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

A RESEARCH REPORT ON:

AN ASSESSMENT OF THE USE OF LIBRARY RESOURCES AND THEIR PERCEIVED CONTRIBUTION TO STUDENTS' ACADEMIC PERFORMANCE AT THE AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT (ADEM), BAGAMOYO.

BY

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A Research Report Submitted to the School of Library, Archives and Documentation Studies as a Partial Fulfillment for the Award of Ordinary Diploma in Library and Information Management

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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 (SLADS), Bagamoyo, this research report entitled: ***"An Assessment of the Use of Library Resources and Their Perceived Contribution to Students' Academic Performance:*** A Case Study of the Agency for the Development of Educational Management **(ADEM)."** This research report is submitted in partial fulfillment of the requirements for the award of the Ordinary Diploma in Library and Information Management**.**

Signature _____

Sir. Amiri Juma (Supervisor)

Date_____

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I, **Doreen I. Danda**, hereby declare that this research report is my own original work. It has not been presented, and will not be presented, to any other college, university, or institution for the award of a Diploma or any other academic qualification.

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First and foremost, I express my sincere gratitude to Almighty God for His guidance, protection, wisdom, and strength throughout the entire period of my studies at SLADS. His grace and the gift of the Holy Spirit enabled me to overcome every challenge encountered during this research.

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DEDICATION

I dedicate this research report to my beloved family for their unconditional love, encouragement, prayers, and unwavering support throughout my academic journey. Their sacrifices, patience, and constant motivation gave me the strength and determination to successfully complete my studies. This achievement is a testament to their invaluable contribution to my education.

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LIST OF ABBREVIATIONS

ADEM	Agency for the Development of Education Management.
ER	Electronic Resources
ICT	Information Communication Technology
IFLA	International Federation of Library Associations and Institutions
IT	Information Technology
OPAC	Online Public Access Catalogue
PO-RALG	President's Office – Regional Administration and Local Government
SLADS	School of Library Archives and Documentation Studies

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ABSTRACT

This study assessed the use of library resources and .their perceived contribution to students' academic performance at the Agency for the Development of Educational Management (ADEM). The study was conducted to identify the types of library resources used by students, examine the frequency of library and electronic resource usage, assess the contribution of library resources to academic performance, determine students' participation in information literacy programs, and identify challenges affecting the effective utilization of library resources.

The study employed a quantitative research approach using a descriptive survey design. Data were collected from 25 students through structured questionnaires. The data were analyzed using frequencies and percentages with the assistance of Microsoft Excel and presented in tables and figures.

The findings revealed that electronic databases were the most frequently used library resources, followed by print books and digital repositories. The study further found that the majority of students visited the library one to two times per week, while the use of electronic resources such as e-journals and databases remained relatively low among many respondents. The findings also indicated that most students believed library resources contributed to their academic performance to a moderate or great extent, particularly in completing assignments, conducting research projects, and improving academic understanding.

Furthermore, the study identified several challenges affecting the effective use of library resources, including overcrowding in study spaces, lack of awareness of available resources, limited ICT facilities, and poor internet connectivity.

The study concludes that students perceived library resources as contributing to their academic performance**,** particularly by supporting academic assignments. Though, their full potential is hindered by inadequate awareness, limited training opportunities, and

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infrastructural challenges. The study recommends that ADEM should strengthen information literacy programs, improve ICT infrastructure and internet services, expand study spaces, and promote awareness of available library resources to enhance their utilization and improve students' academic performance.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter presented the background to the study, statement of the problem, general objective, specific objectives, research questions, significance of the study, scope of the study, limitations of the study, and definitions of key terms. The chapter provided an overview of the research problem and established the foundation for the study on the use of library resources and their perceived contribution on students' academic performance at the Agency for the Development of Educational Management (ADEM).

1.1 Background to the Study

Libraries have historically served as the intellectual heartbeat of academic institutions, functioning as repositories of knowledge and centers for scholarly engagement. In contemporary educational landscapes, academic libraries play a multifaceted role that extends beyond traditional book lending to encompass digital resources, research support services, information literacy programs, and collaborative learning spaces. The evolution of library resources from predominantly print-based collections to hybrid systems incorporating electronic databases, e-journals, digital repositories, and multimedia materials reflects broader transformations in information access and knowledge dissemination. Thanuskodi (2018), academic libraries in the 21st century must strategically balance traditional collection development with emerging technological innovations to meet the diverse information needs of modern learners. The integration of technology in libraries has fundamentally altered how students interact with information resources, necessitating new approaches to resource utilization assessment.

The relationship between library resource utilization and academic performance represents a critical area of inquiry within educational research. Empirical evidence suggests that effective use of library resources correlates positively with improved academic outcomes, enhanced research capabilities, and the development of critical thinking skills among students (Oyedokun et al., 2018; Ugwuanyi et al., 2020). Student

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engagement with library resources encompasses various dimensions including frequency of library visits, utilization of information databases, consultation with reference services, participation in information literacy programs, and borrowing patterns. However, the translation of resource availability into actual usage and subsequent academic success involves complex mediating factors such as information literacy levels, digital competencies, motivational variables, and institutional support mechanisms. Research by Ajani and Edewor (2020) demonstrates that mere provision of library resources does not automatically guarantee optimal utilization or improved academic performance, highlighting the importance of understanding the nuanced relationships between resource accessibility, usage patterns, and learning outcomes.

In the Tanzanian educational context, academic libraries face unique challenges and opportunities shaped by resource constraints, infrastructural limitations, technological disparities, and evolving pedagogical approaches. An academic institution operates within this dynamic environment where library services must balance traditional functions with contemporary demands for digital access and innovative learning support. The institution serves a diverse student population with varying levels of prior library experience, information literacy competencies, and technological proficiency. Recent institutional assessments have indicated inconsistencies in library usage patterns among students, raising questions about the factors influencing resource utilization and the measurable perceived contribution on academic achievement. Understanding these dynamics is essential for evidence-based decision-making regarding library resource allocation, service development, staff training, and student support initiatives. Chaputula and Mapulanga (2017), African academic libraries must adopt context-sensitive approaches that acknowledge local realities while aspiring toward international best practices in library service delivery and resource management for optimal educational perceived contribution

1.2 Statement of the Problem

Despite the modernization of library services at ADEM Bagamoyo, student engagement with library resources remained low. Many students relied mainly on limited print

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collections, while the use of electronic databases, e-journals, and information literacy programs was minimal. This underutilization raised concerns about its perceived contribution on academic performance, as poor engagement with library resources could contribute to weak research skills and low academic achievement (Stone, 2020). The gap between the availability of library resources and their actual utilization highlighted the need to assess how students utilized library resources and the extent to which such utilization influenced their academic performance (Ajani, 2020).

1.3 General Objective

The general objective of this study was to assess the use of library resources and their perceived contribution to students' academic performance at ADEM

1.4 Specific Objectives

The study was guided by the following specific objectives:

i. To identify the types of library resources used by students at ADEM.
ii. To examine the frequency of library resource utilization among students at ADEM.
iii. To assess the perceived contribution of library resource utilization to students' academic performance at ADEM
iv. To identify the challenges faced by students in utilizing library resources at ADEM.

1.5 Research Questions

The study sought to answer the following research questions:

1. What types of library resources are used by students at ADEM?
2. How frequently do students utilize library resources at ADEM?
3. What is the perceived contribution of library resource utilization to students' academic performance at ADEM?
4. What challenges do students face in utilizing library resources at ADEM?

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1.6 Significance of the Study

The study provided useful insights to different stakeholders. For administrators, the findings assisted in decision-making regarding resource allocation, infrastructure development, and improvement of library services to enhance student learning outcomes.

For students, the study highlighted the importance of using library resources in improving academic performance, encouraging effective use of both print and electronic resources for better learning outcomes.

For academic staff, the findings helped in improving teaching strategies and integrating information literacy skills into coursework, thereby supporting students' academic development.

For scholars and researchers, the study contributed to existing literature on library resource utilization and provided a basis for further studies in similar contexts, particularly in Tanzania.

1.7 Scope of the Study

This study focuses on ADEM Bagamoyo and examines how students utilize library resources and how such utilization affects academic performance. It covers undergraduate students across programs and year levels, considering both print and electronic resources, reference services, and literacy programs (Adetoro, 2019). Academic performance is assessed using GPA, course completion rates, and research assignments. The scope is limited to data collected within ADEM and does not extend to other institutions.

1.8 Limitations of the Study

Reliance on Self-Reported Data The study primarily depends on survey and interview responses, which are subject to biases such as recall errors, exaggeration, or social desirability effects. Participants may overstate their use of library resources to appear

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diligent or underreport challenges due to fear of judgment. This reliance on self-reported data limits the accuracy and objectivity of the findings (Podsakoff, 2016).

Cross-Sectional Design Data were collected at a single point in time, which restricts the ability to establish causal relationships between library use and academic performance. While associations can be identified, the design does not allow for tracking changes over time or determining whether increased library use directly improves outcomes. Longitudinal studies would be better suited to capture trends and causality (Leedy, 2019).

Limited Institutional ScopeThe research was conducted exclusively at ADEM Bagamoyo, meaning the findings may not be generalizable to other institutions in Tanzania or beyond. Differences in infrastructure, student demographics, and resource availability across universities may produce varying results. Thus, the study's conclusions should be interpreted within the specific institutional context (Yin, 2018).

Exclusion of Administrative Perspectives The study focuses on students' experiences and perceptions, without systematically incorporating the views of administrators, staff, or policymakers. This omission limits the comprehensiveness of the analysis, as institutional decision-makers play a critical role in shaping resource allocation, service delivery, and policy frameworks. Including their perspectives could have provided a more holistic understanding of library utilization (Koohang, 2019).

Technological and Access Barriers: Factors such as limited internet connectivity, inadequate computer access, and varying levels of digital literacy among students may significantly influence library resource use. These barriers were acknowledged but not fully controlled in the study, which may affect the accuracy of conclusions regarding the relationship between library use and academic performance. Future research should account for these technological constraints more systematically (Venkatesh, 2020).

Potential Sampling Bias The selection of participants may not fully represent the diversity of the student population. For instance, students who are more engaged with library services may have been more willing to participate, skewing the results toward

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more positive experiences. This potential bias reduces the representativeness of the findings.

1.8 Definitions of Key Term

Library Resources

Library resources refer to all materials and services provided by a library to support learning, teaching, and research. These include print materials such as books and journals, as well as electronic resources like databases and e-journals (Bawden & Robinson, 2012).

Electronic Resources (E-Resources)

Electronic resources are information materials that are accessed digitally through computers or mobile devices, including e-books, e-journals, online databases, and digital repositories (Ojedokun, 2007).

Academic Performance:

Academic performance refers to the level of achievement attained by students in their studies, commonly measured through grades, GPA, assignments, and examinations (York, Gibson & Rankin, 2015).

Information Literacy

Information literacy is the ability to recognize information needs and to locate, evaluate, and effectively use information from various sources (American Library Association, 2000).

Library Utilization

Library utilization refers to the extent to which students use available library resources and services to support their academic activities such as studying, assignments, and research work (Thanuskodi, 2018).

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CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

This chapter reviews existing literature relevant to the study objectives. It examines the types of library resources available, patterns of student utilization, the relationship between resource use and academic performance, and challenges hindering effective utilization. The review provides a theoretical and empirical foundation for the study, while identifying gaps that justify the case study at ADEM Bagamoyo.

2.1 Theoretical and Conceptual Framework

2.1.1 Theoretical Framework

This study was guided by the Information Literacy Framework for Higher Education developed by the American Library Association (ALA, **2000)**. The framework explains the competencies required for individuals to identify information needs, locate information effectively, evaluate information sources, and use information responsibly.

Although the framework is not a theory that predicts academic outcomes, it provides a useful foundation for understanding students' interaction with library resources. The framework is relevant to this study because effective utilization of library resources depends on students' ability to recognize available information sources, search for relevant materials, evaluate information quality, and apply information in academic activities.

In the context of ADEM Bagamoyo, the framework helps explain how students' awareness, information literacy skills, and access to library resources may influence their utilization patterns and their perceptions regarding the contribution of library resources to academic performance.

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However, the framework mainly emphasizes users' information competencies and does not fully address institutional factors such as availability of resources, ICT facilities, internet accessibility, and library support services. Therefore, these factors were considered in the conceptual framework of this study.

2.2 Conceptual Framework

A conceptual framework is a structure that explains the relationship between the major concepts and variables investigated in a study. It provides a basis for understanding how different factors are related and guides the researcher in analyzing the research problem.

In this study, the conceptual framework explains the relationship between the use of library resources and students' perceived contribution to academic performance at the Agency for the Development of Educational Management (ADEM). The framework assumes that the availability and utilization of library resources, including print books, journals, electronic databases, and digital repositories, provide students with access to academic information that supports their learning activities, such as assignment preparation, research activities, and general academic understanding.

The framework identifies the use of library resources as the independent variable, while students' perceived contribution of library resources to academic performance represents the dependent variable. The study considers that effective utilization of library resources may support students' academic activities by improving access to relevant learning materials and enhancing information-seeking practices.

However, the relationship between library resource use and perceived academic contribution may be influenced by intervening factors. These factors include students' awareness of available library resources, information literacy skills, availability of ICT facilities, internet connectivity, library orientation programmes, and the availability of suitable study spaces. When these supporting factors are inadequate, students may face challenges in effectively utilizing available library resources.

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Therefore, the conceptual framework guides this study by examining how students' access to and use of library resources relates to their perceptions regarding the contribution of these resources to their academic performance at ADEM. The framework also helps to identify factors that may facilitate or hinder effective utilization of library resources.

2.3 Types of Library Resources Available to Students

Print ResourcesGlobally, Bruce (2018) emphasizes that print collections such as textbooks, journals, and reference works remain foundational in higher education, providing reliability and accessibility even in the digital age. In the African context, Chaputula (2017) observes that universities continue to rely heavily on print holdings due to infrastructural and financial constraints, with government publications and textbooks dominating collections. Within Tanzania, Adetoro (2019) notes that institutions such as the University of Dar es Salaam maintain diverse print resources, including books and journals, which remain the primary materials accessed by students.
Electronic ResourcesStone (2020) highlights that electronic resources—e-books, databases, and institutional repositories—have transformed global academic libraries, enabling remote access to millions of scholarly articles. In Africa, AfLIA (2020) reports that open access initiatives are increasingly visible, though adoption is uneven due to limited ICT infrastructure and connectivity challenges. Malekani and Wema (2024) explain that in Tanzania, platforms such as Library.TZ provide digital repositories that preserve and disseminate local research outputs, though poor internet connectivity and limited computer facilities hinder full utilization.

Library ServicesUNESCO (2019) underscores that globally, libraries provide reference services, literacy programs, and ICT support to enhance student learning. Ugwuanyi (2020) points out that in African universities, reference services and literacy programs exist but are often constrained by inadequate funding and staffing, limiting their effectiveness. In Tanzania, Oyedokun (2018) observes that libraries offer circulation services, daily newspapers, and literacy programs, yet student engagement with these services remains relatively low.

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FacilitiesElkin (2017) describes modern libraries worldwide as learning commons, offering study spaces, ICT labs, and collaborative areas to foster independent learning. Chaputula (2017) notes that African libraries provide reading rooms and study spaces, but overcrowding and outdated infrastructure reduce their effectiveness. Adetoro (2019) observes that Tanzanian libraries provide reading areas and ICT labs, though technological barriers such as poor internet access and limited computer facilities continue to restrict their perceived contribution.

2.4 Utilization of Library Resources by Students

Global PerspectiveStone (2020) emphasizes that student utilization of library resources is strongly linked to academic success, with frequent engagement in borrowing, database use, and literacy programs correlating with higher GPA and stronger research outputs. Bruce (2018) adds that in developed contexts, electronic resources are increasingly dominant, with students accessing e-journals and databases remotely, reflecting a shift toward digital learning environments.

African PerspectiveChaputula (2017) observes that student utilization patterns are often skewed toward print collections, as limited ICT infrastructure and poor internet connectivity restrict access to electronic resources. Ugwuanyi (2020) highlights that many students rely heavily on lecture notes and textbooks, with minimal engagement in literacy programs or electronic databases, which contributes to weak research skills. Koohang (2019) argues that integration of information literacy into curricula is essential to improve utilization, noting that where such programs are implemented, students demonstrate stronger engagement with diverse resources.

Tanzanian PerspectiveAdetoro (2019) reports that student utilization of library resources remains relatively low, with many students relying primarily on print collections while electronic resources are underutilized. Malekani and Wema (2024) explain that although platforms such as Library.TZ have expanded access to digital repositories, technological barriers—including poor internet connectivity and limited computer facilities—continue to hinder effective use. Oyedokun (2018) further notes that while circulation services

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and literacy programs are available, student participation is minimal, reflecting a gap between resource availability and actual engagement.

2.5 Relationship Between Library Resource Utilization and Academic Performance

Stone (2020) demonstrates that globally, frequent engagement with library resources—whether through borrowing, database use, or literacy programs—is positively correlated with higher GPA, improved course completion, and stronger research outputs. Bruce (2018) adds that students who actively utilize electronic resources such as e-journals and databases develop advanced research skills, critical thinking, and independent learning competencies, which directly enhance academic achievement.

Ani (2018) highlights that students who regularly use library resources perform better academically, particularly in research assignments and examinations. However, Chaputula (2017) observes that underutilization of electronic resources due to infrastructural challenges often results in weaker research skills and lower academic outcomes. Ugwuanyi (2020) further argues that integration of information literacy into curricula improves student performance, as it equips learners with the ability to evaluate and apply information effectively.

Adetoro (2019) reports that students who actively engage with both print and electronic resources demonstrate stronger academic performance, particularly in coursework and research projects. Malekani and Wema (2024) note that despite the availability of digital repositories such as Library.TZ, low utilization due to technological barriers limits their contribution to student achievement. Oyedokun (2018) adds that minimal participation in literacy programs and circulation services weakens students' research competencies, thereby affecting overall academic outcomes.

2.6 Challenges Hindering Effective Utilization of Library Resources

The utilization of library resources is constrained by a variety of challenges that cut across global, regional, and local contexts. One of the most pressing issues relates to technological barriers. Although electronic resources are increasingly accessible worldwide, students often struggle with information overload and the complexity of navigating digital databases, which can discourage effective use (Bruce, 2018). In

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Africa, these challenges are compounded by poor internet connectivity and inadequate ICT infrastructure, limiting the ability of students and faculty to access online repositories (Chaputula, 2017). In Tanzania, the situation is further exacerbated by limited computer facilities and weak connectivity, which restrict access to digital collections and undermine the potential of libraries to serve as gateways to knowledge (Malekani & Wema, 2024).

Another critical challenge is the lack of information literacy skills. Globally, students often lack the ability to critically evaluate and apply information, reducing the academic perceived contribution of library resources (Stone, 2020). In African universities, weak integration of information literacy into curricula has led to poor engagement with electronic databases (Ugwuanyi, 2020). In Tanzania, minimal participation in literacy programs reflects low awareness of their importance, leaving many students unable to fully exploit the resources available to them (Oyedokun, 2018). This gap in skills not only limits academic success but also perpetuates reliance on less credible sources.

Funding and resource constraints also hinder effective library utilization. UNESCO (2019) emphasizes that libraries require sustained investment to maintain collections and services, yet in Africa, insufficient funding restricts acquisitions, staffing, and training programs (Koohang, 2019). Tanzanian libraries face similar financial challenges, resulting in outdated collections and limited expansion of electronic resources (Adetoro, 2019). Without adequate funding, libraries struggle to modernize, leaving students with limited access to current and relevant materials.

Equally important are student attitudes and preferences, which shape how resources are used. Globally, many students prefer easily accessible online sources such as Google or Wikipedia over structured library databases (Elkin, 2017). In Africa, reliance on lecture notes and textbooks is common, often at the expense of broader engagement with library holdings (Ugwuanyi, 2020). In Tanzania, students frequently prioritize print collections and show reluctance to engage with electronic platforms, reflecting both cultural

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preferences and limited exposure to digital literacy (Adetoro, 2019). Such attitudes reduce the effectiveness of investments in electronic resources.

The absence of strong administrative and policy frameworks further undermines library services. Bruce (2018) notes that without institutional policies, libraries struggle to integrate services into academic programs. In Africa, weak administrative support reduces the effectiveness of literacy initiatives (Koohang, 2019). In Tanzania, limited policy frameworks for digital resource integration hinder modernization efforts, leaving libraries unable to fully align with contemporary academic needs (Malekani & Wema, 2024). This lack of strategic direction prevents libraries from becoming central to teaching and learning.

Finally, infrastructure and facility limitations remain a persistent challenge. Globally, overcrowded study spaces and insufficient ICT laboratories reduce student engagement (Stone, 2020). African libraries often suffer from outdated infrastructure that cannot meet the demands of growing student populations (Chaputula, 2017). In Tanzania, although libraries provide reading areas and ICT labs, overcrowding and poor maintenance diminish their effectiveness (Adetoro, 2019). These physical constraints not only reduce the quality of the learning environment but also discourage students from fully utilizing library services.

2.7 Empirical Review and Research Gap

Previous studies have examined the relationship between library resource utilization and students' academic activities. However, differences exist in study context, methodology, and findings.

Ajani (2020) conducted a study on library resources and students' academic achievement using a survey research approach. The study found that access to relevant library materials supported students' learning activities. However, the study focused mainly on resource availability and did not examine students' actual utilization patterns or institutional challenges affecting resource use.

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Stone (2020) investigated the relationship between electronic resources and student academic success using quantitative methods. The findings showed that electronic resources were important sources of academic information. However, the study was conducted in a different educational context, limiting its applicability to Tanzanian higher learning institutions where ICT access and resource availability may differ.

Chaputula (2017) examined challenges affecting academic libraries in Africa through a review of library resource conditions and utilization patterns. The study identified inadequate ICT infrastructure, limited resources, and low awareness as barriers to effective library use. However, the study considered academic libraries generally and did not focus on students' perceptions regarding the contribution of resources to academic activities.

Ugwuanyi (2020) studied information literacy integration and student performance in African universities. The study found that information literacy skills supported students' ability to access and use information effectively. However, the study focused mainly on universities and did not address specialized institutions such as ADEM Bagamoyo.

Research Gap

Although previous studies have contributed important knowledge regarding library resource utilization, several gaps remain. First, many studies have focused on universities, leaving limited evidence from specialized higher learning institutions such as the Agency for the Development of Educational Management (ADEM), Bagamoyo.

Second, previous studies have often examined the availability and importance of library resources but have provided limited attention to students' actual patterns of use, including frequency of electronic resource utilization, library activities, and challenges experienced by students.

Third, limited research has examined how students at Tanzanian institutions perceive the contribution of library resources to their academic performance without relying on actual academic indicators such as GPA or examination results.

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Therefore, this study addressed the identified gap by assessing the use of library resources and their perceived contribution to students' academic performance at ADEM Bagamoyo.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the study. It describes the research approach, research design, study area, target population, sampling technique and sample size, data collection method, data analysis procedures, validity and reliability, and ethical considerations. The methodology guided the collection and analysis of quantitative data on the use of library resources and their perceived contribution to students' academic performance at the Agency for the Development of Educational Management (ADEM), Bagamoyo.

3.2 Research Approach

The study adopted a quantitative research approach**.** This approach was appropriate because the study collected numerical data from students through structured questionnaires. The approach enabled the researcher to summarize students' responses using frequencies and percentages regarding library resource utilization, frequency of library use, participation in information literacy programmes, challenges encountered, and the perceived contribution of library resources to academic performance.

3.3 Research Design

The study adopted a descriptive survey research design**.** The design was appropriate because it enabled the researcher to collect information from students about their existing patterns of library resource utilization without manipulating the study conditions. It also enabled the researcher to describe students' experiences and perceptions regarding the use of library resources and their perceived contribution to academic performance (Kothari, 2004).

3.4 Study Area

The study was conducted at the Agency for the Development of Educational Management (ADEM), Bagamoyo**,** a higher learning institution in Tanzania. The

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institution was selected because it provides library services that include both print and electronic resources. This made ADEM an appropriate setting for assessing students' use of library resources and their perceived contribution to academic performance. The institution also has students from different programmes and years of study, providing an opportunity to obtain information from students with different academic experiences.

3.5 Target Population

The target population consisted of 120 undergraduate students enrolled at ADEM, Bagamoyo. The students were considered appropriate for the study because they are among the main users of the institution's library resources and regularly engage in academic activities such as coursework, assignments, research, and examinations.

3.6 Sampling Technique and Sample Size

A sample of 25 students was selected from the target population of 120 students. The sample size was determined based on the manageable number of respondents within the available time and resources while ensuring that students from different years of study were represented. Kothari (2004) explains that sample selection should consider the nature of the study, the required level of representation, and the resources available to the researcher.

The study employed stratified random sampling to ensure representation of students from different years of study. The population was divided into strata according to year of study. Respondents were then selected proportionally from each stratum. Within each stratum, simple random sampling was used. The names of students in each stratum were written on separate pieces of paper, mixed, and randomly selected until the required number of respondents was obtained.

Table 3.1: Distribution of Target Population and Sample Size by Programme and Year of Study

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Programme/Year of Study	Target Population (Frequency)	Sample Size (Frequency)
Year I	35	8
Year II	45	10
Year III	25	5
Year IV	15	2
Total	**120**	**25**

Source: Field Data (2026)

The distribution ensured that students from different academic levels were included in the study. This increased the representativeness of the sample and allowed the researcher to obtain diverse views regarding the use of library resources and their perceived contribution to students' academic performance.

3.7 Data Collection Method

The study used structured questionnaires as the sole data collection method. The questionnaires were administered to the 25 selected student respondents. The instrument collected quantitative information on the types of library resources used, frequency of library visits, frequency of electronic resource use, library activities, perceived contribution of library resources to academic performance, participation in information literacy programmes, and challenges affecting library resource utilization.

The use of questionnaires was appropriate because it enabled the researcher to collect standardized information from all respondents within a relatively short period (Orodho, 2003).

3.8 Data Analysis

The quantitative data collected through the questionnaires were checked, coded, entered, and analyzed using Microsoft Excel. Descriptive statistics, particularly frequencies and percentages**,** were used to summarize respondents' answers. The results were presented in tables and figures and interpreted according to the research objectives.

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The study did not use correlation, regression analysis, GPA analysis, examination results, or other statistical measures of actual academic performance. Therefore, the findings concerning academic performance represent students' perceptions of the contribution of library resources**,** rather than evidence of a measured or statistically proven academic effect.

3.9 Validity and Reliability

To ensure validity, the questionnaire was pre-tested with a small group of students who were not included in the final sample. The pre-testing helped the researcher identify unclear questions, ambiguous wording, and other weaknesses in the instrument. Necessary corrections were made before the questionnaire was administered to the selected respondents.

Reliability was considered by ensuring that the questionnaire contained clear and consistently structured questions related to the study objectives. The questions were reviewed after pre-testing to improve their consistency and clarity.

3.10 Ethical Considerations

The study adhered to ethical principles throughout the research process. Permission to conduct the study was obtained from the relevant institutional authorities. Respondents were informed about the purpose of the study before completing the questionnaires, and their participation was voluntary.

The researcher maintained the confidentiality of information provided by respondents and did not disclose respondents' personal identities in the report. The collected information was used solely for academic purposes. Respondents were also informed that they could decline to participate or withdraw from the study without penalty.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents, analyzes, and discusses the findings of the study on the assessment of the use of library resources and their perceived contribution to academic performance at the Agency for the Development of Educational Management (ADEM). The findings are presented according to the specific objectives of the study. Data were analyzed using frequencies and percentages with the aid of Microsoft Excel and are presented in tables, frequencies, and percentages for easy interpretation and discussion.

4.1 Response Rate

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

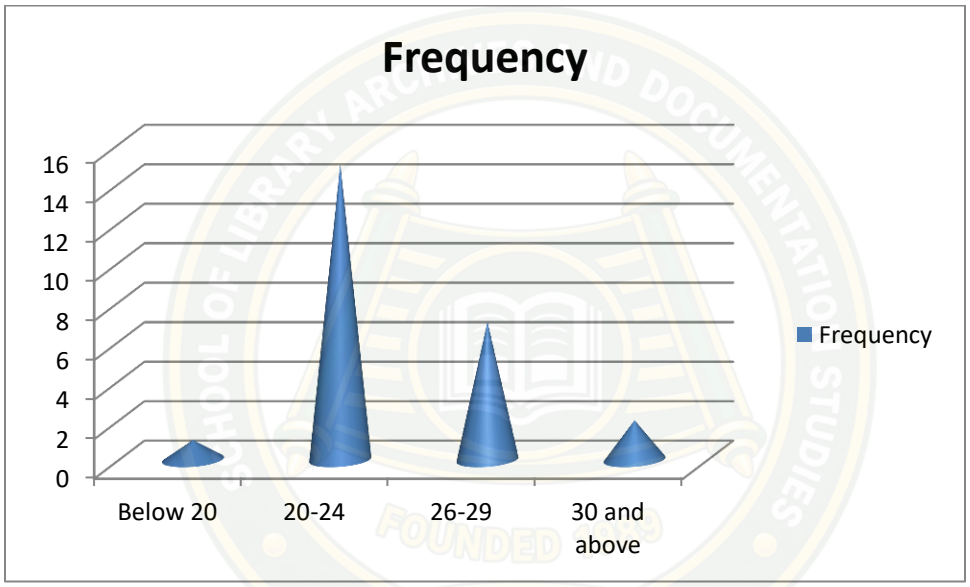
This implies that all selected respondents participated fully in the study by completing and returning the questionnaires. A high response rate increases the reliability and validity of the findings because the collected data are more likely to represent the actual views and experiences of the target population. In this study, the full participation of respondents enhances the credibility and trustworthiness of the research findings regarding the use of library resources and their perceived contribution on students' academic performance at ADEM.

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4.2 Distribution of Respondents by Age

The study collected information on the age distribution of respondents in order to understand the demographic characteristics of students who participated in the study. Respondents were asked to indicate their age category based on the options provided in the questionnaire: below 20 years, 20–24 years, 25–29 years, and 30 years and above. The findings are presented in Table 4.1.

Figure 4.1 Age of Respondents (N=25)



Sources: Field Data (2026)

The findings presented in Figure 4.1 show the distribution of respondents according to their age categories. The results indicate that respondents were distributed across different age groups, with the highest proportion recorded in the 20-24 categories, while the lowest proportion was recorded in the [insert lowest age category] category.

The age distribution provides demographic information about the students who participated in the study. The variation in respondents' ages helped to capture views from students with different academic experiences regarding the use of library resources and their perceived contribution to academic performance at ADEM.

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4.3 Gender of Respondents

Respondents were asked to indicate their gender in order to understand the gender composition of participants involved in the study. The findings show that 10 respondents (40%) were male and 15 respondents (60%) were female**.** Table 4.1: Gender of Respondents (N = 25)

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

Source: **Field Study (2026)**

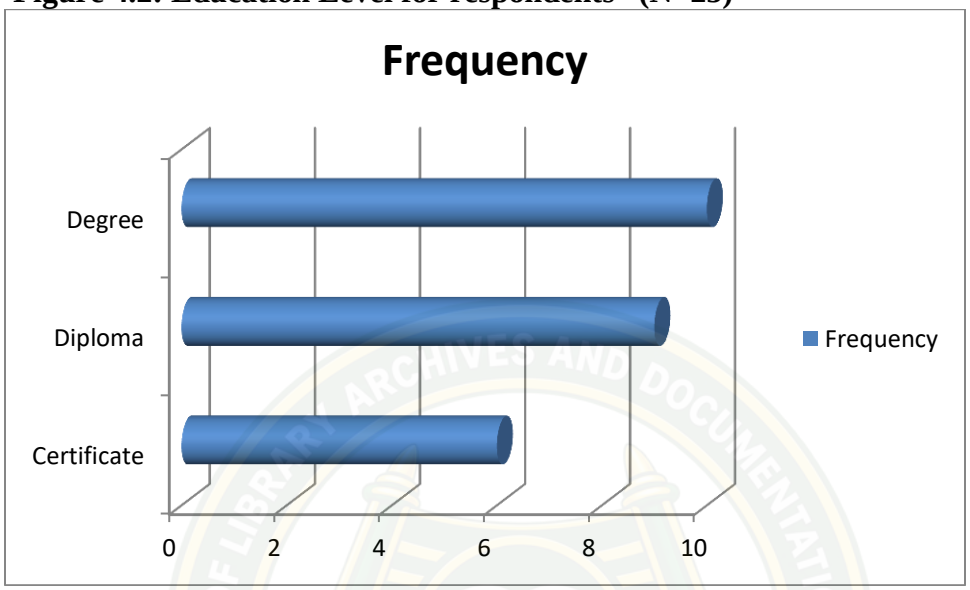
Table 4.1 shows that out of the 25 respondents involved in the study, 10 respondents (40%) were male and 15 respondents (60%) were female. The findings indicate that both genders were equally represented in the study. This balanced representation enabled the researcher to collect information from both male and female students, thereby enhancing the reliability and objectivity of the findings. The participation of both groups provided diverse views and experiences concerning the use of library resources and their contribution to students' academic performance at ADEM.

4.4 Education Level of Respondents

The study investigated the level of education of respondents in order to understand their academic background and their ability to provide reliable information. Respondents were asked to indicate their highest level of education so as to determine their distribution based on educational attainment. This information was important to the researcher because it helped in assessing whether respondents had sufficient knowledge and understanding regarding the use of library resources and their perceived contribution on students' academic performance at ADEM.

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Figure 4.2: Education Level for respondents (N=25)



Source: **Field Study (2026)**

Figure 4.2 shows that 6 respondents (24%) were at certificate level, 9 respondents (36%) were at diploma level, and 10 respondents (40%) were at bachelor degree level of education. The findings indicate that the majority of respondents were at degree level of education, compared to other educational levels represented in the study. However, the researcher obtained information from all categories of respondents, and all participants were considered capable of providing relevant and reliable information for the study due to their educational background and their ability to understand issues related to the use of library resources and academic performance at ADEM.

4.5 Year of Study of Respondents

This section presents findings on the year of study of respondents at the Agency for the Development of Educational Management (ADEM). Understanding the year of study is important because it helps the researcher to identify how students from different academic levels utilize library resources and how such utilization may influence their academic performance.

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Table 4.2: Year of Study of Respondents (N = 25)

Year of Study	Frequency (n)	Percentage (%)
Year 1	8	32%
Year 2	10	40%
Year 3	5	20%
Year 4	2	8%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.2 show that 8 respondents (32%) were in Year One, 10 respondents (40%) were in Year Two, 5 respondents (20%) were in Year Three, and 2 respondents (8%) were in Year Four. The results indicate that the majority of respondents were in Year Two, while the smallest proportion was from Year Four.

The distribution suggests that students from all academic years participated in the study, which helped to provide a balanced view of how library resources are used across different levels of study. This diversity of respondents enhances the reliability of the findings regarding the use of library resources and their perceived contribution on students' academic performance at ADEM.

4.6 Types of Library Resources Used Most Frequently

This section presents findings on the types of library resources used most frequently by respondents at the Agency for the Development of Educational Management (ADEM). Understanding the types of library resources accessed by students is important because it helps the researcher to identify the most commonly used resources and assess how such usage may influence students' academic performance.

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Table 4.3: Types of Library Resources Used by Respondents (N = 25)

Types of Library Resources	Frequency (n)	Percentage (%)
Print books	6	24%
Journals	2	8%
Electronic databases	12	48%
Digital repositories	5	20%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.3 indicate that 6 respondents (24%) frequently used print books, 2 respondents (8%) used journals, 12 respondents (48%) used electronic databases, and 5 respondents (20%) used digital repositories. The results show that electronic databases were the most frequently used library resources among respondents, while journals were the least used.

The findings suggest that students at ADEM prefer digital library resources compared to traditional print materials. This may be attributed to ease of access, availability of updated information, and convenience in searching for academic materials. The usage of different library resources indicates that students utilize both print and electronic sources to support their academic activities, which in turn may contribute to their academic performance.

The findings indicated that electronic databases were among the commonly used library resources by students at ADEM. This suggests that students recognize the importance of digital academic materials in accessing information for their academic activities. However, the level of electronic resource utilization varied among respondents, indicating that factors such as awareness, ICT facilities, and access skills may influence students' use of digital library resources. Whole, the findings indicate that digital library resources play a central role in supporting students' academic work at ADEM, suggesting a need for continued improvement in digital access and infrastructure to enhance effective utilization.

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4.7 Frequency of Using Electronic Resources (E-Journals and Databases)

This section presents findings on the frequency of using electronic resources such as e-journals and databases among respondents at the Agency for the Development of Educational Management (ADEM). Understanding how often students use electronic resources is important because it helps the researcher to assess the level of engagement with digital academic materials and their potential contribution to students' academic performance.

Table 4.4: Frequency of Using Electronic Resources (N = 25)

Frequency of Use	Frequency (n)	Percentage (%)
Never	8	32%
Rarely	10	40%
Sometimes	5	20%
Often	2	8%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.4 show that 8 respondents (32%) never used electronic resources, 10 respondents (40%) rarely used them, 5 respondents (20%) sometimes used them, and only 2 respondents (8%) used them often. The results indicate that the majority of respondents had low engagement with electronic resources, as most of them either rarely used or never used e-journals and databases.

This reveals that despite the availability of electronic resources at ADEM, their utilization among students remains limited. Factors such as lack of awareness, inadequate digital literacy skills, or limited access to devices and internet connectivity may contribute to this low usage. As a result, students may not be fully benefiting from the academic advantages offered by electronic resources.

The findings revealed that some students experienced challenges in accessing and using electronic resources. The challenges reported by respondents included limited awareness of available electronic resources, inadequate guidance on how to access online

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databases, and internet connectivity problems. These challenges may reduce students' ability to effectively utilize electronic library resources for academic purposes. The findings imply that improving awareness, training, and accessibility of electronic resources could enhance their utilization and subsequently contribute to improved academic performance among students at ADEM.

4.8 Frequency of Library Visits in a Typical Week

This section presents findings on the frequency of library visits in a typical week among respondents at the Agency for the Development of Educational Management (ADEM). Understanding how often students visit the library is important because it helps the researcher to assess the level of utilization of library services and how such engagement may influence students' academic performance.

Table 4.5: Frequency of Library Visits in a Typical Week (N = 25)

Frequency of Visit	Frequency (n)	Percentage (%)
Never	2	8%
1–2 times	13	52%
3–4 times	5	20%
More than 4 times	5	20%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.5 show that 2 respondents (8%) never visited the library in a typical week, 13 respondents (52%) visited the library 1–2 times, 5 respondents (20%) visited 3–4 times, and 5 respondents (20%) visited the library more than four times. The results indicate that the majority of respondents visited the library at least once or twice per week. This show that although some students frequently use the library, a considerable number have moderate or low visitation rates. Regular library visits are important for academic success as they provide access to both print and electronic resources, study space, and academic support services.

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The findings show that most respondents visited the library one to two times per week. This indicates that students used the library mainly when they needed academic materials, study spaces, or other library services. The frequency of visits suggests that although students access library facilities, regular engagement with library services may still be limited among some respondents. The findings imply that while library usage is present among students at ADEM, there is still a need to encourage more frequent visits to enhance effective utilization of library resources and improve academic performance.

4.9 Activities Students Engage in When Using the Library

This section presents findings on the activities that students usually engage in when using the library at the Agency for the Development of Educational Management (ADEM). Understanding these activities is important because it helps the researcher to identify how library services are utilized and the role they play in supporting students' academic performance.

Table 4.6: Activities Performed in the Library (N = 25)

Library Activity	**Frequency (n)**	**Percentage (%)**
Reading textbooks or reference materials	2	8%
Doing assignments or research projects	8	32%
Using electronic resources	10	40%
Attending library programs (training, literacy sessions)	5	20%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.6 show that 2 respondents (8%) mainly used the library for reading textbooks or reference materials, 8 respondents (32%) used it for doing assignments or research projects, 10 respondents (40%) used electronic resources, and 5 respondents (20%) attended library programs such as training and information literacy sessions. The results indicate that the most common activity performed in the library

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was the use of electronic resources, while reading printed textbooks was the least common activity.

This implies that students at ADEM mainly utilize the library for academic tasks that require quick access to information, particularly through electronic resources. The findings also reflect that the library is not only used for reading but also for research support and skill development activities. The findings indicate that students used the library for different academic activities, including accessing electronic resources, conducting research, and completing assignments.

The use of computers and online materials shows that some students rely on digital resources to support their academic tasks. However, effective utilization of these resources may depend on factors such as availability of ICT facilities, internet access, and students' awareness of available electronic services. Also, the findings indicate that the library plays a key role in supporting both academic work and digital literacy development among students at ADEM.

4.10 Extent to Which Library Resources Contribute to Students' Academic Performance.

This section presents findings on the extent to which library resources contribute to students' academic performance at the Agency for the Development of Educational Management (ADEM). Understanding the contribution of library resources is important because it helps the researcher to assess their influence on students' GPA, assignments, and research projects.

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Table 4.7: Extent of Contribution of Library Resources to Academic Performance (N = 25)

Extent of Contribution	Frequency (n)	Percentage (%)
Not at all	3	12%
To a small extent	4	16%
To a moderate extent	12	48%
To a great extent	6	24%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.7 indicate that 3 respondents (12%) stated that library resources do not contribute at all to their academic performance, 4 respondents (16%) indicated a small extent, 12 respondents (48%) reported a moderate extent, and 6 respondents (24%) stated a great extent. The results show that the majority of respondents believe that library resources contribute to their academic performance at least to a moderate extent. This indicate that library resources play a significant role in supporting students' academic activities such as completing assignments, improving understanding of course content, and conducting research. However, the presence of respondents who indicated low or no contribution may reflect differences in usage levels, awareness, or access to library services.

The findings indicate that respondents perceived library resources as useful in supporting their academic activities, particularly in completing assignments, conducting research, and improving their understanding of academic topics. The results suggest that students recognize the importance of library resources, including electronic databases, as sources of academic information. However, these findings represent students' perceptions regarding the contribution of library resources to academic performance and do not measure actual academic outcomes such as GPA or examination results.

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The findings imply that library resources are an important academic support tool for most students at ADEM, though their level of perceived contribution varies depending on the frequency and effectiveness of use.

4.11 Participation in Information Literacy Programs or Library Training Sessions

This section presents findings on whether respondents at the Agency for the Development of Educational Management (ADEM) have ever participated in information literacy programs or library training sessions. Understanding participation in such programs is important because it helps the researcher to assess students' exposure to library skills training and how this may influence their ability to effectively utilize library resources for academic purposes.

Table 4.8: Participation in Information Literacy Programs (N = 25)

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

Source: **Field Study (2026)**

The findings in Table 4.8 show that 5 respondents (20%) had participated in information literacy programs or library training sessions, while 20 respondents (80%) had not participated. The results indicate that the majority of respondents had not received formal training on how to effectively use library resources.

This indicate that limited participation in library training programs may contribute to the low or moderate utilization of electronic and other library resources observed in previous sections. Lack of training may affect students' ability to search, access, and use academic materials effectively, thereby influencing their academic performance. The findings revealed that most respondents had not participated in information literacy programmes or library training sessions. This indicates that many students may depend on self-learning when accessing and using library resources, particularly electronic

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resources. The limited participation in library training may affect students' ability to effectively identify, access, and utilize available information resources. The findings imply that increasing awareness and participation in information literacy programs could improve students' ability to utilize library resources more effectively at ADEM.

4.12 Challenges Faced When Using Library Resources

This section presents findings on the challenges faced by respondents when using library resources at the Agency for the Development of Educational Management (ADEM). Understanding these challenges is important because it helps the researcher to identify barriers that may affect the effective utilization of library services and consequently influence students' academic performance.

Table 4.9: Challenges Faced in Using Library Resources (N = 25)

Challenges	Frequency (n)	Percentage (%)
Poor internet connectivity	3	12%
Limited computers or ICT facilities	4	16%
Overcrowding in study spaces	12	48%
Lack of awareness of available resources	6	24%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.9 indicate that 3 respondents (12%) faced challenges related to poor internet connectivity, 4 respondents (16%) reported limited computers or ICT facilities, 12 respondents (48%) experienced overcrowding in study spaces, and 6 respondents (24%) indicated lack of awareness of available library resources. The results show that overcrowding in study areas was the most common challenge faced by respondents.

This suggests that inadequate study space and infrastructure constraints may significantly affect students' ability to effectively utilize library resources. Additionally,

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issues such as limited ICT facilities and lack of awareness may further reduce students' access to both print and electronic resources.

The findings revealed that overcrowding of study spaces was among the challenges affecting students' effective use of library resources. This indicates that the availability of adequate study areas influences students' ability to utilize library facilities comfortably. Limited study spaces, especially during busy academic periods, may reduce students' access to a suitable learning environment within the library. The findings imply that addressing infrastructure limitations, improving ICT facilities, and increasing awareness of available resources could enhance effective utilization of library services at ADEM.

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CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the main findings of the study, conclusions, recommendations, and areas for further studies. The study focused on the assessment of the use of library resources and their perceived contribution on students' academic performance at the Agency for the Development of Educational Management (ADEM). The chapter summarizes key findings based on the research objectives and provides conclusions and recommendations aimed at improving effective utilization of library resources to enhance academic performance.

5.1 Summary of the Findings

The study assessed the use of library resources and their perceived contribution to students' academic performance at the Agency for the Development of Educational Management (ADEM), Bagamoyo. The study involved 25 student respondents, and data were collected through structured questionnaires. Quantitative data were analyzed using frequencies and percentages with the assistance of Microsoft Excel and presented in tables and figures.

5.1.1 Demographic Characteristics of Respondents

The study examined the demographic characteristics of respondents based on gender and education level. The findings showed that 15 respondents (60%) were female while 10 respondents (40%) were male. This indicates that female respondents constituted the majority of participants in the study.

Regarding education level, the findings showed that respondents were distributed across different academic qualifications. 6 respondents (24%) had certificate qualifications, 9 respondents (36%) had diploma qualifications, and 10 respondents (40%) had bachelor degree qualifications**.** The findings indicate that bachelor degree respondents formed the largest group among participants involved in the study.

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5.1.2 Types of Library Resources Used

The study found that electronic databases were the most frequently used library resources (48%), followed by print books (24%), digital repositories (20%), and journals (8%). The findings indicate a strong preference for electronic resources compared to traditional print materials.

5.1.3 Frequency of Using Electronic Resources

The findings showed that 40% of respondents rarely used electronic resources, 32% never used them, 20% sometimes used them, and only 8% used them often. This indicates generally low utilization of e-journals and databases among students.

5.1.4 Frequency of Library Visits

The study revealed that most respondents (52%) visited the library 1–2 times per week, while 20% visited 3–4 times, another 20% visited more than four times, and 8% never visited the library. This shows moderate library usage among students.

5.1.5 Activities Performed in the Library

The findings showed that students mainly used the library for accessing electronic resources (40%), doing assignments (32%), attending library programs (20%), and reading textbooks (8%). This indicates that the library is mainly used for academic tasks and digital resource access.

5.1.6 Contribution of Library Resources to Academic Performance

The study found that 48% of respondents indicated that library resources contribute to their academic performance to a moderate extent, 24% to a great extent, 16% to a small extent, and 12% not at all. This shows that most students recognize the positive perceived contribution of library resources on academic performance.

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5.1.7 Participation in Information Literacy Programs

The findings revealed that 80% of respondents had never participated in information literacy training, while only 20% had participated. This indicates low exposure to formal training on effective use of library resources.

5.1.8 Challenges in Using Library Resources

The study identified overcrowding in study spaces (48%), lack of awareness of resources (24%), limited ICT facilities (16%), and poor internet connectivity (12%) as major challenges affecting effective use of library resources.

5.2 Conclusion of the Study

The study concludes that students perceive library resources as contributing positively to their academic performance at ADEM play an important role in supporting students' academic performance; however, their utilization is still moderate and in some cases low, particularly for electronic resources. Although students frequently use electronic databases and other digital materials, overall engagement with e-resources remains limited due to lack of awareness, inadequate ICT skills, and limited training opportunities.

Also, the study concludes that most students acknowledge the positive contribution of library resources to their academic performance, especially in completing assignments and research work. However, challenges such as overcrowding, limited ICT facilities, and insufficient information literacy training reduce the effectiveness of library use. Therefore, improved infrastructure, training, and awareness are essential to maximize the benefits of library resources.

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5.3 Recommendations

Based on the findings, the study recommends the following:

- The library management at ADEM should strengthen awareness programs to encourage students to effectively use electronic resources such as databases and e-journals.
- Information literacy training should be regularly conducted to improve students' skills in searching, accessing, and using library resources.
- The institution should improve ICT infrastructure, including computers and internet connectivity, to support increased use of electronic resources.
- Additional study spaces should be provided to reduce overcrowding and create a conducive learning environment.
- Library staff should continue to support students through guidance services to enhance effective utilization of available resources.

5.4 Areas for Further Studies

The study was limited to ADEM; therefore, further studies should be conducted in other higher learning institutions to allow comparison and generalization of findings. Future research should also focus on the perceived contribution of digital literacy skills on the utilization of electronic library resources. Additionally, studies could explore the relationship between library usage patterns and actual academic performance indicators such as GPA to provide more empirical evidence.

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APPENDIX I: RESEARCH SCHEDULE

THE FRAME WORK DURING THE RESEARCH FOR SIX WEEKS

ACTIVITIES	1st WEEK	2nd WEEK	3rd and 4th WEEK	5th and 6th WEEK
Reporting the area of the study, make general studying of the study area, preparing questionnaire and distribute them to the respondent(student)				
Make interview with reference librarian and collect back questionnaire from respondent				
Data collection from questionnaire and interview will conduct. Preparation of research report summary and conclusion.				
Proof reading and submission of research report to SLADS				

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APPENDIX II: RESEARCH BUDGET

Item	Particular	Amount
Preparation of research proposal	Stationaries; Pen 5@500 Pencil 4@ 200 Ruler and Rubber @ 500 Printing 20pgs@ 500 Photocopies 20pgs@ 100 Binding 3 proposal@ 2000	 2500/= 800/= 500/= 10,000/= 2000/= 6000/=
Data collection process	Transport 30 days@1000 Meal 30 days@ 3000 Preparation of 30 copies of questionnaires and interview@ 100	30,000/= 90,000 3000/=
Report writing	Printing of report pgs@ 200 Photocopies of the report 42 copies@ 100 Binding of the report 3@ 3000	20,000/= /=4200 /=9000
	TOTAL	178,000/=

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APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Questionnaire for Undergraduate Library Users (ADEM Bagamoyo)

Instructions:

This questionnaire is for undergraduate students at ADEM Bagamoyo. Please answer honestly. There are no right or wrong answers.

1. What is your year of study?
   a. Year 1
   b. Year 2
   c. Year 3 ( )
   d. Year 4
2. Gender of Respondent
   a. Male
   b. Female ( )
3. Level of Education
   a. Certificate
   b. Diploma
   c. Bachelor Degree ( )
   d. Postgraduate

4. What is your age group?
   a. Below 20
   b. 20–24 ( )
   c. 25–29
   d. 30 and above

4. Which types of library resources do you use most frequently?
   a. Print books
   b. Journals

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c. Electronic databases ( )

d. Digital repositories

e. Other (please specify)

5. How often do you use electronic resources such as e-journals, databases, or Library.TZ?

   a. Never

   b. Rarely

   c. Sometimes ( )

   d. Often

   e. Very often

6. How often do you visit the library in a typical week?

   a. Never

   b. 1–2 times

   c. 3–4 times ( )

   d. More than 4 times

7. What activities do you usually engage in when using the library?

   a. Reading textbooks or reference materials

   b. Doing assignments or research projects ( )

   c. Using electronic resources

   d. Attending library programs (training, literacy sessions)

   e. Other (please specify)

8. To what extent do you believe library resources contribute to your academic performance (e.g., GPA, assignments, research projects)?

   a. Not at all

   b. To a small extent ( )

   c. To a moderate extent

   d. To a great extent

9. Have you ever participated in information literacy programs or library training sessions?

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a. Yes

b. No ( )

10. If yes, how useful were these programs in improving your research and study skills?

a. Not useful

b. Slightly useful

c. Moderately useful ( )

d. Very useful

11. What challenges do you face when using library resources?

a. Poor internet connectivity

b. Limited computers or ICT facilities

c. Overcrowding in study spaces ( )

d. Lack of awareness of available resources

e. Other (please specify)

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APPROVAL LETTER

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
AGENCY FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT

In reply, please quote:

Ref. No. AB.112/267/01A/224 **18th March, 2026**

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

Re: PERMISSION TO COLLECT DATA FOR THE STUDENT DOREEN ISRAEL DANDA FROM 18TH TO 25TH MAY, 2026

Please refer to the above heading and your letter with **Ref. No. DA.201/457/VOL/1/20** dated **2nd March, 2026.**

2. Agency for the Development of Educational Management (ADEM) was inaugurated in 2001 under the Executive Agencies Act, Cap.245 of 1997. ADEM is mandated to conduct Training, Research and Consultancy Services in Education Management, Leadership and Administration to all serving and prospective Education Managers and Administrators in Tanzania.

3. This letter is intended to inform you that **Doreen Israel Danda** have been granted permission to collect data as from **18th to 25th May, 2026.**

Thanks for your continuing cooperation.

Dr. Emmanuel S. Mollel
For CHIEF EXECUTIVE

For: CHIEF EXECUTIVE
AGENCY FOR THE DEVELOPMENT OF
EDUCATIONAL MANAGEMENT (ADEM)
P.O. Box 71 BAGAMOYO

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