SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

(SLADS – BAGAMOYO)

A RESEARCH REPORT.

AN INVESTIGATION ON THE FACTORS AFFECTING THE USE OF LIBRARY SERVICES IN ACADEMIC INSTITUTION: A CASE STUDY OF THE SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES (SLADS) LIBRARY, BAGAMOYO.

BY

MARIA AIDAN MATIMBWI.

A Research report to be submitted at the School of Library, Archives and Documentation Studies (SLADS) Seeking Approval to Undertake a Study as a Partial Fulfillment of Requirements for the Award of Ordinary Diploma in Library and Information Management.

August, 2026

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CERTIFICATION

The undersigned certify she has read hereby recommended for acceptance by the school of library, archives and documentation studies research report entitled “an investigation on the factors affecting the use of library services in academic institution: a case study of the school of library, archives and documentation studies (SLADS) library, Bagamoyo” in a partial fulfillment of the requirements for the award of ordinary diploma in library and information studies.

Signature.

VICTORIA T. KESSY

Supervisor.

Date.

……

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DECLARATION AND COPYRIGHT

I, Maria A. Matimbwi, declare that this report it is my own original work and that it has neither been presented nor will not be presented to any other college for similar or any other diploma award.

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May Almighty GOD Bless them all.

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DEDICATION

I thank God who created me and who still supporting me up to this moment. I dedicated to my beloved parents Mr. Michael Matimbwi and my Mother Romana Josephat and my beloved sister and brother who are always want to see me succeeding in my studies and encouraging supporting me any time from them and anything i need from them.

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LIST OF ABBREVIATION.

ICT- Information and communication technology.

LIM- Library and information management.

RAM- Records and archives management.

SLADS- School of library, archives and documentation studies.

TLSB-Tanzania library services board.

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ABSTRACT.

This study investigated the factors affecting the use of library services in academic institutions, using the school of library, archives and documentation studies (SLADS) library, Bagamoyo as a case study. The general objective of the study was to investigate the factors affecting the use of library services among students, staff at SLADS. Specifically, the study sought to establish the level of awareness of library services, examine the information literacy skills of students, identify the challenges facing library users, and suggest strategies for improving the use of library services. The study adopted a descriptive research design and a mixed research approach, combining quantitative and qualitative methods. Data were collected from 40 respondents, comprising 30 students and 10 library staff, using questionnaires, interviews and observation. Quantitative data were analyzed using descriptive statistics and presented in tables, charts and percentages, while qualitative data from interviews were analyzed thematically. The findings revealed that the majority of respondents were aware and made use of library services, mainly for borrowing books and reading for enjoyment, and that availability and accessibility of resources were the major factors influencing the use of library services at SLADS. The study further revealed that poor infrastructure, inadequate resources and limited ICT facilities were the main challenges affecting the use of library services. The study recommends that SLADS management should improve library infrastructure, acquire adequate and up to date resources, invest in ICT facilities, and create awareness of library services in order to improve them utilization.

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CHAPTER ONE

1.0 INTRODUCTION

This chapter consists the background of the study, statement problem, purpose of the study which contains the general objectives and specific objectives of study, scope of the study, limitations of the study and definition of key terms.

1.1 Background of the Study

Globally, academic libraries play a vital role in supporting teaching, learning, and research in higher learning institutions. They provide access to information resources such as books, journals, reference materials, and other learning resources. These resources help students, lecturers, and researchers to acquire knowledge and improve academic performance. However, despite the availability of these resources, many academic libraries experience low utilization by users. Research shows that factors such as lack of awareness, inadequate information literacy skills, poor library management, and limited promotion of library services contribute to low usage of library resources (Smith & Johnson, 2021; Thompson, 2018). Low utilization reduces the effectiveness of libraries in fulfilling their academic mission.

In Africa, academic libraries face additional challenges that affect the utilization of library resources. Many libraries still operate as physical libraries with limited automation and digital services, making access to information difficult for users (Ngulube, 2019; Mushi, 2019). Other challenges include limited funding, inadequate library infrastructure, insufficient library staff, and low awareness among users about available library resources (Rothenberg, 2020). Studies conducted in countries such as Kenya, Nigeria, and South Africa indicate that many students prefer using lecture notes, photocopied materials, or freely available internet sources rather than institutional library resources (Aina, 2018; Adeyemi, 2019). This situation leads to underutilization of library services.

In Tanzania, many academic libraries also face similar challenges. Most libraries operate mainly as physical libraries and rely on traditional systems for managing printed books and reference materials. The School of Library, Archives and Documentation Studies (SLADS) Library in

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Bagamoyo is one example of such libraries. The library provides important academic resources; however, students and staff often do not fully utilize them. Factors such as lack of awareness,

limited information literacy skills, poor reading culture, and inadequate promotion of library services contribute to the low use of library resources (Mushi, 2019; Miller, 2022).

Understanding the factors affecting the use of library services is important for improving library management and enhancing the effectiveness of library services in academic institutions. Therefore, this study aims to investigate the factors affecting the use of library services at the SLADS Library in Bagamoyo and suggest possible strategies to improve their utilization.

1.2. Problem Statement

In academic institutions, including the School of Library, Archives and Documentation Studies (SLADS) Library, libraries provide essential services that support teaching, learning, and research. However, these services are often underutilized by students and staff, which limit access to information and reduce the effectiveness of academic activities.

Low utilization of library services negatively affects academic performance, quality of research and overall learning experience (Thanuskodi, 2012). When students do not use library material the library fails to achieve its purpose as a key academic support unit. If this issue was not addressed, the value of library services would continue to decline. Therefore, this study seeks to investigate the factors affecting the use of library service at (SLADS) library.

1.3 Purpose and Objectives of the Study.

1.3.1 General Objective

To investigate the factors affecting the use of library services at the School of Library, Archives and Documentation Studies (SLADS) Library in Bagamoyo.

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1.3.2 Specific Objectives

i. To establish the level of awareness among students on the services provided in SLADS Library. ii. To examine the level of information literacy skills of SLADS students in the use of library services.

iii. To identify the challenges facing the SLADS student in the use of library services. iv. To suggest strategies that can improve the use of library services at the SLADS.

1.4 Research Questions

i. What factors affect the use of library services at the SLADS Library?

ii. To what extant are students and staff aware of the available library service? iii. What challenges affect the use of library services at the SLADS Library? iv. What strategies can be used to improve the utilization of library services?

1.5 Significance of the Study.

This study was important because it helped improve the use of library services at the SLADS Library. The findings of the study helped library staff and administrators understand the factors that affect the use of library resources and services.

The study also helped identify challenges faced by students and staff when using the library. The recommendations provided by the study helped improve library services, promoted effective use of library resources, and supported teaching, learning, and research activities in the institution.

In addition, the study contributed to the existing knowledge in the field of library and information science and served as a reference for future researchers conducting similar studies.

1.6 Scope of the Study.

This study focuses on the factors affecting the use of library services at the School of Library, Archives and Documentation Studies (SLADS) Library in Bagamoyo. The study mainly examines the use of printed books, reference materials, and the manual system used to manage the library collections. The respondents involved in the study include students, lecturers, and library staff.

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1.7 Limitations of the Study.

During the process of conducting this study, the researcher may encounter the following limitations:

Limited Funds.

The researcher had limited financial resources to conduct all research activities. Therefore, the researcher prioritized essential activities to complete the study within the available budget.

Lack of Experience

Since the researcher was conducting this type of study for the first time, there were some challenges during the research process. However, guidance was obtained from the research supervisor and experienced researchers.

1.8 Definition of Key Terms.

Library Services

Refer to the various activities, facilities, and assistance provided by a library to help Users access and use information resources effectively. These services include circulation services (borrowing and returning books), reference services, user education, reading spaces, and access to information materials such as books, journals, and digital resources. Library services are designed to support teaching, learning, and research activities in academic institutions (Aina, 2018; Thanuskodi, 2012).

Academic Institution

Refers to an educational organization that is established to provide formal education, training, and research opportunities to students. These institutions include universities, colleges, and other higher learning institutions that aim to develop knowledge, skills, and professional competencies among learners. Academic institutions provide structured learning environments supported by qualified staff, educational resources, and academic services such as libraries and research facilities. They play a crucial role in promoting knowledge creation, intellectual development,

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and the advancement of research and innovation in society (Altbach, 2016; Aina, 2018; Ngulube, 2019).

Utilization of Library Services

Refers to the extent to which students, lecturers, and researcher's access and use the services and resources provided by the library. Effective utilization occurs when users frequently visit the library, borrow materials, consult reference services, and use available information resources for academic purposes (Smith & Johnson, 2021).

Factors Affecting Library Use

Refer to the conditions or circumstances that influence how often and how effectively users access and use library services. These factors may include awareness of library resources, information literacy skills, availability of library materials, library facilities, and promotion of library services (Thompson, 2018; Adeyemi, 2019).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter reviews existing literature related to the use of library services in academic institutions. The purpose of this chapter is to examine what other scholars have written about the factors affecting the use of library services in academic institution.

This chapter includes theoretical literature, empirical literature, and the research gap related to the study. The review helps to understand the key issues influencing the use of library resources and services in academic libraries.

2.1 Concept of Academic Libraries.

Academic libraries are important institutions that support teaching, learning, and research in universities, colleges, and other higher learning institutions. They provide access to information resources such as books, journals, reference materials, electronic databases, and other educational materials required for academic development (Aina, 2018).

According to Ngulube (2019), academic libraries serve as knowledge centers that provide students and researchers with access to reliable and organized information resources. These libraries help users develop research skills, information literacy, and independent learning abilities.

Rothenberg (2020) explains that academic libraries also provide services such as reference assistance, information literacy training, reading spaces, and access to digital resources. These services are essential for improving students' academic performance and supporting research activities.

However, despite the important role played by academic libraries, many institutions experience low utilization of library services. This problem has been observed in both developed and developing countries.

2.2 Library Services in Academic Institutions.

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Library services refer to the various activities and facilities provided by libraries to support users in accessing and using information resources. These services include book lending services, reference services, reading spaces, information literacy training, and assistance from librarians (Thanuskodi, 2012).

According to Aina (2018), library services are designed to help users easily locate, access, and use information for academic purposes. Effective library services help students improve their research skills and academic performance.

Smith and Johnson (2021) state that academic libraries must continuously promote their services to ensure that students and staff are aware of the available resources. When library services are not properly promoted, users may not know how to access them, leading to low utilization.

In many academic institutions, libraries also provide orientation programs to help new students understand how to use library resources effectively (Thompson, 2018). These programs are important in improving awareness and encouraging students to use library services regularly.

2.3 Awareness of Library Services.

The extent to which students and staff are aware of the resources and services provided by academic libraries directly influences the level of library utilization. In many higher learning institutions, insufficient knowledge of available library services results in underutilization of critical resources that could support teaching, learning, and research activities (Adeyemi, 2019). Studies have shown that students often rely on lecture notes or freely accessible online materials because they are not fully informed about the variety of resources available in their institutional libraries.

Low awareness of library services has been linked to reduced academic performance and limited research productivity. According to Smith (2023), students frequently fail to use reference materials, journals, and electronic databases effectively due to lack of understanding about how these resources can support their academic work. This highlights the importance of creating comprehensive awareness programs within academic libraries to bridge the knowledge gap among users.

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Orientation programs are one of the most effective strategies to improve awareness. Such programs introduce students to library facilities, catalog systems, borrowing procedures, and available resources, enabling them to navigate and utilize the library effectively (Mwinyimbegu, 2019). Complementary workshops on information retrieval and database searching further enhance students' ability to locate and use information independently.

In addition, continuous promotional efforts through posters, notice boards, emails, and social media platforms have been shown to increase awareness and encourage regular use of library services (Aina, 2018). Research in Tanzanian universities indicates that libraries actively promoting their services experience higher engagement and utilization of resources (Mwantimwa, 2019).

Awareness is also enhanced when librarians demonstrate the practical application of library resources. Providing guidance on how specific materials can support assignments, research projects, and exam preparation motivates students to access and use library resources more consistently.

Overall, ensuring high levels of awareness is essential for improving library utilization. Academic libraries that implement structured orientation programs, continuous user education, and active promotion of their services are more likely to see their resources fully utilized by students and staff.

2.4. Information Literacy Skills

Information literacy refers to the ability of users to identify, locate, evaluate, and use information effectively. Information literacy skills are essential for students to successfully use library resources.

Research indicates that information literacy training has a positive impact on students' engagement with library resources. Lee and Kim (2021) found that students who participate in structured information literacy programs are more likely to access and use library resources efficiently, as these programs provide practical skills for searching databases, using catalog systems, and critically evaluating sources. Similarly, studies in Tanzanian higher learning

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institutions reveal that many students require guidance in using electronic databases, academic journals, and other scholarly resources effectively (Mwantimwa, 2019; Mushi, 2019).

In addition to formal training programs, ongoing support from librarians through workshops, tutorials, and one-on-one consultations is essential for maintaining and enhancing students' information literacy skills. Providing practical examples, hands-on exercises, and guidance on integrating library resources into academic assignments can further improve students' confidence and encourage consistent library use (Aina, 2018; Miller, 2022).

Therefore, information literacy skills are not only foundational for academic success but also directly influence how frequently and effectively students utilize library services. Academic libraries, including the SLADS Library in Bagamoyo, should prioritize information literacy initiatives as part of their user education and support programs to enhance overall library engagement.

2.5. Challenges Affecting the Use of Library Services in Academic Institution

Academic libraries in developing countries face several challenges that affect the use of Library services. These challenges include limited funding, inadequate library facilities, shortage of skilled library of library user which include students, and limited access to digital resources (Ngulube, 2019).

According to Rothenberg (2020) notes that many libraries in developing countries still rely on manual systems for managing collections. This makes it difficult for library users to search for information quickly and efficiently.

In Tanzania, similar challenges have been reported in many academic libraries. According to Mushi (2019), limited resources and poor reading culture among students contribute to low utilization of library services.

Miller (2022) also found that many students prefer using internet sources rather than visiting the library. This trend further contributes to the underutilization of library resources.

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2.6 Strategies for Improving the Use of Library Services

Several strategies have been suggested to improve the utilization of library services in academic institutions the utilization of library services in academic institutions requires a combination of strategic interventions aimed at increasing awareness, improving skills, upgrading infrastructure, and fostering a culture of reading and research. Effective strategies not only encourage students and staff to access library resources more frequently but also ensure that these resources are used efficiently to support teaching, learning, and research activities (Aina, 2018; Smith &Johnson, 2021).

One of the most widely recommended strategies is the organization of regular orientation programs for new and continuing students. According to Aina (2018), such programs introduce users to the full range of library resources and services, including borrowing procedures, catalog navigation, reference materials, and electronic resources. Orientation programs build confidence among students, familiarize them with library rules, and help them develop the skills necessary to use the library effectively.

Another crucial strategy is the improvement of information literacy training programs. Smith and Johnson (2021) emphasize that equipping students with the ability to locate, evaluate, and use information effectively enhances the quality of academic work and encourages proactive library use. Information literacy training should cover database searching, critical evaluation of sources, referencing techniques, and the ethical use of information. Studies conducted in Tanzanian universities highlight that students who participate in structured information literacy sessions are more likely to utilize both physical and digital library resources effectively (Ngulube, 2019; Mushi, 2019).

Library infrastructure and technological advancement also play a key role in improving resource utilization. Miller (2023) recommends upgrading library facilities, expanding seating arrangements, enhancing lighting, and providing access to computers and internet facilities. The integration of modern technologies such as online catalogs, e-books, and digital databases allows students to access resources remotely, thereby improving convenience and accessibility. According to Rothenberg (2020), academic libraries that maintain modern, user-friendly facilities experience higher engagement from students and faculty.

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Promoting a reading and research culture among students is another effective strategy. Encouraging students to integrate library resources into their coursework, assignments, and research projects fosters habitual use of the library. Collaborations between library staff and academic departments, such as joint workshops, subject-specific guidance, and assignmentbased library sessions, have been shown to increase student engagement with library resources (Adeyemi, 2019; Lee & Kim, 2021).

Finally, continuous promotion of library services through multiple channels including notice boards, emails, social media, and library websites ensures that users are constantly aware of available resources and upcoming library programs. Johnson (2022) emphasizes that active marketing and communication of library services help overcome the challenges of underutilization and encourage wider participation among both students and staff.

Therefore improving the use of library services requires a holistic approach that combines user education, skill development, facility improvement, promotion, and a strong reading culture. For institutions like the SLADS Library in Bagamoyo, implementing these strategies can significantly enhance the accessibility and utilization of resources, ultimately supporting the academic success of students and the research activities of staff.

2.7 Research Gap

Despite numerous studies on the use of library services in academic institutions, little attention has been given to small, specialized libraries in Tanzania that operate mainly with manual systems. While previous studies have examined factors such as information literacy, ICT resources, and library infrastructure, they largely focus on well-resourced institutions and do not reflect the conditions of smaller libraries. As a result, there is limited understanding of how manual operations, inadequate facilities, and low technological capacity affect the utilization of library services in such settings. This creates a gap in knowledge regarding the challenges and service use patterns in libraries like SLADS.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that guided this study. It explains the research design, study area, target population, sample size and sampling techniques, data collection methods, data analysis procedures, and ethical considerations. The methodology ensures that the study is conducted systematically and produces reliable and valid findings (Creswell, 2014; Kothari, 2019).

3.1 Research Design

This study adopts a descriptive research design to examine the use of library services at the SLADS Library. Descriptive research is suitable for explaining existing conditions and identifying patterns without manipulating variables (Creswell, 2014). It also enables the collection of detailed information on users' behaviors, attitudes, and experiences (Kumar, 2019). In this study, the design helped assess how students and staff utilized library resources and identify factors influencing usage, including awareness, information literacy, and availability of materials.

3.2 Research Approach

A research approach refers to the overall strategy a researcher uses to collect and analyze data to answer research questions and achieve study objectives. This study adopts a mixed research approach, combining quantitative and qualitative methods to understand library service use at the SLADS Library. The quantitative approach collected numerical data from students through structured questionnaires to assess awareness, frequency of use, and challenges. Data was analyzed using descriptive statistics such as frequencies and percentages.

Using a mixed approach strengthens the study by integrating statistical evidence of users to explore experiences, behaviors, and factors influencing library use, providing deeper insights

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into service utilization.(Creswell, 2014) and ensures the methods are appropriate for addressing the research problem (Kumar, 2019).

Quantitative Research Approach

This involves collecting and analyzing numerical data to describe, explain, or examine relationships between variables (Creswell, 2014; Kumar, 2019). It uses structured methods such as questionnaires**,** surveys**,** or records, and allows researchers to present findings as numbers**,** tables**,** percentages**,** and graphs, making it easier to identify trends and patterns (Babbie, 2020; Neuman, 2014).

In this study, quantitative data was collected from students at the SLADS Library using structured questionnaires. The data was analyzed using descriptive statistics such as frequencies, percentages, and tables to summarize patterns in library use.

Qualitative Research Approach

This focuses on collecting descriptive data to understand participants' experiences, opinions, and behaviors (Kumar, 2019; Creswell, 2014). It uses methods such as interviews and observations to explore the reasons behind certain actions and perceptions (Neuman, 2014).

In this study, qualitative data was collected through semi-structured interviews with library staff and library user of students at the SLADS Library. This approach provided deeper insights into the factors affecting library use, complementing the numerical data obtained through questionnaires.

3.3 Study Area

The study was conducted at the school of library, archives and documentation studies (SLADS) library in Bagamoyo, Pwani, Tanzania. The library supports teaching, learning, and research by providing access to textbooks, reference materials, journals, and other academic resources. It primarily operates using a manual system to organize and manage its collections. Students and staff use these resources for studying, research, and assignments.

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The SLADS Library was selected because preliminary observations indicate that some resources are underutilized, making it an appropriate site for investigating factors affecting library use (Kumar, 2019).

3.4 Population of the Study

The population refers to the specific group of individuals that the researcher intends to study and collect data from. It includes all members who are relevant to the research objectives and can provide accurate and meaningful information. The population forms the basis for selecting a representative sample for the study (Kothari, 2019).

The population for this study was 380 consisting of students and library staff at the School of Library, Archives and Documentation Studies (SLADS).

The student population at SLADS includes those studying in Level 4 Level 5 and Level 6 based on all coursers. According to institutional records, the total number of students at SLADS is 350, while the number of library staff managing the SLADS Library is 5 and tutors at SLADS is 25.

3.5 Sample Size and Sampling Techniques

3.5.1. Sample Size

A sample is a small portion of the population selected to represent the entire population in a study (Kumar, 2019).

In this study, a sample size of 50 respondents was selected from the study population. The sample included forty (40) students, five (5) library staff and five (5) tutors.

3.5.2 Sampling Techniques.

i. Simple Random Sampling

Simple random sampling was used to select students from the population. In this method, each student has an equal chance of being selected for the study. This method helps reduce bias and ensures fair representation of the population (Kothari, 2019).

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ii. Purposive Sampling

Purposive sampling was used to select library staff who were directly involved in managing library services. According to Creswell (2014), purposive sampling allows researchers to select participants who have specific knowledge related to the research topic.

3.6 Data Collection Methods

This study used both primary and secondary data collection methods.

3.6.1 Primary Data Collection

Refers to the process of gathering original, first-hand information directly from respondents specifically for the research study (Kothari, 2019; Creswell, 2014). This type of data is collected using tools such as,

i. Questionnaires.

Structured questionnaires were distributed to students to collect quantitative data regarding their awareness of library services, frequency of library use, and challenges.

Questionnaires are widely used in research because they allow researchers to collect information from many respondents within a short period of time (Kumar, 2019).

ii. Interviews.

Semi-structured interviews were conducted with library staff in order to collect qualitative information regarding library services, management practices, and challenges affecting the use of the library at SLADS.

iii. Observation.

Is a research method in which the researcher systematically watches and records participants' behaviors, actions, or interactions within a natural setting to gather information relevant to the study (Kumar, 2019; Creswell, 2014). In this study, non-participant observation was used, meaning the researcher observed without directly interacting with students. This method allowed the researcher to see how students used the SLADS Library, including how they accessed

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resources, interacted with the environment, and utilized services. Observation provided realtime, unbiased insights into actual library use behaviors.

3.6.2 Secondary Data Collection

Secondary data was collected from books, academic journals, research reports, and institutional documents related to library services and information management.

Secondary sources help support primary data and provide background information for the study (Creswell, 2014).

3.7 Data Analysis

Data analysis refers to the process of organizing, interpreting, and presenting collected data.

Quantitative data collected through questionnaires was analyzed using descriptive statistics, including frequencies, percentages and tables

Qualitative data obtained from interviews and observations was analyzed using thematic analysis, where responses were grouped into themes based on the research objectives.

According to Kumar (2019), thematic analysis helps researchers identify patterns and meanings within qualitative data.

3.8. Ethical Considerations

This study followed ethical considerations that are important in research involving human participants. Participants were informed about the purpose of the study before data collection began. Their participation was voluntary, and they had the right to withdraw from the study at any time.

Confidentiality and anonymity were also maintained, and the collected information was only used for academic purposes (Creswell, 2014).

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CHAPTER FOUR

4.0 Introduction

This chapter analyses the data which were collected in the field of the study. It descriptively and quantitatively analyzes data gathered from respondents and summarizes in the form of table and figure.

4.1 Response Rate

The researcher distributed a total of 50 research instruments to the target population of the study these, 40 questionnaires were administered to students, while 10 interview schedules were administered to library staff of SLADS, comprising five library staff and five tutors. Out of the 40 questionnaires distributed to students, 30 were completed and returned, while 10 were not returned. All 10 interviews scheduled with staff were successfully conducted. In total, 40 out of the 50 instruments distributed were completed and returned, representing an overall response rate of 80%. The results are shown in Table 4.1 below:

Table 4.1: Response Rate

Category	**Frequency**	**Percentage**
Questionnaires returned by students	30	60%
Questionnaires not returned by students	10	20%
Interviews completed with staff	10	20%
Total	**50**	**100%**

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Source: Field Data (2026)

A response rate of 80% was considered adequate for the study, since it provided sufficient information for meaningful analysis and interpretation of the factors affecting the use of library services at SLADS.

4.2 Demographic Characteristics of Respondents

Demographic information was collected to establish the background of respondents and to determine the extent to which they represented the target population of the study. The characteristics considered were gender, age and level of education.

4.2.1 Gender of Respondents

Respondents were asked to indicate their gender. This was considered vital information to determine availability of gender. A researcher wanted to reach both gender so as to avoid gender inequality in this study. The table 4.2: below summaries the findings:

Table 4.2: Gender of Respondents

Type of Respondents	**Gender**	**Frequency**	**Percentage**
Students (N=30)	Male	15	50%
	Female	15	50%
Total		**30**	**100%**
Staff (N=10)	Female	7	70%
	Male	3	30%
Total		**10**	**100%**

Source: Field Data (2026)

The findings show 15 (50%) of students were males and 15 (50%) were females while among staff 7 (70%) were females and 3 (30%) were males. This implies that among students females and males were equal while among staff majority were females, a pattern also reported in similar studies in library and information science institutions in Tanzania.

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4.2.2 Age of Respondents

Respondents were asked to verify their age set. Researcher considered age distribution because age determines the influences academic maturity and the independent information-seeking behaviors required to access library services. The results are shown in Table 4.3 below:

Table 4.3: Age of Respondents

Type of Respondents	Age Group	Frequency	Percentage
Students (N=30)	15-25 Years	15	50%
	26-30 Years	13	43.3%
	31-50 Years	2	6.7%
Total		**30**	**100%**

Source: Field Data (2026)

The findings show that 15 (50%) of student were aged between 15 and 25 years, 13 (43.3%) were aged between 26 and 30 years and 2 (6.7%) were aged between 31 and 50 years. This implies that the majority of students in SLADS were between the ages 15 – 25 a pattern that reflects the typical age range of students enrolled in certificate and diploma programmers at the institution. This finding suggests that library management should emphasize services and resources such as ICT facilities and digital information sources that appeal to a predominantly youthful population.

4.2.3 Education Level of Respondents

Students were asked to indicate their level of education based on the programmed in which they were enrolled, categorized broadly into Library and Information Management (LIM) and Records and Archives Management (RAM). Level of education was considered important for this study since more educated respondents were expected to express information regarding library services more accurately and consistently. The results are shown in Table 4.4 below:

Table 4.4: Education Level of Respondents

Type of Respondents	Programmer	Level of Education	Frequency	Percentage
Students (N=30)	Library and Information	Certificate in Library and Information Management	5	16.7%

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	Management (LIM)	Diploma in Library and Information Management	5	16.7%
		Ordinary Diploma in Library and Information Management	5	16.7%
Total			**15**	**50%**
	Record and Archives Management (RAM)	Certificate in Record and Archives Management	3	10%
		Diploma in Record and Archives Management	4	13.3%
		Ordinary Diploma in Record and Archives Management	8	26.7%
Total			**15**	50%

Source: Field Data (2026)

The findings show that among students taking Library and Information Management (LIM) programmers, 5 (16.7%) mentioned ‘’Certificate’’, 5 (16.7%) mentioned ‘’Diploma’’ and 5 (16.7%) mentioned ‘’Ordinary Diploma’’. In Record and Archives Management (RAM) programmers 3 (10%) mentioned in ‘’Certificate’’,4 (13.3%) mentioned in ‘’Diploma’’,8(26.7%) mentioned in ‘’Ordinary Diploma’’.This implies that the sample represented students from different programmers and levels of study, which makes the findings more reliable.

4.3 Frequency of Library Use

Students were asked to indicate how often they use library services at SLADS. The results are as shown in table 4.5 below:

Table 4.5: Frequency of Library Use

Type of Respondents	Response	Frequency	Percentage
Students (N=30)	Daily Basis	10	33.3%
	Weekly Basis	11	36.7%
	Monthly Basis	6	20%
	Rarely	2	6.7%
	Never	1	3.3%

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Total		**30**	**100%**

Source: Field Data (2026)

The findings reveal that 10 (33.3%) of the students mentioned that they use library services on a ‘’Daily basis’’, 11 (36.7%) mentioned ‘’Weekly basis’’, 6 (20%) mentioned ‘’Monthly basis’’, 2 (6.7%) mentioned ‘’Rarely’’ and 1 (3.3%) mentioned ‘’Never’’. This indicates that majority of students use library on weekly basis.

> *During the interviews, staff indicated that most students use library services during examination periods, with attendance remaining low throughout the rest of the semester despite the availability of useful resources*

4.4 Frequency of Using Library Services

Students were asked to indicate the library services they use most frequently. Respondents were permitted to select more than one service from the question that asked. The results are as shown in table 4.6 below:

Table 4.6: Frequency of Using Library Services

Type of Respondents	Library Service	Frequency	Percentage
Students (N=30)	Reading Services	8	26.7%
	Borrowing Books	7	23.3%
	Reference Services	5	16.7%
	Enjoyment	10	33.3%
Total		**30**	**100%**

Source: Field Data (2026).

The findings show that 8 (26.7%) of students mentioned that, they use library services for Reading Service’’, 7 (23.3%) mentioned for ‘’Borrowing books’’ 5 (16.7%) mentioned ‘’Reference services’’ and 10 (33.3%) mentioned ‘’Enjoyment’’.This finding implies majority of students use library services for enjoyment. This suggests the need for the library management to create more awareness to students on the value of reference services.

> *During observation, the researcher noted that most students used the library mainly for group discussion and reading, with fewer students borrowing or consulting reference materials.*

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4.5 Factors Influencing the Use of Library Services

Students were asked to indicate the factors influencing the use of library services at SLADS.The results are presented in table 4.7 below:

Table 4.7: Factors Influencing the Use of Library Services

Type of Respondents	Factor	Frequency	Percentage
Students (N=30)	Availability of Resources	10	33.3%
	Library Opening Hours	4	13.3%
	Accessibility of Resources	9	30%
	Staff Assistance	2	6.7%
	Personal Motivation and Interest	5	16.7%
Total		**30**	**100%**

Source: Field Data (2026)

The findings reveal that 10 (33.3%) of students mentioned ‘’Availability of Resources’’ as the most influential factor affecting library use, 4 (13.3%) mentioned ‘’Library Opening Hours’’, 9 (30%) mentioned ‘’Accessibility of Resources’’, 2 (6.7%) mentioned ‘’Staff Assistance’’ and 5 (16.7%) mentioned ‘’Personal Motivation and Interest’’. This implies that students are more likely to use the library when relevant books and learning materials are readily available in academic institutions.

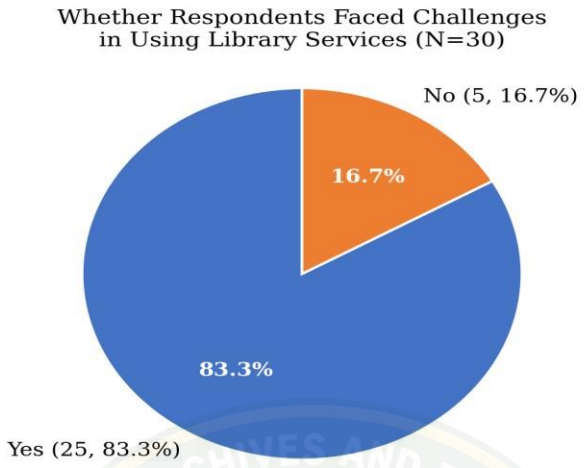
> *During the interview, staff indicated that the availability of resources and students’ personal motivation and interest were the main factors that influenced library use.*

4.6 Challenges faced by library users

Students were asked, through a closed question, whether they faced any challenges while using library services at SLADS. The results are presented in figure 4.1 below:

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Figure 4.1: Challenges Faced in Using Library Services



Source: Field Data (2026)

The findings show that 5(16.7%) of students mentioned ‘’No’’ challenges while using library services, 25 (83.3%), mentioned ‘’Yes’’ they faced challenges. This indicates that several obstacles continue to affect the effective utilization of library resources at SLADS.

4.6.1 Specific Challenges Identified

Students were asked to indicate the specific challenges identified. The results are presented in table 4.9 below:

Table 4.9: Specific Challenges Identified

Type Of Respondents	Challenge Identified	Frequency	Percentage
Students (N=30)	Inadequate resources	10	33.3%
	Poor infrastructure and environment	15	50%
	Limited opening hours	1	3.3%
	Poor customer care	2	6.7%
	Lack of motivation from librarians	2	6.7%
Total		**30**	**100%**

Source: Field Data (2026)

The findings show that 10 (33.3%) identified the ‘’Inadequate resources’’15(50%), identified ‘’poor infrastructure and environment’’, 1 (3.3%) identified ‘’Limited open hours’’, 2 (6.7%)

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students presented ‘’poor customer care’’, 2 (6.7%) identified ‘’Lack of motivation from librarians’’. These findings suggest that improving the library environment and increasing the availability of learning resources should be the institution's top priorities to enhance library service utilization

> *During the interview, staff indicated that the library requires more computers and reliable internet access in order to meet the information needs of students under the current, more technology-dependent curriculum.*

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.

This chapter presents the summary of the findings of the study. It also gives the conclusion of what has been revealed from the field study, recommendation and area for further study is given in this study. The data collected from the field study were analyzed and presented by using tables in Chapter Four.

Data were collected from the field study using research instruments which were questionnaires, interviews and observation. Each question was structured in order to provide the underlying information and attract answers for a particular research question to meet the intended objectives. Therefore the presentation of data and findings are based on the research questions and specific objectives of the study.

5.1 Summary of the Findings

5.1.1 Respondent Distribution by Gender

The study reveals that gender was evenly distributed among student respondents, while the majority of library staff were female.

5.1.2 Age Distribution of Respondents

The main findings of this study identify that the majority of students were aged between 15 and 25 years, confirming that library users at SLADS were mostly young**.**

5.1.3 Respondent Education Level

The study reveals that respondents were drawn from different academic programmers in education level with students register in the ordinary diploma in Record and Achievers Management (RAM) being the largest group.

5.2 Frequency of Library Use

The study revealed that weekly use was the most common pattern among students, closely followed by daily use, indicating that the library remains a regularly used source of academic information for most respondents.

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5.3 Library Services Frequently Used.

The study revealed that the services most frequently used by students were reading for enjoyment and borrowing books, while reference services were used comparatively less.

5.4 Factors Influencing the Use of Library Services

The findings reveal that the major factors influencing the use of library services at SLADS are the availability and accessibility of resources.

5.5 Challenges Facing Library Users

The majority of student respondents reported facing challenges, the most common being poor infrastructure and environment, and inadequate resources.

5.7 Conclusion

The study concludes that library use at SLADS is mainly influenced by the availability and accessibility of resources. However, poor infrastructure, inadequate learning resources, and limited ICT facilities reduce effective utilization of library services. Improving these areas will enhance library use among students and staff.

5.8 Recommendation

Based on the finding of the study the recommendations are to improve library infrastructure, Acquire more current and relevant library resources, Invest in ICT facilities by providing additional computers, reliable internet connectivity, and access to electronic information resources, Strengthen library user education and awareness through regular orientation programmers, workshops, and promotional activities to increase students' knowledge of available library services. Promote a reading culture by organizing reading campaigns, academic seminars, and collaborative activities between librarians and academic departments. Conduct regular user feedback and service evaluations to identify users' needs and continuously improve the quality of library services.

5.9 Area for Further Studies

There is a need for further studies on the impact of digital and electronic library services on student academic performance, and on the specific budgetary and policy constraints that limit library resource acquisition at academic institutions in Tanzania.

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APPENDIX I

QUESTIONNARE FOR LIBRARY USER {STUDENTS AT SLADS}

Part 1: Introduction.

My name is Maria A. Matimbwi and I am a student from the School of Library, Archives, and Documentation Studies (SLADS) pursuing a diploma in Library and Information Studies. I am currently conducting research on the "An Investigation on the Factors Affecting the Use of Library Services in Academic Institutions: A Case Study of the School of Library, Archives and Documentation Studies (SLADS) Library, Bagamoyo."

This study aims to understand the factors that influence students and staff in using library services, including availability of resources, accessibility, user awareness, and the role of library services. Your insights and experiences are invaluable to this research, and your participation will contribute significantly to improving library services.

Thank you for your time and cooperation.

Sincerely,
Maria A. Matimbwi.

Section 2: Demographic Questions (CHOOSE THE COLLECT ANSWERS)

1. **What is your gender…?**
   - A. Male ☐
   - B. Female
2. **What is your age…….?**
   - A. 15-25
   - B. 26-30 ☐
   - C. 31-50
   - D. 51 and above

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3. **What is your education Level based on course….? (Tick the appropriate answer.)**

A. Certificate in LIM or RAM

B. Diploma in LIM or RAM

C. Ordinary diploma in LIM or RAM

4. **How often do you use the library services?**

A. Daily

B. Weekly

C. Monthly

D. Rarely

E. Never

5. **Which library services do you use most frequently?**

A. Reading

B. borrowing books

C. Reference services

D. Enjoyment

6. **What factors influence your use of library services?**

A. Availability of resources

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B. Library opening hours ☐

C. Accessibility of library resources

D. Staff assistance

E. Personal motivation and interest

7. **Have you faced any challenges when using library resources?"**

A. Yes ☐

B. No

8. **If yes what challenges did you face? At least 2**

i. _____

ii. _____

9. **What recommendations would you suggest to improve library services?**

_____

_____

THANK YOU FOR YOUR COOPERATION

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APPENDIX II:

INTERVIEW GUIDE QUESTIONS FOR LIBRARY STAFF AT SLADS

1. What factors do you think affect students' use of library services at SLADS Library?
2. How do you assess or evaluate the use and effectiveness of library services?
3. What challenges do you face in encouraging students to use the library?
4. What strategies have been implemented to improve the use of library services?
5. How effective have these strategies been, and what improvements would you suggest?

APPENDIX III

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OBSERVATION CHECKLIST

AN INVESTIGATION ON THE FACTORS AFFECTING THE USE OF LIBRARY SERVICES IN ACADEMIC INSTITUTIONS: A CASE STUDY OF SLADS LIBRARY, BAGAMOYO

Date: _____ Time**:** _____ Observer**:** _____

Put tick (v) where appropriate

1. Library Usage

( ) Many students ( ) Few students ( ) Group study ( ) Individual study

2. Library Environment

( ) Enough space ( ) Clean ( ) Quiet ( ) Good lighting/ventilation

3. Resources Availability

( ) Books available ( ) Good condition ( ) Well organized ( ) E-resources available

4. Use of Services

( ) Borrow/return in use ( ) Help desk used ( ) Computers used

5. Staff Support

( ) Staff available ( ) Assisting users

6. Challenges Observed

( ) Limited space ( ) Few resources ( ) Technical problems ( ) Low usage

Recommendation:

_____

_____

_____

_____

APPENDIX IV

BUDGET

ACTIVITIES	**COST ANALYSIS**	**COST TOTAL**

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Internet	Tsh:1,500 per week x 4 weeks	Tsh:6,000/=
Local Transport	Tsh:2,000 per day x 8 days	Tsh:16,000/=
Stationary	i. Printing 200 x 28 pages. ii. Photocopy 200 x 28 pages.	Tsh:5,600/= x 2 (Tsh:11,200/=)
Binding	Tsh:2,000/=	Tsh:2,000/=
Total		**Tsh:35,200/=**

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UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

TANZANIA LIBRARY SERVICES BOARD

SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

TO:
MARIA IDAN MATIMBWI
SLADS
P.O.BOX 227
BAGAMOYO

17/03/2026

RE: REQUEST FOR DATA COLLECTION

The above heading is concerned,

This is to inform you the permission has been granted to you to collect data on the study titled *"An Investigation on the Factors Affecting the Use of Library services in Academic Institutions."*

We hope that the study will be used for academic purposes only and not otherwise.

With kind regards,

.....

LYIMO P.Z

ACADEMIC OFFICER

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