THE STATE UNIVERSITY OF ZANZIBAR

(SUZA)

SCHOOL OF CONTINUING AND PROFESSIONAL EDUCATION

A RESEARCH REPORT.

ASSESS THE AVAILABILITY AND USES OF LIBRARY RESOURCES IN HIGHER LEARNING INSTITUTIONS

A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR DIPLOMA OF LIBRARY AND INFORMATION STUDIES AT THE STATE UNIVERSITY OF ZANZIBAR

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**DECLARATION**

We, second year students of library and information study declare that, this research report is our own original work and that it has not been published or presented to any University for award of diploma in library and Information study.

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<th>S/N</th>
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<td>1</td>
<td>RAMADHAN S. YUSSUF</td>
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<td>ZAINAB HARUNA MOSSI</td>
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<td>LELA ABDALLAH OMAR</td>
<td>DLB/2/14/145</td>
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</table>
DECLARATION OF SUPERVISOR

I am Mrs. …………………………………….. from the State University of Zanzibar verified that this research report belong to the above mentioned students and has not been published or presented to any University for award of diploma of library and Information study as I was their supervisor from the beginning up to the end of this study.

…………………………………………
DEDICATION

This research report is dedicated to all people especially the future generation who will find this piece of work worthy to the library of any Higher Learning Institution in Tanzania. We also dedicate this work to our families and our fellow students for their moral support in completion of this work.
ACKNOWLEDGEMENT

Our first appreciation is to Allah Massive for giving us strength and tolerance to complete this research. The completion of this was result of personal effort however Many people and Institutions have contributed in one way or another to the completion of this piece of work. Firstly we would like to thank our supervisor Mrs. Riziki Ameir Hassan for her precious and valuable guidance and time as well as her constructive criticism.

Our sincere thanks go to librarians from the State University of Zanzibar for their genuine contribution for allowing us to peruse their books and use their database for searching materials without any restrictions. More over special gratitude are extended to our families for their moral and financial support with encouragement that made our work to be a bit simple.

Also we wish to extend our sincere appreciations to the head masters of madrasatul Ssalim Qadiria Maalim Rajab Abdu Rai for his courageous and support for allowing us to use his building of madrasa all the time of organizing and conducting from beginning up to the end of this work.

Finally, to all people and Institutions who deserve our appreciations and we say thanks may Allah grace them all.
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ABSTRACT

This study investigated the availability and use of library Resources in Higher Learning Institution of Zanzibar. The findings reveal that most of the Respondents visited the library to study books, consult reference materials and to retrieve unpublished documents for information needs and the use library during the time of examination and test. The majority of the Respondents indicated that the library provided effective services but their libraries face the challenges of unprofessional librarians, lack of materials and un relevant material. On other hand study observed that resources are not classified and cataloged to be easily used by users and the most available resources are books, journals, maps and examination past papers.
CHAPTER ONE

1.0 INTRODUCTION:
This chapter includes introduction of the study, background, statement of the problem, objectives of the study which include main objective and specific objectives, research questions, scope of the study, significant of the study and limitation of the study.

1.1 BACKGROUND OF THE STUDY:
Historically the academic library was first introduced since (1876) in America under the American Library Association which was formed in (1876) with members including Melville Dewey and Charles Ammi Cutter. Libraries re-prioritized in favor of improving access to materials, and found funding increasing as a result of increased demand for said materials. Aimed to support and help the academic library so as to boost up educational progress in America. (https://en.wikipedia.org/wiki/Academic_library)

According to Norman (1980) said that In Africa the term academic library is used to describe all libraries of Post Secondary Institutions such as Polytechnic and Colleges of Education. The first higher learning in Nigeria was the school of survey which was formally opened in (1900). The history of academic library is interviewed with the history and development of higher education. The development of library at tertiary level was better during the colonial era; early higher institutions were school of survey, established in 1900 in Oyo and the Yabba high college in (1934). These institutions had libraries but not adequately handed.

Okpa-Iroha (1985), said that a school library is a collection of a wide variety of library materials and resources housed in each school, centrally organized by staff, professionally prepared to offer services to students and teachers that will enrich and support the educational enterprises. This means that, a school library assists and supports the educational program of the schools by storing instructional materials for use in teaching and learning.
Kaushal Chauhan (2013) Libraries are the key instrument for collection, processing and dissemination of Information. Libraries provide a platform for access and retrieval of knowledge. A good library is expected to have a rich collection and services. The developments in Information communication and technology have changed the user's expectations from the Libraries.

In order a library to be a complete library there must be the materials which are used for accessing information and knowledge such as: books, periodicals, newspaper, manuscripts, films, maps, prints, document, microforms, CDS, castes, video, tapes, DVDs, blue ray discs, e-Book, audio books, databases, and other formats. Institution: Is the established custom or practice or a group of people that was formed for a specific reason or a building that houses the group people.

Academic libraries, according to Reitz (2004) is a library that is an integral part of a college, university or other institutions of postsecondary education, administered to meet the information and research needs of its students, faculty and staff. Academic library therefore is a type of library found in institutions of higher learning –3 universities, polytechnics, and colleges of education.

Tanzania Library Services (TLS) was given the legal mandate to revitalize and develop special school, college, government and public libraries into a single, integrated national library system. Therefore a school library service was on the agenda from 1961 and President Nyerere, when he opened the headquarters of TLS in (1967), made a point of emphasizing that the development of school libraries was one of its key responsibilities. Ministry of National Education (then the Ministry of Education) nominated three schools for the project. These were: Mzumbe Government Secondary School, Mazengo Secondary School (known as Dodoma Alliance Secondary School until late (1969) Iringa Girls' Secondary School.

Lumumba secondary school, Kiponda secondary school, Vikokotoni secondary school and Benbella secondary school are among the Higher Learning Institutions in Zanzibar, these schools offer library services to the different students but most of their library
collections don’t correspond to the need of the students as well as majority of the students do not access information through these libraries. There for this study intends to access the availability and uses of library resources in Higher Learning Institutions.

1.2 STATEMENTS OF THE PROBLEM:
Libraries in Higher Education are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Libraries must demonstrate their value and document their contributions to overall institutional effectiveness and be prepared to address changes in higher education.

To any Higher Learning Institution library resource such as books and journals are very important as they play the measure role within Higher Learning Institution by supporting the success of the students through providing relevant and accurate information to their learning process as most survey show that the successful student is the one who spend much time in library.

Therefore library resources within Higher Learning Institutions are effectively required to be available and effectively used so as to support educational progress. This is the key problem in many schools in Zanzibar, even though different effort have been made to overcome these problems, that is why this study purposely assess the use and availability of library resource in Higher Learning Institution.

1.3 OBJECTIVES OF THE STUDY:
1.3.1 General objective
General objective of this study was to assess the availability and use of library resources in Higher Learning Institutions.
1.3.2 Specific Objectives:
1. To identify the resources that are available in the library and their frequently use.
2. To examine factors affecting students and teachers on using library resources.
3. To evaluate the challenges facing librarians in providing library services.
4. To determine the level of awareness for library users/students on using library.

1.4 RESEARCH QUESTIONS:
1. What are the resources that available in the library and their frequently use?
2. What are the factors affecting students and teachers on using library resources?
3. What are the challenges facing librarians on providing library service?
4. What are the levels of awareness for library users/student on using library resources?

1.5 SCOPE OF THE STUDY:
The study was conducted at four Higher Learning Institutions which have libraries which are Lumumba Secondary school, Kiponda secondary school, Ben Bella secondary school and Vikokotoni secondary school which involved both library users and library staff. Those schools are located within the urban region in Zanzibar.

1.6 SIGNIFICANCE OF THE STUDY:
This study will help teachers, students and librarians because it will be used as a reference so as to support teaching and learning activities and increase more library knowledge. Also will increase knowledge to the librarians especially when they face challenges on side of the availability and uses of library resources.

1.8 LIMITATION OF THE STUDY:
A limitation of this study was that some respondents were providing harsh words to the researchers. Also transport cost and time consuming were also limitations of this study in addition, poor corporation and language were also a limitation of this study which results delaying the completion of this study.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
The literature review was organized around broad Themes, research objectives and research questions

2.1 Roles of Library in Higher Learning Institutions
In academic institutions, both academicians and researchers mostly depend on library resources and facilities. No doubt that quick and easy access to such resources accelerates both academic and research activities more effectively. According to Krolak (2006) “Libraries assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.” This equitable access to information is essential to enable educated and informed citizens to participate in a democratic global community. A university is a community of scholars and students engaged in the task of seeking truth.

The university library supports course curriculum and assists researchers to extend their research work and create new knowledge successfully (Higham, 1980). Furthermore, Young and Belanger (1983) defined the university library as “a library, or system of libraries, established, supported and administered by a university to meet the information needs of its students, faculty and support its instructional research and service programs”. These services are needed to enable an individual to develop full potentials and extend the horizons of perception, interests, and skills.

Khan and Bhatti (2012) noted that academic institutions could not achieve their two-fold mission of spreading knowledge and extending its research progress without first enriching and enhancing library Resources and services. On the other hand, the university authority should have a cyclic and systematic evaluation policy in place in order to
maintain and further improve the quality of library services to meet the information needs of users.

According to Hussain and Abalkhail (2013), evaluation of the quality of library services could be achieved by taking feedback from users. The role of a university library is to meet the research and information needs of its community. University libraries in the developed world provide their users with local and remote access to collections in various kinds of formats. This is not the case in the developing countries like Pakistan. The collections of university libraries in Pakistan are based mainly on books and then serial publications like newspapers, magazines, and journals (Amen, 2005; Bhatt, 2008).

2.2 Uses of Library in Higher Learning Institutions.
A study conducted by Bhatt and Hanif (2013) revealed that most of the social sciences faculty members at Bahauddin Zakariya University, Multan preferred to use textbooks and internet as the major sources of information. Most of them preferred print format rather than digital. The majority of the respondents were not satisfied with the subscription of journals related to their field of interest. They also showed their dissatisfaction with library’s overall. However, it is encouraging to note that a majority of the respondents were satisfied with the service attitude of the library staff.

In addition, Bhatt Batool, and Malik (2013) conducted a study on the use of library by the Library and Information Science students at the Islamic University of Bahawalpur. The data was collected with a semi-structured questionnaire. Their study reported that by average, students visited the library once a week. They used library resources and services mainly for reading books, doing class assignments, and preparing for exams. Most of the respondents indicated that they did not use catalogue cards, OPAC or librarians assistance for information retrieval. In addition, most of the students were satisfied with circulation, reference services, and physical facilities. Issues identified by most respondents were power fluctuation, lack of computers, slow internet speed, and unstable internet connections.
Popoola (2008) surveyed on the faculty awareness and use of library information resources and services in Southwest Nigerian universities with a systematic random sampling technique. The study found a significant difference in faculty awareness of available library information resources and services. Some were unaware of the resources and services pertinent to their teaching and research activities. Some indicated that they rarely used the resources and that they did not know how to use them effectively. On the other hand, some were fully aware of the library resources and occasionally used them, but they claimed that the libraries lacked current materials.

2.3 Challenges facing library in Higher Learning Institutions.
Khan and Bhatti (2012) conducted a study on the department libraries of the University of Peshawar. Their study found that most of the departmental library services were below standards. Major issues were identified as lack of budget, inadequate information technology infrastructure, inadequate administrative parameters, and poor physical facilities.

Ahmed (2003) disclosed that lack of recognition by the institution and government authorities of the importance of library and information services in the diverse human activities in the society is the most serious deterrent of school library development in Nigeria. Udensi (2000) put the blame of poor development of school libraries in Nigerian on the government. Adeoti-Adeleke (1996) ob-served that government has not yet come out with a clear policy on the establishment and equipment of libraries in primary and secondary school levels. Akinniyi (2003) also noted that the government has not set aside a fixed percent for library development in schools nor is she giving them their annual subvention regularly from where a token can be given for library development.

Another problem hindering the development of school libraries in Nigeria is that of ignorance of what a library stands for by the teachers who ought to arouse the interest of the children. According Dina (2001) many teachers neither use the resources center nor inspire pupils to use it. This fact is corroborated by Roe (1965) and Usman A (2003), who said that according to him many teachers are handicapped by their ignorance of how
library may be put to effective educational use. They have little or no experience of it during their own school days. Ngeri-Nwagha (1987) in a related study identified that there is a general apathy on the part of teachers and parents towards the libraries in the existence of well-equipped library in the state. This is a very serious problem in view of the complex nature of library work. Organization and dissemination of information are so technical in nature that it would only be badly done in the library circle without the inputs from professional librarian, Onohwakpor (2007).

Oyesiku and Oduwole (2004) focus on academic library use. The investigation revealed that the students used the library most during examinations and to do class assignments. The study further revealed that collections were inadequate to meet user’s demands, even when (84.3%) of users are not trained in information retrieval. The study recommends various strategies to market library facilities and services. However Oyedum (2005) remedial students' use of library resources and of a university of technology. She discovered that students went to the library primarily to read their lecture notes and study for examinations, that the sources most frequently used were textbooks, and that majority of the students "never" borrowed library books.

However, literature has revealed that information availability does not mean accessibility and utilization; therefore, university libraries have to market their resources and services to attract users. Apart from that Osinulu (1998) also confirmed in her study that low use of the library is due to lack of awareness on the part of users more over. In addition Ozoe melem (2009), on the other hand, stated that informed library users know that libraries have resources that are more comprehensive and scholarly than most web sites provide but the problem is that these resources they are not straightforward like that on the webs. Though users use the library for different purposes.
2.4 Research Gape
This chapter reviewed on what had been done on availability and uses of library resources in Higher Learning Institutions in Asia, America, Africa and Tanzania in general. The study revealed that there was no study conducted on the availability and uses of library resources in Higher Learning Institutions in Zanzibar. Hence this was the research gape that the study was going to fill.

2.5 Summary
This chapter provided the scholars on availability and uses of library resources in Higher Learning Institution. The literature review included roles of library in Higher Learning Institutions, Uses of library in Higher Learning Institutions and Challenges facing library in Higher Learning Institutions.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter describes the research designs, area of the study, population of the study, sampling techniques, data collection methods, sample size: data analysis method.

3.1 Research design:
Creswell (2009) explains the research design as means of exploring and understanding the meaning, individuals or groups ascribe to social or human problems. This study involved the qualitative and quantitative research design in three methods of collecting data that included questionnaire, interview and observation because they helped to get accurate data from the respondents.

3.2 Area of the study:
The study conducted in four libraries of Higher Learning Institution in Lumumba Secondary school, Kiponda secondary school, Ben Bella secondary school and Vikokotoni secondary school. Those schools are located in urban region of Zanzibar. These areas have been chosen to conduct this study because made to get accurate information when they were doing data collection.

3.3 Population of the study:
According to Kothari (2005) defines population sample as a number of items to be selected from the universe to constitute sample, and the size of sample should neither be excessively large, nor too small rather it should be optimum. Thus The population of this study involved teachers, students and school librarians from four libraries in Higher Learning Institutions which were Lumumba secondary school Kiponda secondary school Ben Bella secondary school and Vikokotoni secondary school.

3.4 Sampling techniques:
Sampling is a process of selecting of subset of individual to estimate characteristics of whole population. (Tauram 2008). The sample technique of this study was simple random technique; the study applied this technique because it allowed researchers to use
statistical methods to analyze sample result also the technique eliminated bias by giving all individuals an equal chance to be chosen as a sample.

3.5 Sample size:

Around 80 of respondents involved in this study, where by 17 students from each selected Higher Learning Institution, 3 were school teacher’s library staffs and head of each school. The main reason for the study to choose this size was enough to get real and accuracy information and data from them.

3.6 Data collection methods:

3.6.1 Interview

Interview is the verbal conversation between two people with the objectives of collecting relevant information for the purpose of research (Harish, 1999). Thus this study conducted its interview to head masters and librarians of Higher Learning Institutions.

3.6.2 Questionnaire

Questionnaire is a written set of questions that are given people in order to collect facts or opinions about something. (Oppenheim,1992). Therefore the study also used closed questions to students and teachers so as to collect data from the higher learning institutions. In order to help us getting a large number of respondents as well as to saves the time during data collection.

3.6.3 Observation.

Observation is defined by Krishna Swami (2003) as a systematic viewing of specific phenomena in its proper setting for specific purpose of gathering data for particular study. Thus the study used this phenomenal on observing those library of Higher Learning Institutions.
Data analysis method:
The study used SPSS for data analysis, because this method was simple to use and make research to be easy understandable. This was due the various kinds of graphs that the system contains includes pie charts and bar graphs.
CHAPTER FOUR

DATA INTERPRETATION AND ANALYSIS

4. Introduction

This chapter is focusing on data collection, analysis and interpretation. In this study which assess the availability and uses of library resources in Higher Learning Institutions

4.1. Gender.

The following table below shows respondent’s gender who participated during the research of the study.

Table 1 Gender Distribution of Respondents.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>31</td>
<td>37.8</td>
<td>37.8</td>
<td>40.2</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>59.8</td>
<td>59.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

The above table shows the gender participated and respondents were both teachers and students the aim of this question was to know the most gender participated in this study and the study reveal that 49 (59.8%) of respondents were female while 31 (37.8%) were male. The study shows that the most respondents were female this is due to the fact that one among the Higher Learning Institution which was included in this study was Benbella Secondary School which is a special school for girls’ students only.

Table 2 bellow shows the names of Higher Learning Institution participated in the study.

<table>
<thead>
<tr>
<th>Table 2 Names of Institutions.</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Kiponda secondary school</td>
</tr>
<tr>
<td>Ben bella secondary school</td>
</tr>
<tr>
<td>Lumumba secondary school</td>
</tr>
<tr>
<td>Vikokotoni secondary school</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

To the above table shows names of four Higher Learning Institutions participated in this study and the results were 24 (29.3%) of respondents were from Lumumba secondary school while 21 (25.6%) from Kiponda secondary school, where by 19 (23.2%) from Benbella secondary school and 16 (19.5%) were from Vikokotoni secondary school. This means that Lumumba Secondary School got higher number of respondents comparing to Vikokotoni Secondary School.

4.2 Respondents’ Categories.

Respondents were asked to mention their position within their Institutions. The results are shown in the table below.
### Table 3  Position of Respondents within Institution

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>68</td>
<td>82.9</td>
<td>82.9</td>
<td>85.4</td>
</tr>
<tr>
<td>Teacher</td>
<td>12</td>
<td>14.6</td>
<td>14.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

The above table shows that 68 (82.9\%) of respondents were Students where by 12(14.6\%) were teachers. Based on this finding, it shows that respondent’s students were many comparing to teachers.

### 4.3 Education level.

The respondents were asked to mention their education level. The results are shown in table four below.

### Table 4  level of Education.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form v</td>
<td>32</td>
<td>39.0</td>
<td>39.0</td>
<td>41.5</td>
</tr>
<tr>
<td>Form vi</td>
<td>37</td>
<td>45.1</td>
<td>45.1</td>
<td>86.6</td>
</tr>
<tr>
<td>Degree</td>
<td>11</td>
<td>13.4</td>
<td>13.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

Table 4 above reveals the most level of education to our respondents 37(45.1\%) were form six students where by 32(39.0\%) were form five and the last 11(13.4\%) were degree. This means that form six participated due to the fact that they use library for deferent purposes including facing national examination.
4.4 Level of Awareness on Library Usage.

The following table below shows the level of awareness on library usage from the respondents.

Table 5 Awareness on Library Usage.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>80</td>
<td>97.6</td>
<td>97.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

The table 5 above purposely shows the findings that 80(97.6%) of the respondents know the library while 2(2.4%) of respondents do not know the library. This means that most of students of Higher Learning Institution know the library and they use it. However the extent of knowing library differ among them as the results shows 46(56.1%) of respondents are little bit know the library While 34(41.5%) of respondents know the library very well.

4.5 Awareness of Library Resources.

The study also investigated if students know library resources and the following figure represents the awareness of library resources for the respondents.

Figure 1 Awareness of Library Resources

Source: Field Data 2016.
Respondents were asked to indicate their level of awareness of library resources and the above figure shows 72(87.8%) know the library resources while 8(9.8%) do not know the library resources. These denoted that respondents know library resources also the study indicated that library resources that respondents know are books journals magazine newspapers dictionary encyclopedia article past papers computers periodical, CD and tape record. Because they are the only library resources that they have in their libraries.

4.6 Availability of Libraries within Higher Learning Institution.

The following figure represents the availability of the library in Higher Learning Institutions of the respondents.

Figure 2 Availability of Library in Higher Learning Institutions.
Source: Field Data 2016.

From the above figure respondents were asked if they have library within their institution and collected data shows that 77(93.9%) of respondents in Higher Learning Institution have libraries within their institution while 2(2.4 %) of respondents do not have libraries where by 1(1.2%) of
respondents were not sure if they had library in Institution. This means that most of the Higher Learning Institutions have libraries. Based on these findings, there is a need for all Higher Learning Institutions to have libraries.

4.7 Visiting Library

The following table represents how often respondents from Higher Learning Institutions visit library.

Table 6 Respondents Visiting Library.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very often</td>
<td>26</td>
<td>31.7</td>
<td>31.7</td>
<td>34.1</td>
</tr>
<tr>
<td>Not much</td>
<td>53</td>
<td>64.6</td>
<td>64.6</td>
<td>98.8</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>1.2</td>
<td>1.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

The above table shows respondents who were asked how often do visit library and the aim was to know how often of respondents visit library and the study shows 53(64.6%) of respondents visit library not much while 26(31.7%) very often visit library where by 1(1.2%) of respondents never visit library. This show that respondents of Higher Learning Institution visit library not much this is because they do not have time to visit library because they spend all the time in the class for lectures.

4.8 Purpose for Visiting and Use Library

The respondents were asked to mention the purpose of visiting and using the library within Institution and the result shown in the table below.
Table 7 Purpose of Visiting and Using Library within the Institution.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make discussion with my fellow and prepare for examination</td>
<td>20</td>
<td>24.4</td>
<td>24.4</td>
<td>26.8</td>
</tr>
<tr>
<td>To do my class work and make revision of my notes</td>
<td>52</td>
<td>63.4</td>
<td>63.4</td>
<td>90.2</td>
</tr>
<tr>
<td>To hide my self</td>
<td>8</td>
<td>9.8</td>
<td>9.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

From the above table the study shows that 52(63.4%) visit and use library for doing class work and make revision and 20(24.4%) of respondents visit and use library for making discussion with their fellows and prepare for examination where as 8(9.8%) of respondents visit and use library for hiding themselves. This means that the main purpose of using library for Higher Learning Institutions is to do class work and revise their notes.
Figure 3  Students from Benbella Girls Secondary School Use Library Effectively.

Source: Field Data 2016.

4.9 Time for Visiting Library.
Table below represents the time of visiting and using library from the respondents of Higher Learning Institutions.

Table 8 Time for Visiting Library

<table>
<thead>
<tr>
<th>Valid</th>
<th>When I am free from the class</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When I want to prepare for examination and test</td>
<td>6</td>
<td>7.3</td>
<td>7.3</td>
<td>95.1</td>
</tr>
<tr>
<td></td>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When I am free from the class</td>
<td>70</td>
<td>85.4</td>
<td>85.4</td>
<td>87.8</td>
</tr>
</tbody>
</table>


During the time of mathematics and Arabic subject

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>4.9</th>
<th>4.9</th>
<th>100.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

The above table shows the time of visiting library and the reason was to know at what time respondents visit library and the table shows that 70(85.4%) of respondents visit library when they want to prepare on the examination where by 4(4.9%) of respondents visit library during the time of mathematics subject and Arabic subject. This means that the main time of visiting library is the time when students want to prepare for examination and this support the study conducted by Oyesiku and Oduwole (2004) focus on academic library use. The investigation revealed that the students used and visit the library most during examinations and to do class assignments.

4.10. Availability of Relevant Library Resources.
The study also assessed if there is availability of library resources from the libraries of Higher Learning Intuitions as shown in figure below.

![Availability of Library Resources](image)

Figure 4 Availability of Library Resources

Source: Field Data 2016.
Respondents were asked to indicate the availability of relevant library resources, the study shows 61(7.4%) of respondents there are availability of library resources in there library while 12(14.6%) there is not availability of relevant resources where as 7(8.5%) there is do not know if weather there is availability of library resources or no. This means those relevant libraries resources are available in Higher Learning Institutions. In addition this study denoted that there are some students who do not use library resources.

Figure 5 Books are the Most Library Resources Available in Library of Higher Learning Institutions

Source: Field Data 2016.
4.11 Library Resources that are Frequently Used in the Institution

The following table shows the most library resources that are frequently used by the respondents from Higher Learning Institutions:

Table 9 Time for Visiting Library

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>75</td>
<td>91.5</td>
<td>91.5</td>
<td>96.3</td>
</tr>
<tr>
<td>Journals</td>
<td>2</td>
<td>2.4</td>
<td>2.4</td>
<td>98.8</td>
</tr>
<tr>
<td>CD</td>
<td>1</td>
<td>1.2</td>
<td>1.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

The table above shows that 75(91.5%) of respondents frequently use books while 2(2.4%) of respondents frequently use Journals where by 1(1.2%) of respondents frequently use CD. This study denoted that books takes high number to be frequently used this is because librarians do not market their resources however during observation the study observed that librarians themselves do not know the library resources that is why they don’t market their resources.


The following figure represents the awareness of using library resources from the respondents of Higher Learning Institutions.
Figure 6 Awareness of Respondents on Using Library Resources.

Source: Field Data 2016.

The above figure shows that 41(50.0%) of respondents were little bit aware of using library resources while 38(46.3%) of respondents were aware very well of using library resources. This show that most of students of Higher Learning Institution do not have awareness on using the library resources and this support the study of Popoola (2008) surveyed on the faculty awareness and use of library information resources and services in Southwest Nigerian universities with a systematic random sampling technique. The study found a significant difference in faculty awareness of available library information resources and services. Some were unaware of the resources and services pertinent to their teaching and research activities. Some indicated that they rarely used the resources and that they did not know how to use them effectively. On the other hand, some were fully aware of the library resources and occasionally used them.
4.13. Contribution of Library Resources on Students Studies.

The below figure shows the contribution of library resources to the subjects of students of Higher Learning Institutions.

![Graph showing the support of available resources to students studies.](image)

**Figure 7 Support of the Available Resources.**

Source: Field Data 2016.

Respondents were asked to mention the contribution of library resources to the students study. From the above figure shows that 52(63.4%) of the available library resources support the study of respondents while 26(31.7%) of the available resources somehow support the studies of the respondents while 2(2.4%) do not support the studies of the respondents. This means that the studies of respondents are supported by the available resources of Higher Learning Institution. This goes along with the study of Higham, (1980). The university library supports course curriculum and assists researchers to extend their research work and create new knowledge successfully.
4.14. Challenges Facing Students During the Time of Using Library Resources

The following figure shows the challenges that respondents face during the time of using library resources.

![Bar chart showing challenges facing respondents]

**Figure 8 Challenges Face Respondents when They Use Library Resources.**

Source: Field Data 2016.

Respondents were asked to indicate the challenges that they face during the time of using library resources and the study reveal that 62(75.6%) of respondents facing challenge of lack of materials while 14(17.1%) face the challenge out date resources while 3(3.7%) face the challenge of poor hospitality of librarian. This is to say the main challenge facing the respondents during the time of using library resources is lack of materials and this finding support the study of Popoola (2008) surveyed on the faculty awareness and use of library information resources and services in Southwest Nigerian universities with a
systematic random sampling technique. The study found some of respondents were fully aware of the library resources and occasionally used them, but they claimed that the libraries lacked current materials. The study has observed those Higher Learning Institution libraries resources are not classified instead they are arranged traditionally. In this case library resources are not effectively used due to poor arranging.

**Poor Arrangement of Library Resources.**

![Figure 9 Most Library Resources are Arranged Traditionally in Higher Learning Institutions.](image)

Source: Field Data 2016.

### 4.15. Method of Acquiring Library Resources.

The following table shows the availability of library resources in Higher Learning Institution.

<table>
<thead>
<tr>
<th>Table 10 Acquiring Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
</tbody>
</table>

39
The table below shows that 7(77.8%) Higher Learning Institutions were acquiring library resources through donation where by 2(22.2%) Higher Learning Institutions were acquiring library resources through purchasing. There for these studies have revealed that many libraries are acquiring library resources through donation.

4.16. **Factors Force Students and Teachers on Using Library Resources.**

The Table bellow shows the Factors that force students and teachers on Using library resources in the library of Higher Learning Institutions.

**Table 11 Factors Of using library**

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donation</td>
<td>7</td>
<td>77.8</td>
<td>77.8</td>
<td>77.8</td>
</tr>
<tr>
<td>Purchasing</td>
<td>2</td>
<td>22.2</td>
<td>22.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

The table above show that 4(44.4%) of respondent were using library for hide themselves where by 1(11.1%) of library resources are up date curriculum on another hand
11.1\% of respondent using library for doing class work where as 111\% of respondent using library for reading also 111\% of respondent were using library for doing meeting and finally 111\% of respondents were using library for discussion. This study have seemed that many respondent were using library for hide them selves.

4.17. Challenges Facing Library Resources.

The table below shows Challenges facing library resources in Higher Learning Institutions from the students and teachers.

Table 12 Challenges Library Resources

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out dated Resources</td>
<td>4</td>
<td>44.4</td>
<td>44.4</td>
<td>44.4</td>
</tr>
<tr>
<td>Theft of materials</td>
<td>3</td>
<td>33.3</td>
<td>33.3</td>
<td>77.8</td>
</tr>
<tr>
<td>Tearing some papers of the books</td>
<td>2</td>
<td>22.2</td>
<td>22.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data 2016.

Table below shows that 44.4\% of library resources are out dated where by the 33.3\% of respondents were theft of materials and also 22.2\% of respondents’ were tearing some papers of books. Therefore these studies have revealed that many library Resources are out dated.
CHAPTER 5
RECOMMENDATION AND CONCLUSION

5.0 Introduction
This chapter presents summary of the finding, conclusion and recommendation of the study.

1. There is need for the Higher Learning Institution to employ professional librarians who would manage, maintain and control all important task performed in library, Example cataloguing and classification as this task seem not performed by the existence librarians of Higher Learning Institution.

2. Library resources in Higher Learning Institution should be increased and should be up date that support the study of the students so as to be effectively used, Example books, journals, table and chairs for reading for teacher’s reference books should make sure that support the need of teachers.

3. Security in the library of the Higher Learning Institutions should be enough strong to make sure that library resources are available and effectively used .On other hand institutional management should provide strong strategies over those teachers who are stealing library resources. Example some of amount of their salary should be cut off so as to buy the books they stole and librarian should not close them eyes instead they should reported them to the director of institution. 

4. Libraries in Higher Learning Institution should be given priority as a body of knowledge to both teachers and students by support their study, on other page salary of librarians in Higher Learning Institution should be increased so as to late librarians work effectively and to avoid them doing business within the library, example selling bagia and other business.

5. Higher Learning Institution Should have special building for library only so as to provide library services effectively , example reading place, shelving place, checkpoint place reception place and reference place . On other view the Surrounded place should make sure that natural disaster like flood and fire are not affecting library resource. And also noises of doing business outside of the library should not be observed.
6. Libraries in Higher Learning Institution should be strong enough to make sure that code of ethic within the library are followed up regardless age and position.

7. Ministry of Educational Vocational Training of Zanzibar should provide special time for students visiting and using library resources and this policies should be made and followed by both government and private Higher Learning Institutions and if possible library should be a part of subject like chemistry and biology.

8. There is need for the libraries of Higher Learning Institutions to be in digital form so as to make sure that library resource a multiple use with some time by users and removing thief of library resource because user can save time during the time of accessing the Information.

5.1 Summary of the Finding
The study access the availability and uses of library resources in Higher Learning Institution and Data was collected through questioner, interview and observation. Key finding revealed that poor arrangement of library resources, lack of materials, bad environment of library, shortage of library space, breaking the code of ethic in library and poor checkpoints.

5.2 Conclusion.
Libraries acquire, organize, store and disseminate information. But the services as well as the utilization of the libraries and their resources do not seem to be easy and encouraging due to certain factors. The libraries of Higher Learning Institution play a vital role in assisting the schools to fulfill its goal. The effectiveness of the school library to a large extent depends on the utilization of its resources and services. This study has therefore ascertained that students and teachers of Higher Learning Institutions do not maximize the use of library resources provided for them because majority of them do not use the library on a regular basis. In other words if the library is to satisfy the needs of the postgraduate students most of its services will have to be internet based in order to improve the library services and also should have stock of current and relevant information materials to attract readers.
We are second year students of Diploma in library and information study at the state university of Zanzibar. Our concern is to conduct study on accessing the availability and uses of library Resources in Higher Learning Institutions as a part of accomplishing two years diploma course. In this regard we humbly request you for your cooperation in answering our questionnaires within short period of time.

INSTRUCTIONS
This paper is to be answered by teachers and students. Please encircle the letter of relevant answer in each question.

1. Gender?
   a) male
   b) female

2. What is the name of your institution?
   a) Kiponda secondary school.
   b) Benbella secondary school.
   c) Lumumba secondary school.
   d) Vikokotoni secondary school

3. What is your position in this institution?
   a) Student
   b) teacher

4. What is the level of your education?
   a) form v
   b) form vi
   c) Diploma
   d) Degree
   e) Master

5. Do you know library?
   a) Yes
   b) No
5b if yes to what extant?
   a) a little bit
   b) very well

6. Do you know library resources?
   a) yes
   b) no

6b if yes what types of library resources do you know

7. Do you have library within your institution?
   a) yes
   b) no
   c) I am not sure

8. How often do you visit library?
   a) very often
   b) not much
   c) never

9. For what purpose do you use library?
   a) to make discussion with my fellow and prepare for examinations
   b) To do my class work and revision of my notes.
   c) To hide myself.

10. When do you visit library?
    a) When I am free from the class
    b) When I want to prepare for examination and test
    c) During the time of mathematic and Arabic subject.

11. Are there any availability of relevant library resources in your library?
    a) yes
    b) no
    c) I don’t know

12. What are the most available library resources do you have in the library?
    a) Books b) journals c) periodical d) newspaper e) magazine f) CD
13. Which library resources do you frequently use in your institution?
   a) books b) journal c) periodical d) newspaper e) magazine f) CD
   g) Dictionary h) encyclopedia.

14. To what extent do you aware of using library resources?
   a) a little bit
   b) very well
   c) I don’t know

15. Do the available resources of your institution support your study?
   a) yes
   b) no
   c) some how

16. What are the challenges do you face you are using library materials?
   a) out date resources
   b) poor hospitality of librarian
   c) Lack of materials.
REFERENCE:

Bhatti, Rubina; & Hanif, Muhammad. (2013). *Impact of ICT on social science faculty members’ information usage pattern at Bahauddin Zakariya University, Multan.* Library Philosophy & Practice. URL: [http://digitalcommons.unl.edu/libphilprac/928/](http://digitalcommons.unl.edu/libphilprac/928/)


## WORK PLAN AND BUDGET

### WORK PLAN

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>1&lt;sup&gt;ST&lt;/sup&gt; AND 2&lt;sup&gt;ND&lt;/sup&gt; WEEK</th>
<th>3&lt;sup&gt;RD&lt;/sup&gt; AND 4&lt;sup&gt;TH&lt;/sup&gt; WEEK</th>
<th>5&lt;sup&gt;TH&lt;/sup&gt; AND 6&lt;sup&gt;TH&lt;/sup&gt; WEEK</th>
<th>7&lt;sup&gt;TH&lt;/sup&gt; AND 8&lt;sup&gt;TH&lt;/sup&gt; WEEK</th>
<th>9&lt;sup&gt;TH&lt;/sup&gt; AND 10&lt;sup&gt;TH&lt;/sup&gt; WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>All activities of the chapter one</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All activities of the chapter two</td>
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<td></td>
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</tr>
<tr>
<td>All activities of the chapter three</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Corrections of All chapters.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binding report, Reproduction and submission of the report.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Budget

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
<th>MULTIPLY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>30,000/=</td>
<td>1</td>
<td>30,000/=</td>
</tr>
<tr>
<td>Writing papers</td>
<td>1000/=</td>
<td>1</td>
<td>1000/=</td>
</tr>
<tr>
<td>Typing charges</td>
<td>7000</td>
<td>20</td>
<td>30,000/=</td>
</tr>
<tr>
<td>Binding charges</td>
<td>1500</td>
<td>1</td>
<td>15,00/=</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>79000/=</strong></td>
</tr>
</tbody>
</table>

(Figure 2: budget expected during research)