EMBRACING DIGITAL REVOLUTION AND THE GLOBAL DYNAMICS OF LIBRARIES AND INFORMATION SERVICES: EXPERIENCES FROM TANZANIA

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Edited by:
Sam Kasulwa, Paul Manda and Alli Mcharazo

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Proceedings of the Tanzania Library and Information Association Annual Conference
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Embracing digital revolution and the global dynamics of libraries and information services: Experiences from Tanzania

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PREFACE

As digital revolution assumes a center stage in global socio-economic transformation, governments and corporate organisations are continuing to tirelessly grapple with new strategies that will push forward their development agenda and at the same time conform with the dynamics of digitization.

History has revealed that, new technology is not only re-defining the roles and functions of these organisations, but is also challenging their *modus operandi* and service provision mechanisms which are constantly being put to test by new technologies.

Authors of these papers seem to agree that further to alliterating the processes of harnessing, dissemination and sharing of information, technology has also stepped-up efficiency and accountability in public service provision and reduced incidences of red-tape bureaucracy both in the government and corporate sectors where service is ow being provided in a more transparent and open order.

It is important therefore to note that, in order for this scenario to be well sustained, it becomes necessary that information providers and users of information should be well acquainted with the technology in use. This require of them to learn new skills that will enable them to use the technology more efficiently.

It is against this backdrop that librarians who are going to be the focal point for the disbursement of this information during this era should acquire specialized skills that will transform them from being custodians of knowledge to being cyber librarians who can reach out his users wherever they are positioned in the globe, instead of waiting for them to come to the library to look for information or data.

A librarian of this generation should possess necessary skills in use and managing information technology to provide both print and electronic information and data in digital formats to users sitting rooms. Without undergoing this metamorphic change digital revolution will remain a white elephant.

This meeting is a step forward toward equipping practicing librarians in Tanzania with such skills.

ACKNOWLEGEMENT

Experience has shown that the current technological revolution has impacted tremendously on roles and functions of both Libraries and Librarians alike. The library functions have been transformed from being custodians of information and knowledge to being focal points from which data and knowledge are being harnessed packaged and disbursed to users across the world.

The roles of librarians on the other hand have been changed from that of inward bound where they were confined within libraries and wait for users to being cyber librarians who reach out users at any corner of the globe via online platforms and e technology and avail them with both print and electronic data and information at the comfort of their sitting room sofas.

Further to changing roles and functions of library staff, technological revolution has also reversed the way information service is being provided to users, hence calling on Librarians to learn and acquire new skills that are compatible with current technological trends.

It is within this framework that TLA secretariat organized this workshop in Tanga for all practicing librarians to deliberate key issues surrounding this new technology and see how best they can utilize it to enhance information service disbursal to users.

Papers that were presented during this workshop resulted in the publication of this book. TLA secretariat would therefore like to acknowledge all presenters for their valuable ideas which will very much help to define a roadmap for librarians in this era of technology.

We would also wish to acknowledge the Tanga Regional Commissioner, Hon, Omary T. Mgumba, who despite a short notice agreed to grace the opening ceremony of this important workshop and also for offering us with a meeting venue. Through his valuable support we were able to make this workshop a success. It will not be fair if I would not mention TCRA, ATE and Toto Book Supplier who supported us financially and enabled us to meet most of the costs involved in organizing this workshop. Without their support we would have not been able to make it.

Last, though not the least, we would also like to acknowledge all institutions that sponsored their librarians to this important workshop. Through their support we have been able to draw a good ground work for a smooth take off in Library service provision during the digital era.

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KEY TO ABBREVIATIONS AND ACCRONYMS

ACRL	Association of College & Research Libraries
AGM	Annual General Meeting
AHILA	Association of Health Libraries in Africa
AI	Artificial Intelligence
AIIP	Association of Independent Information Professional
ALA	American Library Association
ATE	Association of Tanzania Employers
BAI	Book Aid International
CBE	College of Business Education
CD-ROM	Compact Disk – Read Only Memory
COMLA	Commonwealth Library Association
COTUL	Consortium of Tanzania University and Research Libraries
COVID	Corona Virus Disease
EABDA	East African Book Development Association
EALA	East African Library association
EBSCO	Elton B. Stephens Company
ELMS	Electronic learning Management system
FGD	Focus Group Discussion
GPE	Global Partnership Education Project
HRMA	Human Resources Management
ICT	Information Communication Technology
IDT	Innovation Diffusion Theory
IFLA	International Federation of Library Associations and Institutions
INASP	International Network for Availability of Scientific Publications
IoTs	Internet of Things
IT	Information Technology
KLA	Kenya Library Association

KOHA	Open-Source Integrated Library System
LA	Library Association of United Kingdom
LIS	Library and Information Services/Science
LRCs	Learning Resource Centres
MNH	Muhimbili National Hospital
MoEVT	Ministry of Education and Vocational Training
MOU	Memorandum of Understanding
MPC	Model of Personal Computer
MUHAS	Muhimbili University of Health and Allied Sciences
NBAA	National Board of Accountants and Auditors
PAPA	Privacy, Accuracy, Property and Accessibility
QR	Quick Response
R4Life	Research for Life
RFID	Radio Frequency Identification
SADC	Southern African Development Cooperation
SCECSAL	Standing Conferences of Eastern, Central and Southern African Library and Information Association
SCT	Social Cognitive Theory
SDG4	Sustainable Development Goal 4
SDGs	Sustainable Development Goals
SEM	Structural Equation Modelling
SJUIT	St. Joseph University of Tanzania
SLA	Special Libraries Association
SMS	Short Messaging Service
SMA	Social Network Analysis
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TANESCO	Tanzania Electric Supply Company
TCs	Teachers' Centres
TCRA	Tanzania Communication Regulatory Authority
TLA	Tanzania Library and Information Association

TLS	Tanzania Law Society
TLSB	Tanzania Library Services Board
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action
UDSM	University of Dar es Salaam
UK	United Kingdom
ULA	Uganda Library Association
UNESCO	United Nations Education, Science and Cultural Organisation
USA	United States of America
UTAUT	Unified Theory of Acceptance and Use of Technology

PART ONE

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OPENING SPEECH BY GUEST OF HONOUR

JAMHURI YA MUUNGANO WA TANZANIA

**OFISI YA RAIS – TAWALA ZA MIKOA NA SERIKALI ZA MIKOA
OFISI YA MKUU WA MKOA WA TANGA**

HOTUBA YA MKUU WA MKOA WA TANGA, MHESHIMIWA OMARY T. MGUMBA, KWENYE UFUNGUZI WA WARSHA NA MKUTANO MKUU WA MWAKA 2023 WA CHAMA CHA WAKUTUBI TANZANIA, TAREHE 20/2/2023, UKUMBI WA MKUU WA MKOA WA TANGA

Mwenyekiti wa Chama cha Wakutubi Tanzania, Prof. Alli Mcharazo,

Viongozi wote wa Serikali

Viongozi wote wa Chama cha Ukutubi Tanzania

Viongozi wote wa Vyama vya Siasa

Wageni waalikwa

Washiriki wa Warsha,

Wajumbe wa Mkutano Mkuu wa Mwaka 2023,

Mabibi na Mabwana.

Awali ya yote, Nawasalimu nyote kwa jina la Jamhuri ya Muungano wa Tanzania.

Ndugu Mwenyekiti na Washiriki wote, napenda kutumia nafasi hii kuwashukuru kwa kunialika kuja kufungua Warsha na Mkutano Mkuu wa Mwaka 2023 hapa Jijini Tanga. Kwa niaba ya Uongozi na wananchi wa Mkoa wa Tanga, na kwa namna ya pekee Jiji la Tanga, tunawakaribisha wote, mjisikie mko numbani.

Ndugu Mwenyekiti na Washiriki, nachukua nafasi hii kukipongeza Chama cha Wakutubi Tanzania kwa kutimiza miaka hamsini (50) tangu kuanzishwa kwake mwaka 1973. Aidha, nimefahamishwa kwamba Februari 2003, mlifanya Warsha na Mkutano Mkuu wa Mwaka, Mkonge Hotel, hapa Jijini Tanga. Miaka 20 baada ya warsha na mkutano ule mmefika tena kwetu Tanga, karibuni tena.

Ndugu Mwenyekiti na Washiriki, mada kuu ya warsha yenu mwaka 2003 ilihusu Library Automation – teknolojia yenye kuboresha na kurahisisha

upatikanaji machapisho, uratibu wake, uhifadhi na matumizi ya machapisho hayo (printed or digital formats). Hali kadhalika, mwaka huu mada kuu ya warsha yenu ni kuhusu mapinduzi ya kiteknolojia kwenye maktaba na vituo vya habari. Naamini, matokeo ya majadiliano na maazimio yatakayotokana na mada za warsha yataunufaisha sio tu washiriki wa mkutano huu bali umma wote wa Watanzania ikiwemo Mkoa wetu wa Tanga.

Ndugu Mwenyekiti na Washiriki, naamini katika karne hii nyenzo kubwa na muhimu katika taaluma ya ukutubi ni teknolojia ya habari na mawasiliano. Kwa kutumia teknolojia hii, maktaba zinaweza kutoa huduma kwa wateja popote walipo kwa urahisi na ufanisi mkubwa zaidi, badala ya utaratibu wa zamani, wa kuwasubiri wateja waje kutafuta huduma kwenye maktaba. Kwa kutumia maendeleo haya ya teknolojia ni matumaini yangu kwamba maktaba zinaweza kusaidia sana jitihada za kuondoa umasikini nchini. Maendeleo ya uchumi wa sasa unatengemea sana upatikanaji na utumiaji wa habari. Hii inadhihirisha ni kwa kiasi gani maktaba na wakutubi kwa ujumla ni muhimu sana katika kufanikisha mikakati ya maendeleo nchini na nje ya nchi.

Ndugu Mwenyekiti na Washiriki, Tanzania inapiga hatua katika sekta ya technolojia ya habari na mawasiliano. Licha ya mafanikio hayo, mazingira ya teknolojia hii bado yanatoa changamoto nyingi mno. Kwa mfano, sehemu kubwa ya huduma hii inapatikana mijini. Ni maktaba chache zenye nyenzo za kukabiliana na mahitaji ya teknolojia. Kwa ujumla kuna upungufu mkubwa wa nyenzo, nguvu kazi (skilled human resource), na taasisi za mafunzo. Aidha nyenzo nyingi za teknolojia zinapatikana na kutumika katika lugha ya kiingereza. Jitihada za makusudi zinahitajika kuondoa changamoto zinazoikabili fani hii, kama tunataka maktaba zetu zitoe mchango unaostahili katika kujenga uchumi na kuondoa umasikini.

Ndugu Mwenyekiti na Washiriki, katika karne hii, mapinduzi mtambuka ya kidijitali kwenye maktaba na vituo vya habari kimataifa yametoa mchango mkubwa katika nyanja za kisiasa, kiuchumi, kijamii, na kitamaduni pia. Ni mapinduzi ambayo yameboresha sana nyanja na wigo wa kiutendaji katika uzalishaji, uchakataji, na upatikanaji wa elimu, maarifa, habari na burudani. Kwa upande wa serikali, tunao wakala wa kidijitali ujulikanao kwa jina la e-governance agency ambao umesaidia sana kuleta ufanisi kwenye utendaji wa serikali. Orodha ya matunda chanya ya teknolojia ya kidijitali ni ndefu, nanyi mnafahamu vizuri.

Ndugu Mwenyekiti, jukumu la msingi la maktaba na vituo vya habari ni kukusanya, kuratibu, kuhifadhi, na kusambaza elimu, maarifa, habari, na burudani kwa njia ya machapisho (printed or digital formats) ili yawafikie watumiaji wengi kwa haraka, kadiri ya viwango sahihi, na kwa weledi. Kwa

maneno mengine, watumiaji maktaba na vituo vya habari wanahitaji habari sahihi, kwa wakati sahihi na katika namna sahihi pasipo upotoshaji, uchakachuaji, udukuzi, na uchonganishi. Matumizi sahihi na yasiyo sahihi ya teknolojia ya habari na mawasiliano bado ni tatizo kubwa kwenye maktaba na vituo vya habari kote ulimwenguni.

Ndugu Mwenyekiti na Washiriki, miaka minne iliyopita mwandishi mmoja wa gazeti la *Sunday Nation* la nchini Kenya, Sunny Bindra, alitoa angalizo kuhusu mapinduzi ya teknolojia: Embrace Artificial Intelligence, but also keep regulating it. Hali kadhalika nasi pia tunaweza kutoa angalizo kama hilo: Embrace Digital Revolution and the Global Dynamics of Libraries and Information Services, but also keep regulating it.

Ni kweli Ndugu Mwenyekiti na Washiriki, kwamba mapinduzi haya ya kidijitali yamechangia uwepo wa vishawishi na/au kukuza mwenendo usio wa maadili mema. Siku hizi teknolojia ya kidijitali inatumika hata kwenye maktaba na vituo vya habari kufanya wizi (ikiwemo plagiarism), udhalilishaji, uchochezi, kuingilia faragha za watumiaji (bila kujali nyadhifa zao). Enzi hizi ni rahisi kudukua, kuchakachua, kupotosha au kuvuruga ukweli. Aidha, usambazaji "spams" hufanyika kwa urahisi na haraka. Vilevile, kutokana na kukosekana uhariri, "desk top publishing" inachangia sana katika hali hii ya upotoshaji.

Ndugu Mwenyekiti na Washiriki, nini kifanyike kukabiliana na uhasi huu? Kwa mtazamo wangu, mosi, Chama cha Wakutubi Tanzania kwa kuwashirikisha wadau wengine, muandae Mwongozo wa Maadili ya Teknolojia ya Habari na Mawasiliano kwenye maktaba na vituo vya habari (Information Ethics). Pili, kwa mwendelezo huo huo, muandae Mwongozo wa Maadili ya Kitaaluma (Professional ethics). Tatu, iandaliwe Sera ya Taifa ya Habari (National Information Policy) na Sera ya Taifa ya Maktaba (National Library Policy), na hivyo kuoanisha sera na sheria mbalimbali zilizopo.

Ndugu Mwenyekiti na Washiriki, maandiko matakatifu ya dini zetu yameorodhesha Amri Kumi za Mungu. Hali kadhalika, The Computer Ethics Institute, Washington, DC, imeorodhesha Amri Kumi za Maadili ya Kompyuta (The Ten Commandments of Computer Ethics). Labda tuhusishe pia na vifaa vingine vya teknolojia (computer and allied devices) – mifano: simu, flash, CD, n.k. Tuzitumie hizi "Amri Kumi" ili kulinda haki, hadhi, ukweli na matumizi sahihi ya mapinduzi ya kidijitali kwenye maktaba na vituo vya habari.

Ndugu Mwenyekiti, nawatakia majadiliano na maazimio mema katika Warsha na Mkutano Mkuu wa Mwaka 2023. Aidha, nawatakia usalama, amani na furaha katika siku zote tano mtakazokuwa nasi hapa Jijini Tanga.

Kazi iendelee, kwa kasi, viwango na maadili mema.

Kwa haya machache, nina furaha sasa kutangaza rasmi kuwa Warsha na Mkutano Mkuu wa Mwaka 2023 umefunguliwa rasmi.

Asanteni sana.

PREREQUISITES AMONG TANZANIAN LIBRARIES TOWARDS EMBRACING EMERGING DIGITAL TECHNOLOGIES: CURRENT STATUS AND WAY FORWARD

Evans F. Wema

Abstract

This paper sheds light on current digital trends globally and the position at which libraries in Tanzania should be placed. The paper provides an overview on the ongoing digital transformations worldwide, as well as the position at which libraries have placed themselves. The paper provides an overview on ways by which digital revolution have transformed technology integration into library services, revolutions in LIS education, codes of ethics in libraries and information institutions in the era of digital transformation as well as the position of libraries in the era of cyberspace and information security. The paper provides an overview of the role of libraries in the provision of data and open access information, innovation and networking, new information environment, redesigning library operations to provide sustainable services as well as embracing and coping up with new digital aspects on smart and mobile technologies, virtual library services and marketing of library services using digital technologies. The paper summarizes the discussion by highlighting impending challenges and possible solutions that are important in enhancing library services in the current digital world towards meeting the SDGs.

Keywords: *Emerging technologies; digital transformation; Digital libraries; Smart technologies; Information marketing; Open access; Cyber librarianship.*

Introduction

Library and information science profession has transformed over years, starting from periods when libraries were considered to be stores of information to the current state where a library is considered to be a cyberspace that provides remote access to users all over the world. The librarian of today must comprise a different blend of skills from those whose professional identities were cast in the age of manual services, when libraries gauged their value by the number of volumes on their shelves to the current one where the value of a librarian is measured through the vast number of users served under the same (Golwal, Kalbande, & P. Subhash, 2012).

Today's librarians should see themselves as active competitors in a race for quality services, resilience, professionalism, and relevant resources. They should have requisite technical skills and an ability to identify specific areas in which technology can advance their information search, retrieval and use skills

(Deja, Rak, & Bell, 2021). In this regard, librarians should become more active, highly attuned to, and more aggressive in embracing the ever-changing technological changes in the provision of information services.

Current trends in libraries have shifted from the way information is packaged, processed, stored and disseminated to ways in which users seek, access and use information. Global transformations in the information sector and the ever-growing amount of information resources means that most libraries should have the resources in more than one format and access mechanisms, hence the changes in use and access. With the changes taking place in the professional landscape, it is imperative that librarians re-adjust their professional outlook and come up with strategies that will be compatible with the library services to embrace the modern global information provision trends (Otti, 2021).

With the current global changes, libraries can no longer be confined to the four walls of their physical building. They definitely need to be placed where the users are, in order to serve them best. The internet has transformed the web into a space that allows anyone to create, use and share information. Users are presented with a versatile, flexible and dynamic space for collaboration, conversation and interaction.

Global dynamics in library and information services provision

Libraries all over the world have changed the way information services are provided. Owing to global technological and socio-economic developments, the library has been transformed from being custodians of information to being places for important information sources and resources for people seeking mission-oriented information. This is contributed by the fact that the current technological era is associated with a matching increase in knowledge and skills with a rapid grow of information dissemination and sharing. This new library and information science environment requires appropriate skills, products, equipment and platforms in seeking, processing and disseminating information (Lee, 2020). Various scenarios that have transformed today's libraries in information provision include the following:

Librarians are no longer custodians of information: in the digital era, librarians can no longer be information providers or the keepers of knowledge. Technological changes and the use of digitally stored and retrieval information systems have transformed the way users' access, retrieve and use information. Anyone can have instantaneous access to information through the internet, and this has made vast amounts of information and data to become available to anyone with a computing device, connectivity and a service provider. Librarians no longer wait for users to ask for assistance in finding information in a library (Hwalima & Khanye, 2021) . This therefore require them to assume

a new role in providing services and instructions regardless of place, time or format.

Customer-focused/customer-centered, user-oriented approach in provision of services: with the advent of Information and Communication Technology (ICT), library is able to obtain a myriad of online items for free or at a cheap cost, and their confidence in interacting with such systems is increasing. They don't very much regard the library as exclusive source of knowledge They are gradually reducing their use of the library by not valuing the library structure. Libraries are no longer the hub of the information world, which necessitates stronger promotion of clientele-centered services (Shahzad, Khan, & Iqbal, 2023).

Globalization of information and information marketing: with advancements in ICTs and global collaboration, information is considered to be a global commodity that can be acquired, used and shared by people across the world. Physical barriers to information landscapes have been broken down to allow information transfer and acquisition among users wherever it is needed. As a result of global trends in information management, librarians have transformed the way they provide information to consider diversity of users whereby information provision no longer consider physical geographical barriers (Baro, Obaro, & Aduba, 2019). Users are served wherever they are located based on their information needs. In addition, information marketing has become a major achievement among librarians. ICTs have changed the way information marketing is being subjected to users' information needs (Mandal & Dasgupta, 2019). Web 2.0 technologies have allowed users to directly communicate with librarians thereby raising awareness on what is available in library collections. ICT technologies have made remarkable improvements on online information services, reference services, information literacy training, current awareness services, outreach services and advocacy activities.

Growth of digital and open access resources: digital technologies have advanced the availability of digital resources in that various online platforms have favored open access resources to be major form of information provision. Information resources in today's information environment supports their availability in both print and digital formats. Whereas in the past many of print resources were in closed access through commercial subscriptions, today's environment has seen the emergence of digital information assets available in digital and open access formats that can be accessed and shared by many users across the world. With open access publishing mode, the publishing industry have changed from limiting access to print resources to a new access modes that permit multiple access to resources through the use of different access mechanisms (Chu & Raju, 2022). Apart from providing the world with

multiplicity of resources, digital resources have also transformed ways by which librarians offer services in that users require continued information search and use skills.

Integrated and widespread ICT applications: digital technologies have brought about more complex ICT infrastructure and applications. Whereas the use of information resources was confined to print-related resources, the current ICT trends have forced libraries to embrace new technologies. These include mobile apps, Web 2.0 platforms, open libraries, e-readers, RFID technologies, streaming services, the use of artificial intelligence, 3D technologies and visualization walls, internet of things, bookmark apps, big data, digital interfaces for printed books, virtual reality, to mention but a few (Gul & Bano, 2019). As a result of such and many other digital technologies, libraries have improved the way they offer services to users in order to make them easy to use and help users to learn new skills. Since libraries are concerned with sharing knowledge, culture and skills, the new and emerging digital technologies engage librarians with users and provide them with services to improve services.

Librarians are designated as cyber librarians: Due to technological changes in information services provision, the role of librarians has changed from being an information professional bound in physical buildings to a cyber-librarian (Israel, Graves, & Amer, 2021). Librarians use online platforms to provide to users with various types of library resources including digitized versions of print media, online account handling, library management systems and other types of community information resources. Online research databases such as EBSCO Host, Emerald, Springer, Lexus/Nexus have been designed to provide specific information resources in a fully digital context. In addition to the available online platforms, libraries host numerous kinds of information systems including the integrated library management systems, digital repositories, websites and many others. These have also changed the way librarians offer services in a way that users have the ability to use the available self-services to meet their information needs without involving librarian's time. As such, librarians have switched over to other modern information services such as outreach, advocacy and information marketing. With the use of myriad of online platforms and information systems, librarians have taken a role of cyber-library service providers who should be conversant with all these platforms. This requires new competencies and roles from being a custodian of information to a digital expert whose duty is to enable users navigate through all the available technologies to access and use information digitally (Deja et al., 2021).

New breeds of information professionals: Digital transformations have branded new titles for librarians, having various forms of expertise. From a traditional librarian with strong expertise in cataloguing, classification, indexing and abstracting, libraries have embraced new forms of library professionals. These include digital librarians, cyber-librarians, infopreneurs, library technicians, information managers, digital curators, digital archivists, e-services librarians and many more (Okike, 2020). With these new transformations, it is evident that the roles of LIS schools are equally changing.

Specialized training in library and information management: Due to new trends in library and information science profession, librarians have embarked on performing library activities that require them to move further beyond their traditional LIS education, i.e. cataloguing, classification, bibliographic control and others, to ones that require special training. There is a shift towards subject-based library and information management specialization in which librarians are trained in specialized subjects or disciplines. In addition to subject-based librarianship and information management specialization, specialized training in specific areas such as multimedia, data management, cloud computing, web programming, digital curation and preservation, infopreneurship, electronic publishing, information ethics, cyber-librarianship and many others are becoming common (Anderson et al, 2023).

Strategic alliances, partnership and collaborations: Digital transformation has changed the way libraries and professionals in library and information science operate (Jolly, 2023). In the past, libraries operated in silos and isolations. The alliance between librarians and other professionals as well as among themselves was uncommon. To date, digital revolution has transformed a librarian towards working in partnership and collaboration. Alliance among librarians and the industry (agriculture, manufacturing, education sector and others) is important in order to forge a partnership that will help to enhance information services provision to users (Tillotson & Ward, 2021). Academic librarians work hand in hand with the faculty; there is an emergency of new academic qualifications that are taught by both librarians and others from professions outside librarians (Rabasa & Abrizah, 2022). Inter-institutional collaboration for teaching in LIS schools has been manifested by the increased use of online platforms that allow delivery of lectures and lessons across continents. Because of partnership and collaboration, the emergency of consortia has greatly helped to facilitate access to electronic resources and shared expertise. New trends have enabled librarians to market their services thereby helping users to find and use information resources as opposed to the earlier practice when librarians had to wait for users to visit their libraries to utilize the available services and resources (Ubogu, 2021).

From the short analysis above, it is most evident that digital transformation has changes LIS professional conduct in which there is more outlook on a global perspective towards the provision of information services and resources to library users without regard to physical boundaries. The move towards a dynamic library as a result of digital transformation requires a change in the way librarians perceive information services provision to users who are already digitally transformed.

Current trends in Tanzanian context

The ongoing digital wave have not left out librarians in Tanzania. Various efforts have been taken by librarians and information professionals in the country to cope with the current trend in information services provision. A few evidences exist to support the new shift. One among several of such include efforts to shape LIS curriculum to meet information needs of the new information generation. The curriculum has included cross-cutting subject areas such as social network analysis (SNA), big data, entrepreneurship and information marketing, infopreneurship, multimedia, legal issues and professional ethics, knowledge economy and dynamics, knowledge mining & analysis, ICT for development, information architecture, information security and many more. Depending on lesson delivery skills by LIS teaching staff, these and other skills are expected to transform a librarian and information professional to work in more dynamic environment where the need for information is far beyond the confinements of library premises (Kassim, Katunzi-Mollel, & Mwantimwa, 2022).

The Consortium of Tanzania University and Research Libraries (COTUL) has greatly enabled libraries in the country to share electronic resources through acquisition of electronic information sources, research, training, consultancy and other services aiming at supporting learning, teaching and research in academic and research institutions. COTUL represents the right example of effective partnership and collaboration among institutions in the country and beyond. Through the consortium, libraries have been able to share expertise, resources, market and promote their services to users across the country. It has provided linkages among libraries and other professionals for the purpose of fostering teaching, research and consultancy (Kassim & Mwantimwa, 2022).

Digital transformation has facilitated joint projects among libraries and other international bodies. For example, the Tanzania Library Services Board has worked with the American Embassy to put in place a Digital Corner to provide access to information on various aspects. The corner helped the library to market its services to users through various promotional activities. The Ministry of Health in working partnership with Pittsburgh University (US) have enabled

the development and implementation of the Health Information Science curriculum at certificate and diploma levels. In addition, health libraries in the country through the Association of Health Libraries in Africa (AHILA), collaborate with other libraries in Africa to access up-to-date and relevant health information; acquire skills for health librarians through professional development programs, sharing information resources, exchange experiences though paper presentations and training sessions; and utilizing African health databases (Chande-Malya, 2019). In addition, several LIS education institutions have worked in partnership with similar institutions outside the country to improve LIS profession.

Digital transformation has created a possibility for libraries in the country to develop a union catalogue, which provides the bibliographic information about the collections of range of participating libraries with the country. It helps to provide the bibliographic information about the published and recorded knowledge available through the library systems with the goal to facilitate library cooperation between libraries; hence avoiding the duplication of information sources and to help librarians to get maximum usage of resources at a minimum cost (Schonfeld, 2019). Despite being at early stages, it is anticipated that soon the catalogue will assist in interlibrary loans and coordination in acquisitions and processing amongst participating libraries. It will also help to conserve lists of titles owned by the participating libraries in form of "shadow catalogue" or "standard catalogue" for collections that may be destroyed by fire or war. It will work as a book selection apparatus as well as helping to indicate possible gaps in the collections of specific subject areas.

Challenges and way forward

Despite digital transformation being a requirement for dynamic library and information services provision in Tanzania, several challenges still exist that stale this desire. Lack of exposure to technologies is one among major factor that prevent librarians in the country to embrace digital technologies. Some individual LIS professionals have fear for technology, resulting into not trying to attempt it. Lack of exposure, coupled with poor ICT infrastructure, results into making several libraries finding it difficult to cope with ever-changing information platforms (Manda & Dhaou, 2019). The cost of technological and communication infrastructure far exceeds budgets allocated for libraries and information systems

Poor planning initiatives in libraries and information establishments in Tanzania have made some librarians and information professionals unable to take the right initiatives and strategies to develop, implement and integrate relevant digital technologies. Several libraries still maintain the old traditional practices of managing and handling information services instead of modern

methods. Most of these libraries still struggle with realizing full automation of their library services (Abayomi & Ogungbeni, 2020). Despite the availability of relevant technologies librarian still manage information services with little participation from the user population.

In addition to the above, libraries and LIS professionals are coupled with other challenges such as inadequate number of computers, unstable internet connectivity, and insufficient electricity; inadequate awareness and internet skills; inadequate financial resources; a shortage of trained ICT and library staff; and lack of supportive policy/guidelines, authentication, security, and ethical issues surrounding access and use of digital technologies (Dzandza, 2020).

The above and many other challenges need to be addressed by properly streamlining the role of librarians in embracing emerging digital technologies to fit into a changing dynamic information society. Librarians should embed appropriate technologies relevant in supporting the delivery of information services including big data, artificial intelligence, library of things, library apps, digital technologies, and others. Accommodating emerging trends in libraries and other information institutions is necessary for libraries to operate in the digital world. Libraries have moved towards digital platforms including e-libraries where e-resources are major forms of sources of information. Technologies such as RFID-based library management system, cloud computing, open access, data visualization, to mention but a few, are now becoming common.

Librarians need to operate more professionally in an environment that necessitate appropriate code of conduct and ethics to accommodate digital transformations. There is a need for librarians to observe privacy, security and integrity, trust, accountability, avoiding bias and promoting ethical culture. They should maintain collaboration, networking, innovation, partnership, marketing of services and be prepared to move to the fourth industrial revolution (4IR) where the technologies mentioned above (i.e., artificial intelligence, robotics, the Internet of Things, autonomous vehicles, 3-D printing, nanotechnology, biotechnology, materials science, energy storage, and quantum computing) are now imminent.

LIS institutions in Tanzania should accommodate the ongoing global transformations by developing more innovative curricula, introducing modules that prepare LIS students to accommodate digital transformations and being able to rethink about serving varying information needs to a changing information society.

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ETHICAL PRACTICES AMONG INFORMATION PROFESSIONALS IN THE DIGITAL SOCIETY: GLOBAL PERSPECTIVES AND TANZANIA'S PRACTICES

Julius T. Tweve

Abstract

Adherence to ethical practices among professionals all over the world is vital in order to enhance service delivery. In information professionals in Tanzania are working in different places by following guidelines and other procedures as per organization policy or acts. The aim of this paper is establishing the need for information professionals to adhere to ethical practices in information delivery. The advancement of ICTs has caused several impacts to both information providers and users. The paper reviewed different literature and documented important information on the need for the adherence to ethical practices among information professionals in the digital age. The main reference of the review is based on worldwide sources, however specific research papers done in Tanzania in relation to this topic under study were mainly referred to. The paper is divided into the following sub-sections: introduction, the need for ethical adherence, features of adherence to ethical practices, importance of adherence to ethical practices, mechanisms to enforce adherence to ethical practices and conclusion. The author is in the opinion that information professionals (librarians, records managers and other information officers) in Tanzania need to be equipped with basics of ethics and conduct in order to improve day to day operations.

Keywords: *Ethical practices; information professionals; digital society, code of ethics; LIS.*

Introduction

At the World Summit on the Information Society that was held in Geneva, in 2003, an action plan was tabled to engender and embolden to discuss issues related to the information society with a view to formulating normative codes of conduct in relation to the infosphere Mukherjee (2013). The main aspect was changes of the digital society. Among the plans tabled, were responding to Action Line C10 – The Ethical Dimensions of Information Society, currently is commonly known as dimensions of digital society. With reference to Line C10, the digital society requires the following: first, the stakeholder to take steps to promote fundamental values of freedom, equality, solidarity, tolerance and shared responsibility. Second, all stakeholders should increase awareness of the ethical dimension of use of ICTs. Third, invite relevant stakeholders, especially the academia, to research on ethical dimensions of ICTs. Lastly, all actors in the Information age should promote the common good, protect privacy and personal data and take appropriate actions and preventive measures, as determined by law, against abusive uses of ICTs such as illegal and other acts

motivated by racism, racial discrimination, prejudice, and related intolerance, hatred, violence, all forms of child abuse, including pedophilia and child pornography, trafficking in, and exploitation of, human beings as stipulated in UNESCO report 2013.

In fact, information professionals all over the world, including Tanzania play a critical role in fighting different malpractices in the society including corruption, protecting the rights of citizens, and ensuring that transparency, accountability and good governance prevail. However, African governments generally face major challenges when it comes to information management. With reference to records management, Ndenje (2010) observed that the management of public sector records is critical because records help to enhance efficiency and effectiveness in the public service and yet, records management practices in Tanzania's government ministries are not well-managed, let alone given the priority they deserve. Cases of record-keeping violations have been reported in the mass media, often under circumstances involving improper political pressure and corruption (Tweve, 2017). These cases result from ethical lapses of one kind or another which pose ethical problems for records managers. Chachage (2006) pointed out that the challenges information professionals face in Tanzania are associated with lack of specific budgets, trained personnel and appropriate information management policies. I real practice, information professionals in Tanzania might face more than what he pointed out since there are several ethical challenges raised in this digital age. Mukherjee (2013) argues that the ethics of information society concerns itself to the communicative capacities of new technologies and our particular manipulation of data and information. This situation call upon academia and researchers to study and come up with the current status in Tanzania in relation to ethical practices among information professionals in the digital age.

According to pioneers of information ethics (Floridi 1999 & 2004, Capurro 2007, Hussein 2019 and Chande 2021) comment in different perspectives that Information Ethics is the new ecological ethics to consider in the information sector among information professionals. Such scholars further comment that the ethical use of ICT and the sustainable development of an equitable information society need a safe and public infosphere for all. All information providers, including librarians, records officers and others who work in the information sector need to be equipped with information ethics requirement in order to deliver their services effectively. Hauptman (1998) in his paper "Ethical challenges in librarianship" argued that librarians all over the world are confronted with challenges of meeting the advancement of ICT usage in information sector. The situation can be the same in Tanzania since there are limited fresher courses among librarians in relation to digital transformation and

ICT advancement at large in the information sector. Scholars such as Froehlich (2004) and Capurro (2007) propose that information professionals are required to take seriously the capacity for ICTs to secure human rights and function as ethical tool for better social health and well-being in the information society. This entails, among other things, considering emerging technologies from the perspectives of social transformation and human rights in relation to freedom of information and communication. Claude (2002) envisages that the ethics of the information society is also a science ethic which concerns the responsibilities of researchers in relationship to the technologies they design. The right to the get enough benefits of science and technology also extend to the world of ICTs in relation to the right to communicate. Apart from those requirements, still the aspects of ethical practices should be observed.

It goes without saying that World Summit on the Information Society in 2003 lends itself readily to the study of the ethics of the information society. In any country, information society can never be reached if information professionals are not equipped well with ethical elements in their information service delivery. UNECO (2013) calls upon to invite relevant stakeholders, especially the academia, to continue research on ethical dimensions of ICTs. Therefore, this paper is responding to the situation by creating awareness among information professionals so that they can be able to intervene increased malpractices in service delivery in the current digital society.

Need for adherence to ethical practices

It is clearly known that ICT has made a tremendous contribution to social, economic and political development in the society. However, there are some aspects which need to be considered and handled properly in order to maintain professionalism and ethical conduct at large. There several shortcomings resulted from the advancement of ICTs, but the following aspects are connected to ethical issues which information professional must be able to take care promptly:

Technology has reshaped the society

When information professionals consider the ethical responsibility from users to ICT experts in addressing any ethical approach to information society there several questions to be considered. With reference to this paper, two questions are considered; first how new technologies reshape society and ethical repercussion of such a reshaping? Second, how does technology work for the society, how do the society work for technology, who wins, who loses and who is harmed? These questions are based on showing that the information professionals are expected to be the mediators between human values and new values emerge from the socio-techno interface. In order to address these,

ethicists as information providers are charged with the task of balancing human beings' values and what they should be in the digital society.

Transformation in communication

Emerging technologies still remain bound to traditional modes of society which they enhance and shape (Claude,2002). However, whereas networks were once previously "private," they now function as the shared substrate of the global world. It does, however, include a series of key transformations; first the transformation of sociability, the network society is a joint-social society, not a society of isolation. Second, self-directed media, the explosion of social media, and other forms of interactive, computer to computer communication sets up a new system of global, horizontal communication networks allow people to communicate with each other without going through the channels set up by the institutions of society for socialized communication. From this perspective the controlling and censorship of what is communicated or shared become difficulty.

Human oppression

Cyber-security is tied to new forms of malice and the capacity for people to use ICTs to oppress others deliberately. On the other hand, it can become an oppressive power which can marginalize people, tarnish their well-being, and inflict trauma. Mainly it causes repercussions in inter-personal and social context, and political cyber-contexts. Social media has become a means for sex offenders to humiliate individuals in different forms. Reputations and job prospects have also been destroyed defamation and scandal not only in developing countries but also in developed countries. Suffice to comment that the repercussions of privacy violation can have deep impacts on people's feelings of security, well-being, integrity and lead to suicide or self-harm. TLA as an umbrella of information professionals in Tanzania, we must find a way to make interventions of such malpractice in order to safeguard humanity among our clients in the information sector and others.

Social media affected relationship

The rise of social media has produced, deep fears about the changing face of intimacy, friendship, and human relations. Social media has created anti-social society, and the culture of isolation and separates human beings. Turkle (2012) asks why do we expect from technology and less from each other. Social media is the ultimate reflection of a new culture of narcissism (self-admiration). The field of ethical interrogation is inevitably bound to the examination of notions of love, friendship, solidarity, empathy, and reciprocity. While these styles of

relating have never been stable, the information society has undoubtedly, altered their structures, the values laden within them, and their value. The relationship among family members and at work places is not stable as it used to be before the advancement of the ICTs.

Has reduced thinking capacity

Google has slowly emerged as being at the core of the information society (http://www.sciencemag.org/content/333/6043/776.full). Google does so much for human beings. However, in a more general sense, people no longer need to struggle in the same ways to learn, to attain, or to get what they want. Memories and knowledge processes are now intrinsically Google dependent. Google has replaced memory and has become the key memory-entrepreneur in the construction of global memory. Google knows; thus, human beings no longer need to know. As professionals, the fundamental question we put forward is the syndrome of human dependence to technology is a correct transformation of the society?

Features of adherence to ethical practices

Features of ethical practices as a professional in different sectors are many. This subsection presents some of the features which are closely related to the topic under discussion. The main issue to consider is that the features presented are from different literatures related to ethics in the field of information management. Information management is the wide field but all in all it combines all elements which information professionals are supposed to consider.

Transparency

A number of scholars point out that transparency in adhering to ethical practices is vital among information professionals. Ngulube (2003), for example, underscores the importance of transparency by arguing that without proper records of different form in the organization there could be no accountability, transparency and efficiency. On the other hand, Tweve (2017) argues that lack of transparency can lead to corruption and loss of confidence among citizens. Although the issue of transparency is generally a subjective, information beneficiaries need to work more transparently to enhance the integrity of their profession and their respective organizations. The present paper concurs with Griffin and Roper (1999), who established that records officers' adherence to records management standards enhance transparency and accountability to the public.

Accountability

Griffin and Roper (1999), Ngulube (2002), Capuro (2016) and Lyaruu (2011) argue that accountability among information professionals is a vital element in ethical practices. They argue that information providers' adherence to ethical practices enhances transparency and accountability to the information stakeholders, and that without proper information management there could be no accountability, transparency and efficiency, a situation that creates loopholes for corruption and subsequently loss of confidence to prevail. The situation in Tanzania has not been helped by the absence of a specific code of conduct for information professionals. In fact, the code of conduct presently in place (code of conduct for public servants) does not explain clearly how information professionals should be held accountable directly. What is evident from this absence is that the information professionals are subjected to the general public service code of conduct if something went amiss. This is an area which information professions need to make an intervention to make sure the code of ethic for information professionals is place in Tanzania.

Integrity

Integrity in professional perspective refers to accountability plus competence with corruption free of a particular profession. In this context, scholars such as Thomassen (2001, Cook (2006), Marshall (2006), Anangisye (2010) and Tweve (2017) pointed out that if a professional has integrity, his or her service and organization will be improved and respected. In other words, if the integrity is not considered the organization will be at stake when it came to effective information provision. In fact, findings of Tweve (2017) noted that the human resource at the Ministry of Education, Science and Technology admitted that it was common for the documents to get lost in offices because it served too many people. This is contrary to Cook (2006) who opines that the aim of information profession in any sector is to achieve an accurate and complete documentation of policies and transactions which facilitate the informed decision-making of managers. The idea of the integrity and importance of proper provision of information was supported by Chinyemba and Ngulube (2005), who point out that information or records constitutes one of the key resources of an organisation that needed to be managed like any other corporate resources such as financial or human resources.

Honesty

The understanding of scholars such as Ngulube and Tafor (2006) is that public data, records and archives contain information which are centripetal to holding the government accountable and in fostering good governance. Thus,

information management professional is required to be honest in their information, records and archives services delivery. Yet, the lack of guidelines or strict code of conduct specifically designed for information professionals creates room for professionals to desist from being honesty. However, information management should be guided by code of conduct. A study by Kemoni (2006) in Kenya called for the development and enactment of a code of ethics for records managers as a way of addressing records management issues were facing in information service delivery. The same situation could be done in Tanzania by enforcing records managers, information professionals and archives administrators to have their own code of conduct to guide their daily operations. For this ambition to be achieved, it requires professionals in these fields through TLA as an umbrella of information profession to take a move to initiate the process.

Privacy

User privacy is very important to be considered among information professionals in their daily information service delivery. Cox (2005) noted that in some cases records managers involve improper actions such as destruction, disclosure or withholding of valuable information. Lack of privacy and/or not having a clear understanding of how to manage information ethically. With reference to Tweve (2017) study, it was observed that user privacy was generally controlled almost in all ministries surveyed among information professionals, particularly records managers. On the other hand, they admitted that there were a few complaints about lack of user privacy in the registry. Quinn (2011) insists that responsibilities of a profession should have and practice aspect of professionalism such as knowledge, trust, authenticity, privacy, confidentiality and autonomy. The current paper call upon all information professionals particularly librarians to consider user privacy among themselves and their clients in order to improve information services provision.

Importance of adherence to ethical practices

In any field, professionalism is considered to be a very contributing factor for reputation, respect and accountability of the institution or organization. Compliance to ethical practices has several benefits and importance to the organization, stakeholders and the government. The following are some of the importance of adherence to ethical practices among information professionals:

Reduce corruption
As it has been reported in several media and literatures, there is a persistence of corruption and fraud cases in the field of information services particularly in records management sector. Findings from Ndenje 2010 and Tweve 2017 show

that many people in different Tanzania's public sectors such as the courts, hospitals, Immigration Department, Tanzania Electric Supply Company (TANESCO) and other places where people get services there is a tendency of crucial files getting lost or going missing or are hard to trace. As a result, Records Managers were given bribes to facilitate the tracing or availability of files. For records management (Cox, 2006) noted that the climate of ethical crisis presents challenges among them is a corrupt practice. Davis (1996) insists that the records management sector must have its own professional ethics to foster competence, integrity and accountability in turn enhance professionalism. It is a high time for information professionals in Tanzania to make sure the citizens are not affected by malpractices committed by information professionals in their service delivery.

Help to maintain integrity

Generally, the integrity of any organisation or institution depends on many factors. However, what remains undeniable is that services provided ethically are at the heart of such integrity in information provision services. Tweve's study, indicates that all of the Human Resources officers involved in the study 2027, agreed that the Records Managers had a great role to play by serving clients properly to ensure the integrity of the ministry was no tainted because of their professional misconduct. Notably, the time spent by clients to get the information services required is one way of measuring the efficiency and effectiveness of information service delivery in a given organisation. Ocholla (2009) maintains that records managers are supposed to work hard to ensure they abide by ethical practices to maintain the integrity of their records management profession.

Enhance ethical decision-making

Scholars such as (Quinn 2011, Ngulube 2003, and Chachage 2006) insist that information professionals sighting emphasis to records managers that they should work ethically to facilitate proper decision-making in different levels of decision making the organization. According to Tweve (2017) findings show that Human Resources officers, on their part, insisted that, any decision-making cannot be reached at the ministry in the absence of relevant information. What emerges here is that information professionals have to provide timely and relevant information to different managers at the ministry to help them make informed decision for different activities. The concept is supported by Quinn (2011) where he insisted that any manager cannot reach ethical decision if he or she has no adequate information at hand, there he insisted that records managers are very important to facilitate decision making in any organization. All in all, it is believed that managers have all information at the organization, it

is the role of information professionals to make sure they provide relevant information to relevant officers timely and accurately.

Apart from the above benefits or advantages of adherence to ethical practices among information professionals, notwithstanding lack of code of ethics to guide information professionals while working in different information centres both public and private is a challenge. Generally, professionals at workplaces are guided by the code of ethics and other regulations in their day-to-day activities. The study by (Ndenje 2010 and Tweve 2017) noted that records managers need detailed procedures and policies on how to handle records in the ministries. Apart from policies and procedures, there is a need for the records managers to have their own code of ethics for records managers. Lawton (2013) asserts that critical judgement needs to be supplemented by guidelines and code of ethics, which naturally provide practical guidance based upon general principles. Therefore, the code of ethics is imperative in encouraging good behaviour based on integrity approaches. On the other hand, this paper suggests that information professionals should strive to comply with the available guidelines and/or procedures in information service delivery to foster professionalism and quality ethics-based information delivery.

Mechanism to enforce adherence to ethical practices

The main challenge identified in this study is lack of a code of ethics specifically designed for the information professionals in Tanzania. This paper proposes two mechanisms to be adopted in order to improve ethical practices among information professionals in services delivery:

The need for updated training in relation to ICT advancement

The advancement of Information Communication Technology (ICT) influence professionals to get more training to know ICT applications. According to Chachage (2006) pointed out that generally the world is changing rapidly particularly in the field of information technology and hence the urgent need to have workers able to cope with the situation. The new thrust is now evident in the Tanzania government's adoption of the e-government. Ndenje (2010) underscore the need for records managers to be equipped with enough education so as to work efficiently, effectiveness and integrity. Other scholars support the idea of improving education to information professionals are (Nengomasha 2006, Lyaruu 2005, Ngulube 2003, and Manyambula 2009). In other words, information professionals in Tanzania need to be equipped with up-to-date education that would allow them to accommodate the changes and make necessary adjustments in their operations. The education provided will

facilitate their working competently and ethically to benefit the information society.

Develop/review of the code of ethics for information professionals

With reference to Ndenje (2010) and Tweve (2017) pointed out that there was a need of having a professional code of ethics for the records managers rather than the general code of ethics applicable to all civil servants. The code of ethics would come in handy in terms of defining what is unethical and what is allowable in information management field. In this regard, Lawton et al. (2013) offer useful insights; they do not only assert that the code of ethics recognises new categories of inappropriate, unethical and illegal behaviour but also raise three key questions that all codes of ethics need to address: What type of offence is it? What sanctions should be imposed? Who is to impose those sanctions? These are the fundamental questions which the majority of offices in government ministries in Tanzania fail to address, when it comes to record managers. In fact, they need to be appended to the code of ethics for it to be functional enough to deliver the desired outcome.

Conclusion

The ethics in the digital society should strive to inform information professionals and stakeholders so as information services are delivered effectively and accurately. Similarly, sharing of knowledge and skills in relation to digital age is paramount to each profession. TLA as an umbrella of information professionals in Tanzania has considered the urgency of conducting a workshop sharing knowledge and skills in this topic of digital age and its contribution to information professionals in Tanzania. The training workshop call upon participants to make sure they are keen enough in delivering information services at this moment of digital society.

In order to respond to TLA call, this paper came up with sub topic addressing ethical practices among information professionals in Tanzania. The paper has discussed the following aspects, first, the need for adherence to ethical practices among information professionals, second features of adherence to ethical practices, third the importance of adherence to ethical practices and fourth the paper propose two mechanisms to be adopted so as to enforced the adherence to ethical practices. The author is in the opinion that information professionals (librarians, records managers and other information officers) in Tanzania need to be equipped with basics of professional ethics or conduct in order to improve day to day operations.

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USAGE BEHAVIOR OF ELEARNING IN TANZANIAN'S TERTIARY INSTITUTIONS: EXPERIENCE FROM THE COLLEGE OF BUSINESS EDUCATION

Leontine Nkebukwa and Lustica Makassy

Abstract

The study investigated the usage behaviour of eLearning in tertiary institutions in Tanzania, using an experience of the College of Business Education as a case study. The objectives of the study were; to identify current practices and strategies for making eLearning work for both students and the teaching staff; to assess factors for ineffective integration and acceptance of eLearning in tertiary institutions. Kish's 1965 formula for cross-sectional studies for sample size was employed to determine the proportional sample of 654, which was calculated from the populations of the respective institutions. A simple random sampling technique was also used to select 97 teaching staff and 533 students who were administered questionnaires. In the process of data collection 83 students and 30 teaching staff were conveniently selected for interviews, and 4 eLearning coordinators and 4 librarians were purposely selected for interview. Secondary data was obtained through documentary reviews. The thematic analysis was used to analyse qualitative data, while the quantitative data was analysed using SPSS to derive frequencies and percentages. The findings revealed a number of factors that impede the integration and acceptance of eLearning in tertiary institutions are; the lack of the requisite ICT infrastructures supporting eLearning, factors associated with cultural learning styles, technological challenges, pedagogical eLearning challenges, lack of technical training and time management. The study further recommended the need for eLearning creation, awareness campaigns for students and instructors, the need to establish standards policies or institutional guidelines for eLearning implementations, the need to allocate adequate budgets for eLearning supports and the need to strengthen ICT infrastructures.

Keywords: *Embedded learning; eLearning; Virtual learning; Usage Moodle systems; eLearning adoption; Tertiary business institutions; Teaching and learning.*

1.0 Introduction and background of the problem.

Positive national economic growth, coupled with increased student's loan support for Tanzanian students has propelled a parallel increase of student enrolment in higher learning institutions than any other time in history of Tanzania (Nunda, 2019; Alhabeeb and Rowley, 2017; Al-Asmari and Khan (2014) and Etikan, Musa and Alkassim (2016). As a result of this increase, both tertiary institutions and universities have been forced to shift from offering traditional learning systems to eLearning. eLearning was only previously preferred for distance education (Arkorful, 2015) and Abaidoo, 2015) and aimed at bridging gaps in the digital divide. As, Khidhir, *et al.* (2020) underscores, eLearning is used to empower users to access and share

information for learning and teaching distantly. Nevertheless, the use of eLearning depends so much on availability of computer networks and its supportive IT infrastructures, whose integration cost is relatively high. (Kaplan and Haenlein, 2016). Due limited funds and resources only few institutions in Tanzania have effectively integrated eLearning systems. According to Sanga *et al.* (2019) only 94 institutions out of 147 institutions adopted eLearning. Various studies have revealed that majority of these institutions that are integrated into eLearning systems are confronted with lack of commitments or low institutional investments (Mpofu *et al.* (2012); Gillett-Swan (2017) and Alhabeeb and Rowley (2017)).

Studies on eLearning implementations in the higher learning institutions have revealed that, shortage of experienced teachers, has constrained the process integrating eLearning Moodle technology in Pakistan and Libya. Other eLearning challenges in African context are associated with cultural and educational background of instructors and students; lack of awareness; negative attitudes towards eLearning; lack of the institutional management mechanisms for supporting eLearning initiatives; unavailability of the internet connectivity as well as insufficient computers. Despite the challenges for effective implementation of eLearning, various studies have revealed a positive impact in using eLearning (Makokha, 2016; Moos, 2015; Suryawanshi, 2015; Letseka, 2018; Muneja and Ndenje-Sichalwe, 2017). Also, current eLearning studies have evidenced the growth in adoption of eLearning in tertiary institutions, for example in Tanzania and Zimbabwe. This study investigated usage behavior of eLearning Moodle in Tanzanian tertiary institutions drawing an experience from the College of Business Education (CBE).

This study was guided by the following objectives;
i. To identify current practices and strategies for the acceptance of eLearning in tertiary Institutions of Tanzania,
ii. To assess factors influencing the effective integrations and acceptance of eLearning in Tertiary institutions of Tanzania.

The study findings will not only contribute to the existing body of knowledge but it will also have practical and theoretical implications towards acceptance and usage of eLearning systems in Tanzania and elsewhere. It has also churned up some useful strategies for the development of eLearning systems that could be emulated as well as mirrored eLearning implementations in the institutions with similar characteristics.

2.0 Methodology

Research design

This study employed a mixed methods (Qualitative and quantitative) and so all guidelines for such techniques were adhered to. Both purposely and convenient sampling methods were applied in choosing samples. Kish's 1965 formula for cross-sectional studies for sample size was employed to determine samples from 199 teaching staff and 10,704 students available during a study period (HRMA and Registrar Reports, 2020). The sample size was calculated at 95 percent confidence interval to estimate margin error that was equal to five (5). Of which the proportional sample of 654 respondents. Random sampling technique was used to select both 97 teaching staff and 533 students, who were administered questionnaires. These two categories were involved because students are key users of eLearning and the teaching staff are responsible for preparations of eLearning contents to be used by students, so studying both categories enabled the researcher to better understand usage behaviour of eLearning. For qualitative data only 83 students and 30 teaching staff were conveniently selected for interviews, while purposively sampling was used to select 4 eLearning coordinators and 4 librarians, who are key informants responsible for eLearning implementation. Other sources of information were obtained through documentary reviews. The thematic analysis was used to analyse qualitative data, while the quantitative data was analysed using SPSS to derive frequencies and percentages. The study was conducted in four CBE campuses i.e., Dar es Salaam, Dodoma, Mbeya and Mwanza. The involvement of all CBE campuses was aimed at getting an insight on the relationship between eLearning integration, acceptance and use at the College.

Table 1: Shows the respondents' distribution

Categories	Dar es salaam	Mbeya	Mwanza	Dodoma	Total
Teaching staff	51(52.6%)	7(53%)	12(54.4%)	27(56%)	97
Students	346(5%,n=7124)	77(5%,n=539)	47(5%,n=924)	106(5%,n=217)	533
ELMS coordinators	2(100%,n=2)	2(100%,n=2)	2(100%,n=2)	2(100%,n=2)	8
Librarians	6(50 %,n=12)	3(50%,n= 6)	3(50%,n=6)	4(80%,n=5)	16
Total	**415**	**49**	**64**	**139**	**654**

Based on the gender distributions of respondents' who were involved in the study, the findings revealed; 80(96.9%) teaching staff were males and 12(13%) were females. While in a students' category 451(84.6%) males and 82(15.3%) females, as shown in Table 2.

Table2: Gender distributions

Responses	Teaching staff		Students		ELMSC Coordinator		Librarians	
Campuses	Male	Female	Male	Female	Male	Female	Male	Female
DSM	40(78.8%	11(21.5%)	300(56.2%	56(10.5%)	2(25%)	0(0%)	2(16.6%)	4(33.3%)
Dodoma	24(88.8%	3(11.1%)	90(16.88%	16(3.0%)	1(25%)	1(25%)	1(16%)	3(50%)
Mwanza	10(83.3)	2(16.6%)	40(7.50%)	7(1.31%)	2(25%)	0(0%)	2(40%)	1(20%)
Mbeya	6(85.7%)	1(14.2)	21(3.93%)	6(1.12%)	2(25%)	0(0%)	3(100%)	0(0%)

Awareness and Usability of eLearning by students and teaching staff

Basically, the essence of the study was to reveal awareness levels and usage of eLearning by the teaching staff and students in Tanzania. The findings revealed that 92.76% and 97.5% of college students and teaching staff were aware of eLearning availability. 7.23% of the students are totally unaware of the available eLearning system, similarly, lack of awareness of modern education systems persists even in the health sector colleges. The lack of awareness means absence of exposure or limited searching skills. This was also noted as a prominent factor that negatively limits adoption and usage of eLearning systems (Abaidoo and Nelly, 2015 and Arkorful, 2015).

Lack of students' awareness of eLearning was also confirmed during students' interviews, when one student informed the researcher that he was not even aware of what eLearning system is all about. Another, student said he has never before possessed a username or password which enables him to login into the system. One teaching staff echoed this contention, saying he too has never used Moodle for a longtime, as such he has even forgotten the username and passwords that enabled him to login into the system. The eLearning password challenge has also been noted by Obexer (2018) who argued that non usage of passwords over certain periods pushes users to mix numbers, signs and letters thus making it difficult to login into the system.

Table 3: Awareness of eLearning system among teaching staff and students

Responses	Students		Teaching Staff	
	Respondents	Percentages	Respondents	Percentages
Aware	500	92.76	95	97.93
Not Aware	33	7.23	2	2.06

Effectiveness on usage of eLearning Moodle

The study wanted to measure effectiveness of usage of eLearning among students and teaching staff in the surveyed area. However, in order to

understand the effectiveness of system usage, the researcher had to establish willingness of users of the respective system (Makokha and Mutisya, 2016). The effectiveness of eLearning systems depends much on the level of interactions between students and teaching staff. Besides, one student told the researcher that the system is not much interactive with students, which was contrary to a contention maintained by majority of the teaching staff (51.5%), who extrapolated that the system is effective and interactive. Based on those two variations the researcher deduced an existence of knowledge gap which was also noted by DeLone and McLean (2016). In line with that, three students in different campuses revealed that the eLearning system is not being effectively used in their respective campuses. The factors for ineffective and underutilisation of eLearning has been revealed in various studies and reasons provided include inadequate funds allocated for the effective ICT infrastructure and user training (Tarus et al., 2015; Munezero *et al.* 2016; Nkebukwa, 2018). Other reasons include absence of effective ICT infrastructure and user training resulting obscurity of using eLearning systems (Pani *et al*., 2015; Tarus et al. 2015; Pani *et al*., 2015; Munezero *et al.* 2016), consequently, it impairs efforts of the teaching staff to upload as well as students to download contents.

Table 4: Effectiveness on Usage of ELMS Moodle among teaching staff and students

Responses	Teaching Staff	Percentages	Students	Percentages
Very effective	10	10.3	110	20.6
Effective	50	51.5	197	36.96
Ineffective	30	30.9	220	41.27
Very ineffective	6	6.1	4	0.75
Not aware	1	1.0	2	0.37

Usage preferences of ELMS Moodle among teaching staff and students

Based on the usage preferences of ELMS Moodle, the findings further revealed that majority of the teaching staff preferred the blended learning system 56(57.73%). While the student's majority preferred mostly the traditional approach 320 (60.03%), as shown in Table 5.

The blended learning is also known as hybrid or mixed-learning method, which is a formal delivering learning system, which allows scholars to learn in part through online and to also use face to face instructions (Kisanga and Ireson, 2015). It is an approach through which face to face (F2F) classroom sessions are combined with the computer-mediated means. This pedagogy method is preferred since it helps to facilitate both collaborative and independent learning experience (Kasse and Balunywa, 2013). However, the use of the blended learning approach depends much on the availability of technical resources which the blended learning experience is delivered. The tools used in this

approach however need to be reliable (Letseka, 2018); easy to use (Nyakwende, 2009); and up to date (Kasse and Balunywa, 2013); to make use of the internet more meaningful and have an impact on the learning environments. During interviews with students and teaching staff it was also found out that the usage preferences of ELMS Moodle require a thorough guidance for understanding contents.

Although the teaching staff told the researcher that, currently the college has no formal policies which guides usage of Moodle, instead there are only online instruction manuals, which also requires one to have the internet to access them. eLearning coordinators on the other hand argued that the major issue facing student access to eLearning systems was the matter of technophobia.

A similar study conducted by Kasse and Balunywa (2013) highlighted technophobia as being among the significant challenge facing students and teaching staff in using eLearning. Technophobia is an agent of fear or untrusted use of IT related equipment. Correspondingly, the researcher informed teaching staff that, even some students are not trusting eLearning because they believe the available ICT infrastructure is biased and benefits students who have personal computers. In addition to that, eLearning coordinators informed a researcher that due lack of the prerequisite ICT skills, some teaching staff prefer the blended learning for students who rely only on traditional learning method which sometimes necessitates the students to bring along their passwords and ask librarians to download content for them or ask librarians' assistance in reviewing their assignments,'' a librarian told a researcher during interview.

Table 5: Usage preferences of ELMS Moodle among teaching staff and students (multiple responses was allowed)

Responses	Teaching Staff		Students	
	Frequency	Percent	Frequency	Percent
Only modern learning	31	31.95	100	18.76
Blended learning	56	57.73	113	24.95
Traditional learning	10	10.30	320	60.03
Total	97	100	533	100

ELearning usage experiences among teaching staff and students

Experience in eLearning usage depends mostly on teaching and duration which students' take in studies. Therefore, experiences of teaching staff have great

significance because the more teachers are experienced in using eLearning the more capable, they are in imparting skills to their students. In the same vein, levels or the duration which students spent at the college associating with more practice and time on using eLearning for their studies improves their experiences in eLearning. The finding further revealed that majority of the teaching staff had 6 to 10 years working experience 59(50. 5%). While the student majority involved in this study were second year students 243(45.5%), the researcher believed that respondents' usage experience has direct bearing to adoption and ELMS acceptance. However, based on the cross tabulation on usage experience versus departments, it was found out that most of those involved in the study were from business administration department, 42(43.2%). The implication of the findings is that the department of business administration is still growing and is frequently introducing new programs to meet the market demands. This is in support of the government manifesto on industrialization. The introduction of new programs in the department necessitated the college management to recruit new teaching staff to meet the new demands of all new programs introduced.

Table 6: ELearning usage experiences among students at the college

Departments	Certificates	Diploma	1st years	2nd years	3rd year	PGD	Total
Business Administration	20	15	24	200	40	20	319
Accountancy	2	2	17	14	20	3	68
Marketing	2	3	6	4	6	0	21
ICT	15	5	35	20	18	3	96
Metrology and Standardization	0	2	2	2	2	0	6
Procurement and supplies	4	3	3	3	10	2	23
Total	43	30	87	243	96	28	533

Table 7: ELearning usage experiences among teaching staff at the college.

Teaching staff usage experience	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	25 above	Total
Business Administration	3	30	4	2	2	1	42
Accountancy	2	6	2	2	1	1	14
Marketing	2	3	2	2	2	1	12
ICT	2	5	1	3	1	0	12
Metrology and Standardization	2	2	1	1	1	1	8
Procurement and supplies	1	3	2	2	1	0	9
Total	12	49	22	12	8	4	97

Quality of ELMS Moodle at CBE

The researcher wanted also to measure the quality of eLearning in relation to its usability among students and teaching staff. Based on the finding most of the 79 (81.21%) teaching staff revealed that the system is not easy to use specifically in uploading and downloading the contents. Similarly, the students revealed that the system is not user friendly 100(18.76%) as many of its users' faced difficulty in uploading and downloading contents and furthermore, to login to the system is equally difficult 200(37.52%). Measuring the qualities of any system depends on its relevance, conciseness, understandability, accuracy, currency, completeness, usability, and timeliness (DeLone and McLean, 2016). In this regard, ease in use, reliability and relevance of the available information are key factors that motivate users to use the system (Aina, 1998; Abaidoo, 2015). During an interview with students and teaching staff on quality assessment of eLearning at the college, it was revealed that all contents uploaded is relevant with the curriculum however, accessing it was difficult. One student told the researcher during the interview that sometimes it is difficult to access contents because students needed special rights and credentials to login. The ELMS Coordinator told a researcher that in all respects, eLearning system is still relevant with updated contents which is simplified in the PPT formats.

Table 8: Quality of ELMS Moodle at CBE: how are you ranking the Quality of ELMS Moodle adopted at CBE?

Responses	Teaching Staff		Students	
	Frequency		Frequency	
	Yes	No	Yes	No
Simple to use	50(51.54%)	5(5.15%)	10(1.87%)	100(18.76%)
Easy to upload and download	2(2.06%)	79 (81. 21%)	97(18.19%)	100(18.76%)
Easy to log in	6(6.18%)	3(3.09%)	20(3.75%)	200(37.52)
Easy for self-orientations	4(4.12%)	10(10.3%)	0(0%)	4(0.75%)
Easy to interact with students	4(4.12%)	6(6.18%)	0(05)	2(0.37%)

Strategies employed by students and teaching staff to institutionalize eLearning at CBE

During interviews with ELMS coordinators, the research revealed that the college has employed various strategies which eases eLearning. The strategies denoted included ensuring availability of reliable tools; ensuring reliable connectivity; ensuring frequently technical support; preparing and put guidelines to eLearning usages and increasing bandwidth capacity. Similar strategies were noted in various studies, for example Al-Ghaith (2010), Balunywa, (2013) and Bhalalusesa and Clemence (2013).

The second objective was to identify challenges that hinders ELMS Moodle acceptance among academic staff and students at CBE

Several challenges are still facing academicians regarding the successful use of eLearning in their institutions. The discussion in this part is being guided by the research findings which are divided into the four categories: Challenge on cultural learning style, pedagogical and technological challenges of eLearning, lack of technical training and time management.

Challenge on cultural learning style

Every society has its own cultural learning styles. Sywelem *et al.* (2012) maintains that those who teach using the natural learning styles, while considering individual cultural aspects succeed academically. This research however revealed that, 40 (42.23%) and 90 (16.88%) of teaching staff and students respectively are facing technological challenges of eLearning. This implies that teaching staff need to fully understand students' learning challenges and attitudes towards eLearning. According to Banning (2005) there are various cultural learning methods which must be considered. The study (Ibid) mentioned four cultural learning styles namely; didactic, facilitative, Socratic and the experimental. Qureshi *et al*., (2012) recommended usage of didactic methods, which uses more traditional techniques. This is mostly a physical lecture whose approach is mostly teachers centered. Traditional methods enable students to listen to their teachers while taking their own notes. Similarly, Walkin (2000) and Onasanya *et al.,* (2010) advocated the continuation of traditional way of teaching, because it is more user friendly and economical. On the other hand, Onasanya *et.al*., (2010) advocates the use of a so-called didactic teaching approach which is a teachers' knowledge centered, as Qureshi *et al*., (2012) viewed all of these are cultural acceptance methods. During the interview, teaching staff were associating the organization culture with lack of time to prepare contents to be uploaded in eLearning. For example, one teacher told a researcher that being a new teaching and learning culture in the organization, they need more time to adopt it. The ELMS coordinator underscored that Self-motivation is an essential tool for eLearning implementations. This perception is also being emphasised by Makokha, and Mutisya (2016) who maintain that, when new students are enrolled in distance learning platform, they need time to comprehend otherwise, they will fail to cultivate and give up. In this regard, only a positive attitude towards self-Orientation of eLearning will help individuals to overcome challenges, though it is a difficult practice (Kasse and Balunywa, 2013).

ELearning pedagogical and technological challenges

79 (81. 44%) and 200(37.52) of the teaching staff and students respectively revealed challenges on Pedagogical and Technological aspects in eLearning during the research. Pedagogical refers to how knowledge and skills are imparted in an educational context, and it is considered as the interactions that take place during practical learning. Onasanya *et al*. (2010) was associating eLearning pedagogy with the lack of management commitments as well as ICT training support to teachers and students. Likewise, a study by Sanga *et al*., (2013) noted unnecessary delays in purchasing and maintaining technologies and prerequisite equipment that supports eLearning in academic institutions. During the interview, eLearning coordinators emphasised that it is very difficult to implement eLearning at the college without managing properly key factors like teacher training and professional development. Continuous professional development focusing on content knowledge and pedagogy skills raises the morale in using eLearning. Mtebe and Raisamo (2011) associated pedagogical challenges with personal barriers that are linked to the adoption of eLearning and usages. Literature has also shown that most teaching staff and students in the institution of higher learning ignore the impact brought about by eLearning to teaching and learning, so they are likely to resist using it (Avidov-Ungar and Eshet-Alkakay (2011). According to Unwin, et al., (2010) many teaching staff regarded eLearning as internet access that is directed towards information sharing. Also, resistance to change among teaching staff and students has also been cited as an individual influence that affects adoption of eLearning (Garrison, 2011 and Nihuka and Voogt, 2012). Rolfe *et al*., (2008) associated with resistance to cultural attachment, where teaching staff and students habituated with the old-style of learning that made resistance to change.

During the interview, the teaching staff informed the researcher that they needed more time for training on assessing and grading students' assignments and managing large online classes. Literature has shown that main pedagogical strategy used by instructors to students is not based on uploading assignments but only about downloading the content. In this perspective Nihuka and Voogt (2012) associated such usage reluctance with technological access factors; including the difficulties of putting contents into electronic format (Buabeng-Andoh, 2012). He added that, in most cases, lecturers are competent in practical substructures on systems, but they did not implement or engage such strategies during their online teaching. Similarly, Saekow and Samson (2011) noted a lack of ICT skills to both students and teachers alike as another challenge. This challenge was revealed by students on all CBE campuses. Students further informed the researcher that challenges in handling technological mediums demotivates them from following new trends in education thus failing to adequately prepare them to meet future challenges related to eLearning. The

research further divulged that Pedagogical and Technological challenges of eLearning were also associated with lack of motivational incentives and technophobia (Nkebukwa, 2018). During the interview with ELMS coordinators and librarians, 200(37.52) and 79 (81. 44%) of students and teachers respectively had established that these challenges occurred due to digital divide and the technological gaps between the young generation which is mainly comprised of students and the older generations comprising mostly of teachers. Nevertheless, various studies have also noted incapability of ICT infrastructure as among the prominent limiting factors of eLearning implementations in academic institutions (Rajesh, 2003; Burn et al., 2005 and Siritongthaworn *et al*., 2006). Similarly, Bon (2007) added that, poor infrastructure limits connectivity qualities which negatively affect students' ability on eLearning usage.

Lack technical training and time management challenges

Based on the finding of the study both technical training and time management were mentioned.

There is a concern on how the management has put effort into the support functions for students and teaching staff. In a setting where eLearning is new and users are ICT literate, there is need for effective and frequent guidance for all technological related and administrative issues. This is in line with the study by Salmon (2004); Kasse and Balunywa, (2013) who regarded training on the technological features of eLearning systems as the only first step for success. This picture however doesn't apply in a study area where the real technological pedagogy and systems training is still a challenge. As noted by Kasse and Balunywa (2013), the absence of such training results denies students and teaching staff prerequisite technical skills that would help them to use eLearning tools effectively. This argument is also being confirmed by the results of an interview with ELMS coordinators regarding technical training. They indicated that despite the students being given the practical expertise on accessing eLearning, most of them still have poor computers skills. The librarians too indicated lack or computer literacy as a major issue among our students at the college not only for eLearning but also in accessing databases. During interview, one student told a researcher that she does not have any background skills on computer knowledge, and that everything was new to her. According to Kasse and Balunwa (2013) the basic computer literacy courses help users to obtain practical knowledge which they will use during online classes. Tarus (2011) added that, implementation of eLearning in the rest of African universities and colleges is stunted because of the many challenges that blanket its implementation. These challenges range from technological difficulties, lack of institutional and pedagogical challenges etc. However,

various studies made thus far have concluded that negative eLearning perceptions in many institutions of higher learning is perpetuated by lack of communication (Allen, 2003), understanding and lack of trust (Ajzen, 1988) or conflicting agendas towards the appropriate usage of technologies (Bebee, 2004).

Table 9:   Challenges on acceptance of ELMS Moodle among lecturers and students at CBE. (Multiple responses Question)

Reponses	Teaching Staff Respondents		Students Respondents	
	Yes	No	Yes	No
Challenge on cultural learning style	40(41.23 %)	15(15.46%)	90(16.88%)	20(3.75%)
Technological challenge	79 (81. 44%)	2(2.06%)	200(37.52)	20(3.75%)
eLearning pedagogical challenges	6(6.18%)	3(3.09%)	100(18.76%)	97(18.19%)
Technical training	10(10.3%)	4(4.12%)	4(0.75%)	0(0%)
Time management challenges	6(6.18%)	4(4.12%)	2(0.37%)	0(05)

Conclusion

Based on the findings of this study, both students and teachers have equal responsibility of making eLearning work. When students face limitations in using a system, instructors must jump in and help to solve it for them. To a larger extent, this helps to improve content-delivering techniques. The study revealed also both negative and positive factors associated with the acceptance of eLearning among students and instructors, including limited infrastructure to support internet connectivity for access and use of eLearning i.e., there are few connected computer laboratories planned for eLearning usage. It has also been noted that students and instructors were not well prepared for the new learning approach. The study revealed, a lack of institutional access to the internet, of which students rely mostly upon their personal initiatives of using smartphones and laptops which are unaffordable. On the other hand, despite most teaching staff having access to the internet, they are not utilising the eLearning system fully. It was also revealed that libraries have inadequate computers that provide students with opportunities for accessing eLearning in libraries. There is a need, therefore, to equip libraries with enough computers, and equip librarians and instructors with relevant and up-to-date eLearning knowledge to enable them to assist students.

Recommendations

Based on the study findings, the following are the general recommendation for the teaching staff and students in CBE community, these include the need to improve cultural learning style, the need for raising eLearning pedagogical

skills, increase system and technical assistance, promote more time to manage support for students and instructors.

Specifically, the study recommends:

i.   ELearning awareness creation campaign to students and instructors at the College. Awareness-raising campaigns on eLearning usage should be carried out, targeting all stakeholders such as instructors, students, librarians, and decision-makers. Unless these groups are made aware, it might not be possible to give priority to using eLearning Moodle systems. Awareness creation should also focus on standard guidelines for content creation for instructors.

ii.   Effecting Policy and institutional guidelines for eLearning standards. Policies should be established and guidelines should be reviewed so Mwakisole and Kissaka, (2018) proposed to make it mandatory for all instructors to use 70% of eLearning assessments in a single subject. That would enhance the existence and improved environment to support eLearning implementation.

iii. Increasing budgetary allocation for eLearning institutional supports. The budgetary allocation for eLearning support should be increased to enable all CBE campuses to acquire enough/adequate of the prerequisite equipment as well as technical infrastructure in support of acceptance and usage of eLearning Moodle.

iv.   The establishment and improvement of the Local Area Networks. Effective Local Area Networks should be established so that students with personal laptops or smartphones always have free access without restrictions.

v.   The establishment of connected computer laboratories in the institutions. Adequate computer laboratories should be equipped with adequate numbers of up-to-date hardware and software to make eLearning available and acceptable.

vi.   Organising the information literacy training programs. Information literacy training programs should be organised to facilitate and impart users with eLearning skills for both students and teaching staff.

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ASSESSMENT OF LIBRARIANS' CATALOGUING AND CLASSIFICATION COMPETENCIES IN DIGITAL ERA: A CASE OF THE UNIVERSITY OF DAR ES SALAAM

Erasto Clavery Kabalo

Abstract

Growth in technology and evolution of information sciences has transformed the way libraries operate globally as emerging technologies are being integrated with classification and cataloguing disciplines. Consequently, academic libraries have laid emphasis on improving the competencies of its librarians to be congruent with contemporary technologies in this digital era. In light of this, an assessment was conducted at the University of Dar Es Salaam to ascertain how competence impacts cataloguing and classification. Specifically, the assessment focused on three elements of librarians' competence; librarians' attitude, librarians' knowledge, and librarians' skills. Primary data was collected from 80 respondents through self-administered questionnaires that were distributed to the librarians at the UDSM library. The assessment was quantitatively analyzed using Structural Equation Modeling (SEM) to ascertain the causal-effect relationship between librarians' competencies and effectiveness in classification and cataloguing.

SEM results indicated that librarians' skills and attitude have a significant relationship with Effectiveness in Cataloguing and Classification. The findings imply that a unit increase in librarian skills will have a 26% effect on Effective Cataloguing and Classification. More so, findings entail that a unit increase in Librarian Attitude has a 38% effect on Effective Cataloguing and Classification at UDSM library. Conversely, SEM results confirm that librarians' knowledge has a statistically insignificant relationship with Effective Cataloguing and Classification at UDSM library. The findings imply that mere knowledge without the right attitude and supportive skills reduces librarians' digital competence in partaking catalogue and classification activities. Therefore, it can be recommended that UDSM library should organize in-service trainings, refresher workshops and seminars on cataloguing and classification, aiming at; equipping and updating the library staff on methods of cataloguing and classification; eliminate fear of doing original cataloguing, removing negative attitude towards cataloguing and classification, update library staff on the recent development on computerized cataloguing.

Keywords: *Digital Competencies; Cataloguing & Classification; Librarian's Skills; Librarian's Attitude.*

1.0   Introduction

Growth in technology and evolution of information sciences has brought about drastic change on how libraries process information and relevant operations (Ejiroghene, 2020). Such progress has coincided with the growing demand of acquiring efficient librarians with ample competencies in performing various

library roles such as cataloguing and classification of library material (Ezeibe, Udo-Okon, & Okwu, 2021). Consequently, higher learning institutions and public libraries have deemed cataloguing and classification as a critical component in library operations that should be congruent with recent growth of libraries worldwide (Patterson, 2020).

Recently there has been a standard shift and upgrades on the tools and standards used in cataloguing and classification to suit the rapid change of information explosion covering both the traditional and technological cataloguing as well as classification process (Cabonero & Dolendo, 2013). All these imply that cataloguers and classifiers have to be flexible in adopting new skills and strategies in processing information materials without completely abandoning the traditional methods (Mann, 2018). This will help them to grasp competencies so as to disseminate information to satisfy the information needs of the user community. Nevertheless, with tremendous advancement of disciplines including the Information and Communication Technology, the great challenge for cataloguers' competencies in academic libraries is keeping pace with the knowledge, skills and technological expertise necessary for packaging and creating accurate bibliographic record of the accelerated growing information (Ezeibe et *al.,* 2021).

As cataloguing and classification is concerned, the UDSM library in 1998 started to computerize of its in-house activities and priority was accorded to catalogue and serials management. This led to most of the library materials to be accessible through Online Public Access Catalogue (OPAC). Msuya (2002) mentioned that due to the changing nature of acquisition of information and overall transformation of the UDSM library necessitates all staff to be trained, so that they can acquire new skills and competencies, since the new techniques of processing and searching information in library will only be successful if the staff are equipped with skills and knowledge. In 2015 a great move on space and acquisition of information materials was experienced, the building of the new library and acquisition of a vast of information resources ranging from print, local and electronic resources was in a high and massive speed this necessitated for librarians to be competent enough to facilitate access to information within the library.

1.2   Statement of the problem

Digital competencies are necessary as they facilitate easy access and retrieval of library materials and thus enabling the library to meet its goal of disseminating information to its various users. With this in mind therefore, it becomes imperative to assess the competencies of librarians in cataloguing and classification of information materials in the University library. Studies that

have assessed cataloguing and classification competencies of librarians are scanty in Tanzania. Most of the available studies on the same, are from elsewhere (e.g., Olise 2021; Ihekwoba, Okwor, &Nnadi 2020; David-West &Angrey 2018; Fadekemi, Tunii, & Bruno 2019), thus making the status about cataloguing and classification competencies of librarians in the country unknown. It is against this background that this study intends to assess the competencies of librarians in cataloguing and classification practices with specific reference to the university of Dar es Salaam Library.

1.3   Main objective of the study

The general objective of the study was to examine competencies possessed by librarians in cataloguing and classification, specifically to:
i.   Ascertain the relationship between Librarian's Skills and effective Cataloguing & Classification.
ii.   Assess the relationship between Librarian's Attitude and effective Cataloguing & Classification.

iii.   Examine the relationship between Librarian's knowledge and effective Cataloguing & Classification.

1.4   Research design

In achieving the purpose of this study, descriptive design was used to increase understanding and obtain a real picture of the competencies of librarians in cataloguing and classification where narration of facts and characteristics about a phenomenon was identified and clarified in a bigger context

1.5   Study area

The study was conducted at the University of Dar es Salaam main library. This is due to the fact that the university library has a large collection of volumes in both print and non-print. Also, it has higher production of print resources such as research materials that require original cataloguing and classification. Therefore, research findings were easily accessible.

1.6   Sampling design
For the purpose of this study Census approach was used due to the fact that the population of this study was less than 200 respondents. Considering the entire units of population were included in the study, thus all 94 UDSM library administrative staff participated in the quantitative data collection procedures. However, 88 questionnaires were properly filled and timely returned for data entry and analysis.

1.7 Data collection methods and data instruments

To collect primary data from the librarians at the UDSM library the researcher used a structured questionnaire. While section A covered demographic and background information of respondents, the rest of the sections covered the objective of the study. The questionnaire guide comprised close-ended questions which helped the researcher to solicit quantitative responses.

1.8 Data analysis

The research hypotheses were tested using Structural Equation Modeling (SEM) in order to ascertain the causal-effect relationship between the research variables through path analysis. The tests were conducted using AMOS Graphics Software version 20. The results of the model are presented in figure 1 below;

Table 1: Regression Path Coefficient and Significance

Path	S. Estimate	S.E	C.R	Probability	Results
SKI → ECC	0.258	0.094	2.734	0.006	Significant
ATT → ECC	0.384	0.091	4.237	0.000	Significant
KNO → ECC	0.052	0.090	0.580	0.562	Insignificant

R Square = 0.338

Structure Equation Modelling (SEM) results in table 1 signify that librarians' competence in terms of Skills, Attitude, and Knowledge explain 34% of variation in effective Cataloguing and Classification at UDSM. Likewise, SEM results indicate that librarians' skills and attitude have a significant relationship with Effectiveness in Cataloguing and Classification. The findings imply that a unit increase in librarian skills will have a 26% effect on Effective Cataloguing and Classification. More so, findings entail that a unit increase in Librarian Attitude has a 38% effect on Effective Cataloguing and Classification at UDSM library. Consequently, a positive attitude in terms of commitment and involvement in library activities will eventually lead to effectiveness in partaking Cataloguing and Classification at UDSM library.

Conversely, SEM results confirm that librarians' knowledge has a statistically insignificant relationship with Effective Cataloguing and Classification at UDSM library. The findings imply that mere knowledge without the right attitude and supportive skills reduces librarians' digital competence in partaking catalogue and classification activities.
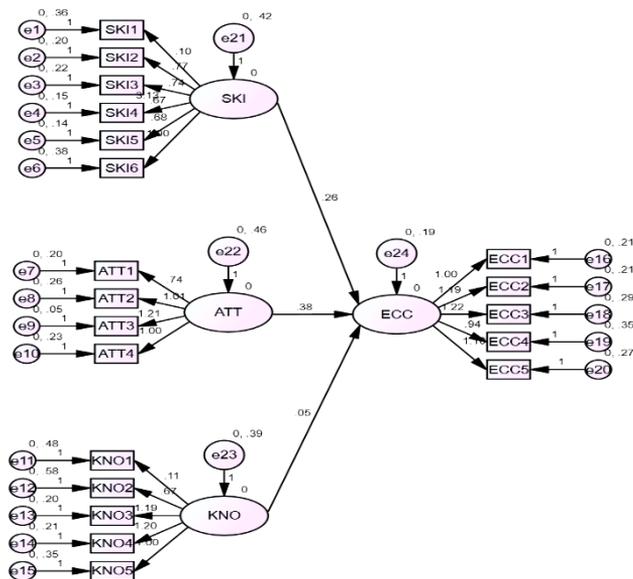
Figure 1: S.E.M Model of relationship between Competence and Effective cataloguing.

1.9 Recommendations

Based on the study findings the researcher makes the following recommendations that should be taken into consideration to enhance librarians' digital competencies in cataloguing and classification for effective access and retrieval of information resources in the UDSM library. The library should review cataloguing tools and resources used for cataloguing and classification to ascertain their adequacy. More so adequate and current cataloguing tools should be made available in UDSM library this will help in speeding the cataloguing and classification processes and reduces backlogs. The library should organize in-service trainings, refresher workshops and seminars on cataloguing and classification, aiming at; equipping and updating the library staff on methods of cataloguing and classification; eliminate fear of doing original cataloguing, removing negative attitude towards cataloguing and classification, update library staff on the recent development on computerized cataloguing.

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ROLE OF MEDICAL ACADEMIC LIBRARIES IN INFORMATION COMMUNICATION TECHNOLOGY CAPACITY BUILDING TO ACADEMIC STAFF: A CASE OF MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES LIBRARY

Restituta T. Mushi, Alli S. Mcharazo and Leonida S. Kanyuma

Abstract

The success of any modern university, in terms of effective teaching, research and consultancy is attributed to information communication technology (ICT) capacity built on their staff. It is even more so for medical universities, where their teaching staff need to be frequently updated with new technological knowledge on their medical subjects of specialisation. One of the tools of capacity building for medical teaching staff is the library. Medical libraries, by nature, are designed to assist healthcare professionals by providing up-to-date health information resources and services. With 423 academic staff and 4,073 students Muhimbili University of Health and Allied Sciences (MUHAS) is the leading Tanzania's public medical university. It provides quality training, research and services in health and related fields. Teaching, learning, research, and consultancy services are supported by the provision of world-class ICT services provided in its Library. The study explored MUHAS Library services that support and build capacity to teaching staff, with the intention of making maximum use of resources available. Specifically, it intends to find the extent of capacity building services provided in the library. It also identifies available hardware and software provisions. The study uses a case study approach characterised by qualitative research methods: library research, library records, basic, limited sampling, observations, and authors' experience. The key findings are Library's provision of world class ICT equipment, information resources and software that call for continuous academic staff training. ICT areas requiring capacity building to academic staff are identified: electronic databases, research support, KOHA support and ICT laboratory. These areas are identified with examples of capacity building initiatives. The study/paper concludes that ICT capacity building is highly useful in ensuring ICT resources are optimally used, and that experience needs to be emulated elsewhere.

Keywords: *librarian, ICT, health professional, academic staff, capacity building, MUHAS.*

1.0   Introduction

The significance of a university library lies in its crucial role of acquiring, organising, storing and disseminating relevant information required by its community: students, lecturers, researchers and the general public. Provision, therefore, of relevant and up-to-date learning resources is the core part of the responsibility of the university library to its communities. The successfulness of this responsibility enables the university library to effectively support learning, teaching, research, and recreational activities. Moreover, the adoption of

information communication technologies (ICTs) in academic libraries has revolutionised and challenged the state of the intermediary services. Academic libraries, in dynamics of digital era, are now mandatory element of library collections and they are considered as scholarly information.

Over the years, university libraries have undergone positive and rigorous positive changes. Many academic libraries have introduced facilities and services that are complex and modern to meet the complex and demanding needs of their customers. They are compelled, for example, to introduce ICT hardware and services that naturally call for the need to continuous train customers so that they can get abreast of new development. The University of Dar es Salaam's new library building, that can accommodate 6,000 readers and sophisticated ICT equipment (Domas, 2016), is just one example of many libraries that are expanding fast. This makes librarians assuming the new responsibility of training their customers.

On the other hand, ICT skills for faculty members need to be continuously updated. It is obvious that the success of the university teaching, in terms of effective teaching and delivery of information and knowledge, is attributed to capacity built on them. Their basic professional education as well as continuous professional education programmes must reinforce their teaching skills (Mallinson and Krull, 2013) Teaching staff need to continuously update themselves with new technological knowledge on their medical subjects of specialisation, technology advances and medical research skills and aspects. One of the tools of capacity building for medical teaching staff is the library.

Medical libraries, by nature, are designed to assist healthcare professionals by providing up-to-date information resources and services. They are required, therefore, to update their staff on new technologies to cope with dynamics of digital era: this ranges from providing basic literature to advising and training staff on various areas that are of interest to staff. MUHAS Library provides relevant information resources to enable MUHAS to fulfil its main functions of teaching, learning, research, consultations and service delivery, hence, the link between information resources and the MUHAS academic staff and capacity building thereafter.

Library staff at MUHAS possess professional skills that include training on advanced scientific literature search techniques in scholarly databases; reference management and citation; introduction to up-to-date databases and registration; library electronic resources services and research support services to mention a few.

Thus, this study and the paper shares experiences of MUHAS Library and its librarians, as a medical library and professional academic librarians respectively, in capacity building of academic staff in this dynamic of digital era at MUHAS. Specifically, the paper attempts to demonstrate the role of MUHAS Library in contributing its share towards capacity building to academic staff at MUHAS.

2.0   Methodology

The research strategy selected as most likely to fulfil the objectives of this study is the case study; MUHAS Library being the case. The general position here is that this is a case study strategy that uses a mixture of methods such as personal observation, the use of informants, straightforward interviewing and tracing and study of relevant documents and records (Yin, 1994). The use of descriptive research method was also considered, as the case under investigation is well known by the researchers. With descriptive research design the researcher can choose to be either a complete observer, an observer as a participant or participant as an observer or a full participant. This study follows this approach, and it is mainly a qualitative one. It is based on library research, office records, and review of some MUHAS documentation (reports and statistics). The data reviewed from MUHAS Library includes reports, training reports and secondary data from various journal articles and books related to the study. Researchers' personal observations and personal experiences were also used.

To supplement data for this study, two interviews were conducted to training participants of open access and predatory publishing, UpToDate User Registration and Reference Management. The purpose here was to demonstrate how capacity building is built to MUHAS academic staff through library services, programmes, and projects. Though some of the ICT services were introduced earlier, this study provides statistics for 2022/2023 to support its findings and analysis.

3.0   Context of the study

3.1   Background

MUHAS Library belongs to MUHAS, which was established in 1961. MUHAS offers a variety of programmes in medicine, dentistry, pharmacy, nursing, public health, laboratory and allied sciences, both at undergraduate and postgraduate levels. It is also doing well in medical research and traditional medicine studies. Now MUHAS has 347 academic staff that serves 4,073 students and attends Muhimbili National Hospital (MNH) community. The library is as old as the university itself. It has undergone various changes over

the years. Despite all these changes, the library has never stopped serving its mission – serving the information needs of MUHAS community that is comprised of students, lecturers, researchers, and medical practitioners. To date, the library has a total of 27 staff of which 14 are academic staff and 13 are administrative staff. It has the capacity to accommodate a total of 600 users at a time; this number includes those sitting in the 24-hours reading room, departmental libraries and one at the East African Centre for Cardiovascular Studies, Mloganzila. Some of the services offered by the library include processing and organization of knowledge, reader services and circulation, periodical services and research support, information and communication technology and training.

3.2   Anatomy: ICT needs, capacity building and the library

It is well worth mentioning here that the significance of a university library lies in its crucial role of acquiring, organising, storing, and disseminating relevant information required by its community: students, lecturers, researchers, and the general public. Provision, therefore, of relevant and up-to-date learning resources is the core part of the responsibility of the university library to its communities. The successfulness of this responsibility enables the university library to effectively support learning, teaching, research, and recreational activities.

Over the years, many of these libraries in universities have undergone positive and rigorous positive changes. Many academic libraries have introduced services and facilities that are complex and modern to meet the complex and demanding needs of their customers. They are compelled, for example, to introduce ICT hardware and services that naturally call for the need to continuous train customers so that they can get abreast of new development. This makes librarians assuming the new responsibility of training their customers.

Specifically, medical academic libraries in the dynamics of the digital era are now mandatory element of library collections and are also being considered as scholarly information. The adoption of information and communication technologies in academic libraries has revolutionised and challenged the state of the intermediary services. Further, academic libraries now have digital collections, services and infrastructure to support lifelong learning, research, scholarly communication and archiving (Nakitare et al., 2020).

Consequently, there is growing body of literature which observes the drive to use the e-resources and the preferences of users in print and electronic

resources. Mostly, the studies indicate that e-resources are getting popular and health sciences peoples prefer to use e-resources rather than print (Rafiq, 2018). Digital era is viewed as a revolutionary phenomenon that, combines new forms of the development of communication and computer technologies including the development of information awareness and promotion of information with a view to creating a global form of interaction within societies (Ahmed, et al., 2022). In addition to that, technology has given the user the ability to access, use, create and share information independently without relying on the librarian. For academic librarians to serve this type of users, they need effective interpersonal competencies like practical customer service innovativeness, dynamism, pragmatic problem-solving skills, as well as effective technological competencies (Nakitare et al., 2020). Medical libraries are primarily to provide impartial access to information for every university user especially for academic staff and students (Ahmed, et al., 2022). They should guide, inform and assist users on how the new technology is to be used and create more time for the most important activities they have by helping them in their information needs (Rafiq, 2018). with regard to the mission of MUHAS medical academic library, which is 'to become a centre of excellence for medical and health information resources, provide information and documentation services to the MUHAS community, nation and beyond' (MUHAS, 2022). At this digital era MUHAS medical library and medical librarians are responsible for preparing their users to embrace and adopt the current technology to make sure there is access and utilization, so as to support their daily professional and academic activities.

The librarian and library professionals should guide by the way new technology is used by the clienteles and create more time for the most important activity by helping them in their quest for information. Library professionals strive to help their patrons with all requests. According to Ahmed (2022) assistance to be rendered, must be up-to-date in the use of current technologies. Academic Libraries are integrating digital era to create a more progressive presence in the community. It sounds crucial for libraries to communicate and engage customers technologically. Researchers have testified that ICT tools can enhance learning skills and allow an exchange of information that goes beyond the walls of the traditional library. The position of libraries and information centres has immensely changed during last decade due to the appearance of electronic resources which have provided many possibilities and opportunities for providing faster and quicker access to information at the global level (Devi, 2020).

Technological advancement has changed the way people utilise information resources. Mwantimwa and Ndenje-Sichalwe (2017) have observed that, digital advancement has become an integral part of information resources for

academicians and researchers as they can substitute print resources with ICT based ones. When talking of digital era, we can't exclude ICT as it hastens communication and enabled rapid access of information. ICT has unlocked the way information is created and managed. This is justified by the increased creation of non- print forms such as databases, CD-ROM's, institutional repositories, internet, and computer networks. ICTs have become vital sources of information for academic staff, researchers, and consultants. Hugar (2019) maintains that they have numerous benefits over analogy, they have multiple access, speed and remotely in access; functionality, transferability and huge amount of information are stored in just small space.

We live in a world of instant global communication. Everyone is aware of technological developments that have come with dazzling rapidity. New techniques for recording and transmitting texts, sound or visual images have flourished. Digital technology has created extraordinary capacities to store, process, disseminate and retrieve knowledge. This technology provides unprecedented possibilities for communication between people as well as for the development of cultural industries and the exploitation of works all over the world. The advancement of technology and ICTs have brought in a lot of changes that are embraced in libraries. Currently, we have digital libraries where most information can be accessed through online. Academic staff also need information to keep them up to date and be able to cope with modern development happening in academic fields (Abouelenein, 2017).

Needs of electronic information for academic staff in health institution could be for educational, research, publication, teaching, and learning, clinical as well as decision making for those in administrative positions. Furthermore, they need information to assist them participate in academic and scientific forums for research dissemination. In short, with electronic resources, academic staff especially in health institutions are placed in a good position to fulfil their professional services and personal advancement.

Many academic librarians are exploring the opportunities of ICTs to support faculty members/academicians. They facilitate teaching, learning, research, and consultation. A study conducted in Kenya by Nakitare and others (2020) recognises that provision of services in academic libraries has been changing continuously and rapidly due to changing needs of library users within the institutions of higher education. In addition to that, the role of the academic librarian has rapidly evolved in the digital age to meet the changing needs of their customers. Academic librarians do so by using various methods such as familiarizing them with available e-resources through training. At MUHAS, for example, being a health leading University in the country with 347 academic

staff and 4,000 students, they cannot manage to flourish without the support of their librarians.

In the light of this, the study assesses the role of MUHAS medical academic libraries in capacity building of academic staff in the digital era. The study aims at finding out activities and programmes carried out by MUHAS Library in building capacity to members of academic staff, and how successful are they. It is believed and hoped that the experiences and skills that have been used at MUHAS could be beneficial to other academic and non-academic libraries in Tanzania.

4.0   ICT capacity building in the dynamic of digital era: experience from MUHAS

Due to improved professional information handling skills, information professionals have become the critical link between information resources and their customers (Olubiyo, 2022). Most MUHAS academic librarians possess computer skills. They conduct training sessions that are beneficial for faculty members and health professionals. Nevertheless, faculty members need information to fulfil their needs. The following sections provides details on how the MUHAS Library and its staff are building capacity to academic staff:

4.1   Training on electronic databases

A study conducted by Mwantimwa (2021) shows that, researchers recognise the role of e-resources in teaching and research. It is evident that the impact of e-resources in research, learning and teaching is very positive. MUHAS Library staffs conduct training on available subscribed databases, open sources, and institutional repository (IR). IR is very important for higher learning institution simply because it raises the awareness of available publications for both academic staff and students from their respective academic institutions. MUHAS library have subscribed to both open access databases such as EBSCOHOST, R4Life, Taylor and Francis, Springer Link, SAGE publications, Wiley Online Library, Nature Publishing Group Journals, and many others. The databases are made available to members of teaching staff and students. Library's task is to equip both staff and students with knowledge on how to access these resources. Trainings at various levels are conducted and users are introduced to above mentioned databases

MUHAS library professionals also conduct training on Turnitin: anti-plagiarism system software that has recently been procured by the university. So far 112 academic staffs have been trained on the software. Another training conducted by MUHAS Library for faculty members is on open access. In this year alone, a

total of 14 faculty members from School of Public Health have been trained, to start with. Additionally, training on Open Access, Open Science and Predatory publishing was conducted to MUHAS community where a total of 29 faculty members attended.

During the period under review, academic librarians conducted training workshop on utilization of social networks for researchers and self-archiving of scholarly works to increase research visibility, where 22 faculty members attended.

Another training workshop on strategies for discovery and utilization of scholarly content to enhance academic integrity and scientific writing was conducted by MUHAS Library for members of teaching staff. A total of 43 post graduate students attended this workshop. It is well noted that training on Scientific Writing and Information Literacy are organized and conducted by professional librarians. In this year, a total of 38 postgraduate students have attended. The MUHAS Library is also training postgraduate students on systematic literature search and referencing, a total of 70 students attended that training. It is worth noting that most of these postgraduate students are lecturers and medical practitioners.

4.2   Research support

With research support services, MUHAS Library is responsible in equipping academic staff with skills on how to utilize specialize databases and software such as: UpToDate User Registration; Plagiarism system support; Search and reference management and Open access and predatory publishing issues. With predatory publishing MUHAS library introduces academic members of staff to important directories that list titles of reputable journals such as Directory of Open Access Journals, Sherpa Romeo, and websites of specific journals. They are also introduced to directories that list specific known predatory journals such as Beall's List of Predatory Journal.

The study observed usage of activities of professional librarians over a nine-month period. With the work conducted by MUHAS librarians this study shows that the capacity building of MUHAS academic staff in the dynamics of digital era can clearly see as to total of 1,121 potential library users, were imparted with knowledge and skill in utilization of library resources including E-resources from April-December (see table 1) below.

Table 1: Research Support Services Queries

Extent	Service Offered	Frequency
April-December	UpToDate User Registration	555
April-December	Plagiarism system support	187
April-December	Search and reference management	379
August-December	Open access and predatory publishing	43
Total		**1,164**

According to the data in Table 1, UpToDate User Registration had the highest number (555) of users followed by the Research Support (379). The data further shows that Plagiarism system support received 187 users. The relatively high representation of UpToDate User Registration queries can be attributed to its effective in solving clinical queries as the large number of MUHAS community are medical professionals. Practically, UpToDate is a subscription-based resource designed to provide physicians access to current clinical information. It addresses specific clinical issues in the form of topic reviews.

4.3 KOHA support

KOHA is a Library Management System/Software that is currently being used by many libraries in Tanzania, MUHAS Library included. The software's functions are characterized by services that support creation and management of online catalogues, databases, indexes, data and record generation. Suffice here to say these functions are the backbone of modern library services and are a pointer to the huge forest of information and knowledge in a library or any information unit. Currently, a total 66,886 records have been entered, of which 32,333 are books and 34,553 are periodicals. The total cost for both books and periodicals is Tshs. 5,392,816,818/. The MUHAS Library has been in the forefront in ensuring students, lecturers and researchers make maximum use of KOHA. This is done through orientations, tailor made trainings, and one-to-one instructions on how to use the software. The outcome of this is independence amongst academic members of staff to search for needed information and resources in the library, without depending much on a librarian.

4.4 Library ICT laboratory

In 2022, MUHAS resolved to turn its Library computer lab into an ultra-modern ICT-based facility to cater for its academic community. The MUHAS Management felt passionately that the introduction of this lab would alleviate problems associated with computer numbers inadequacy and problems associated with inadequate ICT lab spaces. The Management, therefore, felt it is worth picking a leaf of experience from Kilimanjaro Christian Medical

University Library, as they have done well in this respect. To date, the lab houses a total of 164 computers with network connectivity, modern furniture, surveillance cameras and a big screen television. The facility is used for training of ICT based aspects to students and staff and for searching for information from various databases and resources. This cutting-edge ultra-virus state of the affair laboratory is indeed the tool for capacity building for staff at MUHAS, and one can draw some lessons from this project as follows:

a. partnership amongst professionals: librarians, lecturers and ICT professionals brings best results in developing an ICT facility in an educational setting

b. setting aside an adequate space/room for ICT teaching to cater for as many students, lecturers, and researchers as possible ensures optimal utilisation of resources such as classes/buildings, ICT equipment, and staff

c. Modern ICT labs assume the role of and learning resource centres (LRCs), in the sense that their task is to aid students and academic staff to use all information resources at the same place. This means students/lecturers/researchers walk into his lab with no works (manuscripts) and walks out with printed manuscripts ready to be submitted wherever they are required

d. Locating ICT labs in libraries is the best approach ever in bringing ICT and other information resources closer to students and academic staff.

5.0   Conclusion

If at all the libraries, especially medical ones, are to embrace technology for the benefit of their users, building capacities for their users is unavoidable. This is evidenced by this study showing various activities done by medical library staff at MUHAS. Through the number of participants for some trainings show low participation, the evidence is that the big effort was used to get even those attended. Therefore, it is the responsibility of the librarian to make sure that, the e-resources acquired by the university are effectively utilised through creating awareness and building capacity of the medical staff to utilise them. The best way forward is for medical universities and other similar institutions to provide more intensive trainings that are organized by medical libraries and the number of participants should increase.

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PART TWO

50TH ANNIVERSARY

OF

TANZANIA LIBRARY AND INFORMATION ASSOCIATION

1973 – 2023

CELEBRATING A GOLDEN JUBILEE

FROM EAST AFRICAN LIBRARY ASSOCIATION TO TANZANIA LIBRARY ASSOCIATION

Hermenegild Haule

Abstract

Part one of this paper starts by tracing the historical background of the library profession, beginning with the East African Library Association in 1948, to its dissolution in 1972. This part highlights the various factors that contributed to the Association's survival and its subsequent dissolution. Further, the paper discusses in detail the factors leading to the dissolution. Part two deals with the attempts, initiatives and efforts made by various stakeholders to revive library associations' cooperation based on a federation model. It discusses also the fact that rebirth of the East African library cooperation is both a historical challenge and an opportunity as well in promoting the profession whose development was derailed at the dissolution of the East African Library Association in1972. The authors try to establish the fact that there is a strong bond needed between trust and confidence before such cooperation is re-established. Nevertheless, the authors are optimistic that the negative challenges/obstacles can be overcome and thereby re-position the library associations to revive the envisaged cooperation. The paper concludes with an emphasis that the spirit of regional library cooperation/integration requires a consensus if they are to face up the challenges experienced before, now and beyond.

Keywords: *Library associations; East Africa; East African Library Association-History; Library cooperation; East Africa.*

1.0 Background to the period 1935 – 1972

The evolution and development of the library profession in Kenya, Tanganyika and Uganda can be traced back to as far as 1948, when the East African Governors Conference decided to create the East African Literature Bureau. One of the tasks of the Bureau was to establish libraries in the capitals of the three countries. Apparently, it may be noted that Zanzibar was one of the countries of the British Empire; yet, little literature exists on its history of library development. The spirit of cooperation had been in existence in East Africa for a long time, due to the former colonizers who made the whole region look as one country.

During the colonial period, when the idea of setting up libraries in the three East African colonies was mooted, its management was centralized by the then rulers. As the number of professional information workers increased, it became

necessary to have a forum where these librarians could meet and share ideas on their common professional interests.

2.0   Birth of the East African Library Association

In 1956, the expatriate librarians in East Africa met at the Macmillan Library in Nairobi and formed the East African Library Association (EALA), with Headquarters in Nairobi. The objectives of the Association were as follows:
a.   To encourage the promotion, establishment and improvement of libraries and library services in East Africa
b.   To improve the standard of librarianship and the status of the library profession
c.   To bring together all who are interested in libraries.

The aim of the Association was to enable people who shared common ideas to come together, discuss and forge common fora for meeting challenges facing the profession. Thus, members of EALA met regularly and freely within the three countries without any hindrance. They organized bi-annual conferences on the rotational basis. The conferences also used to act as a dialog between the government officials and the association. Several activities used to bring these professionals together. The Association's newsletter published articles in library and information science in the region.

3.0   Formation of EALA branches

In 1965, Uganda and Tanganyika formed branches of EALA, while Kenya had formed hers some time back. EALA with its three branches, used to hold conferences every two years in each of the three East African countries. These conferences used to focus everybody's attention through television, newspapers, and radio on the problems of library development, and were valuable forum for discussing problems and for the exchange of experience. Apart from the conferences, individual Branch associations used hold seminars, weekend schools, and professional meetings to further their objectives which were basically similar to those of EALA objectives. For example, at the beginning of 1968, EALA, in collaboration with national branches, staged a very successful Book Week which received big publicity and the Tanzania Branch inaugurated the official *Someni Journal* in the same year.

4.0   National Library Associations

Between1956 and 1972, EALA achieved very little because membership was from a long time composed of expatriate librarians who seemed to be more interested in furthering their friendly links rather than making the association a

real force in library development. The Association, therefore, lacked initiative, commitment and dedication, factors which it needed to pursue its objectives successfully. By 1972, EALA was found to be inactive. The branches felt that they were not receiving the services expected in return for their subscriptions. Again, at the advent of independence, the feeling of new nationalism slowly crept in and the usual red tape of government procedures run under different styles adopted by the three countries did not favors the existence of EALA. Consequently, at its Annual General Meeting in 1972 held in Nairobi the delegation of the Tanzania Branch moved a motion that:

> Taking into consideration that the East African Library Association has outlived its existence, by failing to deliver the goods (services) expected by her branch members, the Tanzania Branch Association delegation proposes the dissolution of the East African Library Association and the formation of the National Library Associations and, in order to continue with the current spirit of cooperation proposes the formation of a 'Standing Conference for East African Librarians' which will be holding conferences every two years in rotation in the Region."

The motion was supported by the Uganda delegation. After this motion was approved, it was decided the first such conference where librarians would meet with equal status as full members, would be held in Tanzania. Thus, the three branches of EALA were dissolved and formed fully-fledged National Associations, KLA, ULA and TLA.

It was agreed in this meeting that professionals in the three countries would meet every two years to exchange ideas and compare notes on the progress made in the field of information, it was at this juncture that the idea of the Standing Conference for East African Librarians (SCEAL) was born and SCEAL was mandated to work as closely together as possible with their local professionals. The first such meeting was held in Dar es Salaam in 1974 with Zambia attending as an observer. Zambia then applied to join SCEAL and was accepted. The next meeting was then held in Lusaka in 1976 and Nairobi 1978.

However, as other countries in our region got their independence, they too applied and joined in. Thus, from SCEAL we got the Standing Conference for East, Central and Southern African Librarians (SCECSAL).

5.0   Revitalizing the EALAs' cooperation

Pre-Take Off Initiatives

Since the dissolution of the EALA in 1972, the three associations in East Africa had drifted far apart, a situation that affected not only the associations, but also the users of information in the trio EAC member states. Resolution One of the 1998 Standing Conference of Eastern, Central and Southern African Librarians (SCECSAL) was on 'the need for Eat African Library Associations to closely co-operate among themselves'. It was strongly felt that ever since the dissolution of EALA in 1972, the associations in East Africa have never been closer, and this is to the detriment of not only the associations themselves but to users of information in all East African countries.

On March 14th 2001, heads of East Africa's Library Associations convened a special meeting in Nairobi to discuss a way forward in establishing a closer cooperation amongst East African countries on matters of libraries and information provision.

At that meeting, the participating library associations agreed to the following:
a.   Determine principal form and areas of co-operation.
b.   Strengthening the country library associations as a pre-requisite to forming a regional library association in a form of a federation. Some of the aspects that were categorically identified essential for the revival of the associations were: membership recruitment, inclusion of all stakeholders in the information sector and revival of publications
c.   Formation of an Interim Working/Steering committee to foresee the implementation of the deliberations. The Chairpersons in Kenya, Uganda and Tanzania were chosen as committee members
d.   Adoption of terms of reference for the committee.

Specifically, these were as follows:
a.   Determine the legal implications.
b.   Formulation of a proposal to the East African Community Secretariat.
c.   Developing ideas on how best EALAs could be strengthened.
d.   Formulation of a strategic plan document for each country library association.
e.   Determination of how much resource (finances, personnel, time, etc.) would be required.

The objectives were:
a.   To have a participatory and consultative body that would deal with library and information matters within the East African cooperation.

b.   To play an advisory role to the East African Community Secretariat and, to have a final say on matters to do with libraries and information services.
c.   To develop specific proposals for new initiatives in capacity building for library and information institutions.
d.   To enable the East African cooperation to create strategies to help member countries to build their information capacity for national and regional development.

Thus, having recognized that the need for deeper cooperation and partnership within the region and Africa as a whole was much greater than in the past, a workshop was held from 10th to 11th December, 2003 at the East African Community Headquarters, Arusha, Tanzania. The workshop was organized by the East African Community and funded by the International Federation of Library Associations and Institutions (IFLA). The Secretary General of the East African Community, Hon. Amanya Mushega, in his opening speech, informed the participants that the workshop was taking place in accordance with Article 129 of the Treaty for the Establishment of the East African Community which reaffirms the commitment by partner states to Cooperate in promoting common measures to ensure the strengthening of linkages among their business organizations, employees and employer's organizations and professional bodies.

Furthermore, the Guest of Honour elaborated that Section 2 of the Treaty stipulates that the Council of Ministers shall:

> "Establish modalities that would enable the business organizations or associations, professional bodies and the civil society in the partner states to contribute effectively to the development of the community".

The Guest of Honour went on to emphasize the fact that: "libraries exist to provide access to information, ideas, and inspiration to users. Thus, information is key to all aspects of social, economic, and political development and librarians, archivists, and documentaries have a role to play". Hon. Mushega assured the participants of the workshop that the secretariat would ensure the active participation of the library and information sector in the formulation of practical policies designed to revive, promote, integrate, and strengthen the economic, social, and political cooperation of East Africa. In this regard, therefore, the governments of the partner states realize the fact that to move to the fuller integration, we must meet these challenges through the joint efforts of all stakeholders, including librarians, archivists, documentalists and information

technologists". Hon. Mushega urged the participants to draw up a road map for the harmonization of national policies and the dissemination of timely and up-to-date information for furthering regional integration in East Africa.

During that historic workshop towards the Revitalizations of EALAs' cooperation, the big issues evolved around the framework for cooperation:
a.   purpose of cooperation
b.   strategic objectives
c.   legal and institutional framework – e.g., a council, a society, an association, a coalition, etc.
d.   cooperation implications.

Take-off failure

After that 'historic' workshop in Arusha, what next? The year 2023 is now the 20th since the workshop was held in December 2003, at the East African Community Headquarters, coordinated by the librarian –in- charge of the Community, and finally officially opened by the then Secretary General of the Community, Hon. Amanya Mushega, who gave a very inspiring and forward-looking speech to the Associations' envisaged cooperation. It is sad to report that no progress has been made so far. What went wrong, or rather, what did not go wrong at the workshop?

Similarities with partner states' cooperation

There is a famous saying: history repeats itself. There is, perhaps, a truism in the narration in the sense that the history/events of the proposed revival of cooperation is to some extent like that of the cooperation among the Partner States. The former East African Cooperation was started during the same period when the development of the library profession came into being, resulting in the formation of EALA in 1956. Whereas, on the one hand, the former East African Community was formed in 1967, on the other, EALA saw the formation of three Branches in the Region in 1968.

Again, whereas the EALA was dissolved in 1972, to form three national library associations, the East African Community collapsed in 1977. Twenty-two years after the dissolution of EALA, representatives of the national library associations started to discuss revival of cooperation in one form or another. Similarly, talks by the Partner states to revive cooperation in a new form/mode took about twenty years to form the East African Cooperation.

Facilitating the envisaged cooperation is an 'uphill task'. There are speculations within the East African Community, as well as within the library associations,

that among the Partner States and the library associations as well, some of them have a 'hidden agenda' in pushing for full integrations. The 'hidden agendas' include elements of "Big Brother" and the appetite for "idle" resources – land, minerals, tourism, etc. and ample employment opportunities. Likewise, some delegates of the national library associations saw a 'hidden' agenda in which the form of cooperation would ultimately be similar to the dissolved associations. Thus, trust is of great importance: lack of trust will undermine any alliance relationship. While a strong sense of common purpose (collective goals) is the source of coherence, trust is the essential bonding agent. Moreover, cooperation involves networking – a key and long process of negotiation and education: It requires years of information gathering and sharing, policy consultation and regional consensus.

By the way, is the formation of a single professional body/association a panacea? What is the reality so far with the professional bodies/associations which are participants already in the East African Community? Moreover, Tanzania and the Democratic Republic of Congo belong to the Southern African Development Cooperation (SADC), in addition to the East African Community. Are there any professional bodies or associations in SADC? There is a joke that reflects truth and goes as follows, "The best meeting is that of three people (associations) of which, the two of them are absent". Is it possible to form an umbrella body like the former Tanzania Professional Centre? Alternatively, is it possible to take the SCECSAL cooperation mode, through conferences and consultative organs? In other words, is it possible to form a single regional professional body/ association, and later on entertain a "Brexit" type of cooperation?

6.0   Conclusion

The aims and objectives for regional cooperation among the partner states of the East African Community are not quite different from those intended by the country library associations. The intended networking/cooperation is no longer an option: it is inevitable, it is a necessity. The need for continued cooperation was felt even during the tabling of the motion that sought the dissolution of the former EALA in 1972. What is required, as we have already seen, foremost, is the element of trust and networking principles and processes. The intended cooperation is just a matter of time when the national library associations will come together and revitalize the much-awaited cooperation. After all, "Rome was not built in a day".

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CELEBRATING A GOLDEN JUBILEE

FROM TANZANIA LIBRARY ASSOCIATION TO TANZANIA LIBRARY AND INFORMATION ASSOCIATION

Alli Mcharazo and Hermenegild Haule

Abstract

The paper celebrates the beginning of the transformation period in the history of the Association's 28 years of its existence. It intends to provide an overview of achievements and impacts of the measures taken to revive and reactivate the Association since day one of the new millennium up to the year 2012. It starts with a description of how the new leadership was dynamic, strategic, focused and committed, together with involvement of the various stakeholders in general. It lays down an action plan and its subsequent implementation of the First Five Year Strategic Development Plan, 2002 -2007. The paper further illustrates the results or outcomes of the unique transformative period 2000 -2012. The period under review had two fundamental changes: constitutional review/amendments to reflect current developments and practices, as well as change of its name to Tanzania Library and Information Association. The Association became a model in East Africa, at least up to the year 2012. At the end, there are two tables illustrating the implementation of the Association's objectives and functions.

Keywords: *Library Associations Management; Tanzania Library Association; History; Strategic Management; Library Associations.*

1.0   Introduction

After the sudden and unexpected passing on of the then Tanzania Library Association (TLA) chairman, the late Mohamed Hassan Mhina in October, 1999, an ad-hoc extra-ordinary meeting of the Executive Committee was convened on 4th November, 1999, to elect an interim-chairman. Dr. Alli Mcharazo, a dynamic fresh PhD degree holder and Chief Librarian of the University College of Lands and Architectural Studies (UCLAS) library was endorsed as an Interim Chairman until February 2002 at the Annual General Meeting held in Morogoro Municipality which confirmed him as the new Chairperson.

The Interim Chairman inherited a weak association. It had been dormant for over 27 years. Lack of effective involvement of all TLA members and in effective leadership were some of the factors that dragged the Association into a

state of ineffectiveness. Furthermore, between 1976 and 2000 were most difficult years for TLA as prominent heads of institutions stopped appreciating their record keepers and information disseminators, hence bringing to halt their organizational subscriptions to TLA. As a result of this, TLA coffers dwindled to the turf (Guardian (T) Newspaper, November 19, 2001).

In view of the situation, the first task of the new leadership was come up with strategies for implementing an Action Plan that would Revive and Revitalize the Association. A plan was hatched at the Workshop on Strategic Planning held in 1998, at Kibaha Township. Consequently, from 2000 to 2012, the Association passed through a "major professional surgical operation "in terms of its revitalization and transformation process.

This paper attempts to document the history of TLA from year 2000 to date. Specifically, the paper to cover two periods: the first part being the period from 2000 to 2001 and the second part that period from 2002 to 2012. This part covers implementation of the Association's objectives and functions as per the Constitution and Regulations. It is hoped that this narration will help TLA officials, members, librarians and other to understand where TLA came from, when we are commemorating its 50th anniversary.

2.0   The period 2000 - 2012

2.1   Background

The whole year 2000 was dedicated to putting the house in order, i.e., office matters. The first task was to find out whether the Association's records at the Registrar of Societies' office were up to date. This was a coincidence in the sense that by then the Registrar was about to de-register the Association on grounds that it has been dormant for many years and that the Registrar's office had not received TLA's:
- Annual Performance Reports
- Annual Audited Accounts Statements
- Annual subscription fees.

As a matter of urgency, the new leadership effected a fine worth Tshs 100,000/- to the Registrar's office thus the association de-registration process was halted. Thereafter, the leadership embarked on a process of establishing a permanent TLA office in Dar. Thus, an office was rented in Mwenge, adjacent to the Full Gospel Bible Fellowship Church building. It was now possible to start office records generation, instituting proper office records management and organization for easy access, retrieval and storage. The office was later

furnished with equipment received from the British Council (Dar es Salaam office) and a donation of office chairs and tables from the Equal Opportunities Trust Fund owned and managed by the then First Lady, Mama Anna Mkapa. Availability of a computer, printer, email address and the website enabled the Association to communicate effectively and easily with the other stakeholders and potential donors.

It should be pointed out that the Chairmanship of Dr. Alli Mcharazo inherited:
- Very few files and other tangible documents, apart from a cheque book and a bank account record worth Tshs. 126,000/= only;
- A loss of the Association's certificate of registration;
- The Tanzania Posts Corporation records showing that the Association's postal box had been reallocated to the National Examinations Council of Tanzania.

The processes of getting a duplicate certificate of registration as well as renting a new postal box were successfully implemented.

The year 2001 was the commencement of the implementation of the Association's objectives and functions. On August 1, 2001, a total of 100 participants attended a Professional Discussion on Training Issues and the Changing Role of the Library profession in Tanzania. The workshop was held at the Njuweni Hotels, Kibaha Township.

2.2   Five-year strategic plan 2002 -2007

The Association's Management worked hard to solicit funds for a workshop and annual conference scheduled for February, 2002, at the OASIS Hotel, Morogoro Municipality. The Association received a financial support from 15 local organizations/institutions. The workshop theme was: Strategic Planning for Library and Information Units. Apart from opening the workshop and annual conference, the guest of honour, Hon. Francis Kayenzi, the then Mayor of Morogoro Municipality, launched the TLA website. The Website was facilitated by the British Council, Dar es Salaam office. A total of 120 librarians and information workers attended the workshop and conference. The workshop was the product of another workshop held in 1998, at Kibaha. This was the first Strategic Plan in the 30 years history of the Association. Apart from the key strategic objectives, the plan clearly articulates the Association's vision, mission statement, core values, and objectives. Specifically, the key strategic objectives include, among others, the following:
a.   Membership Revival
b.   Constitutional changes to reflect new developments

c.   Governance and organization
d.   Revival and improvement of cooperation at the local and international level as well
e.   Resources generation
f.   Professional training and education
g.   Accreditation
h.   Revival of publications (*Someni Journal* and *Matukio Newsletter*)
i.   Assessment of needs of various types of library and information units.

2.3   Membership revival

Active involvement in professional activities was noted as one of the essential factors for the prosperity of a library association. One of the challenges facing library associations in developing countries is that paid-up membership is often low: financial resources are limited in consequence. Where the members are active enough, they want something tangible in return for their subscription. The membership base potential in the year 2000 was estimated at over 100 institutions and 1,000 individuals/persons. Efforts were made to recruit members using several strategies as shown below:

a.   Revival of professional courses, workshops, symposia, discussion forum and publications (last published in the mid-1980s)
b.   Increased enlightenment through meetings, advocacy, mass media, website platforms
c.   Provision and availability of the right services to the members (and potential members as well)
d.   Sending invoices on annual basis and their subsequent follow-ups.

2.4   Constitutional changes to reflect new developments

Ever since the Association's Constitution and its Regulations came into force in 1975, no further changes had ever been affected despite the proliferation of new developments in the profession. Worldwide, despite the fact that information handling and dissemination is one of the aims of a library, yet, it has become fashionable these days to use the phrase "Library and Information." Thus, one of the fundamental changes to the Constitution was about the name of the Association – i.e., from Tanzania Library Association (TLA) to Tanzania Library and Information (TLA). Note that the abbreviation remains the same. Incidentally, the Constitution came into force in the same month/ year (1975) when the new Tanzania Library Services Board Act was enacted by the Parliament. The Revised Edition of the Association was approved at the Annual General meeting held in 2005 in Arusha while the By-Laws and Regulations were approved by the same Organ in 2006, in Dodoma.

Another fundamental change to the Constitution and its Regulations affected the organs of governance. The first edition had only two tiers of management organs – the annual General Meetings and the executive committee. The former, usually, is the principal organ vested with supreme and final authority. The Executive Committee, normally, is responsible for the day-to-day implementation of the Association's decisions of the supreme body. Then, usually, there is the governing council/body that makes policy decisions subject to approval by the supreme Body. According to the first edition of the Constitution the situation was as follows:

a.   There was no governing council/body.
b.   The General Meeting's mandate was, in most cases, to approve audited financial statements, in addition to conducting general elections to elect executive committee members.

Impliedly, the Executive Committee was vested with the following:
a.   Formulation of policies and their subsequent approval and implementation by the same organ;
b.   Powers to effect changes to the Constitution and its Regulations;
c.   Powers to hire and fire officials of the Association
d.   In short, the Executive committee was performing the functions of the general meetings and those of the Governing body as well, without checks and balances. The revised edition has not only introduced the supremacy of the General meetings; it has created the Governing Council. At the same time, the Executive Committee is now constitutionally responsible for policy formulation and the day-to-day operations of the Association, subject to approval by the higher organs. Furthermore, the duties of the committees and office –holders have been clearly elaborated.
e.   While the changes to the Constitution have created the desired governance organs and management, so much is dependent on the exposure of its key personnel as well as the need for strong leadership and members' commitment.
f.   Again, another feature during the period under review is that TLA Members from Zanzibar were for the first time elected to leadership positions starting from the year 2007.

2.5   Finance

The economic crisis, since the late 1970s, had led to a sharper decline in budget allocations to the public institutions. In view of the challenges facing the Association, including financial constraints, donor fatigue, fluctuating membership and subscription fees, the new leadership's priority was to put in place first things first. The Association's management ably navigated through

the various possible sources of income generation. The possible sources included, among others, the following:

a. Developing a vision, and formulating a mission statement that guides the respective Plan components and activities;
b. Mobilizing increased membership revival strategies through recruitment and fee structure reviews;
c. Soliciting consultancy services- for example, in 2010 the Association won tenders to computerize libraries of the Mwalimu Nyerere Memorial Academy as well as that of the National Museum of Tanzania
d. Fund raising through project write–ups to donors and the public sector
e. Income from the well-attended (over 400 participants) of the Standing Conference of Eastern, Central and Southern Africa Library and Information Associations held in July 2006, in Dar es Salaam.
f. Conducting courses, workshops, seminars, professional discussion fora
g. In addition to the successes in income generation activities, the Association revised the Financial Regulations, 1998 version so as to put in place accountability through proper records keeping, management and, subsequent auditing by external firms. Thus, whereas the Association inherited a bank account worth Tsh. 126,000/= only, the audited financial statement elevated TLA to the level of Tsh. 29,997,000/- in the year 2011/2012.

2.6   Professionalism

The former chairman of the Association and then the Director of Information and Documentation with the Tanzania Commission for Science and Technology, Theophilus Mlaki who served the profession for over 30 years, some years back lamented over the presence of a lot of resources in many institutions, yet their libraries are not resourceful" (Guardian Newspaper, November 19, 2001). What was to be done in order to try to reverse the situation? Library associations have a role to play in promoting the mission and professional values, articulating professional concerns, setting standards, promoting education (and training) accreditation, networking, and marketing of the Association (Nkhoma-Wamunza, 2004:) Hence, there was the need for higher levels of professional efficiency and adherence to professionalism through monitoring and evaluation of professionals and the employing institutions as well. Members who attended the Annual General Meeting in 2004, in Zanzibar approved a Code of Ethics.

Furthermore, with the fast development in information and communication technologies, formulation of a Code of Information Ethics should be one of the components of the way forward. The starting point in preparing an Information

Code of Ethics could be the Association's Workshop and Annual Conference held from 20th to 23rd February 2023 in Tanga. The Guest of Honour's opening speech, among other issues, emphasized the need for such a code of ethics. It was also satisfying to see Rehema Ndumbaro's PhD thesis displayed at the Exhibition on 50th anniversary of TLA - participants appreciated the contents of the thesis on Information Ethics in Academic Libraries in Tanzania.

Another notable professional development during the period 2000–2012 is the presentation of two awards in recognition of professional excellence. The list of Best Librarian of the Year Award (also known as the Librarians Excellence Award) is given in Appendix II. The Best Student Award/Prize was given to finalists of the school of Library, Archives and Documentation Studies (SLADS). It should be noted that during those early years, of the 2000s, SLADS was the only institution that offered education and training in library and information studies since the early 1990s.

Recognizing the role of TLA as one with professional responsibilities in education and training, the SLADS Management mandated the Association with the task of appointing a member to the Governing Board since the 1990s.

Long since the establishment of the Association the need for a professional body has been one of the issues under discussion. Thus, in 2011 the executive committee under the late Abdallah Hassan's chairmanship, secured funds from the United States Embassy and UNESCO National office to conduct a workshop on establishing a professional body for the registration of librarians. The workshop facilitator was Prof. Alice Nkhoma-Wamunza of the University of Dar es Salaam. A total of 30 participants attended the workshop. Representatives from three bodies/associations responsible for the registration of their respective professional members narrated their experiences. The three bodies/ associations represented were the National Board of Accountants and Auditors (NBAA), the Pharmacy Council, and the Tanganyika Law Society (TLS). However, it is more than ten years now, the issue is still under discussion with other stakeholders.

2.7   Education and training

This was one of the activities that kept the Association alive throughout its 40 years of existence. The Association convened conferences and meetings on professional issues. Courses, workshops, short talks, discussion for a and seminars were conducted on theoretical and practical issues including general political, social, economic and management issues (See Appendix I).

2.8 Cooperation

At the local level the Association revived its membership to the Book Development Council. TLA participated fully in the Council's meetings, projects and the annual activities such as the book fair where the Association was a coordinator of Children's Reading Tents, and Teacher-Librarians' courses. TLA officials were appointed to serve on the Children's Book Project (now: Children's Book Organization).

Bearing in mind how the lack of a national information policy affects development, TLA and the other related stakeholders cooperated in influencing discussions on the draft policy. The other stakeholders included non-government organisations, mass media, ICT stakeholders, and other professional associations. It may be recalled that the Guest of Honour's speech during the workshop and Annual Conference held in February 2023, in Tanga city emphasized the need and importance of the policy.

Cooperation at the Regional level was on two fronts: Library cooperation within the East African Community (EAC) area, and the Eastern, Central and Southern Africa Region as well. In December 2003 the International Federation of Library and Associations and Institutions (IFLA) through the EAC librarian funded a consultative meeting in Arusha with a goal of reviving cooperation among library associations from Kenya, Tanzania and Uganda. By then, Zanzibar had formed the Zanzibar Library Association. Thus, there was no delegate from Zanzibar on the Tanzania team. It should be pointed out that the library sector is not one of the "Union Matters", hence, a delegation from Zanzibar should have attended the consultative meeting. The Honourable Amanya Mushega, the then EAC Secretary General in his opening speech enumerated the areas in which an association or civil society could benefit from through an observer status.

The delegates to the meeting in Arusha came with new spirit of cooperation with a target of forming a federation of library associations of East Africa. Hence, the name *Federation of East African Library and Information Association* was unanimously agreed upon. Delegates agreed to jointly prepare a memorandum of understanding on the envisaged cooperation as the first step toward the ultimate goal of having a federation. The Secretary General's speech was later amplified by Sarah Batuwa–Kagoda, the EAC librarian. The details about the workshop are given in the paper under the title *Celebrating a Golden Jubilee: From East African Library Association to Tanzania Library Association to Federation of East African Library and Information Associations (FEALIA).*

At the sub-continental level, Tanzania, for the third time, hosted the Standing Conference of Eastern, Central and Southern Africa Librarians (SCECSAL) in 2006 at the Diamond Jubilee Hall, Dar Es Salaam. With over 400 participants, this was the largest SCECSAL since 1974 when the first such conference was held in Dar es Salaam also. TLA continued its participation at SCECSAL meetings, in addition to regular payment of annual fees.

At the international level, TLA revived and revitalized its membership to other professional organizations/associations such as IFLA, Commonwealth of Library Associations (COMLA), the British Council, United States of America Embassy, the Grace Lema Foundation (supported by the Norwegian Agency for International Development and the Norwegian Library Association) and the International Network for Availability of Scientific Publications (INASP). The list of international organizations appears in Appendix I.

2.9 Publications

The *Someni Journal* and *Matukio Newsletter* were not only published on irregular basis but eventually they disappeared in the mid-1980s, partly because of financial constraints, lack of commitment by the members with editorial skills and knowledge. *Someni Journal* and *Matukio Newsletter* ceased to operate in 1986 when its editor, Kingo J. Mchombu left the country to join the University of Botswana as a member of its teaching.

There was a coincidence in 2000 when TLA embarked on reviving the Library Association's *Matukio Newsletter*. In 2001, INASP launched a programme to assist nine library associations in Africa (including Tanzania), to revive their newsletters. The programme was funded through the Carnegie Corporation in New York. Sam Kasulwa, a former library assistant with the Tanzania Library Services Board, later on became a trained and experienced journalist and a mass media consultant assumed the post of editor of *Matukio Newsletter*. Committed to his two professions, Sam did his work with interest, professionalism, commitment, dedication and enthusiasm.

In spite of the INASP financial assistance coming to an end, *Matukio Newsletter* was in circulation up to the year 2011. TLA leadership, up to the year 2012, deserves appreciations for work well done during the period 2000 to 2012.

2.10 New TLA leadership: 2008-2012

During the first quarter of 2007, the President of the United Republic of Tanzania, H.E. Jakaya Mrisho Kikwete, appointed Dr. Alli Mcharazo to fill a

vacant post of Director General of the Tanzania Library Services Board (TLSB). Before his appointment he was Director of Library Services, Muhimbili University College of Health and Allied Sciences. He was also Chairman of TLA since 1999. Unlike Mr. Ezekiel Enock Kaungamno, former TLSB Director, for 25 years (1970-1995), Dr. Mcharazo opted for a "premature retirement "from the TLA chairmanship in order to avoid a possible conflict of interest with his new employer-cum-parent Ministry responsible for library affairs, the   Ministry of Education and Vocational Training. Thus, in February 2008, during the annual general meeting held in Mwanza, another young and dynamic librarian from Economic and Research Foundation (ESRF), Abdallah Kashindye Hassan, was elected Chairman.

Under the new chairman's leadership, the Association's momentum that was witnessed while he was a departmental secretary remained unaffected. In fact, he embarked on new activities such as, among others:

a. The Association organized a farewell function to bid farewell to Dr. Mcharazo and Hermenegild Haule (Treasurer, 1999-2008): each was awarded with a special plague, and a certificate of service that was signed by the members present at the Annual General Meeting in February, Mtwara Municipality

b. Two tenders for consultancy services for computerization of the Mwalimu Nyerere Memorial Academy library and the National Museum of Tanzania library as well

c. Registered TLA as a taxpayer of the Tanzania Revenue Authority, Kinondoni Tax Region

d. Secured funds from the East African Book Development Project EABDP for conducting Children's Reading Tents in Somangila Ward, Kigamboni, and in Biharamulo district as well

e. Managed to conduct a workshop on establishing a professional body. The workshop was funded by the US Embassy and the UNESCO National Commission in Tanzania

f. Successfully transferred the TLA office from Mwenge to the TLSB Head office building. Dr. Alli Mcharazo in his capacity as the TLSB Director General provided the office free of charge- i.e., office rent, electricity and water. His successor, Dr. Mboni A. Ruzegea has also endorsed the terms of reference of the MOU.

3.0   Conclusion

Much was accomplished during Phase I (2000-2012) of the TLA Revival and transformation period. Almost every objective and function as per the TLA Constitution was implemented successfully. Through regular contacts in person (conferences, meeting, courses, workshops, etc) and informally (*Matukio*

Newsletter, online and other related means) library personnel and their institutions forged cooperation/unity. Through smart partnerships with local and international associations/organizations, TLA was able to become what it was by the year 2012. In short, library and information institutions were established, promoted and improved, concurrent with services at the respective institutions.

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DEVELOPING STRATEGIC PLANS FOR LIBRARY ASSOCIATIONS: PRACTICAL EXPERIENCES FROM TANZANIA LIBRARY AND INFORMATION ASSOCIATION

Alli A.S. Mcharazo

Abstract

The Tanzania Library and Information Association (TLA), formerly Tanzania Library Association, is a professional body that was established in 1973 to promote reading and literacy, improve standards and levels of library development, increase competence of its members and conduct research and produce publications. Based on a survey that was undertaken with support of documentary sources belonging to TLA as well as TLA records (files and proceedings), books and periodicals, the study also used open ended questionnaires and interviews to solicit information from senior staff and members of TLA. This essay highlights the important stages that TLA went through in the process of developing its strategic plan document. Essential issues such as mission and vision, SWOC analysis, analysis of internal and external environments was explored and analysed in view of developing six solid strategic objectives namely legal and institutional framework; resource mobilization and capacity building, professionalism; networking and cooperation; education and training and marketing and publicity. Implementation of these objectives has started. It is very much hoped that this experience is worth sharing, as a number of library and information organisations and associations in the continent are facing similar challenges and issues that necessitate the development of strategic thinking and planning like this one.

Keywords: *Tanzania Library Association; Tanzania Library and Information Association; Strategic Plans, Library associations.*

1.0   Introduction

The Tanzania Library and Information Association (TLA), formerly Tanzania Library Association, is a professional body that was established in 1973 (Tanzania Library Association, 1973) to promote reading and literacy, to improve standards and levels of library development and to increase competence of its members and to conduct research and produce publications (Kaungamno, 1979).

Ever since its establishment to-date, TLA has had varying degrees of success. In the 1970s and early 1980s, it was one of the successful professional associations in the region. It had recruited a significant number of para-professionals and professionals in Tanzania and, it conducted Standing Conferences of Eastern, Central and Southern African Library and Information Association (SCECSAL) in 1974, 1992 and 2006. But from the mid-1980s to 2000 the association was not performing well. Some of the reasons attributed to

this were lack of clear strategic vision and lack of management skills amongst TLA leaders. Other factors that inhibited TLA to carry out its obligations included lack of resources and eventually failure to conduct scheduled professional gatherings. As a result of this shortfall, many professionals ceased to be members. Mcharazo (2004) states that "TLA has experienced a number of challenges over the years, key amongst them is lack of resources, poor leadership and lack of commitment on the part of TLA members." Some of these reasons compelled Matefu (2004) to maintain that the Association is "very weak and has a weak bargaining position and therefore has also contributed to the poor image and low status of college librarians".

The new TLA administration that took over the leadership in 2022 understood the magnitude and effects of these problems to the association, professionals and the profession. It also understood the fact that libraries and information units can only be useful to its communities if they provide useful and relevant support to communities. This also includes addressing the cross cutting national issues/agenda such as prevention of HIV/AIDS, poverty reduction/alleviation, information communication technology (ICT), the Tanzania Development Vision 2025 vision (United Republic of Tanzania (1999), gender, strategic planning, entrepreneurship, environment, sustainable development goals and others.

Since TLA does not have enough resources to mobilise its members through various meetings, approaches on how to work in partnership. In order to realise the above, strategies were thought out and laid down. It is clear that no partner/donor would support a professional body, like ours, without having a clear vision on what it wants to address and achieve. So, a strategic plan with tangible objectives and activities with business plans were developed.

This essay highlights the important stages that TLA went through in the process of developing its strategic plan document. It is very much hoped this experience is worth sharing, as a number of library and information association in the continent are facing similar challenges and issues that necessitates the development of strategic thinking and planning.

2.0   Study methodology

The preparation and writing of this strategic plan were based on a survey that was undertaken with support of documentary sources belonging to TLA as well as TLA records (files and proceedings), books and periodicals. The study also used open ended questionnaires and interviews to solicit information from senior staff and members of TLA.

Being a purely qualitative study, the results emanated from the above data collection instruments were manually analysed and presented based on stages involved in the strategic planning process.

3.0   Rationale for having a strategic plan

In view of declining financial resources, dwindling budgets and new expectations, TLA needed to take stock of itself, its resources and develop strategies and priorities to meet its obligations and objectives. In view of the above, it was realized that since the implementation of the TLA's development components carried financial implications hence, strategies were needed to realise its set of goals and objectives. The association, at one time, had no clear direction. The construction of a strategic plan therefore ensured that clear strategic directions were developed and understood by both the leadership and members. This strategic plan was also designed to help TLA respond to new challenges including library development and the efficient delivery and provision of library services in Tanzania. Donor support is done based on strategic planning of an organization. It was realised that without a strategic plan document it is almost difficult to get support from development partners.

4.0   Stake holders' involvement

A strategic plan should be owned by stakeholders. It is them who will be involved in implementing it. It would not be possible for stakeholders to implement the plan if they feel the plan is not theirs and were not involved in developing it. Therefore, strategic planning writers keep on reminding us that a strategic plan document and the process of developing it should belong to stake-holders. This had throughout, been kept in mind when developing a strategic plan for TLA.

The Alliance for Non-Profit Management (2008) reminds us that "planning consumes resources, a precious commodity for all nonprofits. As a process that eventually defines the direction and activities of the organization, it can be an overwhelming and daunting task. Despite the overwhelming nature of the process, the benefits of planning can far outweigh the hardships." The main problem for TLA, however, was how it could arrange a meeting/workshop that would involve all stakeholders. The association was poor and could not afford to arrange for that as it would involve huge financial burden on TLA. But since stakeholders had to be involved and consulted, TLA applied the following:

(a)   Formation of a team to develop and coordinate the strategic plan: The Executive Committee of TLA appointed a team of 2 serious members of the association to coordinate the strategic plan and develop early ideas for

the plan. Clear terms of reference were developed and handed over to the team. A six-month deadline was given to the team. The team did what it was required and submitted the early draft ideas for discussion to the Executive Committee. The Committee looked at the draft ideas.

(b)   Use of annual general meetings and workshops: TLA realized that the only forum that would involve as many stakeholders would be in a meeting such as annual general meeting (AGM). These were used effectively. The AGMs of Kibaha (Tanzania Library Association, 2002) and that of Morogoro (Tanzania Library Association 2003) were used to discuss the draft plan, and the stakeholders used these sessions to add more ideas they felt would be useful for the plan. Other TLA forums that were used to discuss the plan and get inputs for stakeholders were seminars and workshops. The Coordinating Committee

(c)   Existing Association's records and library sources: Various records of the association were also consulted. These included files, correspondence, annual reports, and un-published papers. The theoretical framework and other experiences were drawn from books, periodicals, and internet resources.

5.0   Vision, mission, values, objectives, and functions

The above meetings and other participatory methods that started in 2022 started the process of constructing the first drafts of the TLA strategic plan document. The foremost task was, of course, the construction of the vision, mission, values, objectives, and functions of the association. As the Quick MBA (2007) states "while business must continually adapt to its competitive environment, there are certain core ideals that remain relatively steady and provide guidance in the process of strategic decision making…these unchanging ideals form the business vision and are expressed in the company mission statement…" The author suggests that the mission statement communicates the firm's core ideology and visionary goals that consists of core values to which the firm is committed, core purposes of the firm and visionary goals the firm will pursue to fulfill its mission. It is well worth mentioning here that this was the first-time vision, mission and values statements were constructed. As for objectives and functions, they were changed to reflect new developments. The first constitution was drafted in 1973.

While it was agreed that the vision of TLA should be to become a high quality and standardized professional body of practicing library, archives, information and documentation personnel in Tanzania, the mission was agreed to be having integrated unification of the library, archives, information and documentation

personnel and endeavour to promote and set up professional standards and better welfare of librarians in Tanzania. And the values were chracterised by the following characteristics:

- Development of library and information profession in Tanzania
- Safeguarding of provision of library and information services to clients according to professional standards
- Control, organisation, and access information to the mass for social economic development.
- Belief in transparency and freedom of information
- Providing equal opportunities, including gender balancing
- The library information center as an institution exists for the benefits of a society
- Loyalty to clients in providing information services
- Democratic participatory consultation
- Provision of high quality promote library and information services
- Provision of standardized library and information services according to client requirements
- Bringing together library and information personnel
- A body of the excellence in library and information services.

Among other things, the crucial responsibilities of TLA included but not limited to lay down standards for performance, protect the continuing existence of services and monitor the levels of provision of satisfactory services as well as look after the interests of their own members. The main objectives of the Association were then developed as follows:
1. To unite all persons working in libraries or interested in library development in Tanzania
2. To enhance cooperation in the provision of library services among member institutions
3. To improve the standard or library services and enhance the conduct and status of library personnel
4. To promote the establishment and development of libraries in Tanzania
5. To encourage and facilitate the study and research in library and information management

In pursuance of the above objectives, TLA came up with the following functions:
1. To play an advisory role to the Government and private organisations in matters affecting quality in establishing and managing libraries and information services
2. To organise meetings, seminars, workshops, conferences and run courses to impart new knowledge and skills

3. To collect, collate and publish journal, bulletins, newsletter, etc to inform members and promote the objectives of the Association.
4. To compile, keep and regularly update information pertaining to each member
5. To collaborate with national and international associations and institutions interested in the development of libraries and the information industry.
6. To devise means to raise funds either through fees, subscriptions, soliciting grants and donations or economic ventures
7. To perform and/or do anything lawful of interest to members and the association

6.0 Analysis of the external environment and current capacity

TLA, as a professional organisation, does not operate independent of the surrounding environment and circumstances. Strategic planning process must therefore include an assessment of the organization's environment. The Alliance for Non-Profit Management (2008) stresses the point that "the very definition of strategic planning stresses the importance of focusing on the future within the context of an ever-changing environment - the myriad of political, economic, social, technological, demographic, and legal forces that change our world daily. Skill at assessing the environment and then being proactive in responding to that environment (i.e., strategic planning, thinking, and management) determines who is effective in using their resources and, ultimately, who survives…the situation assessment outlines the process of gathering and analyzing the information needed to make an explicit evaluation of an organization in its environment'. Based on the above theoretical framework the following were discussed and agreed upon:

6.1 Brief macro-environment

Various meetings that were convened realized and maintained the fact that TLA is a non-profit organization/association, formed by professionals and non-professionals. It is not an association for elites or for those with higher qualifications but for professionals, para-professionals, non-professionals and lovers of libraries and information. Members of this association, for that matter, are individuals and institutions. Stakeholders had also seen the role of TLA to be in the forefront to influence its members on their major responsibilities and to guide them accordingly in matters of professionalism. And that it should avail itself to provide advisory role to the member organisations and individuals. Also, it was emphasized that TLA should be in good relationship with superior national bodies such government ministries departments, parastatal organizations and non-governmental organisations. It was realised

that the library does not exist independent of the above-mentioned organisations. While it is not required to report its activities to any of the above bodies, TLA is required, by law, to communicate its activities to the Registrar of Associations in the Ministry of Home Affairs.

6.2   Organisation and management

Under the then organisation structure, TLA had 9 office-bearers. The staff establishment at that time required 9 office bearers. The positions stipulated by the constitution were: Chairman, Secretary, Organising Secretary, Editor, Treasurer and 4 Executive Committee Members. This team formed TLA's Executive Committee. Furthermore, under the same constitution there were 3 participatory organs: the Annual General Meeting (the highest body of the association), the Executive Committee and 2 Steering Committees.

With the new roles vested on TLA, it became apparent that the previous establishment had fallen short of enough personnel. To be more effective, the association had to address its staffing shortage issue.

6.3   Past Performance

From 1996 to mid-2000 TLA had not been at its best performance due to, amongst other reasons, lack of involvement of TLA members and ineffective leadership. It must also be stated that the first couple of months the Executive Committee was pre-occupied by the task of tidying up the office. This included re-registering our association to the Registrar of Associations at the Ministry of Home Affairs because of loss of certificate of registration, failure to pay annual fees for many years and failure to submit Annual General Meeting minutes to the Registrar of Associations. The fees have been paid and we have now renewed our membership to the Registrar. And we have been issued with a new copy of the certificate of registration.

In late 2000 the new leadership, under the Interim leadership of Dr. A. Mcharazo, reassessed the situation and came up with an action plan which took on board some concrete strategies to revive the association and make it more vibrant. The strategies involved, amongst other things, demonstration on how TLA can be useful to its members. Some of the activities involved were revitalisation of the Executive Committee; organisation of seminars and short talks; media coverage; publication of *Matukio Newsletter*; personal visits to head of institutions and information professionals, etc.

7.0   SWOC analysis

A planning process can only be successful if an organisation is aware of its own strengths, weaknesses, opportunities, and challenges (SWOC), formerly known as SWOT. Carlock and Ward (2001) observe that "it is valuable to a SWOT analysis to determine the firm's current position and then to explore how the firm's strengths can contribute to a new business strategy" Thus, TLA's SWOC analysis was done and the following came up:

7.1   *Strengths*

The strengths of TLA were thoroughly well identified and discussed. They included the fact that TLA is the only active national profession association/organization; it enjoys national and international recognition status; it is capable of convening and organizing conferences, workshops, seminars and other meetings; It is Influential to employers to both government and non-governmental organizations; it has committed professionals and it has skilled library and information science human resources at its disposal.

Other strengths were availability of potential members to be entrusted with leadership, existence of potential large membership; existence of reputable library archives documentation and information schools and availability of consultancy works within the country

7.2   *Weaknesses*

The weaknesses of the Association were explored and it was evident they manifested themselves in the forum of weak leadership that was characterized by lack of management and leadership qualities, lack of motivation and inadequate skills in resource mobilization. On organization and management, the weak areas were identified as lack of strategic direction, inhibiting constitution, lack of policies and guidelines, lack of working tools (office, furniture and equipment)

On professionalism, members identified failure to accredit its programmes offered by library schools, failure to define who a professional is, absence of code of conduct and failure to conduct continuous education programmes for members.

Another area that was identified was lack of cooperation and networking ventures that here resulted in failure to work with government and non-government organizations.   The partnership with government on national

agendas was particularly earmarked as absent. Non-commitment among of the Association's members was also identified.

Other weaknesses were uncoordinated sectoral divisions, failure to include other information professionals who are not librarians in the associations, limited number of members, lack of support from institutions, gender imbalance in leadership, failure to appeal to actual and potential members.

7.3 *Opportunities*

Some of the opportunities that exist for TLA are the potential for TLA to affiliate with other professional associations at national, regional, and international levels, availability of potential linkages with organizations in and outside Tanzania; cooperation and networking within and without the country, availability of donor support marketing and publicity of TLA's activities and programmes and ability to provide professional advice and carryout professional consultancy works

7.4 *Challenges*

As for challenges, it was observed that not many members of TLA pay membership fees as a result TLA faces financial constraints. More efforts and strategies need to be put and used to ensure members pay their subscription fees. Other challenges are lack of advocacy on the existence of the role of the association; poor cooperation with other local and international associations; disintegration amongst professional stakeholder librarians, archivists, documentalists and other information workers; the question of training institutions awards and accreditation; lack of directory for the practicing librarians archivists, documentalists and other information workers; big gap between professions and professionals that causes poor unity; competing in the provision of information (emergence of other service providers) and donor dependence and fatigue.

8.0 Critical issues

It was important to realize and come up with the most critical issues for TLA's revitalization and development. The issues were important in formulating clear strategic objectives of the association. The following, not in any particular order, were identified resources provision: solicitation, management and administration, networking: local and international, improvement of internal communication, constitutional amendment to reflect new development, membership register and recruitment, motivation to member, professional standards creation and maintenance, accreditation of members and programmes,

welfare of members, international relations, cooperation, publication, gender balance, commitment to professionalism, sustainability and creation of an organization structure that would cater for new developments and changes. Members also identified collaboration, professional recognition, legal framework, office accommodation, transparency and addressing clients' requirement as critical issues facing the library association. Out of the above issues, the association was able to develop its 6 main and major strategic plan objectives.

9.0   Strategic objectives

The above issues were thought through, analysed, some of them merged, and the following strategic objectives were developed and analysed:

9.1   *Legal and institutional framework*

This strategic transformation required TLA to reconsider its basic roles, objectives, and functions in relation to the new proposed activities, national, regional and global developments in order to ensure its successful implementation. The TLA constitution was enacted in 1972, when quite several recent developments were not there. The provisions in the constitution, such as the name, office bearers, organisation structure, participatory organs and others were just adequate to serve by then a small and confined association for librarians *per se*. For the TLA to be able to widen its scope of operation in context of the new developments, it needed to review its constitution and accommodate all those features that were useful to its actual and potential members. This would certainly vest upon the new TLA new mandates and obligations, of which would require new organization structure(s), staff restructuring, and strategic plan(s).

For quite some time now the existing sections have been operating formally, but less adequate to serve the increasing needs of the profession and professionals. Perhaps there were relevant and adequate by then. The new developments which are characterised by provision of more staff, services and professional activities has made it necessary to for TLA to have more sections and staff that would reflect the actual requirements of the users. To appeal to more library and information personnel, the new constitution was constructed, and the term information was included in the name of the association to read Tanzania Library and Information Association, but the abbreviation TLA was maintained.

The main objective and approach here is to review the association's legal and institutional framework in order to accommodate changes that reflect the new

developments and the new needs of the library and information profession. This involves systematic review and assessment of the constitution, organisation and leadership, organisation structure and strategic plan(s). Subject to the availability of funds, TLA intended to accomplish this project within six months from January 2004. This objective has been realized.

9.2 *Resource mobilization and capacity building*

The current TLA's financial situation has implications for future development of the association, the profession and its members. TLA gets most of its funding from membership subscriptions and donations. The association, just like many other associations in Tanzania, has stalled its development plans because of financial doldrums. This has also affected its budgets as they usually failed to support the association and its programmes. Closely associated with this is the fact that the provision of a conducive working environment by TLA is critical. Also, the activities proposed by this strategic plan document can only be carried out successfully if there is enough space to accommodate staff, working tools, services and other office materials. It was not until 2003 when TLA managed to secure a small office with a sitting capacity of 3 staff at a time. This is not sufficient to cater for the needs of current and potential office bearers, as proposed in the new organization structure. In principle, the envisaged office should be required to accommodate at least 9 staff and a few customers. It was recommended that TLA finds new office that can accommodate the above proposed number of staff and facilities. The main objective here is to identify alternative funding sources to reduce TLA's financial dependence. And that the strategies must focus on building and reviving members' confidence to the association. The above funding strategy must be supplemented by soliciting funds from current and potential donors. Fund raising is a continuous process.

9.3 *Professionalism*

The success of TLA largely depend on, among other things, the provision for its members of quality of and quantity of professional programmes and activities. The provision of such programmes and activities would make TLA a unique professional association that really caters for the needs of its members. However, at the time the strategic plan was developed, TLA had not enough resources and ability to meet the ever-increasing needs of its members. As a result, most of the programmes and are outdated and sometimes provided haphazardly. This state of affair had compelled TLA to seek for innovative ways and strategies for developing new professional programmes that cater for the professional needs.

One of the important functions of any library association is to ensure that standards of the profession are realised by library institutions, educational establishments, and individuals. It is this very function which calls for serious involvement of library associations in ensuring that the educational programmes and qualified individuals meet the laid down professional requirements and standards. TLA's response on this issue is only limited because, amongst other reasons, there is not a clear policy to ensure that there is a full involvement in monitoring the relevance of what is taught inside and outside Tanzania. The specific areas identified for this project are: Research and Publications; Professional Standards; Accreditation; Professional Recognition; Membership Register and Code of Ethics. The aim here was to increase TLA's ability to act as a real professional association and foresee professionalism in Tanzania. Some of the approaches that were agreed included the revival of research and publications activities, revival of *Matukio Newsletter* and *Someni Journal*, accreditation and registration of library personnel, standards creation, maintenance and enforcement, seeking wider recognition from the society, and the development of Code of Ethics and its enforcement. This is a continuous task.

9.4   *Education and training*

A library or information professional organisation is a growing organism. Its performance, that reflects its user needs, should be constantly evaluated in order to establish its usefulness to its users/clients. A lot of changes have taken place since TLA was established. A lot has changed since libraries were established in this country. These include organisational changes, staffing composition, staffing levels, practices, and others. It is of paramount significance that all these changes are reflected upon in the library and information professional associations' agenda. In Tanzania, this, unfortunately, has not been the case. There has been some limited study conducted to establish the actual and potential needs of various sectoral libraries and their users, hence the provision of services by TLA has been done haphazardly. Assessment of needs will also assist in the process of prioritisation of services and resources, especially in these times of budget dwindling. This objective intends to make TLA be aware of various needs of its members, provision of relevant programmes and services by TLA and prioritisation and provision of needs. Subject to the availability of funds, the assessment of user needs can take a maximum of one and a half years.

9.5   *Networking and co-operation*

Resource sharing and networking is currently one of the methods used by institutions like TLA, to supplement their resources. A single association,

however rich it may be, cannot satisfactorily satisfy its membership by own resources. The question of networking has emerged as a solution to libraries and its related institutions in Tanzania. Even at the regional level, as Mcharazo (2005) observes, cooperation, networking and information sharing is no longer an option but a necessity, especially in the new context and environment of the east African Community". Networking and corporation bring relief to budgets and expenditures for they facilitate two or more organisations to use the same resources to server their users. Library human resource, equipment, expertise, materials, and other facilities can be shared through networking. Identified libraries and institutions for cooperation and linkage, include organisations and institutions at national, regional, and international levels. This objective seeks to identify alternative means of corporation through which TLA's limited budget could be relieved by utilisation of other organizations' resources. Some of the approaches opted included conduction of needs assessment of actual resources needs and identification of potential institutions to network with, identification of potential partners to network and cooperate with and designing of networking and cooperation programmes in terms of training, materials and utilisation of facilities and equipment. Networking and cooperation objectives are continuous tasks.

9.6   *Marketing and publicity*

TLA acknowledges the importance of increasing membership of its customers and the need to provide competitive and quality efficient library services in the country. TLA must embark or adopt an aggressive membership recruitment drive to market its services to a wider audience. Therefore, marketing and publicity strategies must take into consideration user needs. The objective here is to market/ promote TLA and its services through well thought out marketing strategy in order to attract more customers/members, potential donors, and to allow TLA to offer competitive library/ information services to its customers some of the strategies included the creation of appropriate marketing and advertising strategies and marketing of the association by use of guest lectures, brochures/ leaflets, user education programs, book exhibitions, posters, internet resources, etc. The task will run for two years, with effect from the 2023 and therefore become a continuous activity.

10.0 Conclusion

Some of these strategic development components have already been realized. For example, a strategic plan document and a revised constitution have been made and were tabled at the annual general meeting in Zanzibar, February 2004; a permanent office and address for TLA has just been obtained; the association has been revived; a program to revive and recruit new members is

in place; the association has renewed its membership to relevant national, regional and international organizations such as East African Book Development Council, Standing Conference on Eastern Central and Southern African Library and information Associations, International Federation of Library Associations and Institutions, Commonwealth Library Association; TLA markets and publicises itself well through its beautiful website, up-to-date newsletter and other forums.

In the cause of implementing and realising the above activities the TLA leadership realised that the strength of any library association emanates from its membership. But members have to be assured of benefits that they can accrue from the association. Moreover, the availability of a strategic plan with clear strategic objectives has played a significant role in reviving and making TLA one of the dynamic professional associations in Tanzania.

It must be stated that TLA is aware that what it has been able to address so far, is just a tip of an iceberg. There are more issues that have relevance with libraries and information that are yet to be addressed. Some of them are on aspects of poverty alleviation, gender, the environment, the national vision 2025 and others. This means more fundraising, more collaborative ventures, more user satisfaction, and more credibility for TLA.

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PART THREE

PICTORIAL NEWS

TLA ANNUAL CONFERENCE

TLA 50TH ANNIVERSARY