SCHOOL OF LIBRARY, ARCHIVES AND DOCUMENTATION STUDIES

(SLADS – BAGAMOYO)

A RESEARCH REPORT.

AN ASSESSMENT OF THE PROVISION OF DIGITAL LIBRARY SERVICES IN PUBLIC LIBRARIES: A CASE STUDY OF THE TANZANIA NATIONAL CENTRAL LIBRARY

BY

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

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CERTIFICATION

This is to certify that this research report titled "An Assessment of the Provision of Digital Library Services in Public Libraries: A Case Study of the Tanzania National Central Library" has been submitted for examination with my approval as the appointed supervisor in the School of Library, Archives and Documentation Studies (SLADS), Bagamoyo.

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DECLARATION

I, Janesgrolia Josephat Rweyemamu, declare that this research report is my own original work and that it has not been presented, and will not be presented, to any other institution for a similar or any other academic award.

Signature.

Victoria Kessy,

Supervisor.

Date.

.....

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May God bless you all abundantly.

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DEDICATION

First and foremost, I thank Almighty God for His guidance, protection, and blessings throughout my studies.

I dedicate this work to my beloved parents, Mr. Josephat Rweyemamu and Mrs. Grolia Karungula, for their endless love, prayers, encouragement, and support. I also dedicate it to my beloved brothers and sisters for their motivation and support throughout my academic journey.

May God bless them all abundantly

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LIST OF ABBREVIATIONS

AfLIA – African Library and Information Associations and Institutions

AI – Artificial Intelligence

ICT – Information and Communication Technology

MIS – Management Information Systems

OECD – Organisation for Economic Co-operation and Development

SPSS – Statistical Package for the Social Sciences

TAM – Technology Acceptance Model

TLSB – Tanzania Library Services Board

TNL – Tanzania National Library

UNESCO – United Nations Educational, Scientific and Cultural Organization

URT – United Republic of Tanzania

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ABSTRACT

This study assessed the provision of digital library services in Tanzania's public libraries, using the Tanzania National Central Library under the Tanzania Library Services Board (TLSB) as a case study. The general objective of the study was to assess the provision of digital library services in Tanzania's public libraries. Specifically, the study sought to examine the types and scope of digital library services offered by the National Central Library, evaluate users' awareness and utilization of digital library services, identify the challenges faced in implementing digital library services, and propose strategies for improving digital library service delivery. The study adopted a descriptive survey research design and employed a mixed-methods approach, combining quantitative and qualitative methods. Data were collected from 50 respondents, comprising 40 library users and 10 library staff, through questionnaires, interviews, document review, and observation. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) and presented using frequencies, percentages, and tables, while qualitative data were analyzed thematically.

The study found that the National Central Library provides a range of digital library services, including online catalogues, electronic books, online databases, and ICT facilities. However, the findings indicated that users' awareness and utilization of these services remain relatively low due to inadequate ICT infrastructure, limited staff training, poor internet connectivity, insufficient funding, and low levels of digital literacy among users. The study concludes that although the Tanzania Library Services Board has made efforts to improve digital library services, several challenges continue to hinder their effective provision and utilization. The study recommends increased investment in ICT infrastructure, continuous staff training, enhanced user awareness programmes, strengthened partnerships with relevant stakeholders, and improved funding to enhance the quality and accessibility of digital library services in Tanzania's public libraries.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This section presents the background to the study, statement of the problem, objectives, research questions, significance, scope, limitations, and definitions of key terms.

1.1 Background of the Study

The rapid growth of information and communication technologies (ICTs) transformed the way knowledge was created, stored, and accessed. Globally, digital library services emerged as a cornerstone of modern information provision, enabling users to access electronic books, journals, databases, and multimedia resources from anywhere and at any time. UNESCO (2022) emphasized that digital libraries were critical for promoting inclusivity, bridging knowledge gaps, and supporting lifelong learning. Public libraries, traditionally seen as repositories of printed materials, were expected to integrate digital services to remain relevant in the digital age.

In developed countries, public libraries successfully embraced digital transformation. For example, the Library of Congress in the United States and the British Library in the United Kingdom provided extensive digitized collections accessible worldwide. These institutions invested heavily in ICT infrastructure, staff training, and user-friendly platforms, ensuring that digital services complemented traditional resources. However, even in these contexts, challenges such as copyright restrictions, sustainability of funding, and digital divides persisted (OECD, 2021).

In Africa, the adoption of digital library services was uneven. Countries such as Kenya and South Africa introduced e-library platforms and mobile applications to expand access, particularly in rural areas. The African Library and Information Associations and Institutions (AfLIA, 2020) highlighted that while progress had been made, barriers such as poor internet connectivity, limited ICT infrastructure, and low digital literacy continued to hinder widespread adoption. Many African public libraries struggled with outdated collections, insufficient funding, and limited awareness among users, making digital transformation a slow and challenging process.

In Tanzania, public libraries were managed by the Tanzania Library Services Board (TLSB), established under the Tanzania Library Services Act of 1975. TLSB

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introduced initiatives to digitize collections, provide online catalogs, and offer ICT facilities to complement traditional services. Recent government policies, such as the National Education Policy Framework (URT, 2021), emphasized the importance of digital transformation in education and information provision. Despite these efforts, studies revealed that awareness and utilization of digital library services remained low (Mbwambo & Mtega, 2019). Challenges included inadequate ICT infrastructure, limited staff training, poor funding, and competition from digital entertainment platforms.

The importance of digital library services in Tanzania could not be overstated. They had the potential to expand access to information, support academic performance, and contribute to national development goals such as the Tanzania Development Vision 2025. However, without effective implementation and utilization, these services risked becoming underused investments. This study therefore sought to assess the provision of digital library services at TLSB, identifying strengths, weaknesses, and opportunities for improvement.

1.2 Statement of the Problem

Despite the efforts of the National Library Services Board to modernize its library information resources, the majority of its libraries provided traditional services of hard copy information materials. Users often faced challenges such as inadequate ICT infrastructure, limited staff training, and poor awareness of available services. There was little empirical data on how well public libraries provided digital library services. Therefore, this study sought to assess the provision of digital library services, with a focus on the National Central Library.

1.3 Objectives of the Study

1.3.1 General Objective

To assess the provision of digital library services in Tanzania's public libraries, with a focus on the National Central Library.

1.3.2 Specific Objectives

1. To examine the types and scope of digital library services offered by the National Central Library.
2. To evaluate user awareness and utilization of digital library services.
3. To identify challenges faced by the National Central Library in implementing

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digital services.

4. To propose recommendations for improving digital library service delivery.

1.4 Research Questions

1. What digital library services were provided by the National Central Library?
2. How aware were users of these services, and how did they utilize them?
3. What challenges hindered effective provision of digital library services at the National Central Library?
4. What strategies could improve digital library service delivery in the National Central Library?

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1.5 Significance of the Study

This study provided valuable insights for policymakers, librarians, educators, and community stakeholders. For the National Central Library, findings guided improvements in ICT infrastructure, staff training, and resource allocation. For policymakers, results informed national strategies on digital transformation and education. Academically, the study contributed to literature on digital libraries in developing countries, offering lessons for similar contexts across Africa. Ultimately, it strengthened Tanzania's public library system and supported national development goals.

1.6 Scope of the Study

The study focused on the National Central Library headquarters and selected branch libraries, examining digital services such as e-books, online databases, and ICT facilities. It targeted library staff and users, particularly students and researchers who relied on digital resources.

1.7 Limitations of the Study

Financial Constraints: Limited funding may have restricted the breadth of data collection, particularly in covering multiple regions.

Sampling Bias: The study was confined to National Central Libraries, which may have limited generalization to private or academic libraries.

Self-Reported Data: Responses from users may have been influenced by recall inaccuracies or social desirability bias.

Technical Challenges: Poor internet connectivity or malfunctioning ICT equipment may have hindered data collection.

Researcher's Experience: As an early research project, limited experience may have posed challenges, mitigated through guidance from supervisors and collaboration with peers.

Time Constraints: The study may have been limited by the availability of respondents and the researcher's schedule.

1.8 Definitions of Key Terms

Digital Library Services

These referred to electronic resources and platforms provided by libraries, including e-books, online databases, multimedia, and online catalogs. Digital library services encompassed both the technological infrastructure (servers, software, and connectivity) and the content (digitized materials, licensed databases, and open-access resources). They were designed to provide users with seamless access to information regardless of geographical location, thereby promoting inclusivity and lifelong learning.

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Public Libraries

Government-funded institutions managed by TLSB, offering free access to resources and services for the public. Public libraries served as community hubs for education, research, and cultural development. In the digital age, their role extended beyond physical collections to include digital platforms that provided equitable access to knowledge for diverse populations, including students, researchers, and community members.

Access and Utilization

Access referred to the ability of users to reach digital library services, which depended on infrastructure, connectivity, and availability of resources. Utilization referred to the extent to which users actively engaged with these services, including downloading e-books, searching online catalogs, or using multimedia resources. Effective access and utilization were influenced by awareness, digital literacy, and user perceptions of usefulness.

ICT Infrastructure

The hardware, software, and connectivity resources that enabled digital service provision. This included computers, servers, internet bandwidth, networking equipment, and library management systems. Robust ICT infrastructure was essential for ensuring that digital library services were reliable, scalable, and user-friendly.

Digital Literacy

The ability of users to effectively locate, evaluate, and use digital information resources. Digital literacy went beyond basic computer skills to include critical thinking, information evaluation, and ethical use of digital content. It was a key determinant of whether users could fully benefit from digital library services.

Information Provision

The process of making knowledge resources available to users through both traditional and digital platforms. In the context of digital libraries, information provision involved curating, organizing, and disseminating electronic resources in ways that were accessible, relevant, and user-centered.

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CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction.

This section presented a review of literature related to digital library services, with a particular focus on their provision, awareness, utilization, challenges, and improvement strategies. The review was guided by the objectives of the study outlined in Section One, which emphasized assessing the types and scope of digital services, evaluating user awareness and utilization, identifying implementation challenges, and proposing strategies for enhancing service delivery in Tanzania's public libraries.

2.1 Types and Scope of Digital Library Services.

Digital libraries were conceptualized as organized collections of electronic resources accessible through ICT platforms (Borgman, 2000). Globally, public libraries expanded their services to include digitized books, journals, multimedia, and interactive platforms (UNESCO, 2022). The Library of Congress and the British Library exemplified comprehensive digitization, offering remote access to vast collections (OECD, 2021).

In Africa, initiatives in Kenya and South Africa demonstrated the potential of mobile applications and e-learning platforms to extend access to underserved populations (AfLIA, 2020). However, coverage remained uneven, with many libraries offering only partial services. In Tanzania, TLSB introduced online catalogs, digitized collections, and ICT facilities (URT, 2021). Despite these efforts, the scope of services remained limited compared to international benchmarks, underscoring the need for systematic evaluation (Mathew & Matemba, 2021).

2.2 User Awareness and Utilization of Digital Library Services.

User awareness was a critical determinant of utilization. The Technology Acceptance Model (TAM) (Davis, 1989) posited that perceived usefulness and ease of use shaped adoption. Empirical studies in Kenya and South Africa showed that awareness campaigns and mobile applications significantly increased usage (Ocholla, 2019).

Digital literacy further influenced utilization, as users needed to possess the skills to

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navigate online platforms effectively (Aina, 2018). More recent studies emphasized that without deliberate awareness campaigns and integration into academic curricula, utilization remained minimal (Mosha & Ngulube, 2025).

2.3 Challenges in Implementing Digital Library Services.

The implementation of digital library services was constrained by multiple systemic and contextual challenges.

Infrastructure Constraints: Reliable ICT infrastructure was a prerequisite for effective digital service delivery. In many African countries, including Tanzania, poor internet connectivity, limited bandwidth, and outdated hardware restricted access to digital resources (AfLIA, 2020).

Financial Limitations: Digital libraries required sustained investment in technology, licensing of electronic resources, and maintenance of systems. OECD (2021) emphasized that funding models in developing countries were often unstable, leading to interruptions in service provision. In Tanzania, reliance on government allocations meant that libraries competed with other pressing national priorities, resulting in chronic underfunding (Mathew & Matemba, 2021).

Human Capacity Deficits: Staff training was critical for managing and promoting digital services. Ocholla (2019) noted that librarians in many African contexts lacked specialized ICT skills, limiting their ability to support users effectively. In Tanzania, inadequate professional development opportunities further exacerbated this challenge, leaving staff ill-prepared to manage evolving technologies (Mosha & Ngulube, 2025).

User Barriers: Low digital literacy among users reduced the effectiveness of digital libraries. Mbwambo and Mtega (2019) found that many Tanzanian students and researchers struggled to navigate online catalogs and databases. Additionally, competition from digital entertainment platforms diverted attention away from educational resources, weakening utilization.

Policy Gaps: Although Tanzania's National Education Policy Framework (URT, 2021) emphasized digital transformation, weak enforcement and lack of clear implementation strategies hindered progress. Policies often remained aspirational rather than operational, creating a disconnect between national goals and local realities.

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2.4 Strategies for Improving Digital Library Service Delivery

Scholars proposed a range of strategies to overcome these challenges and strengthen digital library services.

Infrastructure Investment: Expanding broadband coverage and upgrading ICT facilities were essential for improving accessibility. UNESCO (2022) highlighted that infrastructure development not only enhanced library services but also contributed to broader national goals of digital inclusion.

Capacity Building: Continuous staff training and professional development were necessary to build human resource capacity. AfLIA (2020) advocated for regional training programs and partnerships with universities to equip librarians with advanced ICT skills. In Tanzania, targeted training could have empowered staff to manage digital platforms and support users more effectively (Mosha & Ngulube, 2025).

Awareness Campaigns: User awareness initiatives were critical for increasing utilization. Ocholla (2019) demonstrated that campaigns targeting students and researchers significantly improved engagement with digital resources. In Tanzania, awareness programs could have included workshops, social media outreach, and integration of digital library services into academic curricula (Mbwambo & Mtega, 2019). Collaborative Partnerships: Collaboration with universities, NGOs, and international organizations could have provided technical expertise, funding, and shared resources. Aina (2018) argued that partnerships enhanced sustainability by pooling knowledge and reducing duplication of efforts. For TLSB, partnerships could have facilitated access to global databases and strengthened service delivery.

User-Centered Design: Developing mobile applications and user-friendly platforms ensured that services were accessible to diverse user groups. OECD (2021) emphasized that intuitive interfaces reduced barriers to entry, particularly for users with limited digital literacy. In Tanzania, mobile-based solutions could have been particularly effective given the widespread use of smartphones.

2.5 Research Gaps

Despite increasing research on digital library services, notable gaps persisted in the Tanzanian context. Existing studies reported low awareness and utilization of e-resources (Mbwambo & Mtega, 2019; Mathew & Matemba, 2021), but offered limited

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insight into user satisfaction and the adequacy of ICT infrastructure, particularly in public libraries. Most literature also concentrated on academic institutions, leaving public libraries insufficiently examined despite their key role in community access to information. Moreover, although national policies promoted digital transformation, there was little empirical evidence on their implementation at the institutional level (URT, 2021).

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CHAPTER THREE:

RESEARCH METHODOLOGY

3.0 Introduction.

Methodology refers to the systematic plan and procedures used to conduct research. It ensured that the study was credible, valid, and aligned with its objectives (Creswell & Creswell, 2018). This section presented the research design, type, study area, population, sampling techniques, data collection methods, questionnaire procedures, data processing and analysis, and ethical considerations.

3.1 Research Design.

Research design was the overall plan that guided how data were collected, analyzed, and interpreted (Kothari, 2015). This study adopted a descriptive survey design, which was appropriate for collecting data on practices, user awareness, challenges, and strategies related to digital library services (Mathew & Matemba, 2021).

3.2 Research Type:

Research type referred to the methodological approach used: qualitative, quantitative, or mixed methods. A mixed-methods approach was employed, combining quantitative (numerical data from questionnaires) and qualitative (interviews and observations) techniques. This triangulation enhanced validity and reliability (Mbwambo & Mtega, 2019; Mosha & Ngulube, 2025).

3.3 Area of the Study:

The area of study specified the geographical or institutional location where the research was conducted. The study was conducted at the Tanzania National Central Library headquarters in Dar es Salaam and selected branch libraries, as they represented the core of public library service provision in Tanzania (URT, 2021).

3.4 Population of the Study

The population referred to the entire group of individuals relevant to the research problem (Creswell & Creswell, 2018). The population was 50, including library staff (administrators, ICT officers, and librarians) directly involved in managing digital services, and library users (students, researchers, and community members) who

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interacted with TNL's digital services. This ensured representation of both providers and consumers (Mbwambo & Mtega, 2019).

3.5 Sample Size The sample size of this study was an appropriate sample size to ensure efficiency, representativeness, reliability, and flexibility. The sample size for this study was 50 respondents, whereby 40 were library users, and 10 were library staff from selected public libraries. Library users provided information on the accessibility and usage of digital library services, while library staff provided information on the provision and management of these services.

3.5.1 Sampling Techniques

Sampling techniques were methods used to select a representative portion of the population. The study used purposive sampling to select Tanzania National Library libraries with active digital services, and stratified random sampling to select users across categories. Staff were purposively sampled due to their specialized roles.

3.6 Data Collection Methods

Data collection methods were tools and techniques used to gather information. This study used questionnaires for library users to gather quantitative data (Mbwambo & Mtega, 2019), interviews with staff to obtain qualitative insights (Ocholla, 2019), document review of TLSB reports and ICT policies (URT, 2021), and observation of ICT facilities and user interactions with digital platforms (AfLIA, 2020).

3.6.1 Questionnaire Method:

A questionnaire was a structured instrument with questions designed to collect data from respondents. Structured questionnaires were administered to library users. Closed-ended questions captured measurable data on awareness and utilization, while open-ended questions allowed respondents to express perceptions and experiences. Pre-testing ensured clarity and reliability (Mathew & Matemba, 2021).

3.6.2 Interviews

Interviews involved direct, face-to-face or virtual interaction between the researcher and participants. In this study, interviews were conducted with staff to obtain qualitative insights. They allowed respondents to elaborate on their experiences,

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opinions, and perceptions, providing a deeper understanding that could not be captured through structured questionnaires alone.

3.6.3 Document Review:

Document review involved analyzing existing records and written materials relevant to the study. In this case, Tanzania National Library reports and ICT policies were examined. This method helped provide background information, validate findings from other data sources, and offer insights into institutional practices and policies. It was a non-intrusive method that complemented both qualitative and quantitative data (URT, 2021).

3.6.4 Observation:

Observation involved systematically watching and recording behaviors, processes, or events as they occurred in their natural setting. In this study, observation was used to assess ICT facilities and user interactions with digital platforms. This method allowed the researcher to capture real-time behaviors and practices, reducing reliance on self-reported data, which could sometimes be biased. Observation was especially useful in understanding how users interacted with systems in practice (AfLIA, 2020).

3.7 Data Processing and Analysis

Data processing and analysis involved organizing, coding, and interpreting collected information to answer research questions. Quantitative data were processed using SPSS, with descriptive statistics (frequencies, percentages, means) and inferential tests (chi-square, correlations) (OECD, 2021). Qualitative data from interviews and observations were analyzed thematically, guided by the Technology Acceptance Model (Davis, 1989) and Diffusion of Innovations Theory (Rogers, 2003), which had been applied in recent African library studies (Mosha & Ngulube, 2025).

3.8 Research Ethics

Research ethics were principles that ensured respect, fairness, and responsibility in conducting research. The study upheld ethical standards by obtaining informed

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consent, ensuring confidentiality and anonymity, seeking approval from TLSB management and the university ethics committee, and respecting participants' right to withdraw (UNESCO, 2022).

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

This chapter presents, analyses, and discusses the data collected on the provision of digital library services at the Tanzania National Central Library. Data were collected from library staff and library users through questionnaires, interviews, document review, and observation, then organized, coded, and analysed to address the study objectives. The findings are presented using tables followed by short discussions in line with each research objective.

4.1 Response Rate

A total of 35 questionnaires were distributed to respondents at the Tanzania National Central Library. The results are shown in Table 4.1 below:

Table 4.1: Questionnaire Response Rate

Statement	Frequency	Percentage %
Questionnaires distributed	35	100
Questionnaires returned (usable)	35	100
Questionnaires not returned (lost)	_	_
Total	**35**	**100**

Source: Field Data, 2026

The findings show that all 35 questionnaires distributed (100%) were completed, returned, and found usable for analysis. This implies that the study achieved a complete response rate, providing sufficient and reliable data for analysis and interpretation.

4.2 Demographic Information of Respondents

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

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4.2.1 Gender of Respondents

Respondents were asked to state their gender. This information was considered important in establishing the gender balance of participants. The researcher aimed to involve both male and female respondents in order to avoid gender bias in the study. The results are shown in Table 4.2 below:

Table 4.2: Gender of Respondents

Respondent	Gender	Frequency	Percentage
Library user	Male	20	57.1%
	Female	15	42.9%
Total		**35**	**100%**

Source: Field Data, 2026

The findings show that 20 respondents (57.1%) were male while 15 (42.9%) were female. This implies that both genders were represented in the study, although male respondents formed the majority.

4.2.2 Age of Respondents

Respondents were asked to indicate their age group. Age was considered an important demographic characteristic in this study because it may influence an individual's level of maturity, experience, and information seeking behavior. The findings are presented in Table 4.3 below:

Table 4.3: Distribution of Respondents by Age

Respondents	Frequency	Percentage %
18 - 28 years	18	51
29 - 39 years	12	34
40 - 60 years	5	15
Total	**35**	**100**

Source: Field Data, 2026

The findings show that most respondents, 18 (51%), were aged 18-28 years, followed by 12 (34%) aged 29-39 years and 5 (15%) aged 40-60 years. This implies that the majority of respondents were young adults, who tend to be more active users of digital library services.

4.2.3 Level of Education of Respondents

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Respondents were asked to indicate their highest level of education. This variable was included in the study because educational attainment is believed to influence an individual's ability to access, understand, and effectively utilize information resources. The findings are summarized in Table 4.4 below.

Table 4.4: Distribution of Respondents by Educational Level

Education level	Frequency	Percentage %
Certificate	10	29
Diploma	15	42
Degree	10	29
Total	**35**	**100**

Source: Field Data, 2026

The findings show that 15 (42%) respondents had a Diploma, 10 (29%) had a Certificate, and 10 (29%) had a Degree. This implies that most respondents had an adequate educational background to understand and make use of digital library services.

4.3.1 Frequency of Library Visits

Respondents were asked how often they visit the Tanzania National Central Library. The findings are presented in Table 4.5 below:

Table 4.5: Frequency of Visits to the Tanzania National Library

Statement	Frequency	Percentage %
Daily	8	23
Once a week	14	40
Once a month	7	20
Rarely	6	17
Total	**35**	**100**

Source: Field Data, 2026

The findings show that, 8 (23%) visited daily ,14 (40%) visited the library once a week, , 7 (20%) once a month, and 6 (17%) rarely. This implies that most respondents were regular library users, although some still visited infrequently.

4.3.2 Awareness of Digital Library Services

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Respondents were asked whether they were aware of the digital library services available at the library .The findings are presented in Table 4.6 below:

Table 4.6: Awareness of Digital Library Services

Respondent	**Frequency**	**Percentage %**
Aware	25	71
Not Aware	10	29
Total	**35**	**100**

Source: Field Data, 2026

The findings show that, 25 (71%) were ‘’aware’’ of digital library services, 10 (29%) were ‘’Not Aware’’. This implies that although most respondents knew about these services, a notable number still lacked awareness and may need targeted sensitization.

4.3.3 Digital Library Services Used by Respondents

Respondents were asked to indicate the digital library services they use. The findings are presented in Table 4.7 below:

Table 4.7: Digital Library Services Respondents Are Aware of and Use

Statement	**Frequency**	**Percentage %**
E-books and e-journals	20	57
Digitized local collections	8	23
Internet / Wi-Fi access	5	14
Multimedia resources (audio/video)	2	6
Total	**35**	**100**

Source: Field Data, 2026

The findings show that 20(57%), indicate E-books and E-journals, 8(23%), were indicate the digitized local collections, (5, 14%), were indicate internet/Wi-Fi access and 2(6%) were indicate that multimedia resources .This implies that respondents relied mainly on electronic reading materials for their information needs.

4.3.4 Primary Purpose of Using Digital Library Services

Respondents were asked to indicate their main purpose for using digital library services. The findings are presented in Table 4.8 below:

Table 4.8: Primary Purpose for Using Digital Library Services

Statement	**Frequency**	**Percentage %**
Academic research/studies	15	43
Professional development	6	17

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Leisure reading	5	14
Business information	4	11
General knowledge	4	11
Other	1	3
Total	**35**	**100**

Source: Field Data, 2026

The findings show that academic research (15, 43%) was the leading purpose, followed by professional development (6, 17%), leisure reading (5, 14%), business information (4, 11%), general knowledge (4, 11%), and other purposes (1, 3%). This implies that digital library services mainly support academic and research needs.

One respondent noted that digital library services made it easier to access e-books and online journals, though internet connectivity still needed improvement.

4.3.5 Quality of Digital Library Services

Respondents were asked to rate the overall quality of digital library services. The findings are presented in Table 4.9 below:

Table 4.9: Respondents' Rating of the Overall Quality of Digital Library Services

Statement	**Frequency**	**Percentage %**
Excellent	4	11
Good	12	34
Fair	11	31
Poor	6	17
Very Poor	2	6
Total	**35**	**100**

Source: Field Data, 2026

The findings show that 12 (34%) rated the services as good, 11 (31%) as fair, 6 (17%) as poor, 4 (11%) as excellent, and 2 (6%) as very poor. This implies that although most respondents viewed the services positively, there is still room for improvement in service quality.

4.3.6 Challenges Faced in Accessing Digital Library Services

Respondents were asked to identify the challenges they face in accessing digital library services. The findings are presented in Table 4.10 below:

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Table 4.10: Challenges Faced When Accessing Digital Library Services

Statement	Frequency	Percentage %
Slow or unreliable internet connection	14	40
Limited or outdated computers/devices	9	26
Lack of awareness or skills to use digital services	7	20
Frequent power outages	5	14
Total	**35**	**100**

Source: Field Data, 2026

The findings show that 14(40%) mentioned that slow internet connectivity, (9, 26%) were mentioned outdated computers, 7(20%), lack of digital skills and power outages (5, 14%). This implies that internet connectivity and equipment remain the greatest barriers to digital library use.

4.3.7 Suggested Improvements to Digital Library Services

Respondents were asked to suggest ways of improving digital library services. The findings presents in the Table 4.11 below:

Table 4.11: Respondents Suggestions for Improving Digital Library Services

Statement	Frequency	Percentage %
Improve internet speed and reliability	12	34
Increase number of computers/devices	8	23
Conduct user training and awareness programs	9	26
Provide backup power supply	6	17
Total	**35**	**100**

Source: Field Data, 2026

The findings show that (12, 34%) identified that improving internet speed, (8, 23%), identified that increase more computers, (9, 26%), identified that user training and backup power supply (6, 17%). This implies that respondents prioritized reliable internet and continuous training as key areas for improvement.

One respondent suggested that the library should improve internet speed and provide more computers for users.

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CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings of the study on the assessment of the provision of digital library services in public libraries, using the Tanzania National Central Library as a case study. It also gives the conclusion of what has been revealed from the field study, and a recommendation and area for further study are given at the end of this chapter. The data collected from the field study were analyzed and presented using tables in Chapter Four. Data were collected from the field study using structured questionnaires administered to library users and staff at the Tanzania National Central Library. Each question was structured in order to provide the underlying information and attract answers for a particular research question so as to meet the intended objectives of the study. Therefore, the presentation of the findings below is based on the research objectives of the study.

5.1 Summary of the Findings

5.1.1 Gender of Respondents

The study reveals that male respondents formed the majority of the 35 respondents, accounting for 57%, while female respondents accounted for 43%. 5.1.2 Age of Respondents The main findings of the study identify that the majority of respondents were aged between 18 and 28 years, confirming that users of digital library services at the Tanzania National Central Library were mostly young adults.

5.1.3 Education Level of Respondents

The study reveals that respondents were drawn from different educational backgrounds, with Diploma holders forming the largest group, while Certificate holders and Degree holders were equally represented among the remaining respondents.

5.2 Frequency of Library Visits

The study revealed that weekly visits were the most common pattern among respondents, closely followed by daily visits, indicating that the library remains a regularly used source of information for most users.

5.3 Digital Library Services Frequently Used

The study revealed that the majority of respondents were aware of the digital library

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services offered at the library, and that e-books and e-journals were the digital resources most frequently used by respondents, while multimedia resources such as audio and video materials were used comparatively less.

5.4 Factors Influencing the Use of Digital Library Services

The findings reveal that the major factor influencing the use of digital library services at the Tanzania National Central Library is academic research and studies, followed by professional development, with a smaller proportion of users driven by leisure reading, business information and general knowledge.

5.5 Challenges Facing Digital Library

Users It was revealed that the use of digital library services at the Tanzania National Central Library is influenced mainly by users' academic needs and the availability of e-books and e-journals, and is The majority of respondents reported facing challenges when accessing digital library services, the most common being slow or unreliable internet connectivity, followed by limited or outdated computers and devices, lack of digital skills, and frequent power outages.

5.6 Quality of Services and Suggested Improvements

The study revealed that most respondents rated the quality of digital library services as good, although a considerable number rated them as fair or below. Respondents further indicated that improving internet speed and reliability, together with conducting user training and awareness programmes, would be the most valuable improvements to the current digital library services.

5.7 Conclusion

constrained mainly by unreliable internet connectivity and outdated ICT equipment. Therefore, although the library has made notable progress, its digital services are not yet fully utilized by all users. Reliable infrastructure and continuous user training are necessary for the effective use of digital library services.

5.8 Recommendation

The study revealed that users were willing and in need of improved digital library services. It is recommended that the Tanzania National Central Library management should invest in faster and more reliable internet connectivity, acquire additional and modern ICT equipment, conduct regular digital literacy training for users, install

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reliable backup power systems, and continuously expand digital resources such as e-books, e-journals and digitized local collections, so as to improve the provision and utilization of digital library services.

5.9 Area for Further Studies

There is a need for further studies on the impact of digital literacy training on the academic performance of library users, and on the specific budgetary and infrastructural constraints that limit the expansion of digital library services in public libraries in Tanzania.

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APPENDIX I
BUDGET

ACTIVITIES	COST ANALYSIS	COST TOTAL
Local transport	20,000 per week x 6 weeks	120,000/=
Secretarial service	35 Pages @300×20×5	60,000/=
Stationary	2 reams of paper A4	20,000/=
Binding	5 copies@3000×5	15,000/=
Total		**215,000/=**

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APPENDIX II

TIME SCHEDULE

ACTIVITIES	1st **MONTH**	2nd **MONTH**	3rd **MONTH**	4th **MONTH**	5th **MONTH**	6th **MONTH**
Report at the school of library, Archive and documentation studies						
Distribution of questionnaire and interviewing respondents						
Observation the situation and collecting questionnaire and data analysis						
Data interpretation and report writing.						

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APPENDIX III:

RESEARCH QUESTIONNAIRES FOR LIBRARY USERS

Dear respondent, My name is JANESGLORIA JOSEPHAT RWEYEMAMU, a student of the school of library, archives and documentation studies (SLADS), taking a Diploma course in Library Information Management. I am conducting a research proposal, AN ASSESSMENT ON THE PROVISION OF DIGITAL LIBRARY SERVICES IN PUBLIC LIBRARIES: A CASE STUDT OF TANZANIA NATIONAL CENTRAL LIBRARY.

This questionnaire is designed to collect data for academic research purposes only. Your responses will be treated with strict confidentiality. Please answer all questions honestly.

Instructions: Please answer all questions by ticking or writing the appropriate option.

1.Your age?

a) 18 – 28 ( )

b) 29 – 39 ( )

c) 40 – 60 ( )

2.Your gender?

5. Male ( )

6. Female ( )

3.Your level of education?

a. Certificate ( )

b. Diploma ( )

c. Degree ( )

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4. How often do you visit the Tanzania National Library?

a) Daily ( )

b) Once a week ( )

c) Rarely ( )

d) Once a month ( )

5. Are you aware that the Tanzania National Library provides digital library services?

a) Yes ( )

b) No ( )

6. Which of the following digital library services are you aware of and you use ? (Tick all that apply)

a) E-books and e-journals

b) Digitized local collections

c) Internet / Wi-Fi access

d) Multimedia resources (audio/video)

e) Online databases

7. What is your primary purpose for using digital library services?

a) Academic research / studies

b) Professional development

c) Leisure reading

d) Business information

e) General knowledge

f) Other (specify): _____

8. How would you rate the overall quality of digital library services at this library?

a) Excellent

b) Good

c) Fair

d) Poor

e) Very Poor

9. What challenges do you face when trying to access digital library services?

i)_____

ii)_____

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iii)_____

10. In your opinion, what is the improvement or recommendation to enhance use of digital library services?

……
……

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APPENDIX IV

INTERVIEW GUIDE FOR LIBRARY STAFF

Dear respondent, My name is JANESGLORIA JOSEPHAT RWEYEMAMU, a student of the school of library, archives and documentation studies (SLADS), taking a Diploma course in Library Information Management. I am conducting a research proposal, AN ASSESSMENT ON THE PROVISION OF DIGITAL LIBRARY SERVICES IN PUBLIC LIBRARIES: A CASE STUDT OF TANZANIA NATIONAL CENTRAL LIBRARY.

This questionnaire is designed to collect data for academic research purposes only. Your responses will be treated with strict confidentiality. Please answer all questions honestly.

1. What digital library services are available in your library?
2. How do you help users to access digital library services?
3. What challenges do you face in providing digital library services?
4. Do you think library users are aware of digital services? Why?
5. What skills or training do staff need to manage digital library services?
6. What suggestions do you have to improve digital library services in your library?

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[redacted]

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA LIBRARY SERVICES BOARD

When you reply please note:

Ref. No: EA.23/420/01/144

14th April, 2026

The Academic Officer,
School of Library, Archives and Documentation Studies,
P.O. Box 227,
BAGAMOYO.

Ref: RESEARCH CLEARANCE/COLLECTING DATA TO YOUR STUDENT JANESGROLIA J. RWEYEMAMU

Reference is made to your letter dated on 9th March, 2026 regarding the above subject.

2. I would like to inform you that **permission has been granted** for your student named above to conduct Research work/Collecting data with the title **"Assessment on the provision of digital library services in public libraries"** at the National Central Library – Dar es Salaam from **12th April, 2026 to 17th April, 2026** as requested.

3. During the Research, the student will need to observe all rules and regulation for Public Services.

4. Thank you for your cooperation.

TANZANIA LIBRARY SERVICES BOARD
P.O.BOX 9283
DAR - ES - SALAAM

V. B. Mpazi
For: **DIRECTOR GENERAL**

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[redacted]

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