

An Assessment of School Management and Staff Support in Enhancing provision Library Services for Student Learning in Secondary Schools in Moshi Municipal Council, Kilimanjaro-Tanzania

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Abstract

This study assessed management and staff support in enhancing library services for student learning in secondary schools within Moshi Municipal Council, applying the Resource-Based Theory (RBT) to examine how internal resources are utilized. Using a qualitative case study design, data were collected from 70 respondent's administrators, teachers, and students through questionnaires and interviews. Rigorous validity and ethical procedures ensured reliable findings data were analyzed through descriptive statistics and thematic analysis. The results showed that 97% of school libraries are functional, supported by management's active promotion of library use, collaboration between teachers and librarians, and monitoring of services. Staff training on library use occurs frequently but remains inconsistent, with 16% of respondents reporting no training. While funding and resource availability are generally adequate, challenges persist in resource allocation, integration of library services into the curriculum, and adoption of new technologies. Teachers and librarians effectively guide students in accessing and using materials aligned with academic goals, though inclusivity and advocacy for increased funding require greater attention. The study concludes that functional libraries substantially support teaching and learning, reflecting management's commitment. However, gaps in policy enforcement, training, and technology hinder the full potential of library services. The study recommends prioritizing sufficient funding, regular training, and policy development for curriculum integration, formal collaboration mechanisms, inclusive support, and investment in digital technologies. External partnerships and advocacy are also essential to modernize and sustain equitable, high-quality library services. Clear administrative guidelines are necessary to define roles and ensure effective management. This research highlights the critical role of strategic and context-sensitive school management in maximizing library contributions to student academic outcomes.

Keywords: School Management, Staff Support, Library Services and Student Learning

1. Introduction

School management is a critical component in the effective delivery of quality education. Defined as the process of planning, organizing, directing, and controlling school activities using both human and material resources, school management plays a pivotal role in ensuring the functionality of various educational services, including library services (Kirthika, 2024). A well-managed school provides the framework for enhancing responsibility and accountability, particularly in the provision and utilization of library facilities. Libraries, as integral components of the school learning environment, offer access to books, journals, and digital content that enrich students' academic engagement and performance (Akhand, 2022; Manyerere, 2019). Effective library services depend not only on physical resources but also on strategic leadership and support from school managers. These include heads of schools, academic teachers, discipline masters, and designated library supervisors, whose roles include ensuring the availability, accessibility, and maintenance of learning materials. This includes safeguarding resources and promoting student and teacher engagement with library services (Manyerere, 2019).

Globally, research has shown that management practices significantly impact library effectiveness and student utilization of library resources. Nwankwo (2022), in a study conducted in North America, revealed that school libraries are often poorly managed, leading to limited use by students. Similarly, in Indonesia, Rakhmayanti (2019) recommended participatory planning and improved resource management to enhance library services. In the Tanzanian context, the situation is equally concerning. Kayungi (2023) found that many community secondary schools in Singida Municipality lack functioning libraries, contributing to poor academic outcomes. Likewise, Michael and Mhando (2024) emphasized the importance of strategic management practices, such as data-driven decision-making and performance monitoring, in supporting student achievement. However, in districts like Ilala, students often underutilize available library resources (Nguzo & Kuboja, 2023), largely due to management inefficiencies and a lack of supportive learning culture.

The Tanzania Education and Training Policy (ETP) 2023 underscore the importance of strengthening educational leadership and management to create conducive learning environments. The policy explicitly highlights the critical role of libraries in promoting student learning, while also acknowledging persistent challenges, including inadequate funding, lack of trained library personnel, and limited prioritization of library services by school administrators (MoEST, 2023). While previous studies have examined library service

provision in general, limited research has focused specifically on the contributions and challenges faced by school management in supporting and enhancing library use among students in secondary schools. This study, therefore, seeks to assess the roles of school management and staff support in enhancing the provision and effectiveness of library services for student learning in secondary schools within Moshi Municipal Council.

Libraries serve as vital educational resources that support and extend student learning through access to a variety of academic materials. However, in many Tanzanian secondary schools, especially within Moshi Municipal Council, the provision and utilization of library services remain inadequate. Despite policy frameworks such as the Education and Training Policy (ETP) 2023 advocating for improved educational leadership and infrastructure, including school libraries, their implementation remains inconsistent and under-resourced (MoEST, 2023; Kayungi, 2023). Empirical evidence from Tanzania and beyond has identified challenges such as poor infrastructure, limited funding, unqualified library staff, and low student engagement with academic materials (Nguzo & Kuboja, 2023; Michael & Mhando, 2024). However, much of the existing research has not fully examined the specific roles that school managers and staff members play in supporting library services for improved student learning outcomes. This lack of focused inquiry has left a knowledge gap regarding how school leadership including head teachers, academic and discipline staff, and librarians can effectively contribute to the development, supervision, and utilization of library services in secondary schools. Consequently, this study aims to fill this gap by assessing the extent to which school management and staff support enhance the provision and usage of library services to improve student academic performance in Moshi Municipal Council.

2. Literature Review

The study used the Resource-Based Theory (RBT), which was developed by Barney in 1991, emphasising that an institution's performance depends on the strategic use of its internal resources, such as staff, infrastructure, and learning materials, to gain a sustainable advantage. In the context of this study, RBT provides a useful framework for assessing how school management and staff support contribute to the provision and effective use of library services in secondary schools. It highlights that well-managed and well-resourced libraries can enhance students' academic performance by promoting critical thinking, collaboration, and innovation in learning. While the theory's strengths lie in its focus on internal capabilities and

fostering academic competition, it also presents limitations such as the risk of inequality and neglect of external environmental factors. Nonetheless, RBT remains highly relevant for this study as it aligns with the objective of evaluating how school managers in Moshi Municipal Council utilize internal resources to improve student learning through enhanced library services.

Effective school management plays a vital role in the planning, development, and sustainability of functional library services in secondary schools. School administrators and teachers are central to ensuring that students acquire quality education, and the library is a key component of that process. Bustari (2019), in an Indonesian qualitative study, identified three major managerial roles of school heads in library development: innovators, motivators, and culture creators. As innovators, principals allocate school budgets up to 10% in some cases for library improvement. As motivators, they offer technical support and monitor library staff performance. As culture creators, they work to embed shared values and foster school-community collaboration. However, the study noted that staff involvement in policymaking and consistencies in value implementation were limited.

Similarly, Agundu (2021) in the USA revealed that school principals and management committees are deeply involved in library governance, though the involvement levels were perceived similarly across different stakeholders, suggesting a uniform yet possibly superficial engagement. Olajide (2021) in Nigeria also highlighted managerial shortcomings particularly the absence of qualified staff and reliance on outdated instructional methods that hinder effective library support for science education.

In Tanzania, Mwinyimbegu (2019) found that while librarians understood the potential of Open Educational Resources (OER), there was a lack of institutional policy support, impeding optimal library functionality. The study emphasized the need for ICT integration and policy frameworks to support inclusive learning environments, yet focused more on higher education than secondary schools.

Beyond leadership, effective library services depend on the engagement and competencies of librarians and teachers. Ojiaku (2020) defines library services as structured activities provided to users through various departments aimed at supporting academic and personal development. Shamila (2020), in a Malaysian study, emphasized that skilled library media

teachers significantly enhance service delivery, while Colvin (2024) found that relationship-building and collaborative cultures between librarians and classroom teachers are essential for successful library integration into teaching practices.

Raurian and Rama (2022) posited that libraries are central to the teaching-learning relationship in higher education. Though their study targeted teacher education, the findings suggest that similar synergy can enhance secondary education outcomes. In the African context, Mahwasane (2017) advocated for community-based libraries to extend access to secondary students, thus increasing study time and engagement with learning materials.

Komba and Nkumbi (2020) emphasized the teacher's role in guiding students' library usage in Tanzanian secondary schools. Their findings showed that teacher involvement improves students' reading habits and academic outcomes. Mcharazo and Olden (2021) echoed this view but noted that in rural Tanzanian schools, teachers often serve as *de facto* librarians due to staffing constraints, a practice that is only beneficial when teachers have some training in library science. Msuya and Katunzi (2022) argued that schools that invest in teacher training for library support see better student engagement and academic performance.

Nonetheless, Malekani et al. (2019) and Mwajuma (2022) highlighted persistent issues such as outdated materials, underfunded infrastructure, and low library usage in Tanzanian secondary schools. These limitations compromise the effectiveness of library services and diminish their contribution to improving reading and academic performance.

Although extensive literature exists on the significance of libraries and the roles of school leaders and staff in supporting library services, there remains a notable gap in the context of Tanzanian secondary schools. Specifically, little is known about how school management in Tanzania, and particularly in Moshi Municipal Council, practically supports and enhances library services. Key gaps include limited focus on secondary school settings, insufficient attention to collaborative roles between staff, weak assessment of policy implementation at the school level, minimal exploration of digital integration (ICT and OER), and a lack of empirical studies linking school management practices to library usage and student academic performance.

In conclusion, while prior research emphasizes the importance of library services in education, there is a pressing need for context-specific studies that examine how school management and staff in Tanzanian secondary schools contribute to effective library provision and student learning. This study seeks to fill that gap.

3. Research Methodology

The study employed a qualitative research approach to gain an in-depth understanding of the roles played by school management in facilitating library services. A case study design was adopted, focusing on four public secondary schools in Moshi Municipal Council. The study targeted a population of 604 individuals, from which a sample of 66 respondents was drawn, including 4 administrators, 21 teachers, and 41 students. Purposive sampling was used to select administrators due to their direct involvement in management roles, while stratified simple random sampling was used for teachers and students to ensure equal representation across subgroups. Data were collected using both questionnaires (open and closed-ended) and structured interviews, allowing the researcher to gather both broad and detailed insights on the subject.

To ensure the credibility and accuracy of findings, measures were taken to enhance validity and reliability, such as piloting tools, expert review, and triangulating data sources. Trustworthiness was further ensured through member checking, detailed contextual descriptions, and consistency with existing literature. Thematic analysis was used to interpret qualitative data, identifying recurring patterns and themes related to library service provision. Ethical standards were strictly observed, including obtaining research permits, respecting participant confidentiality, and minimizing potential harm. Overall, the methodology was carefully structured to provide a comprehensive and ethically sound assessment of how school management and staff support contribute to effective library services in the study area.

4. Results and Discussion

4.1 Results

The study sought to assess whether libraries in the selected schools were functional. Using a combination of questionnaires and interviews, teachers and students responded with “Yes” or “No” to indicate the operational status of school libraries.

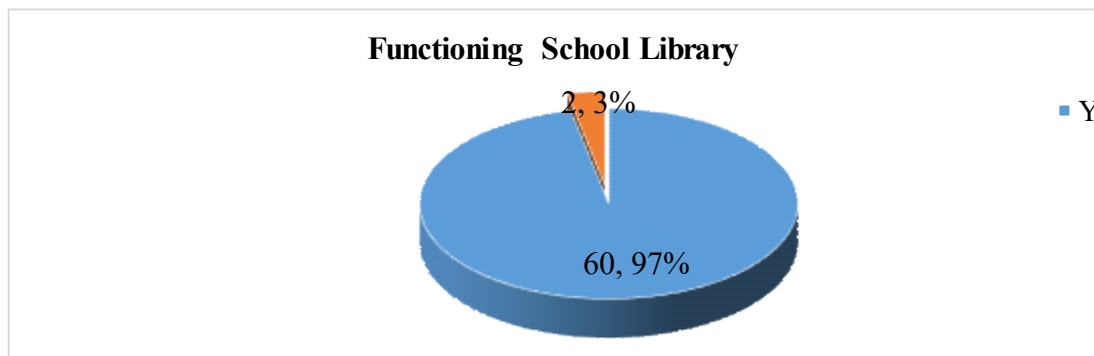


Figure 1 Functioning School Libraries

Source: Field data, March 2025

Functioning School Libraries

As shown in Figure 1, a vast majority, 60 out of 62 respondents (97%), affirmed that their school library was functional. Only 2 respondents (3%) indicated otherwise.

Such a high percentage reflects positively on the availability and utilization of library services, which are essential for supporting teaching and learning activities. The data indicate that school library was functioned. this was supported with one of the head of school interviewed revealed that; “...we ensure adequate funding for books, technology, furniture’s and other resources so as to make sure that all necessary library resources are available and supporting student learning” (Interview H.o.S, D, march 2025).

In contrast, only 2 respondents (3%) opted for “No”, indicating that the school library was not functioning in their context. Although this is a very small proportion, it still highlights that there may be isolated cases where library services are either lacking or not fully operational. These exceptions could be due to various challenges such as inadequate funding, poor infrastructure, lack of staffing, or limited resources within certain schools.

Therefore, data indicates that the vast majority of schools have functioning libraries, which is a positive indicator for the promotion of reading culture, academic support, and access to educational materials. However, the few cases where libraries are not functional should not be overlooked, as they point to areas where intervention or improvement may be necessary to ensure equitable access to library resources for all students and staff. More data on the provision of functional library services were obtained using structured question items as presented in Table 1

Table 1

Provision of Functional Library Services

| Item | SD | | D | | A | | SA | | MEAN |
|---|----|------|----|------|----|------|----|------|------|
| | F | % | F | % | F | % | F | % | |
| Library policy and guidelines in place | 3 | 4.8 | 6 | 9.7 | 44 | 71.0 | 9 | 14.5 | 2.95 |
| Resource Allocation | 13 | 21.0 | 1 | 1.6 | 32 | 51.6 | 16 | 25.8 | 2.82 |
| Promotion of library Staff and Training | 5 | 8.1 | 11 | 17.7 | 27 | 43.5 | 19 | 30.6 | 2.97 |
| Library services included in Curriculum | 4 | 6.4 | 13 | 21.0 | 30 | 48.4 | 15 | 24.2 | 2.90 |
| Teachers and students encouraged to use library | 2 | 3.2 | 5 | 8.1 | 20 | 32.3 | 35 | 56.5 | 3.42 |
| Library services monitoring and evaluation | 2 | 3.2 | 8 | 12.9 | 35 | 56.5 | 17 | 27.4 | 3.08 |
| Library partnerships are in place | 4 | 6.4 | 6 | 9.7 | 36 | 58.1 | 16 | 25.8 | 3.03 |
| Librarians and teachers' collaboration | 3 | 4.8 | 7 | 11.3 | 26 | 41.9 | 26 | 41.9 | 3.21 |
| Library usage among students | 4 | 6.5 | 1 | 1.6 | 34 | 54.8 | 23 | 37.1 | 3.23 |

Source: Filed data (March 2025)

Table 1 shows provisions of functional library services in secondary schools. The data indicates that the majority of respondents, with a mean of 3.42, agreed that school administrators encouraged teachers and students to utilize the library for research, reading, and other academic activities. This indicates that school administrators are perceived to be highly effective in promoting library usage among both teachers and students, reflecting a strong administrative effort to integrate library use into the daily academic life of the school. Closely following the item “To promote school initiatives for library usage among students”, which attained a mean of 3.23? This suggests that administrators are not only encouraging usage but are also actively initiating programs and strategies to make libraries more

accessible and engaging for learners. This aligns well with the growing emphasis on learner-centered education and independent learning.

Also, 3.21 of the mean, the majority of respondents agreed that there is collaboration between librarians and teachers to improve library services was of great concern, whereby this score implies that administrators are generally perceived as collaborative partners in library development. Their cooperation with teaching and library staff plays a vital role in enhancing the effectiveness and relevance of library services in schools. The item “To ensure monitoring and evaluation through assessing effectiveness of library services” recorded a mean of 3.08. This suggests that most respondents believe school administrators are involved in evaluating library performance; ensuring services meet the required standards.

Similarly, the item on “Encouraging teamwork by seeking partnerships with external organizations” achieved a mean of 3.03, indicating a moderately strong perception of administrative effort in expanding the scope of library support through networking and partnerships.

Furthermore, the item “To promote staffing and training through hiring qualified librarians and providing professional development” scored 2.97. While slightly below 3.0, this score still reflects a positive perception, although it may suggest that efforts in staff capacity-building are not as consistent across all schools. In addition, the researcher participants responded to a semi-structured question item on staff training and library use. In so doing, the researcher was interested in understanding how frequently school administrators organised staff training on library use and management. Table 2 shows participants' responses.

Table 2

The Extent on the Provision of staff Training on Library Use

| Time interval | Frequency | Percent |
|----------------------|------------------|----------------|
| Monthly | 27 | 43.5 |
| Quarterly | 5 | 8.1 |
| Annually | 20 | 32.3 |
| Never | 10 | 16.1 |
| Total | 62 | 100.0 |

Source: Filed data (March 2025)

Table 2 presents the level of staff training offered, with responses from 62 participants who completed the questionnaires. The majority, specifically 27 respondents (43.5%), indicated that training sessions are held on a monthly basis. This reflects a strong dedication by some schools to maintain ongoing professional development in library usage and research competencies. Additionally, 20 participants (32.3%) reported that training is conducted annually. Although annual training holds some merit, it may fall short in sustaining regular student engagement with library resources, particularly as new materials are added or student needs evolve. Meanwhile, 5 respondents (8.1%) noted that training occurs quarterly an approach that provides periodic updates but may not offer the immediacy and responsiveness of monthly training.

Importantly, 10 respondents (16.1%) indicated that no training is provided at all. This raises a concern, as it highlights a significant gap in user education. In schools where students lack familiarity with how libraries are organized, how to use referencing tools, or how to access research databases, the absence of training can significantly reduce the library's potential to support academic learning.

Also, one of head of school interviewed said; *“we train librarians to make sure that all books and materials are registered in the ledger book and to make easy check. And give education in order to be aware about importance of library services”*. (Interview with the H.o.S, B, March 2025).

The study findings indicate that school administrators play a key role in providing training to both students and staff on library usage and management. This initiative has contributed to the progressive development of library services in secondary schools, thereby facilitating improved access to teaching and learning materials.

In addition, a mean score of 2.95 was reported for the statement “Fostering development and implementation of library services through enforceable policies,” suggesting a moderate level of agreement with the administrators' role in enforcing policies that support library services.

The item “Enhancing integration of library services into the curriculum” received a mean of 2.90. While this reflects a generally positive view, it also indicates that full integration has not been achieved in all schools. This may point to challenges in aligning library resources with the curriculum or limited collaboration between library staff and teaching departments.

The lowest mean score, 2.82, was associated with “Resource allocation.” This suggests that many respondents perceive a lack of sufficient administrative support in terms of funding,

infrastructure, or library materials. As resource allocation is critical to the effectiveness of all other library-related activities, this area appears to require urgent attention.

Additionally, the research participants responded to a semi-structured questions item on availability of library resources. The respondents were required to choose excellent, good and fair to shows their level of agreement on the rates of library resource availability. Table 3 shows their responses

Table 3:

The Extent of the Availability of Library Resources

| Item | Frequency | Percent |
|--------------|------------------|----------------|
| Excellent | 18 | 29.0 |
| Good | 40 | 64.5 |
| Fair | 4 | 6.5 |
| Total | 62 | 100.0 |

Source: Filed data (March 2025)

Table 3 presents the perceived availability of library resources according to the respondents. Their views are grouped into three categories: Excellent, Good, and Fair, based on feedback from 62 teachers and students. The largest group, 40 respondents (64.5%), rated the availability of library resources as “Good,” indicating that most school libraries possess a satisfactory amount of materials that reasonably meet the needs of both students and teachers. This reflects an overall positive perception, while also suggesting potential for further improvement to achieve higher quality standards.

Additionally, a significant portion 18 respondents (29.0%) considered the availability of resources to be “Excellent.” This suggests that nearly one-third of the schools surveyed have well-equipped libraries with a broad range of relevant and up-to-date materials, which likely enhance the teaching and learning experience substantially.

Conversely, a small minority of 4 respondents (6.5%) rated resource availability as “Fair,” highlighting that a few schools face challenges with limited or inadequate library materials. Although this represents a small percentage, it underscores disparities in resource distribution, which may hinder some schools from fully supporting students’ academic requirements. Overall, the data reveal that a strong majority (93.5%) of schools have either good or excellent access to library resources, providing a solid base for academic support. Nonetheless, the existence of a few schools with only fair resource availability points to the

need for focused efforts to ensure all students receive equitable access to quality library materials.

Also, during interview, one of head so school interviewed said that

One of the key roles of school administrators is to ensure adequate funding for books, technology, furniture’s and other resources. Also, the head of school should ensure that electricity is available in classrooms so as to enable students to learn even at night. (Interview with the H.o.S, A, March 2025)

Another head of school interviewed revealed “*I ensure provision of teaching and learning resources*” (Interview H.o.S, C, March 2025).

Respondents were also asked to identify additional roles that school administrators play in ensuring the effective management of library resources. The study’s findings showed that school administrators actively oversee various school activities, including guaranteeing the availability of library materials. They also promote cooperation between teachers and students, provide guidance and counseling on library usage, encourage skill development, ensure proper use of the library by students, and monitor the responsible return of borrowed library items.

Overall, the data suggest that school administrators are generally seen as supportive of library services, particularly in encouraging usage, fostering collaboration, and conducting evaluations. However, lower ratings in areas such as resource allocation, policy enforcement, and staff training highlight important aspects where school leadership could improve. Enhancing support in these areas would contribute to more balanced and sustainable growth of library services in schools.

The researcher aimed to understand the supportive activities provided by librarians/teachers to students in using library services. 62 respondents included teachers and students attempted questionnaires by opting for strongly disagree, disagree, strongly agree, agree while 4 heads of schools were interviewed to show their level of agreement or disagreement on the roles that school teachers played in providing library. Table 4.6, shows their responses.

Table 4.

Library/Teachers Activities to Students

| Item | SD | | D | | A | | SA | | MEAN |
|------|----|---|---|---|---|---|----|---|------|
| | F | % | F | % | F | % | F | % | |

| | | | | | | | | | |
|--|---|-----|----|------|----|------|----|------|------|
| Guiding students to locate materials | - | - | 4 | 6.5 | 39 | 62.9 | 19 | 30.6 | 3.19 |
| Ensure teacher-library staff collaboration | 2 | 3.2 | 8 | 12.9 | 28 | 45.2 | 24 | 38.7 | 3.24 |
| Keep students updated on materials available | 1 | 1.6 | 7 | 11.3 | 30 | 48.4 | 24 | 38.7 | 3.35 |
| Guiding students on using resources | 2 | 3.2 | 4 | 6.5 | 26 | 41.9 | 30 | 48.4 | 3.21 |
| Support students when in the library | 3 | 4.8 | 9 | 14.5 | 22 | 35.5 | 28 | 45.2 | 3.00 |
| Promote inclusive library use | 4 | 6.5 | 10 | 16.1 | 30 | 48.4 | 18 | 29.0 | 2.95 |
| Introduce students to new library technology | 5 | 8.1 | 15 | 24.2 | 20 | 32.3 | 22 | 35.5 | 2.98 |
| Advocate for increased funding | 5 | 8.1 | 9 | 14.5 | 30 | 48.4 | 18 | 29.0 | 3.24 |

Source: Filed data (March 2025)

Table 4 reveals a generally strong consensus regarding the positive contributions librarians and library teachers make in supporting library services in secondary schools. The highest mean score of 3.35 was recorded for the role “Providing guidance to students on effectively using both digital and physical library resources,” indicating that most respondents view teachers as active facilitators helping students navigate print and electronic materials. Additionally, a mean score of 3.24 was reported for promoting regular instruction on how to locate, evaluate, and utilize library information effectively, as well as encouraging students to read for pleasure through the active promotion of updated and recommended books. These high scores highlight teachers’ dedication not only to fostering academic research skills but also to cultivating a culture of reading.

Another important area of teacher involvement is collaboration with librarians to ensure that library resources align with the curriculum, which earned a mean score of 3.19. This suggests that many teachers appreciate the value of integrating library materials into their teaching and lesson planning. Moderate agreement was found for the roles of monitoring and supporting students during library sessions (mean = 3.00) and helping to create a welcoming and inclusive library environment (mean = 2.95). These results imply that while such roles are acknowledged, they may not be consistently emphasized, indicating a need for greater administrative support or clearer guidelines to enhance teacher engagement in these areas.

Roles with slightly lower mean scores, such as introducing students to new library technologies (2.98) and advocating for increased funding or improvements to library facilities and resources (3.00), appear to be emerging responsibilities that are not yet fully integrated into teachers' duties.

Also, one head of school interviewed stated that *“teachers can encourage student to read recommending book. Ensuring that the library collection supported the learning objectives”* (Interview H.o.S, B, march 2025).

Another head of school supported that *“teachers can encourage student to read recommending book. Ensuring that the library collection supported the learning objectives”* (Interview H.o.S, B, march 2025).

On the other hand, respondents were asked to identify additional roles that teachers play in supporting library services in secondary schools. The study's findings showed that teachers assist students during library periods by providing guidance on how to effectively use library resources and ensuring the availability of sufficient past examination papers to aid students in their revision. Teachers also supervise students in borrowing books from the library and encourage them to bring these materials to class to facilitate and enhance the learning process. Overall, the data suggest that teachers and librarians play a strong and active role in guiding students to access and use library resources, collaborating effectively with library staff, and keeping students informed about available materials. However, areas such as promoting inclusivity, introducing new technologies, and advocating for increased funding show somewhat lower levels of agreement, indicating these roles are less consistently performed and may benefit from additional support and capacity building.

The highest mean score (3.35) for keeping students updated on materials reflects a well-established practice, whereas the relatively lower scores around inclusivity and technology highlight opportunities for growth. To enhance the effectiveness of library services, school administrations might focus on professional development and clearer policy directives in these weaker areas.

Discussion

The study's findings reveal that most secondary schools within Moshi Municipal Council maintain operational libraries that actively support teaching and learning processes. Among 66 respondents, 97% confirmed the functionality of their school libraries, marking a significant achievement in providing essential academic resources. Both questionnaire and interview data indicate that school administrators are committed to investing in library

infrastructure, including books, technology, and related facilities. This is consistent with Agundu's (2021) findings in the USA, which highlight the vital roles played by school principals and management committees in library administration. Interview responses from heads of schools further underline this commitment, with administrators prioritizing funding and resource availability.

These results resonate with Barney Jay's Resource-Based Theory (1991), which posits that managing internal resources strategically yields sustainable advantages. In this context, well-maintained school libraries represent valuable assets that contribute to academic success.

Moreover, the data suggest that school administrators foster an environment that encourages active library use. A high mean score of 3.42 shows strong agreement that administrators promote academic engagement with library services. This reflects proactive leadership and strategic resource management central to the Resource-Based Theory. Encouragement of reading and research cultivates a learner-centered atmosphere, aligning with Bustari's (2019) study in Indonesia, which underscores the impact of leadership on library quality and academic improvement. Thus, effective school leadership is crucial for advancing library service utilization.

Collaboration between librarians and teachers also emerged as a key factor, with a mean score of 3.21 indicating administrative support for joint efforts to enhance library services. This finding supports Fred Fiedler's Contingency Theory (1960), which emphasizes the importance of leadership adapting to contextual factors. The cooperative dynamic observed among school stakeholders suggests flexibility and responsiveness by school leaders, similar to Agundu's (2021) findings in the USA. This dynamic enables better optimization of library resources and services in the Tanzanian educational setting.

Staff and student training on library use is another critical administrative function. The study found that 43.5% of respondents reported monthly training sessions, demonstrating ongoing efforts to build user capacity. However, 16.1% stated that no training was offered, pointing to gaps that could limit library effectiveness. This aligns with Olajide's (2021) study in Nigeria, which highlights training as essential for supporting inquiry-based learning, particularly in science education. From a theoretical perspective, Contingency Theory advocates for management strategies tailored to local needs, suggesting that schools failing to provide adequate training may be constrained by structural or resource limitations requiring context-specific solutions.

Additionally, administrative practices in enforcing policies (mean = 2.95), integrating libraries into the curriculum (mean = 2.90), and allocating resources (mean = 2.82) received moderate ratings. These results reveal inconsistencies in fully embedding libraries within school systems. Resource-Based Theory (1991) stresses that effective library services depend on strong institutional support and sufficient resources. Supporting this, Mwinyimbegu's (2019) study in Tanzania highlights how underfunded libraries struggle to meet educational demands, underscoring the need for strategic planning and resource prioritization.

Regarding resource availability, 64.5% of respondents rated it as "Good" and 29.0% as "Excellent," reflecting general satisfaction with library materials. Nonetheless, 6.5% rated resources as "Fair," indicating disparities among schools. Contingency Theory (1960) explains that management effectiveness depends on environmental factors; schools in less advantaged areas may face challenges that restrict equitable access. Interviews with school heads reinforced the importance of administrative efforts to secure funding, maintain infrastructure, and promote library usage. These leadership actions exemplify the practical application of both Resource-Based and Contingency theories, demonstrating strategic resource mobilization and adaptive management in response to local conditions.

In summary, the study reveals that management provision of functional library services in Moshi's secondary schools is generally strong, characterized by investments in infrastructure, training, and collaboration. However, challenges remain in resource allocation, curriculum integration, and consistent service delivery. Understanding school libraries as strategic assets, as per Resource-Based Theory, and recognizing the need for context-sensitive leadership, as outlined in Contingency Theory, offers a valuable framework for future improvements. The findings, supported by international literature, emphasize that sustained innovation and adaptive management are essential for ensuring equitable, high-quality library services that enhance student learning.

The study also highlights significant involvement by teachers and librarians in facilitating students' effective use of library services. The highest-rated role, with a mean score of 3.35, was guiding students on how to navigate both digital and physical library resources. This active facilitation aligns with Ojiaku's (2020) definition of library services as structured supports that enhance user engagement. The data underscore teachers as more than instructors; they are facilitators bridging curriculum demands and available academic materials. This perspective echoes Barney Jay's Resource-Based Theory (1991), which sees internal human resources and managed facilities as strategic assets for academic success.

Teachers also received high marks (mean = 3.24) for regularly instructing students on locating, evaluating, and using information, as well as promoting reading for pleasure. Shamila's (2020) study in Malaysia similarly emphasizes the role of media and library teachers in literacy development through strategic teaching and book recommendations. These practices highlight how well-managed libraries, combined with skilled teacher involvement, serve as powerful educational resources.

Collaboration between teachers and librarians in aligning library content with academic goals was also notable, with a mean score of 3.19. Though less prominent than direct student support, this role is vital in ensuring libraries meet curriculum needs. Literature by Raurian and Rama (2022) supports the idea that teacher-librarian collaboration is essential for effective library services, which aligns with Fiedler's (1960) Contingency Theory. Collaboration thrives where institutional support exists, indicating that context influences the degree of teacher-librarian cooperation.

Lower mean scores were observed for monitoring students during library periods (3.00) and fostering an inclusive library environment (2.95), indicating uneven engagement with these responsibilities. Such variability may be due to differing school priorities or administrative support, a pattern also noted by Mahwasane (2017) in South Africa. Contingency Theory suggests that successful implementation of these roles depends on how well school leadership adapts to specific challenges and fosters supportive structures.

Emerging roles like introducing new technologies (mean = 2.98) and advocating for increased library funding (mean = 3.00) point to areas needing further development. Mcharazo and Olden (2021) observed that in many Tanzanian rural secondary schools, teachers often assume informal librarian roles due to staffing shortages but lack formal training. This highlights the critical need for professional development, as emphasized by Msuya and Katunzi (2022), to equip teachers with skills to expand their support roles effectively.

Additional roles identified include supervising students during library sessions, ensuring the availability of past examination papers, and integrating library materials into classroom instruction. Komba and Nkumbi (2020) emphasize that such engagement positively influences academic performance by fostering self-directed learning and closing instructional gaps. However, inconsistent practice across schools suggests a need for clear administrative guidelines to standardize teacher involvement in library services.

5. Conclusion and Recommendation

This study concludes that the vast majority of secondary schools maintain functional libraries that substantially support teaching and learning. It is evident that school management prioritizes accessible and well-resourced library services, actively promoting collaboration between teachers and librarians and encouraging the utilization of library resources to enhance student learning. Despite these successes, challenges remain, including inconsistent resource allocation, limited integration of library services into the curriculum, and irregular staff training. Gaps in inclusivity, the adoption of new technologies, and advocacy for increased funding further limit the full potential of library services. These findings highlight the need for strategic and context-sensitive management to ensure equitable, high-quality library support that maximizes student academic outcomes.

The study recommends that educational authorities and school management prioritize adequate funding for library resources, infrastructure, and technology to ensure equitable and sustainable services. It calls for regular training for librarians, teachers, and students on library use and emerging technologies. Schools should develop clear policies to integrate library services into the curriculum and establish formal collaboration between teachers and librarians. Inclusive policies and supervision are needed to support all students, while investment in digital technologies and capacity building will modernize services. Additionally, school leaders should seek external partnerships and advocate for more funding. Finally, clear administrative guidelines are essential to define roles and ensure effective library management.

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