SCHOOL OF LIBRARY ARCHIVES AND DOCUMENTATION STUDIES

(SLADS)

RESEARCH REPORT ON:

ASSESSING THE EFFECTIVENESS OF INFORMATION LITERACY PROGRAM ON EMPOWERING COMMUNITY : A CASE STUDY OF BAGAMOYO DISTRICT LIBRARY

BY

LILIAN DISMAS RUSALE

A Research Report Submitted to the School of Library, Archives and Documentation Studies in Partial Fulfilment of the Requirements for the Award of Ordinary Diploma in Library and Information Management.

2026

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the School of Library, Archives and Documentation Studies, a research report titled *Assessing the Effectiveness of Information Literacy Program on Empowering Community: A Case Study of Bagamoyo District Library*, in partial fulfilment of the requirements for the award of Ordinary Diploma in Library, Records and Information Studies.

……..

Supervisor's Signature

…….

Supervisor's Name:

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Date

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DEDICATION

This research report is dedicated to my beloved parents for their sacrifices, love, and steadfast belief in the value of education. Your encouragement has been my greatest motivation.

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LIST OF ABBREVIATIONS AND ACRONYMS

Abbreviation	Full Form
ALA	American Library Association
APA	American Psychological Association
IFLA	International Federation of Library Associations and Institutions
IL	Information Literacy
SLADS	School of Library, Archives and Documentation Studies
SPSS	Statistical Package for the Social Sciences
TLSB	Tanzania Library Services Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

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ABSTRACT

This study assessed the effectiveness of information literacy programs on empowering the community at Bagamoyo District Library, Tanzania. The specific objectives were to examine the strategies used in conducting the information literacy program; evaluate its impact on community empowerment; identify challenges hindering effective implementation; and propose solutions for enhancement.

The study employed a descriptive case study design with a mixed-methods approach. Data were collected from 30 respondents comprising 3 library staff and 27 community members who had participated in information literacy programs using questionnaires, interviews, and observation checklists.

Findings revealed that the library employs diverse strategies including lectures, group discussions, practical demonstrations, and hands-on computer practice. The programs have had positive impact on participants' abilities to find information for education (80 percent), use computers and internet confidently (73.3 percent), access government services online (60 percent), and make informed decisions in daily life (66.7 percent). However, challenges including limited computers and internet access (66.7 percent), inconvenient program times (56.7 percent), lack of awareness about program schedules (53.3 percent), and language barriers (43.3 percent) were identified. The study concludes that while information literacy programs at Bagamoyo District Library have contributed to community empowerment, their effectiveness is constrained by infrastructural, awareness, and resource challenges.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides the background of the study on assessing the effectiveness of information literacy programs on empowering the community, with a specific focus on Bagamoyo District Library. It covers the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, definition of key terms, as well as the limitations of the study.

1.1 Background to the Study

Information literacy has emerged as a critical competency in the 21st century, enabling individuals to effectively identify, locate, evaluate, and use information to solve problems and make informed decisions. In an era characterized by information overload and rapid technological advancement, the ability to navigate the information landscape has become essential for personal development, civic participation, and economic empowerment (Bruce, 2022). Libraries, as traditional custodians of knowledge, have evolved beyond mere repositories of books to become dynamic centers for community learning and empowerment through information literacy programs.

Globally, information literacy is recognized as a fundamental human right and a prerequisite for lifelong learning. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has consistently advocated for information literacy as a tool for achieving the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 16 (Peace, Justice and Strong Institutions) (UNESCO, 2023). In developed countries such as Finland, Australia, and Canada, public libraries have established comprehensive information literacy frameworks that equip citizens with skills to access government services, pursue educational opportunities, and

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participate meaningfully in democratic processes. For instance, the American Library Association (ALA) has developed standards and guidelines that position information literacy at the core of library services, recognizing its role in creating informed and empowered communities (ALA, 2022).

In Africa, the importance of information literacy programs is increasingly acknowledged as a catalyst for community development and empowerment. Many African countries face challenges related to low literacy rates, limited access to quality education, and information poverty, which hinder socioeconomic progress (Ocholla & Onyancha, 2021). Public libraries across the continent have begun implementing information literacy initiatives to address these gaps. In South Africa, libraries have partnered with government agencies to offer information literacy training that helps citizens access social grants, understand their legal rights, and utilize e-government services (Hart, 2022). Similarly, in Kenya, the Kenya National Library Service has established community information centers that conduct information literacy workshops focused on health information, agricultural practices, and small business development (Otike & Baro, 2023). These programs demonstrate the potential of information literacy to transform lives and empower communities at the grassroots level.

In Tanzania, the government has prioritized the development of information services as part of its national development agenda, including the Tanzania Development Vision 2025 and the National Library Policy. The Tanzania Library Services Board (TLSB) has been at the forefront of promoting information literacy through public libraries across the country (URT, 2022). Bagamoyo District Library, as one of the public libraries under TLSB, serves a diverse community including students, farmers, small business owners, and civil servants. The library has been conducting various information literacy programs aimed at enhancing the community's ability to access and utilize information for personal and collective empowerment.

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However, despite these efforts, there is limited empirical evidence on the effectiveness of these programs in achieving their intended outcomes. Questions remain about whether the strategies employed are appropriate, whether the programs are reaching the intended beneficiaries, and what impact they are having on community empowerment in Bagamoyo district. This study therefore seeks to assess the effectiveness of information literacy programs at Bagamoyo District Library and their contribution to community empowerment.

1.2 Statement of the Problem

Information literacy programs are intended to equip community members with the skills to identify, access, evaluate, and effectively use information for personal, social, and economic development. In Bagamoyo District, the public library has implemented various information literacy initiatives targeting different groups, including students, farmers, entrepreneurs, and women. These programs are expected to improve access to relevant information, enhance decision-making, and contribute to community empowerment.

Despite these efforts, there is limited empirical evidence on whether these information literacy programs have achieved their intended outcomes in promoting community empowerment. Although some community members participate in the programs, it remains unclear whether the knowledge and skills acquired have resulted in measurable improvements in their livelihoods, decision-making, or access to socio-economic opportunities. Previous studies have also reported challenges such as low participation, limited awareness of library services, and inadequate follow-up mechanisms to sustain participants' engagement (Matovelo, 2021).

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Furthermore, there is a lack of systematic assessment of the effectiveness of information literacy programs at Bagamoyo District Library. Existing studies have paid limited attention to evaluating how these programs contribute to community empowerment within the local context. This knowledge gap makes it difficult for library management and policymakers to improve program implementation and maximize their impact. Therefore, this study seeks to assess the effectiveness of information literacy programs in promoting community empowerment at Bagamoyo District Library.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of the study is to assess the effectiveness of information literacy programs on empowering the community, specifically focusing on Bagamoyo District Library.

1.3.2 Specific Objectives

i. To examine the strategies used in conducting the information literacy program at Bagamoyo District Library.
ii. To evaluate the impact of the information literacy program on empowering the community in Bagamoyo district.
iii. To identify the challenges hindering the effective implementation of the information literacy program at Bagamoyo District Library.
iv. To propose possible solutions to the challenges hindering the information literacy program in order to enhance community empowerment.

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1.3.3 Research Questions

i. What strategies are used in conducting the information literacy program at Bagamoyo District Library?
ii. What impact does the information literacy program have on empowering the community in Bagamoyo district?
iii. What challenges hinder the effective implementation of the information literacy program at Bagamoyo District Library?
iv. What possible solutions can be proposed to address the challenges hindering the information literacy program and enhance community empowerment?

1.4 Significance of the Study

To Bagamoyo District Library Management: The findings will provide library administrators and staff with evidence-based insights into the strengths and weaknesses of their current information literacy programs. This will enable them to refine their strategies, allocate resources more effectively, and design programs that better meet community needs.

To the Tanzania Library Services Board (TLSB): The study will contribute valuable information about the implementation and impact of information literacy programs at the district level, informing policy decisions and the development of national guidelines for information literacy initiatives across Tanzania's public library network.

To Library and Information Science Professionals: The research will highlight best practices and challenges in delivering information literacy programs in resource-constrained settings, contributing to professional knowledge and practice in community engagement and empowerment.

To the Academic Community: This study will add to the body of knowledge on information literacy and community empowerment in Sub-Saharan Africa, providing

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empirical data from the Tanzanian context that can serve as a reference for students, researchers, and educators in library and information science.

To the Bagamoyo Community: Ultimately, the study aims to contribute to improved information literacy services that will benefit community members by enhancing their access to and use of information for personal and collective development.

1.5 Limitations of the Study

In conducting this study, the researcher expected to face the following limitations:

Limited Time Frame: The duration for data collection and analysis was constrained by academic schedules. Mitigation Strategy: A strict, phased time management plan with predefined milestones was developed and adhered to. Data collection tools were pre-tested and streamlined for efficiency to maximize the use of available time.

Financial Constraints: Costs associated with transport to Bagamoyo, printing of questionnaires, and data analysis posed challenges. Mitigation Strategy: Cost-effective methods were employed, including digital surveys where possible, focused local fieldwork, and careful budgeting as outlined in Appendix II.

Potential Reluctance of Respondents: Some library users and staff were initially hesitant to participate due to busy schedules or concerns about providing feedback. Mitigation Strategy: Participation was encouraged through formal protocols emphasizing voluntary involvement, anonymity, and confidentiality. The academic and non-evaluative purpose of the study was clearly communicated, and interview schedules were designed to respect time constraints.

Limited Generalizability: As a case study focused on one library, findings may not be directly generalizable to all district libraries in Tanzania. Mitigation Strategy: Detailed

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description of the context and methodology is provided to enable readers to assess the applicability of findings to similar settings.

1.6 Scope of the Study

This study focused on assessing the effectiveness of information literacy programs at Bagamoyo District Library in empowering the local community. The scope encompassed examination of the strategies used in conducting these programs, evaluation of their impact on community members, identification of implementation challenges, and proposal of solutions for improvement. The study involved library staff responsible for designing and delivering information literacy programs, as well as community members who have participated in these programs. The geographical and institutional scope was limited to Bagamoyo District Library in the Coastal Region of Tanzania.

1.7 Definition of Key Terms

Information Literacy: The set of skills enabling individuals to recognize when information is needed and to locate, evaluate, and use effectively the needed information (Association of College and Research Libraries, 2023).

Information Literacy Program: A structured set of educational activities and initiatives designed to develop participants' abilities to effectively find, evaluate, and use information for various purposes (Lloyd, 2022).

Community Empowerment: The process of enabling communities to increase control over their lives, make informed decisions, and take action to improve their circumstances through access to knowledge, skills, and resources (Laverack, 2021).

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Effectiveness: The degree to which something is successful in producing a desired result; in this context, the extent to which the information literacy program achieves its intended goals of empowering the community (Rossi et al., 2022).

Public Library: An organization established, funded, and operated by the government or community to provide free access to information resources and services for the benefit of the general public (International Federation of Library Associations and Institutions [IFLA], 2023).

Lifelong Learning: The ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional development throughout an individual's life (UNESCO, 2023).

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews existing scholarly works and publications related to information literacy programs and their role in community empowerment, with a focus on public library settings. The review is structured according to the specific objectives of the study, covering strategies used in information literacy programs, their impact on community empowerment, challenges hindering implementation, and proposed solutions. The emphasis is on literature from 2020 onwards to ensure contemporary relevance.

2.1 Strategies Used in Conducting Information Literacy Programs in Libraries

Effective information literacy programs employ a variety of strategies tailored to the needs of target communities. According to Lloyd (2022), successful information literacy initiatives are characterized by their adaptability, relevance, and engagement with participants' lived experiences. Libraries worldwide have adopted diverse approaches to deliver information literacy training, ranging from traditional classroom-style instruction to innovative digital and community-based methods.

In developed countries, information literacy programs often leverage technology to reach wider audiences. Saunders (2021) describes how academic and public libraries in the United States have integrated online tutorials, webinars, and virtual reference services into their information literacy offerings, enabling flexible and self-paced learning. Similarly, Bruce et al. (2020) highlight the use of blended learning approaches that combine face-to-face workshops with digital resources, allowing participants to practice skills in real-world contexts.

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In African contexts, strategies for information literacy programs must account for infrastructural limitations and diverse literacy levels. Hart (2022) documents how South African public libraries employ community outreach strategies, taking information literacy training to villages, schools, and community centers rather than expecting users to come to the library. Otike and Baro (2023) describe peer-to-peer learning approaches in Kenyan libraries, where trained community members become information literacy champions who then train others in their social networks. In Tanzania, Manda (2021) notes that public libraries often use participatory methods such as focus group discussions, practical demonstrations, and storytelling to make information literacy accessible to communities with varying educational backgrounds. These context-sensitive strategies are crucial for ensuring that information literacy programs resonate with and benefit target communities.

2.2 Impact of Information Literacy Programs on Community Empowerment

The impact of information literacy programs on community empowerment has been documented across multiple dimensions, including educational advancement, economic improvement, health outcomes, and civic participation. According to Julien and Williamson (2021), information literacy skills enable individuals to pursue educational opportunities, access government services, make informed health decisions, and participate more fully in democratic processes.

In the educational sphere, information literacy has been shown to improve academic performance and support lifelong learning. Pinto et al. (2020) found that students who participated in information literacy programs demonstrated enhanced research abilities, critical thinking skills, and academic confidence. Beyond formal education, these skills enable adults to pursue self-directed learning and professional development opportunities.

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Economically, information literacy contributes to empowerment by enabling individuals to access market information, identify business opportunities, and make informed financial decisions. Britz and Lor (2022) document how information literacy training for small business owners in African countries has led to improved business practices, access to microfinance, and enhanced economic resilience. In agricultural communities, farmers who acquire information literacy skills are better able to access extension services, market prices, and climate information, leading to improved productivity and livelihoods (Mtega & Malekani, 2021).

Health outcomes are also positively influenced by information literacy. Participants in health information literacy programs demonstrate improved ability to locate reliable health information, understand medical instructions, and make informed health decisions for themselves and their families (Anyaoku et al., 2022). Furthermore, information literacy supports civic empowerment by enabling citizens to understand their rights, access government information, and participate in community decision-making processes (Gorichanaz, 2023). These multifaceted impacts demonstrate the transformative potential of well-designed information literacy programs.

2.3 Challenges Hindering Effective Implementation of Information Literacy Programs

Despite their recognized importance, information literacy programs in public libraries face numerous challenges that hinder their effectiveness, particularly in developing countries. A synthesis of recent literature identifies several interconnected barriers.

Infrastructural and Technological Constraints: Many public libraries, especially in rural areas, lack adequate facilities, computers, internet connectivity, and electricity to support modern information literacy programs (Ocholla & Onyancha, 2021). This digital divide limits the types of programs that can be offered and excludes community members who cannot access technology elsewhere.

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Human Resource Limitations: There is often a shortage of trained library staff with the pedagogical skills and subject knowledge required to design and deliver effective information literacy programs (Hart, 2022). Continuous professional development opportunities are limited, and libraries struggle to retain qualified personnel due to low remuneration.

Low Community Awareness and Participation: Many community members are unaware of library services or do not perceive their relevance to daily life. Matovelo (2021) notes that cultural factors, language barriers, and competing priorities can discourage participation in information literacy programs, particularly among marginalized groups such as women, the elderly, and those with low literacy levels.

Inadequate Resources and Materials: Libraries often lack sufficient teaching materials, printed resources in local languages, and up-to-date information sources to support information literacy training (Manda, 2021). Budgetary constraints limit their ability to acquire new materials and adapt programs to changing community needs.

Lack of Policy Support and Evaluation Mechanisms: In many contexts, information literacy programs operate without clear policy frameworks, standards, or systematic evaluation mechanisms to assess their effectiveness and guide improvement (Otike & Baro, 2023). This makes it difficult to demonstrate impact and advocate for continued or increased support.

2.4 Solutions for Enhancing Information Literacy Programs for Community Empowerment

Scholars and practitioners have proposed various solutions to address the challenges facing information literacy programs and enhance their contribution to community empowerment. These solutions span policy, practice, partnerships, and technology.

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Policy and Institutional Support: Strengthening national information literacy policies and integrating them into broader development frameworks can provide the mandate and resources needed for sustainable programs (Britz & Lor, 2022). Libraries need clear guidelines, standards, and performance indicators to guide program design and evaluation.

Capacity Building and Professional Development: Investing in continuous training for library staff on information literacy instruction, community engagement, and emerging technologies is essential (Lloyd, 2022). Partnerships with library schools and professional associations can support this capacity building.

Community-Centered Approaches: Designing programs that are responsive to expressed community needs, culturally appropriate, and delivered in local languages can enhance relevance and participation (Laverack, 2021). Involving community members in program planning and delivery fosters ownership and sustainability.

Technology Integration and Innovation: Leveraging mobile technologies, offline digital resources, and community radio can extend the reach of information literacy programs beyond library walls (Mtega & Malekani, 2021). Libraries can also establish technology hubs and digital literacy training to address the digital divide.

Partnerships and Collaboration: Collaborating with schools, health centers, agricultural extension services, NGOs, and other community organizations can expand resources, expertise, and reach (Gorichanaz, 2023). These partnerships enable libraries to embed information literacy within broader community development initiatives.

Monitoring and Evaluation: Establishing systematic mechanisms for assessing program outcomes and impact enables evidence-based improvement and advocacy (Rossi et al., 2022). Participatory evaluation approaches that involve community members can provide richer insights into program effectiveness.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section outlines the methodological approach that was used to conduct the study. It describes the research design, type, area, population, sample size and techniques, data collection methods, processing, analysis, and ethical considerations.

3.1 Research Design

The study employed a descriptive case study design. According to Yin (2024), a case study design is appropriate for investigating a contemporary phenomenon (information literacy programs) within its real-life context (a district library), especially when the boundaries between the phenomenon and context are not clearly evident. This design enabled an in-depth, holistic exploration of the unique processes, challenges, and outcomes of information literacy programs at Bagamoyo District Library.

3.2 Research Type

This research adopted a mixed-methods approach (Convergent Parallel Design). This involved concurrently collecting both quantitative and qualitative data, analyzing them separately, and then merging the results to draw comprehensive conclusions (Creswell & Plano Clark, 2023). Quantitative data helped quantify the prevalence of certain practices, participation rates, and perceived impacts, while qualitative data provided depth, context, and detailed explanations of experiences and perspectives.

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3.3 Area of the Study

The study was conducted at Bagamoyo District Library, located in Bagamoyo District, Coastal Region, Tanzania. As a public library serving a diverse community including urban and rural populations, it represents a typical and critical setting for investigating the effectiveness of information literacy programs and their role in community empowerment.

3.4 Population of the Study

The target population for this study comprised all individuals involved in or affected by information literacy programs at Bagamoyo District Library. This included: (1) library staff responsible for designing and delivering information literacy programs, (2) community members who have participated in these programs, and (3) library management and administrators. Based on available library records, the estimated total size of this target population was approximately 150 individuals, including 3 library staff and 147 registered program participants.

3.5 Sample Size

From this target population of 150 individuals, a sample of 30 respondents was selected to ensure representation from all identified groups. To determine this sample size, Slovin's formula was utilized to calculate the minimum number of respondents needed. The formula is expressed as:

$n = N / (1 + N e^2)$

Where:
n = sample size
N = total population (150)
e = margin of error (approximately 0.1633, or 16.33%)

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The computation is as follows:

$n = 150 / (1 + 150 \times (0.1633)^2)$

$n = 150 / (1 + 150 \times 0.026667)$

$n = 150 / (1 + 4.00005)$

$n = 150 / 5.00005$

$n \approx 30$

Therefore, the sample size for this study was 30 respondents, which was determined to be sufficient to ensure representation from all identified groups while remaining feasible within the study's scope. The sample was structured according to the following breakdown:

Table 3. 1: Sample Size Distribution

Category	**Number**
Library Staff (including librarian-in-charge and program facilitators)	3
Community Members who have participated in information literacy programs	27
Total	**30**

This stratification aimed to adequately capture insights and experiences from both service providers and beneficiaries.

3.6 Sampling Techniques

A combination of sampling techniques was used:

Purposive Sampling Technique: This non-probability technique was used to select all 3 library staff members, including the librarian-in-charge and program facilitators. These individuals were chosen deliberately due to their direct involvement in designing, implementing, and managing information literacy programs.

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Simple Random Sampling Technique: This probability technique was used to select 27 community members from the list of program participants maintained by the library. This ensured each participant had an equal chance of selection, enhancing the representativeness of the findings from program beneficiaries.

3.7 Data Collection Methods

Both primary and secondary data were collected.

3.7.1 Primary Data

Primary data were collected using three main instruments:

Questionnaire Method: Structured questionnaires with closed-ended and open-ended questions were administered to community members who had participated in information literacy programs (27 respondents). This efficiently gathered data on their experiences, skills acquired, application of learning, and perceived impact on their lives.

Interview Method: Semi-structured interview guides were used to conduct in-depth interviews with library staff and managers (3 respondents). This method allowed for probing and gaining detailed insights into program design, implementation strategies, challenges encountered, and perspectives on program effectiveness and improvement.

Observation Method: Non-participant observation was conducted during information literacy sessions to observe firsthand the teaching methods, participant engagement, and learning environment. Observation checklists guided data collection.

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3.7.2 Secondary Data

Secondary data were obtained from library program records, attendance registers, annual reports, training materials, policy documents from the Tanzania Library Services Board, and other relevant publications to provide context and support primary findings.

3.8 Data Processing and Analysis

Quantitative data from questionnaires were cleaned, coded, and entered into Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) version 28. Analysis involved descriptive statistics (frequencies, percentages, mean scores) presented in tables, graphs, and charts.

Qualitative data from interviews, observations, and open-ended questions were transcribed and analyzed using thematic analysis. This involved reading through the data, identifying recurring patterns and themes, coding them, and interpreting them in relation to the research objectives.

3.9 Research Ethics

The researcher sought formal approval from the Bagamoyo District Library management and relevant academic ethics committees at the School of Library Archives and Documentation Studies. Prior to data collection, all participants were asked for their informed consent, having been clearly explained the purpose of the study, its voluntary nature, and their right to withdraw at any time. Confidentiality and anonymity were strictly maintained; no names or identifying information appeared on questionnaires or in the final report. Data were stored securely on password-protected devices and used solely for the stated academic purposes.

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CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND PRESENTATION OF FINDINGS

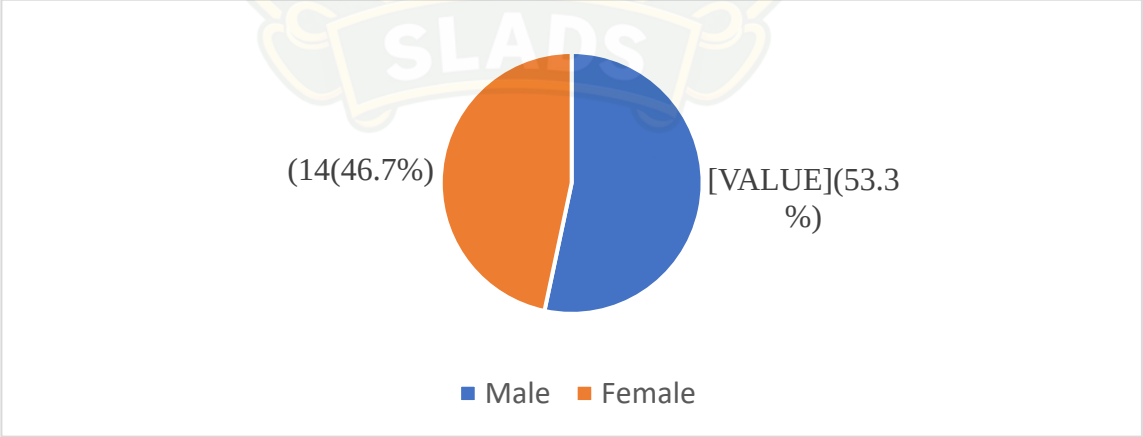
4.0 Introduction

This chapter presents the analysis, discussion, and presentation of findings obtained from the field. Data were collected from 30 respondents using questionnaires, interviews, observation checklists, and document analysis. The presentation follows the sequence of the specific objectives: strategies used in conducting the information literacy program; impact of the information literacy program on community empowerment; challenges hindering effective implementation; and proposed solutions for enhancement.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the 30 respondents are presented in tables and figures below. These characteristics provide context for understanding the composition of the sample and the basis for subsequent analyses.

Figure 4. 1: Distribution of Respondents by Gender

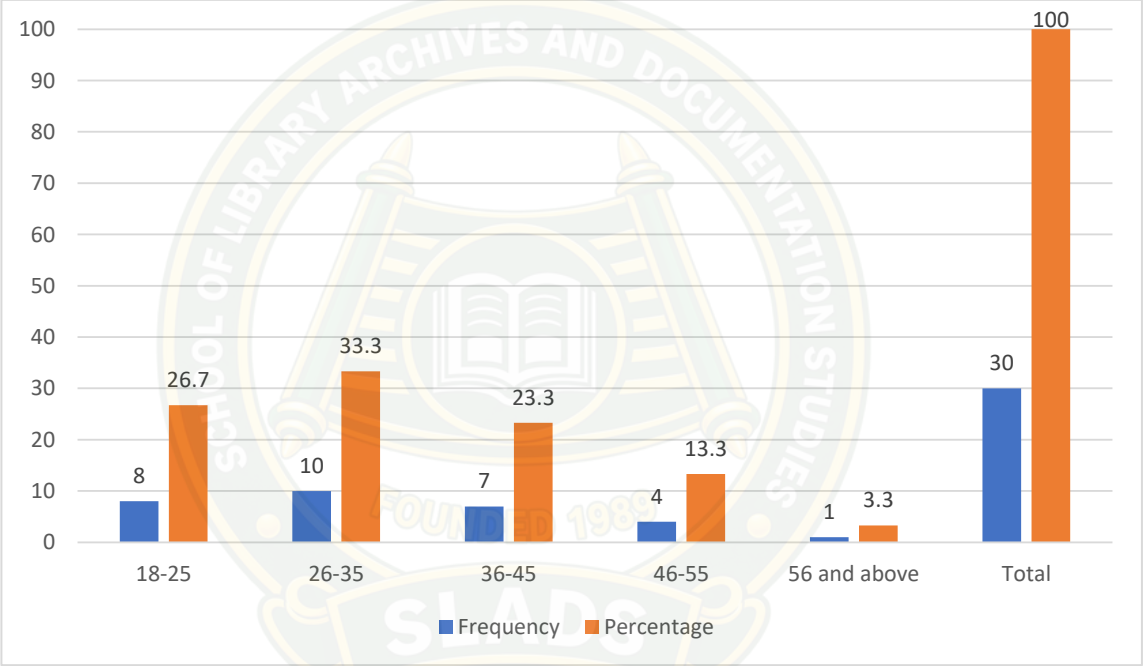


Source: Field data (2026)

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Figure 4.1 show that female respondents constituted 53.3 percent (16 respondents) while male respondents constituted 46.7 percent (14 respondents). This gender distribution reflects a slightly higher participation of women in the information literacy programs at the library, which is consistent with the library's outreach efforts targeting women's groups in the community.

Figure 4. 2: Distribution of Respondents by Age Group

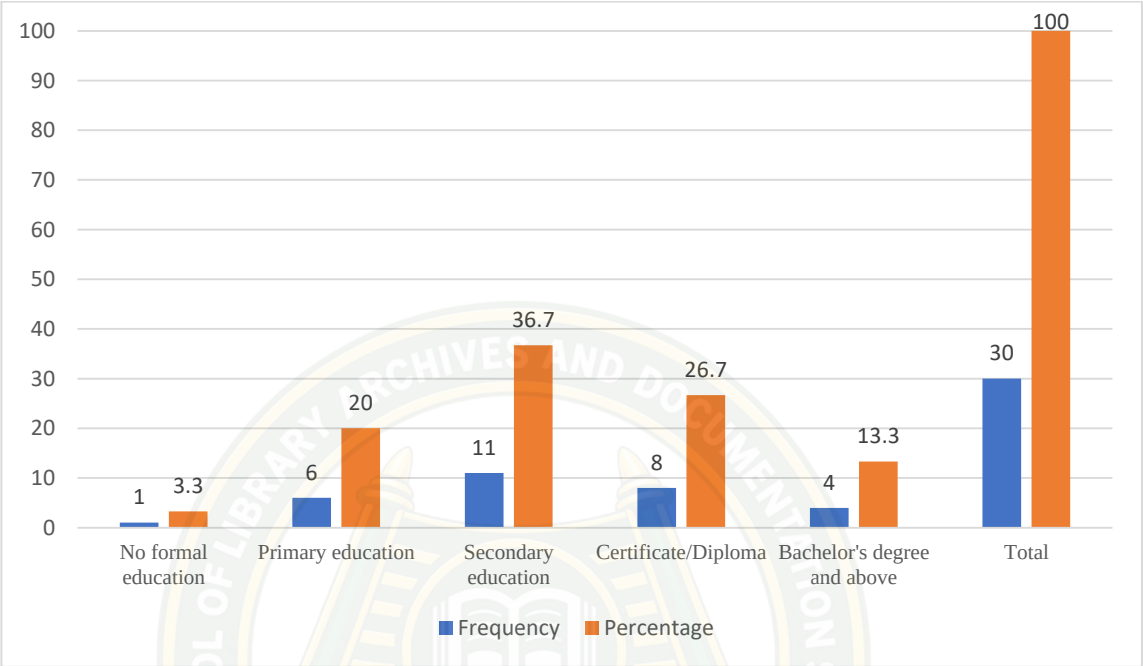


Source: Field data (2026)

Figure 4.2 indicates that the majority of respondents were in the 26-35 age group (33.3 percent) and 18-25 age group (26.7 percent), suggesting a relatively young population of program participants. Only 3.3 percent were aged 56 years or above. This age distribution has implications for program design, as younger participants may be more receptive to digital technologies and computer-based training.

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Figure 4. 3: Distribution of Respondents by Education Level



Source: Field data (2026)

Figure 4.3 reveals that the majority of respondents had secondary education (36.7 percent) or certificate/diploma qualifications (26.7 percent). Only 3.3 percent had no formal education, and 13.3 percent held bachelor's degrees or higher. This distribution suggests that the information literacy programs are reaching a reasonably educated segment of the community, which may influence the types of skills that can be effectively taught and the relevance of program content.

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Table 4. 1: Distribution of Respondents by Occupation

Occupation	Frequency	Percentage
Student	8	26.7
Farmer	5	16.7
Small business owner/trader	7	23.3
Employed (private sector)	4	13.3
Employed (public sector)	3	10.0
Unemployed	3	10.0
Total	**30**	**100**

Source: Field data (2026)

Table 4.1 shows that students formed the largest occupational group (26.7 percent), followed by small business owners/traders (23.3 percent) and farmers (16.7 percent). Private and public sector employees together constituted 23.3 percent, while unemployed individuals represented 10 percent. This occupational diversity indicates that the information literacy programs attract a wide range of community members with varied information needs.

Table 4. 2: Duration of Library Usage

Duration	Frequency	Percentage
Less than 6 months	5	16.7
6 months – 1 year	7	23.3
1–3 years	10	33.3
More than 3 years	8	26.7
Total	**30**	**100**

Source: Field data (2026)

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Table 4.2 indicates that the majority of respondents had been using the library for 1-3 years (33.3 percent) or more than 3 years (26.7 percent). Only 16.7 percent had been using the library for less than 6 months. This suggests that most program participants are established library users who have had sustained engagement with the library's services.

4.2 Strategies Used in Conducting Information Literacy Programs

The first specific objective sought to examine the strategies used in conducting the information literacy program at Bagamoyo District Library. Tables 4.3 and 4.4 present findings on program aspects and teaching methods.

Table 4. 3: Rating of Information Literacy Program Aspects

Aspect	Very Good		Good		Average		Poor		Very Poor		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Teaching methods used by facilitators	8	26.7	12	40	6	20	3	10	1	3.3	30	100
Relevance of topics to my needs	7	23.3	10	33.3	8	26.7	4	13.3	1	3.3	30	100
Language used in training (Kiswahili/English)	6	20	9	30	10	33.3	3	10	2	6.7	30	100
Availability of computers/internet for practice	4	13.3	6	20	8	26.7	7	23.3	5	16.7	30	100

Source: Field data (2026)

Table 4.3 shows that teaching methods used by facilitators were rated as very good or good by 66.7 percent of respondents (26.7 percent very good, 40 percent good),

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indicating relatively positive perceptions of instructional approaches. Relevance of topics to participants' needs was rated very good or good by 56.6 percent (23.3 percent very good, 33.3 percent good). Language used in training received very good or good ratings from 50 percent of respondents (20 percent very good, 30 percent good). However, availability of computers and internet for practice was rated very good or good by only 33.3 percent (13.3 percent very good, 20 percent good), with 40 percent rating it as poor or very poor (23.3 percent poor, 16.7 percent very poor). This finding highlights a significant infrastructure gap that affects the quality of information literacy programs.

During interviews, a library staff member elaborated on the strategies used:

We use a combination of methods to deliver information literacy training. We start with a lecture or presentation to introduce the topic, then move to group discussions where participants share their experiences and challenges. We also do practical demonstrations where we show participants how to use computers, search for information online, and access government services. The hands-on practice is the most valued part of the training, but it's limited by the number of computers we have available.

Table 4. 4: Teaching Methods Used in Information Literacy Programs

Method	**Frequency**	**Percentage**
Lecture/presentation	12	40.0
Group discussions	7	23.3
Practical demonstrations	5	16.7
Hands-on computer practice	3	10.0
Printed handouts/materials	3	10.0
Total	**30**	**100.0**

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Source: Field data (2026)

Table 4.4 shows that lecture or presentation was the most commonly used teaching method, accounting for 40.0 percent (12 respondents). This was followed by group discussions at 23.3 percent (7 respondents), practical demonstrations at 16.7 percent (5 respondents), while both hands-on computer practice and printed handouts/materials accounted for 10.0 percent (3 respondents each). These findings indicate that information literacy programs relied primarily on lecture-based instruction, with other interactive teaching methods being used to a lesser extent. Observation during library sessions supported these findings. The researcher observed a typical information literacy session that began with a lecture, followed by group discussions and practical demonstrations, before participants engaged in hands-on computer practice. However, limited computer availability required participants to share computers, reducing the amount of individual practice time.

The observation checklist also noted that the library had 6 computers available for public use, but only 4 were functional during the observation period. The library had a whiteboard, printed materials, and a small reference collection. The environment was conducive to learning, with adequate lighting and seating, but the limited technology infrastructure constrained the delivery of practical training.

4.3 Impact of Information Literacy Programs on Community Empowerment

The second specific objective evaluated the impact of the information literacy program on empowering the community in Bagamoyo district. Tables 4.5, 4.6, and 4.7 present findings on program impact.

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Table 4. 5: Frequency of Program Attendance

Frequency of Attendance	Frequency	Percentage
Very often (whenever offered)	5	16.7
Often	8	26.7
Occasionally	10	33.3
Rarely	4	13.3
Only attended once	3	10.0
Total	**30**	**100**

Source: Field data (2026)

Table 4.5 shows that 43.4 percent of respondents attended information literacy programs very often or often (16.7 percent very often, 26.7 percent often), while 33.3 percent attended occasionally. Only 10 percent had attended only once. This indicates a relatively high level of sustained engagement among program participants, suggesting that those who attend find value in the programs and return for additional training.

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Table 4. 6: Extent of Help from Information Literacy Programs

Area	Very Great Extent		Great Extent		Moderate Extent		Small Extent		Not at All		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Finding information for studies/education	**12**	**40**	**12**	**40**	**4**	**13.3**	**1**	**3.3**	**1**	**3.3**	30	100
Using computers and internet confidently	**10**	**33.3**	**12**	**40**	**5**	**16.7**	**2**	**6.7**	**1**	**3.3**	30	100
Accessing government services online	**7**	**23.3**	**11**	**36.7**	**6**	**20**	**3**	**10**	**3**	**10**	30	100
Making informed decisions in daily life	**8**	**26.7**	**12**	**40**	**6**	**20**	**2**	**6.7**	**2**	**6.7**	30	100

Source: Field data (2026)

Table 4.6 reveals that the information literacy program has had substantial positive impact on participants. For finding information for studies or education, 80 percent of respondents reported very great or great extent (40 percent each). For using computers and internet confidently, 73.3 percent reported very great or great extent (33.3 percent very great, 40 percent great). Accessing government services online was helped to a very great or great extent by 60 percent (23.3 percent very great, 36.7 percent great). Making informed decisions in daily life was helped to a very great or great extent by 66.7 percent (26.7 percent very great, 40 percent great).

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These findings are consistent with previous research. Julien and Williamson (2021) found that information literacy skills enable individuals to pursue educational opportunities, access government services, and make informed decisions. Pinto et al. (2020) similarly documented enhanced research abilities and critical thinking skills among information literacy program participants. The relatively lower impact on accessing government services online (60 percent very great/great) may reflect infrastructure and accessibility challenges beyond the library's control, such as limited internet connectivity and the complexity of some government websites.

Table 4. 7: Positive Changes Experienced After Participation

Response	**Frequency**	**Percentage**
Yes, significant changes	9	30.0
Yes, some changes	14	46.7
No changes	4	13.3
Not sure	3	10.0
Total	**30**	**100**

Source: Field data (2026)

Table 4.7 indicates that 76.7 percent of respondents experienced positive changes in their lives after participating in the information literacy program (30 percent significant changes, 46.7 percent some changes). Only 13.3 percent reported no changes, and 10 percent were not sure. During interviews, a community member elaborated on the impact:

Before attending the program, I didn't know how to use a computer at all. Now I can search for information about farming, check market prices, and even apply for government services online. This has helped my small farm business because I can find better prices for my produce. The program has really changed my life.

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Another participant, a secondary school student, shared:

The information literacy program taught me how to find reliable information for my studies. I used to rely only on what my teachers gave me, but now I can search online and find additional resources. My grades have improved, and I feel more confident about my studies.

A library staff member confirmed these positive impacts during interviews:

We see real changes in our participants. Students come back telling us they got better grades. Farmers tell us they found better markets for their produce. Small business owners say they can now use the internet to find suppliers and customers. These stories motivate us to continue even when resources are limited.

These findings demonstrate that the information literacy program at Bagamoyo District Library has contributed meaningfully to community empowerment across multiple dimensions, including education, economic activities, and daily decision-making.

4.4 Challenges Hindering Effective Implementation of Information Literacy Programs

The third specific objective identified challenges hindering the effective implementation of the information literacy program at Bagamoyo District Library. Table 4.8 presents findings on challenges faced by participants.

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Table 4. 8: Challenges Faced in Participating in Information Literacy Programs

Challenge	Frequency	Percentage (%)
Lack of awareness about program schedule	5	16.7
Program times not convenient	6	20.0
Limited computers/internet access	7	23.3
Training too short/not enough time	3	10.0
Language barriers	3	10.0
Topics not relevant to my needs	2	6.7
Transportation difficulties to library	2	6.7
Lack of follow-up support after training	2	6.7
Total	**30**	**100.0**

Source: Field data (2026)

Table 4.8 shows the main challenges faced by respondents in participating in information literacy programs. The most frequently reported challenge was limited computers and internet access, mentioned by 7 respondents (23.3%). This was followed by program times not being convenient, reported by 6 respondents (20.0%), and lack of awareness about program schedules, cited by 5 respondents (16.7%). Training being too short and language barriers were each identified by 3 respondents (10.0%). The least reported challenges were topics not relevant to respondents' needs, transportation difficulties to the library, and lack of follow-up support after training, each mentioned by 2 respondents (6.7%). These findings suggest that inadequate ICT resources and scheduling issues are the primary obstacles limiting participation in information literacy programs.

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During interviews, library staff confirmed these challenges and provided additional context:

Our biggest challenge is the limited number of computers. We have only six computers, and sometimes not all are working. When we have a class of 20 people, participants have to share, and each person gets very little hands-on time. This is frustrating for both us and the participants.

Regarding program scheduling, a staff member explained:

We try to offer programs at different times to accommodate different groups, but it's difficult. Many of our participants are farmers or business owners who need to work during the day. We have tried evening and weekend sessions, but sometimes attendance is low because people have other commitments.

The lack of awareness about program schedules was also highlighted:

We advertise programs through posters at the library and through community leaders, but not everyone sees the information. Some people come to the library and ask when the next program is, only to find they missed it. We need better communication channels.

Language barriers were identified by 43.3 percent of respondents. Although the library uses a mix of Kiswahili and English in training, some participants with limited education struggle with the technical terminology, especially when it comes to computers and the internet.

Transportation difficulties were cited by 33.3 percent of respondents. The library is centrally located, but some community members, particularly those from more remote areas, find it challenging and costly to travel to the library regularly.

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Observation confirmed these challenges. During the observed session, 18 participants attended but only 4 computers were functional. Participants had to rotate, with each person getting approximately 10 minutes of hands-on practice. The session was scheduled for 2 hours, which seemed insufficient to cover the planned content and provide adequate practice time. The researcher also noted that there was no formal follow-up mechanism; participants were encouraged to return with questions, but there was no structured support system.

4.5 Proposed Solutions for Enhancing Information Literacy Programs

The fourth specific objective proposed possible solutions to the challenges hindering the information literacy program in order to enhance community empowerment. Table 4.9 presents respondents' suggestions for improvements.

Table 4. 9: Suggested Improvements for Information Literacy Programs

Proposed Solution	**Frequency**	**Percentage (%)**
More frequent programs	4	13.3
Longer training sessions	3	10.0
More practical/hands-on training	6	20.0
Programs in local languages	3	10.0
More computers and internet access	7	23.3
Outreach programs in villages/communities	3	10.0
Follow-up support after training	2	6.7
Topics relevant to specific groups (e.g., youth, women, farmers)	2	6.7
Total	**30**	**100.0**

Source: Field data (2026)

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Table 4.9 shows that the most frequently suggested improvement was more computers and internet access (23.3%), followed by more practical/hands-on training (20.0%). More frequent programs accounted for 13.3% of the responses. Longer training sessions, programs in local languages, and outreach programs in villages/communities each represented 10.0% of the responses. The least suggested improvements were follow-up support after training and topics relevant to specific groups (e.g., youth, women, and farmers), each accounting for 6.7% of the responses. These findings indicate that respondents primarily emphasized improving access to digital infrastructure and increasing practical learning opportunities to enhance the effectiveness of information literacy programs.

During interviews, library staff and community members elaborated on these suggestions. A library staff member stated:

We need more computers and better internet to meet the demand. If we had a proper computer lab with at least 15-20 working computers, we could provide much better training. Participants would get more practice time, and we could cover more advanced topics.

Regarding outreach programs, a community member suggested:

Not everyone can come to the library regularly. If the library could bring some training to the villages, especially to farmers and women's groups, more people would benefit. Even simple sessions on how to access information using mobile phones would be helpful because most people have phones.

On follow-up support, another participant noted:

After the training, we need ongoing support. Sometimes we go home and forget what we learned, or we encounter problems when trying to apply the skills. If there was a way to

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get help after the training, like a WhatsApp group or regular follow-up sessions, it would make a big difference.

A library staff member emphasized the importance of tailoring programs to specific groups:

Different groups have different information needs. Students need help with research, farmers need agricultural information, business owners need market information. We try to cover a range of topics, but we could do better if we had more resources to develop specialized programs for each group.

The observation checklist confirmed that while the library made efforts to accommodate diverse needs, resources were limited. The library had a small collection of agricultural materials, business resources, and educational materials, but these were outdated in some cases.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusions drawn from the study, recommendations for improving information literacy programs, and suggestions for further research. The findings are synthesized in relation to the four specific objectives of the study.

5.1 Summary of Findings

The study assessed the effectiveness of information literacy programs on empowering the community at Bagamoyo District Library. Data were collected from 30 respondents using questionnaires, interviews, observation, and document analysis.

Objective One: Strategies Used in Conducting Information Literacy Programs

The study found that Bagamoyo District Library employs a variety of strategies to deliver information literacy programs. The most commonly used methods include lectures or presentations (93.3 percent), group discussions (83.3 percent), practical demonstrations (73.3 percent), printed handouts and materials (66.7 percent), and hands-on computer practice (60 percent). Teaching methods were rated as very good or good by 66.7 percent of respondents, and relevance of topics to needs was rated very good or good by 56.6 percent. However, availability of computers and internet for practice was a significant constraint, with only 33.3 percent rating it as very good or good, and 40 percent rating it as poor or very poor. Observation confirmed that the library had only 4 functional computers for a typical class of 18-20 participants, limiting hands-on practice time.

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Objective Two: Impact of Information Literacy Programs on Community Empowerment

The study found that information literacy programs have had substantial positive impact on participants. For finding information for studies or education, 80 percent of respondents reported very great or great extent. For using computers and internet confidently, 73.3 percent reported very great or great extent. Accessing government services online was helped to a very great or great extent by 60 percent, and making informed decisions in daily life was helped to a very great or great extent by 66.7 percent. Overall, 76.7 percent of respondents reported experiencing positive changes in their lives (30 percent significant changes, 46.7 percent some changes). Interview data provided rich examples of these impacts, including improved grades for students, better market information for farmers, and enhanced business practices for small business owners.

Objective Three: Challenges Hindering Effective Implementation

The study identified multiple challenges hindering effective program implementation. The most significant challenge was limited computers and internet access (66.7 percent), followed by program times not being convenient (56.7 percent), lack of awareness about program schedules (53.3 percent), language barriers (43.3 percent), training being too short (40 percent), lack of follow-up support after training (36.7 percent), transportation difficulties (33.3 percent), and topics not being relevant to needs (26.7 percent). Observation confirmed these challenges, with limited computer availability, insufficient practice time, and lack of structured follow-up support being particularly evident.

Objective Four: Proposed Solutions for Enhancement

Respondents suggested multiple improvements for the information literacy programs. The most frequently proposed solution was more computers and internet access (73.3

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percent), followed by more practical/hands-on training (60 percent), topics relevant to specific groups (53.3 percent), outreach programs in villages/communities (50 percent), more frequent programs (46.7 percent), follow-up support after training (43.3 percent), programs in local languages (40 percent), and longer training sessions (36.7 percent). Based on these suggestions and best practices from the literature, the study proposed solutions encompassing infrastructure enhancement, outreach programs, community-centered programming, enhanced communication, follow-up support, capacity building, and language and literacy support.

5.2 Conclusions

Based on the findings, the following conclusions are drawn:

The information literacy program at Bagamoyo District Library is effectively contributing to community empowerment, with participants reporting significant improvements in their information skills and various aspects of their lives. However, the program's effectiveness is constrained by significant resource limitations, particularly in terms of technology infrastructure and staff capacity.

The library employs diverse and appropriate strategies for information literacy delivery, including lectures, group discussions, practical demonstrations, and printed materials. However, the reliance on lectures and group discussions is partly driven by the severe shortage of functional computers and reliable internet, which limits hands-on practical training the most valued component by participants.

The information literacy program has demonstrated meaningful impact across multiple dimensions of community empowerment, including education (improved research skills and academic performance), economic empowerment (better market information and business practices), civic participation (accessing government services), and personal development (informed decision-making).

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The challenges facing the information literacy program are interconnected and require comprehensive solutions. Infrastructure deficits, awareness gaps, scheduling conflicts, language barriers, and limited follow-up support collectively undermine program effectiveness. Addressing these challenges requires an integrated approach involving infrastructure investment, enhanced communication, community engagement, and policy support.

Despite current successes, there is significant untapped potential for the information literacy program to have even greater impact. This potential could be realized through strategic investments in technology, outreach to underserved communities, development of specialized programs for different community groups, and establishment of structured follow-up support.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations are made:

Recommendation One: Enhance Technology Infrastructure

The Bagamoyo District Library should prioritize increasing the number of functional computers and improving internet connectivity. This could be achieved through: (1) allocating library budget to purchase additional computers and maintain existing equipment; (2) seeking partnerships with the Tanzania Library Services Board, local government, NGOs, and private sector donors for technology donations; (3) establishing a dedicated computer lab with at least 15-20 computers; and (4) ensuring reliable internet connectivity for effective online training.

Recommendation Two: Strengthen Outreach Programs

The library should develop and implement outreach programs that take information literacy training to villages and communities. This should include: (1) mobile library

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services that visit villages on a regular schedule; (2) partnerships with community centers, schools, and places of worship to host information literacy sessions; (3) training of community champions who can continue teaching others in their communities; and (4) development of simplified mobile-based information literacy materials accessible via mobile phones.

Recommendation Three: Develop Community-Centered Programming

The library should design programs that are responsive to the specific needs of different community groups. This should include: (1) conducting regular needs assessments to understand the information needs of different groups; (2) involving community members in program planning and delivery; (3) developing specialized modules for students, farmers, business owners, youth, women, and other groups; and (4) ensuring programs are culturally appropriate and delivered in accessible language.

Recommendation Four: Improve Program Communication and Awareness

The library should enhance awareness of program schedules and services through: (1) using multiple communication channels including community radio, social media, WhatsApp groups, and posters in strategic locations; (2) partnering with community leaders, village chairs, and local organizations to spread information; (3) maintaining an up-to-date program calendar accessible to the community; and (4) sending reminders to past participants about upcoming programs.

Recommendation Five: Establish Structured Follow-up Support

The library should establish structured follow-up support mechanisms including: (1) creating WhatsApp groups for program participants to share questions and resources; (2) scheduling regular refresher sessions for past participants; (3) establishing a help desk for ongoing questions and support; (4) developing simple printed guides and resources

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that participants can take home; and (5) conducting follow-up surveys to track long-term impact and identify additional support needs.

Recommendation Six: Invest in Staff Capacity Building

The library should invest in continuous professional development for staff on: (1) information literacy instruction and pedagogy; (2) community engagement and outreach strategies; (3) emerging technologies and digital literacy training; (4) needs assessment and program evaluation; and (5) facilitation skills for diverse participant groups. Partnerships with library schools and professional associations can support this capacity building.

Recommendation Seven: Advocate for Policy Support and Resource Allocation

The library management should advocate for: (1) inclusion of information literacy programs in district development plans; (2) dedicated budget allocation for information literacy initiatives; (3) development of national guidelines for information literacy programs in Tanzanian public libraries; and (4) partnerships with government agencies and NGOs to support information literacy initiatives.

Recommendation Eight: Implement Systematic Monitoring and Evaluation

The library should establish systematic monitoring and evaluation mechanisms including: (1) pre- and post-training assessments to measure learning outcomes; (2) tracking of participant attendance, demographic data, and program completion; (3) regular collection of participant feedback and suggestions; (4) follow-up surveys to assess long-term impact; and (5) use of evaluation data for evidence-based program improvement and advocacy.

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5.4 Areas for Further Research

This study has opened several avenues for further research:

i. A Comparative Study of Information Literacy Programs in Public District Libraries in Tanzania: Assessing Effectiveness, Best Practices, and Contextual Factors
ii. Assessing the Long-Term Impact of Information Literacy Programs on Community Development in Tanzania: A Longitudinal Study of Public District Libraries
iii. Evaluating the Effectiveness of Mobile-Based Information Literacy Programs and Digital Literacy Initiatives in Enhancing Information Access among Rural Communities in Tanzania

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APPENDICES

APPENDIX I: TIME SCHEDULE SHOWING ACTIVITIES DURING RESEARCH WORK

ACTIVITIES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Research proposal writing and submission	■					
Obtaining clearance and visiting the library		■				
Distribution of questionnaires and conducting interviews			■			
Data cleaning and analysis				■		
Report writing and compilation					■	
Final binding and submission						■

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APPENDIX II: BUDGET

S/NO	Item	Qty/Cost (TZS)	Amount (TZS)
1	Research Proposal Printing & Binding	4 copies @ 15,000	60,000
2	Questionnaire Printing	50 copies @ 500	25,000
3	Stationery (Pens, Papers, Files)	1 set	30,000
4	Transport to Bagamoyo (Field work)	10 trips @ 10,000	100,000
5	Internet and Data bundles	Lump sum	50,000
6	Research Assistant Fees	8 days @ 10,000	80,000
7	Meals and Refreshments during field work	Lump sum	40,000
8	Final Report Printing & Binding	4 copies @ 20,000	80,000
	TOTAL		**465,000**

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APPENDIX III: QUESTIONNAIRE FOR LIBRARY USERS

Dear Respondent,

I am a LILIAN DISMAS RUSALE at the School of Library Archives and Documentation Studies (SLADS) Bagamoyo. I am conducting research on "Assessing the Effectiveness of Information Literacy Program on Empowering Community: A Case Study of Bagamoyo District Library" as part of the fulfilment for the award of an Ordinary Diploma in Library, and Information Management.

The purpose of this questionnaire is to gather your views and experiences regarding the information literacy programs offered at this library. Please be assured that the information provided will be kept strictly confidential and used for academic purposes only. Your participation is voluntary, and you may withdraw at any time.

Thank you for your cooperation.

Instructions: Please put a tick (✓) in the box provided or write your answer where appropriate.

Section A: Demographic Information

1. What is your gender?
    - a) Female ( )
    - b) Male ( )
2. What is your age group?
    - a) 18-25 ( )
    - b) 26-35 ( )
    - c) 36-45 ( )
    - d) 46-55 ( )

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- e) 56 and above ( )

3. What is your highest level of education?
    - a) No formal education ( )
    - b) Primary education ( )
    - c) Secondary education ( )
    - d) Certificate/Diploma ( )
    - e) Bachelor's degree and above ( )
4. What is your occupation?
    - a) Student ( )
    - b) Farmer ( )
    - c) Small business owner/trader ( )
    - d) Employed (private sector) ( )
    - e) Employed (public sector) ( )
    - f) Unemployed ( )
    - g) Other (specify) _____
5. How long have you been using Bagamoyo District Library?
    - a) Less than 6 months ( )
    - b) 6 months – 1 year ( )
    - c) 1–3 years ( )
    - d) More than 3 years ( )

Section B: Strategies Used in Information Literacy Programs

6. How would you rate the following aspects of the information literacy programs? (Please tick (✓) one box for each aspect)

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Aspect	Very Good	Good	Average	Poor	Very Poor
Teaching methods used by facilitators					
Relevance of topics to my needs					
Language used in training (Kiswahili/English)					
Availability of computers/internet for practice					

7. What methods do the facilitators use to teach? (Tick all that apply)
    - a) Lecture/presentation ( )
    - b) Group discussions ( )
    - c) Practical demonstrations ( )
    - d) Hands-on computer practice ( )
    - e) Printed handouts/materials ( )
    - f) Other (specify) _____

Section C: Impact of Information Literacy Programs on Empowerment

8. To what extent has the information literacy program helped you in the following areas?

   (Please tick (✓) one box for each area)

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Area	Very Great Extent	Great Extent	Moderate Extent	Small Extent	Not at All
Finding information for studies/education					
Using computers and internet confidently					
Accessing government services online					
Making informed decisions in daily life					

9. Since participating in the information literacy program, have you experienced any positive changes in your life?
    - a) Yes, significant changes ( )
    - b) Yes, some changes ( )
    - c) No changes ( )
    - d) Not sure ( )

Section D: Challenges Hindering Effective Implementation

10. What challenges have you faced in participating in the information literacy programs? (Tick all that apply)
    - a) Lack of awareness about program schedule ( )
    - b) Program times not convenient ( )
    - c) Limited computers/internet access ( )
    - d) Training too short/not enough time ( )
    - e) Language barriers ( )
    - f) Topics not relevant to my needs ( )

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- g) Transportation difficulties to library ( )
- h) Lack of follow-up support after training ( )

11. How often do you attend information literacy programs at the library?
    - a) Very often (whenever offered) ( )
    - b) Often ( )
    - c) Occasionally ( )
    - d) Rarely ( )
    - e) Only attended once ( )

Section E: Proposed Solutions and Suggestions

12. What improvements would you suggest for the information literacy programs? (Tick all that apply)
    - a) More frequent programs ( )
    - b) Longer training sessions ( )
    - c) More practical/hands-on training ( )
    - d) Programs in local languages ( )
    - e) More computers and internet access ( )
    - f) Outreach programs in villages/communities ( )
    - g) Follow-up support after training ( )
    - h) Topics relevant to specific groups (e.g., youth, women, farmers) ( )
    - i) Other (specify) _____

Thank you for your participation!

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APPENDIX IV: INTERVIEW GUIDE FOR LIBRARY STAFF

Title of Study: Assessing the Effectiveness of Information Literacy Program on Empowering Community: A Case Study of Bagamoyo District Library

Interviewer: _____

Interviewee: _____

Position: _____

Date: _____

Time: _____

Location: _____

Introduction

Thank you for agreeing to participate in this interview. I am a student at the School of Library Archives and Documentation Studies (SLADS) conducting research on the effectiveness of information literacy programs at this library. The interview will take approximately 45-60 minutes. Your responses will be kept confidential and used only for academic purposes. With your permission, I would like to take notes during our conversation. You may choose not to answer any question and can stop the interview at any time.

Section A: Background Information

1. Can you tell me about your role at Bagamoyo District Library and how long you have worked here?
2. What is your educational background and training in library and information science?

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Section B: Strategies Used in Conducting Information Literacy Programs

3. Can you describe the information literacy programs currently offered at this library?
    - *Probe: Types of programs, target audiences, frequency, duration*
4. What strategies and methods do you use to deliver these programs?
    - *Probe: Teaching approaches, materials used, languages used, practical components*
5. How do you identify the information needs of the community?
    - *Probe: Needs assessments, community engagement, feedback mechanisms*
6. How do you promote and market these programs to the community?
    - *Probe: Outreach strategies, partnerships with community groups, use of media*
7. How do you tailor programs for different groups (e.g., farmers, students, women, elderly)?
    - *Probe: Customization strategies, relevance to specific needs*

Section C: Impact of Information Literacy Programs on Community Empowerment

8. In your view, what impact have these programs had on program participants?
    - *Probe: Changes in knowledge, skills, behavior, economic activities, health practices*
9. Can you share any specific success stories or examples of community members who have benefited from the programs?
10. How do you measure or evaluate the effectiveness of these programs?
    - *Probe: Assessment methods, feedback collection, tracking of outcomes*

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11. Do you think the programs are achieving their intended goals of empowering the community? Why or why not?

Section D: Challenges Hindering Effective Implementation

12. What challenges do you face in implementing information literacy programs at this library?
    - *Probe: Resource constraints, staff capacity, infrastructure, community participation*
13. What challenges do community members face in accessing or benefiting from these programs?
    - *Probe: Awareness, relevance, accessibility, language, literacy levels*
14. How do these challenges affect the quality and impact of the programs?
15. Is there adequate support (policy, budget, training) from the Tanzania Library Services Board or other stakeholders?
    - *Probe: What more is needed?*

Section E: Proposed Solutions and Future Directions

16. What strategies do you think could address the challenges you have identified?
17. What improvements would you like to see in the information literacy programs at this library?
    - *Probe: Program design, resources, partnerships, outreach*
18. What support do you need from library management, TLSB, or other stakeholders to enhance these programs?
19. What is your vision for information literacy programs at Bagamoyo District Library in the next five years?
20. Is there anything else you would like to share about information literacy and community empowerment at this library?

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APPENDIX V: OBSERVATION CHECKLIST

Library: Bagamoyo District Library

Date of Observation: _____

Time of Observation: _____

Observer: _____

Session Observed: _____

Section A: Physical Environment and Resources

Observation Item	Yes	No	Partially	Comments/Notes
Adequate seating for participants				
Adequate lighting in training area				
Whiteboard/flipchart available				
Functional computers available				
Number of computers available: _____				
Functional computers: _____				
Reliable internet connection				
Training materials available				
Reference materials available				

Section B: Teaching Methods and Delivery

Observation Item	Yes	No	Partially	Comments/Notes
Facilitator uses lecture/presentation				
Facilitator uses group discussions				

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Observation Item	Yes	No	Partially	Comments/Notes
Facilitator uses practical demonstrations				
Facilitator uses hands-on practice				
Participants engaged and attentive				
Participants ask questions				
Facilitator responds to questions				
Language used is understandable				
Materials are accessible				

Section C: Participant Engagement

Observation Item	Yes	No	Partially	Comments/Notes
Number of participants: _____				
Gender balance				
Age diversity				
Participants actively participate				
Participants appear to understand content				
Participants interact with each other				
Participants use computers				

Section D: Overall Observations and Comments

1. Overall quality of the session:
    - Excellent ( )
    - Good ( )
    - Average ( )
    - Fair ( )

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- Poor ( )

2. Strengths observed:
3. Weaknesses or challenges observed:
4. Recommendations based on observation:

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DATA COLLECTION LETTER

WIZARA YA ELIMU, SAYANSI NA TEKNOLOJIA
BODI YA HUDUMA ZA MAKTABA TANZANIA

MAKTABA YA WILAYA BAGAMOYO

Ref.Na.BGM.150/280/15/45 **30/3/2026**

School of Library Archive and Documentation studies,
P.O BOX 227,
BAGAMOYO.

RE : PERMISSION TO CONDUCT RESEARCH WORK

Please refer to the above mention subject,
This is to inform you that **LILIAN DISMAS RUSALE** has been permissioned to conduct reseach work at Bagamoyo District Library which will start 20-04-2026 to 20-05-2026.
On the Research title ;-
AN ASSESSING THE EFFECTIVENESS OF INFORMATION LITERACY PROGRAMS ON COMMUNITY EMPOWERMENT
We wish you success in your research,
Thank you in advance.

Regards,
JEMA MOLEL

DISTRICT LIBRARIAN.

TANZANIA LIBRARY SERVICE BOARD
BAGAMOYO DISTRICT LIBRARY
P.O BOX 227
BAGAMOYO

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