on programming, statistics, and future trends; and
- The school librarian models, encourages, and celebrates a love of reading.

The standards highlighted above demonstrate the importance of standards for implementing library services that support learning and are integral to the curriculum. Absence of standards for school library provision that can guide schools has been pointed out in reviewed studies as one of the factors exacerbating the poor status of school libraries in African countries (World Bank 2008). A study by the World Bank (2008) pointed out that most African countries lack basic standards for school library provision to guide schools. This phenomenon of not having national standards for school libraries creates precedence for governments and private schools to fail to meet even the minimum criteria required for secondary school libraries. In this case it is apparent that the learners are denied their rights in the learner-centred teaching and learning environment in which the school libraries are indispensable for them to engage with the resources for critical thinking and problem-solving.

In view of this Adeyemi (2010) recommends that the SLRCs should be equipped with acceptable standards in order to fulfil their responsibility in the education process. In the same manner the World Bank (2008: 78) asserts that in order for school libraries to achieve their role of provision of information resources that address the curriculum subjects and information skills of learners, a Ministry of Education School Library Policy is required and clear, realistic minimum school library standards to support the rapid development of effective school libraries should be reinforced.

### **3.7. Role of SLRCs in education**

The role of SLRCS in the provisioning of teaching and learning materials, curriculum support, enhancing teaching and learning, and promotion of information literacy is identified and discussed in more detail in this section.

#### **3.7.1. Provision of teaching and learning materials**

The goals of SLRCs are clearly specified by IFLA (1999) in its manifesto for SLRCs. The manifesto sees SLRCs as vital and integral to the education process and thus critical for the development of literacy, information literacy, teaching, learning and culture. The following are goals that IFLA identified for the provision of SLRCs worldwide:

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- supporting all learners in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;

- working with learners, teachers, administrators and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy; and
- promoting reading and the resources and services of the school library to the whole school community and beyond.

Generally the role and importance of SLRCs as an essential component and centre in the educational process has been widely recognized (Chipunza 2000; Uoro and Usanga 2007; Woolls 2010; Ajegbomogun and Salaam 2011). School library resource centres according to Rosenberg (1998), are the right course of action to ensure that learners in primary and secondary schools have access to the right materials at the right time. School libraries are central to education for they provide teaching and learning materials, resources and opportunity for literacy skills which are essential for lifelong learning and learners' achievement (Magara and Nyumba 2004; Anderson and Matthew 2010; Equal Education Policy, Communication and Research 2010). Hoskins (2006b: 238) argued that:

The school library is the heart of the school and can play a vital role in helping the educational system to achieve its goals. It is central to the fulfilment of the instructional goals and objectives of the school and promotes this through a planned programme of acquisition and organization of information and dissemination of materials to expand the learning environment of all students.

The role SLRCs play as an effective tool to the educational process in the African context is immense. School libraries are critically integral to the educational process (IFLA/UNESCO 2000); they are basic tools for teaching. In recognition of the importance of the library to education, Bukhari (2006) asserts that, education and the library are two inseparable and indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. This implies that the provision of quality education, to the great extent, is enhanced and strengthened by

the availability of functional SLRCs which are equipped with treasures of knowledge inherent in the resources (learning and teaching materials) which they collect, organize, manage and disseminate (BEDC 2006; South Africa Department of Basic Education 2008).

The role of school libraries in education has been widely documented in literature and education policy statements. Many studies recognize the role of school libraries in the educational process (Dent 2006; Groot and Branch 2009; Morris 2010). Governments in Africa through their ministries of education acknowledge the importance of school libraries for the provision of information resources and services for schools across their countries. As such the legal basis for the establishment of school library resource centres in these countries is stipulated in their respective educational acts, regulations and education and training policies (for example, the United Republic of Tanzania Education Act, No. 25 of 1978, revised in 1985; the Education (SLRC) Regulations, 2002 and Education and training policy of 1995 discussed in detail in Chapter 2). Since SLRCs are an integral part of education, it implies that the poor condition of SLRCs in terms of resources, services, and programmes directly affect the quality of education provided to the learners.

### **3.7.2. Curriculum support**

The curriculum refers to “the substance of the experiences teachers intend for learners to have in school – the content and the experiences of interacting with the content” (Donham 2008: 27). Such experiences are described by Brandy (2008: 228) as an “organized set of formal educational opportunities specified by outcomes to be achieved”. This definition takes into account the knowledge or content to be transmitted to learners, which is called the syllabus (Smith 2000; Brandy 2008). The curriculum in this case denotes the description of the contents of teaching of which teachers should deliver through teaching. Another aspect of the definition that needs to be addressed here is the experience of interaction with the content. This aspect of experience entails the process in which a teacher interacts with learners and the knowledge to fulfil the goals of learning (Smith 2000). What cannot be underestimated here is the fact that the curriculum needs to be seen as an attempt



to achieve certain outcomes in learners. It answers the question of what product do we intend to achieve in the process of transmitting the knowledge?

The education systems in most African countries focus on inquiry and knowledge which calls for a resource-based curriculum which prepares learners for lifelong learning. The resource-based curriculum takes seriously the availability of resources that makes it possible for teachers and learners to interact with the content for stated outcomes for learners. Such a curriculum demands that teachers and learners have access to resources and to programmes that emphasize the skills necessary to effectively and efficiently use resources. As the South African Department of Basic Education (2008) notes, the South African curriculum – in its ethos and its pedagogies – cannot be delivered without access to a well-managed collection of learning resources. In this scenario effective school libraries and qualified teacher-librarians are indispensable to deliver an effective resource-based curriculum.

In the context of the school library as an integral part of the curriculum, the SLRC's primary role is to support the needs of the curriculum. As mentioned earlier this role is met by the SLRCs provision of facilities and information resources that supplement and support classroom learning and teaching (Dent 2006); provision of information services that are geared towards assisting teachers and learners to easily access the resources they need and accomplish activities/projects assigned; and provision of learning skills that enable the learners to optimally use the resources, facilities and services inherent in the SLRCs to achieve the needs of the curriculum and for lifelong learning (De Silva and Turriff 1993). The curriculum, as prescribed content or courses to be taught, requires a wide range of information resources that are inherent in that content. To this end the SLRC is central in resourcing, enriching and supporting delivery of the curriculum (South Africa Mpumalanga Department of Basic Education 2010).

Dubazana and Karlsson (2006) observed that fixed library periods may enhance learners visits to the library resource centre. However, these visits may not necessarily support the curriculum. They suggested that the visits be meaningful and

related to the curriculum. The school management and teacher-librarians should plan such visits in consultation with teachers. Dubazana and Karlsson (2006) further noted that for the SLRC to support the curriculum there should be coordinated efforts and programmes by teachers and school librarians. The two central players should prepare projects in the form of assignments that reinforce the learners' use of the library. In these projects, the teacher-librarians should provide guidance, skills and resources to accomplish the projects. This kind of methodological approach to learning would open up learners to the importance of resources to their classroom activities and create a culture of reading. However, the methodology should be articulated in the curriculum for all teachers to use.

In view of the above discussion and Dubazana and Karlsson's (2006) observation, there is a compelling need to include information literacy skills in the curriculum as a prerequisite subject at every level of study. This will not only integrate school libraries with the curriculum but also reinforce the availability of qualified teacher-librarians in every level of study as resourceful persons in teaching information skills and developing critical thinking and independent learning. The schools and universities that offer library and information studies should also incorporate information literacy as a stand-alone course. Such a course will be a step forward in having information professionals who will be able to effectively teach learners of all levels the skills of how to access and use information to solve an information problem (Baro 2011).

### **3.7.3. Enhancing teaching and learning**

School library resource centres as Ajegbomogun and Salaam (2011) assert, have a powerful influence on stimulating interest in reading and strengthening research and critical-thinking skills of learners. School library resource centres are therefore essential institutions to engage, support and stimulate learning and development and the promotion of a culture of reading for lifelong learning.

As noted earlier on, most education systems in Africa focus on a resource-based curriculum which prepares learners for lifelong learning. A resource-based curriculum

requires information resources of varied formats and skills on the part of learners and teachers to effectively access them. It also requires school librarians who are well trained to develop the collection that supports teaching and learning and provides programmes and services that enhance teaching and learning. In line with this approach functional school libraries and qualified teacher-librarians are essential to deliver an effective resource-based curriculum. In the context of the school library as an integral part of the curriculum, the library's role is to facilitate the implementation and support of the school curriculum by providing materials that supplement and support classroom learning and teaching (Magara and Nyumba 2004; Dent 2006).

In a learner-centred education system, which most African countries advocate, learners are required to engage with resources and use their full potential to problem-solve and work in teams. In this learner-centred model, libraries are critically important. The model requires that teachers and librarians work together to enhance learning. Teachers and librarians become motivators and facilitators in the learning process (Dent 2006). Morris (2010: 48) sees such a role as basically a collaborative venture in which school librarians, teachers and administrators work together to provide opportunities for learners' social, cultural, and educational growth. This very point is further stressed by Morris (2010: 47) who asserts that the:

School library is the centre of information sources and is the leading laboratory for developing critical thinking and for providing instruction that promotes multiple literacies, including information literacy, media literacy, visual literacy and technological literacy.

The school library's role according to Magina and Lwehabura (2011) is to provide teachers with access to materials relevant to the curriculum to enable them to teach and promote professional development. The other role of school libraries is to provide a space for teachers and learners to learn and teach. The school library's role is not only to provide a wide variety of information resources to facilitate teaching and learning in schools, but also an important tool for teaching and

learning. The challenges that school libraries face deny them the opportunity to function as they should due to an absence of school library infrastructure, limited space, lack of information resources and qualified staff to manage them (Ajegbomogun and Salaam 2011).

#### **3.7.4. Promoting information literacy**

There are many definitions of information literacy (McCain and Merrill 2001; Nyundu 2005; Taylor 2006; Lwehabura 2007), and many others. McCain and Merrill (2001) provide a simplified definition of information literacy as the ability of an information user to locate, evaluate, understand, and use the information efficiently. The definition by Taylor (2006) adds more aspects of information literacy to include: the ability to recognize the need for information, access, find, evaluate, use and communicate the information. In a careful examination of the definitions one notes a combination of basic library skills (locating the information and access) with the learning process (evaluating, using, synthesizing and communicating the information). As such, to achieve proficiency in information literacy or library skills (user education) instruction in the access and use of information is required. This highlights the role of school librarians as educators.

Information literacy and user education focus on learning as a bottom line. As instruments of learning, information literacy and user education are important because learners cannot be taught in class everything they need in order to survive and reach their desired goals. Teaching children that they can seek out information they need, and they can learn on their own whenever they want will empower learners and help them to become lifelong learners and critical thinkers (Taylor 2006).

Focusing on the need for user education in school libraries, particularly for secondary and primary school learners, Adeoti-Adekeye (1997) asserts that the emphasis of most writers has been on academic, special and public libraries, neglecting school libraries. He further commented that developed countries have since realized the importance of user education (information literacy) for primary and secondary school

children and have integrated school libraries into education systems and used libraries as tools for training future library users. Unfortunately developing countries have not been able to harness the benefits of strong school libraries for their educational systems.

Information literacy or library education is a catalyst for education and development. Information literacy skills are fundamental for achieving lifelong learning and contribute to personal empowerment and economic development (Bruce 2003). Information literacy facilitates a learner's successful use of information required in their studies and recreation. The teaching and learning of information literacy skills in primary and secondary schools creates confidence among learners when using a wide array of information resources needed in the library and elsewhere for their education, lifelong learning and for participating in society (Barrett and Douglas 2004). The acquisition of information literacy skills makes children enthusiastic to learn, inquisitive and critical of information and they are able to apply the information for their academic and personal purposes.

The impetus behind the need for information literacy has been the shift in the education system from a teacher-centred to a learner-centred mode of teaching and learning. The traditional teacher-centred learning did not require learners to look for information because the teacher was thought to have all the information learners required. All authority was vested in teachers and the learners' role was to passively receive the information. With such a change the school librarians are expected to cultivate the environment for learning which allows learners to actively engage with information resources to satisfy a variety of their information needs (Nyundu 2005).

Numerous studies consider information literacy as crucial in developing the habits of reading among children to encourage lifelong learning (Ajegbomogun and Salaam 2011). According to Anderson and Matthew (2010) the only place in Sub-Saharan Africa for children to be provided with the first opportunity to acquire literacy skills is a school. It is the school, not a family, that collects a wide range of information resources for learners to read and study; it is the school which has professional

teacher-librarians equipped with professional expertise and experience to orient and impart the learners with information literacy skills; it is the school which provides a library with a pleasant and conducive environment for children to read and study. The role of the school library through its teacher-librarian is to instruct the learner with information literacy skills that would empower them in the exploitation of information resources in learner-centred learning contexts (Martin and Zennier 2009). But due to a lack of information and human resources in African schools such an opportunity is wasted.

Information literacy skills are necessary for comprehension of information resources. School libraries through their teacher-librarians support the learners' learning process by equipping them with some of the essential skills to succeed in a constantly changing social and economic environment (Magina and Lwehabura 2011: 161). According to Magina and Lwehabura 2011: 161) information literacy skills enable the learners to competently and independently "identify, collect, critically analyse and organise information, solve problems and communicate their understandings. Consequently, learners enrich their intellectual, cultural and emotional growth".

In the context of information literacy the objectives of a school library should, according to Adeoti-Adekeye (1997: 586-587), include the following goals:

- to support the teaching and educational work of the school by supplementing class work with further reading;
- to equip learners with the skills which will enable them to learn more effectively through using the variety of materials held within the library;
- to develop in learners the habit of reading both for pleasure and for the purpose of gathering information which is not taught as part of the curriculum; and
- to develop in learners an enquiring mind that will continue to prompt them to use the library later in life.

This overlaps with the role of the school library discussed earlier.

The school library through the teacher-librarian in an African context is expected to take a leading role in the development of information skills among learners. The teacher-librarian is the expert on the subject matter. The teacher-librarian is therefore, expected to diligently discharge his/her professional expertise to the development of information-literate learners who would be able to become independent lifelong learners, confident to optimally use the library and its resources (Barrett and Douglas 2004).

However, the overall picture that the literature portrays in this regard is the absence of qualified teacher-librarians to deliver information literacy to learners. This implies that the information literacy skills or library user education is not provided in primary and secondary schools as it should be because of inadequate human and information resources. Based on this situation, it is obvious that most schools are not capable of providing information literacy skills to learners. Consequently the concept of learner-centred and RBL becomes difficult to implement and the education of learners is to a great extent undermined. In line with this, Adeoti-Adekeye (1997: 587) observed that user education is necessary in school libraries because some of the learners are expected to move from secondary schools to higher educational institutions where extensive use of the library would be expected. A good background in the use of libraries will benefit learners as they find it easier to engage with library resources. Lack of user education in schools would make it harder for learners to use higher learning institution libraries effectively. Those learners who are unable to proceed further with school may as well use the library knowledge provided to them at school to consult public libraries for their diverse information needs. Thus, with user education, learners not only know what the library can offer them but also how best they can exploit the library for their own good (Adeoti-Adekeye 1997: 587).

### **3.8. Summary**

In this chapter, an overview of the historical background of SLRCs was presented. The chapter further discussed factors affecting school library status and the role of

school libraries in education. The key points identified in the reviewed literature will be drawn on in the interpretation of the results of the study.



## CHAPTER 4

### RESEARCH METHODOLOGY

#### **4.1. Introduction**

Research is an academic endeavour that involves a systematic process of gathering, analysing and interpreting data to generate knowledge and thus increase our understanding of a problem under study (Leedy and Ormrod 2010: 2). As such, it requires appropriate methods and procedures to demonstrate how the data will be collected and analysed to answer the research question and the justification for the choice of methods.

This chapter presents the methodological option used in the present study. The study employed a mixed methods approach with a stronger emphasis on quantitative research. The paradigmatic approach for the study will be described followed by the presentation of the design appropriate for the study. The description of the population and sampling techniques used in this study will be presented and data collection methods and tools used in the study will also be discussed. The latter part of the chapter focuses on methods of data analysis and evaluation of the methods used by the current study to judge the rigour and quality of the research process.

#### **4.2. The choice of methodology**

This section explains the paradigmatic approach of the study. The pragmatic philosophical approach has been adopted to underpin the current study. The section further describes the survey design employed which is considered appropriate for the study and the rationale for the choice of the design. The description of a mixed methods approach as a suitable design for the current study concludes this section.

#### **4.2.1. Research paradigm**

A research paradigm is a philosophy that entails the development of knowledge and the nature of that knowledge. As a philosophy it contains essential assumptions about a researcher's view of the world (Saunders, Lewis and Thornhill 2009: 107). The researcher's view of the world entails a paradigm. Various influential researchers have defined the concept 'paradigm' variously but with overlapping meanings. The focus of all definitions is on the researcher's ontological, epistemological, axiological and methodological perspectives. Saunders, Lewis and Thornhill (2009: 118) define a paradigm as "a way of examining social phenomena from which particular understandings of these phenomena can be gained and explanations attempted". The emphasis of this understanding lies in the technique of collecting data to scrutinize the issue under investigation giving rise to a better understanding of the problem.

Burton and Barlett (2009: 18) consider a research paradigm as follows:

A paradigm is a network of coherent ideas about the nature of the world and of the functions of researchers which, adhered to by a group of researchers, condition the patterns of their thinking and underpin their research actions.

A research paradigm as a system of ideas is critically important as it determines, maintains and reinforces a researcher's way of thinking about an issue or a topic and is an essential road map of a researcher's actions (Plowright 2011: 177). The paradigm describes the type of research, the nature of the world and how to investigate it. The paradigm points to the research methods suitable and adequate for the purpose of collecting data to examine the phenomenon under inquiry (Burton and Barlett 2009: 18).

The current study is an examination of SLRCs in Tanzania: their status and role in RBL. The philosophical approach underpinning this study is pragmatism. Pragmatism is considered to be a practical philosophical approach to the understanding of this inquiry and constitutes appropriate methods of examining the problem. Patterson (2008: 419) defines pragmatism as "the philosophical position that the test of an

idea's truth is its practical consequences". Pragmatism constitutes a move from philosophical legitimation and paradigm wars to practical effects of knowledge (Kvale 2007: 142-143) and the focus being what works to get the research question answered (Punch 2009: 291).

Pragmatism as a school of thought adheres to the argument that the meaning and truth of any idea are the function of its practical outcome (Mujis 2011: 6). Creswell's (2009:10) view on pragmatism is worth noting here:

- Pragmatism as a world view arises out of actions, situations and consequences rather than antecedent conditions (post-positivism);
- Concern with application – what works – and solution to problems;
- Instead of focusing on methods – researchers emphasize the research problem and use all approaches available to understand the problem; and
- As a philosophical underpinning for mixed methods – focuses pluralistic approaches to derive knowledge about the problem.

Given this understanding of pragmatism, it follows that the choice of appropriate methods for a given problem depends entirely on the research question the researcher attempts to answer. The research question in this case is as important as the method used or the paradigm underlying the method. The choice of qualitative, quantitative or mixed methods approaches to any study is determined by the research question being asked (Punch 2009: 291). In adopting pragmatism, the current study employed a mixed methods approach combining qualitative and quantitative methods to be the most appropriate method for professional research that combines the collection and analysis of qualitative and quantitative data.

#### **4.2.2. Mixed methods approach**

While Creswell (2009: 3) acknowledges three approaches or designs in research methodology, quantitative, qualitative and mixed methods, the widely acceptable view is that research methodologies revolve around two major approaches namely qualitative and quantitative (Leedy and Ormrod 2005: 95; Mujis 2011: 1). Mixed methods research design has recently gained popularity and significance in social

research by accommodating insights of both qualitative and quantitative approaches to research. Bazeley's (2008: 133) assertion on mixed method research design is useful:

The term 'mixed methods' has developed currency as an umbrella term applying to almost any situation where more than one methodological approach is used in combination with another, usually, but not essentially, involving a combination of at least some elements drawn from each of qualitative and quantitative approaches to research.

Mixed methods research design is concerned with the use of both qualitative and quantitative methods in a single study (Fraenkel, Wallen and Hyun 2012: 557). Many definitions of mixed methods design have been given by scholars. According to Bhan (2008: 339) mixed method research is "a combination of at least one qualitative and one quantitative component in a single research design, aiming to include the benefits of each method by combining them". This combination is purposely done in order to address a single research question (Hewson 2006: 179). The combination of qualitative and quantitative methodologies may include elements such as approaches, viewpoints, methods of data collection and analysis, concepts, and language for the purpose of breadth and depth of understanding and corroboration (Johnson and Onwuegbuzie 2004: 17, Johnson, Onwuegbuzie and Turner 2007: 123).

The current study used a mixed methods research design to solicit and analyse both numerical and non-numerical data to answer the research questions. The use of multiple approaches and methods is commendable in social science research to guarantee quality of data and results. Mixing methods in research provide a more complete understanding of research problems than does the use of a single method (Fraenkel, Wallen and Hyun 2012: 557). According to Creswell (2009: 203) social science problems are complex in nature. As such, to successfully address them requires the use of multiple approaches. Mixed methods research design enables the researchers to utilize the strength of both approaches, qualitative and quantitative, and thus increase the overall confidence in the findings of the study (Ngulube 2010:

255). The integration of qualitative and quantitative approaches, according to Houser (2009: 80), has “led to potentially better research outcomes and utility using the strength of each paradigm and tradition”.

In addition to the above rationale for mixed methods research, the choice of the design was also determined by the nature of the problem and the type of data required in understanding and answering this problem. The mixing of some elements in a single study were also evident in reviewed studies regarding school libraries (Dent 2006; Ntulo and Nawe 2008; Magara and Batambuze 2009; Mgina and Lwehabura 2011).

#### **4.2.3. Survey research design**

The importance of a well-defined research design cannot be overemphasized. A research design is a “plan of how a researcher will go about answering a research question” (Saunders, Lewis and Thornhill 2009: 136). On similar lines, Kumar (2005: 84) defines a research design as “a procedural plan that is adopted by [a] researcher to answer questions validly, objectively, accurately and economically”. As a procedural plan, a researcher focuses on the procedures necessary for the execution of the tasks that are required to undertake the research project; at the same time ensuring the adequacy of the procedures to yield valid, objective and accurate answers to the research problem.

Bertram (2004: 57) and Kothari (2004: 31) offers a similar but lucid definition of research design as a plan of how a researcher systematically collects and analyses the data that is needed to answer the research questions; it is a blueprint for the collection, measurement and analysis of data. The list of components of a research design is further underlined by Kothari (2004: 31) to include but not limited to: the nature of the study, the rationale for undertaking the study, area of the study, the type of data required, sampling design, instrumentation, and data analysis techniques.

The current study used the survey design to gather data using questionnaires and semi-structured interview guides from five categories of people about their characteristics, opinions, and attitudes regarding the status and role of secondary schools in Iringa and Njombe regions of Tanzania. Since the target population was large, the survey design was considered appropriate for surveying a sample drawn from the population (Singh 2006; Connaway and Powel 2010; Leedy and Ormrod 2010). The strength of survey research is that, if properly done, it allows one to generalize from a smaller group to a larger group from which the subgroup has been selected (Connaway and Powel 2010).

Most survey designs are quantitative in nature and gather data at a particular point in time (cross-sectional) and need statistical assistance to extract their meaning in order to describe the nature of the existing conditions (Connaway and Powel 2010; Singh 2006). Although the current study utilized mixed methods approaches it was essentially a cross-sectional study. A cross-sectional study according to Fraenkel, Wallen and Hyun (2012: 394) gathers data from a sample drawn from the predetermined population and data is collected on a once off basis. In his analysis of the cross-sectional study design, Kumar (2005: 93) points out that such design is the most commonly used in the social sciences. He further asserts that:

This design is best suited to studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-section of the population. They (cross-sectional studies) are useful in obtaining an overall picture as it stands at the time of the study. They are designed to study some phenomenon by taking a cross-section of it at one time. Such studies are cross-sectional with regard to both the study population and the time of investigation (Kumar 2005: 93).

Hall (2008a: 172) considers a cross-sectional survey design as a snapshot of the population by collecting data to make inferences about the population at one point in time. This type of survey design can be conducted using any mode of data collection tools such as telephone interviews, face-to-face interviews, mailed or self-administered questionnaires, electronic mail, web data collection and other pertinent

data collection tools. He further reasons that a variety of sampling frames can be employed for this design to select potential informants for the study.

This study was also descriptive. Descriptive surveys are considered to be the most common type of survey research design. The basic purposes of descriptive surveys usually are to describe characteristics of the population of interest, estimate proportions in the population, make specific predictions, and test associational relationships (Connaway and Powell 2010: 110). Descriptive studies aim at portraying an accurate profile of the phenomenon under investigation (Saunders, Lewis and Thornhill 2009: 140) and thus serve as direct sources of valuable knowledge concerning human behaviour (Singh 2006:102). The descriptive survey design involves a planned collection of data over a large area for the purpose of making descriptions (Oppenheim 1992). The rationale for the choice of this design was determined by the nature of the study of providing a clear picture of the status and role of school library resource centres in RBL in Tanzania. Another determinant of the choice of the design was the fact that it has been popularly used by most reviewed studies on school libraries (Dent 2006; Magara and Batambuze 2009; Adeyemi 2010; Mgina and Lwehabura 2011). In brief, the study used a cross-section descriptive survey design.

### **4.3. Population of the study and sampling strategy**

This section provides a definition and a description of the population that participated in the present study. The section further describes the characteristics of the population, sampling frames from which the samples were drawn, and sampling techniques used for the study to obtain the units of analysis for the study. The section concludes with an account of the sample sizes of the study.

#### **4.3.1. Population of study**

In survey research the identification of the population from which the sample is selected is essential. Lepkowiski (2008: 591) offers a general definition of a population in research as "the collection or aggregation of the individuals about which inferences are made". The population or universe denotes the finite or infinite

items to be studied (Kothari 2004: 56). The population is defined as a larger group of people, objects, or institutions that interest the researcher and from which the sample to be studied is drawn and the findings of the study are generalized (Troachin 2000: 1; Fraenkel, Wallen and Hyun 2012: 92).

The population of the current study was heterogeneous comprising all 245 heads of government, community, non-government, and seminary secondary schools of Iringa and Njombe regions (UTR 2011: 90). Primarily, the population of heads of all categories of secondary schools was determined by the current Ministry of Education and Vocational Training Basic Education Statistics in Tanzania (BEST 2007/2011) and statistics of secondary schools available from Zonal, regional, and districts education offices. The population was also composed of District Education Officers for secondary schools, Zonal Inspector of Schools, secondary school librarians, and the Regional Public Library Librarian. The total population was 291 individuals. Table 2 below indicates the distribution of population according to its characteristics.

**Table 2: The population size according to the population characteristics**

<b>Population and its characteristics</b>	<b>Population Size</b>	<b>Percent</b>
Heads of government secondary schools	7	2.3
Heads of community secondary schools	178	59.3
Heads of non-government secondary schools	54	18.0
Heads of seminary secondary schools	6	2.0
District Education Officers for secondary schools	8	2.7
Zonal Inspector of Schools	10	3.3
Regional Public Library Librarian	1	0.3
Secondary school librarians	36	12.0
<b>Total</b>	<b>300</b>	<b>100%</b>

#### **4.3.2. Sampling frames**

For survey research projects, after a general population has been defined, a list of identifiable and contactable members of the general population is vital, providing a basis for drawing the sample to be observed (Rea and Parker 2005; Hall 2008b). This working list allows the researcher to ensure that all sectors of the population



are represented in the data pool. Babbie and Mouton (2001: 647) define a sampling frame as a "list of units composing of the population from which the sample is selected". The nature of the study required manifold sampling frames: a list of heads of secondary schools in Njombe and Iringa regions, list of District Education Officers for secondary schools and that of Zonal Inspectors of Schools. The BEST 2007/2011 (URT 2011) provided general information that laid a foundation for the understanding of the population, that is, the total number of secondary schools in the former Iringa region (currently Njombe and Iringa) in various categories of schools. The weakness of this database was that it lacks the list of individual secondary schools, secondary schools with libraries and schools with school librarians.

The sampling frames that were consulted and provided reliable sources of information were the list of secondary schools from the Ministry of Education and Vocational Training website, Zonal Inspector of Schools' office, and District Education offices. However, these sampling frames were not comprehensive enough in that the list of schools with libraries and school librarians were not available. Despite their deficiency, the District Education offices' lists of secondary schools were mostly reliable for they contained current information that was lacking in other lists. These were the sampling frames used to determine the population and from which the sample of heads of secondary schools were drawn for the study. According to these frames the total number of secondary schools was 245 which implied that the total number of the population of heads of secondary schools was 245.

Good quality sampling frames list every member of the study population once and the list includes only the members of the study population (Hall 2008). The evaluation of the lists of secondary schools indicated that one secondary school was listed twice in different districts in the Zonal Inspector of Schools' office list of schools. The District Education offices lists of secondary schools provided helpful insights in determining such sampling frame problems.

The population of District Education Officers for secondary schools was easily identified because each district has one educational officer for secondary schools. The known units of District Educational Officers for secondary schools for this population were eight. Two District Education offices (Makambako City Council and Wanging'ombe District Council) which were newly established had no education officers for secondary schools. The education officer for secondary schools of Njombe district council from which these new councils were formed was in charge of all educational matters.

#### **4.3.3. Sampling techniques**

Sampling techniques denote a sampling design which is the framework that serves as the basis for the selection of a survey sample. According to Kumar (2005: 164) sampling

is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group.

The aims of drawing a sample are to achieve greater precision in the estimates with the given sample size and avoid bias in the selection of the sample (Kumar 2005: 169).

As stated above, the current study was descriptive and aimed at determining and uncovering the status and role of SLRCs in RBL. To meet this end the population of the study were heads of secondary schools, school librarians, education officers and inspectors and the regional public librarian in Iringa and Njombe regions. Essentially the population of study was large and the study did not survey all. In such a situation sampling was required.

Two sampling designs were employed for this study: proportional stratified sampling and purposive sampling designs (Leedy and Ormrod 2010: 209, 212). The former was used for the population of heads of secondary schools and the latter for

teacher/school librarians. A census was used for the population of district educational officers for secondary schools and the regional public librarian. One Zonal Inspector for Schools was studied because all inspectors work as a team in the same office. Out of 245 heads of secondary schools, a sample of 148 was drawn for the study through a process of stratified proportional random sampling technique (Bless and Higson-Smith 2000; Leedy and Ormrod 2010: 209).

#### **4.3.4. Sample sizes**

According to Merriam-Webster (2000) a sample is a finite part of a statistical population whose properties are studied to gain an understanding about the whole. Determining the size of the sample is central in survey research for the purpose of gaining an insight into how many observations are needed in a sample so that the generalization about the population can be made (Rea and Parker 2005: 142). There is no clear-cut answer of how big the sample should be. The rule of thumb is that with the survey design the sample size required for a heterogeneous population is relatively large. A greater sample size ensures a greater level of accuracy, confidence, and certainty of the researcher to make inferences (Bertram 2004: 64; Rea and Parker 2005: 142).

The size of the sample depends on the purpose of the study, data collection methods, and the style of the research. The sample size for heads of secondary schools was based on their sizes according to the category of schools they were in (see Table 3 below). The tables of recommended sizes of sample by Powell (1997); Payne and Payne (2004); and Sarantakos (2005) were used. This technique was chosen for the purposes of equally representing all segments of the population and obtaining data that could be generalized (Babbie and Mouton 2001). Table 3 below illustrates the population and sample sizes for each category of school.

**Table 3: Population and sample size of heads of secondary schools**

District	Government		Community		Non-Government		Seminary		Totals	
	Population	Sample	Population	Sample	Population	Sample	Population	Sample	Population	Sample
Iringa Urban	2	1	10	6	12	7	1	1	25	15
Iringa Rural	3	2	24	15	4	2	-	-	31	19
Kilolo	-	-	24	15	10	6	-	-	34	21
Mufindi	1	1	43	26	6	4	3	1	53	32
Njombe Urban	1	0	12	7	13	8	1	1	27	16
Njombe Rural	-	-	31	18	5	3	1	1	37	22
Makete	-	-	16	10	2	1	-	-	18	11
Ludewa	-	-	18	11	2	1	-	-	20	12
<b>Totals</b>	<b>7</b>	<b>4</b>	<b>178</b>	<b>107</b>	<b>54</b>	<b>33</b>	<b>6</b>	<b>4</b>	<b>245</b>	<b>148</b>

As mentioned earlier, the census was employed for the District Education Officers for secondary schools; only one Zonal Inspector of Schools and the Regional Public Librarian, who had an office at Iringa urban were studied. The sampling frame for the population of the school librarians was not available (see 4.3.2 above). Therefore, the population of school librarians was determined by the response of the sampled heads of schools with school librarians. The purposive sample was then drawn from the population reported by the heads of schools.

The sample size of the heads of secondary schools was relatively large (148 respondents) to ensure a high return rate of the questionnaires and confidence with the findings. The sample size of the teacher/school librarians was relatively small compared to the total number of secondary schools and the number of sampled heads of secondary schools. However, the interview with the Zonal Inspector of schools suggested that the number of sampled school librarians was quite large as it constituted 36, which is 92.3% of the total population of secondary schools with functioning SLRCs in the Iringa and Njombe regions. The population and sample sizes for different categories of respondents are shown in Table 4 below.

**Table 4: Population and sample sizes for different respondents' categories**

<b>Characteristics of the Population</b>	<b>Population Size</b>	<b>Sample Size</b>	<b>Percentage</b>
Heads of central government secondary schools	7	4	2.7%
Heads of community secondary schools	178	107	72.3%
Heads of private secondary schools	54	33	22.3%
Heads of seminary secondary schools	6	4	2.7%
<b>Total</b>	<b>245</b>	<b>148</b>	<b>100%</b>
District Education Officers for secondary schools	8	8	17.4%
Zonal Inspector of Schools	10	1	2.2%
Regional Public Library Librarian	1	1	2.2%
Secondary school librarians	36	36	78.2%
<b>Total</b>	<b>55</b>	<b>46</b>	<b>100%</b>

#### **4.3.5. Characteristics of the sample**

Understanding the nature of the study population is necessary before gathering data. Troachin (2000) points out that the researcher should know some of the overall demographic information of the population such as age, sex, class, income, and so on. The characteristics of the sample of the current study includes male and female, different levels of education and age. Despite the importance of demographic information in research, for the purpose of this study the demographic information of the sample was not used as this data was not key to answering the research questions. The study incorporated different categories of schools as key characteristics for the study, given the nature of the study.

#### **4.4. Data collection instruments and procedures**

This section describes the instruments used to gather data and forms of questions asked of respondents. The section further describes the process of peer reviewing and pre-testing of the questionnaire and semi-structured interviews and an analysis of the validity and reliability of instruments used. The section concluded with a description of the questionnaire and semi-structured interview, administration and response rates.

#### **4.4.1. The instruments**

The research question is the focus of an empirical research project. For the research question to be critically answered there must be data, that is, information a researcher obtains for the purpose of responding to the research question. The process of collecting requisite data to answer the research question is called instrumentation (Fraenkel, Wallen and Hyun 2012: 111). The instruments denote the methods that are used to gather data to answer the research questions. Many methods of gathering primary data are available for survey research. Some of these data collection techniques include interview schedules, questionnaires, observations, and focus groups (Bless and Higson-Smith 1995: 105-113; Kothari 2004: 95-104). The instruments employed for collecting both quantitative and qualitative data for the current study were self-administered questionnaires, semi-structured interviews, and documentary analysis.

#### **4.4.2. Questionnaires**

The questionnaire is a method of collecting self-reported information from informants through self-administration of questions. According to Burton and Bartlett (2009: 76):

Questionnaires are useful in collecting a large amount of general data and opinions from a large number of people. Questionnaires tend to elicit responses that fit into broad categories, with little opportunity for respondents to express complex emotional feelings in response to impersonal questions.

Two types of questionnaires were developed and self-administered to a sample drawn from heads of secondary schools and secondary school librarians. A nine page questionnaire for heads of secondary schools consisting of four sections was constructed. The first section of the questionnaire (items 1-4) collected basic information regarding the secondary school and whether the school has a library. The major aim of this section was to gain an understanding of the type, category and staffing position of the school, the information that would help to benchmark the school within the data set and correlate response sets between different respondents to ascertain if the responses were consistent across respondents. The

second section (items 5-11) gathered data regarding secondary schools without libraries. Most of the questions were open-ended. It was assumed that the information gleaned from this section would provide useful insights to the reasons for not having SLRCs and what efforts have been made to start libraries in these schools. The third section was concerned with the collection of data for schools with libraries (items 12-47). Most of the statements had closed-ended questions which asked the respondents to rate on a scale of 1-5 and other scales. The aim of this section was to elicit responses that would help understand the current status of school libraries; the role of school libraries in RBL; factors contributing to the condition of school libraries; and ways that may be employed to address the challenges faced by secondary school libraries in the region. The final section (item 48 and 49) had two statements with open-ended questions which asked the respondents to give their opinion as to what generally has to be done to improve the condition of SLRCs and to give any further comments about SLRCs (see the questionnaire in Appendix 3).

The questionnaire for the school librarians aimed at gathering data concerning the extent to which the SLRCs contribute to RBL. The questionnaire had five sections. The first section (items 1-3) collected general information about the secondary school. The second section (items 4-7) asked the respondents about their qualifications, experience in working with the library and number of staff working in the library. The third section (items 8-14) asked the respondents about the type of secondary school library the school had, frequency of usage of the library and resources available for the secondary school library, currency of the resources, services offered, and quality of the school library. While the fourth section (items 15-34) asked the respondents about the role of the secondary school library in RBL, the fifth section had one open-ended statement asking the respondents to provide additional information about SLRCs (see the questionnaire in Appendix 4).

#### **4.4.2.1. Forms of questions**

There are two types of survey research questions: closed and open questions. The closed-ended questions are those which respondents are free to offer an answer

they wish to the question and for closed-ended, respondents must choose from fixed sets of answers (Neuman 2006: 286-187). In this study, both open and closed-ended questions were used. The use of both forms of questions was opted for in order to collect both subjective and objective data (Fitzgibbons 2003). The open-ended questions were asked to allow the respondents to give their unprompted views and opinions (Babbie and Mouton 2001: 223). The advantage of this form of question is that unanticipated and insightful information can be provided by respondents. The drawback of this form of question is that they require more thought and time on the part of the respondents to answer and as a result respondents may ignore answering the question and the responses cannot easily be tabulated using statistical analysis (Fitzgibbons 2003).

The closed-ended questions were asked to elicit structured responses. According to Babbie and Mouton (2001: 233) closed-ended questions provide a greater uniformity of responses and are easily processed. There are three categories of scaled response questions, namely nominal scale, ordinal scale and matrix questions. This study used two categories of scaled questions, nominal and ordinal. Both questionnaires, that were administered to heads of secondary schools and school librarians, used a combination of nominal scaled questions (forced questions) and ordinal scaled questions (Likert scale) which asked the respondents to rate the degree of agreement or disagreement to a particular item of the question (see the questionnaires in Appendix 3 and 4). The advantages of these forms of questions are that they are both easier and faster for respondents to complete (Fitzgibbons 2003).

#### **4.4.2.2. Peer review and pre-testing the questionnaires**

A clear and precise questionnaire is important for the respondents to understand what the researcher is asking them (Bertram 2004: 83). For a questionnaire to mean the same thing to all types of respondents it should be clear, succinct and unambiguous (Williams 2003). Given this, peer review and pre-testing of instruments before administering them to the sample population is a prerequisite (Babbie and Mouton 2001). Saunders, Lewis and Thornhill (2009: 394) argue that pre-testing is



instrumental in refining the questionnaire in order for the respondents to have no problems in answering the questions. Babbie and Mouton (2001: 244-445) propose to pre-test the questionnaire on ten friends or people to whom the questionnaire is relevant. The assessment of the questions' validity and the likely reliability of the data that will be collected can also be guaranteed by pre-testing the data gathering tools.

To this end, both questionnaires for heads of secondary schools and school librarians were peer reviewed and pre-tested. The research experts, such as university professors, practitioners of basic education, and administrators, such as Educational Officers, were consulted to comment on representativeness and suitability of the questions. After the questionnaire for heads of secondary schools and school librarians was peer reviewed, it was pre-tested on a random sample of 10 respondents from 10 schools which were not included in the study's sample population of heads of secondary schools and school librarians. The pre-test sample was given the questionnaire to complete before administering it to the sample population. This was done for the purpose of verifying clarity of instructions; layout of questions; identifying ambiguous and unclear questions; determining if relevant questions had been omitted; eliminating difficult questions for respondents, and collecting comments from the respondents (Saunders, Lewis and Thornhill, 2009: 394).

#### **4.4.3. Semi-structured interviews**

Interviewing allows a researcher to collect data in face-to-face settings. The researcher or research assistant asks questions of the respondent and the respondent provides answers. The format of the interview could be structured, semi-structured or unstructured (Payne and Payne 2004: 129). Punch (2009: 144) asserts that:

Interviewing is the most prominent data collection tool in qualitative research. It is a very good way of assessing people's perceptions, meanings, definitions of situations, and constructions of reality. It is also one of the most powerful ways we have of understanding others.

According to Burton and Bartlett (2009: 85) structured or semi-structured interviews are preferable in that the researcher follows a set format asking fixed questions. This allows the clarification of issues for respondents and can note certain non-verbal responses that may illuminate answers further.

The semi-structured interview is considered to be the best in situations where the researcher is not likely to get more than one chance to interview the respondent. This method of data collection is based on the use of the interview guide. The semi-structured interview is used in professional surveys and works well in research where the key respondents are high-level bureaucrats and educated members of the community who are time oriented and would like the interviewer to demonstrate that he or she is prepared and competent enough to conduct interviews (Bernard 2011: 157-156).

The semi-structured interviews were administered to District Education Officers for secondary schools, the Zonal Inspector of schools, and Regional Public Library Librarian (see semi-structured interview guides in Appendices 5, 6 and 7). The interviews for District Education Officers for secondary schools gathered general data on school libraries and some policy and administrative data. The interviews for the Regional Public Library Librarian collected data regarding the role public libraries play in the regions in support of SLRCs. The interview for the Zonal Inspector of Schools solicited information regarding regulations, standards, role of SLRCs in education and status of school libraries.

#### **4.4.4. Semi-structured interview peer review**

Like the questionnaire, the semi-structured interviews for District Education Officers for secondary schools and Zonal Inspector of Schools were peer reviewed. A retired District Education Officer for secondary schools working at the University of Iringa (formerly Tumaini University, Iringa University College) and other District Education Officers for secondary schools studying at the same institution were given the semi-structured interview guides to review. Following their comments and suggestions, the population of District Inspectors of Schools were replaced by Zonal Inspectors of

Schools and amendments were made to the questions. The District Inspectors of Schools were not surveyed because it was found that their role was linked to primary schools which were not involved in the current study. It was suggested that the Zonal Inspectors of Schools needed to be included in the population for the study because they deal directly with quality issues in secondary schools. Peer review was necessary to develop appropriate instruments for data collection. Peer review of the semi-structured interviews by a group who are not part of the research area was considered justifiable in order to avoid redundancy that could have resulted when interviewing respondents who have reviewed the semi-structured interview guide.

#### **4.4.5. Administration of research instruments**

This section outlines the process of seeking permission to conduct the study, administration of the research instruments: both questionnaires and semi-structured interviews, and finally the description of the questionnaire response rate.

##### **4.4.5.1. Permission to undertake research**

Before the process of collection of data, permission to conduct the study at the area of study was sought from the Ministry of Education and Vocational Training of Tanzania. A letter to the ministry describing the nature of the study and its purpose was written seeking permission to conduct the study at the former Iringa region which is now Iringa and Njombe regions. The letter was accompanied by an introductory letter from the University of KwaZulu-Natal research supervisor confirming that the researcher was a bonafide student of the UKZN (see application letters in Appendices 8 and 9). The permission was given by the ministry with instructions to the Iringa Region Administrative Secretary (RAS) to provide the required assistance to the researcher. The RAS wrote a letter to all District Executive Directors (DED) asking them to offer assistance to the researcher to conduct the study in their respective areas. The DEDs gave the researcher written permission to conduct the study at their schools asking the heads of schools to give requisite support to ensure that the data was collected as planned (see letters of permission in Appendices 10-19). When all the necessary documentation was secured and

permission was granted including the ethical clearance granted by UKZN to conduct the study, a personal letter to the heads of schools was written to introduce the research assistants. All the permission documents and a consent form were given to respondents by the research assistants. The great majority of people approached to participate in the study were amenable to being included. Only a very small number of people asked to participate, refused to do so.

#### **4.4.5.2. Administration of the questionnaires**

Subsequent to pre-testing of the questionnaires and accommodation of the amendments, 148 questionnaires for heads of secondary schools were prepared. All relevant documentation such as permits to conduct the study from the MoEVT, Iringa Region Administrative Secretary, DEDs were attached for easy access. A cover letter and respondents' consent form were also included. Nine research assistants were chosen to assist in distributing the questionnaires to the sample of heads of secondary schools and to school librarians who were purposively sampled. Every school where the heads were sampled was visited by the research assistants to physically distribute the questionnaire. This process helped the research assistant to determine if the sampled schools had a library and library staff thereby allowing them to distribute the questionnaire directly to the staff working in the school libraries.

Six of the research assistants recruited were final and third year Tumaini University, Iringa University College students. Three research assistants were Tumaini University, Iringa University College Library workers who were on annual leave. The research assistants were familiarized with the content of the project and instructed on the ethical issues involved in undertaking research with human subjects. They were further given instruction on how to go about administering the questionnaires and how to assist the respondents should they need clarification, alternatively they were advised to contact the researcher for any other problems they encountered. Each respondent was given the list of schools the district council allocated to gather data with the required predetermined sample for each category of school at which the heads of schools worked.

The research assistants were furnished with sufficient funds for long distance travel by bus or car or motorbike hire, accommodation, food and communication. Some of research assistants used their own cars to reach various areas where the respondents resided to collect data. A number of problems were reported by research assistants, such as walking long distances where transport was not available and on very few occasions the respondents were not present when the assistants arrived. In these cases the assistants returned the next day. Some respondents were not willing to fill out the questionnaire as participation in the survey was voluntary. However, such respondents were few as most respondents were extremely cooperative. On average each assistant took two weeks to collect and return the data collected.

#### **4.4.5.3. Questionnaire response rates**

The response rate of a questionnaire is vital in research as a guide to the representativeness of the sample respondents (Babbie and Mouton 2001: 261). The response rate refers to the percentage of potential respondents who were contacted and completed the research instruments (Rea and Parker 2005: 264). Most scholars agree to the principle that a higher response rate prevents a significant non-response bias (Babbie and Mouton 2001: 261). To ensure a high response rate the following approach was used. First, the research assistants were instructed to personally give the questionnaire to the target respondents and ask them if it were possible to wait until the questionnaire is completed and then collect them on the spot. Second, with the understanding that some respondents did not want to spend a lot of time thinking and writing, the questionnaires had mostly closed-ended questions that encouraged the respondents to complete them immediately. Third, all required documentation was included in the questionnaire to show the respondents that the project was genuine and the permission from all relevant authorities had been granted to execute it. Lastly, a great deal of thought was given to how the research assistants would be perceived by the respondents. The assistants were given suggestions on how to approach respondents, making them feel good about participating in the study and increasing the probability that they would complete the questionnaire as truthfully and carefully as possible.

Given the above techniques used to help maximize the response rates, a significant majority of respondents allowed the research assistants to wait while they completed the questionnaire and returned them after they had finished. There were a number of cases where the research assistants were asked to leave the questionnaire and come back the following day to collect them. This was more common in urban areas.

There is no statistical base for a sufficient response rate to the questionnaire. The response rate of 50% is considered satisfactory for analysis and reporting of the findings (Babbie and Mouton 2001: 261; Rea and Parker 2005: 11). Babbie and Mouton (2001) further point out that a response rate of 60% is quite good and 70% considered as very good. However, Williams (2003) argues that a response rate of 20% for a self-administered questionnaire based survey is adequate for data analysis and reporting of the findings. The questionnaire return rates for this current study were 140 or 94.6% for heads of secondary schools. This was a very good response rate, representative of the sample and adequate for data analysis and reporting of the findings. All District Education Officers (DEOs) for secondary schools, Regional Public Library Librarian and the Zonal Inspector of Schools were interviewed. Out of 39 schools with libraries, as reported by Southern Highlands Zonal Inspector of Schools, 36 school librarians to be surveyed were purposively selected from schools having libraries. This number constitutes 92.3% of schools with libraries; an excellent basis for data analysis.

#### **4.4.5.4. Administration of the semi-structured interviews**

Semi-structured interviews were used for this study to gather data to answer the research question. The method was used to solicit data from District Education Officers, the Zonal Inspectors of Schools and Regional Public Library Librarian. Prior to the administration of the interviews, some respondents were contacted via telephone and others were personally approached advising them of the purpose and content of the interview, and a request to make an appointment to conduct interviews with them was made. When the appointment was agreed upon and the date specified, the researcher prepared himself ahead of time to administer the interviews. The semi-structured interviews were conducted by the researcher on the

scheduled date, although in some instances the date had to be rescheduled due to the busy schedule of the respondents. The researcher conducted all of the interviews to ensure that each was as similar to the others as was possible and guaranteed that any questions that might arise would be answered quickly. The flexible nature of semi-structured interviews allows new follow up questions to be asked during the interview. This is useful when more information is needed for clarity. Pre-determined questions were asked for each respondent in a systematic and consistent order. The researcher asked probing questions far beyond the answers to the prepared questions to gain more insight on certain issues.

According to May (2011: 135) the greater degree of freedom offered to the interviewer in the semi-structured data collection technique, and the need to understand the context and content of the interview, researchers may well conduct interviews themselves. The use of such methods provides reliable and comparable information generated in each interview. The researcher thus conducted the interviews himself.

The interview content was captured using recording equipment, when the respondents consented, and notes were taken when respondents were not willing to be recorded. However, even where recording was permitted by respondents, notes were taken as technical errors could occur with the recording device making the recorded work irretrievable. In some instances where there were a lot of interruptions, taking notes were again considered necessary.

#### **4.5. Documentary analysis of data collection instrument**

Documents are concrete objects which naturally occur and are vital and rich sources of data for social science research. Documents are written texts which may be contained in an electronic format or hard copy (Scott 1990: 12-13). According to Payne and Payne (2004: 60) documentary methods in research are “the techniques of categorizing, investigating, interpreting and identifying the content and limitations of physical written sources”. Documentary sources include historical documents and people’s accounts or periods in which they were involved (May 2011: 194) and

provide data regarding the way in which events are constructed and the reasons employed. Documents are deposits of social practices within a given community; they inform and structure the decisions which people make on a short or long term basis. They also inform us about the aspirations and intentions and describe places and social relationships of the time period to which they refer (May 2011: 191-192).

Payne and Payne (2004: 61) identify three categories of documentary sources as follows: personal documents which might include individual letters, diaries, notes, drafts and files; private documents which are produced by the private organization or institution and are meant to be used internally by the organization or for the public consumption; and the public or government documents which include constitutions, acts, regulations, policy documents, strategic plans, development programmes, reports, pronouncement, proceedings and papers. The government documents may be available for public use or confined within the government offices (Punch 2009: 159).

Documentary materials regardless of their sources are fundamental to provide an insight into the topic under scrutiny. Such materials according to Burton and Bartlett (2009: 155) can enhance or be enhanced by data gathered through various other research methods, such as interviews, observation and questionnaires. Documentary sources may provide useful contextual or explanatory data for the outcome of the research study through other data collection tools.

Documentary analysis as a data collection instrument was used to gather written data which formed the base for the current study. Most of these sources were public documents such as the Constitution of the United Republic of Tanzania of 1977, the Education Training Policy of 1995, the Education (SLRC) Regulations of 2002, Secondary Education Development Programme (SEDP), The Education Sector Development Programme (ESDP), The Tanzania Development Vision 2025, IFLA-UNESCO school library guidelines, IFLA-UNESCO school library manifesto and other personal and private documents that expounded on the public documents and were pertinent to the current study (see Chapter 2).



These documents were consulted, firstly, to examine their understanding about the role and importance of SLRCs in the learning process. Secondly, to ascertain to what extent the policies, regulations and guidelines promulgated, reinforce the practice of SLRCs. Thirdly, to assess to what extent the private and individual documents view the public documents in fulfilling the intended purpose of contributing to the state-of-the-art SLRCs. Finally, to describe how they are used or implemented as a base and framework for the current practice in SLRCs.

#### **4.6. Validity and reliability of the instruments**

The validity and reliability of instruments is essential in research and a key determinant of the appropriate methods employed (Ngulube 2005; Burton and Bartlett 2009: 25). While validity of an instrument refers to the ability of a tool to yield truthful, correct, or accurate research data, reliability of a measure denotes the extent to which a research instrument or method is repeatable (Barton and Bartlett 2009: 25). Reliability describes the assessment of the consistency of the method or the extent to which respondents consistently respond to the measure in the same way. According to Punch (2005: 100) the results of the study are accurate if the instruments used measured what they claim to measure.

This study adapted some of the existing instruments from comparatively similar studies (Barth 1999; Hambleton 1994; Bawa 1996). These instruments have been tested and their reliability and validity could be established, that is, they measure what they are supposed to measure and can be replicated and yield the same results provided that the situation has not changed radically (Williams 2003). Other questions were developed to suit the context and objectives of the study. The researcher also triangulated the instruments with the understanding that multiple methods of data collection increase the overall confidence in the findings and eliminate the inherent biases and enriches the instruments validity and reliability (Ngulube 2010). The instruments were also peer reviewed and pre-tested thus enhancing reliability and validity of the measure.

## **4.7. Data analysis**

This section discusses the methods used in data analysis. Both qualitative and quantitative data analysis methods were used.

### **4.7.1. Quantitative data analysis**

Data analysis in research is a process of making meaning from the data collected and as such is essential to reveal the findings of the study. The nature of this study and instruments used require the triangulation of quantitative and qualitative data analysis techniques to enrich data interpretation (Ngulube 2010). Statistical analysis using SPSS version 16 was used to analyse and interpret quantitative study findings (Babbie and Mouton 2001). Before analysing the raw data, each completed case (questionnaire) was evaluated to check for missing data, ambiguity and errors. The questionnaire responses were then coded and entered into a computer for cleaning to identify inconsistencies. The descriptive statistics such as frequencies, cross tabulations, and descriptives were used to analyse the data. The data was visually presented using tables, graphs and figures.

### **4.7.2. Qualitative data analysis**

Various techniques for qualitative data analysis are available for researchers. Some of these techniques include but are not limited to content analysis, grounded theory, and thematic analysis. Recently data analysis software packages such as ATLAS.ti and NVivo have been employed to aid in analysing qualitative data. The current study utilized thematic content analysis to analyse qualitative data gathered through semi-structured interviews. Content analysis is a method for gathering and analysing the content of the text in order to make sense of the content of the communication (Newman 2006: 322).

Many definitions are available on content analysis. A definition by Julien (2008: 120) is worth noting:

Content analysis is the intellectual process of categorizing qualitative textual data into clusters of similar entities or conceptual categories, to identify consistent patterns and relationships between variables or themes. This

analytical method is a way of reducing data and making sense of them – of deriving meaning. It is commonly used for analysing a wide range of textual data, including interview transcripts, recorded observation, narratives, responses to open-ended questionnaire items, speeches, postings to listservs, and media such as drawings, photographs, and video.

According to Julien (2008: 121) software packages such as NVivo are helpful tools in handling large quantities of qualitative data. These software programmes are not only fundamental in organizing the intellectual work but also helpful in defining categories, annotate text, write memos, and calculate frequencies of categories and codes. However, given the small amount of text collected, such as a small number of interview transcripts, the content analysis was accomplished using, as Julien (2008: 121) suggests, low-tech materials such as a pencil, paper, and coloured felt pens, or highlighters.

Content analysis is considered a detailed and systematic description of the manifest content of communication to identify patterns or themes (Leedy and Ormrod 2005: 142; Kvale 2007: 105). The data recorded were transcribed and evaluated. The data were then subjected to thematic content analyses. Themes were developed by coding of data and developing descriptions of the data (Creswell 2008; 2009). The coding of a text's meaning into categories made it possible to quantify how often specific themes are addressed in a text, and the frequency of themes were then compared and correlated with other measures.

#### **4.8. Evaluation of the methods used**

Evaluation of the research method employed in the study is essential to demonstrate the study's efficacy and potential for replication by other researchers. Three aspects are discussed in this section regarding the evaluation of methods used: sampling method, procedures used, and instrumentation. As pointed out earlier in this study, the study used a mixed method approach that integrates and exploits the strength of both qualitative and quantitative approaches.

The first aspect of evaluation of research methods used was the sampling methods employed in the study. The study's target population was clearly identified by the use of existing reliable sampling frames (list of secondary schools in every district and Zonal Inspector of Schools offices). The fact that the population of heads of secondary schools was large, consisting of different categories of schools, stratified proportional sampling design appropriate for the purpose and type of the research design was employed and for this a population was used to draw a sample that is representative of the population of heads of secondary schools and was thus free of bias. For the population of 245 heads of secondary schools, the sample size of 148 according to Payne and Payne (2004: 203) was large enough for the study. Though adequacy of the sample is crucial in research in determining the validity of the results when applying them to the appropriate population, the larger the sample for any given study alone does not necessarily guarantee validity of the study. It is the response rate that determines whether the study is valid or not. The sampling design for this type of population and the response rate for the questionnaire for heads of secondary schools of 94.6% for this study were high enough to demonstrate that the study was valid (Houser 2009: 129-143). The purposive sample of 36 secondary school librarians from secondary schools with libraries was considered sufficient for the type of study given the lack of libraries in most secondary schools in the region. Since a census was used for the population of DEOs for secondary schools and the only Regional Public Library Librarian was surveyed, it is evident that the target population of this group was reached. Regarding the Zonal Inspectors of Schools, one officer was interviewed, with the understanding that all had the same responsibilities and are in the same office and are unlikely to therefore provide different information for the study.

The second aspect of evaluation of research methods to determine its validity and reliability was based on the design and procedures used. The descriptive survey design was consistent with the purpose of the study of describing the status of secondary SLRCs, factors affecting such status, and the critical role SLRCs play in RBL. The detailed description of the procedures undertaken to complete the study is discussed in section 4.4 above. The section provides information regarding the

variables of the study, how the instruments were peer reviewed and pre-tested. The section further gives the procedures used to administer the instruments and analyse the data collected. The description of the design and procedures used in this study aimed at identifying the variables of the study and provided information of the design used to demonstrate the rigor of the study and the potential threats to internal and external validity (Houser 2009: 165).

The final aspect for evaluation of methods used in this study was instrumentation. The evaluation of instruments used allows other researchers and a wider readership to determine the quality of the measurements and their appropriateness to the given study. The instruments used for this study, both questionnaire and semi-structured interviews have been clearly described as to how they operationalize the research question. The instruments, as stated earlier on, were peer reviewed and pre-tested to assure clarity and validity. According to Houser (2009: 180) "inadequate and/or inappropriate measures can affect the results obtained and, consequently, the validity of the study". This has been done to affirm the cogency of tools used and the accuracy of the study results obtained.

The reliability and validity of documentary analysis as data collection tools depends upon four criteria: authenticity, credibility, representativeness and meaning. The limitation of documentary methods is determined by the failure of the document to meet such criteria (Payne and Payne 2004: 65). No single document can be judged to precisely meet all four criteria. Given that most of the documents analysed were government publications, their authenticity, credibility, representativeness and meaning can be established. However, each document analysed in this study was judged by its own merit. Documents are an important social science resource if they meet the above stated criteria and are handled sensitively (Payne and Payne 2004: 65). The current study considered these documents as useful resources that provide a legal and policy framework for the implementation of SLRCs in Tanzania and Iringa and Njombe regions in particular.

#### **4.9. Summary**

In this chapter the key components of research methods and procedures utilized in this study were presented. The paradigm underpinning the methods, the design suitable for the study, population, sampling techniques, instrumentation, data collection, methods of data analysis, and evaluation of the methods used were also described and discussed. The research methods adopted were appropriate for the research problem investigated.

## CHAPTER 5

### RESULTS OF THE STUDY

#### **5.1. Introduction**

This chapter reports on the results of the study. The purpose of the study was to explore the status and role of secondary SLRCs in RBL in secondary schools to establish whether they are in line with the policy laid down, and regulations and guidelines regarding SLRCs in Tanzania. This was done in order to establish the basis for strategies that could be adopted to improve SLRCs to enhance secondary education in Tanzania. Four key questions were generated as follows:

- 1) What was the current status of SLRCs in Iringa and Njombe regions, Tanzania?
- 2) What were the factors affecting the status of SLRCs in these regions?
- 3) What was the role of SLRCs in RBL in the regions?
- 4) What measures could be taken to address the challenges faced by the school libraries in the regions?

From these four critical research questions, the following constructs which formed the basis for data collection and were consistent with the Manitoba RBL model for SLRCs were derived:

- 1) Status of school libraries with regard to the following constructs:
  - a. SLRCs' infrastructure (building, furniture and equipment);
  - b. Staffing of SLRCs;
  - c. Services or programmes offered by SLRCs;
  - d. Collection (teaching and learning materials); and
  - e. Dedicated budget for SLRCs.
- 2) Factors affecting the status of the SLRCs had the following constructs:
  - a. Funding;
  - b. Attitudes of heads of schools towards school libraries;

- c. Implementation of education and training policy regarding school libraries;
- d. Implementation of education (SLRCs) regulations;
- e. Presence of national SLRCs policy and standards;
- f. Presence of inspectorate for SLRCs coordination and inspection; and
- g. Role of Tanzania Library Service Board on SLRCs.

3) The role of SLRCs in RBL with respect to:

- a. Support for curricular work and instructional tools;
- b. Provision of user education to learners and teachers;
- c. Provision of adequate collection of curricular and extra-curricular learning materials of various formats;
- d. Facilitating consultation by teachers on the selection of appropriate materials for instruction; and
- e. Teachers and school librarians' collaborative planning and teaching.

4) Measures that should be taken to address the problems of SLRCs had no predetermined constructs.

As discussed in Chapter 4, four categories of respondents were involved in data collection for the study. These were heads of secondary schools, school librarians, DEOs for secondary schools, a Zonal Inspector of Schools, and the Regional Public Library Librarian. Each category of respondents had its own data collection tool. While the heads of schools and school librarians had questionnaires, the other categories of respondents had semi-structured interviews. A total of 148 copies of questionnaires were distributed to heads of schools of which the response rate was 140 (94.6%). Thirty six copies of questionnaires were distributed to school librarians in schools with libraries. All questionnaire cases were returned. Interviews were conducted with eight DEOs for secondary schools, one Zonal Inspector of Schools and one Regional Public Library Librarian.



## 5.2. Basic information regarding surveyed secondary schools

Each of the schools surveyed were asked for some basic background information. This information was needed to provide the context of the study, category and type of school under study. The information was also necessary to determine the representativeness of respondents from each region, district, category of school, and type of school. Thus questions 1, 2, and 3 of both questionnaires for heads of schools and school librarians determined respondents' district, region, type of school, and category of school.

Question 1 of the questionnaire for heads of secondary schools asked the heads of schools to provide basic information regarding the name, district and region of their schools. The names of the schools are not reported in this study for confidentiality reasons. The regions and districts of the respondents are shown in Table 5 below:

**Table 5: Basic information regarding regions and districts of respondents**

N=140

District of the school	Region of the school		Total
	Iringa	Njombe	
Mufindi	30	0	30
Kilolo	20	0	20
Iringa rural	19	0	19
Iringa urban	13	0	13
Njombe council	0	20	20
Njombe town	0	16	16
Ludewa	0	11	11
Makete	0	11	11
<b>Total</b>	<b>82</b>	<b>58</b>	<b>140</b>

Of 140 respondents, 30 (21.4%), were from Mufindi district of Iringa region and 11 (7.9%) were from Makete and Ludewa districts of Njombe region respectively. The results show further that a small majority of respondents, 82 (58.6%), were from Iringa region and 58 (41.4%) were from Njombe region.

Questions 2 and 3 of the questionnaires for heads of secondary schools asked the respondents to provide information regarding the type and category of schools respectively. The findings of the type and category of schools are shown in Table 6 below:

**Table 6: Category and type of respondents' secondary schools**

N=140

District of the school	Category of school				Total	Type of school		Total
	Community school	Government school	Private school	Seminary school		With only O-Level	With A-Level	
Iringa urban	6	1	6	0	13	9	4	13
Iringa rural	15	2	1	1	19	16	3	19
Kilolo	13	0	7	0	20	16	4	20
Mufindi	24	1	4	1	30	24	6	30
Njombe town	7	0	8	1	16	12	4	16
Njombe rural	16	0	3	1	20	17	3	20
Ludewa	9	0	2	0	11	11	0	11
Makete	10	0	1	0	11	9	2	11
<b>Total</b>	<b>100</b> <b>71.4%</b>	<b>4</b> <b>2.9%</b>	<b>32</b> <b>22.9%</b>	<b>4</b> <b>2.9%</b>	<b>140</b> <b>100%</b>	<b>114</b> <b>81.4%</b>	<b>26</b> <b>18.6%</b>	<b>140</b> <b>100%</b>

There were substantially more respondents from community secondary schools, 100 (71.4%) than respondents from seminary schools, four (2.9%). While the majority of respondents, 114 (81.4%), were from secondary schools with an Ordinary Level, a few, 26 (18.6%), were from secondary schools with an Advanced Level. The basic information regarding the respondents' schools shows further that respondents from Community schools of Mufindi district council were relatively more, 24 (17.1%) than respondents from other district councils. The results depict that Ludewa district council had no schools with the Advanced Level.

### 5.3. Data presentation

In this study the questionnaires and semi-structured interviews were developed and structured to answer the key questions asked of this study, as shown under section

5.1. Each key question had sub-questions that flowed out of it and addressed the research questions. Both questionnaires and semi-structured interviews were used to gather data. Most of the questions were asked across all categories of respondents to validate and complement the strength of data from each category of responses.

The first section of this presentation reports on data obtained from both questionnaires and semi-structured interviews that were intended to determine the current status of SLRCs in Iringa and Njombe regions. The second section presents the data that identifies the factors contributing to the condition of SLRCs. Section three presents the data concerning the role of SLRCs in RBL. The last section reports on data regarding the measures that should be taken to address the challenges faced by SLRCs. The data for all sections were obtained from both questionnaires and semi-structured interviews. The validation for each section of the questionnaires and semi-structured interviews is given and the results are reported.

Given the nature of the respondents' category and the instruments used for each category of respondent, the findings are consistently presented under each category of the respondents for each key question of the study. However, the results reported in this chapter are not meant for comparison. They are presented in collective form to show comprehensive representation of the status and role of SLRCs in Iringa and Njombe regions.

### **5.3.1. The current status of SLRCs in Tanzania**

Section one to five comprised the major questions of the study which were directly linked to the research questions of the study. Under this section questions regarding the current status of SLRCs were asked to all five categories of respondents. The rationale for such questions was to unveil the actual condition of SLRCs in Iringa and Njombe regions. The categories of respondents involved in the survey included heads of schools, school librarians, DEOs for secondary schools, a Zonal Inspector of Schools and the Regional Public Library Librarian. The questionnaire for heads of secondary schools had questions for heads of schools without school libraries and

those with libraries. While questions 5 to 8 were about the status of school libraries for respondents without school libraries, questions 12 to 25 were for respondents with school libraries. The questionnaire for school librarians had 12 questions (4 to 15) concerning the status of school libraries. Question 1 of the semi-structured interview with DEOs for secondary schools, 1 to 3 for the Zonal Inspector of Schools and 10 for the Regional Public Library Librarian asked about the current status of school libraries. The responses are divided into various categories regarding the status of SLRCs. The aspects of the status of school libraries included in the questions dealt with: existence of a secondary school library, infrastructure, staffing, services/programmes, collection, and a dedicated budget. The status and categories of responses are shown below:

### 5.3.1.1. Secondary schools with and without school libraries

It was necessary to explore secondary schools with libraries and those without libraries to ascertain the general condition of SLRCs in RBL. Question 4 of the questionnaire to heads of secondary schools asked the heads of schools to respond to whether the school had a library resource centre. The respondents' responses to this question are reflected in Table 7 and 8 below:

**Table 7: Secondary schools with and without library resource centres within the category of districts**

N=140

District of the school	Do you have a SLRC?		Total
	Yes	No	
Iringa urban	10	3	13
Iringa rural	6	13	19
Kilolo	5	15	20
Mufindi	14	16	30
Njombe town	8	8	16
Njombe council	5	15	20
Ludewa	3	8	11
Makete	2	9	11
<b>Total % of Total</b>	<b>53 37.9%</b>	<b>87 62.1%</b>	<b>140 100.0%</b>

**Table 8: Secondary schools with and without library resource centres within the category of schools**

N=140

Category of school	Do you have a SLRC?		Total
	Yes	No	
Community school	20	80	100
Government school	3	1	4
Private school	26	6	32
Seminary school	4	0	4
<b>Total</b>	<b>53</b>	<b>87</b>	<b>140</b>
<b>% of Total</b>	<b>37.9%</b>	<b>62.1%</b>	<b>100.0%</b>

The highest percentage of heads of secondary school respondents, 87 (62.1%), indicated that their schools had no library resource centre. However, 53 (37.9%) stated that their schools had library resource centres. Table 7 shows further that secondary schools in Mufindi district council had the highest number of schools without libraries, 16 (11.4%), and those with libraries, 14 (10%). The results of the findings show (Table 8) also that a significant majority of community secondary schools had no library resource centre, 80 (57.1%), and private secondary schools had the highest number with libraries 26 (18.6%).

### **5.3.1.2. Heads of secondary schools without school libraries**

Question 5 asked the heads to describe the reason for not having a SLRC at their school. The reasons for not having a secondary school library are provided in Table 9 below:

**Table 9: Reasons for not having a SLRC**

N=87

Reasons	Frequency	Percent
Inadequate funds	55	63.2
The district council has not remitted funds for library construction	14	16.1
District council has not contributed to library construction	9	10.3
The community members have not contributed to library construction	6	6.9
The library is not a priority as the school has other commitments	2	2.3
Library under construction	1	1.2

#Multiple responses

Of 87 respondents, 55 (63.2%) indicated that the reason for not having SLRCs were inadequate funds. Fourteen (16.1%) indicated that the district council has not remitted funds for library construction, and one (1.2%) indicated that the library was under construction.

Question 6 and 7 asked whether the respondents are planning to set up a library in the near future and if the answer to question **6** was **yes**, how soon respondents intended to construct a secondary school library. The results of these questions are shown in Tables 10 below:

**Table 10: The plan to set up a school library in the near future**

N=87

Are you planning to set up a school library in the near future?	How soon are you planning to set up a school library?				Total
	Starting this year	When funds are made available	Next year	I do not know	
Yes	2 2.3%	71 81.6%	6 6.9%	5 5.7%	84 96.6%
No	0 .0%	0 .0%	0 .0%	3 3.4%	3 3.4%
<b>Count % of Total</b>	<b>2 2.3%</b>	<b>71 81.6%</b>	<b>6 6.9%</b>	<b>8 9.2%</b>	<b>87 100%</b>

A total of 84 (96.6%) respondents were planning to set up a school library and only three (3.4%) had no plan to set up a school library. The findings further indicate that 71 (81.6%) respondents were planning to set up a school library when funds were made available and five (5.7%) respondents did not know.

Four open-ended questions were included in the questionnaire for heads of secondary schools whose schools had no libraries. These questions demanded qualitative data. The questions were aimed at soliciting opinions regarding the current condition of school libraries in Iringa and Njombe regions, reasons contributing to the condition of secondary school libraries, the role of SLRCs in education, and measures that should be taken to improve the condition of school libraries in these regions.

Questions 8 asked the respondents to describe the current condition of the secondary school libraries in Iringa and Njombe regions. The results of this question show that of 87 respondents, 58 (66.7%) gave their opinions regarding the condition of SLRCs and 29 (33.3%) did not give their opinions. All the respondents who gave their opinions anonymously admitted that the condition of SLRCs at Iringa and Njombe regions were very poor. Table 11 below depicts the respondents'

description of the condition of secondary school libraries. Some respondents offered more than one opinion.

**Table 11: Condition of SLRCs in Iringa and Njombe regions**

N=87

<b>Description of the condition of SLRCs</b>	<b>Count</b>	<b>Percent</b>
Most schools have no libraries, particularly community schools	46	52.9
Libraries suffer acute shortage of teaching and learning materials	19	21.8
Most community schools lack enough rooms to establish libraries	3	3.4
Secondary schools libraries are not professionally managed	2	2.3

#Multiple responses

A large proportion of opinions, 46 (52.9%) and 19 (21.8%), described the condition of secondary school libraries as having no libraries and having an acute shortage of teaching and learning materials respectively. Other opinions included community schools lack rooms/space to establish libraries, and secondary school libraries are not professionally managed, mentioned by three (3.4%) and two (2.3%) heads of schools respectively.

### **5.3.1.3. Heads of secondary schools with school libraries**

Apart from questions regarding the general information of respondents' schools, the heads of secondary school respondents with libraries had a further 36 questions to respond to. The questions intended to explore the status of secondary school libraries in terms of infrastructure, staffing and management of school libraries, usage and services of school libraries, and the collection. The questions further explored factors affecting the condition of school libraries, concerning the library advisory committee, collection development policy, budget (funds), SEDP, the Education (SLRC) Regulations, school library standards, inspectorate dealing with school libraries, professional librarian to inspect and coordinate school libraries, and role of TLSB. Questions were also intended to explore the role of school libraries in education and measures to address the challenges of SLRC.



Fourteen questions, 12-25, solicited data from heads of school respondents with libraries regarding the status of school libraries. Questions 12 to 14 asked the respondents to describe the status of school libraries concerning infrastructure (building, furniture and equipment). The respondents' responses to these questions are reflected in Table 12 below:

**Table 12: Status of school libraries regarding infrastructure**

N=53

<i>Statement</i>	Description of the type of library the school has								Total			
	Purpose built library with space for users, staff, shelving and other services		Classroom where books are kept and learners use as reading room		Store where books are kept for learners to borrow		Teacher's office where books are kept for learners to borrow					
Community school	6	11.3%	12	22.6%	1	1.9%	1	1.9%	20	37.7%		
Government school	3	5.7%	0	0	0	0	0	0	3	5.7%		
Private school	16	30.2%	6	11.3%	3	5.7%	1	1.9%	26	49.1%		
Seminary school	3	5.7%	0	0	1	1.9%	0	0	4	7.5%		
<b>Total</b>	<b>28</b>	<b>52.8%</b>	<b>18</b>	<b>34%</b>	<b>6</b>	<b>9.4%</b>	<b>2</b>	<b>3.8%</b>	<b>53</b>	<b>100%</b>		
<i>Statement</i>	The library has furniture for shelving, library staff, users and displays										Total	
	Strongly agree		Agree		No opinion		Disagree		Strongly disagree			
Community school	1	1.9%	10	18.9%	0	0	9	17%	0	0	20	37.7%
Government school	0	0	1	1.9%	0	0	2	3.8%	0	0	3	5.7%
Private school	3	5.7%	17	32.1%	0	0	5	9.4%	1	1.9%	26	49.1%
Seminary school	1	1.9%	3	5.7%	0	0	0	0	0	0	4	7.5%
<b>Total</b>	<b>5</b>	<b>9.4%</b>	<b>31</b>	<b>58.5%</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>30.2%</b>	<b>1</b>	<b>1.9%</b>	<b>53</b>	<b>100%</b>
<i>Statement</i>	The library has equipment such as computers, printers, photocopies, video and TV to facilitate services										Total	
	Strongly agree		Agree		No opinion		Disagree		Strongly disagree			
Community school	0	0	2	3.8%	1	1.9%	9	17%	8	15.1%	20	37.7%
Government school	0	0	0	0	0	0	2	3.8%	1	1.9%	3	5.7%
Private school	1	1.9%	5	9.4%	2	3.8%	14	26.4%	4	7.5%	26	49.1%
Seminary school	0	0	3	5.9%	1	1.9%	0	0	0	0	4	7.5%
<b>Total</b>	<b>1</b>	<b>1.9%</b>	<b>10</b>	<b>18.9%</b>	<b>4</b>	<b>7.5%</b>	<b>25</b>	<b>47.2%</b>	<b>13</b>	<b>24.5%</b>	<b>53</b>	<b>100%</b>

The majority of respondents whose schools had libraries, 28 (52.8%), had a purpose built library with space for library staff, users, shelving and other services, and 18 (34%) used classrooms as libraries to keep books and a learners' reading space. A comparison between categories of schools indicate that private schools, 16 (30.2%), had more purpose built libraries than other categories. As Table 12 shows, a small majority of respondents, 31 (58.5%), agreed that the library had all the required furniture for shelving, library staff, users and displays. The findings further show that the largest proportion of respondents, 38 (71.7%), either disagreed or strongly disagreed that their libraries had equipment such as computers, printers, photocopies, video machines and televisions to facilitate library services, and 11 (20.8%) of the respondents either strongly agreed or agreed that their libraries had such equipment to facilitate library services.

Questions 15, 16 and 17 contained statements relating to library management, the number of staff working in their library and their qualifications. The statements were required to determine whether the school libraries have professionally qualified staff who work full-time in the library to offer quality services to learners and teachers.

Question 15 asked respondents who managed the school library. The respondents' responses to this question are reflected in Table 13 below:

**Table 13: School library management**

N=53

Statement	Response	Category of school				Total
		Community	Government	Private	Seminary	
By whom is the school library managed	Full-time teacher-librarian	1	0	0	1	2
	School librarian	3	2	12	2	19
	Teacher chosen by the school and allocated some hours to manage the library	13	1	11	1	26
	Teacher with the help of learners	1	0	0	0	1
	Temporary employee - Form six	1	0	1	0	2
	Temporary employee - Form four	1	0	0	0	1
	School staff other than teacher	0	0	2	0	2
<b>Total</b>		<b>20</b> <b>37.7%</b>	<b>3</b> <b>5.7%</b>	<b>26</b> <b>49.1%</b>	<b>4</b> <b>7.5%</b>	<b>53</b> <b>100%</b>

Of 53 respondents, 26 (49.1%) responded that the school library is managed by teachers chosen by the school and allocated some hours to manage the library, and 19 (35.8%) stated that the school library is managed by a school librarian. A minority of the libraries are managed by one (1.9%) teacher with the help of learners, and one (1.9%) Form four temporary employee.

Question 16 asked respondents how many staff worked in the school library. The respondents' answers to this question are shown in Table 14 below:

**Table 14: Number of staff working in the school library**

N=53

Statement	Response	Frequency	Percent
How many staff work in the library?	One staff	41	77.4
	Two staff	12	22.6
	Three staff	0	0
	More than three	0	0
	<b>Total</b>		<b>53</b>

The findings show that a great majority of school libraries, 41 (77.4%), had only one staff and 12 (22.6%) had two staff members. The results further show that no library had more than two staff. A comparison of these results with the responses of school librarians on a similar question shows some similarities. A noticeable difference is that the school librarians indicated that one school had three and another had more than three staff working in the school library (see section 5.3.1.4. below).

Question 17 asked the respondents to describe the qualifications of the person working in the school library. The respondents' description is indicated in Table 15 below:

**Table 15: Qualifications of the person working in the school library**

N=53

Statement	Response	Frequency	Percent
Describe the qualifications of the person working in the library	Teacher with no library qualification nominated by the school	19	35.8
	Elementary studies in Library Science	17	32.1
	Certificate in Library Science	9	17.0
	School worker with no library qualification	3	5.7
	Certificate of Secondary Education	3	5.7
	Certificate of Advanced Level Secondary Education	2	3.8
	Bachelor in Library Science	0	0
	Diploma in Library Science	0	0
<b>Total</b>		<b>53</b>	<b>100</b>

A small majority of respondents, 19 (35.8%), described the qualification of persons working in the school library as teachers with no library qualifications nominated by the school. Seventeen (32.1%) had elementary studies in Library Science, and nine (17%) had a certificate in Library Science. Interestingly, the findings show that no staff working in the school libraries held a Bachelor or Diploma in Library Science.

Further questions on the status of SLRCs were asked to the heads of secondary schools with school libraries. Questions 18 to 21 asked the respondents about the extent of usage of school libraries and services provided to users.

Question 18 asked respondents who the school library was used by. Of the 53 respondents 50 (94.3%) responded that the school library was used by teachers and learners. Two (3.8%) and one (1.9%) responded that the school library was used by the school community and communities around the school and learners respectively. In question 19 respondents were asked to indicate the extent to which the school library was used by learners. The results show that 29 (54.7%) respondents indicated that the school library was used moderately, 17 (32.1%) indicated that the library was well used, and one (1.9%) indicated that the library was not used at all. Question 20 asked respondents for number of days their school library was opened per week. The highest percentage of respondents, 88.7% (47), responded that the school library was opened every working day and three (5.7%) said it was opened four days per week. In question 21 the respondents were asked to state the services offered by their school library. The findings show that the services that were mostly offered by school libraries were lending, 50 (94.3%), and reference books, 37 (69.8%). Services such as user education, 12 (22.6%), audiovisual, two (3.8%), and computer (internet) access, two (3.8%), were least offered.

Other aspects of the status of school libraries that the study investigated were the collections the school library has. The heads of secondary schools were asked questions concerning the adequacy, quality and currency of the resources available in their libraries.

Question 22 asked respondents to describe the resources available in their school library. The respondents' description of the resources available in the school library is shown in Table 16 below:

**Table 16: Resources available in the school library**

N=53

<b>Response on resources available in the school library</b>	<b>Count</b>	<b>%</b>
Reference books	45	84.9
Curriculum books	44	83.0
Non-curriculum books	37	69.8
Fiction	27	50.9
Newspapers	24	45.3
Print journals	16	30.2
Audiovisual materials (video tapes, CDs, DVDs, sound tapes and cassettes)	10	18.8
Electronic resources	1	1.9

#Multiple responses

Resources described by respondents as mostly available in the school library were reference sources, 45 (84.8%), curriculum books, 44 (83%), non-curriculum books, 37 (69.8%), fiction, 27 (50.9%), and newspapers, 23 (45.3%). The least available resources were print journals, 16 (30.2%), audiovisual materials (video and sound tapes, CDs, DVDs and cassettes), 10 (18.8%), and electronic resources, one (1.9%). Comparatively, the responses are similar to those of the school librarians (see section 5.3.1.4. below).

Question 23 asked respondents to rate whether their SLRCs had adequate resources for learners and teachers. The respondents' rating of the adequacy of resources for learners and teachers is indicated in Table 17 below:

**Table 17: The adequacy of resources for learners and teachers in the SLRCs**  
N=53

Category of school	Adequacy of resources for learners and teachers					Total
	Strongly agree	Agree	No opinion	Disagree	Strongly Agree	
Community	1	12	1	6	0	20
Government	0	0	0	3	0	3
Private	4	15	2	5	0	26
Seminary	1	3	0	0	0	4
<b>Total</b>	<b>6</b>	<b>30</b>	<b>3</b>	<b>14</b>	<b>0</b>	<b>53</b>

Generally, a majority of respondents, 36 (67.9%), either strongly agreed or agreed that the SLRC had adequate resources for learners and teachers. Interestingly, 14 (26.4%) respondents disagreed that the SLRCs had adequate resources for learners and teachers. A comparison between categories of schools indicated that respondents from private schools had the highest response percentage of strongly agree, four (7.5%), and agree, 15 (28.3%).

Question 24 asked the respondents to rate the quality of resources available in the school library. The respondents' rating of the quality of resources available in the library is shown in Table 18 below:

**Table 18: The quality of resources available in the school library**

N=53

Category of school	The quality of resources available in the school library					Total
	Very good	Good	No opinion	Poor	Very poor	
Community school	0	18	1	1	0	20
Government school	0	2	1	0	0	3
Private school	3	20	2	1	0	26
Seminary school	0	4	0	0	0	4
<b>Total</b>	<b>3</b>	<b>44</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>53</b>

The highest percentage of respondents, 47 (88.7%), rated the quality of resources available in the school library as either very good or good. A minority of respondents, two (3.8%), rated the quality of resources available in the school library as poor. A comparison between categories of secondary schools indicated that 20 (37.7%) and 18 (33.9%) of the respondents from the private and community secondary schools respectively, rated the resources available in their school libraries as good.

Question 25, the final question to heads of schools regarding the status of SLRCs, asked them to rate the currency (how-up-to date) of school library resources. The rating was from "Very up-to-date", "Somewhat up-to-date", "No opinion", "Somewhat out-of-date", and "Very out-of-date". The results of respondents rating of the currency of school library resources is presented in Table 19 below:



**Table 19: The currency of school library resources**

N=53

Category of school	The currency (how up-to-date) of school library resources					Total
	Very up-to-date	Somewhat up-to-date	No opinion	Somewhat out-of-date	Very out-of-date	
Community school	0	14	3	2	1	20
Government school	0	2	0	1	0	3
Private school	4	17	3	2	0	26
Seminary school	0	4	0	0	0	4
<b>Total</b>	<b>4</b>	<b>37</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>53</b>

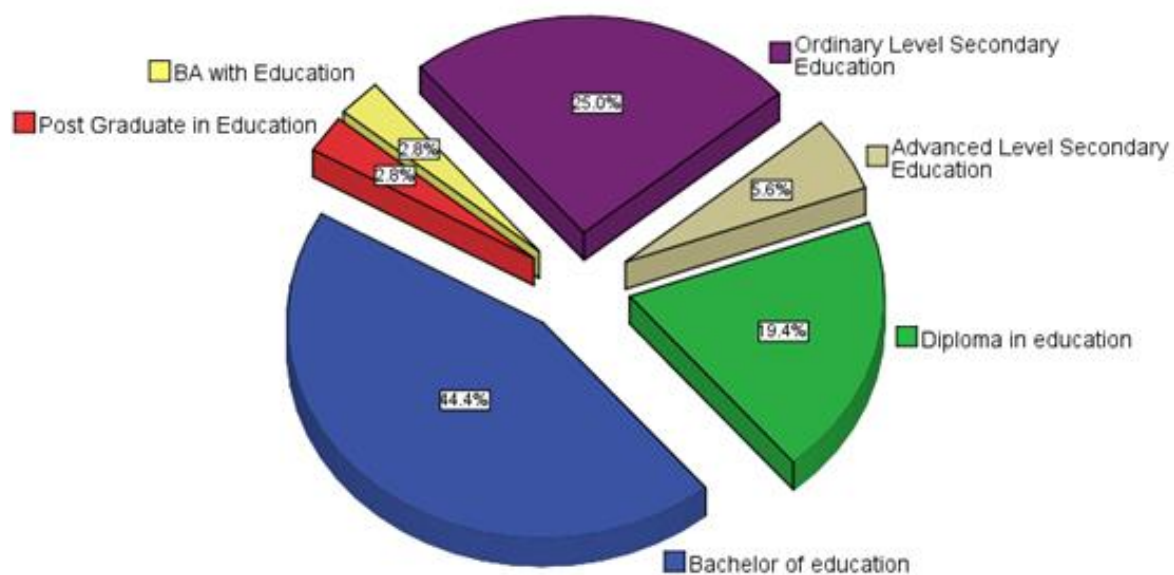
Of 53 respondents who responded to this question, 37 (69.8%) rated the currency of school library resources as somewhat up-to-date and six (11.3%) had no opinion. While only four (7.5%) respondents from private schools rated the currency of resources in their school library as very up-to-date, 17 (32%) respondents from the same category of schools rated the currency of resources as somewhat up-to-date.

#### **5.3.1.4. School librarians**

The questionnaire for the school librarians also solicited data regarding the status of SLRCs. The questionnaire for this category of respondents had 12 questions on the status of SLRCs. It was necessary to question this group of respondents as they were the ones who managed the SLRCs. Questions 4 to 7 asked about the status of school libraries focusing on library staffing and management. The key constructs for these questions were library staff qualifications and other qualifications, experience, and the number of librarians working in the school library. The questionnaire further solicited data regarding the status of the school library regarding infrastructure, usage of the library and its services, collection development, and services available in the school library. Questions were also asked about the quality, currency and adequacy of resources available in the school library. The following is the result of the questionnaire for school librarians regarding the status of school libraries:

Question 4 asked the respondents to describe their library qualifications. The description of the respondents' library qualifications shows that 16 (44.4%) of the school librarians who responded to the questionnaire had no library qualification. The results further show that 15 (41.7%) had a certificate of library science, two (5.6%) and three (8.3%) school librarians had Bachelor and Diploma of Library Science qualifications respectively. These results are not consistent with that of the heads of schools whose results indicated that school librarians had no Bachelor or Diploma library qualifications (see 5.3.1.3. above). Perhaps some heads of schools lacked interest on the qualifications of library staff.

Question 5 asked the respondents to describe their other educational qualification. Respondents' description of other educational qualifications is shown in Figure 3 below:



**Figure 2: Other educational qualifications of school librarian**

N=36

Of 36 school librarians, 17 (47.2%) had Bachelor of Education and Bachelor of Arts in Education. Interestingly, the result indicates that 11 (30.6%) of the staff working in the school library had advanced and ordinary level secondary education (that is Form Six and Form Four). Of the remaining respondents, seven (19.4%), had Diplomas in Education.

Question 6 asked the librarians for their number of years of experience as school librarians or as persons in charge of the school library. The number of respondents' years of experience of working in the school library indicated that a majority of respondents, 29 (80.6%), had 1-3 years' experience of working in a school library, three (8.3%) had 4-6 years and three (8.33%) had 10 years and more experience of working in a school library respectively.

Question 7 asked respondents how many staff worked in the school library including the school librarians who responded to this questionnaire. The results of the questionnaire indicates that the highest proportion of respondents, 22 (61.1%), responded that the number of staff working in the school library was one. Twelve (33.3%) respondents indicated that the number of staff working in the school library was two. One (2.8%) respondent indicated that there were three while another one respondent (2.8%) indicated there were more than three staff working in the library.

A question was asked of the school librarians concerning the school library building (infrastructure). Question 8 asked the respondents to identify the type of library from the list that best described the type of school library the respondents worked in. The respondents' description of the type of school library is shown in Table 20 below:

**Table 20: The type of school library school librarians had**

N=36

Statement	Response	Category of secondary school				Total
		Community	Government	Private	Seminary	
Description of the type of school library	Purpose built for library services	4 (11.1%)	1 (2.8%)	9 (25%)	1 (2.8%)	15 (41.7%)
	Classroom where books are kept and learners use as a reading room	7 (19.4%)	1 (2.8%)	5 (13.9%)	0	13 (36.1%)
	Store where books are kept for learners to borrow	3 (8.3%)	1 (2.8%)	3 (8.3%)	0	7 (19.4%)
	Teacher's office where books are kept for learners to borrow	1 (2.8%)	0	0	0	1 (2.8%)
<b>Total</b>		<b>15 (41.7%)</b>	<b>3 (8.3%)</b>	<b>17 (47.2%)</b>	<b>1 (2.8%)</b>	<b>36 (100%)</b>

A comparison between different categories of secondary school respondents shows that an average of 15 (41.7%) respondents had purpose built school libraries which were used for library services and 13 (36.1%) had classrooms where books were kept and which learners used as reading rooms. The results further indicate that a small majority of respondents from private secondary schools, nine (25%), had purpose build libraries, and a single respondent, (2.8%), used a teacher's office as a school library. These results are comparable with the responses of heads of secondary schools on a similar question (see section 5.3.1.3. above).

Question 9 and 10 gathered data concerning the use of SLRCs in terms of extent of usage and opening days. While in question 9 the school librarians were required to indicate how much the school library was used by learners, in question 10 the respondents were asked to indicate the number of days the school library was opened per week. The results of these questions are shown in Table 21 below:

**Table 21: The extent of library usage by learners and number of days the library is opened**

N=36

<b>Extent to which the school library is used by learners</b>		
Response	Frequency	Percent
<i>Not used at all</i>	0	0
<i>Used occasionally</i>	6	16.7
<i>Used moderately</i>	15	41.7
<i>Well used</i>	15	41.7
<b>Total</b>	<b>36</b>	<b>100</b>
<b>Days the school library is open per week</b>		
<i>Once per week</i>	0	0
<i>Twice per week</i>	0	0
<i>Three times per week</i>	2	5.6
<i>Four days per week</i>	1	2.8
<i>Every working day</i>	31	86.1
<i>Saturdays and Sundays</i>	2	5.6
<b>Total</b>	<b>36</b>	<b>100</b>

Of 36 respondents, 15 (41.7%), indicated that the school library was used moderately and the same number of respondents, 15 (41.7%), indicated that the library was well used. Only a minority of respondents, six (16.7%), indicated that the school library was used occasionally. These results show some similarities with the responses of heads of secondary schools that school libraries were moderately or well used. Only one head of school indicated that the school library was not used at all (see 5.3.1.3. above). Concerning the number of days the school library was opened per week, a majority of respondents, 31 (86.1%), indicated that their SLRCs were opened every working day. The results show also that only two (5.6%) respondents indicated that their school library was opened on Saturdays and Sundays as well. A comparison of responses of heads of secondary schools and that of school librarians on a similar question shows major similarities (see section 5.3.1.3. above).

The questionnaire for school librarians had additional questions involving the status of SLRCs. Question 11 to 15 solicited data about the library collection and services offered by the library to users. Specifically, five aspects were focused on in the questions. These aspects included the type of resources available, quality of resources, currency of resources, services offered, and adequacy of resources for learners and teachers.

Question 11 required the respondents to tick a resource provided in the list that was available in their library. They were allowed to tick more than one resource. The resources provided in the school libraries are shown in Table 22 below:

**Table 22: Resources available in the school library**

N=36

<b>Resources available in the school library</b>	<b>Frequency</b>	<b>Percent</b>
References books	33	91.7
Curriculum books	32	88.9
Non-curricula books	27	75.0
Print journals	19	52.8
Newspapers	16	44.4
Audiovisual materials (video and sound tapes, CDs, DVDs, and cassettes)	7	19.5
Electronic resources	4	11.1

#Multiple responses

The results of this question show that the responses varied considerably. However, as the table above indicates, the resources available in most school libraries ranked with the number of respondents and percentages were reference sources, 33 (91.7%), curriculum books, 32 (88.9%), non-curricula books, 27 (75%), and print journals, 19 (52.8%). Fewer resources available in school libraries were newspapers, 16 (44.4%), audiovisual materials (video and sound tapes, CDs, DVDs, and cassettes), seven (19.5%) and electronic resources, four (11.1%).

In relation to the resources available in the school library, respondents were asked in question 12 and 13 about the quality and currency of such resources. Question 12

asked school librarians to rate the quality of the resources available in the school library and 13 required the respondents to rate the currency of school library resources. The respondents' rating of the quality and currency of the resources available in the school library shows that the majority of respondents, 32 (88.9%), rated that the quality of resources as either very good or good, and 34 (94.4%) respondents rated the currency of resources available in the school library as either very up-to-date or somehow up-do-date. A minority of respondents, two (5.6%), rated the quality of resources available in the school library as poor and only one (2.8%) respondent rated the resources as very out-of-date. The results of school librarians are comparably similar with that of heads of secondary schools (see section 5.3.1.3. above).

Question 14 required respondents to describe the services offered by the school library. They were asked to tick more than one service offered by their school library. The results of this question are displayed in Table 23 below:

**Table 23: Services offered by the school library**

N=36

<b>Services offered by the school library</b>	<b>Frequency</b>	<b>Percent</b>
Lending (borrowing library resources)	29	80.6
Reference services	22	61.1
Space for self-study	22	61.1
Library education	19	52.8
Computer (internet services)	3	8.3
Audiovisual services	2	5.6

#Multiple responses

Although the results of the school librarian questionnaire indicated that most secondary school libraries offered more than one service, the majority of school librarians described the services most offered as lending (borrowing library resources), 29 (80.6%), reference services, 22 (61.1%), space for self study, 22 (61.1%), and library education, 19 (52.8%). The results further show that the services that were least offered included computer (internet) access, three (8.3%),

and audiovisual, two (5.6%). These results are consistent with that of heads of schools (see section 5.3.1.3. above).

The school librarians were asked in question 15 to indicate the extent to which they agreed or disagreed with the following statement: "The SLRC has adequate resources for learners and teachers". Table 24 below shows the extent of respondents' agreement or disagreement to the statement:

**Table 24: School library adequacy of resources for learners and teachers**

N=36

Statement	Response	Category of secondary school				Total
		Community	Government	Private	Seminary	
The school library has adequate resources for learners and teachers	Strongly agree	1 (2.8%)	0	1 (2.8%)	0	2 (5.6%)
	Agree	10 (27.8%)	0	14 (38.9%)	1 (2.8%)	25 (69.8%)
	Neutral	2 (5.6%)	2 (5.6%)	1 (2.8%)	0	5 (13.9%)
	Disagree	2 (5.5%)	0	1 (2.8%)	0	3 (8.3%)
	Strongly disagree	0	1 (2.8%)	0	0	1 (2.8%)
<b>Total</b>		<b>15 (41.7%)</b>	<b>3 (8.3%)</b>	<b>17 (47.2%)</b>	<b>1 (2.8%)</b>	<b>36 (100%)</b>

Overall, the highest percentage of school librarians, 69.4% (25), agreed that the school library had adequate resources for learners and teachers, and 13.8% (five) respondents were neutral. A comparison between categories of school shows that 25 (69.4%) of the school librarians who agreed that the school libraries had adequate resources for learners, 14 (38.9%) were from private secondary schools. One (2.8%) school librarian was from a community school and one (2.8%) from a private secondary school strongly agreed that their school libraries had adequate resources for learners and teachers.

### 5.3.1.5. DEOs for secondary schools

The DEOs for secondary schools were among the respondents asked about the status of SLRC (see 5.3.1 above). The role of education officers is to oversee the implementation of secondary education in their respective districts. As such they have an understanding of the status of school libraries in all schools of the districts



they work. Question one of the semi-structured interview with DEOs for secondary schools asked them to describe the current condition of SLRCs regarding infrastructure (library buildings, furniture and equipment), staffing, services (programmes), the collection (teaching and learning materials), and budget allocation to library services. The results of the interview show that all eight respondents responded to this question. Table 25 below shows the respondents' description of the condition of school libraries in their districts grouped according to the status of the construct under investigation. Some respondents chose to offer more than one comment to each construct.

**Table 25: DEOs description of the current status of SLRCs**

N=8

<b>Infrastructure (library building, furniture and equipment)</b>	<b>Count</b>	<b>Percent</b>
No purpose built school libraries	2	3.6
The buildings are old and need renovation	2	3.6
Furniture is inadequate in school libraries	2	3.6
School libraries have insufficient equipment	2	3.6
Schools use selected classrooms as libraries	2	3.6
The condition is not good for a community school	2	3.6
The condition is moderate in private and seminary schools	2	3.6
No furniture in school libraries	1	1.8
<b>Total</b>	<b>15</b>	<b>27</b>
<b>Staffing for school libraries</b>	<b>Count</b>	<b>Percent</b>
No library staff because there are no libraries	5	9.1
Teachers with no library training are appointed to supervise the library	2	3.6
Community schools have no trained librarians	2	3.6
Some government schools have trained librarians	1	1.8
Private and seminary schools have some trained librarians	1	1.8
<b>Total</b>	<b>11</b>	<b>19.9</b>
<b>Services/Programmes offered by school libraries</b>	<b>Count</b>	<b>Percent</b>
Where libraries exist there are lending books for personal use	4	7.3
Schools with libraries offer space for reading	3	5.5
No library services accept for private schools	3	5.5
Services depend on the availability of a teacher shortlisted to assist	1	1.8
<b>Total</b>	<b>11</b>	<b>20.1</b>
<b>Collection (teaching and learning materials)</b>	<b>Count</b>	<b>Percent</b>
Learning and teaching materials are inadequate	7	12.7
Some schools have obsolete reference books	1	1.8
Teaching and learning materials are available but not to all schools	1	1.8
The reference books and textbooks are available but not used in libraries	1	1.8
<b>Total</b>	<b>10</b>	<b>18.1</b>
<b>Budget allocation to school libraries</b>	<b>Count</b>	<b>Percent</b>
There is no budget allocated for school libraries	4	7.3
The budget allocated for teaching and learning materials is insufficient	2	3.6
Government and community schools have a limited budget	1	1.8
35% of school fees is for teaching and learning materials but is not realized	1	1.8
<b>Total</b>	<b>8</b>	<b>14.5</b>

#Multiple responses

Of 55 descriptions of the status of school libraries, a small majority of descriptions 15 (27%) were about infrastructure, and eight (14.5%) were about the budget

allocation for school libraries. Generally, Table 25 above shows that the status of SLRCs was not good. Specifically, many descriptions were given of the following: inadequate teaching and learning materials, seven (12.7%), absence of library staff due to absence of school libraries, five (9.1%), where school libraries existed lending services were provided, four (7.3%), and the school libraries were not allocated a sufficient budget, four (7.3%). Regarding infrastructure, nine (16.4%) descriptions indicated that there were no school libraries, some school libraries are old and need renovation, or had insufficient furniture and equipment.

#### **5.3.1.6. Zonal Inspector of Schools**

Inspectors of Schools ensure the quality of both primary and secondary schools in Tanzania. Every zone has inspectors who deal with quality assurance of schools. It was with the understanding that one of the aspects of quality that needs to be ensured in schools is the library, that Zonal Inspectors were included in the interview. As said in 5.3.1 above, questions 1-3 of the semi-structured interview of the Zonal Inspector were about the status of SLRCs at Iringa and Njombe regions of the Southern Highlands Zone of Tanzania.

While question 1 asked the respondent to state the number of secondary schools in these regions that had functioning SLRCs, question 2 asked the respondents to state the number of qualified secondary school librarians in the regions. The results of these two questions show that of 245 secondary schools in Njombe and Iringa regions, 39 (15.9%) had functioning school libraries and the same number of qualified school librarians.

As with question 1 asked of the DEOs for secondary schools, question 3 the Zonal Inspector of Schools' interview was asked about the current condition of SLRCs in Iringa and Njombe regions regarding infrastructure, staffing, services, collection and budget. This was done to compare the answers between the DEOs (who are administrators) and inspectors of secondary schools to develop a comprehensive picture of the status of school libraries in the regions. The results of the question are shown below:

*a) Infrastructure*

The results of the question show that the government secondary schools had purpose built school libraries. However, some of the libraries were extremely old and needed renovation. These government schools had poor furniture and equipment. The responses further show that the community secondary schools were comparatively poor in terms of buildings, furniture and equipment. A majority of community schools had no libraries. Regarding the private and seminary secondary schools, the results show that they had better infrastructure.

*b) Staffing*

Consistent with interview question 1 and 2 above, the results of the interview question indicated that most schools had no qualified librarians and a majority of schools had no librarians.

*c) Services/programmes*

The results demonstrate that there were no dedicated programmes for schools with school libraries. The services that schools with libraries provided were circulation (lending) services and space for reading.

*d) Collection (teaching and learning materials)*

Regarding the collection (teaching and learning materials) of the school libraries, the results show that the libraries had poor collections. The seminary and private secondary schools had good collections although the collections were not sufficient.

*e) Budget*

The results of the interview question reveal that secondary schools had a budget for school libraries and that government and community schools were provided with the capitation grants of which a portion was to be allocated for library collection development. However, due to limited funds, the implementation was poor. A comparison between different categories of respondents concerning the status of school libraries indicates a remarkable degree of similarity (see section 5.3.1.2. to 5.3.1.5. above).

### **5.3.1.7. Iringa Regional Public Library Librarian**

The Regional Public Library Librarian manages all public libraries in the region including regional, districts, and ward libraries. These libraries serve the public which include secondary school learners. Additionally, the public library librarian has the mandate to supervise and coordinate the establishment and development of school libraries in the region. Since Njombe was a newly established region, the Iringa Regional Public Librarian was also responsible for the management of the Njombe region public libraries. Given the role of the public libraries to serve secondary schools, it was necessary to include the regional public librarian in the interview.

In question 10 of the semi-structured interview with the Iringa Regional Public Librarian, the respondent was asked her opinion regarding the current condition of SLRCs in Iringa and Njombe regions. The results of this question indicated, as with other respondents, that the condition of a majority of the secondary school libraries with reference to learning and teaching materials, infrastructure and librarians was very poor. Most schools had no libraries, insufficient books and untrained librarians.

### **5.3.2. Factors affecting the condition of SLRCs**

Given the status of SLRCs in 5.3.1; in this section 44 questions were asked in order to establish the factors affecting the condition of SLRCs in Iringa and Njombe regions. The key contributing factors focused on in this section include the following: funding; attitude of heads of schools towards school libraries; the implementation of the Tanzania Education Policy and the Education (SLRC) Regulations; the national SLRCs' policy and standards and their impact on SLRCs development; and the functioning of the inspectorate in terms of coordinating, inspecting and reinforcing the implementation of school library regulations and standards; and the role of Tanzania Library Service Board on SLRCs. Of 44 questions asked to probe the factors affecting the status of school libraries, 12 were asked of the heads of schools with libraries and one for heads of schools without a library. The DEOs for secondary schools were asked 13 questions, Zonal Inspector of School seven and Iringa

Regional Public Library Librarian was asked 11 questions. The results of these questions are reported under each category of respondents.

### 5.3.2.1. Heads of schools without school libraries

The heads of secondary schools that had no libraries were asked in question 9 what they considered to be the reasons contributing to the condition of secondary school libraries as stated in question 8. Some respondents chose to give more than one reason; these are presented in Table 26 below:

**Table 26: Factors contributing to the condition of SLRCs**

N=87

<b>Factors contribution to condition of SLRCs</b>	<b>Count</b>	<b>Percent</b>
Lack of funds for library development and management	66	75.9
Government and communities have not prioritized SLRCs' construction	14	16.1
Ignorance and negative attitude of community regarding SLRCs	7	8
Lack of government support and reinforcement in developing SLRCs	6	6.9
Lack of professional librarians to manage SLRCs	3	3.4
Schools do not have strategic plans for SLRCs development	2	2.3
Establishment of many schools has incapacitated the government	2	2.3
Inadequate funds to support SLRCs' material expenses	1	1.1
Location of schools inaccessible to projects for SLRCs' development	1	1.1
Government policies do not promote SLRCs' development	1	1.1
The Education and Training Policy does not support SLRCs' development	1	1.1

#Multiple responses

As Table 26 shows, 11 factors leading to the condition of school libraries were spelt out by the heads. The large proportion of opinions, 66 (75.9%) indicated that a lack of funds for library development and management was the major reason contributing to the condition of school libraries. Other reasons included the lack of government and communities prioritizing the construction of school libraries, 14 (16.1%); ignorance and the negative attitude of communities regarding school libraries, seven (8%); lack of government support and reinforcement in developing school libraries, and lack of professional librarians to manage school libraries, three (3.4%).

### 5.3.2.2. Heads of schools with school libraries

As said in 5.3.2 above, the heads of secondary schools with libraries were asked 12 questions regarding the factors affecting the condition of school libraries. Given the fact that the establishment of a school library committee is of paramount importance to support the management and development of school library services, question 26 of the questionnaire to heads of schools, asked if the school library had an advisory committee that works with the library staff in managing, policy formulation, and development of SLRC. While in question 27 the respondents were asked to rate on a scale of "Strongly agree", "Agree", "No opinion", "Disagree", and "Strongly disagree" that the school library has a collection development policy to ensure that resources were collected as per the curriculum demands and needs of the school. Question 28, using the same scale, solicited data on whether the school library had a dedicated budget for SLRC services. The responses to these questions are summarized in Table 27 below:

**Table 27: Rating of SLRC advisory committee, collection development policy and dedicated budget for library services**

N=53

Statement	Category of school	Respondents' responses					Total	
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Count	%
The SLRC has an advisory committee	Seminary	1	2	0	1	0	4	7.5
	Private	2	11	0	8	5	26	49.1
	Government	0	1	0	1	1	3	5.7
	Community	0	8	3	9	0	20	37.7
	<b>Total</b>	<b>3</b>	<b>22</b>	<b>3</b>	<b>19</b>	<b>6</b>	<b>53</b>	<b>100</b>
The SLRC has a collection development policy	Seminary	2	1	0	1	0	4	7.5
	Private	2	19	1	3	1	26	49.1
	Government	0	1	0	2	0	3	5.7
	Community	1	13	1	5	0	20	37.7
	<b>Total</b>	<b>5</b>	<b>34</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>53</b>	<b>100</b>
The school has a dedicated budget for SLRC services	Seminary	1	3	0	0	0	4	7.5
	Private	4	17	2	3	0	26	49.1
	Government	0	0	0	3	0	3	5.7
	Community	0	5	4	11	0	20	37.7
	<b>Total</b>	<b>5</b>	<b>25</b>	<b>6</b>	<b>17</b>	<b>0</b>	<b>53</b>	<b>100</b>

The respondents' rating for the statement that the SLRC had an advisory committee indicated that 25 (47%) respondents either strongly agreed or agreed to the statement and the same percentage of respondents either disagreed or strongly disagreed. The highest rating for the statement that the SLRC had a collection development policy was either strongly agreed or agreed to by 39 (73.5%). The result of rating further indicated that while 30 (56.6%) respondents either strongly agreed or agreed to the statement that the school had a dedicated budget for SLRCs, 17 (32.1%) disagreed and six (11.3%) had no opinion.

The respondents in question 29 were asked to state from where they received funds for their school library resources. The respondents' source of funds for the school library resources is shown in Table 28 below:

**Table 28: Source of funds for school library resources**

N=53

Statement	Response	Category of school				Total
		Community	Government	Private	Seminary	
From where do you get funds for your school library resources?	School fees	9	2	15	2	28
	Government treasury	2	0	0	0	2
	From donors	0	0	6	0	6
	From fund raising at the school	0	0	0	1	1
	School fees and donors	3	0	3	0	6
	School management	0	0	1	0	1
	School fees, Government treasury and donors	1	0	0	0	1
	School fees and District or Municipal council	2	0	0	0	2
	School fees, District or municipal council and donors	1	1	0	0	2
	From donors and fundraising at the school	1	0	0	1	2
	From school fees, donors and fundraising at the school	0	0	1	0	1
	School fees and contribution from the community	1	0	0	0	1



The highest percentage of respondents, 77.3% (41), said that the source of funds for school library resources came from school fees and a combination of other sources. The respondents, 17 (32%), also included donors as a source of funds for school library resources. The result also shows that 28 (52.8%) respondents said that the source of funds came only from school fees and a majority of them, 15 (28.3%), were from private schools, six (11.3%) respondents from private schools said that funds came from donors. Only one (1.9%) respondent said that the source of funds for school library resources came from school fees and contributions from the community. Fundraising as a source of funds for school library resources was mentioned by four (11.4%) respondents. These results are similar with that of DEOs for secondary schools (see section 5.3.2.3. below).

The heads of secondary schools were asked in question 30 to describe in a scale of "Very adequate", "Adequate", "No opinion", "Inadequate", "Very inadequate" the funds allocated for the school's library services. The respondents' description indicated that of 53 respondents, 31 (58.5%) described the funds allocated for school library services as inadequate, 16 (30.2%) described the funds as adequate, while three (5.7%) described the funds as very inadequate, and three (5.7%) had no opinion.

Questions 31 to 37 further solicited data from respondents concerning the factors that affect the condition of SLRCs. All seven questions demanded the respondents to use the scale of "Strongly agree", "Agree", "No opinion", "Disagree", and "Strongly disagree" to rate the following statements: The Secondary Education Development Programmes (SEDP) I and II have improved my SLRC; poor or inadequate funding is the major factor contributing to the poor condition of school libraries, the Education (SLRC) Regulations are used by the school to operate the SLRC; the SLRC was established and is operated in accordance with the officially recognized standards given by the commissioner/education inspector for schools; the ministry has an inspectorate that coordinates the secondary school libraries to ensure that they are well resourced and funded; an experienced professional librarian appointed by the commissioner inspects our school library on a regular basis to ensure compliance

with the regulations, and the Tanzania Library Service Board through the regional public library assists secondary schools in planning, promoting, establishing, equipping, and developing school libraries. The results of the respondents rating of these statements are summarized in Table 29 below:

**Table 29: Rating of various statements regarding factors contributing to the condition of school libraries**

N=53

Statement	Category of school	Respondents' response					Total	
		Strongly agree	Agree	No opinion	Disagree	Strongly Disagree	Count	%
The SEDP I and II have improved my SLRC	Community	0	13	1	5	1	20	37.7
	Government	0	1	1	1	0	3	5.7
	Private	0	3	1	11	11	26	49.1
	Seminary	0	0	1	0	3	4	7.5
	<b>Total</b>	<b>0</b>	<b>17</b>	<b>4</b>	<b>17</b>	<b>15</b>	<b>53</b>	<b>100</b>
Poor or inadequate funding is a major factor contributing to poor condition of school libraries	Community	9	11	0	0	0	20	37.7
	Government	1	2	0	0	0	3	5.7
	Private	11	12	0	2	1	26	49.1
	Seminary	1	3	0	0	0	4	7.5
	<b>Total</b>	<b>22</b>	<b>28</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>53</b>	<b>100</b>
The Education (SLRC) Regulations are used by the school to operate the SLRC	Community	2	12	2	4	0	20	37.7
	Government	1	2	0	0	0	3	5.7
	Private	2	20	2	2	0	26	49.1
	Seminary	0	3	1	0	0	4	7.5
	<b>Total</b>	<b>5</b>	<b>37</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>53</b>	<b>100</b>
The SLRC was established and is operated in accordance with the official recognized standards given by the commissioner/ education inspector of schools	Community	1	8	3	8	0	20	37.7
	Government	0	1	0	2	0	3	5.7
	Private	5	12	2	7	0	26	49.1
	Seminary	0	3	1	0	0	4	7.5
	<b>Total</b>	<b>6</b>	<b>24</b>	<b>6</b>	<b>17</b>	<b>0</b>	<b>53</b>	<b>100</b>
The ministry has an inspectorate that coordinates secondary school libraries to ensure that they are well resourced and funded	Community	0	5	1	13	1	20	37.7
	Government	0	0	0	3	0	3	5.7
	Private	2	7	3	12	2	26	49.1
	Seminary	0	2	2	0	0	4	7.5
	<b>Total</b>	<b>2</b>	<b>14</b>	<b>6</b>	<b>28</b>	<b>3</b>	<b>53</b>	<b>100</b>
Experienced professional librarian appointed by the commissioner inspects school library regularly to ensure compliance with the regulations	Community	0	1	2	13	4	20	37.7
	Government	0	0	0	2	1	3	5.7
	Private	2	3	4	14	3	26	49.1
	Seminary	0	1	3	0	0	4	7.5
	<b>Total</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>29</b>	<b>8</b>	<b>53</b>	<b>100</b>
The TLSB, through regional public library assist secondary schools in planning, promoting, establishing, equipping and developing school libraries	Community	0	1	4	9	6	20	37.7
	Government	0	0	0	2	1	3	5.7
	Private	0	7	3	10	6	26	49.1
	Seminary	0	0	3	1	0	4	7.5
	<b>Total</b>	<b>0</b>	<b>8</b>	<b>10</b>	<b>22</b>	<b>13</b>	<b>53</b>	<b>100</b>

The results of respondents' ratings for various statements of factors contributing to the condition of SLRCs shows the following: the respondents from private seminary schools, 25 (47.2%) either disagreed or strongly disagreed that the SEDP I and II had improved SLRCs, and respondents from government and community schools, 14 (26.4%) rated that they agreed to the statement. The overall respondents rating to this statement shows that 32 (60%) either strongly disagreed or disagreed. The results also show that the highest percentage of respondents, 94.3% (50), either strongly agreed or agreed that inadequate funding was the major factor contributing to the poor condition of school libraries.

The results of the survey further indicated that of 53 respondents, 42 (79.3%) either strongly agreed or agreed that the Education (SLRC) Regulations were used by the school to operate the SLRC. Of the 30 (56.6%) respondents, a majority of these, 20, (66.7%) from the private and seminary schools, either strongly agreed or agreed to the statement that the SLRC was established and is operated in accordance with the official recognized standards given by the commissioner/education inspector of schools and 17 (32.1%) respondents disagreed. A small majority of respondents, 31 (58.5%), either strongly disagreed or disagreed to the statement that the ministry had an inspectorate that coordinated the secondary school libraries to ensure that they were well resourced and funded, 16 (30.2%) either strongly agreed or agreed to the statement.

Table 29 also indicates that a majority of respondents, 37 (69.8%), either strongly disagreed or disagreed to the statement that an experienced professional librarian was appointed by the commissioner to inspect school libraries regularly. Nine (16.9%) respondents had no opinion on the statement. The majority of respondents, 35 (66%), rated that they either strongly disagree or disagree that the TLSB, through the regional public library, assists secondary schools in planning, promoting, establishing, equipping and developing school libraries. Ten (18.9%) and eight (15.1%) heads of schools with school libraries had no opinion and agreed to the statement respectively.

### **5.3.2.3. The DEOs for secondary schools**

The DEOs for secondary schools are key educational players. Their role is to manage and administer secondary schools in their districts. As such they are knowledgeable with the condition of SLRCs in their respective districts. With this understanding, the DEOs for secondary schools were asked in the semi-structured interview about the factors leading to the condition of secondary school libraries. The questions asked concerned funding for SLRCs, attitude of heads of schools towards SLRCs, implementation of the Education (SLRCs) Regulations, SLRCs standards, inspectorate that coordinates SLRCs, and TLSB's role regarding SLRCs.

The DEOs for secondary schools were asked in question 2 if their department provided schools with library facilities and were further required to indicate what facilities they provided if any. Of the eight respondents, four (50%), responded that their departments did not provide any facilities for secondary school libraries and four (50%) responded that they did provide. Two (25%) of the respondents who provided facilities said that they only distribute capitation grants to public schools and the other two (25%) responded that they provide books when they were available. This means that their department did not provide school library facilities to some SLRCs.

In question 3 the respondents were asked what they considered to be the sources of funds for school library development and management. The result of the interview shows four major sources of funds for school library development and management. The sources include: development/capitation grants for community and government owned schools; community contributions for community schools; fees for government, seminary and private schools; and education development partners or donors. The respondents also pointed out that the capitation grant was not adequate for school libraries.

The first part of question 4 asked the respondents if the library allocation (capitation grant) was made available to schools. The respondents were required in the second part of the question to state how the library allocation was made available if they

were given a grant. The result of this question indicated that three (37.5%) respondents were not given grants, while five (62.5%) were. The five who indicated that the library allocation was made available in schools did not provide a specific amount granted but rather indicated that the amount depended on the number of learners admitted at the school. Of the amount available to schools, 50% was for teaching and learning materials and that the capitation grant was only for public schools (community and government).

The DEOs for secondary schools in question 5 were asked to give their opinion on the attitude of heads of secondary schools towards school libraries. Of the eight respondents the result shows that seven (87.5%) were of the opinion that the attitude of heads of secondary schools towards school libraries was positive, however the dwindling budgets hampered the development and management of school libraries. The result shows further that due to their positive attitude they started developing libraries despite their difficult financial positions. Only one respondent was of the opinion that the heads of schools had negative attitudes towards SLRCs. The justification for the respondent's opinion was due to a lack of an established culture of reading among heads of schools.

Given the presence of the Education (SLRC) Regulations that govern and control the establishment and management of school libraries to fulfil the requirement of the education policy and Act (see 2.6. above), the DEOs for secondary schools were asked in question 6 to state to what extent the regulations were implemented in their districts. The result of the interview indicated that a majority of respondents, five (62.5%), stated that the regulations were not implemented, two (25%) said that they were minimally or 10% implemented, and one (12.5%) said that the implementation of these regulations depended on individual schools. The respondents attributed the implementation failure of the regulations to financial constraints, lack of dedicated buildings for SLRCs, staff and textbooks.

Question 7 solicited data from respondents regarding SLRCs' standards that specify the level of quality and reference point against which school libraries can be

evaluated. The DEOs for secondary schools were asked if they have officially recognized standards for establishing and operating SLRCs in their districts. Of eight respondents, four (50%) answered NO, three (37.5%) answered YES, and one (12.5%) respondent was not sure. The question further required the respondents who answered YES to give reasons why the level of library development in their districts was not uniform. The results of the question indicated that all three respondents stated that the limiting factor to having well-resourced libraries in schools was inadequate funds. The question also demanded the respondents who answered NO to describe what standards they used. The results show that there were no definite standards used; schools used what they deemed appropriate depending on the funds available and the needs of the school.

The respondents in question 8 were asked to state if there was an inspectorate at the MoEVT that coordinates and oversees the SLRCs. The result of this question varied. Of eight respondents, three (37.5%) said there was an inspectorate, while three (37.5%) said there was no inspectorate, and two (25%) stated that they were not sure whether there was an inspectorate or not.

Question 9 and 10 required the respondents to state who inspected the SLRCs, the criteria used for inspection, frequency of inspection, and action taken after inspection. The respondents' response to these questions show that unanimously all respondents said that the inspectors of schools (Zonal Inspectors of Schools) inspected the SLRCs. The result further shows that responses varied with regards to the criteria used for inspection, frequency of inspection, and action taken after inspection. The following are the summary of responses to each aspect of inspection:

1. The criteria used for inspection of SLRCs stated by the DEOs for secondary schools included:
  - a. Library layout, arrangement of shelves, space for discussion, and storage, four (50%); and

- b. Curriculum implementation checklist which among other things includes presence of library with current books, other publications and effective management, two (25%); and
  - c. Two (25%) respondents stated that the criteria were either not known or not communicated to them.
2. Frequency of inspection of SLRCs:
- a. No specific date of inspection due to financial challenges of the government and the limited number of inspectors, one (12.5%);
  - b. Once a year depending on the availability of funds, six (75%); and
  - c. Once in two years, one (12.5%).
3. Action that took place after inspection:
- a. The report of inspection and recommendations were given to heads of schools and their boards to act upon, seven (87.5%); and
  - b. The report and recommendations were sent to the DEOs for secondary schools who met with heads of schools to discuss and work on them, one (12.5%).

Question 11 collected data about the organization that develops and reviews the SLRCs' programmes and policies. The result demonstrates that the respondents anonymously stated that there was no organization responsible for development and review of school libraries' programmes and policies.

According to the ETP 1995, the TLSB was instituted to plan, promote, establish, equip, manage, maintain, and develop school libraries (see 2.3. above). Given this responsibility of the TLSB, the DEOs for secondary schools were asked in question 12 what they considered to be the role of the board, through its regional or district public libraries in relation to SLRCs. The response to this question indicates that the role of TLSB identified by the respondents was three-fold: 1) advising and encouraging schools to establish libraries; 2) donating books to schools; and 3) providing services such as borrowing of books through their regional and district libraries for member learners.

Question 13 was designed as a follow-up to the responses given in question 12. The respondents in this question, which had two parts, were asked if the role of TLSB stated in question 12 by DEOs for secondary schools was realized by SLRCs in their districts and if not, what were the reasons. A majority of respondents, six (75%), either stated that they were not sure or the role was not realized. One (12.5%) respondent believed that the role of TLSB was realized and another (12.5%) said it was realized to a certain extent. The reasons given as to why the role of TLSB was not realized in school libraries were the nonexistence of public libraries in some districts, the TLSB's poor advocacy for school libraries, library services not well established in schools, and that TLSB had probably changed its role. Some respondents did not provide reasons.

The DEOs for secondary schools in question 16 of the semi-structured interview were asked to elucidate on the contribution the SEDP I and II made towards the development of SLRCs. The overall result of the interview indicates the following:

1. SEDP contributed to infrastructural development and textbooks to a few schools, 1(12.5%);
2. SEDP disbursed funds for development and capitation grants for teaching and learning materials, 3 (37.5%);
3. SEDP contributed to the construction of classes, teachers houses, and laboratories but not to school library development, 1 (12.5%); and
4. SEDP had no contribution to the development of SLRCs, 3 (37.5%).

#### **5.3.2.4. Zonal Inspector of Schools**

The questions for the Zonal Inspector of Schools were concerned with the attitudes of heads of schools towards SLRCs, the Education (SLRC) Regulations, SLRCs standards, SLRCs inspectorate, inspection of SLRCs, and the organization that develops and reviews programmes and policies. Like other categories of respondents, the data solicited from this category of respondent aimed at determining the factors affecting the condition of school libraries (see 5.3.2. above).



The Zonal Inspector of Schools in question 4 was asked to give his opinion about the attitudes of heads of secondary schools towards school libraries in Iringa and Njombe regions. The results of this question shows that the heads of secondary schools had positive attitudes towards school libraries; however the declining budgets had been the major barrier to them establishing and running school libraries in their schools. Comparatively, the opinion of the Zonal Inspector of Schools is consistent with that of the majority of the DEOs for secondary schools (see section 5.3.2.3. above).

Question 5 asked the respondent the extent to which the Education (SLRCs) Regulations of 2002 were implemented in secondary school libraries. The response shows that the respondent was aware of the presence of the regulations and that the regulations were not implemented in school libraries. The reason given by the respondent was budgetary constraints. The response of the Zonal Inspector of Schools is similar with that of most DEOs for secondary schools that the Regulations were not implemented due to dwindling budgets for SLRCs' management (see section 5.3.2.3. above).

Question 6 solicited data regarding the SLRCs' standards. The respondent was asked to state whether they had officially recognized standards for establishing and operating SLRCs in the zone. The respondent was asked if the answer to the main question was YES to give reasons why the level of library development in Iringa and Njombe was not uniform. The respondent was further asked if the answer was NO to describe what standards were used. The result of the interview indicates that the respondent had standards, but they were not exclusively for SLRCs, instead they were a checklist for whole school inspections. The reasons given by the respondent concerning the level of SLRCs not being uniform was that the standards were not comprehensive for school libraries; they focused only on currency of books and other publications and effectiveness of library management system. This might have given rise to multiform school libraries. The responses to this question was different for a majority of DEOs for secondary schools who stated that there were no

standards available for establishing and operating SLRCs (see section 5.3.2.3. above).

In question 7, the Zonal Inspector of Schools was asked to respond if there was an inspectorate at the ministry that coordinated and oversaw SLRCs. The result of this question shows that the respondent was not sure of the existence of the inspectorate at the ministry. This response is similar to the response of DEOs for secondary schools, two (25%), who were not sure (see section 5.3.2.3. above). The respondent further asserted that the office of the Zonal Inspector of Schools was responsible for coordinating and overseeing SLRCs.

Questions 8 and 9 concerned inspection of the SLRCs. The respondent was asked in question 8 to state the person responsible for inspection of the SLRCs and the criteria used for inspection; and in question 9 how frequent the inspection for school libraries was done and the action which took place after inspection. The result of these questions indicates that the SLRCs were inspected by Zonal Inspectors of Schools. The inspectors used the whole school inspection checklist which had aspects of library inspection. The frequency of inspection was carried out every two years for outstanding schools and once for other schools. The results also show that inspection reports were disseminated to school committees and heads of schools through meetings geared at discussing matters arising from inspection and laying down strategies for improvement. Similarly the DEOs for secondary schools identified the persons responsible for inspection of SLRCs as Zonal Inspectors of Schools. However, the differences were based on the criteria used for inspection (see section 5.3.2.3. above).

Question 10 required the respondent to affirm that there was an organization that develops and reviews the programmes and policies of SLRCs. The result of this question shows that the respondent was not sure if there was a department/organization within the ministry that developed and reviewed school library policies and programmes. The response of the Zonal Inspector of Schools is in line with that of the DEOs for secondary schools (see section 5.3.2.3. above).

### **5.3.2.5. Regional Public Library Librarian**

The TLSB has a legal mandate through its regional, district, and ward public libraries to extend its consultative and managerial services to school libraries to ensure equitable and sustainable provision of quality libraries in secondary schools (See 2.3. and 5.3.1.7. above). Given the TLSB role in relation to school libraries, nine questions were asked of the Regional Public Library Librarian pertaining to the factors affecting the status of SLRCs. These were specific questions to ascertain whether the TLSB role was clear on SLRCs. These questions centred on the TLSB role and services to SLRCs through its regional, districts and ward libraries. Question 1 and 2 required the respondent to list the districts and wards with functioning public libraries. The respondent's list of district public libraries indicated that of the eight districts only three, Njombe, Makete and Mufindi had functioning libraries. The regional public library was not included. The result also shows that of 138 wards, only one ward, Lupembe, had a library. The result of the interview further shows that these libraries were not well furnished in terms of staff, technology and information resources to serve the changing needs of users.

Questions 3, 4 and 5 were closely related. They required the respondent to state the extent of use of public libraries by learners. While question 3 asked the respondent to state whether the secondary school learners used public libraries, questions 4 and 5 asked the respondent to describe the extent of use of the public libraries if the response to question 3 was YES and to give reasons if the response was NO respectively. The results of these questions indicated that secondary school learners used public libraries. The results show that the users who were members of public libraries used the libraries regularly for borrowing books and reading within the libraries. The respondent did not know the extent of use.

The respondent in question 6 was asked to state the programmes and services her libraries offered to SLRCs in the regions. The respondent's response to this question shows that the following were the programmes and services offered to SLRCs: 1) lending books to member learners; 2) reference services; 3) donation of books to some schools; and 4) consultation programmes on establishing school libraries.

Questions 7, 8, and 9 focused on the roles of public libraries in relation to SLRCs. While question 7 asked the Regional Public Library Librarian to describe what she considered to be the major roles of her libraries in relation to SLRCs; questions 8 asked the respondent how she fulfilled such roles and question 9 asked what challenges the respondent faced in fulfilling her roles respectively. The respondent's description of the major roles of public libraries in relation to the SLRCs was to contribute to quality education by encouraging the learners and teachers to engage with the resources available in public libraries to develop critical thinking and independent learning. The result also shows that such roles were fulfilled by developing the collection and encouraging reading habits. The challenges faced by the respondent in fulfilling her role in relation to SLRCs were:

1. Inadequate resources due to financial constraints;
2. Poor staffing for public libraries; and
3. Poor technology and transport to reach all secondary schools.

Question 11 solicited general thoughts from the respondent regarding the reasons contributing to the condition of SLRCs as stated in question 10 (see section 5.3.1.7. above). The question asked the respondent what she thought to be the reasons contributing to condition of SLRCs. The result of this question shows two reasons contributing to the poor condition of school libraries. The reasons were the owners of schools did not provide adequate funds for the development and management of school libraries and the heads of schools had not prioritized school libraries in terms of school development.

### **5.3.3. The role of SLRCs in resource-based learning**

As discussed earlier, secondary school libraries are central to educational provision. They were established to support the school curriculum and enhance quality education to learners. One of the objectives of this study was to explore the role of SLRCs in RBL. The questions asked for this objective were developed to collect data to ascertain whether the SLRCs contribute to quality education in Tanzania. Under this section the data presented includes SLRCs' role of supporting curriculum work, providing user education to learners, providing an adequate collection of curricular

and extra-curricular learning and teaching materials of various formats, facilitating consultation by teachers on the selection of appropriate materials for instruction, and teachers and school librarians' collaborative teaching. The respondents' categories involved in the survey included heads of schools, school librarians, DEOs for secondary schools, Zonal Inspector of schools, and the Regional Public Library Librarian. The results of these questions are reported under each category of respondents.

### 5.3.3.1. Heads of schools without school libraries

Question 10 of the questionnaire to heads of schools whose school had no libraries asked the respondents to give their opinion regarding the role of SLRCs in education. The result of this question shows that some respondents gave multiple opinions. The opinions of the respondents are summarised in Table 30 below:

**Table 30: Heads of schools without libraries' opinion on the role of SLRCs**  
N=87

<b>Role of SLRC in education</b>	<b>Count</b>	<b>Percent</b>
Facilitates the education process (teaching and learning)	20	23
Develops learners independent reading, creativity and problem-solving	20	23
Source of information, knowledge and skills not provided by teachers	13	14.9
Improves the quality of education	13	14.9
Improves performance of learners	12	13.8
Inculcates the spirit of love for reading	8	9.2
Helps learners have their own notices and find references	4	4.6
Enable learners to interact with resources for knowledge and understanding	2	2.3
A tool for upgrading teachers	1	1.1
A tool for achieving educational goals stated in the syllabi	1	1.1
Exposes learners to the real world of academics	1	1.1
Stimulates the learners to study hard	1	1.1

#Multiple responses

The result of the question shows that 96 opinions were offered by the respondents. The main opinions given by many respondents show the following as the role of school libraries in education: facilitating the education process (that is teaching and learning), 20 (23%); developing learners independent reading, creativity and

problem-solving, 20 (23%); source of information, knowledge and skills not provided by teachers, 13 (14.9%); improving the quality of education, 13 (14.9%); improving performance of learners, 12 (13.8%); and inculcating a love of reading, eight (9.2%).

### **5.3.3.2. Heads of schools with school libraries**

A school library is a critical resource that can contribute significantly in supporting the curriculum and the needs of learners and teachers in the school. The heads of schools with a library were asked to ascertain whether the library plays any role in the education process. Questions 38 to 45 were devoted to exploring the role of school libraries in education. Respondents in all questions were required to rate statements using the scale of "Strongly agree", "Agree", "No opinion", "Disagree", and "Strongly disagree".

In question 38, the heads of secondary schools with school libraries were asked to rate the school library in terms of its use for effecting teaching. The results of the rating showed that while a majority of respondents, 46 (86.8%), either strongly agreed or agreed that the school library was used for effective teaching, a minority of seven (13.2%), respondents disagreed.

The respondents in question 39 were asked to rate whether the teachers designed learning experiences for learners that encouraged and supported effective use of the school library. Of 53 respondents who responded to this question, 48 (90.6%), supported the statement by either a strongly agree or an agree response and five (9.4%) disagreed with the statement.

In order to collect data to gauge whether the teaching methods reinforced independent and lifelong learning, question 40 asked the heads of schools with libraries to respond to the statement "the teaching methods in this school incorporates the skills necessary for independent and lifelong learning". The result of the rating indicated that the highest percentage of respondents, 90.6% (48), either strongly agreed or agreed to the statement, while a small number of respondents,

four (7.6%) either disagreed or strongly disagreed with the statement, and one (1.9%) respondent had no opinion.

In order to establish more on the role of the school library in the learning process, question 41 required the respondents to rate if the library resources made a necessary contribution to the development of learners' self-confidence and independence. The result of the rating shows that a high number of heads of schools, 50 (94.3%), either strongly agreed or agreed to the statement and three (5.7%) respondents disagreed.

Question 42 of the questionnaire of the heads of schools with libraries asked them to rate the statement that the school library programmes were fully integrated with classroom teaching. The result indicates that 40 (75.5%) strongly agreed or agreed to the statement. The results further indicate that 19 (17%) respondents either disagreed or strongly disagreed and four (7.5%) respondents had no opinion on the statement.

Question 43 collected data regarding the role of the school librarian in relation to teachers. The question asked the respondents to respond to the statement that the teachers and school librarian teach cooperatively. Table 31 below shows the rating of the heads of secondary schools to the statement:

**Table 31: Heads of schools' rating of the teachers and school librarian cooperative teaching**

N=53

Statement	Response	The teachers and school librarian teach cooperatively					Total
		Strongly agree	Agree	No opinion	Disagree	Strongly disagree	
Category of school	Community	2 (3.8%)	17 (32.1%)	1 (1.9%)	0	0	20 (37.7%)
	Government	1 (1.9%)	1 (1.9%)	0	1 (1.9%)	0	3 (5.7%)
	Private	4 (7.5%)	18 (34%)	1 (1.9%)	3 (5.7%)	0	26 (49.1%)
	Seminary	0	4 (7.5%)	0	0	0	4 (7.5%)
<b>Total</b>		<b>7 (13.2%)</b>	<b>40 (75.5%)</b>	<b>2 (3.8%)</b>	<b>4 (7.5%)</b>	<b>0</b>	<b>53 (100%)</b>

Of 53 heads of secondary schools from all categories of schools, 47 (88.7%) either strongly agreed or agreed to the statement, four (7.5%) disagreed and two (3.8%) had no opinion to the statement that teachers and the school librarian teach cooperatively.

In question 44 the respondents were asked to rate whether teachers used resources in their classroom teaching to encourage learners to become active rather than passive learners. The results show that a significant majority, 51 (96.2%), of respondents strongly agree or agreed to the statement, and two (3.8%) respondents did not support the statement.

The final statement on the role of SLRCs asked heads of schools with school libraries whether the school library through its school librarian provided skills to teachers and learners on how to use the relevant educational materials and library facilities to foster learning. Of 53 respondents, 45 (86.5%) either strongly agreed or agreed and five (9.6%) respondents either disagreed or strongly disagreed to the statement.

### 5.3.3.3. School librarians

In RBL the role of school librarians and teachers cannot be underestimated. These two professionals are essential in facilitating RBL in secondary schools and thus are instrumental for RBL to be viable. With such an understanding, the school librarians



were involved in this survey. Questions for school librarians collected data to establish the extent to which they actively participated with teachers to motivate and facilitate the learning process in secondary schools. Nineteen questions (16-34) had statements concerning the role of SLRCs in RBL. The respondents were asked to rate the statements (on a scale of "Strongly agree", "Agree", "No opinion", "Disagree", and "Strongly disagree") by indicating the most appropriate answer by a tick in the brackets provided for each statement. Generally, the responses to related questions that were asked to heads of secondary schools were similar (see section 5.3.3.2.).

Question 16 required the respondents to rate the statement that the school library is essential for effective teaching. The respondents' rating to the statement is indicated in Table 32 below:

**Table 32: School library essential for effective teaching**

N=36

Statement	Category of schools	Respondents' response									
		Strongly agree		Agree		No Opinion		Disagree		Strongly disagree	
		Count	%	Count	%	Count	%	Count	%	Count	%
School library is essential for effective teaching	Community	7	19.4	8	22.2	0	0	0	0	0	0
	Government	0	0	0	0	2	5.6	1	2.8	0	0
	Private	9	25	8	22.2	0	0	0	0	0	0
	Seminary	1	2.8	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>17</b>	<b>47.2</b>	<b>16</b>	<b>44.4</b>	<b>2</b>	<b>5.6</b>	<b>1</b>	<b>2.8</b>	<b>0</b>	<b>0</b>

A majority of respondents, 33 (91.6%), from community, private and seminary schools either strongly agreed or agreed that the school library was essential for effective teaching. Respondents from government schools, three (8.4%), either had no opinion or disagreed that the school library was essential for effective teaching. Comparatively, these results are similar with that of heads of secondary schools with libraries (see section 5.3.3.2.).

The school librarians were asked in question 17 to rate the statement that learners in schools were keen to explore a variety of sources of information. The result of the rating to the statement shows that of 36 respondents a significant majority, 30 (83.4%), either strongly agreed or agreed that learners were keen to explore a variety of sources of information, four (11.1%) had no opinion and two (5.6%) disagreed.

In question 18 the respondents were asked to rate the statement that the school library was open to the teachers and learners when they needed it. The results of the respondents' rating are indicated in Table 33 below:

**Table 33: Opening of the school library when teachers and learners need it**  
N=36

Statement	Category of schools	Respondents' response									
		Strongly agree		Agree		No Opinion		Disagree		Strongly disagree	
		Count	%	Count	%	Count	%	Count	%	Count	%
The School library is open to the teachers and learners when they need it	Community	6	16.7	9	25	0	0	0	0	0	0
	Government	1	2.8	2	5.6	0	0	0	0	0	0
	Private	11	30.6	6	16.7	0	0	0	0	0	0
	Seminary	0	0	0	0	0	0	0	0	1	2.8
	<b>Total</b>	<b>18</b>	<b>50</b>	<b>17</b>	<b>47.2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2.8</b>

A significant majority of respondents, 35 (97.2%), from all categories of schools except seminary schools, either strongly agreed or agreed that the school library was open to teachers and learners when they needed it. Only one (2.8%) respondent from a seminary school strongly disagreed to the statement.

Questions 19 to 24 contained statements pertaining to the role of school librarians in RBL. The statements on the role of school librarians and the responses to these statements are reflected in the Table 34 below:

**Table 34: The role of school librarians in RBL**

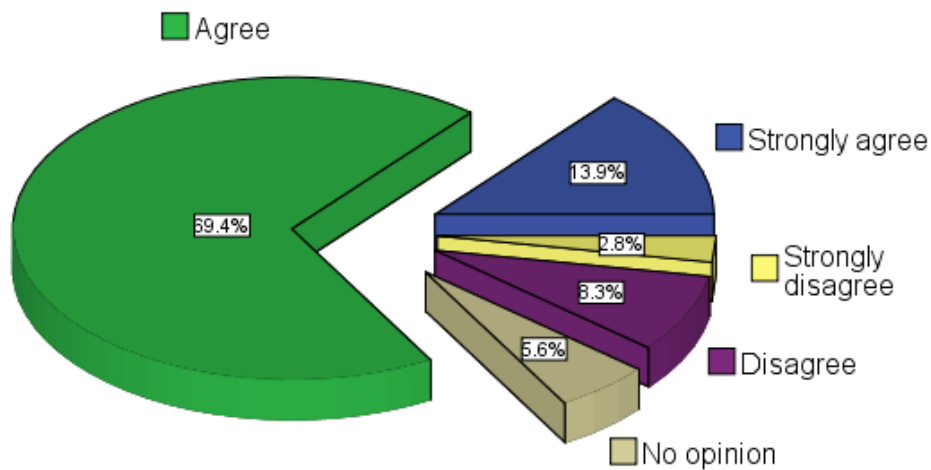
N=36

Statements	Respondents' response									
	Strongly agree		Agree		No Opinion		Disagree		Strongly disagree	
	Count	%	Count	%	Count	%	Count	%	Count	%
I involve the teachers in developing the collection of the library	12	33.3	20	56.6	2	5.6	1	2.8	1	2.8
Teachers and I teach subjects cooperatively	11	30.6	19	52.8	4	11.1	1	2.8	1	2.8
I effectively promote the use of school library resources as an integral part of the school curriculum	16	44.4	17	47.2	2	5.6	1	2.8	0	0
I teach the learners skills for effective use of library resources	16	44.4	19	52.8	1	2.8	0	0	0	0
I have the knowledge and skills necessary to initiate, plan, develop, and implement RBL programmes that are integrated with the curriculum	12	33.3	19	52.8	0	0	4	11.1	1	2.8

The results of the ratings indicate that a majority of respondents supported the statements with either a strongly agreed or an agreed response. Specifically, of 36 respondents, 32 (89.9%) either strongly agreed or agreed that they involved teachers in developing the collection of the library and two (5.6%) respondents had no opinion and either disagreed or strongly disagreed to the statement respectively. To the statement that "teachers and I teach subjects cooperatively", a majority, 30 (83.4%), respondents rated that they either strongly agreed or agreed and 11.1% (four) had no opinion. The result of the ratings also shows that 33 (91.6%) respondents either strongly agreed or agreed that they effectively promoted the use of school library resources as an integral part of the school curriculum. While the result indicates that the highest percentage of respondents, 97.2% (35), either strongly agreed or agreed that they taught learners skills for effective use of library resources, only one (2.8%) respondent had no opinion on the statement. The result of the rating further shows that of 36 respondents, 31 (86.1%), either strongly agreed or agreed that they had the knowledge and skills necessary to initiate, plan,

develop and implement RBL programmes that were integrated with the curriculum and five (13.9%) either disagreed or strongly disagreed to the statement.

The school librarians in question 20 were asked to rate the statement that the school library programmes were fully integrated with the classroom lessons. The rating of the respondents to this statement is shown in Figure 4 below:



**Figure 3: The integration of school library programmes with classroom lessons**

N=36

A total of five (13.9%) and 25 (69.4%) respondents supported by either a strongly agree or an agree response that the school library programmes were fully integrated with the classroom lessons. A small percentage of respondents, 11.1% (four), did not support the statement with either a disagree or a strongly disagree response to the statement and two (5.6%) respondents had no opinion.

Question 25 asked that the respondents rate the statement that teachers design learning experiences for learners that encourage and support the effective use of the school library. The respondents' rating to this statement is reflected in Table 35 below:

**Table 35: Learning experiences that encourage and support the effective use of the school library for learners**

N=36

Statement	Response	Category of secondary school				Total
		Community	Government	Private	Seminary	
Teachers design learning experiences for learners that encourage and support the effective use of the school library	Strongly agree	5 13.9%	0	7 19.4%	1 2.8%	13 36.1%
	Agree	10 27.8%	1 2.8%	9 25%	0	20 55.6%
	No opinion	0	2 5.6%	0	0	2 5.6%
	Disagree	0	0	1 2.8%	0	1 2.8%
	Strongly disagree	0	0	0	0	0
<b>Total</b>		<b>15</b> <b>41.7%</b>	<b>3</b> <b>8.3%</b>	<b>17</b> <b>47.2%</b>	<b>1</b> <b>2.8%</b>	<b>36</b> <b>100%</b>

A large number of respondents, 33 (91.7%), from all categories of secondary schools either strongly agreed or agreed that teachers designed learning experiences for learners that encouraged and supported the effective use of the school library. The result of the rating also shows that two (5.6%) respondents from government schools had no opinion and one (2.8%) disagreed to the statement.

The teaching method adopted can enhance or hamper learners to effectively and efficiently use the library and its information resources independently and develop lifelong learning. The respondents in question 26 were asked to rate the statement that the teaching methods adopted in the school incorporated the skills necessary for independent and lifelong learning. The result of the rating indicates that a significant majority of respondents, 33 (91.6%) strongly agreed or agreed to the statement, two (5.6%) respondents either disagreed or strongly disagreed to the statement, and one (2.8%) respondent had no opinion on the statement.

The respondents in question 27 were asked to rate whether the teachers regularly examined, previewed, and recommended resources for the school library collection. The school librarians rating of the statement is indicated in Table 36 below:

**Table 36: Teachers examination, preview and recommendation of resources for SLRC collection**

N=36

Statement	Response	Category of secondary school				Total
		Community	Government	Private	Seminary	
Teachers regularly examine, preview, and recommend resources for the school library collection	Strongly agree	5 13.9%	1 2.8%	9 25%	1 2.8%	16 44.4%
	Agree	7 19.4%	0 0	6 16.7%	0 0	13 36.1%
	No opinion	1 2.8%	2 5.6%	0 0	0 0	3 8.3%
	Disagree	2 5.6%	0 0	2 5.6%	0 0	4 11.1%
	Strongly Disagree	0 0	0 0	0 0	0 0	0 .0%
<b>Total</b>		<b>15</b> <b>41.7%</b>	<b>3</b> <b>8.3%</b>	<b>17</b> <b>47.2%</b>	<b>1</b> <b>2.8%</b>	<b>36</b> <b>100%</b>

Of 36 respondents, 29 (80.5%), either strongly agreed or agreed that teachers regularly examined, previewed and recommended resources for the school library collection. Four (11.1%) respondents from the private and community schools disagreed to the statement and three (8.3%) respondents from community and government schools had no opinion on the statement.

Evaluation of the usefulness of the resources is instrumental to ensure that it matches user needs and learning styles. Question 28 asked respondents to rate the statement that teachers evaluate the resources in terms of their usefulness to the needs and learning styles of their learners. Table 37 below shows the rating of respondents according to their categories of schools:

**Table 37: Teachers' evaluation of usefulness of resources to the needs and learning styles of learners**

N=36

Statement	Response	Category of secondary school				Total
		Community	Government	Private	Seminary	
Teachers evaluate the resources in terms of their usefulness to the needs and learning styles of their learners	Strongly agree	5 13.9%	1 2.8%	8 22.2%	1 2.8%	15 41.7%
	Agree	9 25%	0	8 22.2%	0	17 47.2%
	No opinion	0	2 5.6%	1 2.8%	0	3 8.3%
	Disagree	1 2.8%	0	0	0	1 2.8%
	Strongly Disagree	0	0	0	0	0
<b>Total</b>		<b>15</b> <b>41.7%</b>	<b>3</b> <b>8.3%</b>	<b>17</b> <b>47.2%</b>	<b>1</b> <b>2.8%</b>	<b>36</b> <b>100%</b>

Like the rating of other statements by school librarians, a large number of respondents, 32 (88.9%), rated that they either strongly agreed or agreed to the statement that teachers evaluated the resources in terms of their usefulness to the needs and learning styles of their learners. Three (8.3%) respondents from government and private schools had no opinion and one (2.8%) respondent from a community school disagreed to the statement.

In RBL, teachers and school librarians work cooperatively to help learners learn. As such they are equal partners in the implementation of the school curriculum. Question 29 required the respondents to rate the statement "the teachers regard me as an equal partner in the implementation of the school curriculum". The rating of the respondents to this statement shows that while the highest percentage of respondents, 91.7% (33), either strongly agreed or agreed to the statement, a small percentage of respondents, 5.6% (two), disagreed and 2.8% (one) respondent had no opinion on the statement.

The respondents were asked in question 30 to rate whether teachers used a wide variety of learning resources in their classrooms. The result of the rating of the respondents indicated that a majority of respondents, 34 (94.4%), either strongly agreed or agreed that teachers used a wide variety of learning resources in their classrooms and one (2.8%) respondent had no opinion to the statement, while one (2.8%) disagreed with the statement.

Question 31 asked school librarians to rate the following statement: "Teachers incorporate within their instructional lessons, an independent learning skills strategy".

The highest percentage of respondents, 88.9% (34), either strongly agreed or agreed to the statement that teachers incorporated within their instructional lessons, an independent learning skills strategy. The rating further shows that while two (5.6%) respondents had no opinion on the statement, two (5.6%) either disagreed or strongly disagreed to the statement.

The respondents in question 32 were asked to rate whether teachers used resources in their classroom teaching to encourage learners to become active, rather than passive, learners. The rating of respondents shows that of 36 respondents 34 (94.4%) either strongly agreed or agreed to the statement and two (5.6%) had no opinion.

In RBL, lessons are cooperatively planned by the teacher and school librarian. Therefore, question 33 asked school librarians to rate whether teachers cooperatively work with school librarians to plan resource-based lessons.

A majority of respondents, 31 (86.1%), either strongly agreed or agreed to the statement and a relatively small number of respondents, three (8.3%), had no opinion. The rating also shows that two (5.6%) respondents either disagreed or strongly disagreed to the statement.



The respondents in question 34 were asked to rate whether the teachers actively promoted the use of the school library as an integral part of the school curriculum. Of 36 school librarians, 33 (91.7%) respondents either strongly agreed or agreed to the statement. While two (5.6%) respondents had no opinion, one (2.8%) respondent disagreed to the statement.

#### **5.3.3.4. DEOs for secondary schools**

While question 14 asked respondents about the fundamental role SLRCs play in RBL, question 15 required the respondents to state whether the teaching mode in secondary schools encouraged the use of resources available in the school library. The results of both questions are summarized below:

1. The fundamental role of SLRCs according to the respondents were:
  - a. To improve learners' performance, one (12.5%);
  - b. To develop independent reading and learning among learners, three (37.5%);
  - c. To provide information resources (teaching and learning materials) to learners, four (50%);
  - d. To provide additional knowledge to learners other than that provided in class, one (12.5%);
  - e. To act as a tool for teaching, one (12.5%); and
  - f. To encourage learners to use the library and its resources, one (12.5%).
  
2. The extent to which the teaching mode in secondary schools encouraged the use of SLRCs as described by respondents is listed below:
  - a. The learner-centred mode encouraged the use of library resources however a shortage of resources hampered the effectiveness of the mode, one (12.5%);
  - b. The mode, in practice, was not feasible because the teachers were not prepared to use it and schools did not have sufficient teaching and learning materials, one (12.5%);

- c. The mode encouraged the use of library resources but it was difficult for learners to use the resources due to insufficient library facilities, three (37.5%);
- d. Very minimal because teachers continued using teacher-centred teaching methods which hindered learners in becoming active and creative, one (12.5%); and
- e. Difficult to explain because there were no library facilities in schools, two (25%).

#### **5.3.3.5. Zonal Inspector of Schools**

Four questions for the Zonal Inspector of Schools concerned the role of school libraries in education. The aim of these questions was to establish the role of school libraries as viewed by the inspector to schools. Question 11 asked what the respondent considered to be the role of the school librarian. The result shows the three roles underscored by the respondent were as follows:

1. To educate users and encourage them to use the library;
2. To work with teachers to enhance teaching and learning; and
3. To manage the school libraries and make them usable.

The respondent in question 12 was asked about the role SLRCs play in RBL. The respondent indicated that the SLRCs were central to enhance RBL in that they instilled learning habits and fostered independent learning for learners. The results also show that SLRCs enabled learners to construct their own meaning in their independent study and were tools for learning and understanding.

#### **5.3.3.6. Regional Public Library Librarian**

The Regional Public Library Librarian, like other categories of respondents, was asked in question 12 to give her opinion on the role of SLRCs in education. The respondent indicated that SLRCs contributed to the learners' understanding of the contents of teaching and learning; they were tools for teaching, and they helped learners to love reading which was essential for understanding and critical thinking.

### **5.3.4. Measures that should be taken to address the challenges of SLRCs**

This section comprised the suggestions by respondents on the measures to be taken to address the challenges or problems faced by SLRCs in fulfilling their roles. The respondents were asked one or two open-ended questions about their opinion on what should be done to improve the condition of SLRCs. The questions were designed to give the respondents an opportunity to state their own views on the ways to improve the condition of school libraries and any other comments they might have on school libraries. The data to answer these questions were gathered from both heads of secondary schools with school libraries and those without school libraries, school librarians, DEOs for secondary schools, the Zonal Inspector of Schools, and the Regional Public Library Librarian.

The reason for asking questions pertaining to intervention mechanisms to address the challenges faced by secondary school libraries was to determine the specific course of action that could be adopted by key stakeholders in schools to improve the condition of school libraries. The adoption of such strategies could consequently improve the quality of education for learners using RBL. The response set from all respondents is summarised and presented in the sections under each category of respondent below.

#### **5.3.4.1. Heads of schools with no school libraries**

In question 11, the heads of secondary schools that had no libraries were asked to give their opinion regarding what should be done to improve the condition of SLRCs. Some respondents gave multiple responses to the question. The respondents' opinions concerning the measures to be taken to improve the condition of SLRCs are reported in Table 38 below:

**Table 38: Heads of schools without libraries' views to improve the condition of SLRCs**

N=87

<b>Proposed measures to improve the SLRCs</b>	<b>Count</b>	<b>%</b>
Funding should be adequately disbursed for materials and infrastructure	29	33.3
Government should prioritize and support the development of SLRCs	24	27.6
Mobilization of the community and education stakeholders to construct SLRCs	13	14.9
Education on the role of SLRCs should be provided to education stakeholders	9	10.3
Professionally trained librarians should be employed to manage SLRCs	7	8
Have purpose built SLRCs	4	4.9
ETP should be amended to incorporate school libraries	3	3.4
Construction of classrooms and teachers houses should include the SLRCs	2	2.3
School curriculum should be reviewed to address the use of SLRCs	1	1.1
Restructuring and rehabilitation of SLRCs	1	1.1

\*Multiple responses

As the table shows, 10 measures were identified and proposed by respondents to improve the condition of SLRCs. Of 10 proposed suggestions, a majority of respondents, 29 (33.3%), suggested funding should be adequately disbursed for materials and infrastructure in school libraries, followed by a proposal that government should prioritize and support the development of SLRCs, 24 (27.6%). Other ways to improve the condition of SLRCs as proposed by respondents included: community members should contribute to the development of SLRCs, 13 (14.9%); education on the role of SLRCs should be provided to education stakeholders, nine (10.3%); professionally trained librarians should be employed to manage SLRCs, seven (8%); and secondary schools should have purpose built libraries, four (4.9%).

#### **5.3.4.2. Heads of schools with school libraries**

The two open-ended questions used in the questionnaire for heads of schools with school libraries required qualitative data. The questions were focused on soliciting more insights from respondents on the measures to be taken to address the challenges of school libraries and any other additional comments regarding SLRCs.

While question 46 asked the respondents about what should be done to improve the condition of SLRCs in their schools, in question 47 the respondents were asked to

add any additional comments regarding SLRCs. The results of these questions are combined as they are related.

Of 53 respondents, 49 (92.4%), offered their views to question 46, and 44 (83%) added comments to question 47. While most of these views and comments were similar, some of them were unclear. Some respondents offered multiple responses. The summary of the views regarding what should be done to improve the condition of SLRCs is given in Table 39 below:

**Table 39: Heads of schools with libraries’ views to improve the condition of SLRCs**

N=53

<b>Respondents proposed ways to improve the SLRCs</b>	<b>Count</b>	<b>%</b>
Professionally trained librarians should be employed to manage SLRCs	27	50.9
Sufficient funds should be allocated to SLRCs' infrastructure and services	19	35.8
Teaching and learning materials should be increased in SLRCs	16	30.2
Construction of dedicated buildings for library services	11	20.8
Government should offer support to private school libraries	10	18.9
TLSB should offer assistance to SLRCs’ development and management	5	7.5
Availability of sufficient furniture for SLRCs' services	3	5.7
Regular inspection of quality of SLRCs' services should be conducted	3	5.7
Computers and internet services should be introduced in SLRCs	3	5.7
Electricity should be installed in SLRCs to run electronic and other services	3	5.7
Government and educational stakeholders should have positive attitudes toward SLRCs	2	3.8
Development of a culture of reading among teachers and learners	2	3.8
The community should assist in building school libraries	1	1.9
Parents should contribute in improving SLRCs in terms of information resources	1	1.9
Creation of awareness to the community on the importance of SLRCs	1	1.9
Learners should be encouraged to use the SLRCs	1	1.9
SLRCs should offer their services over weekends	1	1.9
Law should be enacted to reinforce parents to buy books for their children	1	1.9
SLRC should extend their services to the surrounding communities	1	1.9
#Multiple responses		

As Table 39 shows, 19 opinions to improve the condition of SLRCs were proposed by many respondents. According to the opinions of the respondents, the following were

proposed to improve the condition of school libraries: employment of professionally trained librarians to manage SLRCs, 27 (50.9%); allocation of sufficient funds to SLRCs infrastructure and services by stakeholders (government), 19 (35.8%); increased learning and teaching materials in SLRCs, 16 (30.2%); and construction of dedicated buildings for library services, 11 (20.8%). Other views include: government extension of its support to privately owned school libraries, 10 (18.9%); the TLSB active assistance to secondary schools in developing and managing SLRCs, five (7.5%); and regular inspection of SLRCs to ensure compliance with the regulations and standards.

#### **5.3.4.3. School librarians**

There was one open-ended question for school librarians which required qualitative data. The question was designed to give the respondents an opportunity to state their own views about SLRCs and aimed at soliciting more thoughts from the respondents on SLRCs.

Question 35 asked the respondents to add additional comments regarding SLRCs. The results of this question shows that of 36 respondents, 33 (91.7%) added comments to the question and three (8.3%) did not. A total of 44 comments were offered. Some respondents offered more than one comments. The result further shows that a relatively large proportion of comments were offered for an adequate collection of teaching and learning material to be added to SLRCs, 18 (40.9%); infrastructural development to SLRCs, nine (20.5%); and qualified library staff were needed in SLRCs, eight (18.2%). Other comments added by respondents included: improvement of equipment and facilities for SLRCs, four (9.1%); provision of adequate funds for SLRCs services, three (6.8%); provision of user education to learners and teachers, one (2.3%); and donor support to private school libraries as per government owned schools, one (2.3%).

#### **5.3.4.4. DEOs for secondary schools**

In questions 17 and 18 of the semi-structured interview for DEOs for secondary schools the respondents were asked to give their suggestions on what should be done to improve the condition of SLRCs and to add additional comments regarding SLRCs. The responses to these questions are collectively summarised because they all point to the strategies to be adopted to improve the condition of SLRCs. The following were suggested as key strategies to improve the condition of SLRCs:

1. TLSB should supervise and coordinate library activities in all secondary schools;
2. The government and stakeholders of schools should allocate sufficient funds for school library development and management;
3. All schools should have a SLRC which is well furnished in terms of a purpose built library, equipment, facilities, information resources and trained staff;
4. Education concerning the importance of SLRCs should be provided to communities and education stakeholders;
5. The communities should be mobilized to contribute towards building and improving school libraries;
6. The capitation grant given to schools should be used as per guidelines of 50% for purchasing books or resources;
7. The teachers appointed by heads of schools to supervise the SLRCs should be provided with short library courses; and
8. Donor agencies should focus on helping schools develop libraries.

#### **5.3.4.5. Zonal Inspector of Schools**

Like the DEOs for secondary schools, the Zonal Inspector of Schools was asked in question 15 and 16, what should be done to improve the condition of SLRCs and what additional comments the respondent had regarding SLRCs respectively. The result of the interview shows that the respondent did not provide any comments for question 16. However, the respondent responded to question 15. The respondent's suggestions on what should be done to improve the condition of school libraries were as follows:

1. Schools should allocate sufficient funds for school library services;

2. Due to a shortage of qualified librarians, heads of schools should appoint one teaching staff to undertake a short course in librarianship to assist in managing the school library;
3. Library experts should be invited by schools to conduct seminars on managing school libraries; and
4. The government should rethink the role of school libraries and engineer the development of school libraries and allocate an adequate budget for such development.

#### **5.3.4.6. Regional Public Library Librarian**

The semi-structured interview for the Regional Public Library Librarian had two questions regarding ways to improve SLRCs and additional comments on SLRCs. While question 13 asked the respondent to respond to the question "what should be done to improve the condition of SLRCs"; question 14 required the respondent to respond to the question "what additional comments do you have regarding SLRCs." The result of the interview shows that the respondent did not provide comments to question 14. Two opinions were given to question 13 as ways to improve the condition of school libraries:

1. Sufficient budget should be set for secondary school libraries; and
2. Teachers should be enlightened through seminars on the importance of school libraries for learners' achievements.

### **5.4. Summary**

In this chapter the validations for each section of the questionnaire for each category of respondent have been given and the results reported. For clarity and coherence of results, the findings from all categories of respondents for each objective are synchronized and summarized below:

#### **5.4.1. The current status of SLRC in Njombe and Iringa regions**

Of the 140 secondary schools surveyed most libraries were generally in a poor state, or the regions lacked school libraries. The extent of the status varies as follows:



#### 5.4.1.1. Presence or absence of school libraries

- Of 140 schools surveyed, the majority of schools, 87 (62.1%), had no school libraries and 53 (37.9%) had school libraries. The majority of schools without libraries 80 (92%), were community schools and six (6.9%) were private schools and one (1.1%) was a government owned school.
- The main reasons given by respondents for not having a school library were either inadequate funds, 55 (63.2%), or the district council and community's failure to contribute to the construction of school libraries, 29 (33.3%). The other reason given by respondents was that the school library was not a priority due to other commitments the schools had, two (2.3%).
- Majority of respondents whose schools had no libraries, 84 (96.6%), were planning to set up a school library in the near future and three (3.4%) respondents had no plan to do so. Of the respondents who had a plan to set up a school library, 71 (81.6%) were planning to do so when funds were made available and five (5.7%) of the respondents were not sure how soon they intended to construct a school library.

#### 5.4.1.2. School library infrastructure (building, furniture and equipment)

- Of 53 heads of schools with libraries, 28 (52.8%) had purpose built school libraries, 18 (34%) used converted classrooms as libraries, six (9.4%) used storerooms to keep books, and two (3.8%) used teachers offices.
- Respondents with school libraries, five (9.4%) and 31 (58.5%), strongly agreed and agreed respectively that the school library had all the furniture required for shelving, library staff, users, and displays. The other respondents with school libraries, either disagreed, 16 (30.2%), or strongly disagreed, one (1.9%), that their school libraries had all the furniture required.

- The largest proportion of respondents with school libraries, 38 (71.7%), either disagreed or strongly disagreed that their libraries had equipment such as computers, printers, photocopies, video machines and televisions to facilitate library services, and 11 (20.8%) respondents who either strongly agreed or agreed that their libraries had such equipment to facilitate library services.

#### 5.4.1.3. Staffing for SLRCs

- The responses varied regarding school library management. A small majority of heads of schools with libraries, 26 (49.1%), stated that the school libraries were managed by teachers chosen by the school and allocated some hours to manage the library, and 19 (35.8%) heads of schools stated that the school libraries were managed by school librarians. Other staff who managed the school libraries included full-time school librarians, teachers with the help of learners, temporary employees and school staff other than teachers.
- The majority of heads of schools and school librarians, 63 (70.8%), stated that their school libraries had only one staff working in the library, 24 (27%) had two staff, and two (2.2%) had more than two.
- Of 89 heads of schools and school librarians, 53 (59.6%) stated that the staff working in the school library had no library qualification, 24 (27%) stated that they had a certificate in library studies, 17 (7.9%) stated that they had elementary studies in library studies, three (3.3%) had a Diploma in Library Studies, and two (2.2%) had a Bachelor of Library Studies.
- Other qualifications of staff working in the library were as follows: 17 (47.2%) were Bachelor of Education holders, 11 (30.6%) were either Advanced Level or Ordinary Level secondary school leavers, seven (19.4%) were holders of a Diploma in Education, and three (5.7%) were postgraduates in education.
- The majority of school librarians, 29 (80.6%) had the experience of working with the school library for 1-3 years; while three (8.3%) and

one (2.8%) worked in the school library for 4-6 years and 7-9 years respectively, three (8.3%) worked for 10 or more years.

#### 5.4.1.4. Services (programmes) offered by school libraries

- The highest percentage of school libraries, 94.3% (50) were used by learners and teachers. A few school libraries, two (3.8%) and one (1.9%) were used by the school community and communities around the school and learners respectively.
- Forty four (49.4%) heads of schools and school librarians indicated that the school library was moderately used, 32 (36%) well used, 11 (12.4%) occasionally used, not used at all by one (1.1%), and one (1.9%) head of school was not sure.
- The highest percentage of heads of schools and school librarians, 87.6% (78), responded that the school libraries were opened every working day and a minority of respondents, four (4.5%) responded that the libraries were opened four days per week. The other responses varied from one day per week to two, three or weekends.
- The majority of the heads of schools stated that the services that were mostly offered by school libraries included lending (borrowing books and other resources), 50 (94.3%); reference books, 37 (69.8%); user education, 12 (22.6%); audiovisual, two (3.8%); and access to computers (internet), two (3.8%). The school librarians described the services offered by the school library as follows: lending 29 (80.6%); reference books 22 (61.1%); space for studying 22 (61.1%); library education 19 (52.8%); computer access (internet), three (8.3%); and audiovisual, two (5.6%).

#### 5.4.1.5. Collection (information resources)

- The resources available in the school library ranked by number and percentage of heads of schools and school librarians were reference books 78 (87.4%); curriculum books 76 (85.3%); fiction or non-curricula books 48 (53.9%); newspapers 38 (42.6%); print journals

33 (37%); audiovisual materials (video and sound tapes, CDs, DVDs and cassettes), 15 (16.8%); and electronic resources, five (5.6%).

- The majority of heads of schools with libraries and school librarians, 55 (61.7%), agreed that the SLRCs had adequate resources for learners and teachers; eight (8.9%) supported by a strongly agree response, while 17 (19.1%) and eight (8.9%) respectively disagreed or had no opinion.
- While the majority of heads of schools and school librarians, 79 (88.7%) were of the view that the quality of materials available in the SLRCs were either very good or good; six (6.7%) and four (4.4%) respectively had no opinion or were of the view that the quality of materials were poor.
- The currency of the resources available in the school library was rated by a majority of heads of schools and school librarians, 68 (76.4%), as up-to-date; while seven (7.8%) rated the resources as very up-to-date; six (6.7%) had no opinion; while six (6.7%) considered the resources as out-of-date, and two (2.2%) as very out of date.
- Generally, the opinions of heads of schools without school libraries, DEOs for secondary schools, Zonal Inspector of Schools, and Regional Public Library Librarian regarding the status of school libraries in Njombe and Iringa regions with respect to infrastructure, staffing, services, teaching and learning materials and funding was poor, particularly for community schools. However, the status of school libraries in private and seminary schools was fairly good.

#### 5.4.2. Factors affecting the condition of SLRCs

- The heads of schools without school libraries described the factors affecting the condition of SLRCs as primarily lacking adequate funds. Other factors included government and community not prioritizing the construction of SLRCs, ignorance and the negative attitude of the

community towards the role of the school library and lack of government support and reinforcement.

- Of 53 heads of schools with school libraries, 25 (47.2%), either strongly agreed or agreed that the school library had an advisory committee that works with the library in the management, policy formulation, and development of SLRC. Twenty five (47.2%) heads of schools either disagreed or strongly disagreed and three (5.6%) had no opinion.
- While the majority of heads of schools with school libraries, 39 (73.6%), strongly agreed or agreed to the statement that "the school library has a collection development policy to ensure that resources are collected as per curriculum demand and needs of the school", 12 (22.6%) heads of schools did not support the statement with either a disagree or a strongly disagree response.
- Of 53 heads of school with school libraries, five (9.4%) and 25 (47.2%) strongly agreed and agreed respectively that the school had a dedicated budget for SLRC services and 17 (32%) disagreed. Regarding the source of funds for school library resources, 41 (77.3%) of the respondents described the sources of library funding as fees and a combination of other sources, 17 (32 %) from donors and 28 (52%.8%) from fees only. A majority of heads of schools, 34 (64.2%), described funds allocated to SLRC's services as either inadequate or very inadequate and 16 (30%) described them as adequate. To the statement that SEDP I and II had improved the SLRC, the majority of respondents, 32 (60%), either disagreed or strongly disagreed and 17 (32%) agreed. A significant majority of respondents, 50 (94.3%), either strongly agreed or agreed that poor or inadequate funding was the major factor contributing to the poor condition of school libraries, and three (5.7%) either disagreed or strongly disagreed to the statement.
- Five (9.4%) and 37 (69.8%) heads of secondary schools with school libraries strongly agreed and agreed to the statement "the Education

(SLRC) Regulations are used by the school to operate the SLRC” respectively. Six (11.3%) heads of schools did not agree and five (9.4%) had no opinion.

- A majority of heads of schools with school libraries, 30 (56.6%), either strongly agreed or agreed that the SLRC was established and operated in accordance with the officially recognized standards given by the commissioner/education inspector for schools. Seventeen (32%) disagreed and six (11.3) had no opinion on the statement.
- Of 53 heads of schools with school libraries, 31 (58.5%), either disagreed or strongly disagreed that the ministry had an inspectorate that coordinated the secondary school libraries to ensure they were well resourced and funded. Eighteen (33.9%) either strongly agreed or agreed and six (11.3%) had no opinion.
- The statement that an experienced professional librarian appointed by the commissioner inspected school libraries on a regular basis to ensure compliance with the regulations and libraries were run properly and efficiently, was either disagreed with or strongly disagreed to by a majority of heads of schools with school libraries, 37 (69.8%). The minority, seven (13.2%), strongly agreed or agreed and nine (16.9%) had no opinion on the statement (one can infer that they did not know).
- A majority of heads of schools with school libraries, 35 (66%), either disagreed or strongly disagreed that the TLSB through the regional public library assisted secondary schools in planning, promoting, establishing and equipping them. Ten (18.9%) heads of schools with school libraries had no opinion, eight (15.1%) agreed to the statement.
- The DEOs for secondary schools and Zonal Inspector of Schools described the factors affecting the condition of school libraries as the sources of funding not being capable of providing sufficient funds for school library services; unimplemented Education (SLRC) Regulations; absence of specific standards for establishing and operating school libraries; absence of an inspectorate that coordinated and oversaw the

SLRCs and lack of an organization that develops and reviews school library programmes and policies. The school libraries were not inspected by professional librarians and the criteria for inspection were absent and the frequency of inspection was one or two years. The results of inspections were either given to heads of schools with their boards, or DEOs for secondary schools to action.

- The attitude of heads of schools towards school libraries was not the factor contributing to the condition of school libraries.
- A majority of DEOs for secondary schools described the role of TLSB with regards to SLRCs as principally advisory, donating books to schools, and providing access services for the learners who use their libraries. Therefore, the role of TLSB was obscured. On a similar point, the Regional Public Library Librarian described the role of TLSB on school libraries as providing a lending and reference service to member learners, donating books to some school libraries and consultation services to school libraries. Given the small number of public libraries in Iringa and Njombe regions, (for example only one public library at the regional level, three at the district level, and only one at the ward level), and the fact that these libraries were not well furnished, it was evident that their role was not realized.
- In view of the factors affecting the condition of SLRCs above, it was evident that the ETP (1995) regarding SLRCs was not comprehensively implemented.

#### 5.4.3. The role of SLRCs in RBL

- Generally the role of SLRCs in RBL were to support curricular work and the provision of user library education for learners and teachers, provision of an adequate collection of learning and teaching materials of various formats, facilitation of consultancy by teachers on the selection of appropriate materials for instruction, and promotion of teacher and school librarian collaborative teaching. Specifically the following were revealed regarding the role of secondary schools in RBL:

- Of 89 heads of secondary schools and school librarians, 59 (66.2%), agreed and 22 (24.7%) strongly agreed that teachers design learning experiences for learners that encourage and support the effective use of the school library. Six (6.7%) disagreed to the statement.
- The statement that teachers regularly examine, preview and recommend resources for the school library collection was rated highly by school librarians with a strongly agree, 16 (44.4%), and agree response, 13 (36.1%). A few respondents, three (8.3%) and four (11.1%) had no opinion and disagreed with the statement.
- A majority of school librarians either strongly agreed, 15 (41.7%) or agreed, 17 (47.2%) that teachers evaluated the resources in terms of their usefulness to the needs and learning styles of their learners. A minority of respondents, three (8.3%), had no opinion.
- A significant majority of school librarians, 33 (91.6%), either strongly agree or agreed that teachers regard the school librarian as an equal partner. Two (5.6%) respondents disagreed.
- Regarding teachers' use of a wide variety of learning resources in their classroom, a majority of school librarians, 35 (94.4%), either strongly agreed or agreed.
- Most heads of schools and school librarians, 85 (95.4%), strongly agreed and agreed that teachers use resources in their classroom teaching to encourage learners to become active rather than passive learners, while three (3.7%) had no opinion.
- A majority of school librarians, eight (22.2%), strongly agreed and 24 (66.7%) agreed that teachers incorporated, within their instructional lessons, independent learning skills and strategy, and two (5.6%) had no opinion to the statement.
- A large proportion of school librarians, 33 (91.7%), supported teachers promoting the use of the school library as an integral part of the school curriculum.



- Most school librarians, 32 (88.8%), either strongly agreed or agreed that they involved teachers in developing the collection of the library. Two (5.6%) school librarians had no opinion on the statement.
- A majority of school librarians, 33 (91.6%), effectively promoted the use of school library resources as an integral part of the school curriculum. Two (5.6%) school librarians had no opinion on the statement.
- Of 36 school librarians, 35 (97.2%), taught learners skills for effective use of the library resources and one (2.8%) did not.
- A majority of heads of secondary schools, 45 (84.9%), agreed that school librarians provided skills to learners and teachers on how to use relevant educational materials and library facilities. Five (9.4%) heads of secondary schools were of the view that school librarians did not provide such skills.
- A large proportion of school librarians, 31 (86.1%), had the knowledge and skills to initiate, plan, develop and implement RBL programmes that integrated with the curriculum and five (13.9%) had no such knowledge.
- A majority of heads of secondary schools and school librarians, 81 (91%), either strongly agreed or agreed that the teaching methods adopted the necessary skills for independent and lifelong learning, while a minority of respondents, six (6.7%), either disagreed or strongly disagreed to the statement.
- A majority of heads of secondary schools and school librarians, 77 (86.5%), agreed that teachers and librarians teach cooperatively, while six (6.7%) heads had no opinion on the statement, five (5.6%) respondents disagreed.
- Of 36 school librarians, 31 (86.1%) either strongly agreed or agreed that teachers worked cooperatively with school librarians to plan resource-based lessons. Three (8.3%) school librarians had no opinion on the statement.

- A significant majority of heads of secondary schools and school librarians, 79 (88.7%) either strongly agreed or agreed that school libraries were essential for effective teaching and eight (8.9%) disagreed to the statement.
- Of 36 school librarians, 35 (97.2%) either strongly agreed or agreed that the school library was opened to teachers and learners when they needed it.
- While 70 (78.6%) heads of secondary schools and school librarians either strongly agreed or agreed that the school library programmes were fully integrated with classroom lessons, six (6.7%) and 13 (14.6%) of respondents had no opinion and either disagreed or strongly disagreed respectively.
- A majority of the heads of secondary schools, 50 (94.3%), either strongly agreed or agreed that the library resources made the necessary contribution to the development of learners' self-confidence, independence and self-work.
- Six (16.7%) school librarians strongly agreed and 24 (66.7%) agreed that learners were keen about exploring a variety of sources of information. Four (11.1%) and two (5.6%) had no opinion and disagreed respectively with the statement.
- The fundamental role of SLRCs according to the DEOs for secondary schools' respondents were: to improve learners' performance; to develop independent reading and learning among learners; to provide information resources (teaching and learning materials) to learners; to provide additional knowledge to learners other than that provided in class; to act as a tool for teaching; and to encourage learners to use the library and its resources.
- The Zonal Inspector of Schools described the role of SLRCs as to educate users and encourage them to use the library; to instil the learning habits and foster independent learning among learners; and SLRCs were tools for learning and understanding.

- The Regional Public Library Librarian described the role of SLRCs as contributing to learners' understanding and critical thinking, inculcating the love of reading among learners and providing tools for effective teaching.

#### 5.4.4. Measures that should be taken to address the problems of SLRCs included

- Adequate funds for quality library infrastructural development, collection of sufficient and comprehensive learning and teaching materials, facilities and equipment should be disbursed to schools by owners of schools.
- Government should prioritize and support the development of both government and private school libraries.
- The community and education stakeholders should be mobilized to construct school libraries.
- Education on the importance of school libraries to learners should be provided to communities.
- The school libraries should be staffed by professional librarians and teachers who work with school libraries should be given initial training on library management.
- TLSB should strengthen its role of supervising and coordinating library activities and providing access to all secondary schools.
- The capitation grant to schools should be used as per guidelines, that is, 50% of the grant should be devoted to improving learning and teaching materials.

## CHAPTER 6

### INTERPRETATION OF THE FINDINGS

#### **6.1. Introduction**

In Chapter 5 data collected from the study were processed, analysed and the findings presented and displayed in a manner that reflected the problem of the study and sub-problems stated in the subsidiary questions in 1.3.2. In this chapter an interpretation and discussion of those findings is given. This is done by linking the findings from the questionnaires and semi-structured interviews with the research questions, documentary analysis and literature. The aim of this chapter is to inquire into the meanings inherent in the findings that would provide an explanation of the research problem and support the conclusion of the study.

The problem that the study focused on was the poor condition of SLRCs which undermines the RBL. Given this problem the overarching purpose of the study, as shown under section 1.3.1, was to explore the status and role of SLRCs in RBL in Iringa and Njombe regions of Tanzania to establish the basis for strategies that could be employed to improve the condition and practice of SLRCs in order to participate fully in RBL and consequently enhance the quality of education for secondary school learners.

Fundamental to the role of SLRCs in RBL is how well-resourced they are in terms of information resources, staff, finance, infrastructure and services. Coupled with the purpose described above and to address these concerns the study involved the identification and assessment of the status of SLRCs in relation to infrastructure, staffing, services, collection and budget that could be considered fundamental for a state-of-the-art secondary school library.

The study included the identification and evaluation of factors that could contribute to the condition of secondary school libraries. The factors identified included poor

funding for school libraries, the negative attitude of heads of secondary schools towards SLRCs, poor implementation of the ETP of 1995 and the Education (SLRC) Regulations, absence of SLRC policies, standards and inspectorate that oversee the implementation of SLRCs, and obscure the role of the TLSB in relation to SLRCs. The study further engaged in determining the role secondary school libraries play in RBL. Aspects such as SLRCs' support for curricular work and instructional tools, provision of library education to learners and teachers, provision of adequate collection of curricular and extra-curricular learning materials of various formats, facilitating consultation by teachers on the selection of appropriate materials for instruction, and teachers and school librarians' collaborative teaching were identified and assessed as essential roles of SLRCs in RBL. Lastly, the study was involved in collecting opinions and views from heads of secondary schools, District Education Officers for secondary schools, the Zonal Inspector of Schools, a Regional Public Library Librarian and school librarians on what should be done to address the problems faced by SLRCs in Iringa and Njombe regions, and thereby promote the SLRCs with the view of improving the SLRCs and the quality of education to learners.

The documentary analysis of policy and the legal framework for the establishment and management of SLRCs formed a backdrop for library provision in secondary schools in Tanzania. The study has used the RBL model to promote SLRCs in the education process. A model for RBL for Tanzania, adapted from the RBL model and the (SLRC) Regulations of 2002, and ideal for school library provision in Tanzania formed the theoretical framework for this survey. The research questions to be answered using the RBL framework and the Education (SLRCs) Regulations were:

- What was the current status of SLRC?
- What were the factors affecting the condition of SLRCs?
- What was the role of SLRCs in RBL?
- What measures could be taken to address the challenges faced by SLRCs?

An interpretation of the results follows the order of the research questions of the study.

## **6.2. The current status of SLRCs**

As discussed under section 2.3, secondary schools in Tanzania are mandated by the education training policy to deliver quality education to learners. In essence, quality education to secondary school learners depends on the contribution of many factors. Unquestionably SLRCs are among the contributing factors to quality education. The importance of secondary school libraries is perhaps underscored by a learner-centred mode of teaching and learning in secondary schools which is consistent with RBL and which advocates the use of resources by learners and teachers (section 1.4.2. and 1.4.4. above). Similarly, the secondary school curricula advocate the use of resources for teaching and learning which would prepare learners for lifelong learning and demand that teachers and learners have access to a wide array of resources and programmes that focus on the skills necessary for the effective use of those resources (section 2.7.2). It is categorically true that the curricula requirements cannot successfully be met unless there is a dedicated library which is adequately resourced in terms of information resources and staffed with qualified personnel. This study investigated the potential of secondary school libraries to provide services which support resource-based education. At the heart of this scrutiny is the juxtaposition of the status of secondary school libraries to effectively address the curricula requirements for quality education.

In view of the foregoing discussion, it is apparent that without libraries or with libraries in poor condition, secondary schools cannot deliver effective RBL and enhance quality education for learners. In order to establish an overall picture of the extent of SLRCs' provision in Iringa and Njombe regions of Tanzania, the researcher resorted to asking the participants through questionnaires and semi-structured interviews to determine the current status of secondary school libraries. The understanding of the status of secondary school libraries is vitally necessary to gauge whether or not they deliver the requisite resources and services and contribute to quality education for learners.

In general, the findings of the study indicated that of 140 heads of secondary schools surveyed a majority of secondary schools, 87 (62.1%), had no libraries and

53 (37.9%) had libraries which were in a poor condition. The majority of these schools without libraries, 80 (92%), were community secondary schools. The same scenario was commented on by interviews with DEOs for secondary schools, the Zonal Inspector of Schools and the Regional Public Library Librarian. The Zonal Inspector for Schools emphatically stated that of 245 secondary schools in Iringa and Njombe regions, only 39 (15.9%) secondary schools had functioning libraries and qualified school librarians. This situation is a matter of concern given the imperative for the establishment of SLRCs in every school (URT 1995 and URT 2002b), given the importance of school libraries to quality education, and the absence of public libraries to compensate in areas where most schools are situated. Although the heads of secondary schools that had no libraries had a plan to set up libraries in the near future, their plan depended upon the availability of funds. Two implications can be deduced from this situation. Firstly, the libraries would never be set up if the funds never materialized and secondly, other activities at the schools also required funds, and these were assigned a higher priority than were libraries.

In Africa, and particularly in Tanzania, it is not surprising for a secondary school to have no library. Similar situations were reported in studies reviewed (Rosenberg 1998; World Bank 2008; Ajebomogun and Salaam 2011). Rosenberg's earlier (1998) study, for example, revealed that government-owned secondary and primary schools in Tanzania had no libraries and of those that did, the libraries were almost non-functional. This state of affairs still exists in Tanzania today, as the current study illustrates. The World Bank (2008) in its working paper admits that in most African countries very few secondary schools have a library or a resource centre. Interestingly, the current study revealed that the majority of secondary schools having no library were community schools, also called ward community schools, and were in fact local government-owned schools. This does not mean that all private and seminary secondary schools were better off in terms of library facilities, as some of these also lacked school libraries. Community secondary schools were established in the early 2000s by a directive issued by the government requiring each ward to establish a secondary school (Mafuru 2011). Since then every ward has hastily, and without any strategic planning, attempted to build a secondary school using

community contributions and local government council's support. Lwaitama and Galabawa (2008) argue therefore, that community secondary schools were established in the context of scarce resources and inadequate infrastructure, such as classrooms, desks, laboratories and libraries. This assertion is consistent with the reasons given by a majority of respondents who had no libraries. The reasons for this include inadequate funding, failure on the part of the district councils and communities to contribute to the construction of school libraries, and as already mentioned no priority being given to building libraries among the school's other commitments. It is from this setting that Lwaitama and Galabawa (2008) conclude that community secondary schools have a very long journey to travel before they could begin to deliver quality education.

The number of secondary schools having no library is alarming, and presents a huge challenge to providing RBL. It also raises questions on just how serious the government is in implementing the ETP of 1995 and the Education (SLRC) Regulations of 2002 on school library development and management.

### **6.2.1. Infrastructure (building, furniture and equipment)**

A RBL environment requires an infrastructure that can support learners and foster the development of knowledge. The burgeoning growth of ICT, resulting in digital information has modernized libraries and created a friendly environment for learners' exploitation of information. In the digital environment, libraries are no longer confined to the four walls of buildings. Digital devices have made information accessible anytime and anywhere. However, in developing countries, Tanzania in particular which is experiencing the digital divide due to economic stagnation, the situation is rather different. Secondary school libraries are housed in either purpose built libraries, classrooms, teachers' offices or stores. It is a common phenomenon for secondary schools to lack this essential facility for education provision (see 6.2 above). In this setting, infrastructure such as purpose built libraries, furniture and equipment are prerequisites for the provision of school library services in secondary schools.



The findings of the study indicate that of 53 secondary schools which had libraries 28 (52.8%) had a purpose built library with space for users, staff, shelving and other services, 18 (34%) used converted classrooms as libraries where books and other materials were kept and learners used these as reading rooms, six (9.4%) used stores to keep books for learners to borrow, and two (3.8%) used teacher's offices to keep books and other materials for learners to borrow from. From the findings it is apparent that the use of classrooms, teachers' offices and stores for libraries do not conform to the requirements for libraries and cannot house all library services required for learners and teachers in secondary schools. Furthermore, the use of these structures contravenes the Education (SLRC) Regulations 2002 which requires that every school library shall be established in premises exclusively set aside and designed for such purposes (URT 2002b). This practice hampers the effective operation and management of the school library (Akporhonor 2005; Magina and Lwehabura 2010; Ajegbomogun 2011). The practice in schools with high enrolment and fewer classrooms means sacrificing classrooms thereby leading to difficulties for learners' access to lessons.

Like other types of libraries, a secondary school library needs to have furniture for shelving, library staff, users, displays and other equipment. It also needs equipment such as computers, printers, photocopies, video and TV sets to facilitate information services for learners and teachers. The availability of sufficient and appropriate furniture and equipment in school libraries enables the activities and services planned by the library to operate efficiently and effectively and reflect the educational role of the library (IFLA/UNESCO 2002). The result indicated that while 36 (67.9%) schools had furniture for shelving, library staff, users and displays, 17 (32.1%) schools had no furniture. The absence of furniture in the school library means that not only have these schools disregarded the Education (SLRC) Regulations regarding equipment required in libraries, but they are no more operational than schools with no libraries.

According to Arko-Cobbah (2004: 267) ICT has become a vital component of the learning process. The emerging technologies make learners active seekers rather

than passive recipients of knowledge. Technology such as computers and the World Wide Web have had a profound effect on learning. Strikingly the study found most schools with libraries, 38 (71.7%), lacked equipment such as computers, printers, photocopies, video and TV sets. Only 11 (20.8%) schools had such equipment for their libraries. Lack of such essential equipment implies that school libraries are lagging behind as far as technology is concerned. This prevents learners from engaging with technology and accessing information in diverse formats (URT 2002b).

### **6.2.2. Staffing for secondary SLRCs**

School libraries are vital educational institutions, requiring an appropriate management system to enable them to achieve the goals for which they were established. The success of school library services or programmes, regardless of how well designed, depends ultimately on the quality and number of staff responsible for such programmes (ALA 2005). Secondary school libraries need to have in place a well-educated professional librarian to manage the library and deliver quality service to users. In the same spirit, the Education (SLRC) Regulations of 2002 in recognition of the importance of staffing the school library states in article eight that “every school library may engage a full-time qualified library staff to [man] the resource centre” (UTR 2002b). It was therefore necessary to establish whether secondary school libraries had employed an adequate number of experienced and qualified professional librarians to manage the library and its resources and services to support the educational role of the school.

The survey indicated that secondary school libraries in Tanzania were facing unprecedented staffing challenges, such as a shortage of experienced librarians. The results from heads of secondary schools show that a majority of library personnel, 26 (49.1%), were teachers appointed by heads of schools and were allocated some hours to manage the school libraries. Nineteen (35.8%) school libraries were managed by school librarians of various educational levels and experience. The remaining school libraries, eight (15.1%), were managed by either full-time school

librarians, teachers with the help of learners, temporary employees or school staff other than teachers.

It was clear from the response of heads of schools and school librarians who participated in this study, 63 (70.8%), that a majority of school libraries had only one staff member to do all the managerial, information, and clerical duties. Twenty four (27%) heads of schools and librarians stated that the libraries had two staff and two (2.2%) respondents said the library had more than two staff. The results from school librarians further revealed that 16 (44.4%) had no library qualifications, 15 (41.7%) had a certificate in library science, three (8.3%) had a diploma in library science and two (5.6%) had a bachelor of library science. A majority of these library staff, 29 (80.6%) had one to three years of experience. These figures were more or less the same as those provided by heads of secondary schools. The figures showed that nine (17%) had a certificate, 17 (32.1%) had elementary training in librarianship, 22 (41.5%) were teachers and other school staff with no library qualifications, while five (9.5%) were Advanced Level or Ordinary Level secondary school leavers. From the literature the same results were observed. For example, Magina and Lwehabura's (2011) study indicated that many school libraries in Tanzania were run by nonprofessional librarians and some by teachers who had no library training at all, and relatively few had professional librarians with certificates and/or diplomas in library science.

In view of the fact that the SLRC is an important resource which can contribute significantly to supporting the school curriculum and broader information needs of learners and teachers in the school, the findings regarding the staffing position of school libraries undermine this essential library function. Poor educational qualifications, lack of experience, and the number of library staff working in the school libraries is a sure indication that schools accord a low priority to libraries and that library services are considered unimportant for educational provision in secondary schools. Secondary school libraries require knowledgeable, skilled and enthusiastic staff to ensure that they remain integral to the education process, which is in keeping with Morris (2010:155) who argues that staff are the foundation of a

dynamic and effective school library media centre and the mainstay of a school library media programme. The primary responsibility of the staff is to ensure that the media programme is an integral part of the instructional programme of the school. Library staff create and develop activities and are directly responsible for the overall success of the programme. Therefore school library media centre staff should include personnel with a broad range of experience and skills (Morris 2010).

What the above information reveals is that staff with no library qualifications, but instead are secondary school leavers who work in the secondary school library, undermine the role of school libraries in RBL and are unable to deliver quality service to learners and teachers. Skills required in departments such as acquisitions, cataloguing, circulation, user education and reference all need specialized personnel. From the results of this study it is obvious that these functions, as well as the effective integration of resources into the curriculum as required in RBL, would be impossible (Bawa 1993; Ajegbomogun and Salaam 2011).

For RBL to be successful the collaboration of teachers and school librarians in planning lessons and teaching is required. As such, RBL requires the librarian to have specialized knowledge, independent learning skills, and use learning resources effectively, show expertise in cross-curricula disciplines, and have the ability to select and acquire critical learning resources (see section 1.5.3.2. above). In the 21<sup>st</sup> century librarians are not only custodians of books, as is assumed by many school libraries, but instead information specialists, library administrators, teachers and instructional specialists (Martin and Zannier 2009). To this effect, the secondary school library staffing challenges in Iringa and Njombe regions indicate that RBL is unlikely to succeed.

Secondary schools in Iringa and Njombe regions have many learners at both Ordinary Level and Advanced Level. However, it is evident from the data that most school libraries have only one staff member to meet the information needs of all learners and teachers. Secondary schools require library staff in the correct ratio to the number of learners and who are able to provide user education, reference

services, lending services, information literacy and other services pertinent to the school curriculum.

### **6.2.3. SLRCs services (programmes)**

The quality of a secondary school library lies not only in a well-designed building furnished with equipment, facilities, collection and staff. On the contrary, it is determined by the quality and ready availability and accessibility of services that are responsive to user information needs to facilitate and improve the learning process (ALA 2005). School library programmes or services provide a range of learning opportunities for learners, teachers and the community around the school. It was, thus, important to establish whether the SLRCs were adequately used by the learners and teachers to improve the teaching and learning process. Methods that were used to assess how well school libraries were used focused on who used the school library, the extent of use, days the facility was open and specific services offered to users.

The results showed that 50 (94.3%) school librarians mentioned that SLRCs at Iringa and Njombe regions were used by learners and teachers, two (3.8%) said that SLRCs were used by the school community and community around the school, and two (1.9%) by learners only. The use of the school library by teachers, learners, and the community around the school is a positive indication that the library responds to the needs of the community. The practice also motivates the learners who see their teachers using the library and then use the resource for their own learning. This practice is consistent with the RBL model which requires that both learners and teachers engage with the resources. On the other hand, the use of the library by learners alone creates an incorrect perception that libraries are for learners only and in this way reinforcement from teachers and librarians will yield positive results in the learners' use of library resources and the development of reading habits.

Another aspect of library use is based on the number of days the library is accessible to learners and teachers. A survey of the number of days the library is open per week revealed that 78 (87.6%) heads of secondary schools and school librarians

indicated that the libraries were open every working day. Other responses however varied from one day to four days a week, 11 (12.4%). Whereas the information suggests that a significant number of the secondary school libraries surveyed are open for most of the working week, access to the library for less than these days, particularly for day schools, would severely limit learners and teachers' use of resources. In the context of the Iringa and Njombe regions, a shortage of library personnel (see 6.2.2. above) may affect the number of days the library can open. A single staff member in a boarding school may not be able to work in the school library from 8:00 am to 10.00 pm. Schools that use teachers to manage the library may also limit opening times. School libraries may be closed when the teacher has other responsibilities or may not be open on weekends or public holidays. This is especially the case with day schools.

Because school libraries are learning resources it is expected that learners and teachers frequently use its services. In this regard, the respondents were required to indicate the extent to which the school library was used by learners and teachers. The information showed that while 32 (36%) heads of secondary schools and school librarians stated that the library was utilized excellently, 44 (49.4%) indicated moderate utilization. Surprisingly, 11 (12.4%) indicated that the library was used occasionally and one respondent was unsure and the other said the library was not used at all. The information suggests that the school libraries are not used as they should be. This may be because learners and teachers do not have sufficient time due to class lessons.

A final aspect to consider when assessing the use of the school library is in the services provided to users. The results showed that the services offered by most school libraries were lending, 50 (94.3%), and reference, 37 (69.8%). User education, a very important service to empower learners with skills on how to use the library, was offered at very few libraries, 12 (22.6%). A minority of school libraries offered audiovisual services, two (3.8%), and computer (internet) services, two (3.8%), to learners and teachers. With the availability of lending services in school libraries, learners are given an opportunity to borrow books and other types

of materials for home use for a specific period of time as prescribed by the school librarian.

The findings further indicate that reference services are offered by school libraries. Reference services are required for secondary school learners needing information for their academic or personal work. Through this service, library staff give direct assistance to users seeking information, instruct users in the use of library resources, and help facilitate access to information in a variety of formats. Given the fact that reference services are principally a personal service, its quality depends on the knowledge, skills and personal traits of the librarian delivering it. The service requires staff to provide information to user queries, instruct individuals or groups of users in the use of library and information sources and to provide guidance in the choice of library materials for users. With the knowledge and skills of most of the school librarians in Iringa and Njombe regions (see 6.2.2. above); it is assumed that most respondents understood reference service to denote reference collection. The qualifications of most school librarians suggest that reference services cannot effectively be delivered in school libraries nor can the efficient access to information.

A major objective of a school library is to enhance information access and improve the learning process for learners. Therefore, school libraries are critical institutions to facilitate RBL by not only collecting materials of various formats to support the curriculum but also in making them available and accessible to learners and teachers through library information services and the provision of user education (Campbell et al. 2002). Some curriculum-support materials require technology such as electronic and digital media to access the services. Limited access to audiovisual and computer services to most school libraries imply that learners and teachers are not exposed to all services that are required in RBL. Added to the lack of audiovisual and computer services in school libraries is the absence of internet services which is a result of inadequate ICTs in school libraries. Arko-Cobbah (2004: 266) asserts that one of the key elements of learner-centred learning, is the use of ICT as an integral part of the learning process, because of ICTs' symbiotic relationship with learner-centred RBL. Arko-Cobbah further argues that learners who are averse to the use of ICTs,

irrespective of the communities they come from, are not likely to succeed in taking full responsibility for their learning situation as envisaged under learner-centred learning. Therefore, the findings of the current study that ICTs are used by only 3.8% of learners and teachers in these two regions are consistent with Arko-Cobbah's argument.

User education is a service provided by school libraries; however the findings showed that this service was offered by very few school libraries. Although user education or library skills cannot entirely be equated with information literacy, it is useful in improving the learning process in RBL. The former focuses on helping learners understand how to locate and access the library's resources, the latter deals with the learner's ability to recognize an information need, then access, find, evaluate, use, and communicate the information. The bottom line for information literacy and user education is learning. Information literacy combines library skills (location and access) with the process of learning from information (evaluation, using, synthesis and communicating) (Taylor 2006). User education cannot be underestimated to enable learners and teachers to effectively interact with the library's services and exploit the information the library provides. Although information literacy was not the basis for the study, RBL's effectiveness depends on how well the learners and teachers are information literate. The constructivist philosophy of education demands that learners understand and use the information for problem-solving and critical thinking and teachers and school librarians orientate their practices towards facilitating this understanding. This demand necessitates information literacy skills for learners and teachers (Taylor 2006).

The absence of user education in some schools is a reflection of the poor qualifications of the library personnel who work there. With the introduction of ICTs, it is important that learners are instructed on how to locate and access the information as a foundation for information literacy.



#### **6.2.4. SLRCs collection development**

Collection development is an encompassing term reflecting the thoughtful process of developing a library collection in response to institutional priorities and community or user needs and interests (Johnson 2009: 1). It entails the sum of library materials, books, manuscripts, serials, pamphlets, reports, recordings, microfilm, electronic resources and online resources that make up the holdings of a library.

The potency of the school library lies in the comprehensiveness and currency of its collection. In order to determine the ability of a secondary school library to provide for the information needs of learners and teachers, the study explored the adequacy, type, currency, and quality of teaching and learning materials provided by the library. School libraries in Iringa and Njombe regions of Tanzania contained the following collections of resources: reference books, 78 (87.4%), curriculum books, 76 (85.3%), and fiction or non-curricular books, 48 (53.9%). Relatively few schools had newspapers, 38 (42.6%), or print journals, 33 (37%), in their libraries. Even fewer schools had audiovisual materials (video and sound tapes, CDs, DVDs, and cassettes), 15 (16.8%), and electronic resources, five (5.6%).

Given the fact that most schools surveyed had no libraries and that a majority of schools with libraries had mostly reference books, curriculum books and fiction, it follows that most school libraries do not meet the diverse needs of users. The findings are in line with reviewed literature and the policy and legal framework documentary analysis (Healthlink Worldwide 2003; Simba 2006; Ntulo and Nawe 2008; World Bank 2008; URT 2008b; Adeyemo 2010; Ajegbomogun and Salaam 2011; Mgina and Lwehabura 2011). The literature pointed to empty book shelves, old or irrelevant books, and poorly stocked school libraries, which to the greater extent contributed to the poor promotion of reading habits among learners.

The availability of reference and curriculum books is extremely important to support the curriculum. Through such resources learners may use the resources for individual or group study. In RBL such resources are needed to enable learners to engage with resources and construct their own meaning which is essential for

learning to happen. The resources would encourage the teachers to prepare lessons that require learners to use the library more than listening to lessons. The fiction and non-curricular books are also useful for learners to practice their reading and language skills and develop language proficiency and entertain themselves through various fictitious stories. Fiction is useful for learners to develop a love of reading.

School libraries need to select and organize collections in all formats such as print, electronic and other media. The information should be made available to learners and teachers to enhance self-paced learning (Arko-Cobbah 2004). The findings showed that most school libraries in the two regions lack audiovisual, video tapes, CD-ROMs, DVDS and electronic resources. Lack of such resources is detrimental to technological literacy of the learners and flexibility of learners to access the information according to their abilities, interests, learning styles, and needs (section 1.5.3.2.) which are essential for learners' construction of meaning in a RBL environment. Shortage or lack of digital resources in the school libraries prevent the learners in RBL to actively engage with resources of various formats and develop a deep understanding for problem-solving and construction of meaning. The absence of a comprehensive collection in school libraries implies that the curriculum support role of the school libraries is similarly reduced.

From a policy and legal framework for school libraries discussed above, the Education (SLRC) Regulations prescribe that every school library shall be stocked with a variety of material formats to meet individual learning capabilities and requirements in the community (URT 2002b). In the same vein the secondary school syllabi (URT 2010b; 2010c; 2010d; 2010e; 2010f; 2010g; 2010h; 2010i; 2010j) require schools to employ adequate and appropriate learning and teaching materials. The information resources required by the syllabi include: posters, web-based resources, library resources, ordinary script and Braille, film, charts, encyclopaedias, newspapers, journals, flipcharts, magazines, internet, maps, atlases, pictures, drawings, non-consumable teaching aids, and photographs. This requirement of the syllabi is essential not only to make the learning experience beneficial to learners but also to empower learners to actively participate in the learning process by interacting

with the resources for their own learning and development of critical thinking and lifelong learning. The syllabus takes individual needs and capabilities seriously in that it accommodates Braille for learners with visual impairments.

The literature reviewed portrays the same picture of inadequate collections in school libraries (Rosenberg 1998; World Bank 2008; Adeyemi 2010; Ajegbomogun and Salaam 2011). Failure of the school library to have comprehensive collections could be attributed to financial constraints, an issue which as the literature review has indicated, is common to school libraries. To have a comprehensive collection means having sufficient funds to support collection development. Print and online resources are very expensive. Annual subscriptions to electronic books and print journals also require significant amounts of money, as do computers and other technologies. It is probable therefore that the schools' financial difficulties prevent the continuing development of collections in most libraries (see 6.2.5 and 6.3.1 below).

### **SLRCs budget (funding)**

Adequate funding is essential to enable school libraries to offer quality services to learners and teachers. Funds are needed for infrastructural development, and human and information resources. In this regard, the DEOs for secondary schools, the Zonal Inspector of Schools and the Regional Public Library Librarian were required to describe the status of school libraries regarding infrastructure, staffing, services, teaching and learning materials, and funding for school libraries. Admittedly, the respondents described the status of school libraries as poor. The funds allocated to school libraries, either by the government through the capitation grant or by owners of schools through fees and donors, were inadequate. It was immediately clear from the response that inadequate funds allocated to the school libraries had a negative impact on infrastructural development, staffing for school libraries, services offered to learners and teachers and library collection development. This is in keeping with the World Bank (2008: 74) in its working paper which asserted that most secondary school library provisioning throughout Africa is underfunded. Since libraries are underfunded, they are of only limited value and interest to both learners and teachers and as a result they tend to be underused.

This report is consistent with the literature reviewed in which inadequate funds are considered to be the major problem affecting libraries in secondary schools (Ajegbomogun and Salaam 2011). This aspect of funding for school libraries is further discussed in section 6.3.1., where the factors affecting the condition of school libraries are discussed.

What can be concluded from the status of school libraries in the Njombe and Iringa regions is that the poor state of secondary school libraries creates an adverse impact on the effective implementation of RBL and the quality of education in general. Most secondary schools surveyed lacked libraries and the few that had libraries were poorly funded, lacked adequate collections, and were poorly staffed with infrastructure and facilities failing to support quality library services or be responsive to RBL requirements.

### **6.3. Factors affecting the condition of SLRCs**

In the quest for a solution to the problems facing school libraries in Iringa and Njombe regions, it was essential to establish which factors were contributing to the current condition of secondary school libraries. It was assumed that only after the factors affecting the condition of SLRCs had been isolated could effective remedial measures be suggested. The main factors affecting the status of secondary school libraries in Tanzania are varied, ranging from a lack of official national school library policy and standards to failure to implement the Education and Training Policy and the Education (SLRC) Regulations. This section interprets and discusses the causes of the poor condition of school libraries in Iringa and Njombe regions of Tanzania.

#### **6.3.1. Poor funding**

It is strikingly true, as Akporhonor (2006) observes, finance is at the heart of any library and the foundation that supports the library building, staff, collection and services. Lack of it means that school library services are bound to be negatively affected. Poor funding for school libraries has been described as the major factor affecting the condition of secondary SLRCs in Iringa and Njombe regions. The

comments of heads of secondary schools without libraries, 66 (75.9%), and heads of secondary schools with school libraries, 31 (58.5%), and the Regional Public Library Librarian admitted that funds allocated to SLRCs were not adequate to operate the school library effectively and efficiently.

Despite the fact that out of the 140 secondary schools studied, 53 had school libraries, the data indicated that 95% of these schools with libraries were poorly staffed and resources and services were inadequately offered. This situation was supported by 50 (94.3%) heads of secondary schools with libraries, reporting that poor or inadequate funding was the major factor contributing to the poor condition of their school libraries.

Whilst 30 (56.6%) heads of schools with libraries agreed that their schools had a dedicated budget for the SLRC, 17 (32.1%) did not have such a budget. A majority of schools with dedicated funds for school library operations were private schools (32.1%) followed by community schools (20.7%). The adequacy of the budget allocated to school libraries in these regions is an aspect that needs more scrutiny. However, the response to the question about funding as the major factor affecting the poor condition of school libraries demonstrated that the budget allocated to the SLRCs was incapable of accomplishing the planned activities.

The study showed that sources of funds for SLRCs were mainly school fees (77.3%), and a combination of other sources such as government support, donors and fund raising activities. The response of the DEOs for secondary schools regarding provision of facilities to SLRCs was divided. Fifty percent of the DEOs for secondary school offices provided facilities for SLRCs and 50% did not. It was clear from the respondents that they provided books when available and capitation grants. Five (62.5%) DEOs for secondary schools admitted that financial allocations through capitation grants were available to public schools and that 50% of the grant was meant for teaching and learning materials. Unfortunately, the capitation grant provided to secondary schools was not adequate to curb the anomalies of school library provision.

The literature reviewed (Alemna 1998; Chisenga 2000; Okiy 2004; Arporhonor 2005; Woolls and Loertscher 2005; Mangara and Batambuze 2009; Adeyemi 2010; Morris 2010; just to mention a few) accentuated the centrality of finances to meet the objectives of the school library. Sufficient funding for secondary school libraries is fundamental for planning for development and the mandate of the school library to measurably support the implementation of the school curriculum. Secondary school library infrastructural development, facilities and equipment, staffing, collection development, and quality library services are supported by adequate funds. However, financial support to secondary school libraries has been declining.

The reviewed literature reveals that the funding levels of most school libraries in Africa are not compatible with the actual requirements of school libraries. A similar situation is prevalent in Tanzania, particularly for the schools studied. The government secondary school libraries in Tanzania depend entirely on government funding for their operations. However, as the literature reviewed indicates and the findings of the study have shown, the government has not been able to fulfil its responsibilities of providing adequate funding to such public school libraries. Underfunding of such schools has caused them to be poorly resourced, under-staffed, lacking purpose built libraries, equipment, facilities, and technology to support the education process.

Community secondary schools are funded by the local government, community and education stakeholders or donors. The status of such schools and their libraries indicate that the funding level is extremely disappointing. Most communities in Tanzania are stricken by acute poverty and are ignorant of the importance of school libraries. Such communities cannot effectively contribute to school library services. The funds allocated by the government through capitation grants to community secondary school are not sufficient. Fifty percent of the capitation grant allocated to library services is not used as planned due to the financial positions of most schools. The heads of schools use the funds allocated to the school library for other seemingly important activities. Worse still the amount of funds given to community schools by donors in most cases is not sufficient. As the World Bank (2008)

commented, the basic school library problems in francophone countries and other countries in Africa are seriously inadequate funding, little or no government financial support and only occasional donor support. This situation leaves most of the burden of library funding on parents who are already overstretched with other costs of secondary education.

Private and seminary schools do not depend on government support for developing and managing school libraries. They depend largely on fees from learners. Interestingly most seminary and private schools have good library services. Two implications can be deduced from this fact. On the one hand it may be assumed that more fees are demanded from learners to enable the school to run the school libraries. On the other hand it is possible that more restrictions are imposed on private and seminary schools to comply with the requirement of the regulations for a school to have a school library as a pre-condition to starting a school.

### **6.3.2. Absence of SLRCs' committee and collection development policy**

Effective management of school libraries necessitates the presence of a strong advisory committee. The committee composed of school management, learners, teachers and people from the surrounding community is recommended for secondary school libraries. The core responsibilities of the committee should be to assist in the management of a secondary school library by ensuring that the library implements its aims and objectives. For this to happen, the committee should advise and participate in all activities pertaining to planning, setting budgets, developing a collection policy, rules and regulations to enhance the ethos of the library, establishing new services, and monitoring and evaluation of the library to ensure efficient delivery of its services to users (Healthlink Worldwide 2003).

One factor that was thought to contribute to the current status of SLRCs in Iringa and Njombe was the absent of SLRCs' advisory committees. To determine the existence or absence of the SLRCs' committees, the heads of secondary schools with libraries were asked whether their school library had a library advisory committee that works with the library in the management, policy formulation, and development

of SLRCs. From the results of the study the responses varied. Twenty five (47.2%) heads of schools had a committee and the same percentage of heads of schools had no committee. A minority of heads of schools, three (6%), were undecided. One can infer that they were not aware of a library committee in their schools nor understand the importance of a library committee. It has been observed in section 6.2.2 that most schools with libraries have only one staff member. A single library staff member cannot effectively discharge all technical, administrative and management duties at the same time. The library committee is required to assist the staff in the managerial duties and ensure that the librarian is accountable to the committee for the work done. Absence of an advisory committee in school libraries is an indication of poor school library provision.

The literature elucidates the importance of a school library advisory committee. Kakomo (1999) suggests that every school must have a library committee headed by the head of the school to ensure effectiveness. The role of the committee should be the formulation of policies and rules and regulations at the school level and to see to it that these policies and rules and regulations are implemented. A SLRC committee in the Tanzanian context, is absolutely necessary considering that the Education (SLRC) Regulations of 2002 stipulate the establishment of a school resource centre committee in respect of every school which is responsible for the management of the resource centre; and formulating policies on the establishment, running, and development of the school resource centre. The school library advisory committee would consult with the National SLRC Committee (NSLRCC) for review and approval of the policies and programmes developed (URT 2002b). Unfortunately, the mandate of the regulations has not been implemented in some secondary schools and the NSLRCC has never been instituted. This questions the efficacy of the regulations to reinforce and control the establishment and management of SLRCs and the seriousness of the MoEVT in improving school libraries and the quality of education for learners. Given this situation, the implementation of the ETP regarding SLRCs through the Education (SLRC) Regulations is also questionable.



The need to have a balanced and comprehensive collection that is useful to learners and teachers and to ensure that financial and other resources are well used necessitates a collection development policy. The findings indicate that a majority of schools with libraries, 39 (73.5%), had a collection development policy to ensure that resources are collected as per curriculum demand and the needs of the school. A few schools, 12 (22.6%), had no collection development policy for their libraries. This result is understandable because secondary schools in Tanzania have in place a list of resources which are mandatory for every subject. This list may be mistakenly considered as a collection development policy. With this narrow view of a collection policy, the constitution of the school library committee to develop policies becomes meaningless. The presence of the collection policy in most school libraries as the result shows, and the absence of qualified personnel and school library committees in some schools to manage the school libraries have led to more doubt in terms of who should develop and implement the collection development policy.

### **6.3.3. Attitudes of heads of secondary schools towards SLRCs**

One of the key constructs for the effective provision of quality education to learners in the model for RBL in Tanzania is the positive attitude of heads of secondary schools towards SLRCs. The negative attitude of heads of schools could have a detrimental impact on the establishment and management of school libraries and contribute to the poor condition of school libraries. In order to **determine** the attitude of heads of secondary schools towards SLRCs, and the fact that heads of school could not state their attitudes, the DEOs for secondary schools and Zonal Inspector of Schools were asked to give their opinion on the attitude of heads of schools. Of the nine DEOs and one Zonal Inspector of Schools interviewed, eight (88.9%), had the opinion that the attitude of heads of secondary schools towards SLRCs was positive.

Knowledgeable heads of secondary schools are aware of the centrality of school libraries as a support system for learners' achievements, critical thinking and lifelong learning. Their positive attitudes have led some of them to start developing school libraries despite financial woes. Some have failed to develop school libraries, not

because of their negative attitude but due to dwindling budgets. This result is a positive sign that in the event of funds becoming available many schools would endeavour to improve library services in their secondary schools.

The opposing opinion of one DEO on the attitude of heads of schools toward school libraries cannot be underestimated. The respondent's opinion shows that the heads of schools had negative attitudes towards the establishment and management of school libraries. The justification for this position was that heads of schools have a problem with creating a reading culture. This respondent was not just someone responding to an interview, but rather an officer administering to secondary schools in the district, therefore the response is valid and must be considered. The experience shows that some of the heads of schools do not seem to prioritize school libraries in the development of the school. Their attitudes could lead to RBL being disregarded and learners working independently or in small groups using multiple resources in many formats (McCain and Merrill 2001).

#### **6.3.4. Education and Training Policy implementation failure**

From the policy and legal framework for SLRCs in Chapter 2, a policy was understood as a framework through which the government is guided in the management of public affairs. Policies are made by the government on behalf of the public for public development and welfare. They are made to respond to and address various public problems that need government attention. To this end the ETP of 1995 was formulated to respond to and curtail problems related to education provision including library provision in secondary schools. It was also discussed that policies are carried out through concrete plans made through a meticulous procedure (Zafarullah and Hague 2012).

The development of education programmes and the establishment of TLSBs were attempts to implement the objectives of the policy regarding quality education provision. Therefore, the success or failure of the policy could be seen from how well the programmes and TLSB have achieved their establishment goals This study focused on the TLSB as an institution mandated by the policy to promote, establish,

equip, manage, maintain, and develop school libraries and SEDP I and II as concrete plans developed by the government to ensure quality improvements in secondary schools.

The result of the interview with the DEOs for secondary schools indicated the role of TLSB in advising and encouraging schools to establish libraries, donate books to schools, and providing services such as borrowing of books through their regional and district libraries for member learners or schools. These roles are somewhat different from those mandated by the policy. A majority of respondents had the view that the TLSB's role to school libraries has not been realized. The reasons given by respondents for the TLSB's failure to meet the goals for which it was established were the non-existence of public libraries in many districts, poor advocacy on school libraries, library services that were not well established in schools, and the probability of the role of the TLSB having changed.

The result of the DEOs for secondary schools is similar to that of heads of secondary schools with libraries, a majority of whom, 35 (66%), did not support the view that the TLSB, through the regional public library, assisted secondary schools in planning, promoting, establishing, equipping and developing school libraries, while 10 (18.9%) heads of secondary schools with libraries had no opinion on the statement. These results from both categories of respondents precisely demonstrate that the TLSB has not been instrumental in implementing the ETP in relation to the improvement of SLRCs.

The interview with the Regional Public Library Librarian indicated that the major roles of public libraries (TLSB) in relation to the school libraries were to contribute to quality education by encouraging the learners and teachers to engage with the resources available in public libraries and to develop critical thinking and independent learning amongst learners. The Regional Public Library Librarian further acknowledged that such roles were fulfilled by developing the collection of public libraries and encouraging reading habits among learners. This response requires further scrutiny. A critical look at the ETP, and from the responses of other

categories of respondents, it is obvious that the response of the regional librarian is not realistic. The fact that the two regions had only one regional public library, two district public libraries, and one ward public library makes it impossible for TLSB to fulfil the information requirements of learners and teachers in the regions. Even within Iringa municipality, where the regional public library was located, not all secondary schools used the public library. Experience shows that only a few learners who were members (through annual membership fee) of the public library enjoyed such services. The challenges the TLSB faces, as indicated by the regional librarian of having inadequate resources due to financial constraints, poor staffing for public libraries, and poor technology and transport to reach all secondary schools, were good illustrations that the TLSB had not been able to address the directives of the ETP in relation to SLRCs development and management (see 5.3.2.5. above).

Given the demands of the secondary school constructivist learner-centred learning, for which resources becomes central to the education process, and given the shortage of secondary school libraries in Iringa and Njombe regions, it was expected that public library systems would fill the gap and play a crucial role of providing public library services to secondary learners to significantly realize the demands of the curriculum. On the contrary, public libraries are also struggling, experiencing a shortage of staff, funds, technology, resources and are concentrated only in a few urban areas. Their profound role of supporting secondary schools has largely remained unrealised. Consequently, the TLSB, coupled with financial constraints, has not been able to offer services that are responsive to secondary school learners' immediate and long-term needs.

The policy and legal framework for SLRCs has shown that the ESDP (URT 2008b) and SEMP (2000) were an attempt of the MoEVT to operationalize the ETP and develop secondary education to effectively address the diverse challenges of education provision. However, SLRCs development and management were not prioritized by these programmes. Given the failure of the ESDP and SEMP to implement the ETP regarding school libraries, the SEDP I and II were a decisive effort by the government to speed up the implementation of the ETP and improve

the quality of education provision in the country. The result of the interview with DEOs for secondary schools showed that SEDP I and II have contributed very little in developing secondary school libraries. The programmes have contributed to infrastructural development, such as teachers' houses, classrooms and laboratories and not libraries. They have disbursed capitation grants to government owned schools (community and government schools) which have been used for teaching and learning materials. The funds disbursed as indicated in section 6.3.1. have been inadequate. Staffing for school libraries, equipment and facilities were not considered by these programmes.

In the same vein, 32 (60%) of the heads of secondary schools with libraries considered the contribution of SEDP I and II as not having improved the condition of the secondary school libraries in the regions, while 17 (32%) considered that the programmes improved the condition. These findings imply that the ETP of 1995 through its programmes to improve the condition of secondary school libraries has failed, undermining the role of school libraries to support RBL and thus contribute to quality education for learners.

### **6.3.5. The Education (SLRC) Regulations' implementation failure**

The regulation as an authoritative rule that governs and regulates activities is crucial to all development endeavours. The lack of appropriate regulations or failure to comply with their demands can be the main cause of the poor condition of school libraries in Tanzania. The formulation of the Education (SLRC) Regulations of 2002 supports the Education Act 1978 which was revised in 2002 and executes the ETP of 1995. The Regulations reinforce and control SLRCs' development and management in Tanzania and is a positive indication of the government's awareness of the critical role of school libraries and is an attempt to solve the problems faced by schools in developing and managing school libraries.

In order to determine the implementation of the Education (SLRC) Regulations in secondary schools, the heads of schools with libraries, DEOs for secondary schools and the Zonal Inspector of Schools were asked questions relating to the

implementation of the regulations. Unlike the majority, 42 (79.3%), heads of secondary schools with libraries confirmed that the regulations had been implemented in secondary schools, however five (62.5%) DEOs for secondary schools who were the administrators of secondary schools and the Zonal Inspector of Schools admitted that the regulations were not implemented. Probably the heads of secondary schools were afraid to admit that the Education (SLRC) Regulations were not implemented in their schools. The condition of school libraries as discussed above, and the views of the DEOs for secondary schools and the Zonal Inspector of Schools concerning the implementation of the Education (SLRC) Regulations in secondary school libraries negate the response of the heads of schools on the implementation of the regulations.

The factors that contributed to implementation failure of the regulations were cited by DEOs for secondary schools and Zonal Inspector of Schools as financial constraints, lack of dedicated buildings for SLRCs, staff and textbooks. Comparatively, the condition of SLRCs discussed in section 6.2. above and the requirement of the regulations regarding premises and equipment, materials, and staffing reveal that secondary schools do not comply to the regulation demands. This situation points to the absence of essential machinery for implementation of the regulations. Absence of such machinery means that the regulations are toothless and are unlikely to meet the demands of the education policy and Act.

In the same vein, the South African Department of Basic Education (2013) has developed the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure. The regulations are not comprehensive regarding the provision of school libraries. The absence of a national school library policy in South Africa for which the regulations should execute undermine the development and status of school libraries as implementation is problematic. This is similar to the Tanzanian context where implementation of key policy documents concerning school libraries has been problematic as discussed above.

### **6.3.6. Absence of national school library policy and standards**

According to the model for RBL in Tanzania, discussed in section 7.2.5., government support in terms of national school library policy and standards is a prerequisite to address the deficit of school libraries in Tanzania and consequently participate in improving the quality of education for learners by providing the requisite school library services. Experience shows that Tanzania has not managed to formulate a national school library policy. Given the importance of a school library policy in defining and shaping what the SLRC is, and what it intends to do is fundamental for the establishment, and management of school libraries and enhancement of the quality of education to learners (Magara and Nyumba 2004; Mitchell 2006; Turner 2006). However, many African countries do not have articulate policies for school libraries (Bawa 1996). Consequently, the development of school libraries has been very slow and has failed to provide resources and services to support the school curriculum and enhance quality education (Nyundu 2005; Hart and Zinn 2007; Magara and Batambuze 2009).

The model also views SLRC regulations as instrumental in the provision of library services to school libraries. An examination of the regulations shows that there is a mention of standards for SLRCs. However, it does not provide evidence of the existence of such standards (URT 2002b). Standards specify the level of quality and a reference point against which secondary school libraries can be evaluated. The result of the interviews indicated that four (50%) DEOs for secondary schools stated that there were no SLRC standards in the country. However, three (37.5%) DEOs for secondary schools and 30 (56.6%) heads of schools with school libraries were of the opinion that SLRC standards existed in Tanzania; it is evident that these standards are non-existent. The reason for this is that the inspection of school libraries by the Zonal Inspectors of Schools is not based on these standards but rather on a curriculum implementation checklist which includes the presence of a library with current books, other publications and effective management. The curriculum implementation checklist is not a SLRC standard which comprehensively addresses all the challenges of SLRCs but rather a whole school inspection checklist. It is from this understanding that most respondents view the curriculum implementation

checklists as the SLRC standards. This also reveals a lack of knowledge on the part of heads of schools and, more alarming, on the part of three DEOs for secondary schools.

An absence of national policy and standards pertaining to the establishment and management of school libraries is yet another reason for the lack of development and poor condition of SLRCs in Tanzania. The literature reviewed pointed to the fact that this is the case for many African countries (World Bank 2008).

### **6.3.7. Absence of inspectorate for SLRCs coordination and inspection**

The model of RBL identified the SLRC inspectorate as fundamental in promoting and implementing the activities of the secondary school libraries to contribute fully to the education process in Tanzania. To determine the presence of the inspectorate at the ministry that coordinates and inspects SLRCs, the heads of secondary schools with school libraries, the DEOs for secondary schools and the Zonal Inspector of Schools were asked about the inspectorate and the personnel who administer it. The result indicates that 31 (58.5%) heads of secondary schools with libraries and three (37.5%) DEOs for secondary schools postulated the absence at the MoEVT of an inspectorate that coordinated secondary school libraries to ensure they were well resourced and funded. Two (25%) DEOs for secondary schools and the Zonal Inspector of Schools were not sure whether the inspectorate existed. The result also revealed that a majority of the heads of secondary schools with school libraries, 37 (69.8%), did not agree that the experienced professional librarian was appointed by the commissioner to inspect school libraries regularly to ensure compliance with the Education (SLRC) Regulations and nine (16.9%) heads of schools had no opinion on the matter. One can imply that these nine heads of schools lacked knowledge on the matter.

Coordination and inspection of SLRCs at the ministry level is mandatory to ensure that they are operational and to respond to the curriculum demands and comply with the regulations. The response by the Zonal Inspector of Schools that the office of the Zonal Inspector was responsible for coordinating and overseeing SLRCs was



inaccurate since the persons who work with this office were not professional librarians and their role was not exclusively that of overseeing the development and management of school libraries but rather to ensure general quality education provision in schools.

Regular inspection of SLRCs guarantees quality library provision to learners and teachers if the result of the inspection is timeously and appropriately addressed. The findings of the study show that the whole school inspection done by the Zonal Inspectors of Schools using the whole school inspection checklist which include aspects such as the presence of a library with current books, other publications and effective management was not effective. While some DEOs for secondary schools described the criteria used for SLRC inspection as library layout, arrangement of shelves, space for discussion, and storage, some of the DEOs were unsure what criteria were used. Not being aware of the criteria used for the inspection of their schools suggests that these DEOs are irresponsible in terms of the implementation of the Education (SLRC) Regulations and quality education provision to learners.

The frequency of inspection of SLRCs, according to the Zonal Inspector of Schools, was every two years for outstanding schools and once for other schools. However, the results obtained from DEOs for secondary schools demonstrated that the irregular inspection of school libraries was due to financial challenges the government faced and too few inspectors. There were divergent views regarding the action taken after the inspection. Seven (87.5%) DEOs for secondary schools stated that the report of inspection and recommendations were given to heads of schools and their boards to act upon, and one (12.5%) asserted that the report and recommendations of the inspection were sent to the DEO for secondary schools who met with heads of schools to discuss the inspection. This again shows flaws in the implementation of the report of the SLRC inspection.

Article 11 of the Education (SLRC) Regulations stipulates the establishment of the National SLRC Committee, whose role would be to initiate and develop SLRC programmes, review and approve policies and programmes from individual schools

and colleges, and harmonize and coordinate the development of SLRCs and other types of libraries in Tanzania (URT 2002b). The institution of the national SLRC committee could help improve library services in secondary and other schools in the country. However, such a SLRC committee has not been instituted. Similarly, the result of the study indicates that there is no organization responsible for development and review of SLRC programmes and policies. Arguably, the non-existence of an inspectorate for school libraries at the ministry could be linked to the dismal school library situation in Tanzania. The correlation between a lack of effective coordination or leadership and a lack of provision of quality school library services in Tanzania cannot be overemphasized. It is a practical problem which requires a practical solution if the quality of education is to be ensured. Proper coordination and informed leadership should, therefore, be one of the bases for any school library development effort.

#### **6.4. The role of SLRCs in resource-based learning**

Libraries are the nerve centres of learning institutions, regardless of their type and are an important part of the learning institution's life. The value of school libraries stems from the deliberate new development in educational provision and techniques of learning in which the learner becomes the focus of the learning process. Teaching and learning modes such as learner-centred, competence-based, inquiry-based, outcome-based and resource-based replacing the traditional teacher-centred instruction have elevated the role and the need of school libraries in the education process (Schunk 2000; Arko-Cobbah 2004; UNESCO-IBE 2010/2011).

The school library system is an intellectual space for the development of a wide range of information handling and user competencies that lead to creating deeper knowledge and understanding (Hay and Todd 2010). One of the key objectives of this study was to explore the role secondary school libraries play in resource-based learning. To this effect the objective intended to shed light on whether secondary school libraries are instrumental in supporting the school curriculum thereby improving the quality of education for learners.

Given that the majority of the responses were from school librarians and heads of secondary schools, it was expected that they were in a strong position to present evidence of the significant role school libraries play in learner-centred learning. Therefore this section interprets and discusses the role of SLRCs in RBL.

#### **6.4.1. Provision of adequate collection of a variety of formats**

The provision of adequate and quality resources was also viewed as central to the role of SLRCs leading to quality library and education provision to learners. This includes providing a diverse range of resources. There were strong views by the DEOs for secondary schools that one of the major roles of school libraries was to provide information resources (teaching and learning materials). It was evident from the results (section 6.2.4 above) that SLRCs' collection development was not comprehensive. For instance, the schools with libraries do well in collecting print resources such as reference books (87.4%), curriculum books (85.3%), and fiction books (53.9%). The schools were not doing well in collecting print newspapers (42.6%) and print journals (37%). The situation was however poor for digital resources (11.2%), audiovisual (5.6%) and electronic resources (5.6%). The results pointed to an obvious problem in the lack of networked computers and other media in school libraries to enable teachers and learners to access electronic and digital resources. Given this problem the nature of the collection in school libraries was not consistent with the requirement of the secondary school syllabi (curriculum) discussed in section 2.7.2.

Professional librarians are information literate. They are knowledgeable about multiple sources of information. They are capable of accessing the right information for users beyond their school library and making the information available to learners and teachers. Considering the educational qualifications of most school librarians and the absence of the requisite technology in most schools, the role of the school librarians to provide access to information beyond the library walls is hampered.

From the literature it is apparent that the role of school librarians as information specialists gives them the responsibility of making sure that they select materials that are of high quality and are useful to the school community (Martin and Zannier 2010). This role should not exclude the expertise of the teachers in the exercise. The school librarians, 32 (88.8%), admitted that they involved teachers in developing the collection of the library. This was done, as the response of a majority of school librarians, 29 (80.5%) pointed out, by regularly consulting teachers to examine, preview and recommend resources for the school library collection. A majority of school librarians, 32 (88.9%), also consulted with the teachers to evaluate the resources in terms of their usefulness to the needs and learning styles of their learners. Collection development is a cooperative endeavour that requires the input of school librarians, teachers and learners. The practice is necessary to ensure that the collection is responsive to curriculum demands and tailored to users' diverse learning needs and styles.

From the literature it was pointed out that SLRCs are vital to ensure that learners in secondary schools have access to the right materials at the right time (Rosenberg 1998). They are central to education for they provide teaching and learning materials, resources of varied formats and organize the resources to make them accessible by users (Magara and Nyumba 2004; Anderson and Matthew 2010; Equal Education Policy Communication and Research 2010). However, with tightening budgets and the increased prices of print resources, subscription to online resources, and technology most libraries in Tanzania fail to fulfil their role of providing adequate collections of varied formats to support the information needs of learners and teachers.

Despite the shortfall in the provision of an adequate collection of resources in varied formats, there is consensus that school libraries are an important part of school life and are needed for quality education provision for learners, even though their value is at times not clearly understood, and their role in the learning agenda of a school not fully utilised.

#### **6.4.2. Support for curricular work**

A school library is the most valuable facility of the school and a key component of the school educational life. In other words it is an integral part of the school curriculum. As it has been pointed out, the Tanzanian curriculum focuses on a learner-centred approach to teaching and learning. School curriculum support and instructional tools have been capitalized by the Education (SLRC) Regulations as the foremost role of school libraries (URT 2002b). The school library curriculum support role is comprehensive, covering aspects such as collection development, enhancing teaching and learning, and programmes that facilitate the exploitation of resources. However, considerable attention for SLRCs' curriculum support in this study is given to library programmes that are integrated with the curriculum and the mode of teaching that fosters the use of a school library and its resources.

The provision of information resources (teaching and learning materials for learners and teachers) was identified by DEOs for secondary schools as ground work for the curriculum support role of the school libraries. Effective classroom teaching and learning in which the learners assume responsibility for their learning and are actively involved in the learning process depends on the availability of information resources, library programmes that are responsive to the curriculum and appropriate methods of teaching. Evidence from the response of the school librarians, 34 (94.4%), indicated that teachers used a wide variety of learning resources in classrooms. The importance of exploitation of varied resources in classroom teaching is supported by the literature reviewed (De Silva and Turriff 1993; Dent 2006; South African Department of Basic Education 2008; South Africa Mpumalanga Department of Basic Education 2010) and RBL model discussed in section 1.5.3.2. above.

The result of the questionnaire for school librarians indicated that 32 (88.7%) school librarians agreed that teachers incorporated within their instructional lessons, independent learning skills and strategy. The response was consistent with that of 48 (91%) heads of secondary schools with libraries that supported the notion that the teaching methods used by teachers incorporated the necessary skills for independent and lifelong learning. Independent learning is self-directed learning in

which a learner is motivated to learn, and manages and reflects on their learning. These are the attributes that enable the learner to be successful (William 2003; Harvey and Chickie-Wolfe 2007).

Independent learning requires supportive teaching methods that engage learners in class activities such as group work, individual assignments and leading discussions that call for the utilization of resources and facilitation from both teachers and school librarians. It also presupposes learners' basic research skills, information management and handling skills (information literacy and user education), and study skills. Teaching imparts skills to learners to foster self-directed learning which improves learning, critical thinking and lifelong learning. For this to happen, the role of the librarians and teachers needs to be closely linked as literature suggests (Adeoti-Adekeye 1997; Bruce 2003; Magina and Lwehabura 2011).

A large proportion of school librarians, 31 (86.1%), had the knowledge and skills to initiate, plan, develop and implement RBL programmes that integrated with the curriculum. This response contradicts the qualification of most school librarians discussed in section 6.2.2 above. The qualifications of most school librarians should not allow them to initiate, plan, develop and implement RBL programmes that integrate with the school curriculum. Such programmes require professional librarians who are knowledgeable with the curriculum and have some pedagogical knowledge of teaching. Nevertheless, literature (Dubazana and Karlsson 2006; South African Department of Basic Education 2008) supports the importance of resources and library programmes that are curriculum driven for the enhancement of RBL. The literature also points to the importance of the school librarians' responsibility to provide the expertise and leadership necessary to ensure that the school library programmes are an integral part of the school instructional programmes (Morris 2010).

The DEOs for secondary schools acknowledged that the secondary school teaching mode in itself encouraged the use of SLRCs. However, in practice the learner-centred teaching method, in which the availability of resources for learners and

teachers is mandatory, was not very practicable in most secondary schools in Iringa and Njombe regions due to the following challenges:

1. Most secondary schools had no libraries which did not allow learners and teachers to interact with library information and library staff making the learner-centred approach ineffective;
2. Some school libraries lacked professional librarians to manage and provide services and programmes that focus on utilizing the resources for teaching and learning which is a requirement for RBL/learner-centred learning; and
3. Some teachers continued to use the traditional teacher-centred approach of teaching which hindered learners' active participation and taking responsibility for their learning in the process.

A critical look at the responses of the DEOs for secondary schools and the general results of the study questions the practicability of the response of the heads of schools and school librarians on the curriculum role of the SLRCs. Given the number of schools without school libraries, limited teaching and learning materials for most school libraries, the lack of qualified school librarians, services and programmes offered by school libraries and infrastructural challenges in most schools it is evident that most school libraries are not supportive of the demands of the curriculum.

### **6.4.3. Enhance teaching and learning**

At the heart of the education process in secondary schools is teaching and learning. To facilitate teaching and learning, school libraries are an integral part of the process and tool for teaching (Kaungamno 1973; IFLA/UNESCO 2000). School libraries are an intellectual agency for developing deep knowledge and understanding at secondary school. The DEOs for secondary schools and the Zonal Inspector of Schools were of the view that SLRCs were tools for teaching and helped improve the performance of learners. They also asserted that SLRCs were central to enhance RBL because they instilled learning habits and fostered independent learning for learners. This view was also held by the Regional Public Library Librarian.

The results further indicated that 88.7% of both heads of secondary schools and school librarians supported the view that SLRCs were essential for effective teaching. The heads of schools and school librarians (78.6%) also supported the idea that their school libraries had programmes that were fully integrated with classroom lessons. Some heads and librarians (21.3%) did not perceive school libraries as essential for effective teaching and learning and therefore library programmes were not integrated with classroom lessons.

The school library was regarded as playing a central and important role in enabling learners to interact with library resources and services and ultimately developing a love of reading for learners. This view was supported by 83.4% school librarians who supported the view that learners at their schools were exploring a variety of sources of information. In the context of poor collections in school libraries as discussed above, learners' enthusiasm could be impeded. In the same vein, 94.3% heads of secondary schools observed that library resources in their schools made a necessary contribution to the development of learners' self-confidence, independence and self-work. Most responses from heads of secondary schools and school librarians, 85 (95.4%), suggested that teachers should use resources in their classroom teaching to encourage learners to become active rather than passive learners. This would require learners to use school libraries for their assignments, personal reading and research. However, with the current state of school libraries this is unlikely to happen in some schools.

Consistent with the idea that school libraries develop learners' confidence and independent learning skills, the school librarian's responsibility to promote, deliver requisite services and facilitate teaching and learning is essential. The data showed that a majority of school librarians, 33 (91.6%), effectively promoted the use of school library resources as an integral part of the school curriculum.

Promotion of SLRCs is an integral part of library services, because it has to do with the basic principles of librarianship. Asked about the role of the school librarians, the DEOs for secondary schools asserted that the school librarians encouraged learners



to use the library and its resources. This is the promotional role of the school librarian. Promotion of library services aims at making the library services known by the learners and teachers and thus encourages use of them. This essential activity of the library is to encourage users to come to the library and make use of its services. Well-designed promotional activities create the perception of need and thereby create demand, ensure optimum use of information materials, improve the image and status of the libraries and library professionals, and save libraries from devaluation (Healthlink Worldwide 2003).

Given that the curriculum is key for educational provision, the assumption is that school librarians should be knowledgeable of the school curriculum. Such proficiency is required to link RBL with the school curriculum. Although the qualifications of most school librarians, as discussed earlier, are not encouraging a large proportion of school librarians, 31 (86.1%), supported the view that they had the knowledge and skills to initiate, plan, develop and implement RBL programmes that integrated with the curriculum. From the literature it is seen that SLRCs have a powerful influence on stimulating interests in reading and strengthening research, critical-thinking skills of learners, and development, and the promotion of a culture of reading for lifelong learning (Ajegbomogun and Salaam 2011). To this end the SLRCs' role should be to facilitate the implementation and support of the school curriculum by providing materials that supplement and support classroom learning and teaching (Magara and Nyumba 2004; Dent 2006). However, this is not happening in the regions because of the poor state of most of the secondary school libraries.

#### **6.4.4. User education for learners and teachers**

The professional expertise of qualified school librarians is central in enabling the effective use of resource centres in schools. School librarians have knowledge of curriculum needs and a broad knowledge of the resources available because they are the ones who select and acquire learning resources as per curriculum demands. As such they are capable of imparting skills to learners and teachers on the effective use of learning resources and provide quality control of research skills (MDET 1994). Though library user education is a role of school librarians, the teachers' general

knowledge and independent learning skills may also be used to develop information based competencies among learners.

The results revealed that 97.2% of the school librarians taught learners skills for effective use of the library resources. This response is in line with the response of 84.9% heads of secondary schools that were of the view that school librarians provided skills to learners and teachers in order to learn how to use relevant educational materials and exploitation of the library facilities. However, due to the poor qualifications of most of the school librarians and the absence of libraries in most of the schools surveyed, the responses of heads of schools and librarians are questionable. Despite the fact of the poor qualifications of most school librarians discussed in 6.2.2 above, and the literature (Ntullo and Nawe 2008; Magina and Lwehabura 2011), user education skills are critically important in building a reading culture for learners. The role of school librarians, as the Zonal Inspector of Schools pointed out, is not only to manage the libraries and make them usable, but more importantly to educate users and encourage them to use the libraries and their resources and services effectively. Correspondingly, article 4(c) of the Education (SLRC) Regulations 2002 (URT 2002b: 71) specifies the role of the SLRCs as fundamentally to execute the ETP by providing opportunities for teachers and learners to learn how to use the relevant educational materials, and training users in the exploitation of the facilities of a resource centre.

A critical examination of the results on services or programmes offered by school libraries in 6.2.3 shows that only 22.6% of school libraries offered user education. This implies that user education as a library service is not a priority in secondary school libraries. Ironically, the responses contradict the above results of both school librarians and heads of secondary schools regarding provision of user education by librarians to learners and teachers.

#### **6.4.5. Facilitation of teacher and librarian collaborative teaching**

The school library's role is to facilitate collaborative teaching between teachers and librarians. Collaborative teaching is important in RBL leading to quality education for

learners. To be effective, such collaboration requires mutual trust and understanding between teachers and school librarians. Other aspects that need to be considered for collaborative teaching to be effective is the method of teaching that fosters collaboration and the teacher's ability to design lessons that encourage learners to use the library's facilities.

From the theoretical framework of the study, it was noted that the constructivist approach to learning is advocated by the Tanzanian curriculum. In line with the constructivism approach, the syllabi for secondary schools focus on learner-centred methods of teaching and learning (UNESCO-IBE 2010/2011). This method has a clear link with RBL as both require learners to be responsible for their learning by engaging with resources for problem-solving and critical thinking (see discussion in sections 1.5.3.2, 2.7.3 and 6.2.3).

In support of the mutual trust between school librarians and teachers, 91.6% of school librarians agreed that teachers regard them as equal partners. The basis for this view could be well understood in schools where a teacher is shortlisted to work in a school library which was the case for some schools with libraries in Iringa and Njombe regions. However, in situations where the school library is staffed by a secondary school leaver, an ordinary staff member, or a librarian with a certificate qualification, the concept 'equal partners' is undermined as educators do not view such staff as equals.

The response of DEOs for secondary schools varied on whether the method of teaching fosters the use of resources and consequently facilitated the implementation of RBL in secondary schools. Respondents had a strong view that a learner-centred approach of teaching and learning was not effective in fostering RBL. Some had the view that it was minimally effective. Critics of the method ascribed the following reasons for failure of the method. These include unfriendly learning environments for learners and teachers (absence of school libraries, nonprofessional librarians and inadequate resources for schools with libraries), teachers' reluctance to use the method or unpreparedness of teachers, and the

continued use of teacher-centred methods which they were used to, were hindrances to the effectiveness of the approach to foster the use of resources.

Evidence from the results showed that a high percentage, 48 (90.9%) of the heads of secondary schools and school librarians supported the view that teachers designed learning experiences for learners that encouraged and supported the effective use of the school library. Such learning experiences form a basis for the school librarian to contribute as a facilitator to the learning process. Some school librarians, 31 (86.1%), also agreed to the fact that teachers cooperatively worked with them to plan resource-based lessons. The majority of heads of schools and school librarians, 78 (86.5%), further agreed that teachers and school librarians taught cooperatively. This practice is not only consistent with the RBL model but also supported by the literature reviewed (Morris 2010; Dent 2006).

In view of the foregoing discussion, the role of school libraries in the attainment of educational excellence is yet to be fully appreciated in the Tanzanian context, Iringa and Njombe regions in particular.

## **6.5. Measures that should be taken to address the challenges faced by SLRCs**

The importance of SLRCs as educational tools for provision of quality education to learners has been discussed in length and requires no further emphasis. The findings have shown that the current situation of secondary school libraries in Iringa and Njombe regions is appalling. The infrastructural problems, staffing challenges, shortage of teaching and learning materials, absence of programmes that focus on learners' information skills development, inadequate funds for library provision, and absence of libraries in most secondary schools have hampered the role secondary school libraries play in supporting the school curriculum. Presumably this has contributed to the delivery of poor education and consequently undermines the quality of education for secondary school learners.

It has also been observed that the factors contributing to the poor condition of secondary school libraries in Iringa and Njombe regions ranged from limited funding, absence of school library committees, the ETP implementation failure, unimplemented Education (SLRC) Regulations, lack of national school library policy and standards, and the non-existence of an inspectorate for coordination and inspection of SLRCs. If a real turnaround strategy of the current condition of secondary school libraries in Tanzania, Iringa and Njombe regions in particular, is to be realized, political will and government support is necessary to alter the factors contributing to the condition of SLRCs. The thirty eight (38) comments that were offered by respondents regarding the measures to redress the condition of school libraries, focused on the Tanzanian government's attitude towards school libraries and support for both public and private secondary school libraries.

The literature has shown that a legislative and policy framework for school library development is a prerequisite for the school library to become an integral part of school life and the curriculum (IFLA/UNESCO 1999; Kakomo 1999; Magara and Nyumba 2004; Hart and Zinn 2007). The establishment of the Education (SLRC) Regulations in 2002 and secondary education development plans were interventions for improving school library provisioning problems in Tanzania. Unfortunately financial uncertainty coupled with implementation bottlenecks of the plans, regulations and policy, have undermined government efforts to develop school libraries. Thus government support in terms of appropriate legislation, policy and regulations that address the current and future challenges of SLRCs and appropriate implementation mechanisms is essential for the development of school libraries in every secondary school.

Other aspects that need government support for the realization of SLRCs' full potential in schools is the establishment of a national school library policy, standards and SLRCs' inspectorate within the ministry. The ETP of 1995 does not elaborate on school libraries and does not capture the current and future challenges resulting from technological, social, economic and educational development the country is experiencing. Though there is a compelling need to amend the ETP of 1995, as one

respondent noted, to incorporate the emerging technological, economic and other developments that affect the provision of education, formulation of a national school library policy is mandatory for school libraries to blossom and become a truly integral part of the delivery of the school curriculum. The importance of a national school library policy for effective school library development and management has also been emphasized by literature (Magara and Nyumba 2004; Mitchell 2006; Turner 2006; Hart and Zinn 2007).

Hindrances to library provision in schools identified by the literature reviewed include, among others, the absence of school library standards (Baffour-Awuah 1999; Kakomo 1999; Otike 2004). Absence of school library standards has contributed to the uneven development of school libraries. Although the 30 (56.6%) heads of secondary schools who responded to the questionnaire supported the view that SLRCs were established and operated in accordance with the officially recognized standards, the condition of school libraries discussed in section 6.2 above, and the responses of the DEOs for secondary schools and the Zonal Inspector of Schools vividly illustrates the absence of such standards. The uneven development and management of secondary school libraries in the regions is evidence of a lack of standards for secondary school library development and management. Given this situation, government support is required to formulate school library standards. Standards are necessary because they are essential developmental guidelines which help to ensure uniform development and the smooth and effective operation of school libraries.

The establishment of a SLRC inspectorate within the MoEVT is an aspect that cannot be underestimated considering the poor status of school libraries in Tanzania and the need to improve them. The results of the survey have shown that there is a need for the inspectorate to coordinate and oversee school libraries to ensure that they are well resourced and funded. The leadership role of DEOs for secondary schools has not yielded good results when it comes to school library development. In order to develop a positive image and the compelling need for school libraries, government support to institute a strong inspectorate for SLRCs is required. The

inspectorate's responsibilities should be ensuring that schools comply with the national school library policy, the Education (SLRC) Regulations, meet set standards, and offer consultation to schools on how best to run their libraries. The inspectorate could also liaise with the national school library committee to develop school library policies and programmes that are tailored to the curriculum. Having an inspectorate or unity in the ministry of education for effective management of school libraries has also been suggested by the literature reviewed (Kakomo 1999; Hart and Zinn 2007). Kakomo (1999), for example, proposes that for such a unit to be effective it should be managed by personnel with dual qualifications in both teaching and librarianship. Mgina and Lwehabura (2010: 167) suggest that the library coordination unit in the MoEVT should be strengthened to enable it to deliver its services more effectively.

Disbursement of adequate funds for quality school library provision in all secondary schools has been a concern of all respondents. This major factor contributed to the poor status of school libraries mentioned by respondents and in the literature reviewed. A majority of comments, 46, offered by heads of schools and librarians proposed that provision of adequate funding for school library development and management in secondary schools could help curtail the problems school libraries face. Funds are required for the construction of purpose built school libraries, furnishing with equipment, facilities, technology, staffing and resources. The government and owners of secondary schools should therefore develop sound budgets that are capable of fulfilling all the needs of the school libraries. The funds that are budgeted for school libraries, as one respondent proposed, should be used as planned. A mechanism should be in place to monitor the implementation of the activities as per the budget. Monitoring and evaluation are essential for benchmarking and assessing the performance of the school libraries and identifying ways of improving them. The literature reviewed acknowledges underfunding for school libraries as the root cause of the poor condition of school libraries (Alemna 1998; Chisenga 2000; Woolls and Loertscher 2005; World Bank 2008; Magara and Batambuze 2009; Adeyemi 2010; Morris 2010). In view of this understanding the measure for improving school library provision would be in providing sufficient funds for school library establishment and management.

Keeping the secondary school library fully staffed with professional librarians is a challenge in the Tanzanian context. In RBL situations, competent school library staff who are conversant with managerial, information literacy, teaching, collection development and management skills is essential to deliver a quality library service and programmes that are responsive to the curriculum. In view of the poor condition of secondary school libraries in Njombe and Iringa regions, 46 heads of schools and librarians mentioned staffing school libraries with professional librarians as a strategy to remedy staffing deficiencies and the poor condition of school libraries. According to Ajegbomogun and Salaam (2010), to accomplish the tasks of the school library and enhance effective library use by teachers and learners, calls for the employment of full-time qualified and experienced librarians in schools. Given the number of unqualified library personnel it was also proposed that short training programmes should be established as remedial measures to improve their skills. This measure for improving the quality and condition of school libraries is consistent with the recommendation given by Ntulo and Nawe (2008) as they asserted that as a temporary measure teachers' training should include library education so that where a library lacks trained library staff the school librarian can be shortlisted to manage the library and teach the learners basic information literacy skills.

The results of the study revealed that most schools had no libraries and those with libraries had no purpose built libraries. In view of this situation it was proposed by 28 respondents that the measure to address this problem was to construct purpose built libraries in schools without libraries and renovate the existing buildings which were in bad shape. The purpose built libraries for secondary schools would boost RBL and library programmes. Thirty five heads of schools and librarians suggested that the improvement of buildings should go hand in hand with the improvement of teaching and learning materials, and 14 suggested the improvement of furniture, equipment and facilities. Modern technology requires electricity, and to this end one respondent proposed the installation of electricity in schools where there was no electric power. In areas where electricity infrastructure was a challenge, alternative power such as solar energy should be considered. The electric power would facilitate the installation of a computer network and other facilities in secondary school



libraries to promote digital and electronic information access and facilitation of class lessons. The literature reviewed (Ntulo and Nawe 2008; Magina and Lwehabura 2010) also proposed purpose built school libraries which are well stocked and equipped.

The role of the community, education stakeholders and donors with regards to secondary school library improvements was also proposed by 19 heads of schools and school librarians as vital for reversing the current condition of school libraries in Njombe and Iringa regions. In order for the community, education stakeholders and donors to take part in ameliorating SLRCs, sensitizing and educating the communities to the importance of SLRCs is paramount. There should be a platform to engage community members, education stakeholders and donor agencies in understanding the role that libraries can play to stimulate learning, mental engagement of learners in secondary schools hence promoting quality education. This understanding would also aim at lobbying and advocating for mainstream library services in secondary schools as a way to improve community engagement by school management. This understanding is necessary to create a sense of ownership, community participation and engagement to improve the condition of secondary school libraries by promoting and mainstreaming school library activities as a support system for effective learning, quality education and social transformation. The donor agencies should broaden their scope of support and view private schools the same as public schools. Their support, as one respondent noted, should be extended to private schools.

## **6.6. Summary**

In this chapter the findings of the key questions of the study presented in the previous chapter were interpreted and discussed. The current status of secondary school libraries, factors affecting their condition and their role in the education process in RBL were discussed. The chapter ends with the interpretation and discussion of the proposed measures to improve the condition of school libraries to enable them to contribute to the quality of education for learners.

## CHAPTER 7

### SUMMARY OF FINDINGS AND RECOMMENDATIONS

#### **7.1. Introduction**

The findings of each key research question presented in Chapter 5 and interpreted and discussed in Chapter 6 are summarized and explained within the context of the policy and legal framework for school libraries examined in Chapter 2 and literature reviewed in Chapter 3. The findings of the four key questions which were formulated to investigate the study are summarized, and the conclusions drawn to establish the extent to which the research questions were answered and to determine whether the study objectives were met. The purpose of the study was thus to explore the status and role of secondary SLRCs in RBL in Iringa and Njombe regions of Tanzania. Like the previous chapter, the order of the discussion in this chapter follows that of the order of the key research questions of the study.

#### **7.2. Summary of findings**

This section presents the conclusions drawn from the findings of the study that relate to the status and role of SLRCs and the extent to which RBL is undermined in Iringa and Njombe regions of Tanzania and strategies that could be adopted to foster SLRCs' provision in secondary schools.

##### **7.2.1. The current status of secondary SLRCs**

Given the research problem that the poor status of secondary school libraries undermines RBL and consequently denies learners a quality education, there was clear evidence of the poor condition of secondary school libraries in the two regions of Tanzania. Perhaps the most striking evidence of the poor status revealed by the study was the absence of libraries in most secondary schools in the regions. Of 140 secondary schools surveyed, 87 (62.1%) had no school libraries. The absence of libraries in secondary schools appears to be a problem in most African countries

(Rosenberg 1998; Mgina and Lwehabura 2010) and a barrier to RBL in which the information resources and the presence of a school librarian is required for the provision of quality education to learners. A lack of school libraries undermines learners' engagement with resources for independent learning, critical thinking and lifelong learning.

Although the findings indicate that 53 (37.9%) secondary schools had libraries, their status was poor in terms of promoting RBL and thus improving the quality of education. Most of these secondary school libraries were faced with many problems. One of the problems indicated by the study was inadequate infrastructure or lack of purpose built school libraries, insufficient equipment and furniture. To this end school libraries were housed in teachers' offices, storerooms or classrooms. This situation hinders the implementation of library services and programmes that are instrumental for RBL.

Poor and incomplete collections were also an indicator of the poor status of secondary school libraries. Although most libraries had reference, curriculum, non-curriculum, and fiction books, there was a lack of journals, newspapers, audiovisual and electronic materials. This problem is based on the fact that RBL requires comprehensive resources of a variety of formats (print and non-print) to cater not only for curricula needs but also learners' needs, interests, learning styles and abilities.

Employment of unqualified school librarians was also an indicator of the poor status of school libraries. In RBL a professionally qualified school librarian is essential to facilitate learning by providing resource-based programmes and cooperatively working with teachers to design lessons that promote the use of resources. Additionally, the qualified school librarian's role is not only developing the collection and managing the library but also cooperatively teaching with the teachers. Evidence shows that some of the libraries were managed by form four or form six school leavers, ordinary school workers, staff with a certificate in librarianship and teachers who were not trained in librarianship. Such staff cannot diligently manage a school

library and develop a RBL programme which will contribute to quality education for learners.

School library provisioning in Iringa and Njombe regions seems to be rather promising in some seminary schools, government schools particularly older, more established secondary schools and some private schools. However, more work needs to be done to ensure these school libraries fulfil their role in RBL and consequently improve the quality of education. Inadequate infrastructure, equipment and furniture, low levels of technology, staffing challenges and empty book shelves have been highlighted by the literature reviewed as affecting the quality of education and thus undermining the education of learners. The status also contravenes the Education (SLRC) Regulations of 2002 which oblige schools to have libraries which are well resourced in terms of teaching and learning materials, professional library staff and infrastructure.

### **7.2.2. The factors affecting the condition of secondary SLRCs**

Owing to the status of SLRCs in Iringa and Njombe regions, the study further explored the factors contributing to such conditions. Understanding of the factors affecting the status of secondary school libraries could assist with developing strategies that could be adopted to address the problems of secondary school libraries. The major factor identified by respondents was underfunding for secondary school library provision. For example, of 104 opinions offered by heads of secondary schools without libraries, 66 (63%), attributed insufficient funding to the poor condition of school libraries. Although more than half, 30 (56.6%), of the heads of secondary schools with libraries argued that they had a dedicated budget for school libraries, however, when asked concerning factors affecting the condition of school libraries, 50 (94.3%) mentioned declining funding as the cause for the current condition of secondary school libraries. Interestingly, even the DEOs for secondary schools had the same opinion. Poor funding has been expressed by most studies done on school libraries as the reasons for underperforming. Declining financial support by government and owners of schools affects every aspect of library services. Dedicated buildings for school libraries, staffing, teaching and learning

materials, equipment and furniture, technology and programmes depend entirely on the availability of adequate funds.

Other factors found to contribute to the current condition of secondary school libraries included: absence of school library advisory committees; SEDP I and II failure to improve school libraries; failure of TLSB through its regional, district and ward public libraries to assist secondary schools in planning, promoting, establishing, equipping and developing school libraries; lack of professionally experienced librarians to inspect secondary school libraries to ensure compliance with the standards and regulations; and absence of an inspectorate within the ministry to coordinate and spearhead the demands for dedicated funding for school libraries.

The heads of secondary schools in the study, 42 (79.2%), seemed to agree that the Education (SLRC) Regulations were operational in secondary school libraries. They, 30 (56.6%), also supported the view that the SLRCs' standards were enforced. However, the absence of SLRCs in most secondary schools and inconsistencies in the development, management, and service delivery in school libraries suggests the contrary. Lack of a national school library policy, standards and specific legislation as blueprints for secondary school library development and management to contribute to quality education are in accordance with literature reviewed. As a result of the factors affecting the condition of SLRCs, the provision of quality library services and RBL has been hampered affecting the quality of education learners receive.

### **7.2.3. The role of secondary SLRCs in RBL**

The review of the literature revealed that SLRCs are instrumental in the education process. They provide treasures of knowledge inherent in the resources they collect, organize and disseminate. School libraries support the curriculum by providing effective school libraries and qualified librarians to deliver an effective resource-based curriculum. The literature also revealed that school libraries are essential for enhancing teaching and learning and promoting information literacy among learners. It is obvious from the literature that the lack, or inadequacy of SLRCs affects the smooth delivery of resource-based learning.

The findings of the study revealed that SLRCs in Iringa and Njombe regions did not provide adequate collections in a variety of formats. Most schools with libraries had a strong collection of print reference books (87.4%), curriculum books (85.3%), fiction books (53.9%) and were weak in terms of print journals, newspapers, digital resources, audiovisual and electronic resources. It was evident from the results that teachers were involved in developing the collection and evaluating information resources. From the resource-based learning perspective, such a collection cannot cater for the diverse needs, abilities, learning styles and interests of learners and foster independent learning and critical thinking.

The centrality of school libraries as support systems for learners, tools for teaching and learning, as an integral part of the education process has also been indicated by the study. SLRCs were established to support curriculum work. The school curriculum is supported by teachers' use of comprehensive library resources in classrooms, teaching methods that foster learners use of resources for learning and school librarians implementation of programmes that integrate the curriculum. The findings of the study found that 34 (94.4%) school librarians were of the view that teachers used a wide variety of learning resources in classrooms and that their teaching methods incorporated the necessary skills for the exploitation of library resources. The school librarians, 31 (86.1%), had the knowledge to initiate, plan, develop and implement RBL programmes that were integrated with the curriculum. The results of the survey, the qualifications of most school librarians, the teachers' use of traditional teacher-centred methods of teaching and the absence of libraries in a majority of schools in Iringa and Njombe regions imply that the curriculum support role of SLRCs is questionable.

The findings of the study further revealed that SLRCs enhanced teaching and learning. A significant majority, 88.7%, of heads of secondary schools and school librarians were of the view that SLRCs were essential for teaching and learning. It was further revealed that SLRCs programmes were fully integrated with the school curriculum and the school librarians promoted the use of SLRCs resources. Consequently, the learners not only developed a love of reading but also self-

confidence and independence. These findings contradict the findings regarding the poor status of SLRCs.

Other roles of SLRCs in resource-based learning included the provision of user education for effective use of resources and facilitation of teachers and school librarians' collaborative teaching. Although the findings of the study supported that these roles were prevalent in secondary schools with libraries, the absence of user education services in most schools with libraries, inadequacies in library provision and poor library qualifications of most of the school librarians suggest the contrary.

In view of the observations above, it is evident that the role of school libraries in promoting RBL in Tanzania is undermined by the poor status of school libraries in terms of the qualifications of school librarians which serve as obstacles for providing resource-based programmes, unsupportive infrastructures, inadequate resources, and laxity of teachers in using the teaching mode that requires learners to engage with library facilities and resources to construct their knowledge.

#### **7.2.4. Measures that should be taken to address the challenges of SLRCs**

The findings of the study have revealed the challenges that SLRCs faced. These challenges are consistent with the literature reviewed. The literature has also highlighted the strategies that could help address them. Respondents provided answers to the challenges secondary school libraries faced. The answers formed a basis for strategies to improve the condition of secondary school libraries in Iringa and Njombe regions and enable SLRCs to participate in RBL and provide a basis for policy debate for improvement of SLRCs in the country. These strategies have been presented in Chapter 6 and highlighted in this section in the form of recommendations that could be adopted to address the challenges SLRCs face.

A large proportion of comments (262) were offered to this question. Perhaps this question is the least satisfactorily answered by providing answers that did not delve deeper into the root causes of the challenges school libraries faced. The answers to the question pointed to the outcome of the problems such as providing sufficient

funding, employment of professionally trained librarians, providing adequate teaching and learning materials, constructing dedicated buildings for library services, TLSB assistance for school library development and management, improvement of equipment and furniture, community and stakeholders' contributing to school library development, and regular inspection of school libraries.

A relatively few respondents provided insightful answers to the challenges faced by school libraries by commenting that government should prioritize and support the development of SLRCs and that the community and education stakeholders should be educated on the importance of school libraries and mobilize them to contribute to SLRC development. At the heart of secondary school library problems is the lack of political will to transform the education system, the system that takes seriously the existence and importance of school libraries. The lack of government priority for and support of the school library's development was a major challenge. To address the problem of school libraries there must be political will to overhaul the education system and rectify the condition of school libraries by putting in place policy frameworks that promote the establishment and development of school libraries. Such frameworks could involve the amendment of the education policy to address in specific terms the need for school libraries, a specific national school library policy, specific school library legislation or regulations to reinforce the implementation of the policies, and school library standards as the road maps for determining the course of action and guidelines for implementation of such policies in every school.

Government support is required to institute structures that are capable of translating the policies into executable short term and long term plans with adequate human, financial and physical resources to effectively and efficiently implement and sustain the plans. Such structures could include an inspectorate or unit within the ministry that is mandated to coordinate and manage school libraries and provide advocacy. The unit should be formed by professionally experienced librarians with dual teaching experience to assist in developing school library policies and programmes that are supportive of the school curriculum and RBL. The national school library committee should also be developed to approve the policies and programmes

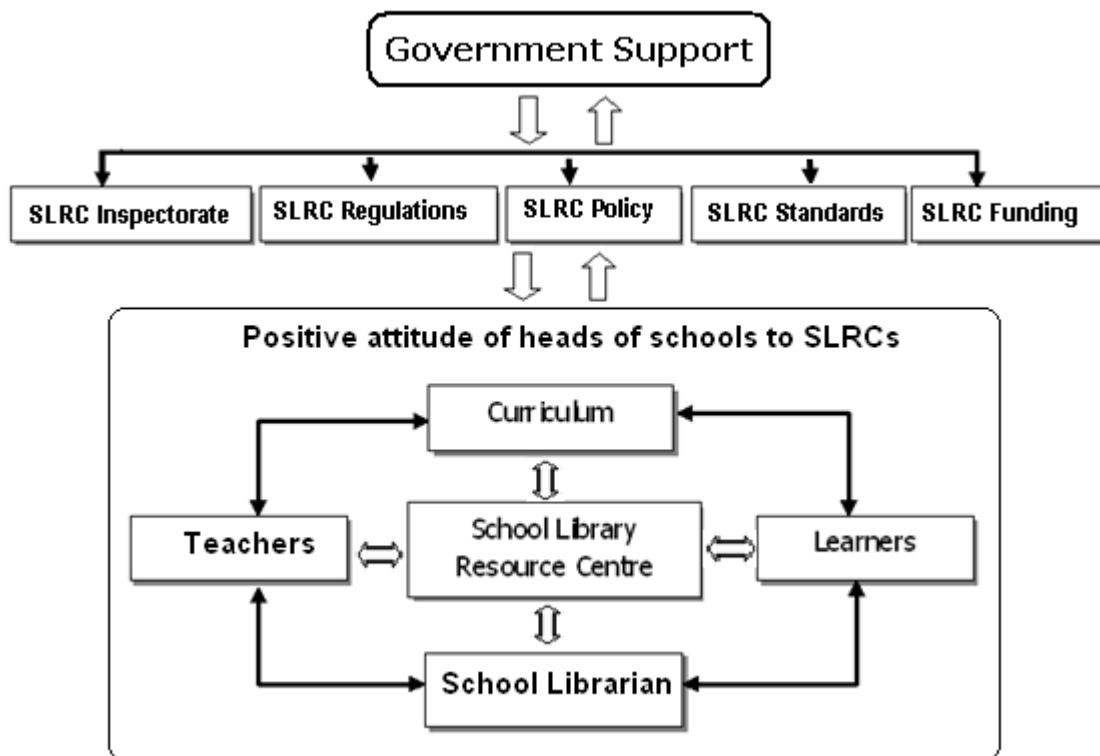


developed by the inspectorate and work with the unit and schools in managing school libraries.

Schools are part of the community. Community and education stakeholders support is indispensable to improve the quality of education. Some respondents held that to address the challenges school libraries face, the community should be involved. The community and education stakeholders should be provided with education on the importance of school libraries and mobilize them to participate in and contribute to the development of school libraries. The cooperative efforts between the government, education stakeholders and community could speed up the improvement of the poor status of school libraries.

#### **7.2.5. Model for resource-based learning in Tanzania**

This investigation adapted the RBL model as its conceptual framework. Despite the fact that the RBL model developed by Manitoba Department of Education and Training identifies itself well in education systems that advocate learners' active involvement in the learning process and in situations where a wide variety of information resources are central to the learning process, its applicability in Tanzania is questionable. Studies reviewed in Tanzanian context (Chapter 3), legal and policy framework on SLRCs discussed above (Chapter 2), the findings of the study discussed above (Chapter 6) and Iringa regional socio-economic profile compiled by the Ministry of Planning, Economy and Empowerment, the National Bureau of Statistics and the Iringa Regional Commissioner's Office (URT 2007) indicate that the SLRCs are important in that they are intimate components of the education process, their status and challenges they face in the Iringa and Njombe regions and Tanzania at large cannot fully be explained by the model in question. Based on this situation, a new model for Tanzanian context was required. As such this study proposed a new model based on the Manitoba RBL model to address the challenges of SLRCs in Tanzania. The proposed model for Tanzania is a better fit and better describes the phenomenon under investigation. The figure below is an illustration of the model developed for the Tanzania education context.



Source: Researcher

**Figure 4: Resource-based learning model for Tanzania**

This RBL model for the Tanzanian context presupposes that for any meaningful learning that engages learners, teachers, and school librarians with curricular and extracurricular rich resources, government support is prerequisite. To this effect, the government is the key player in the provision of quality education. Government support in terms of funding for SLRCs, appropriate training for teachers and school librarians that addresses the RBL environment and an improvement to the school curriculum to address current and foreseeable challenges in the learning process is essential. The model considers that SLRCs have been hampered by many factors including the absence of a well-articulated national school library policy, national school library standards, inadequate funding, weak implementation, monitoring and supervision of the Education (SLRC) Regulations due to the absence of a well-defined mechanism to streamline SLRCs.

This model takes seriously the importance of the RBL model in the education process and considers the significant role of an actively engaged government. With this

model government support is necessary to enhance the development, management and implementation of SLRCs and ultimately strengthen the RBL and the provision of quality education to learners. It is the government through the MoEVT that is responsible for development of the curriculum that is quality driven and responsive to RBL. The government is also responsible for employing and training teachers and school librarians to improve their skills to enable them to work competently in the RBL approach.

#### **7.2.6. Linking the findings to a RBL model for Tanzania**

The findings of the study have shown that the status of SLRCs in Iringa and Njombe regions is poor. A majority of secondary schools in these regions had no libraries and those with libraries suffered a shortage of teaching and learning materials, poor infrastructure, inadequate facilities and equipment, understaffed and poor service delivery to users. Factors identified by the study which contributed to the condition of SLRCs range from managerial challenges to financial constraints. The condition of SLRCs has been exacerbated by a lack of political will and government support to improve SLRCs. The study has shown that the status of SLRCs in Iringa and Njombe is in line with the literature reviewed. However, despite the poor condition of school libraries, the study has revealed the centrality of SLRCs in resource-based learning to enhance critical thinking and independent learning and foster quality education for learners.

As stated earlier on, the study was informed by the Manitoba RBL model. However, given the context of the current study proposed RBL model for Tanzania provides a framework of which SLRCs can best be understood to support education in the country. The model has critical related constructs that are determinants of quality library provision in resource-based learning for any African countries with similar challenges. The constructs include: government support in terms of the institution of a SLRC inspectorate at the ministry to liaise with school libraries, coordinate and manage SLRCs' activities and services to ensure compliance with the established policies, regulations and standards and guarantee the availability of funds to sustain such activities and services; national school library policy and standards to

streamline and provide guidelines on the development and management of school libraries; national SLRC Regulations to execute the educational policy and the national school library policy; and SLRC sustained funding for infrastructural, technological, and collection (teaching and learning materials) development, staffing and management. Other constructs of RBL for Tanzania at the school level include: a positive attitude of heads of schools toward SLRCs; the curriculum that is integrated with SLRC; learners and teachers effective use of print, non-print and human resources available in a school library; and professional school librarians who manage the SLRC and offer programmes that facilitate the learning process.

The model presupposes the relationship of the constructs for viable SLRCs provision. Shortage of one construct means failure of the school library system to effectively deliver programmes and services that are responsive to resource-based learning requirements and consequently undermine the quality of education to learners.

Linking up the findings of the current study to RBL model for Tanzania demonstrates that there are challenges with the SLRCs development and management at a regional and national level. At the national level, the government is the key stakeholder in the education provision in Tanzania. As such it is the major agent to influence change in the education system through its policy, legal, human and financial frameworks. Five critical aspects identified by RBL model for Tanzania that require *government support* to influence positive improvement of SLRCs, as stated above, are essential mechanisms for school library provision if well attended to. However, the results of the study indicated that there were a lack of *SLRC's inspectorate* at the MoEVT, national school library *policy* and *standards*, poor implementation of the *Education (SLRC) Regulations* and *SLRCs financial* constraints which vividly illustrate poor government support as the core cause of SLRCs problems in Tanzania.

Given that the implementation of SLRC is done at a school level, a *positive attitude of heads of secondary schools towards SLRC* is a critical construct that is capable of exerting a positive influence on SLRC development and management if government

support is guaranteed. The results of the study have shown that a majority of heads of schools had positive attitudes towards school libraries. Nevertheless, their attitude has not been instrumental in developing school libraries due to limited government support.

Apart from the heads of schools positive attitude towards SLRCs, a school needs to have in place a well-furnished and functional *SLRC* with qualified school librarians to deliver the requisite programmes and services to support the school *curriculum*. *Teachers* need to engage *learners* with the resources by using teaching methods that foster the use of library resources and facilities. The *school librarians* are expected to use their professional skills to manage SLRCs and enhance resource-based learning within their schools. Both teachers and school librarians are required to work together as equal partners in facilitating learning among learners. The results have indicated that most schools have no libraries and those with libraries suffer from a shortage of information and human resources, technology, purpose built libraries, equipment and facilities. Lack of these essential components of a good library explains why the SLRCs were in a poor condition. Lack of well-resourced functioning school libraries hinders learners' interests in using the library and the teachers' use of a learner-centred approach to teaching which requires a functional library with adequate resources of varied formats. The poor qualifications of school librarians are a further impediment in an attempt to provide quality library services in schools.

In view of the foregoing discussion, the RBL model for Tanzania is an ideal framework that could explain the status of school libraries and a blueprint for implementation of SLRCs in Tanzania. The model presupposes that the government supports school libraries and the schools develop a structure and systems that facilitates SLRCs provisioning.

### **7.3. The contribution of the study to the body of knowledge**

The review of local literature indicated that two case studies were done in Tanzania on the status of secondary school libraries under SEDP (Ntulo and Nawe 2008;

Mgina and Lwehabura 2010). The current study was about the status and role of SLRCs in RBL in Tanzania. The current study pursued a comparatively distinct research problem and methodological design. This kind of survey based study involving all secondary schools in Iringa and Njombe regions has not been done in Tanzania before. In effect, the study provides baseline data and a framework for future surveys on the status and role of SLRCs in RBL in Tanzania and on the continent.

The study explored some issues and trends in school library provision in Tanzania. The results of the study highlights the poor condition of school libraries in facilitating RBL, factors affecting the condition, and measures to improve secondary school libraries. The result of the study further uncovers the role of secondary school libraries in supporting the learning process and how this role has not been wholly achieved due to the poor condition of SLRCs thereby denying learners a quality education. This is the critical knowledge the study has added to the body of knowledge in the field of school libraries.

The theoretical and conceptual frameworks underpinning the study and the methodological approaches used by the study provide useful insights that could illuminate and act as a spring board for future research on theoretical underpinnings and methodological approaches.

#### **7.4. Implications of research to theory, practice and policy**

This current study has implications for theory, practice and policy. Creswell (2009: 107) asserts that the contribution of the study is determined by the extent to which it adds knowledge, scholarly research or literature in the field of study; it helps improve practice within the communities; and it informs important policy issues and contributes to the improvement of policy. The contributions of this study to these three aspects are described below.

#### **7.4.1. Implications for theory**

This study was underpinned by constructivism theory which views learning as a process in which the learners actively engage in the inquiry for problem-solving and construction of meaning (Murphy 1997). The process creates the need for information that brings the learner into the SLRC (Donham 2008). The Tanzania curriculum for secondary education is founded on this theory and advocates a learner-centred approach for teaching and learning that promotes learner active involvement in the learning process. Constructivism is the foundation of the RBL model which calls for learners, teachers and school librarians to actively participate in the effective use of a wide range of print, non-print and human resources to enhance learning for learners (MDET 1994). In this case the school librarian assumes more roles that are instrumental in encouraging learners' enthusiasm to use the library resources and develop among learners the skills required to optimally exploit the library and its services. Such roles are summed up by Morris (2010) to include the school librarian as a teacher, a leader, an information specialist, an instructional partner, and a programme administrator.

Inadequacies in the secondary school library provision observed by this study imply that the Manitoba RBL model in practice is perhaps not useful in the Tanzanian context and requires other models to explain and address the problem under scrutiny. It is from this background that the researcher proposed a new RBL model for the Tanzanian context adapted from the RBL model. The RBL model for the Tanzanian context presupposes that in order to provide quality education to learners government support is of paramount importance. Government support in terms of sustained funding for SLRCs for development and management of state-of-the-art secondary school libraries in every secondary school; institution of a national SLRCs committee responsible for formulating policies and developing programmes for SLRCs' provision; and appropriate training for teachers and school librarians to diligently and competently work in the RBL environment. Other areas earmarked for government support are development of a national school library policy and standards and establishment of an inspectorate that implements the policy, standards, and regulations; and supervises, monitors, and evaluates SLRCs to

ensure effectiveness and compliance with the regulations and standards. The model mandates that such constructs are necessary for SLRC provision and ensuring the delivery of quality education to learners.

#### **7.4.2. Implications for practice**

The importance of secondary school libraries as an integral part of the school curriculum and support system in the learning process has been pointed out by respondents and literature reviewed. The learner-centred teaching approach, which is consistent with RBL and supported by the constructivism theory of learning, advocates the presence of the school library as an integral part of the curriculum and boosts learners' active involvement in the learning process enabling them to become responsible for their own learning. Absence of, or the poor condition of secondary school libraries, which the current study established, adversely affects the learning process and consequently impacts on the quality of education for learners. In practice, secondary school libraries hampered by deficits of infrastructure, professional librarians, teaching and learning materials, technology, funding, and programmes that support learners' needs, do not do well in facilitating the learning process.

The survey results of the current study, which in effect constitutes the importance of the problem to be conveyed, contributed to a better understanding of the practice of secondary school libraries in the areas surveyed in contrast to the theoretical understanding of SLRCs as documented in the Education (SLRC) Regulations of 2002. The conclusions drawn and the remedial measures proposed by the study are useful tools to assist owners of secondary schools; the community, education stakeholders, and MoEVT to improve the quality of SLRCs provision to enable them to facilitate RBL and consequently enhance quality education for secondary school learners.

The purpose of carrying out the current study was to help improve the provision of SLRCs as an integral part of the education process. The process of investigation highlighted the poor condition of most secondary school libraries as well as what



needs to be done to improve the SLRCs. Areas identified for improvement include: staffing SLRCs with professionally trained school librarians, providing adequate collections of print and electronic resources to address the diverse needs and learning abilities of learners and teacher, purpose built SLRCs that are suited for all library programmes and services that facilitate RBL, and an appropriate funding level to enable schools to develop and sustain their library facilities.

### **7.4.3. Implications for policy**

Given the importance of secondary school resource centres in the education process and their current status, the following implications for policy have been identified:

1. An overview of the policy and legal framework for SLRCs in Tanzania has revealed gaps in policy and implementation plans despite the plethora of well-intended policy interventions. It is recommended that a new education policy should be formulated to speed-up the implementation of quality education learners receive. The policy should focus on priority areas for interventions and should be outcome oriented, resource based, easy to implement, monitor and evaluate, and have clear outcomes and impacts. Feasible sustainable plans for implementation should be developed and adequate human and financial resources must be in place.
2. Poor policy implementation relating to secondary school libraries has been ascribed to many factors. One of these factors has been the SEDP I and II, TLSB and the Education (SLRC) Regulations failure to execute the ETP of 1995 in order to improve secondary school libraries. The ETP is not explicit regarding library provision in secondary schools. It is recommended that the education policy should be more explicit on school library provision. A national school library policy should be formulated to address the challenges faced by school libraries. The policy should be supported and reinforced by specific legislation and standards. A dedicated unit within the MoEVT should be instituted to oversee the implementation of the policy and ensure availability of necessary human and financial resources to develop, manage, and sustain

the school libraries in every school. Monitoring and evaluation should also be emphasized as a critical tool for assessing the performance of the policy and identifying aspects that need improvement. A national SLRC committee should also be constituted to develop SLRC programmes that focus and facilitate RBL.

3. The empirical evidence contained in the study indicates that staffing secondary schools with professionally trained librarians is a huge challenge and a barrier to the delivery of quality library services in RBL. It is thus recommended that the policy should be clear on the minimum number required per school and qualifications of secondary school librarians. The qualifications should include teaching pedagogies and information literacy knowledge and skills. Such qualifications are essential for facilitation work in RBL.
  
4. The study has revealed that the teaching methods in secondary schools in Tanzania are learner-centred which is in line with RBL. The study established that some teachers are reluctant to use this teaching method as a result they deprive learners of the opportunity to engage with the resources and to be able to actively participate in the learning process. The researcher recommends that the policy should specify the expertise required for secondary school teachers so that universities and teachers' colleges should align their practices with the policy framework principles and design a curriculum that addresses learner-centred teaching and learning and some expertise in library and information studies including information literacy for teachers.

### **7.5. Recommendations for further research**

The study provided a rich seam of issues that should be investigated in future research and practice. The following have been identified as key issues to be further investigated:

1. At the initial stage the study wanted to include primary school libraries in the survey to determine their status and role in RBL. It was assumed that primary school pupils need a resource centre for inculcating their habit of reading for lifelong learning. It is recommended that a study be conducted to determine the role of primary school libraries in inculcating the culture of reading and developing critical thinking and problem-solving among pupils in the two regions of Tanzania.
2. The study highlights the functions of a school librarian. Such functions include a school librarian as a teacher, a leader, an information specialist, an instructional partner, and a programme administrator. An instructional partner's role alludes to collaborative teaching in RBL. It is assumed that if teachers and librarians work together to plan resource-based lessons and collaborate in teaching and assessing, learners will improve their reading habits and as a consequence, their learning. In order to promote RBL in secondary schools, an empirical study should be conducted to assess the effectiveness of the Tanzanian Library and Information Studies programmes in equipping school librarians with the necessary knowledge and skills to facilitate RBL.
3. The study has shown that RBL requires teachers' skills and knowledge to prepare activities that promote learners to actively engage in the learning process and interact with resources. A follow-up study should be conducted to determine teachers' competency in implementing RBL.
4. The study has shown that a learner-centred approach to teaching and learning is advocated by the Tanzania curriculum. However, the response from DEOs for secondary schools suggests that some teachers are reluctant to use the teaching methods thereby hindering learners from being active participants in the learning process. Given this, it is recommended that an empirical study be conducted to ascertain the extent to which teachers use a learner-centred approach to teaching in secondary schools.

5. Some respondents in the study were of the view that school library provision improves learners' achievement. A follow-up study would be recommended to determine the extent to which school libraries contribute to learners' achievements and performance.

## **7.6. Summary**

This final chapter provided a summary of the findings, conclusions and recommendations of the study that investigated the status and role of SLRCs in RBL in Iringa and Njombe regions of Tanzania. The summary of the findings are linked to the RBL model for Tanzania to show how RBL is undermined by the challenges school libraries face. The contribution of the study to the body of knowledge, implications for theory and for policy and practice are discussed. Areas of future research were also described. The purpose of the study was to explore the status and role of SLRCs in Tanzania. The Manitoba RBL model and the policy and legal framework for SLRCs provisioning in Tanzania provided appropriate conceptual frameworks for the study.

In view of the results and discussion of data it was found that secondary SLRCs in Iringa and Njombe regions have not been excelling in providing responsive services and programmes to secondary school communities due to government neglect. Given this and the poor condition of SLRCs, the role of SLRCs as supportive systems in the education process in competently and effectively facilitating RBL is undermined. This phenomenon has a detrimental impact on the quality of education for learners. Finally, in order for SLRCs to contribute to RBL and quality education, proposed strategies need to be adopted to remedy the current condition and promotion of SLRCs have been made (see also section 6.5 above). Specifically it was proposed that the government must make SLRCs a priority and provide them with the necessary support.

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## APPENDICES

### **Appendix 1: Cover letter to the respondents**

Prof./Dr./Mr./Ms \_\_\_\_\_

P.O. Box

Tanzania

Dear Respondent,

I am Rev. Cornelius Asyikiliwe Simba, a PhD in Information Studies candidate at the University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa. I am conducting this study as part of the requirements for the Doctoral degree. This survey aims at soliciting information regarding the status and role of School Library Resource Centres (SLRCs) in resource-based learning (RBL) in Tanzania.

The result of the study will be disseminated to the Ministry of Education and Vocational Training (MoEVT), school administrators, regional and district education officials at Iringa and Njombe regions, and education stakeholders. A better understanding of the status and role of SLRC and empirical evidences that will be gleaned from the study could contribute to both policy and the education debate on the critical role of SLRC in RBL in Tanzania. The debate may be instrumental in the formulation of a national policy on SLRC, strategic plans and action plans on how to implement the policy with the focus of improving the quality of SLRCs in the country.

The survey is intended for heads of secondary schools, school librarians, District Education Officers for secondary schools, a Zonal Inspector of Schools, and the Regional Public Library Librarian. A sample of 148 head of secondary schools, eight District Education Officers for secondary schools, one Zonal Inspector of Schools, the Public Library Librarian, and school librarians (a purposive sample will be determined later depending on the results of the survey with the heads of schools which will identify school librarians) is surveyed. Anonymity and confidentiality will be strictly observed when presenting the data. Please note that you are not required to provide your name.

You are kindly asked to answer all questions to the best of your ability.

**Appendix 2: Informed consent form**

**Title of study:**

SLRC in Tanzania: their status and role in RBL.

I, ....., hereby consent to participate in the study as outlined in the document about the study/ as explained to me by the researcher.

I acknowledge that I have been informed about why the questionnaire/interview is being administered to me. I am aware that participation in the study is voluntary and I may refuse to participate or withdraw from the study at any stage and for any reason without any form of disadvantage.

I, ....., acknowledge that I understand the contents of this form and freely consent to participating in the study.

**Participant**

Signed: .....

Date: .....

**Researcher**

Signed: .....

Date: .....

### Appendix 3: Questionnaire for heads of secondary schools

I am attempting to establish the status and role of school library resource centres (SLRCs) in resource-based learning (RBL) in Tanzania. Please complete this questionnaire to assist with the objective of the study.

Instructions:

- a) *Indicate the most appropriate answers by a tick (✓) in the brackets.*
- b) *Each question should have only one tick (✓) for your chosen answer, unless stated.*
- c) *Where the space is provided, write your answer in it.*
- d) *Please use a pen to answer this questionnaire.*

1. Provide the basic information regarding your school.

- a. Name of the school \_\_\_\_\_
- b. Name of the district \_\_\_\_\_
- c. Name of the region \_\_\_\_\_

2. Type of your school.

- Secondary School with only O-Level
- Secondary School with A-Level

3. Category of your school.

- Community School
- Government School
- Private School
- Seminary school
- Other (Please specify) \_\_\_\_\_

4. Do you have a school library resource centre?

- Yes
- No

*If your answer to question number **4** is **NO**, please answer question number **5** to **11** only and thank you for your co-operation. If the answer to question number **4** is **YES**, please jump to question number **12** and answer all the remaining questions.*

5. Which of the following best describe the reason for not having a school library resource centre at your school?

The library is not a priority now for we have other commitments to do

Inadequate funds

The district council has not remitted funds for library construction

The library is not all that important

The community members have not contributed towards library construction

Other (Please specify) \_\_\_\_\_

6. Are you planning to set up a school library in the near future?

Yes

No

7. If your answer to question number **6** is **YES**, how soon do you intend to construct a school library?

Starting this year

When funds are made available

Next year

After two year

I do not know

8. What is your opinion regarding the current condition of secondary school libraries in Iringa and Njombe regions? Please describe.

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9. What do you consider to be the reasons contributing to condition of the secondary school libraries stated in question eight above?

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10. What is your opinion regarding the role of SLRC in education?

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11. In your opinion what has to be done to improve the condition of SLRCs in Iringa and Njombe regions?

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12. Which of the following best describes the type of school library you have?

- Purpose built library with space for users, library staff, shelving, and other services
- Classroom where books are kept and learners use as a reading room
- Storeroom where books are kept for learners to borrow
- Teacher's office where books are kept for learners to borrow

13. My school library has all the furniture required for shelving, library staff, users, and displays?

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

14. My school library has equipment such as computers, printers, photocopiers, video, and television to facilitate library services?
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
15. By whom is the school library managed?
- Full-time teacher-librarian
  - School librarian
  - Teacher chosen by the school and allocated some hours to manage the library
  - Other (Please specify) \_\_\_\_\_
16. How many staff work in the library?
- One staff
  - Two staff
  - Three staff
  - More than three
17. Describe the qualifications the person working in the library has.
- Bachelor in Library Science
  - Diploma in Library Science
  - Certificate in Library Science
  - Elementary studies in library science
  - Other (Please specify) \_\_\_\_\_
18. By whom is the school library used? (*Tick all those that apply*)
- Learners
  - Teachers
  - Teachers and learners



school community and Community around the school

19. Indicate how much the school library is used by learners

Not at all

Used occasionally

Used moderately

Well used

Not sure

20. How many days is your school library open per week?

Once per week

Twice per week

Three times per week

Four days per week

Every working day

Saturdays and Sundays

21. Which of the following services are offered by your library? (*You may tick more than one service*)

Lending (borrowing books and other resources)

User education on how to use the library and its resources

Reference services

Computer services (internet)

Audiovisual services

Other (Please specify) \_\_\_\_\_

22. Which of the following resources is available in your library? (*You may tick more than one resource*)

References (Dictionaries, encyclopedias, atlases, maps etc.)

Curriculum books

Non-Curricula books

Fiction books

- Audiovisual materials (video and sound tapes, CDs, DVDs, and cassettes)
- Newspapers
- Print journals
- Electronic resources
- Other (Please specify) \_\_\_\_\_

23. The school library resource centre has adequate resources for learners and teachers.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

24. How would you rate the quality of the resources available in the school library?

- Very good
- Good
- No opinion
- Poor
- Very poor

25. How would you rate the currency (how up-to-date) of school library resources?

- Very up-to-date
- Somewhat up-to-date
- No opinion
- Somewhat out-of-date
- Very out-of-date

26. The school library has advisory committee that works with the library in the management, policy formulation, and development of the school library resource centre.

- Strongly agree

- Agree
- No opinion
- Disagree
- Strongly disagree

27. The school library has a collection development policy to ensure that resources are collected as per curriculum demand and needs of the school.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

28. The school has a dedicated budget for school library resource centre services.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

29. From where do you get funds for your school library resources?

- School fees
- Government treasury
- District or municipal council
- From donors
- Contribution from the community
- From fundraising at the school
- Other (Please specify) \_\_\_\_\_

30. How would you describe the funds you allocate for the school library services.

- Very adequate
- Adequate

- No opinion
- Inadequate
- Very inadequate

31. The Secondary School Development Programmes (SEDP) I and II have improved my school library resource centre.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

32. Poor or inadequate funding is the major factor contributing to the poor condition of school libraries.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

33. The education (school library resource centre) regulations are used by the school to operate the school library resource centre.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

34. The school library resource centre was established and is operated in accordance with the official recognized standards given by the commissioner/education inspector for schools.

- Strongly agree

- Agree
- No opinion
- Disagree
- Strongly disagree

35. The ministry has an inspectorate that coordinates secondary school libraries to ensure that they are well resourced and funded.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

36. The experienced professional librarian appointed by the commissioner inspects our school library on a regular basis to ensure compliance with the regulations to run properly and efficiently.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

37. The Tanzania Library Service Board through regional public library assists secondary schools in planning, promoting, establishment, equipping and developing school libraries.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

38. School library is used for effective teaching.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
39. Teachers design learning experiences for learners that encourage and support the effective use of the school library.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
40. The teaching method in this school incorporates the skills necessary for independent and lifelong learning.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
41. Library resources make a necessary contribution to the development of learners' self-confidence and independence.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree

42. The school library programmes are fully integrated with classroom lessons.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
43. The teachers and school librarian teach cooperatively.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
44. Teachers use resources in their classroom teaching to encourage learners to become active rather than passive learners.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
45. The school library through its school librarian provides skills to teachers and learners to learn how to use the relevant educational materials and library facilities
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree

46. What should be done to improve the condition of SLRC in your school?

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47. What additional comments do you have regarding SLRCs?

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Please return the completed questionnaire to the research assistant who gave it to you. Should you, for whatever reason, not be able to return the completed questionnaire to the research assistant, please send it to your District Education Officer.

Should you need clarification, please contact me or supervisor using the following contact details:

Researcher: E-mail: [catsimba@gmail.com](mailto:catsimba@gmail.com)

Cell phone: +255 755 244 307

Supervisor: E-mail: [hoskinsr@ukzn.ac.za](mailto:hoskinsr@ukzn.ac.za)

Cell phone: +27 (0) 33 260 5093

Thank you so much for completing this questionnaire and participating in the study.



## Appendix 4: Questionnaire for secondary school librarians

I am attempting to establish the status and role of school library resource centres (SLRCs) in resource-based learning (RBL) in Tanzania. To assist with the study please complete this questionnaire.

Definition: *Resource-based learning/teaching refers to teaching or learning in which learners develop knowledge, skills, and understanding by using a wide variety of print, non-print and human resources.*

### Instructions:

- e) *Indicate the most appropriate answers by a tick (✓) in the brackets provided.*
- f) *Each question should have only one tick (✓) for your chosen answer unless stated.*
- g) *Where the space is provided, write your answer in it.*
- h) *Please use a pen to answer this questionnaire.*

1. Provide the basic information regarding your school.

- d. Name of the school \_\_\_\_\_
- e. Name of the district \_\_\_\_\_
- f. Name of the region \_\_\_\_\_

2. Type of your school.

- Secondary School with only O-Level
- Secondary School with A-Level

3. Category of your school.

- Community School
- Government School
- Private School
- Seminary school

Other (Please specify) \_\_\_\_\_

4. Which of the following best describe your library qualification?

Bachelor of library science

Diploma in library science

Certificate in library science

Other (Please specify) \_\_\_\_\_

5. Which of the following describe your educational qualification?

Bachelor of education

Diploma in education

Advanced level secondary education

Other (Please specify) \_\_\_\_\_

6. Number of years of experience as a school librarian/teacher-librarian or person in charge of the school library.

1-3 years

4-6 years

7-19 years

10 years and above

7. How many staff work in the school library including yourself?

One

Two

Three

Four

More than four

8. Which of the following best describes the type of school library you have?

Purpose built library for library services

Classroom where books are kept and learners use as a reading room

Storeroom where books are kept for learners to borrow

- Teacher's office where books are kept for learners to borrow
- Other (Please specify) \_\_\_\_\_

9. Indicate how much the school library is used by learners.

- Not used at all
- Used occasionally
- Used moderately
- Well used
- Other (Please specify) \_\_\_\_\_

10. How many days is your school library open per week?

- Once per week
- Twice per week
- Three times per week
- Four days per week
- Every working day
- Saturdays and Sundays

11. Which of the following resources is available in your library? (*You may tick more than one resource*)

- References (Dictionaries, encyclopedias, atlases, maps etc.)
- Curriculum books
- Non-Curricula books
- Audiovisual materials (video and sound tapes, CDs, DVDs, and cassettes)
- Newspapers
- Print journals
- Electronic resources
- Other (Please specify) \_\_\_\_\_

12. How would you rate the quality of the resources available in the school library?

- Very good
- Good

Undecided

Poor

Very poor

13. How would you rate the currency (how up-to-date) of school library resources?

Very up-to-date

Up-to-date

Undecided

Out-of-date

Very out-of-date

14. Which of the following services are offered by your library? (*You may tick more than one service*)

Lending (borrowing books and other resources)

Library education on how to use the library and its resources

Space for study and reading

Reference services

Computer services (internet)

Audio-visual services

Other (Please specify) \_\_\_\_\_

15. The school library resource centre has adequate resources for learners and teachers.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

16. School library is essential for effective teaching.

Strongly agree

Agree

- No opinion
- Disagree
- Strongly disagree

17. Learners in this school are keen to explore a variety of sources of information.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

18. The school library is open to the teachers and learners when they need it.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

19. I involve the teachers in developing the collection of the library.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

20. The school library programmes are fully integrated with classroom lessons.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

21. The teachers and I teach subjects cooperatively.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
22. I effectively promote the use of school library resources as an integral part of the school curriculum.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
23. I teach the learners skills for effective use of library resources.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
24. I have the knowledge and skills necessary to initiate, plan, develop and implement a RBL programme that integrates with the curriculum.
- Strongly agree
  - Agree
  - No opinion
  - Disagree
  - Strongly disagree
25. Teachers design learning experiences for learners that encourage and support the effective use of the school library.
- Strongly agree

- Agree
- No opinion
- Disagree
- Strongly disagree

26. The teaching methods in this school adopt the necessary skills for independent and lifelong learning.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

27. Teachers regularly examine, preview and recommend resources for the school library collection.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

28. Teachers evaluate the resources in terms of their usefulness to the needs and learning styles of their learners.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

29. The teachers regard me as an equal partner in the implementation of the school curriculum.

- Strongly agree

- Agree
- No opinion
- Disagree
- Strongly disagree

30. Teachers use a wide variety of learning resources in their classrooms.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

31. Teachers incorporate within their instructional lessons, an independent learning skills strategy.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

32. Teachers use resources in their classroom teaching to encourage learners to become active, rather than passive learners.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

33. I work cooperatively with teachers to plan resource-based lessons.

- Strongly agree
- Agree
- No opinion



- Disagree
- Strongly disagree

34. Teachers actively promote the use of the school library as an integral part of the school curriculum.

- Strongly agree
- Agree
- No opinion
- Disagree
- Strongly disagree

35. What additional comments do you have regarding SLRCs?

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Please return the completed questionnaire to the research assistant who gave it to you. Should you, for whatever reason, not be able to return the completed questionnaire to the research assistant, please send it to your District Education Officer.

Should you need clarification, please contact me or supervisor using the following contact details:

Researcher: E-mail: [catsimba@gmail.com](mailto:catsimba@gmail.com)  
Cell phone: +255 755 244 307  
Supervisor: E-mail: [hoskinsr@ukzn.ac.za](mailto:hoskinsr@ukzn.ac.za)  
Cell phone: +27 (0) 33 260 5093

Thank you so much for completing this questionnaire and participating in the study.

**Appendix 5: Interview guide for the DEOs for secondary schools**

I am conducting research on *School Library Resource Centres (SLRC) in Tanzania: their status and role in resource-based learning (RBL)*. Since your department works with secondary schools in the district, you are kindly requested to furnish me with the following details:

1. Describe the current condition of SLRC in your district regarding the following:

a. Infrastructure (library buildings, furniture and equipment)

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b. Staffing

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c. Services/programmes

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d. Collection (teaching and learning materials)

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e. Budget

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2. Does your department provide schools with library facilities? \_\_\_\_\_

If so, indicate please what facilities are provided.

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3. What do you consider to be the sources of funding for school library management and development?

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4. Is the library allocation (capitation grant) made available to schools? \_\_\_\_\_

If so, how is it allocated?

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5. In your opinion what do you think are the attitudes of heads of schools towards school libraries?

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6. To what extent is the Education (School Library Resource centre) Regulations implemented in secondary school libraries in your district?

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7. Do you have official recognized standards for establishing and operating the SLRC in your district? \_\_\_\_\_

a. If yes, please give reasons why the level of library development in your district is not uniform?

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b. If no, please describe what standards you use?

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8. Is there an inspectorate at the ministry that coordinates and oversees the SLRCs?

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9. Who inspects the SLRCs? \_\_\_\_\_

What criteria does he/she use for inspections?

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10. How frequent is the inspection done? \_\_\_\_\_

What action takes place after inspection?

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11. What organization, if any, develops and reviews the programmes and policies of SLRCs?

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12. What do you consider to be the role of Tanzania Library Service Board (TLSB), regional or district public library, in relation to SLRCs?

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13. Is this role of TLSB realized by SLRCs in your district?

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If not, what are the reasons?

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14. What fundamental role do you consider SLRCs play in RBL/learner-centred learning?

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15. To what extent does the teaching mode in secondary schools encourage the use of resources available in the SLRCs?

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16. What contribution did the Secondary Education Development Programmes (SEDP) I and II make towards the development of SLRCs?

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17. What should be done to improve the condition of secondary SLRCs in your district?

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18. What additional comment do you have regarding SLRCs?

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Many thanks for participating in this interview.

## Appendix 6: Interview guide for Zonal Inspector of Schools

I am conducting research on *School Library Resource Centres (SLRCs) in Tanzania: their status and role in resource-based learning (RBL)*. Since your department works with secondary schools in the zone, you are kindly requested to furnish me with the following details:

1. How many secondary schools in Iringa and Njombe regions have functioning SLRCs?

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2. How many qualified secondary school teacher-librarians or school librarians are there in Njombe and Iringa regions?

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3. Describe the current condition of SLRCs in Iringa and Njombe regions regarding the following:

- a. Infrastructure (library buildings, furniture and equipment)

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- b. Staffing

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c. Services/programmes

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d. Collection (teaching and learning materials)

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e. Budget

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4. In your opinion what do you think are the attitudes of heads of secondary schools towards school libraries in these regions?

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5. To what extent are the Education (School Library Resource centre) Regulations of 2002 implemented in secondary school libraries?

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6. Do you have official recognized standards for establishing and operating the SLRCs in your zone? \_\_\_\_\_



a. If yes, please give reasons why the level of library development in Iringa and Njombe regions is not uniform?

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b. If no, please describe what standards you use?

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7. Is there an inspectorate at the ministry that coordinates and oversees the SLRCs? \_\_\_\_\_

8. Who inspects the SLRCs and what criteria does he/she use for inspections?

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9. How frequently is the inspection for SLRCs done? \_\_\_\_\_

What action takes place after inspection?

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10. What organization, if any, develops and reviews the programmes and policies of SLRCs?

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11. What would you consider to be the role of school librarian/teacher-librarian?

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12. What role do you consider SLRCs play in RBL/learner-centred learning?

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13. To what extent is the SLRC an integral part of the secondary school curriculum?

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14. Does the teaching mode in secondary schools encourage the use of resources available in the SLRC?

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15. What should be done to improve the condition of secondary SLRCs in your zone?

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16. What additional comment do you have regarding SLRCs?

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Many thanks for participating in this interview.

## **Appendix 7: Interview guide for Regional Public Library Librarian**

I am conducting research on *School Library Resource Centres (SLRCs) in Tanzania: their status and role in resource-based learning (RBL)*. Since your department works with schools libraries in the region, you are kindly requested to furnish me with the following details:

1. The list the districts in Iringa and Njombe regions with functioning public libraries.

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2. The list of the wards in the region with functioning public libraries.

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3. Are the secondary school learners using public libraries in the region?

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4. If yes, describe to what extent they use your libraries?

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5. If no, what are the reasons?

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6. What programmes and services do your libraries offer to SLRCs in the region?

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7. What do you consider to be the major roles of your libraries in relation to SLRCs in the region?

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8. How do you fulfil such roles?

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9. What challenges do you face in fulfilling your role in relation to SLRCs in the region?

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10. What would you consider to be the current condition of SLRCs in the region?

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11. What do you think are the reasons contributing to the condition of secondary SLRCs in the region just stated?

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12. In your opinion what is the role of the SLRCs in education?

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13. What should be done to improve the condition of SLRCs in the region?

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---

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14. What additional comments do you have regarding SLRCs in the region?

---

---

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Many thanks for participating in this interview.

## Appendix 8: Application for permission to conduct the study



Permanent Secretary  
Ministry of Education and Vocational Training  
P.O. Box 9121  
Dar es Salaam, Tanzania

Dear Sir/Madam,

### RE: APPLICATION FOR ACCESS ON RESEARCH AND DATA COLLECTION

Reference is made to the caption above.

I am a Doctoral student in Information Studies at the University of KwaZulu-Natal, in South Africa. As part of the requirement for the degree, I am required to analyse data collected from secondary schools, district educational officers, inspectors and public library librarian in the former Iringa region. I am researching on *School library resource centres in Tanzania: their status and role in resource-based learning*.

Being an empirical study, the research is planned to be conducted in all seven former Iringa region districts namely: Iringa urban and rural, Kilolo, Mufindi, Njombe, Makete and Ludewa. The survey is intended for heads of secondary schools, teacher-librarians of secondary schools, district education officers for secondary schools, district education inspectors, and the regional public library librarian.

Therefore, I am writing to kindly request a written permission to conduct my research in these districts of Iringa region for the above stated population of my study starting from July 2012.

I hope my request will be considered favourably.

Sincerely yours,



Rev. Cornelius Asyikiliwe Simba

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#### School of Social Sciences

Postal Address: Private Bag X01, Scottsville, 3209, South Africa  
Cell phone: +27 765 725 206; +255 755 244 307; +255 767 888 718  
Email: catsimba@gmail.com

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Wesville

## Appendix 9: Letter of introduction from supervisor to the MoEVT



15 May 2012

Permanent Secretary  
Ministry of Education and Vocation Training  
P.O. Box 9121  
Dar es Salaam  
Tanzania

### RE: Introducing Rev. Cornelius A. Simba-PhD Student at University of KwaZulu-Natal

This letter serves to confirm that Rev. Cornelius Simba is a dully registered PhD (Information Studies) candidate at the University of KwaZulu-Natal, Pietermaritzburg campus. The title of his PhD thesis is *School library resource centres in Tanzania: their status and role in resource-based learning*. The outcome from the study is expected to improve practice, inform policy and extend theory in this field of study. As part of the requirements for award of a PhD degree he is expected to undertake original research in an environment and place of his choice. The UKZN ethical compliance regulations require him to provide proof that the relevant authority where the research is to be undertaken has given approval.

We appreciate your support and understanding to grant Rev. Cornelius Asyikiliwe Simba permission to carry out research in your organization(s). Should you need any further clarification, do not hesitate to contact me.

Thank you in advance for understanding.

Dr Ruth Hoskins



Supervisor  
Academic Leader for Teaching and Learning  
School of Social Sciences

University of KwaZulu-Natal  
Private Bag X01 Scottsville 3209  
Pietermaritzburg, South Africa  
[hoskinsr@ukzn.ac.za](mailto:hoskinsr@ukzn.ac.za)  
Tel: +27 (0)33 260 5093  
Fax: +27 (0)33 260 5092

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#### School of Social Sciences

Postal Address: Private Bag X01, Scottsville, 3209, South Africa  
Telephone: +27 (0) 33 260 5320/5007 Facsimile: +27 (0) 33 260 5092  
Email: [socialsciences@ukzn.ac.za](mailto:socialsciences@ukzn.ac.za)



## Appendix 10: Research clearance from the MoEVT

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM  
Telex: 41742 Elimu Tz.  
Telephone: 2121287, 2110146  
Fax: 2127763



Post Office Box 9121  
DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOLV/ 83

Date: Wednesday, 17<sup>th</sup> May, 2012.

The Regional Administrative Secretary: Iringa

**ATT. Regional Education Officer:**

**RE: RESEARCH CLEARANCE FOR REV. CORNELIUS ASYIKILIWE SIMBA:**

The above-mentioned is a bonafide student of The University of KwaZulu-Natal who is conducting a research on the topic titled "**School Library Resource Centre's in Tanzania: Their Status and Role in Resource-Based Learning**" as part of his Doctoral dissertation in PhD programme (Information Studies). Specifically, the researcher seeks to understand the status of the real situation of secondary school libraries and their contribution to the learning process.

To be able to complete this study, the researcher will need to collect data and necessary information from your office(s) in the following District/Municipals: Iringa urban and rural, Kilolo, Mufindi, Njombe Makete and Ludewa. The researcher also needs to contact, district education officers for secondary schools, district education inspectors, the regional public librarian, teacher-librarian and heads of secondary schools in the sampled schools within your region.

In line with the above information you are being requested to provide the needed assistance that will enable him to complete this study successfully.

The period by which this permission has been granted is from **July to December, 2012.**

By copy of this letter, **Rev. Cornelius A. Simba** is required to submit a copy of the report (or part of it) to the *Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

A handwritten signature in blue ink, appearing to read 'Paulina J. Mkoma'.

Ms. Paulina J. Mkoma  
**For Permanent Secretary**

CC: **Rev. Cornelius Asyikiliwe Simba** - The University of KwaZulu-Natal

## Appendix 11: Permit from Iringa RAS to conduct the study

THE UNITED REPUBLIC OF TANZANIA  
PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA REGION



Iringa Commissioner's Office,  
P.O. Box 858,  
IRINGA.

Tel No: 2702021/2702715  
Fax No: 2702082

In Reply please quote:  
Ref.No. RAS/IR/E.10/64/160

19 th June, 2012

Municipal Director,  
Iringa Municipal Council,  
P.O. Box 162,  
IRINGA

Town Executive Director,  
P.O. Box 577,  
NJOMBE

District Executive Directors  
Iringa, Kilolo, Ludewa, Makete,  
Mufindi and Njombe.  
IRINGA / NJOMBE REGION

**RE: A PERMIT FOR REV. CORNELIUS ASYIKILIWE SIMBA A BONA FIDE DOCTORAL STUDENT OF THE UNIVERSITY OF KWAZULU-NATAL TO CARRY OUT AN EDUCATIONAL STUDY IN YOUR COUNCILS.**

The AFOREMENTIONED person who is a Doctoral Student of the University of KwaZulu-Natal is granted a permit by The Regional Administrative Secretary of IRINGA to carry out a study in your COUNCILS as a partial fulfillment of his studies. This study is titled "School Library Resource Centres in Tanzania: Their Status and Role in Resource -Based Learning". NB. This permit is valid from July to December, 2012.

Given that this is an indispensable assignment in the course of promoting quality Education in Tanzania; you are kindly asked to avail him any needful cooperation and support which will enhance smooth realization of the objectives of this study. I wish you all the best for the season.

  
Mwl. E.B. Mtavangu

For REGIONAL ADMINISTRATIVE SECRETARY  
IRINGA

copy to: The Permanent Secretary,  
Ministry of Education and Vocational Training,  
P.O. Box 9121,  
DAR-ES-SALAAM.

## Appendix 12: Permit from Njombe District Council to conduct the study

JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA WAZIRI – TAWALA ZA MIKOA NA SERIKALI ZA MITAA  
HALMASHAURI YA WILAYA YA NJOMBE  
(Mawasiliano yote yafanywe kupitia kwa Mkurugenzi Mtendaji wa Wilaya)

MKOA WA NJOMBE

Simu Na.: 2782111 Mkurugenzi

Fax Na. 2782857 (Mkurugenzi)

Website : [www.njombedc.go.tz](http://www.njombedc.go.tz)

E-mail: [ded@njombedc.go.tz](mailto:ded@njombedc.go.tz) (Mkurugenzi)

[info@njombedc.go.tz](mailto:info@njombedc.go.tz) (Kwa mawasiliano ya jumla)



S.L.P. 61,  
NJOMBE.

Unapojibu tafadhali taja:-

NDC/DEO/ E.10/4/53

29/8/2012

Wakuu wa Shule za Sekondari,  
Halmashauri ya Mji Makambako,  
Halmashauri ya Wilaya,  
Halmashauri ya Wanging'ombe

**Yah: KIBALI CHA KUFANYA UTAFITI KATIKA SHULE ZA SEKONDARI**

Mkurugenzi Mtendaji, Halmashauri ya Wilaya Njombe ametoa idhini kwa Rev.Cornelius Asyikiliwe Simba kutoka Chuo Kikuu cha Tumaini Iringa ili aweze kufanya utafiti kuhusu maktaba katika shule za sekondari. Ni matumaini yangu mtampa ushirikiano kwa kumpa taarifa zilizo sahihi.

  
G.A KANG'OMA

**AFISA ELIMU SEKONDARI  
HALMASHAURI YA WILAYA YA NJOMBE**

KURUGENZI  
HALMASHAURI YA WILAYA  
NJOMBE.

## Appendix 13: Permit from Makete District Council to conduct the study

### HALMASHAURI YA WILAYA YA MAKETE

Barua zote ziandikwe Kwa Mkurugenzi Mtendaji Wa Wilaya



Dir:+ 255 026 2740016 MKURUGENZI  
Fax:+ 255 026 2740103 MKURUGENZI

S.L.P. 6  
**MAKETE.**

Kumb.Na. MK/DC/EB.239/356/47

23/07/2012

AFISA ELIMU SEKONDARI (W),  
S.L.P 6,

**MAKETE.**

**YAH: KUMTAMBULISHA NDUGU REV.CORNELIUS ASYIKILIWE  
SIMBA**

Husika na kichwa cha barua hapo juu

Nachukua nafasi hii kumtambulisha mtajwa hapo juu kufanya utafiti  
**kuhusiana na masuala ya Maktaba katika shule za Sekondari** katika Ofisi  
yako kuanzia mwezi Julai hadi mwezi Disemba 2012.

Katika utumishi,

Shukuru Mbimbi

Kny: Mkurugenzi Mtendaji (W),

**MAKETE.**

## Appendix 14: Permit from Mufindi District Council to conduct the study

### MUFINDI DISTRICT COUNCIL

HEAD OFFICE P.O.BOX 223, TEL. 026 – 2772614, FAX 026 – 2772070 / 2772118



Ref.NO.HW/MUF/E.10/389/87

02/08/2012

Rev. Cornelius A. Simba  
P.O. BOX 200,  
IRINGA.

#### REF: A PERMIT TO CARRY OUT AN EDUCATIONAL STUDY IN MUFINDI DISTRICT COUNCIL

Reference is made to Iringa Regional Administrative Secretary's letter with REF.NO.RAS/IR/E.10/64/160 dated 19<sup>th</sup> day of June, 2012.

You are hereby granted a permit to carry out an educational study under the title **"School Library Resource Centre in Tanzania: Their Status and Role in Resource – Based Learning"** in Mufindi District Council. This permit grants you the access to all educational institutions situated in our Council and that you are ensured to have cooperation and support.

With reference to Regional Administrative Secretary's letter this permit is valid from August to December 2012.

We wish you success in this vital endeavour.

  
A. R. Komba  
K.N MKURUGENZI MTENDAJI (M)  
MUFINDI

FOR: DISTRICT EXECUTIVE SECRETARY  
MUFINDI DISTRICT COUNCIL.

CC: The Permanent Secretary  
Ministry of Education and Vocational Training  
P.O.BOX 9121  
DAR ES SALAAM

- : The Regional Administrative Secretary  
Iringa Region  
P.O.BOX 858  
IRINGA.
- : The District Executive Secretary  
P.O. BOX 223



## Appendix 15: Permit from Kilolo District Council to conduct the study

### HALMASHAURI YA WILAYA YA KILOLO

Mobile:0785261723/026296801

Fax: 0262968010

Website:www.kilolo.dc.go.tz

E-Mail:.....



S.L.P .2324,

KILOLO.

Tanzania

---

14.08.2012

KWA WAKUU WA SHULE  
SHULE ZA SEKONDARI  
KILOLO

YAH: KUMTAMBULISHA NDUGU CORNELIUS SIMBA

Husika na kichwa cha habari cha hapo juu.

Namtambulisha kwako Ndugu **Cornelius Simba** wa kutoka Chuo Kikuu kwa Zulu Natal – Afrika ya Kusini ambaye anafanya utafiti juu ya matumizi ya Maktaba katika shule za sekondari.

Tafadhali apewe ushirikiano

T. ZENDA

KNY: MKURUGENZI MTENDAJI (W)  
KILOLO

---

*Majibu ya barua zote yatumwe kwa Mkurugenzi Mtendaji wa Wilaya*

## Appendix 16: Permit from Njombe Town Council to conduct the study

### JAMHURI YA MUUNGANO WA TANZANIA HALMASHAURI YA MJI NJOMBE

(Barua zote zitumwe kwa Mkurugenzi wa Mji)

MKOA WA IRINGA

Simu Na: 026-2782755

Fax Na: 026-2782755



IDARA YA ELIMU YA SEKONDARI,  
S.L.P 577,  
NJOMBE.

Unapojibu tafadhali taja:-

Kumb.Na.NTC/ES/UT/VOL. I/02

29/08/2012

WAKUU WA SHULE WOTE  
SHULE ZA SEKONDARI  
HALMASHAURI YA MJI  
NJOMBE.

**YAH: KURUHUSIWA REV. CORNELIUS ASYKILIWE SIMBA KUFANYA UTAFITI**

Tafadhali jihusishe na kichwa cha hapo juu

**REV CORNELIUS ASYKILIWE SIMBA** ni mwanachuo wa chuo kikuu cha KWAZULU – NATAL, anahitaji kufanya utafiti wenye kichwa cha habari "SCHOOL LIBRARY RESOURCE CENTRE IN TANZANIA. THE STATUS AND ROLE IN RESOURCE – BASED LEARNING".

Hivyo naomba mumpatie ushirikiano wa kutosha katika kipindi hichi cha utafiti wake.

Natanguliza shukrani

.....  
LUBOMBO LUKWAMBE  
k.ny: AFISALIMU SEKONDARI  
HALMASHAURI YA MJI  
NJOMBE.

MW. AFISA ELIMU YA ELIMU YA SEKONDARI  
HALMASHAURI YA MJI  
NJOMBE

## Appendix 17: Permit from Iringa District Council to conduct the study

**PRIME MINISTER'S OFFICE  
REGIONAL ADMINISTRATION & LOCAL GOVERNMENTS  
IRINGA DISTRICT COUNCIL**



All Letters should be addressed to:  
Telephone General Line. 2702828  
Direct Line 2702585, Fax 2701776/2700580/2701755

District Executive Director.  
P.O. BOX 108,  
**IRINGA**  
Tanzania.

Our Ref. IDC/ T.40/8/1/47.

Date: 19/07/2012

Head Master/Mistress,  
**Iringa District Council**

Distict Education Officer (SECONDARY)  
P.o Box 642,  
**Iringa.**

**RE: A PERMIT FOR REV CORNELIUS ASYIKILIWE SIMBA A BONA FIDE DOCTORAL  
STUDENT OF THE UNIVERSITY OF KWAZULU – NATAL TO CARRY OUT AN  
EDUCATIONAL STUDY IN YOUR DEPARTMENT AND SECONDARY SCHOOLS.**

The fore mentioned person who is a Doctoral student of the University of kwazulu- Natal is granted a permit by The District Executive Director Iringa to carry out a study in your Department and secondary schools as a partial fulfillment of his study.

His study is titled " School Library Resource centre's in Tanzania: Their status and Role in Resource Based Learning."  
This permit is valid from July to December, 2012.

Given that this is an indispensable assignment in the course of promoting quality Education in Tanzania;  
You are kindly asked to avail him any need full cooperation and support which will enhance smooth realization of the objectives of this study.

Thanks.

  
Chiza D.N

**For: District Executive Director  
Iringa.**

**MKURUGENZI MTENDAJI WA WILAYA  
IRINGA**

CC: Rev. Cornelius Asyikiliwe Simba- **Researcher.**



**Appendix 18: Permit from Iringa Municipal Council to conduct the study**

**IRINGA MUNICIPAL COUNCIL**

Phone: No. 026- 2702647  
Fax : No. 026-2702203



Iringa Municipal Council,  
P.O. BOX 162,  
**IRINGA**

---

**REF: No. IMC/T.40/34/118**

**19<sup>th</sup> July, 2012**

HEAD MASTER/HEADMISTRESS.

.....  
**IRINGA**

**REF: A PERMIT FOR REV. CORNELIUS ASYIKILIWE  
SIMBA TO CARRY OUT AN EDUCATIONAL STUDY IN  
YOUR SCHOOL**

Please refer to the heading above.

The Municipal Director has granted a permit for Rev. **Cornelius Asyikiliwe Simba.** to carry out a study titled **"School Library Resource Centres in Tanzania: Their Status and Role in Resource - Based Learning"**.

Kindly please give him any needful support

Yours,

A handwritten signature in blue ink, appearing to read 'G. A. Mbilinyi'.

.....  
**G. A. MBILINYI**  
**For: MUNICIPAL DIRECTOR**  
**IRINGA**

## Appendix 19: Permit from Ludewa District Council to conduct the study

### HALMASHAURI YA WILAYA YA LUDEWA

IDARA YA ELIMU SEKONDARI,  
S.L.P. 19,  
LUDEWA.  
17.09.2012

MKUU WA SHULE  
SHULE YA SEKONDARI .....  
LUDEWA.

YAH: KUMTAMBULISHA NDG. EDGER MTITU KUFANYA  
UTAFITI SHULENI KWAKO

Tafadhali, rejea mada tajwa hapo juu.

Namtambulisha kwako Ndg, EDGER MTITU kuja kufanya utafiti shuleni kwako.

Aidha mada husika ni School Library Resource Centres in Tanzania Their Status and Role in Resource based Learning.

Kwa barua hii naomba umpokee na utoe ushirikiano kwake.

Nakutakia kazi njema.

<sup>naoro</sup>  
Maternus Ndumbaro  
Afisa Elimu Sekondari (W)  
Ludewa.

**AFISAEELIMU SEKONDARI (W)**  
**LUDEWA**