SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES (SLADS)

RESEARCH REPORT

"AN ASSESSMENT OF ORGANIZATION OF LIBRARY MATERIALS IN GOVERNMENT SCHOOL LIBRARIES " A CASE AT DUNDA SECONDARY SCHOOL BAGAMOYO.

BY;

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A Research Report Submitted at The School of Library, Archives and Documentation Studies Seeking Approval To Undertake A Study as a Partial Fulfillment of Requirements for The Award of Ordinary Diploma in Library and Information Management.

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CERTIFICATION

The undersigned certify that the supervisor has read and hereby recommend for the acceptance by the School of Library, Archives and Documentation Studies a research report entitled ***"An Assessment of the organization of library materials in government school libraries " A case at Dunda secondary school Bagamoyo,*** As A Partial Fulfillment of requirements for the award of ordinary diploma in library and information studies.

Signature

…….
MADAM SAILEN

(Supervisor)

Date ……

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I, **EDDA B. SPERATUS** declare that this research report is my own original work and that it has not been presented and was not be presented to any other university/ college for a similar or any other award.

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DEDICATION

I dedicate this work to my loved parents for their advice, support of materials and prayers during the whole process of pursuing my Diploma. Thank you, so much may God be with you always.

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ABSTRACT

The study focused on assessing the organization of library materials in government school libraries, with a case study of Dunda Secondary School. The specific objectives were to identify the methods used in organizing library materials, examine the importance of organizing library materials in improving access and utilization of library resources, assess the challenges affecting the effective organization of library materials, and suggest measures for improving the organization of library materials in government school libraries.

The study was conducted at Dunda Secondary School library using a descriptive research design. A mixed-method research approach was adopted. The study involved a sample of 27 respondents comprising library users and library staff members. Respondents were selected using purposive sampling techniques. Data were collected through questionnaires and interviews. Quantitative data were analyzed using Microsoft Office, while qualitative data were analyzed through thematic analysis. The findings were presented using tables, figures, and descriptive narratives.

The study revealed that the organization of library materials at Dunda Secondary School involved classification, cataloguing, shelving, and labeling of library resources. However, several challenges affected effective organization of library materials, including inadequate library facilities, insufficient trained library personnel, lack of updated cataloguing tools, limited financial resources, and poor maintenance of library records.

The study recommends that school library management should improve the organization of library materials by providing adequate resources, employing trained library personnel, adopting effective cataloguing and classification systems, conducting regular inventory checks, and ensuring sufficient financial support from the government and other stakeholders. These measures will enhance easy access, retrieval, and effective utilization of library materials by students and teachers.

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LIST OF ABBREVIATIONS

DDC - Dewey decimal classification

AACR2 -Anglo-American Cataloguing Rules, Second Edition

SLA-School Library Association

TLSB-Tanzania Library Services Board

OPAC-Online Public Access Catalogue

ICT-Information and Communication Technology

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter of the research study presented the background of the study, statement of the problem, purpose of the study including the main aim and specific objectives of the study; research questions, significance, scope of the study, limitations, and definitions of key terms.

1.1 Background of the Study

In the United States of America, school libraries were well recognized as vital centers for learning and information access. School libraries commonly used standard systems such as the Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), and modern cataloguing tools supported by automated library management systems. These practices enabled efficient organization, easy retrieval of library materials, and improved outcomes for students and teachers (McClure & Jaeger, 2019). The presence of trained school librarians and adequate funding contributed significantly to effective organization of library collections in many schools.

However, despite these advancements, some government school libraries still faced challenges such as budget constraints, increasing volumes of information resources, and the integration of digital materials into traditional library systems. These challenges required continuous assessment and improvement of organization practices to ensure that library materials remained accessible and relevant to users.

In Africa, government school libraries were essential for supporting education, but manyfaced challenges in organizing library materials effectively. While some private and urban schools had adopted standard classification and cataloguing systems, many government school libraries lacked trained personnel and adequate resources (Eze &

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Uzoigwe, 2019). Library materials were often arranged without recognized standards, making it difficult for users to locate needed information.

Challenges such as limited funding, poor infrastructure, and low prioritization of library services had negatively affected the organization of library materials (Larewaju, 2020). Also, the absence of automated library systems in most schools had further weakened efficiency in managing and accessing library resources. These issues reduced the impact of school libraries on teaching and learning across the continent.

In Tanzania, government school libraries were expected to support the national education goals by providing relevant learning materials to students and teachers. The government, through the Ministry of Education and various educational policies, had emphasized the importance of school libraries in improving academic performance and promoting reading culture (Omotosho, 2023). Despite these efforts, many secondary school libraries still faced challenges related to the organization of library materials.

Several government school libraries in Tanzania lacked professionally trained librarians and relied on teachers or untrained staff to manage library services. This situation affected the proper application of standard classification and cataloguing systems, leading to poorly arranged collections and difficulties in locating materials (Uzoigwe, 2022). Inadequate funding, shortage of up-to-date resources, and limited use of library automation systems further hindered effective organization of library materials. Consequently, many students did not fully benefit from available library resources due to poor organization and accessibility. This created the need to assess the state of organization of library materials in secondary school libraries in Tanzania in order to identify existing practices, challenges, and possible strategies for improvement. This assessment contributed to enhancing library services and supporting the overall quality of secondary education in the country.

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1.2 Statement of the Problem

The organization of library materials is essential for effective access and use in secondary school libraries, yet many libraries still faced serious challenges (Mtagwa, 2010). In Africa, and particularly Tanzania, most secondary school libraries lacked trained personnel and did not consistently apply standard classification and cataloguing systems. This resulted in poorly organized collections, making it difficult for students and teachers to locate and use resources effectively. The outcome was underutilization of materials and reduced support for teaching and learning (Malekani & Mubofu, 2019). This study therefore, assessed the organization of library materials in government school libraries in order to identify existing practices, challenges, and strategies for improvement.

1.3 Purpose of the Study

1.3.1 General Objective

The major aim of the study was to assess the organization of library materials in government school libraries.

1.3.2 Specific Objectives

i. To identify the availability of library materials in government school libraries.

ii. To assess the methods used in organizing library materials in government school libraries.

iii. To determine the challenges faced in organizing library materials in government school libraries.

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1.4 Research Questions

i. What library materials were available in government school libraries?

ii. What methods were used in organizing library materials in government school libraries?

iii. What challenges were faced in organizing library materials in government school libraries?

1.5 Significance of the Study

Government school libraries play a vital role in supporting teaching and learning. Proper organization of materials ensures efficient access. This study explored current organization methods, identified challenges, and suggested strategies for improvement. By assessing cataloguing, classification, and shelving practices, the research provided insights that could strengthen library services, enhance accessibility, and improve academic performance. The findings also served as a reference for policymakers, administrators, and future researchers.

1.6 Scope of the Study

The study focused on assessing the organization of library materials in government school libraries, specifically at Dunda library.

1.7 Limitations of the Study

Every study has limitations that must be acknowledged. The researcher faced the following constraints:

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1.7.1 Time Limitation

The time allocated was limited for data collection, analysis, interpretation, and report preparation. Additional time was therefore devoted to completing the study within the available period.

1.7.2 Lack of Experience

As this was the researcher's first study, limited experience posed challenges. Guidance was sought from the supervisor and other researchers to address this limitation.

1.7.3 Lack of Funds

Inadequate funding affected the purchase of stationery and other materials needed for data collection and report preparation. To overcome this, unnecessary expenses were minimized to ensure that the available resources were used efficiently.

1.8 Definition of Key Terms

1.8.1 Library Materials

Library materials are all the resources kept in a library for reading, learning, teaching, and research purposes. They include both printed and non-printed items that provide information to users. Library materials may consist of books, journals, newspapers, magazines, maps, charts, and reference materials such as dictionaries and encyclopedias (Harrod, 2021). They also include non-print and digital resources such as CDs, DVDs, audio-visual materials, and electronic resources like e-books and online databases. These materials were selected and organized to meet the educational and informational needs of users and to support academic and personal development.

1.8.2 Organization

Organization is the process of arranging people, tasks, or resources in a planned and orderly way to achieve efficiency and effectiveness. It involves defining roles, setting responsibilities, and coordinating activities so that work is done smoothly and goals are

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achieved (Morteza & Omotayo, 2020). Organization also includes structuring systems and procedures that guide how activities are carried out. It ensures that each part of an institution or group knows what to do, how to do it, and who is responsible. Through proper organization, confusion is reduced, time and resources are saved, and productivity is improved. In general, organization helps create order, stability, and clear direction in any setting such as schools, offices, or communities.

1.8.3 School Library

A school library is a learning center within a school that provides information resources and services to support teaching, learning, and students' educational development (Adebayo & Yusuf, 2021). It contains books and other materials such as magazines, reference sources, and sometimes digital resources that help students improve their reading skills, complete assignments, and develop research abilities. A school library also offers a quiet place for study and encourages independent learning and lifelong reading habits among students.

Library Materials: All information resources available in a library, including books, journals, newspapers, and digital resources that support teaching and learning (Ngugi, 2019).

Organization of Library Materials: The systematic arrangement of library resources using cataloguing, classification, and shelving methods to ensure easy access and retrieval (Mosha, 2021).

Cataloguing: The process of preparing bibliographic records to describe and identify library materials for users, guided by international standards such as AACR2 and RDA (Kassim, 2018).

Classification: The assignment of library materials into subject categories using recognized systems such as the Dewey Decimal Classification (DDC) or Library of Congress Classification (LCC) (Mwakyusa, 2020).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed existing literature on assessing the organization of library materials in government school libraries. The aim was to establish research gaps that the current study sought to address.

2.1 Identifying Methods Used in Organizing Library Materials in Government School Libraries

The organization of library materials is a fundamental function of government school libraries, ensuring that information resources are systematically arranged for easy access and effective utilization. Traditional methods relied on classification and cataloguing systems such as the Dewey Decimal Classification (DDC), Library of Congress Classification (LCC), and cataloguing rules like AACR2 and RDA. These systems provided a universal framework that enabled libraries to arrange materials logically by subject, author, and title (Kumar & Sharma, 2019).

Cataloguing and classification remained the most widely used methods in government school libraries. Cataloguing involved creating bibliographic records, while classification assigned call numbers for physical arrangement. Morteza and Omotayo (2020) emphasized that effective cataloguing and classification enhanced user satisfaction by reducing search time. In many government schools, manual catalogues were still in use due to limited technological resources, although some had begun adopting computerized cataloguing systems.

Shelving and labeling practices also played a significant role. Proper shelving according to classification numbers ensured that materials on similar subjects were grouped together, facilitating browsing by students. Olanrewaju (2018) noted that orderly

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shelving promoted efficient circulation and prevented misplacement. Automated library management systems were increasingly important in government secondary school libraries, integrating cataloguing, classification, and circulation into a single platform (Adebayo & Yusuf, 2021).

Despite these methods, effectiveness depended on trained personnel and institutional support. Eze and Uzoigwe (2022) reported that government school libraries managed by trained librarians were more likely to apply recognized methods consistently.

2.2 The Effectiveness of Cataloguing and Classification Systems in Government School Libraries

Cataloguing and classification systems constituted the foundation of effective organization in government school libraries. These systems ensured that resources were systematically described, arranged, and made accessible. Bhardwaj (2018) asserted that standardized systems such as DDC promoted uniformity and consistency.

Musingafi and Zebron (2019) observed that standardized cataloguing improved the reliability of records, which was particularly important in government school libraries where students often lacked advanced retrieval skills. Classification systems, especially DDC, were widely adopted due to their simplicity and suitability for general education collections (Olanrewaju & Salisu, 2020).

Automation had further increased effectiveness. Adebayo and Yusuf (2021) reported that government school libraries using automated systems experienced improved accuracy, faster retrieval, and enhanced control over stock. OPACs allowed students and teachers to search by author, title, or subject, increasing accessibility.

However, challenges remained. Eze and Uzoigwe (2022) identified shortages of trained librarians and inadequate funding as major obstacles in government schools. Without proper training and resources, cataloguing and classification systems could not reach their full potential.

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2.3 Challenges Faced in Organizing Library Materials in Government School Libraries

Government school libraries faced numerous challenges in organizing materials. A major issue was the shortage of professionally trained librarians. According to Eze and Uzoigwe (2019), many government school libraries were supervised by untrained teachers, leading to inconsistent application of cataloguing and classification rules.

Financial constraints also posed serious challenges. Olanrewaju (2020) observed that inadequate funding led to overcrowded shelves, lack of proper storage, and an inability to acquire updated cataloguing tools. User-related challenges were also common: Yusuf and Ijaiya (2021) reported that poor user education contributed to frequent disorder in government school libraries.

Technological challenges further limited organization. Adekunle and Bello (2022) identified unreliable electricity, limited internet, and lack of computers as barriers to automation in government school libraries. Institutional challenges also persisted, as weak administrative support resulted in poor supervision and a lack of clear policies (Omotosho, 2023).

Environmental challenges such as poor library spaces, inadequate shelving, and dust or humidity also affected government school libraries, reducing the lifespan of materials and discouraging effective organization.

2.4 Research Gap

Although many studies (e.g., Kumar & Bhardwaj, 2018; Olanrewaju & Salisu, 2020) focused on cataloguing and classification systems, few had examined their actual effectiveness in government school libraries, particularly in resource-constrained environments. Challenges such as lack of trained personnel, inadequate funding, and limited technological infrastructure had been identified (Eze & Uzoigwe, 2019;

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Adekunle & Bello, 2022), but most studies addressed these separately rather than analyzing their combined impact.

There was limited empirical evidence on how automated and manual systems were integrated in government school libraries and how this integration influenced accessibility. This gap highlighted the need for a study that examined organizational methods, the effectiveness of cataloguing and classification, and operational challenges together in government school libraries — the gap this study addressed.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter described and justified the research design and methodology chosen. Specifically, it highlighted the research design, research type, research area of the study, population of the study, sample size and sampling techniques, data collection techniques, data quality control, ethical issues, and data analysis.

3.1 Research Methodology

Research methodology refers to the systematic approach used to conduct a study, encompassing the research design, data collection methods, sampling techniques, and data analysis procedures (Amin, 2015). It provided a structured framework to address the research problem effectively while ensuring validity, reliability, and adherence to ethical standards. By outlining how data was gathered and analyzed, the research methodology ensured that the study was credible, replicable, and aligned with its objectives.

3.2 Research Approach

Kumar (2018) defines research approach as the systematic way that a researcher uses to conduct a study. In this study, the researcher used a mixed research approach to collect and analyze data. The study used both qualitative and quantitative research approaches, concerned with the quantity and quality of phenomena, to uncover findings that allowed the study to be conducted in an informed manner.

3.3 Research Design

As the planned structure of an investigation used to obtain evidence to answer a research problem or question (Babbie, 2015), the research used a descriptive research design as a

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means of gathering data a common approach for examining particular phenomena in detail.

3.4 Research Area

Area of study refers to the actual place within which a research study is conducted (Thornhill, 2019). For the purpose of this research study, the area of study was Dunda secondary school library.

3.5 Population, Sample Size and Sampling Techniques

3.5.1 Population of the Study

Population refers to the number of people found within the area of study. Also, according to Kumar (2018), the population of a study means the class of families living in the city, or the electorate, from which the researcher selects a few people in order to find answers to the research question. In this context, the population of the study involved not less than 100 people. This population was selected because of the nature of the study and the presence of library activities.

3.5.2 Sample Size

Sample size refers to the sub-group of the population extracted from the total population (Kumar, 2018). Sample size is also the process of selecting a sample from a whole population. According to Fraenkel and Wallen (2022), for the purpose of the external validity of the research, the sample should be as large as possible, depending on the time available for the research and its purpose. The sample size of this study comprised a total of 30 respondents, of whom 27 were students and 3 were librarians.

3.5.3 Sampling Technique

Sampling technique referred to the systematic method used by a researcher to select individuals or items from a larger population so that the selected group coulZd

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reasonably represent the characteristics of that population (Khan, 2018). Sampling techniques were important because they determined the reliability and objectivity of the data collected, and they could be broadly grouped into probability techniques, which gave every member of the population a chance of being selected, and non-probability techniques, which relied on the researcher's judgement to select participants with particular characteristics. In this study, the researcher applied two complementary techniques, namely simple random sampling and purposive sampling, in order to reach both the general library users and the library staff with specialized knowledge of how materials were organized.

3.5.4 Simple Random Sampling

Simple random sampling provided an equal chance to every member of the population to be involved in the study (Kumar, 2015). It was a type of probability sampling technique in which every individual in the defined population had an equal and independent chance of being selected as a member of the sample, thereby minimizing selection bias and increasing the objectivity of the findings. This technique was used to select the 27 library users included in the study, giving every student who used the library an equal opportunity to be chosen, regardless of class, age, or frequency of library use. This approach ensured that the views collected on how library materials were organized and accessed genuinely reflected the general student population rather than a specific or favoured group of users.

3.5.5 Purposive Sampling

Purposive sampling was a type of non-probability sampling technique in which each element of the population was deliberately selected because it possessed specific characteristics relevant to the study (Khan, 2018). Unlike random sampling, this technique was chosen because it allowed the researcher to target respondents who satisfied a particular criterion, in this case, direct involvement in organizing library

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materials. In this study, purposive sampling was used to select the 3 library staff at Dunda Secondary School, since they possessed first-hand, expert knowledge of the cataloguing, classification, and shelving practices used in the library, as well as the challenges encountered in maintaining an organized collection. This method ensured that the factual, in-depth information required to answer the research questions was obtained from the most knowledgeable respondents available.

3.6 Data Collection Methods

Data collection referred to the systematic process of gathering information relevant to the research questions, using appropriate tools and techniques to obtain accurate and reliable evidence. This study employed both primary and secondary data collection methods (Sekaran & Bougie, 2016), so that first-hand field evidence could be combined with existing documented knowledge to produce a comprehensive assessment of how library materials were organized. Prior to this study, researcher will collect data from different sources. Both primary sources of data and secondary sources of data will be applied to collect valuable information concerning to the study topic.

3.6.1 Primary Sources of Data

According to Kumar (2018), primary sources of data referred to first-hand information that a researcher collected directly from the field, without relying on the interpretations of other authors. Primary data was valued for its originality and its close relevance to the specific problem under investigation. In this study, the researcher collected primary data directly from library users and library staff at Dunda Secondary School through questionnaires and interviews, since these instruments made it possible to obtain current, first-hand evidence on how library materials were actually organized, the methods applied, and the challenges experienced on the ground.

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3.6.2 Secondary Sources of Data

Kombo and Tromp (2016) defined secondary sources of data as information obtained from printed and non-printed materials that already contained relevant knowledge about the research topic, rather than being collected directly from respondents by the researcher. In the current study, the researcher collected secondary data through documentary review, examining journals, theses, newspapers, articles, dissertations, books, and other related materials that addressed the organization of library materials. This secondary data was particularly useful in helping the researcher gain a broader theoretical understanding of the research topic, compare findings from other contexts with the situation at Dunda Secondary School, and identify the research gap that the current study sought to address.

3.7 Data Collection Instruments

Data collection instruments referred to the specific tools used to gather data from respondents in a research study, and they commonly included questionnaires, interview guides, and observation checklists. In this study, the data collection instruments used were the questionnaire and the interview, each selected because it suited the type of respondent and the kind of information required. The questionnaire was administered to library users to gather standardized, quantifiable data, while the interview was used with library staff to obtain detailed, in-depth explanations of organizational practices and challenges.

3.7.1 Questionnaire Method

According to Khan (2018), a questionnaire referred to a set of written questions sent to selected respondents to answer at their own convenient time, after which the completed forms were returned to the researcher. A questionnaire could consist of both closed-ended and open-ended questions. Closed-ended questions provided respondents with a fixed set of response options to choose from and were also referred to as structured

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questions, making them quick to answer and easy to analyze statistically. Open-ended questions, on the other hand, did not restrict respondents to predetermined answers and instead encouraged them to freely express their opinions on the issues raised, providing richer, more detailed insight. In this study, questionnaires combining both question types were administered to the 27 library users, enabling the researcher to collect both measurable data on library usage patterns and personal reflections on the challenges users faced in locating organized materials.

3.7.1.1 Advantage of Questionnaire Method

- It often generates quantitative data which can be easily analyzed using statistical method
- It reduces bias by giving every respondent the same set of questions, thereby increasing the reliability of the study.
- Questionnaire allow researcher to collect a larger amount of data from different group of members.

3.7.2 Interview Method

An interview was a set of questions administered through verbal communication or face-to-face discussion between the researcher and the respondent (Umesh, 2022). In this study, the researcher used an unstructured interview format, which allowed flexibility in the order and wording of questions and helped the researcher obtain in-depth, detailed information that a fixed questionnaire could not capture. Unstructured interviews were used purposively with library staff, since they were best positioned to explain, in their own words, the organizational methods applied and the practical challenges faced. A combination of face-to-face and telephone interviews was conducted to obtain data from the 3 library staff.

3.7.2.1 Advantages of Interview Method

- It allows gathering of primary data.
- Interview offer flexible in terms of question asked and direction of the conservation

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- It enables the researcher to probe further and get a deep understanding of the subject matter, including issues that respondents might not express fully in a written questionnaire.

3.8 Data Quality Control

For the purpose of ensuring the correctness and dependability of the data collected, the study employed data quality control approaches such as pre-testing and triangulation. Pre-testing involved trying out the draft questionnaire on a small number of respondents before the actual data collection, in order to identify and correct ambiguous or confusing questions. The draft of the questionnaire was also discussed with the supervisor, whose purpose was to assess its clarity, validity, and relevance before it was used for data collection. Triangulation, achieved by combining questionnaires, interviews, and documentary review, further strengthened the quality of the data by allowing information from one source to be cross-checked against another, thereby reducing the likelihood of errors or bias that could have influenced the final findings.

3.9 Data Process and Analysis

Bryman (2016) defined data analysis as the process of examining data collected through a survey and making deductions and inferences from it, in order to answer the research questions and objectives. In this study, data collected from questionnaires was first checked for completeness and consistency, then coded and processed in accordance with the objectives of the study using Microsoft Excel, which enabled the researcher to organize responses, compute frequencies and percentages, and present the results in tables and charts for easier interpretation.

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3.10 Data Analysis Plan

According to Kumar (2018), a data analysis plan demonstrates how collected data are to be analysed and presented in relation to the study's objectives. In this study, content analysis was used to analyse qualitative data obtained from interviews and open-ended questionnaire items. Content analysis was the systematic, objective analysis of the occurrence of words, phrases, and concepts within the responses, allowing the researcher to identify recurring themes, such as common challenges in cataloguing and classification, and to interpret the underlying meaning of what respondents communicated. Quantitative data obtained from closed-ended questionnaire items was analysed using descriptive statistics, including frequencies and percentages. The researcher used Microsoft Word and Excel to organize, analyse, and present the collected data in narrative form as well as in tables and figures, making the findings easier for readers to understand.

3.11 Ethical Issue

According to Khan (2018), ethics is a code of thinking and behavior governed by a combination of personal, moral, legal, and social standards of what is right. In conducting this study, the researcher observed several ethical principles. First, informed consent was sought from all respondents before their participation, and participation was entirely voluntary. Second, the researcher ensured that the information provided by respondents was used only for the purposes of this research and was not disclosed or leaked for any other objective, which in turn encouraged respondents to provide honest and sufficient information. Third, the identity of respondents was kept confidential and anonymous in the reporting of findings, so that no individual could be identified from the data presented. This information
collected was used strictly for academic purposes and not otherwise, in line with accepted research ethics.

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CHAPTER FOUR

DATA ANALYSIS, AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyzes, and interprets the findings of the study on the assessment of the organization of library materials in government school libraries, using Dunda Secondary School Library as a case study. The data were collected from students and the school librarian using a structured questionnaire. After data collection, the responses were organized, analyzed, and interpreted to answer the research objectives.

4.1 Response Rate

A total of 30 questionnaires were distributed to the respondents, comprising students and the school librarian at Dunda Secondary School Library. Out of the 30 questionnaires distributed, 27 were correctly completed, returned, and found suitable for data analysis, while 3 questionnaires were not returned and were therefore excluded from the study

Table 4.1 Respondents' Rate (N =27)

Statement	**Frequency**	**Percentage %**
Questionnaires distributed	30	100
Questionnaires returned	27	90
Questionnaires not returned	3	10
Total	**27**	**100**

Source: Field Data, (2026)

The findings from Table 4.1 above indicates that the study achieved a response rate of 27 (90%)**,** while 3**(**10%) of the questionnaires were not returned. The high response rate shows that most of the selected respondents participated in the study by providing the

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required information. Therefore, the returned questionnaires provided sufficient data for the analysis and presentation of the study findings, making the results reliable and representative of the respondents' views on the organization of library materials in the school library.

4.2 Demographic Characteristics of Respondents

This section presents the demographic characteristics of the 27 respondents who participated in the study by returning the questionnaires. The demographic information includes gender, age, and education level. These characteristics were considered important because they provide a clear understanding of the background of the respondents and help in interpreting the study findings.

Gender was included to show the distribution of male and female respondents who participated in the study. Age was considered important because respondents from different age groups may have different experiences and opinions regarding the organization and use of library materials. Similarly, the level of education was included because it may influence respondents' understanding of how library materials are organized and their ability to locate and use information resources effectively.

4.2.1 Gender of Respondents

Gender was included in this study because it is an important demographic characteristic that helps to show the distribution of respondents who participated in the research. The study involved both male and female respondents, including students and the school librarian at Dunda Secondary School Library.

The information on gender was collected to determine whether both male and female respondents were adequately represented in the study. It also helps the researcher to understand whether there are any differences in their views and experiences regarding the organization of library materials in the school library. Since both male and female students use the library to access learning materials, their opinions are important in

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assessing how library materials are organized and whether the current arrangement supports easy access to information. Table 4.1: Gender of respondents

Table 4.2: Distribution of Respondents by Gender (N= 27)

Gender	**Frequency**	**Percentage %**
Male	10	37
Female	17	63
Total	**27**	**100**

Source: Field Data, (2026)

The findings from Table 4.2 above shows that out of the 27 respondents who participated in the study, 17 (63%) respondents were female**,** while 10 (37%) were male.

The results indicate that female respondents formed the majority of the study participants. This may be because more female students were available and willing to participate in the study than male students. Despite this difference, both male and female respondents were represented, allowing the researcher to collect views from both groups regarding the organization of library materials at Dunda Secondary School Library.

4.2.2 Age of Respondents

Respondents were asked to indicate their age groups in order to understand the age distribution of participants involved in the study on the assessment of the organization of library materials at Dunda Secondary School Library. Age is an important demographic characteristic because respondents from different age groups may have different experiences, knowledge, and opinions about the arrangement and use of library materials.

The information collected on the age of respondents helps the researcher to understand the different views of students and the librarian regarding how library materials are

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organized and accessed. Different age groups may have different levels of experience in using the library, locating books, and understanding the arrangement of information resources. Table 4.3 shows thee findings:

Table 4.3: Distribution of Respondents by Age (N= 27)

Age of Respondents	**Frequency**	**Percentage %**
10 - 20 years	18	67
21 - 31 years	6	22
32 - 42 years	2	7
48 years and above	1	4
Total	**27**	**100**

Source: Field Data, (2026)

The findings from Table 4.3 above shows that out of the 27 respondents who participated in the study, respondents were aged between 10 and 20 years**,** with 18 respondents representing 67% of the total participants. This indicates that most of the respondents were students, who formed the largest group involved in the study.

The findings further show that 6 (22%) respondents were between 21 and 31 years, while 2 (7%) were aged between 32 and 42 years**.** Only 1 (4%) was aged 48 years and above**.** The presence of respondents from different age groups provided a variety of views and experiences regarding the organization of library materials at Dunda Secondary School Library.

4.2.3 Educational Level of Respondents

The respondents were asked to indicate their education level, which included Form I, Form II, Form III, and Form IV. Understanding the education levels of respondents helps the researcher to identify whether students from different classes have different

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experiences in using the library and accessing organized materials. Finding are shows Table 4.4:

Table 4.4: Distribution of Respondents by Educational Level (N = 27)

Education Level	Frequency	Percentage %
Form I	5	18
Form II	10	37
Form III	8	30
Form IV	4	14
Total	27	100

Source: Field Data, (2026)

The findings from Table 4.4 above shows that among the 27 respondents who participated in the study, 10 (37%) respondents were Form II students**,** making them the largest group of participants. This was followed by 8 (30%) who were Form III students.

The table further indicates that 5 (18%) were Form I students, while 4 (14%) were Form IV students, representing the smallest group among the respondents. The findings show that respondents from all secondary school levels were included in the study, which provided different views and experiences regarding the organization of library materials at Dunda Secondary School Library.

The participation of students from different forms was important because students at different educational levels may have different experiences in using the library and accessing learning materials. For example, students who have spent more years in school may have more experience in locating and using library resources compared to new students.

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4.3 Frequency of Library Use

Respondents were asked to indicate how often they use the school library. This question was included to understand the frequency of library use among students and the librarian at Dunda Secondary School Library. The frequency of library use is an important factor because regular library users are more likely to have experience with the arrangement, organization, and accessibility of library materials.

The information collected on library use frequency helps the researcher to understand how often respondents interact with library resources and whether the organization of library materials supports their information needs. Students who use the library frequently may have better knowledge of the location and arrangement of books and other materials compared to those who use the library less often. Finding are shows Table 4.5 below:

Table 4.5: Frequency of Library Use by Respondents (N = 27)

Frequency of Library Usage	**Frequency**	**Percentage %**
Daily	6	22
Weekly	12	44
Monthly	7	26
Rarely	2	8
Total	**27**	**100**

Source: Field Data, (2026)

The findings from Table 4.5 above shows that out of the 27 respondents who participated in the study, 12 (44%) respondent used the library on a weekly basis**,** making them the largest group of library users. This was followed by **7** (26%) who used the library monthly.

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The findings further indicate that 6 (22%) used the library daily**,** while 2 respondents (8%) reported using the library rarely. The results show that most respondents used the library regularly, either daily or weekly, which suggests that they had enough experience with library services and the arrangement of library materials.

The regular use of the library by most respondents was important for this study because frequent users are more likely to understand how library materials are organized and whether the arrangement makes it easy to find and access required resources. The responses from both frequent and less frequent users provided different views that helped the researcher assess the effectiveness of the organization of library materials at Dunda Secondary School Library.

4.4 Methods of Locating Books in the Library

Respondents were asked to indicate the methods they use when locating books and other library materials in the school library. This question was included to understand how students and the librarian access library resources and whether the organization of library materials supports easy retrieval of information.

The methods used to locate books are important because they show the level of effectiveness of the library arrangement system. For example, the use of catalogue cards or computer systems helps users to search for materials systematically, while shelf labels and signs guide users in finding books according to their arrangement. Asking the librarian also provides assistance to users who may have difficulties locating required materials, whereas searching randomly on shelves may indicate challenges in the organization and accessibility of library resources. Finding are shows Table 4.6 below:

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Table 4.6: Methods Used by Respondents to Locate Books

Methods of Locating Books	**Frequency**	**Percentage %**
By using catalogue cards or computer system	8	30
By checking shelf labels and signs	11	41
By asking the librarian	5	18
By searching randomly on shelves	3	11
Total	**27**	**100**

Source: Field Data, (2026)

The findings from Table 4.6 above shows that out of the 27 respondents who participated in the study, 11 (41%) respondent used shelf labels and signs to locate books, making it the most commonly used method among respondents.

The findings further indicate that 8 respondents (30%) used catalogue cards or a computer system when searching for library materials. This shows that some respondents were familiar with using organized searching methods to find books. In addition, 5 respondents (18%) reported that they locate books by asking the librarian**,** which indicates that some users depend on assistance from library staff when searching for materials. Only 3 respondents (11%) indicated that they search randomly on shelves to find books. This was the least used method, suggesting that most respondents prefer using proper methods of locating library materials rather than searching without guidance.

"During the interview, one of the respondents explained that shelf labels and signs help students to locate books more easily in the library. The respondent said, "I usually check the labels on the shelves because they guide me to where different books are kept. It saves my time when searching for learning materials." This shows that clear shelf labeling and proper arrangement of books are important in helping students access library materials without difficulty"

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The findings indicate that shelf labels and signs play an important role in helping users access library materials. However, the use of catalogue cards or computer systems shows the need for effective organization and availability of searching tools in the library. The results suggest that proper arrangement, clear shelf labeling, and librarian support are important factors in enabling students to locate books easily at Dunda Secondary School Library.

4.5 Challenges Encountered in Using the Library Organization System

Respondents were asked to identify the challenges they face when using the library organization system at Dunda Secondary School Library. This question was included to understand the difficulties students and the librarian experience when locating and accessing library materials.

The challenges encountered by library users are important because they help the researcher assess whether the current organization of library materials is effective. Difficulties such as misplaced books on shelves, hard-to-understand call numbers, lack of guidance from the librarian, and poor shelf labels or signs can make it difficult for users to find the information they need. These challenges may discourage students from using the library regularly and reduce the effectiveness of library services.

The information collected on these challenges helps the researcher identify areas that need improvement in the organization of library materials. The findings also provide a better understanding of how the current library organization system affects students' ability to access learning resources quickly and easily at Dunda Secondary School Library. Finding are shows Table 4.7 below

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Table 4.7: Challenges Encountered by Respondents

Challenges	**Frequency**	**Percentage**
Books are misplaced on shelves	6	22
Hard to understand call numbers	9	34
Lack of guidance from library staff	7	26
Poor labeling and signs	5	18
Total	**27**	**100**

Source: Field Data, (2026)

The findings from Table 4.7 above shows that out of the 27 respondents who participated in the study, 9 respondents (34%) reported that hard-to-understand call numbers were the main challenge they faced when locating library materials. This indicates that some students have difficulties understanding the classification system used to arrange books on shelves.

The findings further show that 7 respondents (26%) identified lack of guidance from library staff as a challenge. This suggests that some library users need more support and assistance from the librarian to help them understand how to locate and access library materials effectively.

"During the interview, one of the respondents explained that some challenges occur because students do not fully understand how books are arranged in the library. The respondent said, "*Sometimes it is difficult to find a book because I do not understand the numbers written on the books, and I need help from the librarian." This shows that users need more guidance on how to use the library organization system, especially in understanding call numbers and locating books easily"*

Additionally, 6 respondents (22%) reported that books being misplaced on shelves was a challenge**,** while 5 respondents (18%) indicated that poor labeling and signs affected

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their ability to find books easily**.** These findings show that proper arrangement of books and clear shelf labels are important in improving access to library resources.

4.6 Benefits of Proper Organization of Library Materials

Respondents were asked to identify the benefits of proper organization of library materials in Dunda Secondary School Library. This question aimed to understand how well-organized library materials contribute to effective use of library services by students and the librarian.

Proper organization of library materials is important because it helps users to find and access the required information resources easily and quickly. When books and other materials are arranged properly, users spend less time searching for resources and can focus more on their studies. It also improves the efficiency of library services by making the process of locating, borrowing, and using materials easier.

The benefits of proper organization include saving users' time, faster access to information, easy location of books, and improvement of study habits and lifelong learning. Understanding these benefits helps the researcher assess the importance of effective organization of library materials and its contribution to supporting learning activities at Dunda Secondary School Library. Finding are shows Table 4.8 below:

Table 4.8: Benefits of Proper Organization of Library Materials

Benefits	**Frequency**	**Percentage %**
Time saving	5	19
Faster access to information	10	37
Easy location of books	8	30
Improved study and lifelong learning	4	14
Total	**27**	**100**

Source: Field Data, (2026)

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The findings from Table 4.8 above shows that out of the 27 respondents who participated in the study, 10 (37%) identified faster access to information as the main benefit of proper organization of library materials**.** This indicates that when library materials are arranged properly, users can easily find the information resources they need within a short period of time.

"During the interview, one of the respondents explained that proper organization of library materials helps students to find books and other resources easily. The respondent said, "*When books are arranged properly and labeled clearly, I can find the book I need without wasting much time." This shows that good organization of library materials makes it easier for students to access information and use the library effectively"*

The findings further show that 8 respondents (30%) reported that proper organization helps in easy location of books. This suggests that a well-arranged library enables students to identify and access books without facing many difficulties. In addition, 5 respondents (19%) indicated that proper organization saves time**,** showing that organized materials reduce the time spent searching for required resources. Only 4 respondents (14%) mentioned improved study and lifelong learning as a benefit of proper organization of library materials. This shows that proper arrangement of resources supports students' learning activities by encouraging them to use library materials effectively.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the major findings, conclusion, and recommendations of the study. The study assessed the organization of library materials in government school libraries, using Dunda Secondary School Library as a case study. The summary of findings was developed based on the objectives of the study. The conclusion was drawn from the findings obtained from respondents, while recommendations were provided to improve the organization and accessibility of library materials in the school library.

The study involved students and the school librarian as respondents. Data were collected through questionnaires and interviews, and the findings focused on respondents' background information, methods used to locate books, challenges faced when using the library organization system, and the benefits of properly organized library materials.

5.1 Summary of Key Findings

The following section presents the summary of the major findings according to the objectives of the study.

5.1.1 Demographic Characteristics of Respondents

The study involved a total of 30 respondents who were provided with questionnaires. Out of these, 27 questionnaires were successfully completed, returned, and used for data analysis, giving a response rate of 90%. The respondents included students and the school librarian from Dunda Secondary School Library.

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Gender of Respondents

The study found that 17 respondents (63%) were female, while 10 respondents (37%) were male. The findings showed that female respondents formed the majority of participants. However, both male and female respondents were represented in the study, which allowed the researcher to collect different opinions and experiences regarding the organization of library materials in the school library.

Age of Respondents

The study found that most respondents, 18 respondents (67%), were between 10 and 20 years old. This was followed by 6 respondents (22%) who were between 21 and 31 years, 2 respondents (7%) who w ere between 32 and 42 years, and 1 respondent (4%) who was aged 48 years and above.

The findings showed that most respondents were students because they belonged to the main age group of secondary school learners. The different age groups provided different experiences and views about the arrangement and accessibility of library materials.

Educational Level of Respondents

The study found that respondents were from different education levels. Form II students were the largest group, with 10 respondents (37%), followed by Form III students with 8 respondents (30%). Form I students accounted for 5 respondents (18%), while Form IV students were 4 respondents (14%).

The involvement of students from Form I to Form IV helped the researcher obtain views from students at different levels of secondary education. This was important because students with different levels of school experience may have different abilities and experiences in locating and using library materials.

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5.1.2 Frequency of Library Use by Respondents

The study found that most respondents used the school library regularly. The findings showed that 12 respondents (44%) used the library weekly, 7 respondents (26%) used it monthly, 6 respondents (22%) used it daily, and 2 respondents (8%) used it rarely.

The findings indicated that most respondents had experience using the school library and were familiar with the arrangement of library materials. Regular library use helped respondents provide reliable information about how materials are organized and how easily they can access required resources.

5.1.3 Methods Used by Respondents to Locate Books

The study found that respondents used different methods to locate books and other library materials. The majority of respondents, 11 respondents (41%), used shelf labels and signs to find books. This was followed by 8 respondents (30%) who used catalogue cards or computer systems.

Furthermore, 5 respondents (18%) reported that they asked the librarian for assistance when locating books, while 3 respondents (11%) searched randomly on shelves.

The findings showed that shelf labels and signs were the most commonly used method because they helped students identify where books were located. The study also revealed the importance of librarian support and effective searching tools in improving access to library materials.

5.1.4 Challenges Encountered in Using the Library Organization System

The study identified several challenges affecting the use of the library organization system. The major challenge was difficulty in understanding call numbers, which was reported by 9 respondents (34%). This showed that some students had difficulties understanding the classification system used to arrange books.

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The study also found that 7 respondents (26%) experienced a lack of guidance from library staff, while 6 respondents (22%) reported that books were sometimes misplaced on shelves. In addition, 5 respondents (18%) identified poor labeling and signs as a challenge.

The findings showed that although the library organization system helps users access materials, improvements are needed in explaining call numbers, guiding students, arranging books properly, and improving shelf labels.

5.1.5 Benefits of Proper Organization of Library Materials

The study found that proper organization of library materials provides several benefits to library users. The majority of respondents, 10 respondents (37%), identified faster access to information as the main benefit. This was followed by 8 respondents (30%) who reported that proper organization helps in easy location of books.

Additionally, 5 respondents (19%) indicated that proper organization saves time, while 4 respondents (14%) reported that it improves study and lifelong learning.

The findings showed that well-organized library materials make it easier for students to locate resources, save time, and use library materials effectively for academic purposes.

5.2 Conclusion

The study concluded that the organization of library materials plays an important role in improving access to information resources at Dunda Secondary School Library. Proper arrangement of books, clear shelf labels, and effective guidance from the librarian help students locate and use library materials easily.

The study also concluded that most students regularly use the library and depend on shelf labels, signs, and librarian assistance to locate books. This shows that the organization system has a direct effect on students' ability to access learning materials.

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However, the study found that some challenges affect effective use of the library organization system. These challenges include difficulties in understanding call numbers, misplaced books, limited guidance from library staff, and poor labeling of shelves. Addressing these challenges would improve the accessibility and usefulness of the school library.

Overall, the study concluded that proper organization of library materials contributes to better library services by saving users' time, improving access to information, and supporting students' learning activities.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made to improve the organization of library materials and enhance access to information resources at Dunda Secondary School Library:

5.3. 1 The school management should provide support for proper organization of library materials.

The school management should ensure that adequate support is provided to maintain proper arrangement and management of library materials. This can be done by ensuring that books are arranged according to an appropriate classification system and regularly checked to prevent books from being misplaced on shelves. The management should also provide enough resources, such as shelves, labels, and other necessary library equipment, to improve the organization and accessibility of library materials.

5.3.2 The librarian should provide regular guidance to students on how to use the library effectively.

The librarian should assist students in understanding how library materials are arranged, especially how to read and use call numbers when searching for books. Regular

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guidance and support will help students become more confident in locating information resources without depending too much on the librarian. This will also improve students' ability to use the library independently for academic purposes.

5.3.3 The library should improve shelf labels and signs to make it easier for users to locate books.

Clear and understandable shelf labels and signs should be provided in different sections of the library. Proper labeling will help students identify where different categories of books are located and reduce the time spent searching for materials. The librarian should regularly check and update labels to ensure that they match the arrangement of books on the shelves.

5.3.4 The school should introduce library orientation programmer for new students.

The school should organize library orientation sessions for new students to introduce them to library services and explain how materials are organized. During these programmers, students should be taught how to search for books, understand call numbers, use shelf labels, and follow library procedures. This will help students develop good library-use skills from the beginning of their studies.

5.3. 5 The librarian should maintain updated catalogue records and introduce computer-based searching systems where possible.

The librarian should ensure that catalogue records are regularly updated to provide accurate information about available library materials. Where resources allow, the school should consider introducing a computer-based library searching system to make it easier for students to identify and locate books. Such systems can improve the efficiency of library services and provide faster access to information resources.

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5.4 Area for Further Studies

- Challenges and benefits related to the organization of library materials in all government school libraries in Tanzania

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APPENDIX I

QUESTIONAIRES FOR LIBRARY USERS

1. Gender:

A) Male ( )

B) Female

2. Age:

A) 10-20

B) 21- 31 ( )

C) 32-42

D) 48+

3. Educational Level:

A) Form I

B) Form II ( )

C) Form III

D) Form IV

4.How frequently do you use the library?

A) Daily

B) Weekly ( )

C) Monthly

D) Rarely

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5. How do you normally locate books in the library?

A) By using catalogue cards or computer system

B) By checking shelf labels and signs ( )

C) By asking the librarian

D) By searching randomly on shelves

6. What challenge do you encounter when using the library organization system?

A) Books are misplaced on shelves

B) Hard to understand call numbers ( )

C) Lack of guidance from library staff

D) Poor labeling and signs

7. What benefit do you get from proper organization of library materials?

A) Time saving

B) Faster access to information ( )

C) Easy location of books

D) Improved study and life long learning

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APPENDIX II

INTERVIEW GUIDE FOR LIBRARY STAFF

Dear Respondent,

My name is Edda B. Speratus**,** I am Diploma student from School of library, archives and documentation studies **(SLADS),** is conducting a research titled "***An assessment of organization of library materials in government school libraries"*** Kindly assist by filling this form by putting a tick in the bracket or comments in the space provided to the best of your knowledge.

After filling in the form please hand it over to the academic use or researcher after filling it.

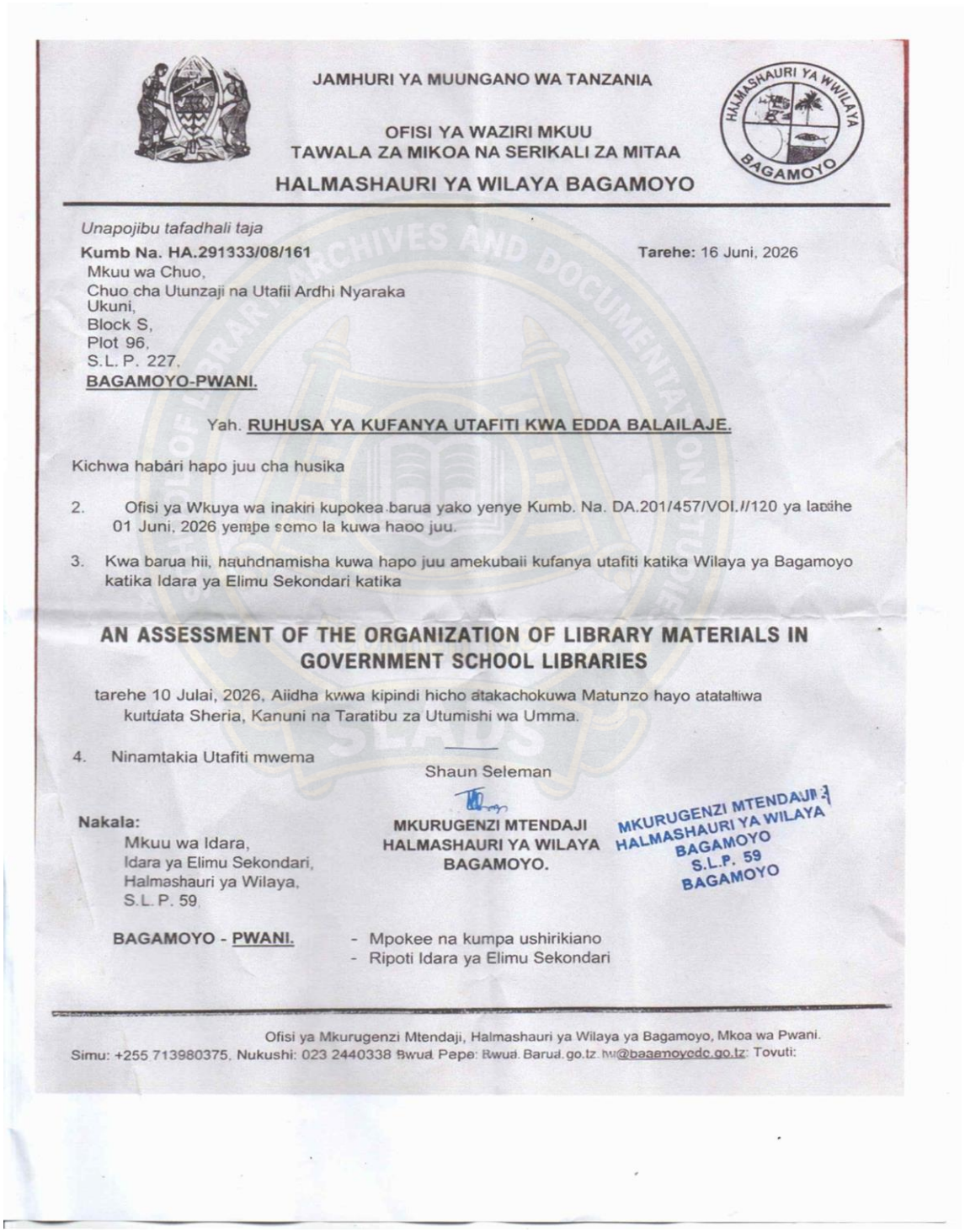
Please you're kindly requested to answers these questions.

1. What is your gender?
2. What is your education level?
3. What methods do you use to organize library materials in this school library?
4. What tools or equipment do you use when organizing library materials (e.g., catalogues, labels, computers)?
5. How often do you rearrange the shelves to ensure proper order?
6. What benefits of organizing library materials to students?
7. What challenges do you face when in this library?
8. What solution should be taken to overcome the challenges?

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APPENDIX III

APPROVAL LETTER



JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA WILAYA BAGAMOYO

Unapojibu tafadhali taja

Kumb Na. HA.291333/08/161 **Tarehe:** 16 Juni, 2026

Mkuu wa Chuo,
Chuo cha Utunzaji na Utafii Ardhi Nyaraka
Ukuni,
Block S,
Plot 96,
S.L. P. 227,
BAGAMOYO-PWANI.

Yah. **RUHUSA YA KUFANYA UTAFITI KWA EDDA BALAILAJE.**

Kichwa habári hapo juu cha husika

2. Ofisi ya Wkuya wa inakiri kupokea barua yako yenye Kumb. Na. DA.201/457/VOI.I/120 ya tarehe 01 Juni, 2026 yenye somo la kuwa hapo juu.

3. Kwa barua hii, hauhdnamisha kuwa hapo juu amekubali kufanya utafiti katika Wilaya ya Bagamoyo katika Idara ya Elimu Sekondari katika

AN ASSESSMENT OF THE ORGANIZATION OF LIBRARY MATERIALS IN GOVERNMENT SCHOOL LIBRARIES

tarehe 10 Julai, 2026, Aiidha kwwa kipindi hicho atakachokuwa Matunzo hayo atatatiiwa kuituata Sheria, Kanuni na Taratibu za Utumishi wa Umma.

4. Ninamtakia Utafiti mwema

Shaun Seleman

MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO.

MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO
S.L.P. 59
BAGAMOYO

Nakala:
Mkuu wa Idara,
Idara ya Elimu Sekondari,
Halmashauri ya Wilaya,
S.L. P. 59

BAGAMOYO - PWANI.

- Mpokee na kumpa ushirikiano
- Ripoti Idara ya Elimu Sekondari

Ofisi ya Mkurugenzi Mtendaji, Halmashauri ya Wilaya ya Bagamoyo, Mkoa wa Pwani.
Simu: +255 713980375, Nukushi: 023 2440338 Bwua Pepe: Bwua.Barua.go.tz.hu@bagamoyodc.go.tz: Tovuti:

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