SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

(SLADS)

RESEARCH REPORT ON:

AN ASSESSMENT ON LIBRARY STAFF SUPPORT FOR EFFECTIVE SERVICES DELIVERY IN ACADEMIC LIBRARIES: A CASE OF MARIAN UNIVERSITY

BY:

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The Research Report Submitted to the School of Library Archives and Documentation Studies Seeking Approval to Undertake A Study as Partial Fulfillment for the Award of Ordinary Diploma in Library and Information Management.

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CERTIFICATION

The undersigned certify that supervisor 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 Library Staff Support for Effective Services Delivery in Academic Libraries".*** A case study at Marian University College in Fulfillment of the Requirements for the ward of Ordinary Diploma in Library and Information Management.

Signature _____

(Supervisor)

Date_____

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I, **Neema Manyonyi** 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 college for a similar or any diploma award.

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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

ICT	Information Communication Technology
ISO	International Organization Standard
IT	Information Technology
PO-RALG	President's Office – Regional Administration and Local Government
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 library staff support for effective service delivery in academic libraries. The study was conducted to examine the types of library services used by library users, assess users' level of satisfaction with support services provided by library staff, identify challenges faced by users when accessing information resources, and determine possible solutions for improving library staff support and effective service delivery in academic libraries.

The study employed a descriptive research design and adopted a mixed research approach. Data were collected from 30 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 using thematic analysis and supported by respondents' quotations.

The findings revealed that internet services were the most frequently used library service, followed by borrowing library materials and using online databases. The study further found that most respondents were either satisfied or moderately satisfied with the support services provided by library staff, indicating that library staff play an important role in facilitating access to information resources and assisting users in meeting their academic information needs.

The study also identified several challenges affecting effective information access, including inadequate information resources, information overload, outdated information, limited searching skills, and short loan periods for library materials. Respondents suggested that increasing information resources, improving access to current information, strengthening information literacy training, and encouraging users to seek assistance from library staff would enhance effective service delivery.

The study concludes that library staff support is essential for effective service delivery in academic libraries. Library staff contribute significantly by guiding users, providing reference services, and facilitating access to information resources. The study recommends that academic libraries should strengthen user support services, provide continuous professional development for library staff, improve information resource collections, and conduct regular user orientation and inormation literacy programmes to enhance effective service delivery and user satisfaction.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents an introduction to the study focusing on the evaluation of disaster recovery planning and its effectiveness in public institutions. It outlines the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and scope of the study.

1.1 Background of the Study

Globally, academic libraries play a central role in supporting teaching, learning, and research by providing access to information resources and services. While advances in information and communication technologies have expanded the availability of digital and physical library resources, effective access to these services largely depends on the active contribution of library staff. Library staff serves as intermediaries between information resources and users, facilitating access through reference services, user education, information literacy training, circulation services, and technical support (IFLA, 2015). Historically, access to library services was primarily mediated by librarians who guided users in locating and using physical collections. With the growth of digital libraries, online databases, and electronic resources, the role of library staff has expanded beyond traditional custodianship to include instructional, advisory, and technological functions. Library staff are now expected to support users in navigating complex information systems, using electronic databases, and developing information literacy skills necessary for academic success (Association of College and Research Libraries [ACRL], 2016). Despite increased availability of library resources, studies worldwide indicate that many users still experience barriers in accessing library services.

In Africa, academic libraries play a significant role in supporting higher education by providing access to information resources that facilitate teaching, learning, and research. However, access to library services in many African academic institutions remains uneven due to infrastructural, technological, and human resource challenges. In this

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context, the contributions of library staff is particularly critical in enabling users to effectively access and utilize available library services (Mnjama & Wamukoya, 2017).

Factually, many African academic libraries operated under resource-constrained environments characterized by limited collections, inadequate facilities, and shortages of trained personnel. As a result, users often depended heavily on library staff for guidance in locating information, understanding library systems, and using available resources. Library staff acted as key facilitators of access through reference services, circulation support, user education, and orientation programs (Ocholla, 2009). With the growth of electronic resources and digital library services in African academic institutions, the role of library staff has expanded significantly. Library staff is now expected to assist users in accessing online databases, institutional repositories, and electronic journals, in addition to traditional print collections. However, many users in African academic libraries face challenges such as low information literacy skills, limited ICT competencies, and lack of awareness of available services. These challenges increase the importance of library staff support in bridging the gap between users and information resources (Quadri & Adebayo, 2016).

In Tanzania, academic libraries are key components of higher learning institutions, supporting teaching, learning, research, and community engagement. These libraries provide access to a wide range of information resources and services, including print collections, electronic databases, reference services, and user education programs. However, effective access to these services by users largely depends on the contribution of library staff, who guide, support, and train users in utilizing available resources (Mchombu, 2014).

Archeologically, Tanzanian academic libraries have relied heavily on traditional print-based collections and face-to-face service delivery. Library staff played a central role in assisting users with catalog use, book location, and reference inquiries. With the introduction of electronic resources and digital library systems, the responsibilities of library staff have expanded to include information literacy instruction, database

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searching support, and user training on emerging technologies. This shift has increased the importance of staff competence and adaptability in facilitating users' access to library services (Mnjama & Wamukoya, 2007).

1.2 Statement of the Problem

Academic libraries are established to support teaching, learning, and research by providing users with access to relevant information resources and services. In recent years, academic libraries have invested in expanding both print and electronic resources, as well as introducing various user-oriented services such as reference assistance, information literacy training, and online access to information (IFLA, 2017). However, it remains unclear whether library staff effectively supports users in accessing available services, developing information literacy skills and are adequately addressing users' information needs. Therefore, this study aim is to assess on library staff support for effective services an academic library.

1.3 Objectives of the Study

1.3.1 General Objective

An Assessment on Library Staff Support for Effective Services Delivery in Academic Libraries: A Case of Marian College, Bagamoyo.

1.3.2 Specific Objectives

i. To identify library staff support services in academic libraries.

ii. To determine awareness of library services to users in academic libraries

iii. To examine challenges that hinder library staff from delivering effective support services in academic libraries.

1.4 Research Questions

i. What are the library staff support services in academic libraries?

ii. How users are aware of library support services?

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iii. What are the challenges facing library staff on delivering effective services in the academic libraries?

1.5 Significance of the Study

The findings of this study will be of significance to various stakeholders in the academic library environment.

First, the study will benefit library management and administrators by providing empirical evidence on the contribution of library staff to users' access to library services. The results will help management identify strengths and weaknesses in staff roles, service delivery practices, and user support mechanisms, thereby informing decisions related to staff training, deployment, and service improvement.

Second, the study will be significant to library staff, as it will highlight their roles, challenges, and areas requiring professional development. The findings may encourage library staff to improve user engagement, enhance information literacy instruction, and adopt user-centered approaches in service delivery to improve access to library services.

Third, the study will benefit library users, including students and academic staff, by identifying barriers that limit their access to library services. Recommendations from the study may lead to improved library services, increased awareness of available services, and enhanced user support, thereby improving users' academic performance and research productivity.

1.6 Scope of the Study

The scope of this study focused on assessing the contribution of library staff to users' access to library services in an academic library, with Marian University serving as the case study. Purely, the study was limited to Marian University, and the findings was generalized to all academic libraries in Tanzania. In terms of content, the study was focused on staff contribution to access library services and was not extensively

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examined technical aspects such as library automation systems or collection development policies, except where they directly influence service access.

1.7 Limitations of the Study

This study faced several limitations, as follows

1.7.1 Time Limitation

Limited time for data collection, which may restrict the number of respondents involved in the study. As a result, some views from library users or staff may not be fully captured, a challenge commonly noted in academic library studies (Creswell, 2014). The researcher developed a clear data collection schedule and use efficient sampling techniques to ensure that selected respondents adequately represent the target population.

1.7.2 Financial Constraints

Among which are financial constraints, research process is always involves a lot of necessary activities such printing fee binding fee and bus fee in data collection process. So, the fund allocated to accomplish the study is significant low therefore researcher required to customize the expenditure to that to accommodate the available money as result to effectively accomplish the study.

Time constraints, researcher also expected to face the time constraint challenge because the time allocated to finish the study is insufficient. Therefore, in order to overcome this barrier researcher will required to use even weekends so that to accomplish the study on time.

1.8 Definition of Key Terms

1.8.1 Academic Library

An academic library refers to a library established within a higher learning institution such as a university or college to support teaching, learning, and research activities of

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students, faculty members, and researchers. Academic libraries provide access to both print and electronic information resources, including books, journals, databases, and institutional repositories that support academic programs and scholarly communication. They also offer various services such as reference assistance, information literacy training, and research support to facilitate effective utilization of information resources (Corrall & Jolly, 2022).

1.8.2 Library Staff Support

Library staff support refers to the professional assistance provided by librarians and other library personnel to help users effectively access, locate, evaluate, and utilize library resources and services. This support may include reference services, user education, information literacy training, research consultations, and guidance in using digital databases and library technologies. Effective staff support ensures that users receive timely help and guidance that enhances their ability to benefit from library resources (IFLA, 2023).

1.8.3 Effective Library Services

Effective library services refer to the provision of information services that successfully meet the information needs of users while supporting their academic and research activities. Effective services are characterized by accessibility, relevance, quality information resources, skilled staff assistance, and the use of appropriate technologies that facilitate efficient information retrieval and utilization. Such services improve user satisfaction and contribute to academic success in higher learning institutions (Matthews, 2023).

1.8.4 User Support Programs

User support programs refer to organized activities conducted by libraries to assist users in accessing and using library services and resources effectively. These programs may include library orientation, information literacy training, research workshops, digital

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resource training, and outreach initiatives that help users understand how to navigate library systems. Through these programs, libraries enhance users' research skills and promote effective utilization of available information resources (Oakleaf, 2022).

1.8.5 Information Literacy

Information literacy refers to the ability of individuals to recognize their information needs and to locate, evaluate, and use information effectively and ethically. In academic libraries, information literacy programs are conducted to equip students with essential research skills such as database searching, source evaluation, citation practices, and critical thinking. These skills enable students to engage effectively with scholarly information and support academic learning (Association of College and Research Libraries, 2022).

1.8.6 Reference Services

Reference services refer to professional assistance provided by librarians to help users find information resources and answer research questions. These services may be delivered through face-to-face consultations, email, live chat, telephone, or virtual meetings. Reference services help users navigate library catalogs, electronic databases, and other information tools to obtain relevant and reliable information (Kasim, 2025).

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CHAPTER TWO

LITERATURE REVIEWS

2.0 Introduction

Literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic (Deering, 2010). Literature reviews provide a researcher with a handy guide to particular topic for scholars the depth and breadth of the literature review emphasize the credibility of the writer in his or her field literature review.

2.1 Library Support Staff Services in Academic Libraries

Library support staff plays a vital role in ensuring the smooth operation of academic libraries by assisting professional librarians in delivering quality information services to users. Their responsibilities include managing circulation services, shelving and organizing library materials, assisting users in locating information resources, supporting digital library operations, maintaining library equipment, and providing basic technical support. As academic libraries increasingly adopt digital technologies, the competency of library support staff has become an essential factor influencing the effectiveness and efficiency of library services. Professional competency among library support staff refers to the knowledge, technical skills, practical experience, and interpersonal abilities required to perform library duties effectively. According to Saunders (2020), competent library support staff contribute significantly to the accessibility and quality of library services by ensuring that library resources are well organized, available, and easily accessible to users. Their competency enables academic libraries to provide reliable support for teaching, learning, and research activities.

In academic libraries, support staff are expected to possess both traditional library skills and modern digital competencies. Traditional competencies include circulation management, shelving, catalog maintenance, customer service, and record keeping. However, the rapid development of information and communication technologies (ICTs) has expanded their responsibilities to include operating Integrated Library Systems (ILS), assisting users with electronic databases, managing digital collections, supporting

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institutional repositories, and providing basic troubleshooting for library technologies (Lazzaro & Sponholz, 2021). These competencies enable support staff to respond effectively to the changing needs of academic library users. Technical competency is increasingly important because most academic library services are now delivered through digital platforms. Library support staff should be able to use online public access catalogs (OPACs), electronic resource management systems, digital repositories, and library management software efficiently. They should also possess basic ICT skills, including database searching, internet navigation, electronic document management, and the use of office productivity software. According to Usman, Ibrahim, and Salihu (2020), library support staff with strong technical competencies improve service delivery by assisting users in accessing electronic information resources and resolving basic technological challenges encountered during information retrieval.

Apart from technical competencies, effective communication and customer service skills are essential for library support staff. They serve as the first point of contact for many library users and are responsible for responding to inquiries, providing guidance on library procedures, and creating a welcoming learning environment. Strong interpersonal skills enable support staff to interact professionally with students, academic staff, researchers, and visitors while promoting user satisfaction and efficient service delivery (Saunders, 2020). Despite the increasing importance of professional competency, many academic libraries continue to face challenges in developing the skills of library support staff. Limited opportunities for continuing professional development, inadequate training programs, insufficient funding, and rapid technological changes often hinder staff from acquiring new competencies required in modern academic libraries. In many institutions, support staff receives limited formal training on emerging technologies, digital information services, and advanced library management systems, reducing their ability to provide comprehensive user support (Lazzaro & Sponholz, 2021).

Continuous professional development is therefore essential for improving the competency of library support staff. Regular workshops, in-service training, mentoring programs, and ICT capacity-building initiatives enable support staff to update their

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knowledge and acquire new technical skills. Institutions that invest in staff development are more likely to achieve efficient library operations, improved user satisfaction, and enhanced access to academic information resources (Usman et al., 2020).

2.2 Awareness of Library Services to Users in Academic Libraries

Awareness of library services refers to the extent to which library users are informed about the information resources, facilities, and services available to support their academic activities. In academic libraries, students can only benefit from library services if they are aware of what is available and understand how to access and use those services. Therefore, creating awareness is an essential responsibility of academic libraries, as it promotes effective utilization of library resources and contributes to teaching, learning, and research. Academic libraries provide a wide range of services, including circulation services, reference services, information literacy training, access to electronic databases, institutional repositories, current awareness services, document delivery, interlibrary loan services, internet access, and research support. However, several studies have shown that many students are not fully aware of these services, resulting in low utilization of valuable library resources. According to Aina (2021), inadequate awareness remains one of the major barriers preventing students from making effective use of academic library services.

Libraries employ various strategies to increase awareness among users. These include library orientation programs for new students, information literacy sessions, library websites, social media platforms, email notifications, posters, brochures, and regular communication through university learning management systems. These awareness initiatives help students understand available services, locate information resources efficiently, and develop the skills required to access both print and electronic collections (Mubofu, 2024). The increasing adoption of digital technologies has transformed the way academic libraries promote their services. Modern academic libraries use institutional websites, online catalogs (OPAC), social media, mobile applications, and virtual reference services to communicate with users and increase awareness of electronic resources. Digital communication enables libraries to reach students

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regardless of their location and encourages greater use of online databases, e-books, e-journals, and institutional repositories. According to Amarasekara and Marasinghe (2020), digital awareness campaigns significantly improve students' knowledge and use of electronic library resources.

Despite these efforts, awareness of library services remains uneven among students. Many students are familiar with basic services such as borrowing books and using reading spaces but have limited knowledge of specialized services, including research consultation, citation management support, plagiarism checking assistance, institutional repositories, and interlibrary loan services. This limited awareness often results from inadequate promotion, insufficient user education, and poor communication between library staff and users (Anmol & Muhammad, 2021). Library orientation and information literacy programmes are among the most effective methods for improving awareness of library services. Orientation introduces new students to library rules, facilities, collections, and available services, while information literacy training equips users with the skills to identify, evaluate, and effectively use information resources. Regular user education programmes increase students' confidence in using both physical and digital library services and encourage lifelong information-seeking behavior (Elias, 2021).

Library staff also play an important role in creating awareness of library services. Through user education, reference assistance, outreach activities, and personalized guidance, staff help students understand available resources and encourage greater utilization of library services. Friendly communication, timely responses to user inquiries, and continuous engagement with students contribute significantly to improving awareness and promoting positive perceptions of library services (Otobo & Sahabi, 2021). Inclusive, awareness of library services is a critical factor influencing the utilization of academic libraries. Students who are well informed about available services are more likely to access library resources effectively, improve their academic performance, and develop independent research skills. Therefore, academic libraries should continue investing in user education, digital communication platforms, and

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promotional activities to ensure that all users are aware of the full range of services available to support teaching, learning, and research.

2.3 The Challenges that Hinder Library Staff from Delivering Effective Support Services in Academic Libraries

Library staff plays a central role in designing and delivering support programs that enable users to access information effectively; however, they face numerous challenges that limit the success of these initiatives. One of the most widely reported challenges is insufficient staffing and heavy workload**,** which affects the ability of library professionals to implement comprehensive support services such as information literacy training, research consultations, and virtual reference (Were, 2019). With limited personnel, staff are often required to divide their time between routine tasks (cataloguing, circulation) and support programs, leaving little capacity for innovation or outreach (Were, 2019). Shabani (2021) notes that the pressure to meet basic operational requirements often relegates support program planning to a lower priority, which undermines user engagement and reduces the overall effectiveness of library initiatives. The inability to dedicate adequate time to face-to-face consultations or workshop facilitation results in shallow programs that do not fully meet users' needs. Furthermore, in many institutions, there is limited provision for specialized roles such as instructional librarians or digital learning support staff, which constrains the range and depth of services offered (Shabani, 2021). This situation contributes to burnout and job dissatisfaction among staff who are expected to provide high-quality support with inadequate human resources. Therefore, staffing limitations remain a persistent problem that impacts the planning, delivery, and sustainability of support programs in academic libraries.

One more significant challenge is insufficient training and professional development opportunities for library staff, especially in areas related to digital technologies and user support methodologies. The rapid proliferation of digital platforms, mobile access tools, and online research environments requires staff to possess advanced skills in database

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navigation, library app management, instructional design, and user communication techniques (Alhassan & Owusu-Ansah, 2022). However, many libraries professionals lack access to structured professional development programs that would enable them to stay current with emerging technologies and pedagogical strategies (Alhassan & Owusu-Ansah, 2022). As a result, staff may struggle to effectively design and deliver programs such as information literacy training or virtual reference services, which rely on up-to-date digital competence. Reed (2025) identifies that continuous professional development is often constrained by limited budgets, lack of institutional priority, and absence of formal training policies. Consequently, staff find themselves relying on informal peer learning or self-directed study to acquire necessary skills, which may not be sufficient to support complex support program requirements. This gap between evolving service needs and professional competence limits the effectiveness of staff efforts to deliver high-quality support programs that align with user expectations.

In many academic libraries, limited financial and technological resources further impede the ability of staff to implement effective support programs. Providing robust services such as workshops, digital tutorials, interactive apps, and virtual consultations requires investment in software, licenses, multimedia equipment, and reliable internet infrastructure (Moyo & Stilwell, 2019). Libraries with constrained budgets struggle to allocate funds for these essential tools, forcing staff to operate with outdated systems or manual workarounds that diminishes service quality. Shabani (2021) notes that budget limitations often result in prioritizing basic services (cataloging, acquisitions) over innovative support programs, which reduces the capacity of staff to experiment with new formats and technologies. Furthermore, limited access to analytics tools makes it difficult to assess user needs accurately, evaluate program impact, and make data-driven improvements. The absence of technological infrastructure also affects the ability to support mobile and remote users, which is increasingly crucial in an era of blended and distance learning (Alhassan & Owusu-Ansah, 2022). Thus, financial and technological constraints not only limit program implementation but also affect staff morale and innovation in service provision.

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One more challenge concern user awareness and engagement, which significantly influences the success of support programs designed by library staff. Many students remain unaware of the range of services available to them, including information literacy training, virtual reference, research consultations, and digital collections (Kasim, 2025). This lack of awareness results in low participation rates and wasted staff effort in organizing programs that do not reach their target audience. Research has shown that awareness campaigns are essential to encourage user uptake, but staff often lack the skills or resources needed to carry out effective marketing activities (Kasim, 2025). Additionally, students' preferences for informal or non-academic channels of communication (social media, messaging apps) may not align with traditional library notification strategies, creating an engagement gap that staff struggle to bridge. This gap complicates staff efforts to deliver programs that are both visible and relevant to the student body. Reed (2025) further argues that engagement challenges are often related to the perceived academic load of students, who may prioritize other tasks over participation in library programs. Therefore, low awareness and engagement impede the potential of library support programs to empower students academically.

Staffs also contend with institutional policy and administrative barriers that affect the implementation and sustainability of support programs. Academic libraries are often governed by broader university policies that may not prioritize library support services or allocate sufficient autonomy for innovation (Moyo & Stilwell, 2019). Decision-making structures that centralize budget control and program planning outside the library environment can limit staff capacity to introduce new initiatives or respond quickly to emerging user needs. The lack of clear mandates for support programs and performance measures within institutional frameworks reduces accountability for program outcomes, making sustained investment less likely (Moyo & Stilwell, 2019). These administrative constraints discourage proactive staff leadership and reduce opportunities for staff to contribute meaningfully to strategic planning. Consequently, libraries may operate in a reactive mode, focusing on routine operations rather than proactive program development. Such policy and governance issues underscore the

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importance of institutional commitment to library services as part of holistic academic support systems.

Research Gap

The reviewed literature demonstrates that academic libraries globally and in Africa have implemented various programs to facilitate student access to library services. Studies by Shikali, Muneja, and Mohamed (2024) highlight digital platforms, outreach initiatives, information literacy training, and virtual reference services as key strategies to ensure students can access resources effectively, even during disruptions such as the COVID-19 pandemic. Similarly, Alhassan and Owusu Ansah (2022) note that electronic resources, online journals, and learning management systems have expanded accessibility and enhanced academic performance. Additionally, consortium collaborations and mobile applications have further extended the reach of library services, particularly for students in remote or resource-limited settings (Center for Research Libraries, 2025; Usman, Ibrahim, & Salihu, 2020). These studies collectively emphasize that modern library programs have shifted from static repositories to dynamic, user-centered, and technologically enhanced service models. Therefore, this study seeks to fill these gaps by empirically An Assessment on Library Staff Support for Effective Services Delivery in Academic Libraries at Marian College.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology is a set of systematic techniques used in research. It simply means a research guide and how it is conducted. It describes and analyzes methods, highlights their limitations and resources, and clarifies their pre-suppositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge. Research methodology is a set of systematic techniques used in research (Igbokwe, 2019). This section addressed the research design, area of the study, study population, sample size and sampling techniques, data collection methods and instruments, data quality control, ethical issues, and data analysis and presentation.

3.1 Research Design

Research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research (Durrheim, 2016). A descriptive research design employed. A descriptive design was applied to examine the practices of networking and resource sharing in libraries, especially with MARUCO academic Library.

A descriptive design was reliable in studying a single case because it helps reduce the scope of the study from a broader view to a single geographical area (Yin, 2023). This reduction simplified the data collection process, as the researcher focused on a single area and assessed the existence of the problem more easily. This design also increased flexibility, as the researcher was able to handle only the necessary information and avoid unnecessary data, especially when dealing with a wider geographical area

3.2 Research Approach

A research approach is a plan of action that gives direction to conduct research systematically and efficiently (Daniel, 2019). The research methodology comprised three research approaches according to Neuman (2003): qualitative, quantitative, and

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mixed methods. A mixed method approach used where both qualitative and quantitative methods were applied to collect and analyze data. These approaches were help to obtain more detailed and specific information about the problem under study. In addition, it will allow the use of both narration and numerical data during analysis.

3.2.1 Mixed Approach

Creswell and Creswell (2018) define a mixed method approach as one in which data collection and analyses are carried out using both qualitative and quantitative methods in a single study. Mixed research methods provide a better understanding of research problems and complex phenomena than using either approach alone (Creswell & Creswell, 2017).

3.3 Area of the study

According to Msabila and Nailila (2013), the study area is the place where the study was carried out. This study was conducted at MARUCO located in Bagamoyo, Tanzania. MARUCO will specialize in library staff support to effective access to services in an academic library. MARUCO was present an interesting case as it faced common challenges in developing countries, such as limited technological infrastructure and resources.

3.4 Population

The population is defined as a group of objects or items from which samples are taken for measurement (Braun and Clarke, 2021). The population for this study included librarians and students who used the library for various purposes. Kothari (2006) defined a population as an entire group of persons or elements that have some common characteristics. The total population comprised of not less than 100 respondents. These respondents were selected because they are expert knowledge relevant to the study. This helped in managing time and cost, as the researcher gathered information from targeted respondents, which contributed to obtaining reliable findings.

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3.5 Sample size

A sample size is a group of subjects selected from the general population and considered representative of that population (Israel et al., 2002; Saman, 2003). The sample was draw from the MARUCO library. A representative sample were selected by using a combination of purposive and random sampling techniques to ensure diversity in academic programs, years of study, and faculty roles. The sample size were 25 students and 5 librarians. This selection helped to balance perspectives from both students and librarians.

3.6 Sampling Procedures

Sampling techniques are methods used by researchers to select representatives from the population to generalize about the entire population (Taherdoost, 2018). Both probability and non-probability sampling techniques were used. Random sampling employed to select students to fill out questionnaires. On the other hand, purposive (judgmental) sampling will be used to obtain a key informant a library officers for the interviews.

3.6.1 Simple Random Sampling Technique

Simple random sampling, a type of probability sampling, was used to ensure that each member of the population had an equal chance of being selected (Verma et al., 2017). This method eliminated bias by giving all individuals in the study area an equal opportunity to be chosen 25 students were selected using this technique.

3.6.2 Purposive Sampling Technique

Purposive sampling techniques refer to the type of non-probability sampling that allows the researcher to select the sample according to the knowledge, relationship, expertise, and objective of the study (Campbell et al., 2020). This technique was used in selecting 5 librarians. This technique helped in obtaining respondents who provided important information which could not be provided by those not in the library department as they are the ones who work within the library.

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3.7 Data Collection Method

Data collection is the process of gathering and measuring information on the variable of interest in an established systematic style that enables one to answer stated research questions (Kabir, 2016). In this study, the researcher used two major sources of data collection which include primary and secondary sources since the combination of these methods improves validity and reliability.

3.7.1 Primary Data

Patton (2020) state that the primary data are those which are collected a fresh and for the first time and thus happen to be original in character. Primary data was collected directly by the researcher through methods such questionnaires and interviewing. In this study the researcher will involve physically visits the area of study interviews and record details that related the study; questionnaire.

3.7.2 Secondary Data

Secondary data are the data or information which was obtained by research from other people's finding for example data from text books, newspapers, magazines, reports, journals, paper articles and internet sources. Secondary data was used because can be obtained quickly and cheaply and the use of secondary data can be used to verify the findings based on primary data, (Kothari, 2014).

3.8 Data Collection Instruments

Data collection instrument Refers to the device used to collect data, such as a paper questionnaire or interviewing system (Babbie, 2015). These Data Collection Instruments are explained below.

3.8.1 Questionnaires Guide

According to Kothari (2014) questionnaire is a form or set of forms consisted of number of printed or typed questions in which the respondents were required to answer them and return to the researcher within the specified period. Questionnaires will be used due to the fact that the respondents answer them at their own time. In this study both open and closed ended questionnaires prepared by the researcher and administered to 25 students.

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Respondents required filling the questionnaires and returning them to the researcher. The advantages of questionnaires are respondents have a right to answers freely and open without any fear since the researcher is not around; it helps to meet unapproachable persons. Also, respondents have enough time to fill the questions and collect to the researcher for low costs.

3.8. 2 Interview Guide

Babbie (2015) defines interview as a method of obtaining data by talking directly to the respondents. The researcher used interview to get records from respondents. The instruments contain structure and unstructured questions, which carefully applied to respondents. The interviewer efficiently collects the data from the informants by cross-examining them. The interviewer must be very efficient and tactful to get the accurate and relevant data from the informants. Interviews like personal interview/depth interview or telephone interview can be conducted as per the need of the study in conducting this study interview method will be used to collect data from five (5) library staffs.

3.8 Data Analysis and Processing

Krishna (2004) defines data analysis as the means of critical examination of the assembled and grouped data for studying the characteristics of the object under the study and for defining arrangements of association among the variable connecting to it. The researcher was obtained both quantitative and qualitative data, and each has its way of analyzing data. Data was analyzed using Microsoft Word Program and Excel and was presented in tables and graphs.

3.9 Data Quality Control

3.9.1 Pilot Study

According to (Codete, 2017) pilot study refers to small-scale preliminary studies. A pilot study is typically conducted with a small representative sample identical to but not

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including the group to be studied (Orodho, 2010). The main reason for conducting the pilot study is to test the weaknesses and strengths of research instruments to correct their weaknesses and also help the researcher to be familiar with the research instruments.

3.9.2 Reliability and Validity

When conducting the study, the researcher must confirm that the reliability and validity of the study's tools are achieved before data is collected and before conclusions are given.

3.9.2.1 Validity

Validity refers to the degree to which the test measures and what are claims to measure. A research instrument is considered valid if it measured what it was supposed to measure and the data collected should accurately represent the respondents‟ opinions (Amin, 2005). However, to ensure that the data are valid, the correlation of the data found will be done. The variables, which show a significant difference was considered valid.

3.9.2.2 Reliability

Reliability refers to the degree to which a test is consistent and stable in measuring what is intended to measure. However, reliability measures whether your data collection techniques and analytic procedure would produce consistent findings if they were repeated on another occasion or if another researcher repeated them.

3.10 Research Ethics

Ethical consideration goes beyond the design of the study. Any piece of research that involves human subjects must attempt to protect the rights, dignity, physical, and psychological welfare of the participants (Bell, 2008). It is important to consider ethical issues in any study. In this study ethical issues are considered by assuring respondents confidentiality and that findings only be for academic purposes and not otherwise. To

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make sure those ethical and moral issues are not risking this study, questions that are regarded as sensitive and embarrassing to respondents are highly avoided.

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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 assessment of library staff support for effective service delivery in academic libraries. The findings are organized according to the specific objectives of the study, which include assessing the roles performed by library staff in supporting service delivery, examining the effectiveness of library staff support in meeting users' information needs, and identifying the challenges affecting library staff in providing effective library services. Data collected from respondents were analyzed using frequencies and percentages with the help of Microsoft Excel and presented in tables 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 completed by the respondents, representing a response rate of 100%. This high response rate indicates the willingness 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.

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 library staff support for effective service delivery in academic libraries.

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4.2 Demographic Information of Respondents

This information intended to analyze and see if demographic characteristic of respondents against on the Library Staff Support for Effective Services Delivery in Academic Libraries. This section is divided into two parts. The first part provides analysis on the respondents 'demographic information of the respondents that was gathered through questionnaires which was gender, age group and level of education. The second part analyses the influence of demographic characteristics of respondents on the Library Staff Support for Effective Services Delivery in Academic Libraries.

4.2.1 Distribution of Respondents by Age

The study examined the age distribution of respondents in order to understand their demographic characteristics and determine whether they were able to provide reliable information regarding library staff support for effective service delivery in academic libraries. Age was considered an important factor because respondents from different age groups may have different experiences and perceptions concerning the role of library staff in supporting library services. Table 4.1 shows findings.

Table 4.1 Age of Respondents (N = 25)

Age	Frequency	Percentage (%)	Library Staff	
			Frequency	Percentage
17-20	23	92		
21-24	2	8		
25-28	0	0	2	40
29 and above	0	0	3	60
Total	**25**	**100%**	**5**	**100%**

Source: Field Data (2024)

The findings from Table 4.1 above shows that 23 respondents (92%) were aged between 17–20 years, while 2 respondents (8%) were aged between 21–24 years. No respondents

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were recorded in the age groups of 25–28 years and 29 years and above. The findings indicate that the majority of respondents were young adults. Whereby from table 4.1 shown age of library staff 2 respondents is (40%) were aged range between 25-28 and 3 respondents were aged range 29 and above.

The presence of respondents from different age groups provided diverse views and experiences regarding library staff support and service delivery in academic libraries. Since respondents were mature enough to interact with library services and evaluate the assistance provided by library staff, their responses contributed valuable information for assessing the effectiveness of library staff support in meeting users' information needs.

4.2.2 Gender of Respondents

Respondents were asked to indicate their gender in order to determine the distribution of participants by gender. This information was important for ensuring balanced representation and minimizing gender bias in the study. The study included both male and female respondents to capture diverse views and experiences regarding library staff support for effective service delivery in academic libraries. The findings are presented in Table 4.2.

Table 4.2: Gender of Respondent (N=30)

Gender	Frequency (n)	Percentage (%)	Library Staff	
			Frequency	Percentage
Male	10	40%	2	40
Female	15	60%	3	60
Total	**25**	**100**	**5**	**100**

Source: Field Study (2026)

Table 4.2 above shows that out of the 25 respondents involved in the study, 10 respondents (40%) were male, while 15 respondents (60%) were female. Gender of respondents indicated that 2(40%) were Male and 3(60%) were female. The findings indicate that female respondents constituted the majority of the study participants. Nevertheless, both male and female respondents were adequately represented, enabling

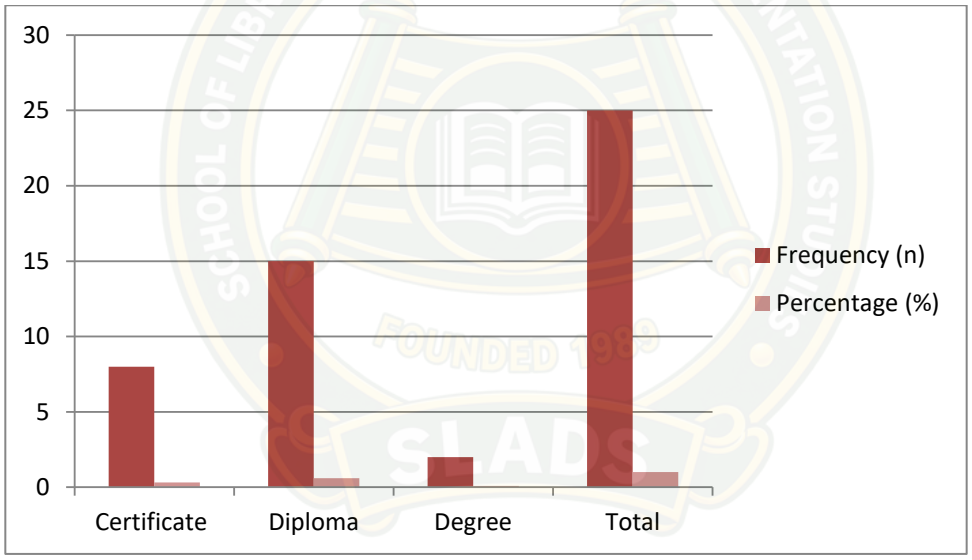
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the researcher to obtain diverse perspectives on library staff support and its contribution to effective service delivery in academic libraries.

4.2.3 Education Level of Respondents

The study investigated the educational level of respondents to understand their academic background and their ability to provide reliable information on the subject under investigation. Respondents were asked to indicate their highest level of education in order to determine their educational attainment. This information was important because it enabled the researcher to assess whether respondents possessed adequate knowledge and understanding to provide informed responses regarding library staff support for effective service delivery in academic libraries. Figure 4.1 shows the findings

Figure 4.1: Education Level for respondents (N=30)



Source: **Field Study (2026)**

The findings presented in Figure 4.1 show that 8 respondents (32%) had certificate-level education, 15 respondents (60%) had diploma-level education, and 2 respondents (8%) had bachelor's degree-level education. Findings of library staff indicate that the majority of respondents were diploma holders. This suggests that most participants had sufficient educational qualifications to understand library operations and provide reliable

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information on the role of library staff in supporting effective service delivery in academic libraries.

4.2.4 Awareness of Library Services

This section presents findings on respondents' awareness of library services provided by academic libraries. Respondents were asked to indicate whether they were aware of the services offered by the library in order to determine their level of familiarity with available library services and their experiences in accessing support from library staff. This information was important in assessing how library staff support contributes to effective service delivery and users' ability to access library resources. Table 4.3 below shows the findings.

Table 4.3: Awareness of Library Services (N = 25)

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

Source: **Field Study (2026)**

Findings from Table 4.3 shows that out of the 25 respondents, 20 respondents (80%) indicated that they were aware of the library services provided by the academic library, while 5 respondents (20%) indicated that they were not aware of the available library services. The findings suggest that the majority of respondents had knowledge of the services offered by the library. One student respondent explained that:

> *"..Library staffs are helpful because they guide us on how to access different library services and resources, especially when we face difficulties in finding information."*

The high level of awareness may indicate that library staff plays an important role in promoting and guiding users on available library services through user support, reference assistance, and information guidance. However, the respondents who were not

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aware of library services suggest the need for continuous improvement in library orientation, communication strategies, and staff support initiatives to ensure that all users can effectively access and benefit from library services.

4.2.5 Types of Library Services Used by Respondents

This section presents findings on the types of library services used by respondents in academic libraries. Respondents were asked to indicate the library services they frequently use in order to understand their interaction with library resources, facilities, and support provided by library staff. This information was important in assessing the contribution of library staff support towards effective service delivery and users' access to library services. Table 4.4 below shows the results.

Table 4.4: Types of Library Services Used by Respondents (N = 30)

Types of Library Services	Frequency (n)	Percentage (%)
Using quiet space for reading	2	8%
Accessing internet services	15	60%
Borrowing library materials	4	16%
Using online database to search information	3	12%
Asking question from library staff	1	4%
Total	**25**	**100%**

Source: **Field Study (2026)**

Findings from Table 4.4 above show that accessing internet services was the most commonly used service, with 15 respondents (60%) indicating that they use this service. This was followed by borrowing library materials, which was reported by 4 respondents (16%), while 3 respondents (12%) indicated using online databases to search for information.

Furthermore, 2 respondents (8%) reported using the quiet reading space, whereas only 1 respondent (4%) indicated asking questions from library staff. The results suggest that respondents mainly depend on self-service facilities such as internet access rather than seeking direct assistance from library staff.

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The findings indicate that library staff support remains an important aspect of effective service delivery, particularly in guiding users on how to access and utilize available library resources. The low number of respondents who reported asking questions from library staff may imply that some users are either not aware of the support services provided by library staff or prefer to search for information independently.

Effective library service delivery requires active engagement between library staff and users through reference services, user education, and information literacy training to ensure that users maximize the available resources. A student respondent supported this view by stating:

> *"..Most of the time, I use the internet and search for information by myself, but when I fail to get the right information, library staff assist me by showing me where to find reliable resources."*

This response demonstrates that although direct interaction with library staff is limited, staff support plays a significant role in helping users overcome challenges in accessing information. Therefore, academic libraries should continue strengthening staff-user interactions and promoting awareness of professional support services to improve the effectiveness of library service delivery.

4.2.6 Level of Satisfaction with Support Services from Library Staff

This section presents findings on respondents' level of satisfaction with the support services provided by library staff in academic libraries. Respondents were asked to rate their satisfaction level regarding assistance received from library staff, including guidance, information support, and general user assistance. This information was important in assessing the effectiveness of library staff support and its contribution to quality service delivery in academic libraries. Table 4.5 below shown the results.

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Table 4.5: Level of Satisfaction with Support Services from Library Staff (N = 30)

Level of Satisfaction	Frequency (n)	Percentage (%)
Very good	8	32%
Fair	5	20%
Neutral	9	36%
Very poor	1	2%
Poor	2	8%
Total	**25**	**100%**

Source: **Field Study (2026)**

Findings from table 4.5 indicates that 9 respondents (36%) were neutral regarding their satisfaction with support services provided by library staff, while 8 respondents (32%) rated the services as very good. Additionally, 5 respondents (20%) rated the support services as fair, whereas 2 respondents (8%) and 1 respondent (4%) rated the services as poor and very poor respectively. The findings show that a considerable number of respondents had positive experiences with library staff support, although some respondents remained uncertain or less satisfied with the services provided.

The findings suggest that library staff contribute significantly to effective service delivery through assisting users in accessing information resources, providing guidance, and responding to users' information needs. However, the high percentage of respondents who were neutral may indicate that some students have limited interaction with library staff or do not frequently seek professional assistance.

This highlights the need for library staff to improve user engagement through proactive support, information literacy programs, and continuous communication with library users. One student respondent explained that:

> *"..The library staff are usually helpful when I ask for assistance, especially when I have difficulties searching for academic*

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materials, but sometimes I do not approach them because I try to find information by myself first."

This response reflects the importance of active engagement between library staff and users. Although library staff provides valuable support, encouraging interaction that is more frequent can improve users' experiences and increase satisfaction with library services. Therefore, academic libraries should continue strengthening staff support mechanisms to ensure effective and user-centered service delivery.

4.2.7 Challenges Faced by Respondents When Accessing Information

This section presents findings on the challenges faced by respondents when accessing information resources in academic libraries. Respondents were asked to identify the difficulties they experience during the process of searching, accessing, and utilizing library information resources. This information was important in assessing how library staff support helps users overcome information access challenges and identifying areas that require improvement to enhance effective service delivery in academic libraries. Results are indicated in table 4.6 below.

Table 4.5: Challenges Faced When Accessing Information (N = 30)

Challenges	**Frequency (n)**	**Percentage (%)**
Outdated information	3	12%
Information overload	7	28%
Lack of searching skills	3	12%
Inadequate of information resources	10	40%
Short loaning period	2	8%
Total	**25**	**100%**

Source: **Field Study (2026)**

Findings from Table 4.6 shows that the major challenge faced by respondents was inadequate information resources, reported by 10 respondents (40%). This was followed by information overload, which was indicated by 7 respondents (28%). Furthermore, 3

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respondents (12%) identified outdated information and lack of searching skills as challenges, while 2 respondents (8%) reported short loaning periods as a challenge. The findings indicate that limited availability of information resources is the main barrier affecting users' ability to access required information effectively.

The findings suggest that library staff support is essential in helping users overcome challenges related to information access. Library staff can assist users through reference services, guiding users on effective searching techniques, recommending suitable information sources, and providing user education programs. The challenge of inadequate searching skills among some respondents indicates the need for continuous information literacy training to improve users' ability to independently locate and evaluate information resources. One student respondent stated that:

> *"..Sometimes it is difficult to find enough materials for my assignments because some required resources are not available, but library staff help us by suggesting alternative sources where we can get information."*

This response highlights the important role of library staff in supporting users despite existing challenges. Although resource limitations may affect service delivery, effective assistance from library staff can improve users' ability to access available information. Therefore, academic libraries should strengthen collection development, expand digital resources, and enhance staff support services to improve information access and overall service delivery.

4.2.8 Solutions to Challenges Faced When Accessing Information

This section presents findings on the possible solutions for challenges faced by respondents when accessing information resources in academic libraries. Respondents were asked to suggest measures that can improve access to information and enhance the effectiveness of library services. This information was important in understanding how improvements in library resources and increased support from library staff can

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contribute to effective service delivery in academic libraries. Table 4.7 below shows findings.

Table 4.7: Solutions to Challenges Faced When Accessing Information (N = 25)

Challenges	Frequency (n)	Percentage (%)
Availability of new books and recent information	2	8%
Filtering relevant information	5	20%
Ask a librarian for helps	4	16%
Adequate resources	12	48%
Renew the books	2	8%
Total	**25**	**100%**

Source: **Field Study (2026)**

Findings from Table 4.7 shows that the majority of respondents, 12 (48%), suggested that providing adequate information resources would be the most effective solution to challenges faced when accessing information. This was followed by filtering relevant information, which was suggested by 5 respondents (20%). Additionally, 4 respondents (16%) recommended seeking assistance from librarians, while 2 respondents (8%) suggested availability of new books and renewing borrowed books as solutions.

The findings indicate that improving the availability of information resources is a major requirement for enhancing effective library service delivery. However, the responses also demonstrate the importance of library staff support, as some respondents recognized the role of librarians in guiding users to locate and use relevant information sources. Library staff can contribute to solving information access challenges through reference assistance, user training, and helping users develop effective searching skills. One student respondent explained that:

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"..Increasing the number of available resources and allowing students to consult library staff would make it easier to find the information needed for academic work."

This response emphasizes that both adequate resources and effective staff support are necessary for improving users' experiences in academic libraries. Therefore, academic libraries should focus on strengthening information resource collections while ensuring that library staff remain accessible and proactive in assisting users to achieve effective information access and quality service delivery.

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CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusion, and recommendations based on the data collected, analyzed, and discussed in the previous chapter. The chapter summarizes the major findings of the study regarding library staff support for effective service delivery in academic libraries. It also provides recommendations for improving library staff performance and service delivery, as well as suggesting areas for further research.

5.1 Summary of the Findings

The study was conducted to assess library staff support for effective service delivery in academic libraries. The study involved 25 respondents who provided information regarding their experiences and perceptions on the support services offered by library staff. The study was guided by specific objectives which focused on assessing the role of library staff in supporting service delivery, examining users' satisfaction with staff support services, identifying challenges affecting access to library services, and suggesting solutions for improving library service delivery.

The study also examined respondents' demographic characteristics including gender, age, and education level. The findings showed that out of 25 respondents, 10 (40%) were male while 15 (60%) were female. Regarding education level, the majority of respondents were diploma holders, representing 15 (60%), followed by certificate holders 8 (32%), while 2 (8%) had bachelor degree qualifications. These characteristics helped the researcher obtain diverse views concerning library staff support and service delivery.

The first objective was to assess the types of library services used by respondents and the role of library staff in supporting access to these services. The findings revealed that internet services were the most commonly used library service, reported by 15 respondents (60%), followed by borrowing library materials 4 (16%), online database

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searching 3 (12%), quiet reading space 2 (8%), and seeking assistance from library staff 1 (4%). The findings indicate that although users access different library services, direct interaction with library staff remains limited, suggesting the need for increased promotion of staff support services.

The second objective was to assess users' satisfaction with support services provided by library staff. The findings showed that 8 respondents (32%) rated library staff support as very good, 5 (20%) rated it as fair, 9 (36%) were neutral, while 3 respondents (12%) rated the services as poor or very poor. The results indicate that library staff provide valuable assistance to users; however, some respondents had limited interaction with staff, which affected their ability to fully evaluate the services provided.

The third objective was to identify challenges faced by respondents when accessing information resources. The findings showed that inadequate information resources were the major challenge, reported by 10 respondents (40%), followed by information overload 7 (28%), outdated information and lack of searching skills 3 (12%) each, and short loan periods 2 (8%). These challenges indicate that effective library service delivery requires not only qualified staff but also sufficient information resources and improved user support programs.

The fourth objective focused on solutions for improving library service delivery. The findings revealed that 12 respondents (48%) recommended increasing adequate information resources, while others suggested filtering relevant information 5 (20%), asking librarians for assistance 4 (16%), availability of new books and renewing books 2 (8%) each. The findings emphasize the importance of strengthening library collections and improving interaction between library staff and users to enhance effective service delivery.

5.2 Conclusion

Based on the findings, the study concludes that library staff play an important role in ensuring effective service delivery in academic libraries. Library staff provide guidance, information support, and assistance that enable users to access and utilize library

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resources effectively. However, the findings revealed that some users do not frequently seek assistance from library staff, indicating the need for more proactive engagement between staff and library users.

The study also concludes that effective library service delivery is affected by several factors, including availability of information resources, users' searching skills, and the level of interaction between library staff and users. Therefore, improving staff support services, increasing information resources, and providing user education programs are important measures for enhancing the quality of academic library services.

5.3 Recommendations

Based on the findings of the study, the following recommendations are provided:

1. **Library management should strengthen staff-user interaction** by encouraging library staff to provide continuous guidance, reference assistance, and information literacy training to library users.
2. **Academic libraries should improve their information resource collections** by acquiring updated books, journals, and electronic resources to meet users' academic information needs.
3. **Library staff should conduct regular user orientation programs** to increase students' awareness of available library services and how to effectively utilize them.
4. **Library management should provide continuous professional development opportunities for library staff** through training on customer care, information technology, and modern library service delivery approaches.
5. **Academic institutions should allocate adequate funds to libraries** to support resource development, improve facilities, and enhance the overall quality of library services.
6. **Library staff should adopt proactive service approaches** by regularly communicating with users and identifying challenges affecting their access to information resources.

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5.4 Recommendations for Further Studies

The researcher recommends that future studies should be conducted on the following areas:

1. Assessment of the impact of library staff training on service delivery in academic libraries.
2. Evaluation of user satisfaction with electronic library services in academic institutions.
3. Assessment of the role of information literacy programs in improving library resource utilization.
4. Investigation of factors influencing effective library staff performance in academic libraries.

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APPENDIX I

QUESTIONAIRES FOR STUDENTS

PART: INTRODUCTION

Dear respondents,

Kindly be informed that I am **Neema Manyonyi** pursuing ordinary diploma in library Information management from SLADS. I am undertaking a research study entitled "An Assessment on Library Staff Support for Effective Services Delivery in Academic Libraries: A Case of Marian College, a case of Marian University College in Bagamoyo District" as a basic requirement to complete this course therefore, you are kindly requested to fill this form by putting tick (√) in the bracket or comment in the space provided to the best of your knowledge. Please hand it over to the researcher after filling it.

SECTION A: GENERAL INFORMATION

1. What is your gender?
    b) Male ( )
    c) Female ( )
2. What is your age?
    a) 17-20 ( )
    b) 21-24 ( )
    c) 25-28 ( )
    d) 29 and Above ( )
3. What is your level of education?
    a) Certificate ( )
    b) Diploma ( )
    c) Bachelor ( )

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SECTION B:

4. Are you aware of the library services?
   a) Yes ( )
   b) No ( )

5. What are types of services do you use?
   a) Using quiet space for reading
   b) Accessing internet services
   c) Borrowing library materials
   d) Using online database to search information
   e) Asking question from library staff
   f) Others (please specify).

6. Rate the level of satisfaction on the support services from the library staff.
   a) Very good
   b) Fair
   c) Neutral
   d) Very poor
   e) Poor

7. What are the challenges do you face when accessing information?
   a) Outdated information
   b) Information overload
   c) Lack of searching skills
   d) Inadequate of information resources
   e) Short loaning period

8. What is the solution for the challenges mentioned above?

   a) Availability of new books and recent information
   b) Filtering relevant information
   c) Ask a librarian for helps
   d) Adequate resources
   e) Renew the books

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APPENDIX II

INTERVIEW GUIDE FOR LIBRARY STAFF

1. How long have you been delivering library services in academic library?
2. Does library staff delivery effective services to the students?
3. What types of services do library staff delivery to the students?
4. What services do you think library staff does not delivery to the students?
5. What is the relationship between staff support and student satisfaction?
6. Do you face any challenge when delivering library services to the students?

THANKS FOR YOUR COOPERATION

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APPENDIX III

APPROVAL LETTER OF DATA COLLECTION

Marian University College

Deputy Principal for Administration and Finance

Dir: +255 (0)23 2440030
Gen:+255 (0)23 2440052 – Ext:132
Fax: +255 (0)23 2440247
Email: dpaf@maruco.ac.tz
Website: www.maruco.ac.tz

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,

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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