

ASSESSMENT OF COLLEGE OF BUSINESS EDUCATION STUDENTS' ACCESS AND USE OF LIBRARY RESOURCES IN PROMOTING BUSINESS EDUCATION AND DEVELOPMENT IN TANZANIA

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ABSTRACT

This paper assesses students' access and use of library resources in promoting business education and development in Tanzania. Specific objectives were to identify the types of information resources used by students at the College of Business Education (CBE) so as to determine the extent to which students are satisfied with the available library resources; another object was to identify the challenges which CBE students face in accessing and using library resources. The study was carried out at CBE main campus library in Dar es Salaam. Simple random sampling was used to select 25(twenty five) respondents from each of the six selected department making a total of 150 respondents. The study employed case study design and used a combination of methods in collecting both quantitative and qualitative data. Data were collected by using interviews and personal observations. Questionnaires and Interview Guides were the tools used for data collection. Quantitative data were processed and analysed using SPSS, while content analysis was adopted for data qualitatively. The findings reveal that books, past papers, journals and electronic resources are the major resources used at the main library. Also, the findings revealed the challenges facing library users which include restriction of reading hours, inadequacy of reading space, problems of internet connectivity, insufficient number of computers as opposed to the number of students, insufficient number of qualified library staff to assist users in searching for both print and electronic information. The study concludes that, for the effective use of library resources, there is need for the library to be expanded (to improve reading environment), and ensures a stable internet connectivity. There is also need to increase the number of qualified library staff. The study demonstrates the need for academic institutions to have libraries and resources that are proportionate to students, population. However, the study recommends to the CBE management to increase the library budget that will be adequate for acquiring relevant educational materials. The significance of allocation of funds to libraries and other educational resource centres is critical for the provision of adequate and quality services to students and other library users.

Key words: Access and Use, Library Resources, Business Education, Education and Development, Tanzania.

INTRODUCTION

According to Adikata and Anwar (2006) libraries are defined as organized collection of published and unpublished books and audio-visual materials with the aid of staff that is able to provide and interpret such materials as required, to meet the informative research, educational and recreational needs of its users. Libraries are regarded as agencies through which sources of information are accumulated and knowledge is selected, acquired, organized, preserved and disseminated to those who need it.

Bhatt (2013) identifies different types of libraries, based on their functions as follows national libraries, public libraries, special libraries, and college or academic libraries. Edoka (2000) looks at an academic or college library as the one that is established by the parental institutions for the purpose of backing up the curriculum development and enhances access and use of information to users.

Therefore, a college library is referred to as the entire collection of learning and teaching materials which are placed somewhere in a systematic technique for the easy retrieval. According to Waite (1989), different ways are suggested for acquiring library materials, and these include purchases, exchange, and donation. Waite (1989) adds that, once the library resources are acquired they have to be classified and catalogued for the purpose of assembling the available knowledge to be known and easily accessible, stored, and disseminated to meet end users' information needs(Gupta, 2003).

Schiller and Schiller (1998) associate effective access and use of information resources in academic environments with better student learning outcomes in a given institution. Adikata and Anwar (2006) reveal that, libraries in academic institutions provide additional reading opportunities that supplement what an individual has failed to cover during lectures and seminars in a classroom. However, Clabo (2002) provides a contrastive view that academic libraries contribute very little to an individuals' academic performance, this is because a library provides insufficient or irrelevant informational material to its users. As Ajiboye and Tella (2007) argue, a failure to provide sufficient library resources reduces students' reading morale; arguing further that modern libraries have to maintain collections that include manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media.

Background of the Study

The origin of the CBE is closely linked to the history of the nation itself. It was soon after Independence on 9th December 1961, that the newly independent state found itself in need of trained personnel to man commercial and Industrial activities in Tanzania. At that time, there were few citizens who had commercial education and expertise (Sumra, 2003). The need to train citizens in commercial education contributed to the birth of a business training institution in the country. In order to enforce the tide of business studies in Tanzania, the Parliament of Tanzania in 1965 established the Business College Act, No. 31 of (1965). The said Act gave the College its legal status as an autonomous institution and a hub of promoting development of Business education in the country.

Hence, the College came up with a mission of training highly competent and practice oriented professionals in Business Administration, Accountancy, Marketing, Procurement and Supply Management, Information and Communication Technology (ICT), Entrepreneurship, Legal and Industrial Metrology and other related fields from lower to higher levels. Also, the College undertakes relevant Basic and Applied Business Research, providing consultancy and business advisory services as a way of promoting Business development in Tanzania. The library currently serves over 7000 students enrolled at the College and 200 staff (CBE, 2012/13), but its seating capacity is 150 students at a time. The library has the capacity of 22330 volumes, 4868 titles of books, and some of the professional journal titles. The library has five major parts namely, the general collection with its major components being textbooks and few journals, special reserve for tutors /lecturers, Legal and industrial Metrology and reference collection. The library operates from Monday to Friday from 8.30am to 9.00 pm. According to Edoka (2000), the college library's role is to generate knowledge to users in the parent institutions.

In tandem with this Arua and Chinaka (2011) stated that the library resources are seen as informational inputs that are utilized within the college libraries in order to make knowledge available for both students and instructors for the purpose of enabling them to achieve their academic goals. Therefore, CBE main library has to facilitate the fully consumption of informational material that promotes the business knowledge in the country. According to Aina (1998), all academic libraries have to furnish its services in the right way in promoting and motivating students learning, education and business development.

Statement of the Problem

Despite long term existence of the CBE library, the extent to which students access and use educational resources is not clearly known. This signifies lack of detailed and scientific explanation in this regard. Failure of students to access and use library informational resources makes students in academic institutions to obtain little information that can substitute what has not being covered during lectures (Adikata & Anwar, 2006). In the normal circumstances, it is impossible for students in academic environment to learn and meet informational demands by attending lectures in classrooms only; rather they have to access and use library informational resources as well. Generally, students manage to access and use the relevant and well organized collections. According to Adeyemi (2009), in higher learning institutions students demand and expect to access and use library resources. And as Aina, (1998) observes, the extent and frequent of an individual student accessing and using relevant library resources parallels the extent to which an individual is being informed.

Also according to Fokomogbon *et al* (2013), lack of standards in the provision of library services is reported as a major cause of students' failure of accessing and using relevant informational resources; reducing reading morale; and limiting students' innovations. However, very little is known about students' access and use of college library resources in business studies in Tanzania, particularly the College of Business Education-Dar es Salaam. This is the gap which is intended to be covered by this study.

Objective of the Study

The major objectives of the study were;

- i) To assess the extent to which CBE students are satisfied with the library resources.
- ii) To identify challenges which CBE students face in accessing and using library informational resources.
- iii) To examine how students access and use library resources
- iv) To identify the types of informational resources which are accessed and used at CBE.

LITERATURE REVIEW

Business Education and Library

‘Business Education’ and ‘library’ are two inseparable-indivisible concepts, which are both fundamental and co-existent with each other. One concept cannot be separated from the other, and that it is impossible for one to exist without the other (Schiller, 1988).

In business schools, libraries have a role of promoting business educational materials which is an integral source for a person to develop business attitudes, abilities and a positive entrepreneurial behaviour (Ming and Chich, 2006). Therefore, library resources enable an individual to obtain spiritual, inspirational, and recreational engagement through reading and learning. Also, a library creates an opportunity of interacting with the society’s wealth and accumulated knowledge (ibid). A library can be seen as an extension of business education (Gupta, 2003).

According to (Uroso, 2007), the role of the library resources in business education is to:

Facilitate the planning and implementation of learning programs that will equip students with the skills necessary to succeed in a constantly changing social and economic environment. Through resource-based programs, students acquire skills to collect, critically analyse and organize information, solve problems and communicate their understandings.

Provide and promote quality fiction to develop and sustain students reading habit and enjoyment of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.

Cater for differences in learning and teaching styles through the provision of and equality of access to, a wide range of materials, fiction and non-fiction, print, audio, video and digital.

Provide educators with access to relevant curriculum information and professional development materials within and outside the education system; and opportunities to cooperatively plan implement and evaluate learning programs which integrate information resources and technologies (Uroso, 2007, p6-7).

Students Satisfaction towards the College Library Resources

Library user satisfaction refers to users' growth of their informational resources anticipation, facilities and expected services to be provided in the library and how users judge the library services (Iwhiwhu and Okorodudu, 2012). The ultimate objective of academic libraries is to meet the information and research needs of users through the provision of services and resources. To meet the user's information needs requires the provision of the actual information resources and services that satisfy them. It is proven by Adeyemi (2009) that users' satisfaction happens when libraries provide relevant and timely information services and resources to meet users' information needs.

Challenges which students face in accessing and using library informational resources. Several scholars have addressed glitches which face students during accessing and using college libraries resources. For example, a study by Adeyemi (2009) in Nigeria found that poor quality of library resources, scarce current reading and research materials are the challenges facing students in accessing and using libraries resources. In the same vein, Arua (2011) observes that, poor library space; lack of library orientation and restricted library opening hours are among the glitches militating poor use of libraries resources. In the context of South Africa, Awana (2007), reveals that, the irreplaceable problems facing school libraries are lack of the national policies, inadequate information resources in schools, theft of computers which resulting from absence of security, as well as lack of awareness among users of library roles in teaching and learning. Furthermore, Clabo (2002) revealed that reading rooms' limitations, insufficient numbers of reference materials, lack of computers and internet connectivity are the challenges that delay students' access and use of library resources.

There is evidence in literature of the existence of the relationship between college students' access and use of library resources. Certainly, students studying business education are not an exception regarding the role of library resources in business education. which is the focus of this study. Also, the study intends to assess the extent to which students are satisfied with the library resources and to identify challenges which students face in accessing and using library informational resources. Though there are some studies addressing the roles of library resources in academic organizations in many countries, yet the extent to which students at the College of Business Education are satisfied with the library resources is not well known. This is the gap which this study intends to fill.

RESEARCH METHODOLOGY

A cross- sectional research design was employed in the study. This design allowed a researcher to collect data at once in a single unit. The nature of this study dictates the adoption of such kind of research design. Of which, only the CBE main library was studied. The CBE main library was chosen since it serves more students and the surrounding community, hence it is likely to represent libraries of other academic institutions elsewhere. The population of the study comprised students pursuing degree and non-degree courses. The respondents' categories were chosen because they are among the prominent users who access and use library resources when dealing with academic tasks.

Simple Random sampling techniques were employed to select 150 students who were involved in the study. .Simple random was done during the examination preparation week for the end of semester exams. According to Kothari (2010), purposive sampling lies on the choice of a researcher; therefore, the researcher purposively nominated CBE main library to be a case study, because the study area is familiar to the researcher. Furthermore, the study area is convenient for obtaining responses from the respondents. The sampling process required the development of a sample frame, where the registered students' list was retrieved from the library database known as COHA. Thus, 25 students were randomly selected from the respective six (6) departments involved. Both closed and open ended questions were used in collecting data from 90 students. While, face to face and instant messaging interview was used to collect data from fifty (50) students who were not capable to fill the questionnaires. Observation method was used to supplement information obtained from the questionnaire and interviews. Therefore, this study adopted a liberal strategy of data presentation and analysis whereby both qualitative and quantitative methods were used on a complementary basis (Punch, 2000).

FINDINGS, INTERPRETATION AND DISCUSSION

Background Characteristics of Respondents

A total of 140 respondents distributed as 42.1% males and 67.9% females from the student population participated in the study. Age categories ranged from 18 to 28 years (63.6%), 29 to 39 years (30%) and 40-50 years (6.4%).

The findings revealed that majority (67.9%) of students involved in the study were females; the implication is that, more female than male students use library resources. Also, the findings revealed that majority of those who were using library resources were young students who pursued non degree programs. The implication here is that, the non-degree students are the active age groups who used library resources.

Access and Use of College Library resources by Students

Table I: Access and Use of College Library resources by Students (N=140)

Responses	Respondents	Percentage
Frequently	80	57.1
Occasionally	40	28.5
Never	20	14.3

Source: Field Data, 2015

Findings in Table 1 indicate that majority of students usually visit the library to access and use business informational resource materials during the time of promoting their business education tasks. The implication of the result is that students at the CBE visit the library with the intention of accessing and using information resources to supplement the information which is not well covered during classroom lectures.

Frequency at which Students at CBE Access and Use Library Informational Resources to meet their information Needs

Table 2: Frequency of Access and Use Library Resources (n=140)

Responses	Respondents	Percentage
Frequently	80	57.1
Occasionally	40	28.5
Never	20	14.3

Source: Field Data, 2015

Table 2 shows the frequency in which students at the College of Business Education use and access library informational resources to meet business education information needs. The finding reveals that majority of CBE students frequently access and use library informational resources during the process of business education information needs. This is notwithstanding the fact that other students visit the library occasionally. Also, there are some students at the college who do not access library resources at all during their life time in the College.

Types of Library Informational Resources Accessed and Used to Facilitate Students Business Education Information Needs

Table 3: Types of library informational resources accessed and used by students

Responses	Respondents	Percentage
past papers, research reports, and field reports	80	57.1
search engines e.g. Google	40	28.5
Printed Sources (books, journal etc.)	20	14.3

Source: Field Data, 2015

Table 3, shows the type of library informational resources which are accessed and used by students at CBE to facilitate their business education information needs. The findings are as follows, 57% of the students at CBE who visit the library usually access and use past papers, research reports and field reports. While 28.5% access and use electronic resources through search engines to access different academic database for example, e-journals; and 14.3% of students access and use print materials (books, journal etc.). Thus, majority of students use the library to access past papers, research reports,

and field reports, these documents are accessed and retrieved easily by students because they are stored in a place which has no library restrictions. The implication is that, too much retrieval restrictions and library rules not only limit students from accessing and using other relevant resources which are kept in the library, but also restrictions will deny students from acquiring skills on how they can approach library resources.

Extent to which CBE Student were Satisfied with the Library Resources in the Process of Promoting Business Education

The extent to which CBE Students were satisfied with the library resources is shown in Table 5. Responses were measured on a Very Satisfied to Not Satisfied at all scale.

Table 5: Rates of student's satisfaction towards the college library resources in the process Of Business Education

Responses	Respondents	Percentage
Very Satisfied	20	14.3
Satisfied	40	28.5
Not Satisfied at all	80	57.1

Source: Field Data, 2015

The findings reveal that, majority of CBE students were not satisfied with the library environment when they visit to access and use library informational resources. This could probably be attributed to the fact these students lack skills on how to access library resources and poor shelving or library environment, which is not conducive for students. Students at the College need to be guided and oriented frequently on the use of library resources.

Challenges Hindering Access and Use of College Library Resources to facilitate their Business Education Information Needs

The challenges facing college students in accessing and using college library resources at the College of Business Education during the process of promoting business education are shown in Table 5

Table 5: Challenges hindering the access and use of college library resources

Responses	Respondents	Percentage
Restricted reading hours	50	35.7
Lack of reading space	40	28.5
Insufficient number of computer	10	7.1
Problem of internet connectivity	20	14.3
Insufficient number of qualified library professional	20	14.3

Source: Field Data, 2015

About 35.7% of students claimed that, restrictions regarding reading hours limit access and use of library informational resources. The findings indicate the need for the library staff to extend open hours where students may have enough time to read and learn. About 28.5% of students reported that lack of reading space limits access and use of library resources. This brings up the need for the library expansion. Experience shows that currently, the library serves only 150 students at the same seating while the college has over 7000 students.

Furthermore, 14.3% of students claimed that, the problem of internet connectivity was a challenge for them to access and use library electronic resources. Therefore, the library needed to ensure effective connectivity. On this ground, there could be a need to employ ICT personnel responsible for library computers and other technical aspects. Fourteen point three percent of students reported there being insufficient numbers of qualified library professional to promote full access and utilization of library informational resources. About 7% cited insufficient number of computers in the library as a limiting factor. At CBE, computers are not sufficiently available. Majority of computers in the library and computer laboratories are outdated models. Overall, there are far too few computers used for Internet access in the college. Similarly, the number of skilled computer personnel in the College is relatively small when compared to the need of the college. Also, inadequacy of personnel is another challenge facing the application of e-resources in the educational institutions in developing countries. Also, not all institutions have direct access to these basic facilities and where they are available they are of poor quality.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Libraries are essential elements in the process of promoting business education and development in Tanzania. The CBE library resources promote business education in the country and at the same time enabling the society to become better educated, more literate and conscious of the potentials of business sector. Also the library enables lecturers and professors to continue to publish as well as to prepare teaching manuals, for learning and teaching purposes. Generally, libraries in academic institutions worldwide make a huge contribution to leisure in the educational system. They help students to develop and exploit their own imaginative and intellectual capabilities. In this way, library resources in all academic institutions worldwide encourage self-learning and make more efficient and easier for students, teachers, schools and college administrators to demand information from college libraries in and outside Tanzania. Tanzania, like other developing nations, needs information as a vital ingredient for nation building.

The study addressed four objectives namely:

- i) To assess the extent to which CBE students are satisfied with the library resources.
- ii) To identify challenges which CBE students face in accessing and using library informational resources.
- iii) To examine how students access and use library resources
- iv) To identify the types of informational resources which are accessed and used at CBE

The study revealed that majority of students at CBE visit the library to access and use library resources to develop their business education knowledge. Also, the findings revealed that majority of CBE students frequently accessed and used library informational resources. The findings revealed further that majority of CBE students frequently accessed and used past papers, research reports, and field reports, this was because non-degree programs prefer to use these kinds of resources.

Students highlighted some challenges that hindered access and use of library resources which include restrictions of reading hours, lack of reading space within the library, problems of internet connectivity, insufficient number of qualified library staff and insufficient number of computers in the library.

Recommendations

Based on the findings, the following recommendations are made: The management of the College of Business Education needs to look for spacious buildings within the College vicinity to be used as library since the present library cannot accommodate the increasing number of students. There has been an increase of students enrolment at the College due to the introduction of new programs. This, therefore, calls for an increase in budgetary resources for library expansion. Therefore, this and other libraries need to have operational strategies of meeting the pressure of providing services to a wide range of clientele who vary in age, education background and interests.

Academic libraries in developing countries have limited ability to tap new technological information resources and are financially constrained in upgrading their present manual methods to automated or digital systems. Therefore, academic, particularly in Tanzania need to make efforts to acquire more and current books, periodicals and reference materials. Not only that but also the efforts of promoting electronic resources is needed to create awareness among students so that they (students) may change their mindset from the use of paper based information to electronic information. The College library management is supposed to conduct training programs on library use periodically. This will help enable library service providers to get feedback if users meet their information needs.

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