SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTANTION STUDIES (SLADS) -BAGAMOYO

RESEARCH REPORT ON:

AN ASSESSMENT OF STUDENTS AWARENESS ON LIBRARY SERVICES IN ACADEMIC LIBRARIES. A CASE STUDY AT MARIAN UNIVERSITY COLLEGE (MARUCO).

BY

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A Research Report Submitted at the School of Library, Archives and Documentation Studies for the Partial Fulfillment of the award of Ordinary Diploma in Library and Information Management.

AUGUST 2026

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CERTIFICATION

The undersigned certify that she has read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo. A Research Report entitled "***An Assessment of the Students Awareness on Library Services in Academic Libraries".*** A case study at Marian University College in Fulfillment of the Requirements for award of Ordinary Diploma in Library and Information Management.

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ACKNOWLEDGEMENT

First and foremost, I express my sincere gratitude to Almighty God for His abundant grace, protection, strength, wisdom, and guidance throughout my studies and during the completion of this research. Without His blessings, this work would not have been successfully accomplished.

I would also like to extend my heartfelt appreciation to all the lecturers and staff of SLADS College for their academic support, encouragement, and valuable knowledge imparted throughout my course of study.

My sincere appreciation goes to my supervisor, Madam kilongola for her professional guidance, constructive criticism, valuable suggestions, patience, and continuous encouragement throughout the preparation of this research report. Her commitment and support greatly contributed to the successful completion of this study.

I am deeply grateful to my beloved parents, Mr. and Mrs. Msaga, for their unconditional love, prayers, moral support, encouragement, and sacrifices throughout my academic journey. Their support has been a source of inspiration and motivation.

I also extend my sincere thanks to my classmates, friends, and all respondents who willingly participated in this study by providing the information required for the successful completion of this research. Their cooperation and support are highly appreciated.

Finally, I would like to thank everyone who, in one way or another, contributed to the successful completion of this study. May Almighty God bless you all abundantly.

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DEDICATION

I dedicate this research report to my family and who encouragement and enthusiasm during this period while providing all necessary support to my studies.

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LIST OF ABBREVIATIONS

ACRL	Association of College and Research Libraries
ICT	Information Communication Technology
IFLA	International Federation of Library Associations and Institutions
ISO	International Organization Standard
IT	Information Technology
ISBN	International Standard Book Number
MARUCO	Marian University College
SLADS	School of Library Archives and Documentation Studies
SLADSSO	School of Library, Archives and Documentation Studies Students Organization
URL	Uniform Resource Locator

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ABSTRACT

This study assessed students' awareness of library services provided by academic libraries. The study was conducted to identify the types of library services provided by academic libraries, examine the skills of library users in accessing and utilizing library services, and identify the challenges facing students in accessing library services. The study was conducted at MARUCO.

The study employed a case study research design and adopted a mixed research approach. Data were collected from 25 respondents using questionnaires and interviews. Quantitative data were analyzed using frequencies and percentages with the aid of Microsoft Excel and presented in tables, while qualitative data were analyzed through thematic analysis and supported by respondents' quotations.

The findings revealed that the majority of respondents were aware of basic library services, particularly internet services, reading services, and borrowing and returning books. The study also found that most respondents possessed basic skills in using library services, especially information searching skills, although some lacked adequate skills in using library catalogues and the Online Public Access Catalogue (OPAC). Furthermore, the findings identified poor internet connectivity, limited searching skills, and difficulties in accessing electronic resources as the major challenges affecting students' effective use of library services.

The study concludes that although students are generally aware of the library services provided by academic libraries, challenges related to digital access, information literacy skills, and technological infrastructure continue to limit effective utilization of available services. The study recommends that academic libraries strengthen user education and orientation programmes, improve internet connectivity and access to electronic resources, enhance information literacy training, and promote library services through various communication channels to increase students' awareness and effective utilization of library services

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter comprises of the following aspects; background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and limitations of the study as well as definitions of key terms.

1.1 Background of the Study

Academic libraries worldwide play a critical role in supporting teaching, learning, and research within higher learning institutions. Traditionally, academic libraries focused on the provision of printed materials such as books, journals, and reference sources. However, with the rapid growth of information and communication technologies (ICTs), academic libraries have undergone significant transformation, expanding their services to include electronic resources, digital libraries, online databases, institutional repositories, virtual reference services, and information literacy programs (IFLA, 2015; ACRL, 2016).

Globally, higher learning institutions invest substantial resources in developing modern library services to ensure that students and researchers have access to accurate, timely, and relevant information. These services are intended to enhance academic performance, promote independent learning, and support research productivity. Despite these investments, evidence from various studies indicates that the effective utilization of library services largely depends on students' level of awareness and understanding of what the library offers and how such services can be accessed (Oyedum, 2018; Kumar & Suresh, 2019).

Students' awareness of library services refers to their knowledge of the availability, purpose, and use of different library services, including circulation services, reference services, user education, electronic resources, and research support services. Globally, several studies have shown that low awareness among students remains a major challenge

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facing academic libraries. Many students tend to rely heavily on freely available internet sources while underutilizing credible scholarly resources provided by academic libraries (Head & Eisenberg, 2010; Tenopir et al., 2020). This situation undermines the role of academic libraries in supporting quality education and research.

In response, academic libraries in developed countries have implemented various strategies to improve students' awareness, such as comprehensive library orientation programs, embedded librarianship, information literacy courses, library outreach activities, and the use of social media platforms for communication. Although these strategies have shown positive outcomes, gaps in awareness still exist, especially among first-year students and those from non-library-intensive disciplines. This global challenge highlights the need for continuous assessment of students' awareness of library services to ensure that libraries achieve their intended objectives.

In Africa, academic libraries are recognized as essential components of higher learning institutions, contributing to human capital development, research advancement, and socio-economic growth. Over the past two decades, African academic libraries have made notable progress in adopting ICTs and expanding access to electronic resources through initiatives such as consortia subscriptions, open access platforms, and digitization projects (Aina, 2014; Rosenberg, 2016).

Despite these developments, African academic libraries continue to face numerous challenges that affect students' awareness and utilization of library services. These challenges include limited funding, inadequate ICT infrastructure, insufficient skilled personnel, and low levels of information literacy among students. Studies conducted in various African countries indicate that many students are unaware of the full range of services offered by their academic libraries, particularly electronic databases, reference services, and research support services (Okello-Obura & Ikoja-Odongo, 2010; Issa et al., 2014).

Besides, library user education programs in many African institutions are often inadequately implemented. In some cases, library orientation is conducted only once during

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students' first year of study, with limited follow-up or reinforcement. As a result, students may forget or fail to understand how to effectively use library services as they progress in their academic journey. Language barriers, large student populations, and limited collaboration between librarians and teaching staff further exacerbate the problem of low awareness.

The issue of students' awareness of library services in Africa is particularly significant because academic libraries serve as primary access points to scholarly information. When students lack awareness, expensive library resources remain underutilized, leading to poor return on investment and limited academic impact. Therefore, assessing and improving students' awareness of library services is crucial for strengthening the role of academic libraries in African higher education.

In Tanzania, academic libraries play a vital role in supporting the national goal of improving the quality of higher education, research, and innovation. Universities and other higher learning institutions have established academic libraries to provide students with access to both print and electronic information resources necessary for academic success. In line with global trends, Tanzanian academic libraries have adopted ICT-based services, including electronic journals, online databases, OPACs, institutional repositories, and internet-based reference services (Mcharazo & Olden, 2015).

Despite these efforts, several studies and practical observations suggest that students' awareness of library services in Tanzanian academic institutions remains a challenge. Many students primarily associate the library with reading spaces and textbook lending, while being unaware of other essential services such as reference assistance, electronic resource access, information literacy training, and research support services. This limited awareness negatively affects the effective utilization of library resources and services (Lwehabura, 2018; Mtega & Benard, 2013).

Factors contributing to low awareness among Tanzanian students include inadequate library orientation programs, limited promotion of library services, insufficient integration of information literacy into academic curricula, and varying levels of students' ICT skills.

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Additionally, high student enrollment numbers and limited library staff make it difficult for librarians to provide continuous user education and personalized support.

1.2 Statement of the Problem

Higher learning institutions were expected to provide adequate academic support to enhance students' performance and research capabilities. Although resources and learning facilities are available within institutions, there was evidence that many students do not fully utilize institutional academic support systems. Instead, they often depend heavily on lecture notes, peers, or general internet sources when completing assignments and research tasks.

This trend raises concern about whether students were adequately informed about the academic support available within their institution. Limited awareness may result in missed opportunities for accessing credible information and improving academic performance.

Though, there was limited empirical information on the actual level of students' awareness of library services, the types of services students know about, and their ability to access and utilize these services effectively. Without such information, academic libraries cannot design appropriate strategies to improve service delivery and user engagement. Therefore, this study seeks to investigate students' awareness of library services provided by academic libraries in order to identify existing gaps and suggest ways to enhance the effective use of library service.

1.3 General Objective

The general objective of this study was to assess the level of students' awareness of library services provided by academic libraries.

1.3.1 Specific Objectives

The specific objectives of this study were to:

i. To identify the types of library services provided by academic libraries.
ii. To examine the skills of library users in accessing and utilizing library services.
iii. To find challenge facing students in access library services.

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1.4 Research Questions

1. What types of library services are provided by academic libraries?
2. What skills do library users have in accessing and utilizing library services?
3. What are the challenge facing students in access library services.

1.5 Significance of the Study

This study was significant to both academic libraries as organizations and students as the primary users of library services.

Academic Libraries (Organization)

The findings of this study were to assist academic libraries in understanding the level of students' awareness of the library services they provide. This was enable library management to identify gaps in the promotion and communication of library services and to improve user education and orientation programs. The study was also provide valuable information that can be used by librarians and library administrators to design effective strategies for enhancing awareness, improving service delivery, and increasing the utilization of available library resources. Furthermore, the results may support informed decision-making in library planning, policy formulation, and resource allocation.

Library Users (Students)

To students, the study was increase awareness of the various library services available to support their academic activities. Improved awareness were enable students to access and utilize library services more effectively, thereby enhancing their information-seeking skills, academic performance, and research capabilities. The study was also help students recognize the importance of library services beyond basic lending, encouraging them to make full use of reference services, electronic resources, and information literacy programs offered by academic libraries.

1.6 Scope of the Study

This study was focused on investigating students' awareness of library services provided by academic libraries. The scope of the study is limited to examining the level of students'

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awareness, the types of library services provided, and the skills of library users in accessing and utilizing library services.

Geographically, the study was confined to an academic library within a higher learning institution. The study targets students as the main respondents, as they were the primary users of academic library services. In terms of content, the study covers both traditional and modern library services, including circulation services, reference services, electronic resources, user education, and information literacy programs.

1.7 Limitations of the Study

Like any research project, this study encountered several limitations that could have influenced its scope and outcomes.

Inadequate funding posed a significant challenge. The budget allocated for the study was limited and insufficient to cover all essential costs, including comprehensive data collection, printing of research instruments, and transportation to different locations within the study area. To mitigate this, the researcher adopted cost-effective measures such as using online questionnaires where possible and focusing on key areas that directly supported the study objectives.

Time constraints affected the depth of the research. The study had to be conducted within a fixed academic schedule, which limited the ability to explore all dimensions of students' awareness and library services in greater detail. The researcher prioritized critical aspects of the study to ensure that the objectives were met within the available time frame.

Lack of experience was considered a limitation, as the researcher was still developing skills in research design, data collection, and data analysis. This was addressed by seeking guidance from supervisors, adhering to standard research procedures, and using validated research instruments to ensure accuracy and reliability of the findings.

Limited access to respondents was another limitation. Some students were unavailable due to their academic schedules, online learning commitments, or personal engagements, which affected the speed and comprehensiveness of data collection. The researcher

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mitigated this by scheduling flexible interview and questionnaire sessions and ensuring anonymity to encourage participation.

1.8 Definition of Key Terms

Library Services

Refers to the range of resources and assistance provided by academic libraries to support teaching, learning, and research, including lending services, reference services, electronic resources, information literacy programs, and user education (Lwehabura, 2018; Aina, 2014).

Awareness

The level of knowledge, understanding, and recognition by students of the existence and purpose of library services and how to access them (Oyedum, 2018).

Academic Libraries

Libraries established within higher learning institutions such as universities and colleges that provide resources and services specifically to support students, lecturers, and researchers (Mcharazo & Olden, 2015).

Information Literacy Skills

The ability of students to identify, locate, evaluate, and effectively use information from various library resources for academic purposes (Association of College and Research Libraries [ACRL], 2016).

Library Users

Individuals, in this case students, who actively utilize the services, resources, and facilities provided by academic libraries for their academic or research needs (Issa, Amusan & Daura, 2014).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is a written summary of journal articles, books and other documents like conference papers and government documents that describes the past and current state of information on the topic of your research study (Creswell, 2013). It covers definition of key terms, Theoretical literature review, empirical literature review, Research gap and conceptual framework.

2.1 Types of Library Services Provided by Academic Libraries

Academic libraries serve as essential learning and research hubs within universities and colleges. Over the past decade, researchers have highlighted how academic libraries continually expand their services to meet the changing needs of students, faculty, and researchers. The services go beyond lending books to include digital support, research guidance, and information literacy training (Rosenberg, 2016).

Traditional services remain foundational in academic libraries these include, Circulation services, lending and returning books and other physical materials. Reference services, helping users find information and answer research questions. Cataloguing and classification, organizing library resources for easy retrieval. Researchers note that despite digital advancements, these traditional services are still relevant because many students depend on them for foundational learning (Okoye & Ezeala, 2020). These services ensure that users can access both print and digital information effectively.

Digital and Electronic Services, with the rise of digital information, academic libraries have shifted focus to electronic resources and online services. Electronic databases and e-journals, Academic libraries subscribe to digital platforms where students can access scholarly articles and research. Online catalogues (OPACs), Users can search library materials remotely, Digital lending and e-books Students can download materials without visiting the library physically.

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Studies confirm that digital services have transformed academic libraries into accessible learning environments (Abubakar & Garba, 2017). These services support distance learning and research, especially in the COVID-19 era when physical access was limited.

Information Literacy and Instruction Services, Academic libraries are not only for storing information they also teach users how to use it. Information literacy programs, Training students to locate, evaluate, and use information responsibly, Workshops and seminars. According to Okello-Obura (2017), these instructional services are vital because they help students develop lifelong learning skills.

Technology and User Support Services, academic libraries provide technology services that help users interact with digital resources, Wi-Fi and computer labs, Printing, scanning, and photocopying, Library mobile apps and help desks. These services ensure that all students, including those with limited personal technology, can access learning tools. Technology support increases inclusivity and enhances students' ability to complete academic tasks (Kumar & Kumar, 2021)

Reference services, another important service provided by academic libraries are reference services. Reference services involve providing assistance to users in locating relevant information resources and answering their information inquiries. Librarians guide students in using catalogues, indexes, databases, and other reference tools to find reliable information. Reference services may be offered physically at reference desks or through online platforms such as email and virtual reference services. These services help students improve their research skills and enable them to locate scholarly information efficiently (Kumar & Suresh, 2019).

Circulation services, one of the most common services provided by academic libraries are circulation services**.** Circulation services involve lending library materials such as books, journals, and other learning resources to registered library users. Through circulation services, students are able to borrow and return library materials within a specified period of time. Circulation services also include reservation of books, renewal of borrowed materials, and management of overdue items. According to Aina (2014), circulation

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services are fundamental functions of academic libraries because they ensure that information resources are accessible to users when needed.

2.2 Skills of Library Users in Accessing and Utilizing Library Services

Library users must develop a set of skills that help them find, access, and make good use of library services and resources. Research shows that without these skills, users often struggle to benefit fully from what modern libraries offer.

Information Literacy as a core skill, information literacy is widely recognized as the foundation for accessing and using library services. Information literacy skills include the ability to identify what information is needed, know where to find it, access it effectively, evaluate its quality, and use it appropriately (Stellah, 2022). These skills help users not just locate books or articles but critically engage with information and apply it to solve problems or complete academic work. Research strongly suggests that users with better information literacy skills use library services more effectively than those with limited skills (Stellah, 2022).

Impact of Information Literacy on Resource Use, several studies have shown a strong link between users' skill levels and how often they access and utilize library resources. For example, postgraduate students with higher information literacy competencies tend to use library resources more frequently and more meaningfully, because they can formulate search strategies, navigate databases, and evaluate information (Fajonyomi et al., 2021). This kind of skill increases their confidence and ability to conduct independent research and to use both printed and digital collections (Fajonyomi et al., 2021).

Digital Literacy and Online Resource Use, as library services have shifted toward digital platforms, digital literacy has become a critical user skill. Digital literacy means knowing how to use computers, online catalogs, electronic databases, and other digital tools that libraries provide. Studies show that when users lack digital skills, they face barriers in accessing online resources, such as e-journals, e-books, or databases, even if those resources are available (Shikali & Muneja, 2024). Limited internet access and low digital

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skills are major challenges that prevent many users from fully utilizing digital library services (Shikali & Muneja, 2024).

Awareness of Services and Search Strategies, another aspect of library user skill is knowing what services exist and how to access them. Research indicates that some users are not aware of important services like reference help, online catalogs, or database access. Even when users know about resources, they may not use advanced search techniques (such as Boolean operators) that help retrieve the best results (Mungwabi, 2019). Teaching these practical search strategies increases the effectiveness of users' searches and thus how much they benefit from library collections and services.

Although user skills are important, students across contexts often report gaps in these skills. Common barriers include lack of training, limited instruction opportunities, and users' reliance on general Internet search engines like Google rather than structured library systems and databases. These barriers reduce users' capacity to find reliable and relevant information from more academic or scholarly sources (Shikali & Muneja, 2024).

2.3 Challenges Facing Library Users in Accessing Library Services

Library users often face a range of problems when trying to access and use library services in academic settings. These challenges can be technological, physical, informational, or related to library infrastructure, and they reduce students' ability to benefit from library resources.

Technological Barriers, one major challenge many library users face is limited internet access and digital skills. Recent research shows that during periods such as the COVID-19 pandemic, library user struggled to access online library resources because of poor internet connectivity, limited access to devices like laptops or smartphones, and a lack of digital and information literacy skills needed to navigate e-resources and databases effectively (Shikali & Muneja, 2024). Limited digital skills made it hard for students to search for and retrieve academic materials independently, even when resources were available online.

Inadequate Library Collections, another challenge is the lack of adequate electronic and print resources. Library user show that students encounter difficulties when libraries do not

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have enough up-to-date books, e-journals, or databases that match their academic needs. This problem is common especially in developing countries where academic libraries may have limited budgets for electronic collections (Shikali & Muneja, 2024). When libraries cannot subscribe to enough e-resources or print materials, students are left without the key materials they need for studying and research.

Internet Connectivity and Remote Access Issues, limited internet services are repeatedly cited as a key barrier for students trying to access library information outside physical campuses. Research indicates that poor internet connectivity and high data costs make it difficult for students to access online journals, digital catalogs, and e-books, especially when off campus or in areas with weak network coverage. This problem was highlighted as the most frequently mentioned challenge in studies examining access under remote learning conditions (Shikali and Muneja, 2024)

Lack of Awareness and Training, library user often do not know how to find and use library resources effectively. Several studies reported that many students lack awareness of available library services and do not receive sufficient training on how to use online catalogs, search databases, or request materials. This lack of user education can reduce the use of important services such as virtual reference support or research guides that could improve access. Increasing awareness and training programs is often recommended to help library navigate library systems more easily (Aina, 2014).

Physical and Distance-Related Challenges, in addition to digital problems, library user also face physical barriers when they depend on campus libraries. Distance learners or students living far from campus libraries may deal with geographical isolation, making trips to the library time-consuming, costly, or impractical (Usman & Younus, 2023). This type of barrier especially affects library user enrolled in distance education programs and those living in rural areas.

Library Infrastructure and Space Limitations, some library user also report that infrastructure problems such as limited seating space, poor reading environments, and outdated technology in the library hinder their access to services. When libraries cannot

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provide comfortable and well-equipped study area library user may avoid using them or fail to spend the time needed for academic work.

2.4 Strategies to Overcome Challenges in Accessing Library Services

Academic libraries have adopted various strategies to address the challenges faced by users in accessing library services. These strategies aim to improve accessibility, increase awareness, and enhance the effective utilization of both physical and electronic library resources.

Improving Internet Infrastructure and Digital Access; one important strategy for overcoming technological barriers is improving internet connectivity and digital infrastructure within academic libraries. Libraries are increasingly investing in high-speed internet, Wi-Fi connectivity, and digital platforms that allow students to access electronic resources both on and off campus. Improved digital infrastructure ensures that students can easily access online databases, e-books, and electronic journals without interruption. Studies show that strengthening internet services and remote access systems significantly improves students' ability to utilize digital library resources (Shikali & Muneja, 2024).

Expanding Library Collections; another important strategy is the continuous development and expansion of both print and electronic library collections. Academic libraries are encouraged to subscribe to more electronic databases, journals, and digital repositories that align with the academic programs offered by their institutions. Adequate and updated collections ensure that students have access to relevant information resources needed for learning and research. According to Aina (2014), well-developed library collections play a critical role in supporting academic activities and improving the overall effectiveness of library services.

Providing User Education and Information Literacy Training; User education programs are essential in helping students develop the skills required to access and utilize library resources effectively. Academic libraries often organize orientation programs, workshops, and training sessions that teach students how to search library catalogues, use online databases, and evaluate information sources. These programs help improve digital literacy

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and increase awareness of available library services. Information literacy training enables students to become independent information seekers and improves their ability to navigate complex information systems (Association of College and Research Libraries [ACRL], 2016).

Promoting Library Services and Creating Awareness; another strategy involves actively promoting library services to ensure that students are aware of the resources available to them. Libraries may use different communication channels such as library websites, social media platforms, notice boards, and email alerts to inform users about new resources, services, and training opportunities. Current awareness services and selective dissemination of information also help users stay informed about new materials and academic developments in their fields of study (Aina, 2014).

Enhancing Remote Access Services; to address challenges related to distance and geographical barriers, academic libraries have introduced remote access systems that allow users to access electronic resources from outside the campus environment. Remote authentication systems such as Virtual Private Networks (VPN) and institutional login platforms enable students to access subscription-based databases from their homes or other locations. These services are particularly important for distance learners and students living far from campus libraries (Usman & Younus, 2023).

Improving Library Infrastructure and Learning Spaces; improving library infrastructure is another key strategy for enhancing access to library services. Academic libraries are increasingly creating modern learning environments equipped with comfortable reading spaces, computer laboratories, discussion rooms, and updated technological facilities. A well-designed library environment encourages students to spend more time in the library and enhances their overall learning experience. Modern academic libraries are transforming into collaborative learning hubs that support both individual study and group learning activities (Tenopir, Volentine & King, 2020).

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2.5 Research Gap

According to Abubakar & Garba, (2017), Although many studies have examined the types of services provided by academic libraries and the skills required to utilize them effectively, several important gaps remain in the literature.

Most existing studies focus either on library services such as digital resources, circulation, and information literacy programs or on user skills such as information literacy and digital literacy separately. There is limited empirical research that integrates these two aspects to examine how the quality and availability of specific library services directly influence the development of users' skills over time. More research is needed to explore the relationship between service provision and measurable academic outcomes, especially in developing countries.

While digital transformation in academic libraries has been widely discussed, there is insufficient research comparing the effectiveness of traditional services and digital services in improving students' academic performance. Many studies describe services but do not evaluate their actual impact on learning, research productivity, or student satisfaction.

Although technological barriers such as poor internet connectivity and lack of devices are frequently mentioned, there is limited longitudinal research investigating how these barriers evolve over time and how institutional interventions (such as training programs or infrastructure upgrades, reduce skill gaps.

Finally, much of the current research focuses on undergraduate students, with fewer studies examining postgraduate students, distance learners, or students in rural areas. Therefore, further studies should adopt a broader and more inclusive approach to understand how different student groups access and utilize academic library services.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology used in conducting the study. It outlines the procedures followed in collecting, analyzing, and interpreting data in a systematic and scientific manner. Specifically, the chapter presents the research design, area of the study, target population, sample size, sampling techniques, data collection methods, data analysis procedures, and ethical considerations. The methodology adopted in this study was intended to ensure that valid and reliable data were collected to address the research objectives.

3.1 Research Design

Research design refers to the overall plan that was guide the collection and analysis of data in order to answer the research problem accurately and systematically (Babbie & Mouton, 2005). It provides a framework for selecting appropriate methods and procedures for conducting the study. Common research designs include experimental, survey, and case study designs (Adam & Kamuzora, 2008).

This study employed a case study designs because it was allowing an in-depth examination of student's awareness in library services provided by academic library. The design was enabling the use of multiple data collection methods, such as questionnaires and interviews, and was help the researcher focus on a specific unit to obtain detailed and comprehensive information relevant to the study objectives (Graton & Jones, 2004).

3.2 Research Type/Approach

Research approach refers to the systematic and structured ways that researcher used to conduct his or her study (Donaris, 2023). In this current study researcher was adopted mixed research approach. This helped researcher to gain a detailed understanding and interpretation of respondents‟ views, experiences and suggestions related to awareness of student on library service. This study, the research adopted mixed design qualitative and quantitative. The researcher is interested in fact finding, it was the most appropriate method

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of describing the variables as it reports situations and conditions as the way things occurred.

3.3 Area of the Study

The area of the study refers to the specific geographical location and institutional setting where the research is conducted. This study was conducted at Marian University College (MARUCO), located in Pwani, Tanzania. The institution was selected because it is a higher learning institution with an academic library that provides various services to support teaching, learning, and research activities among students and academic staff.

MARUCO was selected because its library provides different services such as borrowing and returning of library materials, reference services, access to electronic resources, reading facilities, and user education programmes. These services make the institution an appropriate area for assessing students' awareness of library services and their ability to access and utilize available resources.

Furthermore, the selected study area was considered suitable because students at MARUCO are expected to depend on library services for academic activities such as assignments, examinations, and research. Therefore, conducting the study at MARUCO enabled the researcher to obtain relevant information regarding students' awareness, skills in using library services, and challenges affecting access to library services.

3.4 Population of the Study

Population refers to the entire group of individuals or elements that the researcher intends to study and from which the sample was be drawn (Baldwin, 2018). It includes all members who share common characteristics relevant to the research problem.

In this study, the population consisted students who access service to the library, as well as relevant library staff responsible for providing library services to student. These groups were chosen because they are directly involved in or affected by the library in providing service. Students providedv information regarding their awareness, understanding, and experiences, while administrative staff provided insights into how library provide services to all students who engaged with library within the university.

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3.5 Sample and Sample Size

According to Ryan (2013) sample refers to a collection of some parts of population on the basis of which judgment could be made, it should be small enough for convenience and large enough for true representation in the process of data collection.

Sample size refers to the actual member of respondents selected from a large population for the purpose of collecting the information or data. The reason behind the selection of the sample size instead of using the whole sample available is rooted from time and money constraints. Thus the study was be used 25 sample sizes to represent a targeted population.

3.6 Sampling Techniques

Sampling is the process of selecting units (e.g. people or Organization) from a population of interest so that by studying the sample one may generalize the results back to the population from which they were chosen (Mugenda & Mugenda, 2003). The main Sampling techniques include probability sampling and non-probability sampling. In this study, the researcher used probability sampling and non-probability sampling techniques.

3.6.1 Probability sampling

Probability sampling refer to that method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. Probability sampling includes, simple random sampling, lottery (Kothari, 2004), also is known as random sampling, or chance sampling, there are types of probability sampling which include stratified sampling, systematic sampling, and cluster sampling. In this study the researcher was use simple random sampling.

(a) Simple Random Sampling

According to Kothari (2004), simple random sampling is a probability sampling technique where every member of the target population has an equal and independent chance of being selected to participate in a study. The method ensures that the selection of respondents is based on chance rather than the researcher's personal judgment, thereby reducing selection bias and increasing the representativeness of the sample.

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Simple random sampling can be conducted through different methods, including the lottery method and the use of random number tables or computer-generated random numbers. In the lottery method, names or identification numbers of all members of the population are written on pieces of paper and randomly selected until the required sample size is obtained.

In this study, simple random sampling was used to select student respondents from the target population. The method was considered appropriate because it provided equal opportunities for all students to participate in the study and helped the researcher obtain unbiased information regarding students' awareness of library services provided by academic libraries. Through this technique, the researcher was able to collect reliable data that represented the views and experiences of different students.

3.6.2 Non-probability sampling

Non-probability sampling used non-randomized methods to draw the sample. On non-probability sampling method mostly involved judgment. Instead of randomization, participants are selected because they are easy to access, some non-probability methods of sampling are; convenience sampling, purposive sampling, quota sampling, (Orodho & Kombo, 2002). So, in this study by employing non-probability sampling the researcher was use purposive sampling.

(b) Purposive Sampling

Purposive Sampling is a technique that enables a researcher to select a sample based on his or her knowledge of population on research element and objectives (Danniel, 2011). This study was employed to collect data from Head of Departments because they are responsible for formulating policies and administering regulations and standards are adhered by junior employees so due to their positions in the organization may be useful to get relevant Information, the researcher employed purposive because helps the researcher to get the accurate data from the respondents.

3.7 Data Collection Methods

According to Kumar (2011) data collection can be defined as a systematic, focused and orderly collection of data in order to get relevant information for solving the existing

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research objectives. Usually, there are two types of data collection methods which are primary data collection and secondly data collection.

Primary data is collected from the first-hand experience and is not used in the past. The data collected by primary data collection method are specific to the research's motive and highly accurate, and types of primary data are interview and questioners the researcher was use both of them.

3.7.1 Interview

Interview is a data collection method where information is obtained through verbal interaction between the interviewer and the interviewee (King & Horrocks, 2010). Interviews can be structured, unstructured, or semi-structured. In this study, semi-structured interviews were conducted through face-to-face conversations with library staff, particularly librarians responsible for providing and managing library services.

Library staffs were selected as interview respondents because they possess adequate knowledge and experience regarding the types of library services provided, methods used to create awareness among students, students' ability to access and utilize library services, and challenges affecting service delivery. Their responses provided detailed information that complemented data collected through questionnaires from students.

The interviews involved prepared questions to obtain specific information while allowing respondents the opportunity to explain their views and experiences in detail. The use of interviews helped to improve the validity and reliability of the study findings by providing deeper understanding of students' awareness and utilization of library services in the academic library.

3.7.2 Questionnaire

Questionnaire is a method of gathering information about a population by administering a standardized set of questions to a sample of individuals (Clifford, 2010). There are two types of questionnaire such as open-ended questionnaire and closed-ended questionnaire whereby open–ended questionnaire is the type of questionnaire which give a respondent

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free room of explanation, while closed-ended questionnaire is the types of questionnaire where by researcher limit the respondent to answer questions example" Yes" or "No". In this study, the questionnaires was prepared by the researcher and distributed to the respondent's open-ended questionnaires. In addition, the researcher distributed questionnaire from different students at MARUCO.

The reason behind of using questionnaire method is to provide a room for respondents to be free in answering the questions and to have enough time to think about the questions and understand them.

3.8 Data Analysis Techniques

Data analysis is the process of categorizing, manipulating and summarizing of data in order to obtain answers to research questions (Lecompte & Schensul, 2010).

This study analyzed data by employing both qualitatively and quantitatively respectively.

3.8.1 Qualitative data analysis

Qualitative data was be analyzed by using thematic analysis technique in which data transcribed, coded and reviewed to identify the common themes, and then the common themes was combined into larger themes for drawing conclusion. The qualitative data for each specific objective presented in the form of direct quotations from the interviewees.

3.8.2 Quantitative data analysis

Blanche (2006) Quantitative data analysis involves transformation of data statistically to assist the researcher in describing the data in a brief and clearly expressed manner. The quantitative data analysis can be used when the data under study can be expressed in form of quantity, number or amount, for instance in terms of mean or averages, frequency and percentage**.** Quantitative data was be coded and analyzed through Microsoft Excel computer program. Descriptive analysis technique was used to reveal the aspects related to the research topic. Quantitative data were presented for each objective in the tables with their frequencies and mean in order to draw conclusion.

3.9 Ethical Consideration

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Ethical consideration refers to the principles and procedures followed by a researcher to ensure that the rights, privacy, safety, and dignity of participants are protected throughout the research process. In conducting this study, the researcher observed all ethical requirements to ensure that the research was conducted in a responsible and acceptable manner.

Before data collection, the researcher obtained permission from the relevant authorities at MARUCO to conduct the study. Respondents were informed about the purpose of the study and the importance of their participation. Participation in the study was voluntary, and respondents were given the freedom to accept or refuse participation without any negative consequences.

The researcher ensured confidentiality and privacy of information provided by respondents. The names of respondents were not recorded or mentioned in the research report; instead, collected information was presented in a way that protected the identity of participants. The data collected were used only for academic purposes and were handled carefully to prevent unauthorized access.

The researcher also avoided plagiarism by acknowledging ideas, information, and findings obtained from other scholars through proper citation and referencing. All sources used in the study were cited according to the American Psychological Association (APA) referencing style as required by MARUCO research guidelines.

Also, the researcher maintained professionalism throughout the research process by using respectful and formal language during data collection and reporting. Any form of offensive, abusive, or discriminatory language was avoided. These ethical measures helped to ensure that the study was conducted with integrity and that the findings were reliable and trustworthy.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the analysis, presentation, and discussion of findings on the investigation of students' awareness of library services provided by academic libraries. The findings are organized according to the specific objectives of the study, which include identifying the types of library services provided by academic libraries, examining the skills of library users in accessing and utilizing library services, and identifying challenges facing students in accessing library services. Data collected from respondents were analyzed using frequencies and percentages with the help of Microsoft Excel and presented through tables, frequencies, and percentages for easy interpretation and discussion.

4.1 Response Rate

The study distributed 25 questionnaires to respondents selected from the study area. Out of the 25 questionnaires distributed, all 25 questionnaires were successfully returned and properly filled in by the respondents, representing a response rate of 100%. This high response rate indicates the daringness and cooperation of respondents to participate in the study. According to Babbie (2007), a response rate above 50% is considered acceptable, above 60% is good, and above 70% is regarded as excellent for analysis and reporting purposes. Therefore, the response rate of 100% obtained in this study was excellent and adequate for data analysis, interpretation, and drawing conclusions.

Table 4.1: Response Rate (N = 25)

Respondent Status	Frequency (n)	Percentage (%)
Returned questionnaires	25	100%
Not Returned questionnaires	0	0%
Total	25	100%

Sources: Field Data (2026)

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This implies that all selected respondents fully participated in the study by completing and returning the questionnaires. A high response rate increases the reliability and validity of the findings because the collected data are more likely to represent the actual views and experiences of the target population. In this study, the full participation of respondents enhanced the credibility and trustworthiness of the research findings regarding students' awareness of library services provided by academic libraries.

4.2 Distribution of Respondents by Age

This section presents the age distribution of respondents who participated in the study. The information was collected to understand the demographic characteristics of respondents and their ability to provide reliable information regarding students' awareness of library services provided by academic libraries.

Figure 4.2 Age of Respondents (N=25)

Age Group	Frequency (n)	Percentage (%)
21–25	15	60%
26–30	7	28%
31–35	3	12%
Total	25	100%

Sources: Field Data (2026)

The study findings indicate that all 25 respondents, equivalent to 100%, were aged 21 years and above. This implies that the study involved mature respondents who were capable of providing reliable information regarding awareness and utilization of library services provided by academic libraries. The results are presented in Figure 4.1 below.

The findings from the figure indicate that all 25 respondents, representing 100% of the sample, were aged 21 years and above. This demographic characteristic is important because it shows that the study collected information from mature students who were capable of providing reliable views and experiences regarding awareness and utilization of library services provided by academic libraries.

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The involvement of mature respondents increased the credibility of the findings, as they were more likely to have adequate experience in using library resources and services for academic purposes. Their responses helped the researcher to understand the level of students' awareness of library services, the skills used in accessing and utilizing library resources, and the challenges faced by students in accessing library services within academic libraries.

4.3 Gender of Respondents

The respondents were asked to indicate their gender in order to determine the distribution of participants based on gender. This information was important to ensure balanced representation and to avoid bias in the study. The study considered both male and female students to capture diverse views regarding students' awareness of library services provided by academic libraries. More details are presented in Table 4.1 below.

Table 4.3: Gender of Respondent (N=25)

Gender	Frequency (n)	Percentage (%)
Male	10	40%
Female	15	60%
Total	**25**	**100**

Source: **Field Study (2026)**

Table 4.1 shows that out of 25 respondents involved in the study, 10 respondents (40%) were male while 15 respondents (60%) were female. The findings indicate that female respondents constituted the majority of participants in the study. However, the researcher successfully obtained information from both male and female respondents, which helped to ensure diversity of views and experiences regarding students' awareness of library services in academic libraries.

4.4 Education Level of Respondents

The study investigated the education level of respondents in order to understand their academic background and ability to provide reliable information regarding students'

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awareness of library services provided by academic libraries. Respondents were asked to indicate their highest level of education to determine their academic qualification and suitability for participating in the study. The table below shows education level of respondents;

Table 4.4 Education level of respondents

Education Level	**Students y (n)**	**Library Staff y (n)**	**Total (%)**
Degree	20	2	88%
Masters	0	3	12%
Total	**20**	**5**	**25 (100%)**

Source: Field Study (2026)

The findings presented in Table 4.4 reveal that out of 25 respondents, 20 were students and 5 were library staff. All 20 students (100%) held a Degree qualification, with none holding a Master's degree. Among library staff, 2 (40%) held a Degree, while 3 (60%) held a Masters qualification. Overall, 22 respondents (88%) were at Degree level and 3 respondents (12%) were at Masters level.

This information was important because it helped the researcher assess whether respondents had sufficient information and understanding to provide reliable responses related to awareness and utilization of library services. The majority of student respondents were at Degree level, which is appropriate as they are among the primary users of academic library services. Library staff respondents holding Masters qualifications reflect a relatively higher academic background, which may contribute to a deeper understanding and delivery of library services to users.

4.5 Use of Library Services

The researcher intended to find whether respondents use library services. Respondents were asked to indicate whether they use the services provided by the academic library. This

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information was important in determining the extent to which students utilize library services and whether they are familiar with the resources and facilities available.

Table 4.5: Use of Library Services (N = 25)

Use of Library	Frequency (n)	Percentage (%)
Yes	20	80%
No	5	20%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.2 show that 20 respondents (80%) indicated that they use library services, while 5 respondents (20%) reported that they do not use the library services. The results suggest that the majority of respondents actively utilize the services provided by the academic library, indicating a relatively high level of library usage among students. One respondent noted:

> *"I regularly use the library to borrow books, read course materials, and complete my assignments."*

Another respondent commented:

> *"I rarely use the library because I mostly depend on online information and lecture notes."*

The findings indicate that although most respondents use library services, a considerable proportion of students do not utilize the library. This highlights the need for academic libraries to promote their services and encourage greater participation among students to maximize the benefits of available library resources.

4.6 Preferred Library Services

The study intended to know the perfect library services. Respondents who indicated that they use library services were asked to identify the service they use or like most. This information was important in determining which library services are most valued by users and therefore require continued improvement and support.

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Table 4.6: Preferred Library Services (N = 25)

Library Services	Frequency (n)	Percentage (%)
Borrowing and returning books)	2	8%
Reading	6	24%
Internet Services	14	56%
Photocopying services	3	12%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.3 indicate that 14 respondents (56%) preferred internet services, making them the most preferred library service among respondents. This was followed by reading services, preferred by 6 respondents (24%). In addition, 3 respondents (12%) preferred photocopying services, while only 2 respondents (8%) indicated that borrowing and returning books was their most preferred service.

The findings imply that students highly value internet services because they provide quick access to electronic information resources, online journals, databases, and other digital learning materials. One respondent explained:

> *"I mostly use the internet service because it helps me access online journals and complete my assignments more quickly."*

Another respondent specified:

> "*The reading space is quiet and comfortable, so I prefer using the library for studying before examinations."*

The findings indicate that internet services are the most preferred library service among respondents, reflecting the increasing dependence of students on digital information resources for learning and research. This underscores the need for academic libraries to strengthen internet connectivity and improve access to electronic resources while continuing to provide quality traditional library services.

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4.7 Awareness of Library Services

The study intended to find the awareness of library services. Respondents were asked to indicate the source through which they obtained information about the available library services. This information was important in identifying the most effective channels used by the library to create awareness among users.

Table 4.7: Awareness of Library Services (N = 25)

Sources of Awareness	Frequency (n)	Percentage (%)
During orientation program	15	60%
During lecturing	6	24%
Through notes board announcement	4	16%
Through social media	0	0%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.4 indicate that 15 respondents (60%) became aware of library services during the library orientation program, making it the most common source of information. This was followed by 6 respondents (24%) who learned about library services during lectures, while 4 respondents (16%) reported obtaining information through notice board announcements. None of the respondents (0%) indicated social media as a source of awareness.

The findings suggest that orientation programs play a significant role in introducing students to the services available in the academic library. One respondent stated:

> *"The orientation program helped me understand the different services offered by the library and how to use them."*

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Another respondent commented:

> *"I learned about some library services from my lecturers, especially when they encouraged us to use the library for assignments."*

Inclusive, the findings indicate that orientation programs are the most effective means of creating awareness of library services among students. The absence of respondents who cited social media suggests that the library has not fully utilized digital platforms to promote its services. Therefore, academic libraries should consider strengthening the use of social media and other online communication channels to reach a wider range of users and increase awareness of available services.

4.8 Skills in Using Library Services

The study intended to find whether respondents possess the skills required to use library services. Respondents were asked to indicate whether they have the necessary skills to access and utilize the services provided by the academic library. This information was important in assessing students' ability to effectively use library resources and services.

Table 4.8: Skills in Using Library Services (N = 25)

Adequacy	Frequency (n)	Percentage (%)
Yes	20	80%
No	5	20%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.5 show that 20 respondents (80%) indicated that they have the skills required to use library services, while 5 respondents (20%) reported that they do not have such skills. The results suggest that the majority of students possess the basic knowledge and skills needed to access and utilize library services effectively. One respondent stated:

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"The library orientation helped me learn how to search for books and use other library services confidently."

Another respondent commented:

"I still need assistance from the librarian because I am not familiar with some electronic resources and online databases."

The findings indicate that although most respondents have the necessary skills to use library services, a notable proportion of students still lack adequate skills. This highlights the importance of continuous user education and information literacy training to ensure that all students can effectively access and utilize both traditional and electronic library services.

4.9 Skills Possessed by Respondents in Using Library Services

The researcher intended to know the specific skills respondents possess in using library services. Respondents who indicated that they have the skills to use library services were asked to identify the particular skills they possess. This information was important in determining the competencies that enable students to effectively access and utilize library resources.

Table 4.9: Skills Possessed by Respondents in Using Library Services (N = 25)

Skills	Frequency (n)	Percentage (%)
Using catalogues	8	32%
Using OPAC	4	16%
Searching skills	13	52%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.6 indicate that 13 respondents (52%) reported having information searching skills, making it the most common skill among respondents. This was followed by 8 respondents (32%) who indicated that they have skills in using library catalogues,

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while 4 respondents (16%) reported having skills in using the Online Public Access Catalogue (OPAC).

The findings suggest that although many students possess general information searching skills, fewer are competent in using specialized library tools such as OPAC. One respondent explained:

> *"I know how to search for books and other materials using keywords, which help me find the information I need quickly."*

Another respondent stated:

> *"I can use the library catalogue, but I still need guidance when using the OPAC to locate resources."*

The findings indicate that respondents possess varying levels of library skills, with information searching being the most common. However, the relatively low proportion of students skilled in using OPAC suggests the need for additional training on electronic library systems to improve effective access to library resources.

4.10 Frequency of Using Library Services

The study intended to find how often respondents use library services. Respondents were asked to indicate the frequency of their library usage in order to assess the level of engagement and utilization of library services provided by the academic library.

Table 4.10: Frequency of Using Library Services (N = 25)

Response	Frequency (n)	Percentage (%)
Daily	8	32%
Weekly	12	48%
Monthly	5	20%
Total	**25**	**100%**

Source: **Field Study (2026)**

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The findings in Table 4.7 show that 12 respondents (48%) use library services on a weekly basis, while 8 respondents (32%) indicated that they use library services daily. Additionally, 5 respondents (20%) reported using library services monthly. The findings indicate that the majority of students interact with library services regularly, although the frequency of use differs among respondents.

The high percentage of weekly users suggests that students rely on library services mainly when they have academic activities such as assignments, tests, and examinations. One respondent stated:

> *"I usually visit the library every week because I need materials for assignments and private study."*

Another respondent explained:

> *"I use the library almost every day, especially when preparing for examinations and searching for learning materials."*

The findings indicate that library services are regularly used by students, but there is a need to encourage more frequent use among students who access library services only occasionally. Increasing awareness of available services may help improve students' continuous engagement with the academic library.

4.11 Challenges Facing Students in Accessing Library Services

The researcher intended to know challenges faced by respondents in accessing library services. Respondents were asked to indicate the main challenges they encounter in order to assess the barriers affecting effective use of library resources and services.

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Table 4.11: Challenges Facing Students in Accessing Library Services (N = 25)

Challenges	Frequency (n)	Percentage (%)
Lack of awareness of available services	4	16%
Poor internet connectivity	12	48%
Limited library resources	1	4%
Lack of searching skills	8	32%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.8 show that the majority of respondents, 12 (48%), indicated poor internet connectivity as the main challenge affecting their access to library services. This suggests that unreliable internet access significantly limits students' ability to use electronic library resources such as databases, e-books, and online journals. Also, 8 respondents (32%) reported lack of searching skills as a challenge. This indicates that some students struggle to effectively locate and retrieve information from library systems due to limited information literacy skills.

Furthermore, 4 respondents (16%) indicated lack of awareness of available services as a barrier. This suggests that some students are not fully informed about the range of services offered by the academic library, which affects their utilization. Only 1 respondent (4%) identified limited library resources as a challenge, indicating that this was the least reported issue among the respondents. During interview one student specified that:

> *"Sometimes I cannot access online materials because the internet is too slow or unavailable."*

This highlights the impact of poor internet connectivity on accessing digital library services. Another student explained that:

> *"I do not always know how to search for materials in the library system, so I depend on others."*

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This indicates that lack of searching skills also affects independent use of library services. the findings reveal that the main challenges affecting students' access to library services are poor internet connectivity and lack of searching skills, followed by limited awareness of available services.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the key findings of the study on the investigation of students' awareness of library services provided by academic libraries. It also provides conclusions based on the research objectives and offers recommendations for improving the awareness and utilization of library services among students in academic libraries. In addition, the chapter highlights areas for further research to enhance understanding of library service utilization in higher learning institutions.

5.1 Summary of Major Findings

The study aimed to investigate students' awareness of library services provided by academic libraries. The study focused on key areas including types of library services available, skills of library users in accessing and utilizing library services, and challenges facing students in accessing library services.

- **Types of Library Services Provided by Academic Libraries**

The study found that students were aware of different library services provided by academic libraries, including borrowing and returning books, reading services, internet services, and photocopying services. However, internet services were identified as the most preferred and commonly used service among students, indicating the growing importance of digital resources in supporting academic activities.

- **Skills of Library Users in Accessing and Utilizing Library Services**

The findings revealed that most students possessed basic skills required to use library services, particularly information searching skills, catalogue use, and OPAC usage. However, some students still required additional support and training, especially in accessing electronic resources and using advanced library search tools.

- **Challenges Facing Students in Accessing Library Services**

The study identified several challenges affecting students' access to library services, including poor internet connectivity, inadequate searching skills, limited awareness of

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available services, and difficulties in accessing electronic resources. These challenges affect students' ability to fully utilize library services for academic purposes.

The study revealed that although students have awareness of library services and possess some skills in using library resources, there is still a need for continuous user education, improved promotion of library services, and strengthening of technological infrastructure to enhance effective utilization of academic library services.

- **Strategies to overcome challenges facing student in accessing library services**

The study identified several challenges that hinder students from effectively accessing library services at Marian University College Library, based on these findings, the following strategies are recommended to overcome the identified challenges including Improving internet infrastructure and digital access, enhancing information literacy and searching skills training, strengthening library orientation and user education programs, promoting library services through multiple communication channels, expanding library collections and electronic resources and providing ongoing user support and reference assistance.

These strategies, when implemented collectively, will address the key challenges identified in the study and significantly improve students' access to and utilization of library services at Marian University College Library.

5.2 Conclusion

The findings of this study indicate that students' awareness of library services in academic libraries is generally moderate, with most students being more aware of traditional services such as circulation and reference services than electronic resources.

The study also concludes that students possess moderate skills in accessing and using library services, particularly in using the library catalogue and electronic databases. However, a significant proportion still lacks sufficient information searching skills and confidence in using digital library resources.

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Besides, the study concludes that students face several challenges in accessing library services, including poor internet connectivity, lack of searching skills, and limited awareness of available services. These challenges negatively affect the effective utilization of library services in academic libraries.

Therefore, although academic libraries provide a range of services to support learning and research, students' limited awareness and access challenges reduce the full utilization of these services.

5.3 Recommendations

Based on the findings, the following recommendations are made:

- Improve Awareness of Library Services: Academic libraries should strengthen promotion strategies to ensure students are fully aware of both traditional and electronic library services.
- Enhance Information Literacy Training: Regular training and orientation programs should be conducted to improve students' skills in accessing and using library resources.
- Strengthen ICT Infrastructure: Institutions should improve internet connectivity and access to digital library platforms to support electronic resource usage.
- Encourage Use of Electronic Resources**:** Libraries should actively guide students on how to use databases, e-books, and online journals effectively.
- Continuous User Support: Librarians should provide ongoing assistance to students to improve confidence and reduce difficulties in accessing library services.

5.4 Suggestions for Further Research

Further studies are recommended in the following areas:

- The impact of information literacy training on students' academic performance in higher learning institutions.
- Assessment of students' satisfaction with library services in higher learning institutions.

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APPENDIX I

RESEARCH QUESTIONNAIRE

Dear respondents,

I am **YASINTA PERI MSAGA** a student of SLADS pursuing Diploma in Library, Archives and Information Management. Currently I am conducting a research project titled "***An Assessment of Students Awareness on Library Services in Academic Libraries".***

I was highly appreciate your cooperation in filling this questionnaire, which was take not more than 20 minutes. All information provided was be kept confidential and only used for the purpose of the study.

(Tick the appropriate answer where necessary)

Section A: Demographic Information

1. What is your age group?
   a) Under 18 ( )
   b) 18–24 ( )
   c) 25–34 ( )
   d) 35–44 ( )
   e) 45 and above ( )

2. Gender
   a) a) Male ( )
   b) b) female ( )

3. What is your level of education?
   a) a) certificate ( )
   b) b) Diploma ( )
   c) c) Degree ( )
   d) d) Post graduate ( )

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4. Do you use library services?

a) a) Yes ( )
b) b) No ( )

If yes which services do you like most?

a) a) borrowing books ( )
b) b) Reading ( )
c) c) Internet services ( )
d) d) photocopying services ( )
e) others please state----------

5. How do you know about library service at your library?

a) a) During orientation program ( )
b) b) during lecturing ( )
c) Through nots board announcement ( )
d) Through social media ( )
e) others please state----------

6. Do you have skills to use library services?

a) a) Yes ( )
b) b) No ( )

If yes what skills do you have?

a) a) using catalogues ( )
b) b) using OPAC ( )
c) C) searching skills ( )
d) Others please state……..

7. How often do you use the library survives?

a) Daily ( )
b) Weekly ( )
c) Monthly ( )
d) Other please state----------

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8. What challenges do you face when accessing or using library service?

a) ----------

b) ----------

c) ----------

d) ----------

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INTERVIEW GUIDE

1. What is your level of education?
2. Do you provide information about the library survives to your users?

   a) Yes

   b) No

3. If yes what services do you have?
4. Do you provide skills on how to use the library survives like how to search cataloging or OPAC and how to use abstract?
5. Are the users able to search materials to your library without assistant from librarian or colleague?
6. What challenges facing when providing awareness skills to the library users?

7. What strategies has the library introduced to help students access and use library services effectively?

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APPENDIX II

REAEARCH WORK PLAN/ SCHEDULE TIME FRAME

The research was be conducted for the period of six (6) weeks as follow

ACTIVITIES PROGRAM	**1ST WEEK**	**2ND WEEK**	**3RD WEEK**	**4TH WEEK**	**5TH WEEK**	**6TH WEEK**
Reporting at the working place						
Familiarization and distribution of questionnaire						
Interview schedules						
Collection of data and compilation						
Data analysis and presentation						
First draft proof reading and final report submission						

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APPENDIX III

BUDGET

The study was requiring money in order to achieve the goals for data collection. It includes stationery, transport expenses as well as daily expenses for researcher survival. The expenditure was be as the follow:

S/N	Item	Quantity	Cost
1	Pens	1box	8,000/=
2	Papers	1ream @ 15000	15,000/=
3	Questionnaire and interviews questions preparation	50 copies @ 200	10,000/=
4	Typing and printing proposal		45,000/=
6	Meals	45 days @ 5000	225,000/=
	TOTAL		**338,000/=**

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APPENDIX IV

APPROVAL LETTER

Marian University College

Deputy Principal for Administration and Finance

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Gen:+255 (0)23 2440052 – Ext:132
Fax: +255 (0)23 2440247
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P.O. Box 47
BAGAMOYO
PWANI
TANZANIA

REF: MAR/DC/VOL.1/8 **25 FEBRUARY, 2026**

Mr. Ponsian Lyimo
Ag. Academic Officer
SLADS
P.O. Box 227
BAGAMOYO

Dear Sir,

RE: STUDENTS INTRODUCTION FOR RESEARCH WORK

Reference is made to the heading above and to your letter dated 24th February, 2026.

Marian University College received your request that six (6) of your students currently pursuing an Ordinary Diploma in Library and Information Management be granted permission to collect data at Marian University College and write research report as part of the academic requirement for the award of the Diploma.

The permission is hereby granted as requested for the six (6) students as follows:

1. **Ms. Yasintha Peri Msanga** on "An Assessment of Students Awareness on Library Services in Academic Libraries: A Case Study at MARUCo" from 21st to 25th April 2026;
2. **Mr. Elisha Ernest Mhagama** on "An Assessment on Effective Use of Copyright Law in Protecting of Library Collection: A Case Study of Marian University College" from 21st to 25th April 2026;
3. **Ms. Neema Manyonyi** on "An Assessment on Library Staff Support to Effective Access to Services in Academic Library: A Case Study Marian College" from 21st to 26th April 2026;
4. **Ms. Ester Nelson Mwisolwa** on "An Assessment on the Role of User Feedback in Optimizing Book Acquisition Processes in Academic Libraries" from 13th to 17th April 2026;
5. **Ms Samila Abdul Salulumu** on "An Assessment on the Usage of E-Resources in Supporting Research Writing to Undergraduate Students" from 20th to 24th April 2026; and

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6. **Ms Asanath Sefu Rashid** on "An Assessment on the Practices of Protecting Copy Righted Information Materials in Academic Library" from 20th to 24th April 2026.

On their arrival they will need to contact the Head of Marian University College Library for more assistance.

Yours,

MARIAN UNIVERSITY COLLEGE
DEPUTY PRINCIPAL
ADMINISTRATION
AND FINANCE
BAGAMOYO, TANZANIA

Fr. Casti Mushi, C.S.Sp
For the Deputy Principal Administration and Finance

cc: Principal - MARUCo
DPAA - MARUCo
Head - MARUCo MARUCo

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