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INFORMATION NEEDS OF EDUCATORS IN TANZANIA

Eliezer Adonia Mwinyimvua

Doctor of Philosophy

The City University, London

Centre for Information Science

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ABSTRACT

Tanzanian educators were investigated for their information gathering behaviour, information needs and their perception of the usefulness of available information sources. Aspects of methodology for evaluating the performance of information gathering methods in education and of conducting research in the Tanzanian environment were equally of concern in this investigation.

In preparation for the research, a review of the Tanzanian educational system, the social and political philosophy and collateral research was undertaken. The purpose was to gain an insight into operant constraints and advantages enjoyed by educators. Further understanding of the research environment was derived from responses to the Pilot Survey Questionnaire. From these experiences and bearing in mind the stated research objectives, a multi-method approach was used in the Main Survey. Among instruments developed were Individual Interviews, Panel Discussions, Story Completion, Critical Incident and Institutional Information Resource Assessment.

Official regulations require approval for conducting research in the country. In this study, it was observed inclusion of heads of institutions or their deputies as respondents increases the level of cooperation of the rest of respondents. Also, it is more practical to have instruments in Swahili since this is the dominant language.

Comparatively, personal approach methods ie. Panel Discussions, Individual Interviews and Story Completion though slow have a greater advantage over Questionnaires in terms of depth of data. Also, given the multi-faceted nature of an information user study, different

methods need to be used for various aspects of the problem for more complete collection of data.

Regarding information seeking behaviour, there was a tendency for educators to be self-reliant in information searching: a tendency particularly strong among researchers and teachers. Colleagues and experience or "common sense" play a major role as spurces of information.

The use of information resources within institutions is below capacity and the traffic of information among educators across institutional barriers is small.

Educators' information needs are not constant, being largely determined by the many roles an individual performs during the working day. Recurring roles lead to familiarity and a corresponding lessening of the need for information.

Educational information gathering facilities are on the whole not effective on account of personnel, financial and organisational problems eg. with the exception of the University of Dar es Salaam Library, educational institutional libraries are in a poor state. Other information gathering methods for example meetings, associations etc. suffer from similar afflictions: they are irregular and their effect on individuals is non-cumulative. Internal publication programmes are similarly disadvantaged so that they cannot satisfy demand, while imported publications are over-priced.

It is proposed immediate effort be expended on coordinating and monitoring the efforts of education information servicing institutions so that the use of available information resources by educators can be maximised. In the long term, the establishment of a coordinating body to manage the flow of educational information and carry out

R & D work in educational information is proposed.

This theses falls into three broad categories:

PART 1: Consists of two chapters in which an attempt is made to expound the problem under investigation.

PART 2: Consists of four chapters portraying the geographical, economic and social environment of educators. Organisational and administrative aspects of the educational system are presented.

PART 3: Is the investigation proper in five chapters. The research design, administration and results of the Pilot and Main Surveys are given. Areas which could form the basis for further research or action are indicated.

Appendices follow the text, then a list of cited works and a bibliography are provided.

ABBREVIATIONS*

AII	Administrators' Individual Interview schedule.
AVI	The Audio-Visual Institute, Dar es Salaam.
BAKWATA	Baraza Kuu la Waislam Tanzania (National Muslim Council).
BASE	The African Bureau of Education Services (Zaire).
BERC	The Basic Education Research Centre (Kenya).
CII	The Critical Incident Interview.
CCM	Chama Cha Mapinduzi (ruling party in the country).
CIQ	The Critical Incident Questionnaire.
CONE	College of National Education (Teacher Training Colleges).
DEO	District Education Office(r).
EALB	The East African Literature Bureau.
EAPH	The East African Publishing House.
ERIC	The US Education Resources Information Center.
IAE	The Institute of Adult Education.
ICA	The US International Communications Agency.
IE	The Institute of Education
IIALM	The International Institute of Adult Literacy Methods (Iran- Unesco).
IIEP	The International Institute for Education Planning (Paris- Unesco).
INFORET	Information Requirements of Educators in Tanzania (earlier references to this study bear this title).
IRQ	The Institutional Resources Questionnaire.
IYC	The International Year of the Child (Unicef- 1979).
LR	Library Requests.
MNE	The Ministry of National Education.

NAT	The National Archives.
NCL	The National Central Library.
NEC	The National Examinations Council.
NSRC	The National Scientific Research Council.
PSQ	The Pilot Survey Questionnaire.
NUC	The National Unesco Commission.
PD	The Panel Discussion .
REO	The Regional Education Office(r).
RII	The Researchers' Individual Interview schedule.
SC	Story Completion.
TANU	The Tanganyika African National Union (forerunner of CCM).
TAPA	The Tanganyika African Parents Association.
TES	The Tanzania Elimu (Educational) Supplies Ltd.
TEJ	The Tanzania Educational Journal.
TII	The Teachers' Individual Interview schedule.
TLS(B)	The Tanzania Library Service (Board).
TPH	The Tanzania Publishing House.
UD(L)	The University of Dar es Salaam (Library).
UIE	Unesco Institute of Education (Hamburg).
UPE	Universal Primary Education.
UTS	The Unified Teaching Service.
UWT	Umoja wa Wanawake, Tanzania (national women's association).

* Also appear in full when they are used first in the text. Wherever possible, familiar form is used. Most are Tanzanian or Tanzanian-based unless indicated.

PART 1

PROBLEM IDENTIFICATION

CHAPTER ONE

INTRODUCTION

The role of information as a catalyst for change and development has been underlined by the involvement of government and non-governmental organisations in the design and support of information systems in various fields. Science-based information systems have been particularly successful while in the "humanities" and education in particular, development has been less marked. This is due to the heterogeneous composition of users of educational information. Some of the informational arrangements for the educator are detailed below.

Internally, the educational system may, from the point of view of information, be taken to consist of three sub-systems: administrative, curricula/instructional and supportive. Administratively, the Ministry of National Education (MNE) has its own methods of information transfer up and down the hierarchy including reporting procedures, inspecting, visits, and meetings of educators etc. The curricula/instructional component develops materials, trains teachers and instructs pupils, while the supportive subsystem (corresponding roughly to educational parastatals) provides such services as libraries, school supplies etc. Somewhat related to this group but non-national are such cultural centres as the US Internationa Communications Agency and the British Council which provide library services and assist schools and colleges with books and language teaching.

At an inter-African level, the Organisation of African Unity (OAU) has an educational and cultural commission. Its main achievement has been the organisation of two conferences of African Ministers

of education, the first in 1968 and another in 1976. At a non-governmental level, there are other arrangements for example the Association of African Universities which is concerned with information on higher education and research, the African Bureau of Education Services (BASE) in Zaire for education research and the Basic Education Research Centre (BERC) in Kenya for information on basic education for English-speaking African countries.

Within the Commonwealth Secretariat, there is a division of education which, through planning and conducting conferences, publishing educational innovations and on-going activities and sources of information plays a part in educational information transfer.

At still a higher level, Unesco, through the International Bureau of Education (IBE) has committed itself to the establishment of a world system for the transfer of educational information. There are other institutions functioning under Unesco's umbrella: the International Institute of Adult Literacy Methods (IIALM) based in Iran, the International Institute for Educational Planning (IIEP) based in Paris and the Institute for Education (UIE) based in Hamburg. The US Educational Resources Information Centre (ERIC), though a national system merits mention here because it is the most successful system of educational information and is widely used.

On paper at least, arrangements listed above combined appear to be comprehensive. The fact however is that the Tanzanian educator in the field is little affected by them. Two reasons account for this.

Firstly, the measures taken by the various organisations have been in isolation of each other. Secondly, the measures have, in many cases been imposed from the top down. The result has been duplication and patchy information service.

1.1. The Problem

This research proposes to;

Describe Tanzanian educators in their social-occupational environment.

Evaluate the performance of available educational information gathering methods.

Develop and validate research methods appropriate to the Tanzanian environment.

Determine information gathering behaviour of educators and their perception of the usefulness of available sources.

Determine educators' information needs.

The basic assumption will be to regard educational information as a consumer product potentially capable of satisfying the needs of consumers (educators). On this assumption, the utility or worth of information can be affected by the format in which it is presented, its accessibility from the position of the consumer and the proximity in time to a decision it is made available.

The research will be limited to;

Teachers who instruct either at Primary, Secondary, Technical schools and colleges, Colleges of National Education (CONEs)

and the University of Dar es Salaam (UD). In addition, they have to have undergone a teacher training course at one of the CONEs and certified as Grade C, B, A, Diploma in education or to be graduates with an educational component.

Researchers who are engaged in educational research for a greater part of the working week. They may include academic researchers and curriculum developers, and produce or hope to produce research reports, theses, books publishable papers or curriculum materials.

Administrators who plan, direct and evaluate educational activities at a local, district, regional, national and institutional level. In particular, they are either staff members in District Education Offices (DEOs), Regional Education Offices (REOs), Municipal/City Education Offices or the MNE headquarters, or are heads or acting heads of educational institutions ie. primary, secondary, technical schools or colleges, CONEs or the UD.

Three institutions outside this grouping will also be included on account of their support role in education namely, the National Archives of Tanzania (NAT) for its research materials, the Audio-Visual Institute (AVI) for production of educational films etc. and the Tanzania African Parents Association (TAPA) for maintaining some primary schools. Their inclusion is partial in that they will only feature in the descriptive section along with MNE affiliated Bodies.

The research will not include professional training institutions

run by Ministries other than the MNE or non governmental organisations like Chama Cha Mapinduzi (CCM) Ideological Colleges.

Geographically, the research will not include the Islands of Zanzibar and Pemba, autonomous components of the United Republic of Tanzania.

Excessive quantification is not contemplated.

Due to the variety of contexts in which the term "information" is often used as by Belkin and Robertson[1], Farradane[2], it is proposed to regard educational information as data of relevance in educational decision-making or activity. Such items as statistical data relating to staff, pupils, buildings and materials, operational manuals, evaluative reports which are communicated among educators informally in conversations or formally by recorded messages are all examples of educational information.

Information needs, wants, demands, uses and requirements are often confused for one another. The distinction made by Line[3] and Brittain[4] will be adopted for the purpose of this study ie.

Need : what an individual ought to have (for his work, research etc.) ...usually helpful but rarely absolutely essential.

Want : what an individual would like to have.

Demand : what an individual asks for: a request for an item believed to be wanted. Demand is dependent on expectation and existing provision.

Use : what an individual actually uses : satisfied demand. Use can be a partial indicator of demand.

Requirement : a bridging term; means what is needed, what is wanted or what is demanded. Studies of information needs (such as the present one) are in fact studies of information requirements.

1.2. Significance of the research

Information needs of educators in Tanzania have not been the subject of serious inquiry. Questions such as what motivates educators to look for information, what are the educators' attitudes to available information sources and how do educators go about searching for information have not been answered. An added dimension to the problem of information in Tanzania are the fundamental changes currently in progress in the educational system aimed at implementation of the policy of Education for Self-Reliance and its impact on teaching methods, evaluation methods as well as equipment. An awareness of the degree of effectiveness of information transfer methods and of information needs and educators' attitudes to information is timely as this would help those in position to plan for more effective ways of information transfer.

1.3. Personal interest in the subject

The writer's interest originated from his experience as a participant in the task of improving the management of educational libraries in the country. Between 1973 and 1977, the writer was the Training Officer of the Tanzania Library Service (TLS). This position involved training and supervising students taking the National Library Assistants' Certificate Course, first at the Dar es Salaam CONE, later at the National Central Library (NCL). The course lasted one and a half years, six months of which was devoted to theoretical education and the one

year of supervised practical work in school and college libraries as well as other national institutions.

With regard to the state and use of educational institutions' libraries the writer was able to observe the poor state they were in . There were virtually no libraries in primary schools. While many secondary schools possessed libraries, these were poorly stocked, disorganised and lacked permanent trained staff to operate them. In CONEs and institutes of education, the scene was comparatively improved, to the extent that terms such as "information room", "documentation unit" were in vogue, but even here, staffing and organisational problems were not uncommon. At the MNE, the library was more of a conference room than a ministerial library. Only the UD Library and the TLS network provided a reasonable service, but only a small proportion of educators in the country had access to them.

Another pattern observed was the educators' infrequent use of library facilities where these were available and the negligeable amount of funds educators set apart for libraries.

In 1977, the writer was given the opportunity of further studies and it seemed appropriate to investigate information requirements of educators.

1.4. Difficulties encountered

There are regulations governing the conduct of research in Tanzania. The writer's position was ambiguous in that though a national, the research was for a foreign educational institution and partly was

to be conducted from outside the country. Advice obtained from a number of quarters was conflicting. It took nearly eight months to obtain the necessary permit.

During the survey itself, the country was at awr. Transport facilities had been disrupted and financially, the TLS (which was sponsoring the field survey), like other institutions in the country had been obliged to cut down expenditure considerably. Consequently, substantial adjustments had to be made in the nature of the sample eg. educators in rural areas were excluded.

There were a number of compensating factors however. Letters of introduction from the UD, the TLS and endorsement by the MNE helped to maximise cooperation in the 30 or so institutions covered. Branch Librarians of the TLS speeded up the process by handling appointments and arranging transport.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Research Methodology

Ford[5] and Wilson[6] have attempted to categorise methods of opinion research. These comprise questioning, observation and working on documents. These methods are often used in combination, depending on the particular stage of the research task. Detailed below are features and applications of each of these methods.

Questioning:

This takes two forms, the Mail Questionnaire and the Interview with variations like Delphi, Critical Incidents, Story Completion etc.

The Mail Questionnaire involves the researcher sending identical questions by mail, courier or other means to a sample of the universe being investigated. Respondents complete them and return the same to the researcher for analysis.

Mail Questionnaires are undoubtedly popular and according to Sharp[7], their popularity is due to considerable saving in time and money since the collection of data is delegated to the postal service. Another advantage is that larger samples can be used and wider areas covered. It is also claimed that bashful respondents are encouraged to answer embarrassing questions especially if anonymity is guaranteed.

In most research designs, Mail Questionnaires are a matter of course, at least for the initial stage of the survey when there is the need to understand the survey environment.

Much of the criticism[8] of the Mail Questionnaire centres on its inflexibility because answers once given cannot be elaborated. Also, the fact that respondents can see all questions before responding to any makes it possible for them to modify responses to suit the flow. It is also pointed out that there is no guarantee that answers will come from people intended and cases of respondents delegating the task to their spouses, friends or juniors have been documented. However, the greatest doubt over the use of questionnaires concerns the low response rate.

Attempts have been made to explain reasons which prompt certain people not to submit completed questionnaires. One hypothesis is that those who do not respond represent a sub-sample which is opposed to the situation being investigated, hence register their opposition by non cooperation. Proponents of this view further claim that there is a relationship in attitudes between those who send in their replies late and those who abstain. Opponents, including Denning[9] deny this is the case, rather, non respondents are those unwilling to furnish data and those who send in their replies late are merely careless or are under pressure of work.

Another concern is over the representativeness of those who respond to the universe. Larsen[10] for example argues that a disproportionate percent of the replies come from the more highly opinionated persons. If this can be shown to be the case then the question of validity of data obtained via this method arises.

It is due to awareness of these problems that proponents of the Mail Questionnaire have sought ways of improving response rate. Such

tips are summarised by Scott[11] who suggests, among other things, sending follow up letters which violates the principle of anonymity.

Interviews :

In this method, the researcher or his representative meet respondents. The interviewer explores many facets of the interviewee's concern, treating subjects as they come, pursuing interesting leads while recording responses. Often, an interview schedule will have been drawn up beforehand to ensure systematic coverage. Interviews may involve one interviewee at a time or may take place in groups.

In contrast to the Mail Questionnaire, the Interview is flexible since it allows discussion of points raised. Gorden[12] highlights several problems associated with interviews and questionnaires to some extent. One of these is "ego threat" in which a respondent withholds information which threatens his esteem. Other problems include interviewer's racial, political and social background which can affect the research situation. It is pointed out for example that respondents are often glad to please anyone who shows an interest in them. Also, respondents become aware that they are being studied and tend to concentrate temporarily (Hawthorne Effect) thus giving artificial results.

In response to these problems, some writers eg. Sharp[13] advocate the use of the Interview as a supplement to the Mail Questionnaire for more complete collection of data.

There are other varieties of questioning respondents. Sometimes, Sliding Scale Inventories or Checklists are used. Also Critical

Incident which utilises the situational element to focus interviewee's mind on the problem is an alternative. Others are Story Completion; where a cultural specific story is used to elicit ideas; Brain Storming where uncensored ideas are thrown in a group situation and the Delphi Technique where opinions of experts are made to interact and modify each other in successive stages until consensus emerges. The latter is often used in predicting trends and events.

Observation :

As a method of gathering data, observation involves keeping an eye on a respondent, with or without his knowledge, noting his behaviour in relation to problems under investigation. If the observer chooses to participate fully in normal activities of the respondent, observing things as they happen, listening to what is said and questioning, it becomes Participant Observation. In non-Participant Observation, the observer may sit at a vantage point and gather data say, on how the catalogue is being used.

Participant Observation is ideal for matters respondents are unwilling to talk about or for things people see through "distorted lenses" eg. grievances. This is because it is possible to check facts which is not possible with a few minutes of interview for instance. Non-Participant Observation has the disadvantage of not being able to yield data on the reasons for respondent's actions or lack of them.

Working on documents:

Such documents as records, past research, books and biographies on or by subjects being investigated go a long way towards revealing attitudes of respondents. Such items of information as policy matters can be gathered cheaply this way.

2.2. Research constraints in Africa.

Survey research in Africa was introduced very recently (after the Second World War) by sociologists using instruments developed for western countries. Their experiences[14] show that such instuments proved unsuited for the following reasons:

1. Physical accessibility of respondents is impaired by the great distances that have to be covered in areas where roads, railways, posts and telephones are not available or are unreliable. Other barriers are erected by society not used to impersonal approach to data gathering.
2. Absence of concepts in the culture under study makes methods like questionnaires unsuited since these cannot be cleared even by translations.
3. Socially, positions are less segmented so that the sources of variability are not to be located in cross tabulations of individual attributes, but in responses of key figures in the network of social relations.
4. Absence of statistical frames from which to draw samples and make the necessary stratifications.

Due to these and other similar considerations, there has been a tendency not to indulge in excessive quantification.

2.3. Information user studies in education

A number of studies are reported in Brittain[15]. One of these reported by Mersel[16] involved a sample of 154 educators and information scientists. The study was designed to provide guidance in the development of the US Educational Research Information Centre (ERIC). Semi-structured interviews were used. Users identified were teachers administrators and researchers though a person could combine

all these activities and their characteristic information use patterns.

The ERIC study revealed that administrators required packets of accurate, timely information on specific subjects in good journalistic style which could be easily assimilated. Teachers on the other hand required operational type of information of a professional rather than technical nature, including that which could make them aware of developments in education. When teachers were involved in experimental programmes, they needed full literature on the project. As for researchers, they were found to be most demanding in terms of range of material and least tolerant of delay. They needed detailed research reports and data in the area of their interest and general information in other fields. They also needed short reports and high level journalism which brings together the most significant facts of research. The study also found antipathy between researchers and administrators as both tended to distrust each other's ability. This resulted in the flow of information from the university researcher going to his fellow researcher, and the administrators main communication was the flow of statistical data from educational institutions.

At Bath University in the U.K. the INFROSS Project[17] findings were similar to those of ERIC. Using questionnaires and interviews, information needs of researchers were found to be related to specific goals, eg. higher degree, and were more demanding. Often they needed retrospective searches and scanned journals to keep up to date and consulted librarians most often. To them physical access to material and identification of material were priorities. Teachers on the other hand were found to have no time for information gathering and using activities. They lacked motivation to seek information and had limited opportunity for formal contacts due to scattering of colleagues.

At the Eastern Region Institute of Education (ERIE)[18] it was found that teachers on the whole did not seek information about new materials and only 5% of respondents made use of the most up to date materials. They tended to rely on textbooks as a basis of classroom work, though ther were aware of technological developments in education. The reasons given are inertia, fear of innovation and the lack of motivation.

Rittenhouse[19] reports two studies conducted in local school districts and institutions of higher learning in the San Francisco Bay area using questionnaires. The aim was to investigate information needs and processes of information utilisation. It was found that the most frequently used information sources are colleagues in one's own school system, principals, contacts at professional meetings and curriculum specialists. The problems of utilisation of educational information included interpreting statistical results of studies as a basis for adoption of new methods, understanding procedures for using information systems, and obtaining precise structured information from school systems.

Another user study was undertaken at Purdue University[20]. On university teaching staff, it is reported that they used the library to do research for a publishable paper or book, self-improvement, find and read books and journals required for a course. They tended to use scholarly journals reference books, monographs and often reserved books.

Newfield[21] reports a study using simulation in which a random sample of practising curriculum supervisors in the State of Louisiana were presented with 169 reports on a hypothetical school.

The purpose was to determine the topics of information demanded by curriculum supervisors. The result was that curriculum supervisors needed general information about the subject area of the curriculum decision , specific information about the content of the subject area, views of the school situation held by other interest groups, resources of the school, student ability, strength of the present curriculum offering in the area related to the curriculum decision and finally, information about the background of the community and community views of the school issues.

These studies indicate that information needs of educators tend to divide according to the role of the educator and preference of source of information is dictated by ease of use rather than the amount of information expected from that source.

PART 11

THE SETTING

CHAPTER THREE

BACKGROUND INFORMATION ON TANZANIA

3.1. Brief History

The existence of human beings in the area covered by Tanzania has been reckoned to date back two million years[22]. This has led scientists to the conclusion that this was the home of earliest Man. However, for the greater part of this period, the socio-political life of the people is not known.

From about the 9th Century BC, trading relations between the Chinese, Indians, Phoenicians and the coastal region of East Africa began to develop in gold, ivory and shells in exchange for clothes etc.[23] As trade became more lucrative competition between Arabs and Phoenicians intensified, leading to the transformation in relationship from that of trading partners to that of colonisation of parts of the East African coast. At first, the Arabs around the 8th Century AD, then the Persians from about 900 AD controlled parts of the East African coast.

The Portuguese appeared in 1500 and though they did not actually colonise the coast, they dominated trade up to the end of the 17th Century through their control of the Indian Ocean. In 1698, their dominance came to an end after they were defeated by Omani Arabs at Mombasa in modern day Kenya. In order to strengthen Arab hold over inland trade, the Sultan of Muscat, Seyyid Said moved his court to Zanzibar and established a clove plantation economy which led to the intensification of the slave trade and uprooting of able-bodied men from inland.

One positive result of the Arab penetration of the interior was the spread of Swahili which is widely spoken in East and Central Africa.

By 1875, most countries of Europe had industrialised. Industries required raw materials as well as markets for manufactured goods. Since Europe could not satisfy all these requirements it became fashionable to acquire spheres of influence, hence the "Scramble for Africa" and Asiatic regions. Germany occupied Tanganyika (mainland Tanzania) on the basis of dubious treaties signed by Karl Peters with some African chiefs and placed the country at first under the Society for African Colonisation, then under the German East Africa Company, and eventually the imperial government declared a Tanganyika Protectorate in 1891.

The German period in Tanganyika was characterised by wars of resistance, notably the so-called "Maji-Maji Rebellion" between 1905 and 1907. Germany's positive contribution includes the building of the railway infrastructure which is still in operation. In the north of the country, the Tanga-Moshi line was completed in 1911. In the centre a line running east-west from Dar es Salaam to Kigoma on Lake Tanganyika was completed in 1914. Another contribution is in the field of agriculture where sisal, coffee and cotton were introduced as cash crops.

Germany's involvement in the 1st World War and its subsequent defeat led to its being dispossessed of all its colonies. Tanganyika became a

Mandate of the League of Nations under Britain in 1920. After the 2nd World War, the country was transformed into a Trusteeship of United Nations administered by Britain.

The British period was one of Indirect Rule* ie. through Chiefs etc. Educated Tanganyikans on the other hand begun to organise and press for self determination. In July 1954, the Tanganika African National Union (TANU) was formed. Through a series of constitutional changes, the country achieved Self-Government in 1960, Independence 1961 and in 1962 became a Republic and in 1964 united with the islands of Zanzibar and Pemba to form the United Republic of Tanzania.

The British rule though not as oppressive as that of Germany, was one of neglect, one of administering rather than developing the country. Thus at independence, the country lacked sufficient middle and high-level manpower.

3.2. Social and Political Aspects

The commitment to establish a socialist society can be traced back to the time of independence. Then , a definition of African Socialism[24] was given as the extension of the African traditional family characterised by security and ready hospitality for each member of society.

*This was the easiest method of controlling large overseas territories using the minimum number of administrators. The idea was pioneered by Lord Lugard and first practiced in Nigeria.

Capitalism was rejected since its basis was exploitation of man by man. Similarly, doctrinaire socialism was rejected on account of its belief in the inevitable conflict between man and man. It was also recognised that traditional African socialism had shortcomings[25] ie. women occupied an inferior position and society was inherently poor due to ignorance and the limited scale of economic operations. There was a need for a theoretical framework which would incorporate the good aspects of traditional socialism with modern realities of the need to develop. This was provided by the Arusha Declaration of 5th February 1967 .

The declaration attacked feudalism and capitalism and called for state control of the major means of production and distribution. The main issue as President J.K. Nyerere[26] stated was

> "... the extent to which we succeed in preventing the exploitation of one man by another, and in spreading the concept of working together cooperatively for the common good instead of competitively for individual private gain."

The Declaration also expounded the policy of self-reliance in development work. This did not meen that international aid is not wanted, on the contrary,

> " we shall continue to seek capital from abroad for particular projects or as contribution to general development... Overseas capital will be welcome for any project where it can make our own efforts more effective, where it acts as a catalyst for Tanzanian activity ".

3.3. Economic aspects

In order to make the best use of the country's limited resources, central planning is practised through the Ministry of Economic Affairs and Development Planning. Since the plan affects all sectors, all Ministries, para-statal organisations, regional and local authorities

prepare their own plans which are eventually merged together to make a national plan. The First Five Year Plan covered the period 1964-1969, the second 1969-1974 and the third 1974-1979. These plans have had as their objective the spreading of benefits of development throughout the country, developing forms of economic activity which encourage collective effort, mobilising of domestic resources notably the rural population.

The major export crops have been coffee, cotton, sisal and diamonds. Coffee and sisal are facing stiff competition on the world's markets and diamond mining is on the decline. Over the recent years, tobacco, tea and cashew nuts have become important foreign exchange earners. Adverse effects of the weather (drought) remains the greatest problem for agricultural development.

Industrial activity is dominated by the government through the National Development Corporation. Because agriculture is the backbone of the economy, industries are agriculture-based eg. ginning, milling and textiles. Small scale industries are being encouraged in the rural areas through the Small Industries Development Organisation (SIDO). The contribution of the industrial sector to the gross product is small, for example in 1975 it was only 10% employing a work force of only 465,000 (about 16% of the national workforce).

Another economic activity with a potential is tourism. The existence of a rich variety of wild-life, the sandy beaches of the East African coast attract tourists from abroad who bring revenue. In the early 70s there was a debate[28, 29] on the wisdom of developing a tourist

industry in a poor country aspiring for socialism since, it was argued, tourism strenthens neo-colonial relationships. This has been resolved with the government coming in favour of encouraging both domestic and international tourists and a call for "national discipline" as the answer to the alleged contradiction. The tourist industry is controlled by the government through the Tanzania Tourist Corporation.

3.4. The People

According to the 1979 census, Tanzania had a population of 17.5 million. The composition of the population is varied consisting of indeginous Africans, Asians, Arabs and Europeans: the latter mainly expatriates . The largest group is that of African- Negroids of Bantu stock, who make up approximately 95% of the population. They are subdivided into well over 120 ethnic groups, speaking as many languages in addition to Swahili which is the national language. Small pockets of Nilotes and Cushites also exist.

Population distribution is sparse, about 15 per square kilometer, but not evenly distributed. Areas of high population density are located mainly along boundaries of the country, notably around Lake Victoria, Mt. Kilimanjaro, Lake Tanganyika, the southern highlands and the coastal area. No one religion is predominant, Islam and Christianity claim roughly one third of the population each, and the other third are followeres of traditional rites of worship.

CHAPTER FOUR

TANZANIA'S EDUCATION SYSTEM

4.1. Evolution of the system

Up to 1961, educational provision on mainland Tanzania was on racial lines[30]. There were separate schools for Africans, Asians and Europeans. The greater part of African education was provided by Christian Missions who needed to build up an African clergy and a teaching cadre[31] to ensure the spread of Christianity.

At the eve of independence, a committee was appointed to look into the possibility of intergrating schools. The committee's recommendations led to the opening in 1961 of all schools to pupils of all races and religious denominations.

In 1961, the new government found itself confronted with the problem of shortage of qualified middle and high-level manpower in most sectors. To remedy this situation, the First Three Year Development Plan covering the years 1961-1963, placed a great deal of emphasis on the expansion of secondary and post-secondary education and the University College of Dar es Salaam was opened as part of the University of East Africa (serving Kenya, Tanganyika and Uganda).

During the Fisrt Five Year Development Plan covering the years 1964-1969, emphasis on secondary and higher education continued as can be seen in the table below:[32]

	1961	1971
Intake into Form 1	4 196	7 570
Intake into Form 5	236	1 608
University population (inside and outside Tanzania)	173	1 995

Table 4.1

Expansion of secondary and higher education

In spite of this growth, there was no attempt to transform the educational system inherited at independence before 1967. In that year, a policy statement by the ruling party TANU was made, known as Education for Self Reliance[34] and another Socialism and Rural Development[35] which were applications of the Arusha Declaration in education and rural development respectively.

Education for Self Reliance (which is of particular relevance here, had egalitarian as well as economic motives. It was an attempt to define the objectives and content of education and to link these to wider development objectives. It identified two evils of the existing system namely, elitism and irrelevance. Education, it contended was still too academic and was useful neither to the pupil nor the nation when the pupil's education ended. As the majority of the people live in rural areas, it was proposed to prepare youths for complete life in rural areas.

In practice, this meant shifting emphasis to practical aspects such as farming, carpentry and other crafts. In this manner, Education for

Self Reliance was to become part and parcel of the country's practice of socialism and self reliance and schools were to become agents of social and economic change.

The Second Five Year Development Plan covering years 1969 to 1974 bore the marks of the changed social and political posture. This time it was primary education which was accorded the highest priority, with the aim of giving every child a basic education (UPE) by the year 1989. Further education was only to be provided to the extent justified by the nation's manpower needs, with preference being given to science and mathematics.

Socialism for Rural Development laid stress on rural development and the education of adults became a national pre-occupation. On 31st Dec. 1969 the President declared 1970 the "Adult Education Year " and called on every citizen to be involved in adult education campaigns either as learners or as teachers. On 5th July 1973, the Prime Minister issued a Directive which made adult education activities and learning part of work.

By 1974, the structure of education had changed significantly, but there were still imperfections as President Nyerere[36] commented at the Dag Hammarskjold Seminar on education in Dar es Salaam on 20th May 1974 :

> "...we have been too timid to effect the required radical transformation of the system we inherited. We have (made) important changes especially in the curriculum and syllabi. But we are still mentally committed to 'international standards' in education. Parents, politicians, workers as well as educators are suspicious of or hostile to the educational innovations required, hence few of our schools are really intergral part of village life ".

In November the same year, the TANU National Executive Committee met at Musoma to assess the progress of the practice of Education for Self Reliance. It came up with the Musoma Declaration (or Resolution)[37], the second important landmark in educational transformation.

The Musoma Declaration identified three main constraints to the achievement of education for self reliance . Firstly, people's minds were still hooked on maintaining international standards even when these were not relevant. Secondly, schools had not yet managed to become part of the economic set up as they were not yet self-sufficient. Thirdly, academic qualifications still determined one's salary and whether one could enter institutions of higher learning.

The Musoma Declaration laid down the following corrective measures:

1. Effort be made to achieve UPE by November 1977. Associated constraints such as costs of building extra classrooms and training of teachers were to be overcome by using existing classrooms in turn as well as using students in higher classes as teachers. Secondary education was to be expanded in the same way.

2. Direct entrance to university be abolished. After secondary education students would be employed or trained for employment. If in future they wish to apply for university, employer's assessment of the candidate etc. would be taken into account along with school attainment.

3. Institutions of learning had to make work part of learning and "ambush" type examinations would have to be down-graded.

4.2. Organisational and administrative structure

The MNE is responsible for implementing educational policies in the country. At the apex is the Minister assisted by a Deputy Minister appointed by the President and responsible to Parliament of which they are members.

Executive responsibility lies with the Principal Secretary, assisted by a Commissioner of National Education and Directors responsible for Primary, Secondary/Technical, Teacher, Adult Education, Manpower Administration and Sectoral Planning. In each of the 20 or so regions educational matters come under REOs and 60 or so DEOs working under Regional or District Development Directorates respectively.

The Directorate of Sectoral Planning and Manpower Administration perform support functions. The former plans all sectors of education, collates statistical data on education, evaluates it and makes use of it. The same data is also used to prepare national development plans. The Directorate publishes Educational Statistical Handbook and gives guidelines for the development of primary schools in the reqions.

The Manpower Administration Directorate is responsible for selection of staff, allocation, administration of bursaries and scholarships and personnel administration generally.

The primary source of finance for education is the centrsl government out of funds voted annually by Parliament after the necessary budgetary and audit procedures. In 1974/1975 budget, the total expenditure on education was T. Shs. 320m.(Approximately £ 20m) excluding Primary Education. This amount was nearly 20% of the total government expenditure. Funds for primary education fall under Prime Minister's vote whose

office is responsible for Regional and Local Administration.

A further source of support for Primary Education and to an extent Secondary education are self-help schemes by communities mobilised by village governments and pupils' productive activities under the Education for Self-Reliance programme. Some voluntary organisations notably TAPA and Baraza Kuu la Waislamu Tanzania (BAKWATA) provide and run schools with the support of the MNE. Other Ministries and Public Corporations have separate arrangements for professional training.

4.3. Primary Schools

Formal education usually starts at the age of seven or eight and lasts for seven years. All instruction is conducted in Swahili, except when teaching the English language. Pre-primary education is available for few children in urban areas where private organisations run nursery schools. The government is anxious to expand this facility to enable working women contribute more fully in raising productivity of the work force. Various methods have been suggested to bring this about, including making it obligatory for employers to maintain nursery schools for children of their employees.

Primary education, like all levels of education in Tanzania is free. However since the end of 1977, parents have had to make a contribution of approximately £1.40 per year for school equipment.

A major primary education experimental project aimed at achieving the integration of primary education with community life started in 1970 under the name MTUU: a joint Tanzanian/Unesco/Unicef Primary Education

Reform Project. Areas being researched on include instruction in literacy, numeracy, handicrafts, communal affairs and citizenship. Primary schools participating in the project are attached to nearest CONEs which cooperate with community authorities in carrying out educational projects. Included in the programme is the yearly inservice training of teachers who are given the chance to review their teaching in the light of changed circumstances. The project has produced some instructional materials.

Primary school expansion has been phenomenal as the following data shows:[38]

	1961	1972	1978[39]
Number of pupils	525 402	1 003 596	2 990 361
Number of teachers	9 885	21 926	64 822
Number of schools	3 266	4 503	9 924

Table 4.2.

Expansion of Primary Education 1961/1978

4.4. Secondary Schools

Secondary education is controlled directly by the MNE through the Directorate of Secondary/Technical Education. In an attempt to transform secondary schools into communities which practise self-reliance, schools have been categorised into agricultural, technical commercial etc. the category depending on the location and needs of the surrounding community. There are also schools for leadership training.

A course at a secondary school normally takes four years. A further two

year secondary education is available for a smaller group and this opens the way to university but, as pointed out earlier, not directly. Swahili is the medium of instruction up to and including the second year of secondary school.

4.5. National Service

Under the National Service Act No. 16 of 1966 and subsequent ammendments, secondary school leavers are required to undergo National Service (at the moment one year). On completion, school leavers are employed directly or are trained for employment.

4.6. CONEs

Teacher training is also controlled by the MNE through the Directorate of Teacher Training. CONEs train teachers in some or all of the following grades:

Grade C Special: This was introduced in early 70s to help in the implementation of UPE and adult education campaigns. Entrants are usually mature former primary school leavers who have undergone one year National Service. They then go to CONEs for a year's training, after which they teach for one year under probation before they are accepted into that grade.

Grade C Regular : Entrants have a Primary School Leaving Certificate. They undergo a two year teacher training interspersed with periods of practical work. They then have to teach for one year under probation before they are accepted into that grade.

Grade B : This is a promotional grade for Grade C teachers.

Grade A : Entrants have a National Form Four Examination

Certificate. They take a two year teacher training course plus National Service. Teachers in the above grades are eligible to teach in primary schools.

Diploma in Education : Entrants have the National Form Six Examination Certificate. They take a one year teacher training course, plus a year of National Service. They are then eligible to teach in the lower forms of Secondary Schools.

Graduate Teachers : Entrants have a first or second degree, usually with an educational component from the UD or similar institutions.

In 1973, there were 25 CONEs, 10 of which were training Grade A in addition to lower grades and 2 were training teachers at diploma level in addition to some lower grades. By 1978, the number of CONEs had risen to 35. The intake for teacher training between 1969 and 1978 is as follows:[40]

	GRADUATES		DIPLOMA		GR.A	GR.C
Year	Science	Arts	Science	Arts		
1969	70	77	70	30	1200	240
1970	90	90	60	40	740	800
1971	90	90	60	40	740	1 000
1972	90	90	40	30	740	1 100
1973	100	90	40	30	1 000	1 100
1974	100	75	40	30	1 000	1 100
1978[41]			398		3 448	2 268

Table 4.3

Intake for Teacher Training 1969/1978

4.7. Adult Education

The national adult education campaign which began in 1970 is coordinated by the MNE through the Directorate of Adult Education. Adult Education has three main objectives[42]. Firstly, to provide knowledge and skills in order to improve productivity and standards of living; secondly, to provide further education for primary school leavers and eradicate illiteracy: and lastly, to foster a better understanding of socialism and self-reliance.

An experimental project in adult education, the Work-Oriented Literacy Project,has been going on since 1968. It is in operation in one district of each of three regions bordering Lake Victoria. The project is supported jointly by the Tanzanian government, Unesco and UNDP. The aim is to find the most effective methods of rendering adults functionally literate : literacy being construed as a component of economic and social development. The strategy is to link literacy with vocational skills especially agriculture. The teaching force is composed of primary school teachers and primary school leavers. Rural Development Assistants as well as Agricultural Officers are also involved. Primers have been prepared in various fields, for example, Ukulima Bora wa Pamba (Better Cotton Farming). Extensive use of the mass media, namely radio and newspapers is made and support literature is supplied by the TLS mobile library operated from Mwanza.

The Directorate of Adult Education conducts seminars for adult literacy teachers and administrators. (NB. Other aspects of adult education are discussed under 5.2. The Institute of Adult Education -IAE).

4.8. Higher Education

(See under 5.8. The University of Dar es Salaam - UD)

CHAPTER FIVE

PARA-STATAL ORGANISATIONS UNDER EDUCATION

Certain aspects of the MNE's work are performed by public corporations which have their own legal instruments. These include the Institute of Education (IE), the IAE, the Unified Teaching Service (UTS), the Tanzania Elimu (Educational) Supplies Ltd. (TES), the National Examination Council (NEC), the TLS, the UD, the National Unesco Commission (NUC) and TAPA. Details of these organisations are as follows :

5.1. The IE

Originally, the IE was established as part of the University College of Dar es Salaam under Act No.14 of 1963[43] and was governed by the IE Decree of 1964 up to 1970. During this year, the UD came into being (with the break up of the University of East Africa) and the IE's activities were brought under the IE Regulations of 1974. Today it is independent of the UD though it is still physically located within the UD campus. The IE has the following functions:

1. To undertake curriculum studies and advise the MNE in primary, secondary, and teacher training curricula. To effect this, the IE organises its work around "subject panels" consisting of experts in subject fields drawn from educational institutions as well as the IE itself.

2. To acquire and disseminate information on educational innovation in educational methods, content, equipment etc. Important media for this purpose include the Tanzania

Educationa Journal and Studies in Curriculum Deveopment issued by the IE.

3. To conduct seminars for teachers and familiarise them with modern techniques.

4. To publish educational books. For example, during the year 1978/1979[44] textbooks and teachers' guides were prepared in History for standards six and seven, and Domestic Science for standard five to seven and Geography for standards six and seven. The IE also translates technical terms in different subjects from English to Swahili to facilitate teaching using Swahili in primary and secondary schools.

One of the problems facing the IE is accommodation. Various possibilities are being considered to solve this problem including establishing some IE offices in CONEs and secondary schools. This would have the effect of involving more teachers and pupils in the task of curriculum development.

In 1978/1979 a School Equipment Development Unit was created by the MNE and attached to the IE. Its responsibility is to design, manufacture and use educational instruments within the country.

5.2. The IAE

Like the IE, the IAE was established by the University College of Dar-es Salaam Act of 1965[45] and subsequently governed by the IAE Decree of 1964[46]. It was later re-established by the UD Act of 1970 and governed by the IAE Regulations of 1974. It has since become independent of UD.

The functions of the IAE[47] are as follows;

1. To run full-time and part-time courses for adults in different subjects, conduct adult education examinations and issue certificates.
2. To prepare materials for adult education eg. teaching manuals for adults and supplementary books such as the current Juhudi Book Series[48].
3. To prepare curricula for adult education.
4. To train teachers and administrators of adult education. During the year 1978/1979 for example, a total of 55 students graduated at Diploma level. It is estimated that the IAE will have to produce 2 000 teachers to satisfy national requirements.
5. To develop mass media resources for example radio programmes, articles on adult education in newspapers especially Uhuru. The IAE also publishes Adult Education Now in English and Swahili, Studies in Adult Education, the Adult Education Directory and the Journal of Adult Education Tanzania .
6. To run correspondence courses so as to " serve literate but isolated persons throughout the country who wish to enlarge their knowledge and understanding of subjects of importance to national development."[50] In 1979, 45 354[51] students were using the correspondence facilities of the IAE. The same source estimates 100 000 for 1980.

The IAE also conducts courses for expatriates coming to work in the country at Kigurumyembe in Morogoro Region, for example in 1978/79 nine groups of a total of 182 participants attended.

5.3. The UTS

This was set up in 1962[52]. It is a service organisation for teachers rather than a trade union. Its main task is to ensure adherence by teachers to a specified code of code of conduct, look after such interests as pensions, gratuities, contract terms for non-citizens and conditions of service generally. UTS often issues circulars to members briefing them on new legislation affecting the profession. Since 1979 UTS offices have been established in regions to deal more effectively with teachers' problems at the source. The 1979 estimates of expenditure was T. Shs. 621 500[53].

5.4. The TES

This is a profit-making organisation. In addition to selling educational material to members of the public, it also supplies stationery and other equipment to schools according to MNE specifications. TES gets educational material from the MNE, and local and overseas publishers. In 1979, there were seven branches at Songea, Mtwara, Mbeya, Tabora, Ifakara, Tanga, Bukoba and Zanzibar.

The ability of TES to import educational equipment has of late been hindered by the shortage of foreign exchange, with the result that some schools have had to do without equipment for long periods. In 1977/78 TES was allocated T. Shs. 80.4 m . in foreign exchange. In the following year, the amount dropped to T. Shs. 38m. Distribution is another problem afflicting TES, for example in 1978/79 the organisation possessed only two vehicles for distributing equipment countrywide. One of TES subsidiaries, the Tanzania Stationery Manufacturers Ltd. has been facing problems in procuring raw materials, for example the plant for manufacturing

typewriter ribbons remained dormant during 1978/79 for want of raw materials.

5.5. The NEC

This is responsible for administering national examinations,issuing certificates and diplomas in general, technical, commercial and domestic science. In 1978, the NEC conducted 5 examinations for 26 532 candidates. Preparations are underway to include CONEs examinations, and technical colleges and examinations in Zanzibar. Currently, NEC is pre-occupied with evaluating and researching into compatibility between examinations and educational policy. One of its earlier disabilities, accommodation, is soon to be removed with the completion of construction work for its premises.

5.6.The TLS

The TLS came into being by an act of Parliament in 1963[54]. Its role is to promote, develop and equip libraries in mainland Tanzania. In 1975[55] the TLS was re-established with wider responsibilities enabling it to engage in publishing, training and issuing certificates and diplomas in librarianship, promoting adult education and coordinating all types of libraries in the country. In 1979, the TLS had 14 Regional Libraries, and 8 district libraries. In the same year, there were 1 620 000 registered users of its library system.It has compiled various guides, directories and indexes, for example the Union List of Periodicals , Directory of Tanzanian Authors, Directory of Libraries etc.

5.7. The NUC

The country's membership of Unesco is used to maximum advantage. Unesco coupons are increasingly being used for purchasing educational equipment

from other countries, which partially gets around the problem of foreign exchange. In 1978/79, coupons of the value of US $ 750 000 were used by public institutions as well as individuals. 1979 was the International Year of the Child (IYC) and in each region committees were set up to implement projects, for example, providing meals for primary school children in schools, establishing playgrounds, planting trees etc. The longterm programme for the IYC include cooperating with Unicef in identifying the kinds and organisation of day care centres, research into provision for disabled children and legal rights of children.

5.8. The UD

The UD was founded in 1961 as a constituent college of the University of East Africa with only 7 law students. In 1963[56] it was given legal status by an act of Parliament and became a full-fledged university in 1970.[57] By 1972[58] the UD had 2 787 students and 535 teaching staff. In 1978/79 the UD was offering 40 different courses leading to degrees, diplomas and certificates in the following faculties and institutes:

The Faculty of Arts and Social Sciences

The Faculty of Science

The Faculty of Medicine

The Faculty of Law

The Faculty of Engineering

The Faculty of Agriculture, Forestry and Veterinary Sciences

Institute of Development Studies

Institute of Kiswahili Research

The East African Statistical Training Centre.

Post-graduate degrees are being undertaken in most faculties. Of special interest to this study are the Bachelors degrees with education which

prepare graduate teachers for schools, colleges and the UD.

Educational institutions in Tanzania do not yet fulfil all the high-level manpower needs of the country. The MNE and other national institutions still send a greater proportion of students for post-graduate courses abroad. Also, despite the break-up of the University of East Africa, students from either country are accepted by the three Universities. At the UD for example, 15% of the intake is reserved for foreigners, mostly East Africans.

5.9. The TAPA

The TAPA has been active in establishing primary, secondary and technical schools. With the decision of the government to implement UPE, TAPA decided in 1979 to hand over some 1 179 primary schools (consisting of 148 386 pupils, 484 certified and 1 948 uncertified teachers) to the MNE. TAPA still runs 5 registered secondary schools with 1 589 students and 4 other unregistered secondary schools. In addition , there are 15 technical schools. The MNE has been helping TAPA by providing teachers and equipment. In 1979/1980, TAPA received T.Shs.6m. subsidy from the MNE.

CHAPTER SIX

SOME EDUCATIONAL INFORMATION RESOURCES

6.1. School Libraries *

In the Hockey Plan for East African library development[60], it was suggested that each national library board should be responsible for organising government department libraries and any other special library requiring such assistance. Additionally, it was suggested that boards should develop school libraries in cooperation with Ministries of Education.

From its inception, the TLS(B) accepted responsibility for school libraries and appointed a Schools Librarian based at the National Central Library (NCL). The Librarian carried out a survey in 1966 of school libraries and found that many contained books which were unsuitable and inadequate and that "school libraries have often been built largely from donations. Unfortunately, the thinking of donors seem to have been that in a country struggling towards literacy, any books are better than no books. In some of the schools the unsuitable stock so added would amount to as much as 75% "[61].

Financial stringencies ruled out a wholesale approach, therefore with the cooperation of the MNE and assistance of Unesco, equipment was obtained and a five year Pilot School Library Project was inaugurated in 1968. Three schools ie. Mazengo Secondary School in Dodoma, Mzumbe Secondary School in Morogoro and lastly Kihesa Secondary School in Iringa Regions

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* Because of the dearth of literature, unless indicated, views expressed are the author's.

were established. They were provided with a comprehensive collection of books proportional to the school population, subject areas and individual needs. Success in these would, it was hoped, be emulated by other schools. Teachers were trained in library procedures and techniques at the Dar es Salaam CONE. From 1972, a certificate course for full-time library staff was established at the same institution to train staff to operate different types of libraries, including those of educational institutions.

After nearly ten years, there has been quantitative development, ie. nearly all secondary schools have set up a library of some sort. Qualitatively however there has been a deterioration notably in the model libraries themselves due to a number of factors:

1. The initial financial support for the project was not maintained with the result that stock could not be replenished.
2. Teachers who had been trained in library techniques found on arrival at their work stations that their teaching load was just as heavy as other teachers and the role of operating libraries had to be abandoned.
3. Library certificate holders who would have been full-time library operators in schools and colleges (under Civil Service Regulations) found themselves earning less than their counterparts in para-statal organisations under the Standing Committee on Para-statal Organisations (SCOPO) Regulations . They therefore tended to cross over at the earliest opportunity or go for further education. Slightly over 3/4 of those who qualified between 1973 and 1976 and went to work in schools and colleges have quit.
4. The TLS involvement in school library development has been

in the nature of a voluntary consultancy arrangement. Since it is not organisationally in direct relationship with educational institutions, it has no control over library budgets and its recommendations as regards, say, standards of library provision cannot be enforced.

Because of these problems, many of the so-called school or college libraries are no more than storerooms, occasionally used more profitably as classrooms or recreational rooms. Subject teachers' response has been to select the best out of the stock and establish collections in their offices for their own use.

6.2. The UD Library

The fortunes of the UD library have been those of the parent institution, the UD. It started as the University College of Dar es Salaam Library in 1961, then being linked to other college libraries, the University College of Nairobi and Makerere University. A system of subject specialisation operated, Nairobi being concerned with Engineering and Commerce; Medicine at Makerere and Law in Dar es Salaam.

When the UD was established in 1970 and subsequently expanded its scope, the library also had to expand to keep pace with the growing student population and increasing diversification of courses. In 1970, the collection included 140 000 books and 2 000 periodicals located in three areas: the main campus, the Faculty of Medicine at Muhimbili Hospital in Dar es Salaam and the Faculty of Agriculture in Morogoro Region.

Recently (ca. 1976) the Faculty of Medicine came under the control of Muhimbili Health Centre, a public corporation under the Ministry of Health so did the Faculty Library.

Notable among the UD Library's collections is the East Africana which has been established on documents received through its role as a national depository of books since 1962. This provides specialised research facilities in subjects related to East Africa. The only other beneficiaries from d pository rights is the NCL for books and the AVI for films, the latter a public corporation under the Ministry of Information.

The UD Library has a technical services section, which provides printing and binding facilities for the UD as well as other organisations in the country.

The services of the UD Library are geared to curriculum and research demands of the UD. However, in a country where library facilities are not well-developed, the country's generators and users of information have connections with the UD either as current students and teaching staff or former students. Others are obliged to maintain a link when they are engaged in research so as to benefit from research facilities. For these reasons the UD Library serves users beyond the confines of the campus.

6.3. Archive and Records Services

Prior to independence in 1961, practically all records of archival interest had been made by foreigners, mainly Europeans. They cam e

to the country in various capacities viz. as explorers, missionaries, traders, settlers and colonial administrators. The records they created though primarily to serve their own interests exemplify much of the indigenous customs and traditions of the people of Tanzania and constitute a wealth of information on precedents which otherwise would have to be collected at a considerable cost.[62]

Before 1963, there was no clearly defined policy governing the preservation and systematic disposal of records. More rigorous policy existed in the departments of land, finance and judiciary. Periods of greatest destruction coincided with wars [63], for example during both the first and second world wars when demand for scrap paper increased, and changes of administration, when the outgoing power hid or destroyed records.

When the British took over in 1919, they attempted to salvage German records for administrative purposes and a Keeper of German Records was appointed. He was instrumental in the discovery of records hidden in underground vaults at Tabora in 1920. Soon however the Keeper was dismissed and a policy of laissez -faire set in.

A government circular signed by the Acting Governor in 1927[64] is revealing on the nature of record control of the time. It allowed destruction of "any obviously useless correspondence and returns except financial which must await the issue of orders. Papers dealing with land should be preserved".

In 1948, a paper entitled Central African Archives in Retrospect and Prospect aroused concern for archives in the whole of East Africa. The East African colonial governments met to consider the possibility

of setting up a joint archive service, but the idea was later abandoned.

The government of Tanganyika decided to go it alone and invited V.H. Hiller, the then Chief Archivist of the Central African Archives (the area now constituting Zambia, Malawi and Zimbabwe) to study and make recommendations on the care, custody and control of public records in Tanganyika. Hiller's Report[65] drew attention to the lack of policy in the handling of records and in his own words "the potentially valuble records of the previous administrations are scattered throughout the territory and are the responsibility of no one in particular. As a group, they are fast disappearing".

To solve this problem, Hiller suggested the establishment of an East African service with headquarters in Uganda. Though well-intentioned, the report was not acted upon because it failed to take into account the existing situation. Uganda was not interested, and Zanzibar which had the most developed archive service could not let its archives be moved elsewhere.

After independence, the new government decided to organise archive services. Between July and September 1962, a Unesco Archive Consultant Marcia Wright made a survey and helped plan and organise the work of the Government Archive Section. In a Report[66] she submitted she proposed the setting up of a National Archives under the Office of the Vice President to preserve, keep and control and dispose of public archives.The University College of Dar es Salaam was to be responsible for judicial and legal records, private documents, records of commercial organisations, religious and political bodies.

The government acted promptly on the report by launching the National

Archives (NAT) by the Presidential Circular No. 7 of 2nd December 1963. On 8th July 1965, NAT was given legal status by Act No. 33 and shortly afterwards an Advisory Council was established. The Council moved ahead with large-scale acquisition of records from various departments and launched a Law Documentation Project jointly with the UD's Faculty of Law to collect records from primary, district and high courts by using volunteer students with the backing of the Ford Foundation.

Another notable attempt came in June 1967 when the West German Technical Aid Programme sent P. Geissler on a two year contract to reorganise German records of the period prior to the First World War. He found many of these had been lost, eaten by ants, stolen or destroyed. Only a few records concerning district political administration had survived, while land, legal, mission, public works and education files were among the most complete.[68]

The combined result of all these efforts was the salvaging of most of the records created during the German and British administration which were in Tanzania at the time of independence. They include some 7 868 German files, 51 500 files from British Colonial Secretariat and voluminous regional and district books, correspondence files and church and private papers.[69]

With decentralisation of government functions in 1972, the NAT issued guidelines[70]. In each ministry the official responsible for finance and administration was to be Departmental Records Officer and in regions and districts, Regional or District Development Officers were to to take charge of records. To make for more effective control over use of records, research could only be done at NAT headquarters.

Researchers from the UD as well as civil servants make heavy use of the NAT. Other researchers come from as far as the USA and the United Kingdom. Normally, researchers have to register with the UD. Reproduction of documents is undertaken and reference enquiries dealt with.

6.4. Bookshops and Publishing

In Dar es Salaam there are about half a dozen bookshops. In addition, there are bookshops of varying sizes in about a dozen or so urban areas. A greater proportion of books they stock are imported. The low income levels in the country makes book buying by individuals not quite a popular proposition.

Local publishing of educational material is being undertaken by the MNE, the IE, the IAE, the UD, the TLS and the Tanzania Publishing House (TPH) and other educational organisations. Subsidiaries of overseas publishers are also active, for example the OUP and Longmans. The East African Literature Bureau has, in the past played an important part but its future is in doubt following the collapse of the East African Community.

6.5. The Popular Press

There are five main newspapers which help communicate general events as well as educational information. The Daily News together with its sister paper the Sunday News are the mouthpiece of the government and as such can be relied upon for matters of educational policy. Uhuru and Mzalendo are organs of the ruling party CCM. Both appear in Swahili. Uhuru has a special page for reporting adult education activities in special typeface for the newly literates. Mfanyakazi

belongs to the national trade union JUWATA. It is the ideal source of information on labour matters and therefore of particular interest to educators. Lastly, Kiongozi is a regional paper with religious flavour, though educational and other information is reported.

Due to difficulties of distribution, the impact of newspapers is still limited to Dar es Salaam and a few other urban areas.

6.6. Radio Tanzania

This is one of the most effective means of communicating educational information. There are a couple of radio assembly plants in the country which has made them cheaper. Domestic broadcasts are in Swahili while external service is mainly in English.

Education by radio to schools and adult education is an important feature of Radio Tanzania. A number of educational institutions prepare and broadcast programmes for example the IAE, the Directorate of Adult Education of the MNE.

6.7. The National Scientific Research Council (NSRC)

The NSRC was established in 1968 by Act No. 51. It has the following functions:

1. To coordinate all types of scientific research in the country.
2. To carry out research in commerce, agriculture, industry, mining, education, health, productivity etc.
3. To promote the documentation of research and its dissemination through publishing.
4. To identify areas in need of research, train and recruit

research personnel and maintain national scientific standards.

So far, exchange of information among scientists of the NSRC has tended to take place at seminars or workshops. Fields of current research interest to the NSRC include solar energy,agricultural tools for peasant farming etc. Efforts in the development of documentation services began in 1974 with the recruitment of a Unesco expert to advise on the establishment of a scientific and technological documentation centre.

6.8. The AVI

The AVI is a public corporation under the Ministry of Information. Its bearing on educational information is that it is responsible for producing educational films and other audio-visual materials which are used by educational institutions and other organisations. The AVI also has expertise in the maintainance of audio-visual equipment.

6.8.Educational Journals

There are a number of journals, some published by institutions described above which contain articles on Tanzanian education. Notable among them are:

Adult Education Now. The Institute of Adult Education .

The Annual Manpower Reportto the President. Ministry of Development Planning.

BRALUP Research Reports. Bureau of Resource Assessment and Land Use Planning, UD.

The Bulletin of the Language Association of Tanzania. UD.

Directory. Government Printer.

Dar es Salaam Medical Journal. UD.

East African Law Review. UD.

Education Statistics Handbook. MNE.

Gazette. Government Printer.

Journal of the Geography Association of Tanzania. UD.

Kiswahili. UD.

Maji Maji. UD.

Someni. Tanzania Library Association

Service; bulletin for language teachers. IE.

Tanzania Educational Journal . IE.

Taamuli. UD.

Tanzania Zamani. UD.

Journal of Adult Education Tanzania. IAE.

Tanzania Mathematical Bulletin. Mathematics Association of Tanzania.

Tatejo. Tanzania Teachers Association

Sauti ya Wazazi. TAPA.

Tanzania Notes and Records. The Tanzania Society.

Others in East Africa and Abroad:

African Adult Education. The Adult Education Association of East and Central Africa.

East African Teachers Journal. Kenya.

Education in Eastern Africa. Kenya.

Literacy Discussion . Unesco.

Literacy Work. Unesco.

Bibliographies and Directories:

AUGER, G.A. Tanzania Education since Uhuru: a bibliography 1961-1971. East African Academy. Inf. Circular no. 8.

MWINYIMVUA, E.A. Tanzania Education: a select bibliography compiled for the Ministry of National Education. Tanzania Library

Service. 1977.

Adult Education Directory 1977: a guide to agencies, courses and facilities. IAE.

Printed in Tanzania (Tanzania National Bibliography). Tanzania Library Service.

PART 111

THE STUDY

CHAPTER SEVEN

THE PILOT SURVEY

7.1. Design

A Pilot Survey using a mail questionnaire (reproduced in Appendix C) was conducted prior to the Main Survey. The aim was to obtain data which could be used in the design of the Main Survey and in particular in the sharpening of the survey instruments.

Initially, it had been hoped that the writer would make two, preferably three field trips to Tanzania: one for the Pilot Survey, one for the Main Survey and a final one for a Follow-Up Survey. However, financial considerations made this proposition impracticable. It was therefore decided to conduct the Pilot Survey from London, using an agent in Tanzania. All the routines such as sampling, addressing envelopes were to be done from London. The agent only had to attach postage stamps, distribute and collect questionnaires to and from respondents and mail them to London following elaborate instructions.

Three major considerations guided the the construction of the Pilot Survey Questionnaire (PSQ), namely, content, language and format.

Regarding content ie. the nature and amount of information expected to be obtained, prior review of the related literature and expert advice pointed to the need not to attempt to extract too much information at this stage. On the other hand, too cursory an approach was likely to

yield insufficient data. It was therefore decided to identify crucial areas of the investigation around which questions would be asked. These areas were as follows:

1. Respondent Identification Data : This is data which would establish the role of the respondent in the educational process. Aspects considered basic were institution working for, nature of work, length of period in present job, highest qualification achieved and previous jobs. Period in present job was to be expressed in clusters to avoid personalisation. Information on highest qualification achieved was known to be sensitive, however, this was alleviated by respondent not being required to reveal his name. (Respondent Identification Data corresponds with Section A of the PSQ).
2. Determination of Information Need Data: This is data which would show educator's awareness of his needs. Under this heading, it was important to know if the educator felt the need for information for the performance of his work ; in which situations did he need the information ; and how did the educator rate the relevance of named types of information. (Determination of Information Need Data corresponds with Section B of the PSQ).
3. Identification of Means and Problems in Information Need Satisfaction Data: This is data which would show the effectiveness of existing arrangements for obtaining information for educators. Here, it was important to know how educators rate the performance of named sources of information, whether the existing means were satisfactory, and if not why. In which language would the educator like to receive it, finally, what changes would he

like to see that would maximise information satisfaction. (Identification of Means and Problems of Need Satisfaction Data corresponds with Section C of the PSQ).

4. Understanding Problems of Conducting Research Data: This is data which would indicate the degree of cooperation to be expected from respondents for different instruments. Here, it was important to know educator's feelings on participating in the Main Survey, if they were willing, or at least not hostile to the idea, under which circumstances would they take part. If they were not willing, what were the reasons. (Understanding problems of research data corresponds to Section D of the PSQ).

Regarding format, the PSQ was divided into four sections containing more or less mutually exclusive topics. General questions preceded the particular. The"funnelling"technique was used to provide for a limited amount of probing as a partial solution to problems of impersonality typical of questionnaires. In most questions, the Likert type of scaling was used, ranging from 2 point to 4 point. Respondents were asked to check along a relevant alternative on a space provided. The number of alternatives varied from 2 to 18. There was only one open-ended question ie. Section C No. 6 of the PSQ).

7.2. Sampling and Survey Administration

A survey of the Tanzanian educator universe was not contemplated, instead a sample of respondents drawn from educational institutions of all levels and educational (administrative) offices from four regions plus Dar es Salaam was planned in the following proportions:

Kind of institution	Number of respondents
MNE headquarters	9
REO	2
DEO	5
Primary Schools	30 + 12 heads
Secondary Schools	18 + 9 heads
CONEs	18
UD	10
IE	3
IAE	3
TOTAL	119

Table 7.1

Proposed Sample for the PSQ

Names of individual educators could not be obtained from London. The Post Office Directory and the Telephone Directory were used as sampling frames. These provided addresses of educational institutions and departments. To obtain a stratified sample of institutions, the following procedure was used:

1. The MNE : Departments and Sections were listed and given two digit numbers. Using random numbers, a matching routine was performed to obtain three departments. Allowing for three respondents per department, the result was nine staff.
2. REOs : All twenty REOs were listed and random numbers applied to obtain five regions from which REOs, DEOs, Primary and Secondary schools and CONEs would be drawn. Two REOs were obtained using the procedure applied in (1) above.

3. DEOs: One DEO from each of the five regions obtained in (2) was obtained using the procedure used in (1).
4. Primary Schools: The same procedure was used to obtain 15 Primary Schools.
5. Secondary Schools: Nine Secondary schools were obtained in similar manner.
6. CONEs: Three CONEs were obtained in similar manner
7. UD: Two faculties were obtained in similar manner.
8. The IE and IAE were treated as single units.

While clearance was being awaited, a bundle of PSQs were dispatched to an agent in Dar es Salaam on 23rd June 1978, and distributed shortly afterwards. In December 1978 completed questionnaires were received.

7.3. Summary of Results

Educator Category	Total no. of intended sample (A)	Actual respondents(B)	B as % of A
Pr.Sch. Teachers	30	1	3
Sec.Sch. Teachers	18	8	44
Higher Educ. Teachers	18	-	0
Administrators	45	3	7
Researchers	8	-	0
	119	12	10

Table 7.2

Actual Sample for the PSQ

By December only 12 out of 119 questionnaires had been received. Due to the low response rate (10%), it was not necessary or possible to make a detailed analysis, instead, the following observations are sufficient :

Geographical distribution : Out of 12 respondents, 3 were from West Lake, 3 from Tanga, 4 from Kigoma and 2 from Dar es Salaam Regions.

Categories of respondents : (see Table 7.2.)

Period on the job : 3 teachers had taught for less than 3 years, 1 teacher between 3 and 5 years and 4 teachers between 6 and 10 and 1 teacher over 10 years. The three administrators had worked for between 6 and 10 years.

Period on the job : All the 9 teachers had previously done no other jobs, whereas the 3 administrators had all been teachers.

Awareness of need for information : All 12 agreed that they often felt the need for information. Teachers mentioned instances in teaching and learning when information need arose. Two of the teachers also mentioned research and another two mentioned social acceptance. Other instances mentioned by teachers (not originally on the PSQ) were personal advancement and news. The three administrators mentioned administration, learning and research.

On kinds of information often used, teachers mentioned textbooks, statistical data, audio-visual aids and newspapers. Items listed as simply being important include book reviews, research reports and journal articles. Administrators found statistical data useful in addition to legislation, textbooks audiovisual aids, research reports and journal articles.

Sources of information and their effectiveness: Teachers used libraries at their own institutions , own books and consulted workmates, read newspapers and attended meetings. Sources described simply as useful are TLS Branch Libraries and journal articles. Administrators on their part mentioned meetings, own books, workmates and correspondence. Regarding the effectiveness of sources of information, six teachers found them unsatisfactory, the other three found them satisfactory. The three administrators found the sources unsatisfactory.

Of the 9 educators who found sources of information unsatisfactory, the reasons given (in descending order of importance) were; information out of date, information inadequate, nearest library not well-organised, library staff not helpful, no library nearby, not sure where to look and poor transport. One respondent lamented "My progress has been retarded because there are no books for self-advancement".

English (10 scores) and Swahili (5 scores) were the languages through which information was obtained. The same scores were recorded for the language they would like to receive the information in.

Regarding the changes they would like to see in the means of obtaining information they suggested; more frequent meetings, wider distribution of UD , IE and IAE publications, TLS to provide more mobile libraries, provision of teachers source-books whenever there is change in syllabi , appointment of information workers at District and Regional level, plans for new schools to include libraries.

Willingness to take part in the Main Survey: Out of the 12 respondents, 7 said they were very willing, 4 said they were willing and 1 said he was not sure. No one was unwilling.

11 were willing to be interviewed, 6 of whom wanted the interview to be in a group, 5 wanted to be interviewed alone and 2 did not want to be interviewed. Of the 2 who did not want to be interviewed 1 gave the problem of travel as a reason, the other one gave no reason.

10 were willing to take part in a Panel Discussion (PD), 1 was not sure and 1 was not willing. One who refused mentioned travel as the reason.

11 were willing to take part in completing a more detailed questionnaire, 1 was not willing.

All the 12 respondents wanted to receive the results of the survey.

7.4. Observations

Despite elaborate instructions to the agent administering the survey in Tanzania on how to handle the PSQs, it is possible that not enough was done in the way of making a follow-up of the non-responding part of the sample. In a way it required someone to spend a bit more time on it rather than someone who is already occupied with other duties.

Yet another possibility for the low response is that since PSQs were distributed before clearance had been obtained, respondents who had been aware of the relevant regulations decided not to cooperate. Three letters came from would-be respondents wanting to know if the research had been given the go-ahead.

CHAPTER EIGHT

THE MAIN SURVEY

8.1. Choice of Methods of Data Collection

A problem which had to be resolved at the outset concerned the choice of a number of research methods to be used for gathering data. The low response rate to the PSQ and collateral research called for use of instruments capable of overcoming research constraints typical of the African research environment and producing valid data on problems and sub-problems under investigation.

The procedure followed was : firstly, a shortlist of research methods that could possibly be used in Tanzania was drawn up. The list included:

1. Individual Interviews
2. Panel Discussions
3. Questionnaires
4. Critical Incident
5. Delphi Technique
6. Brain Storming
7. Observation
8. Decision Tracing
9. Story Completion (SC)
10. Bibliographic Analysis
11. Library Requests

Secondly, research problems were restated in form of questions which were to form the basis of the investigation. The questions were:

1. What are educators' backgrounds ?.
2. How do educators go about gathering information and how useful do they perceive available means of obtaining data to be ?.

3. What are the educators' sources of information ?.
4. What types of information do they need ?.
5. How well do available educational information sources perform ?.

Thirdly, the major research constraints obtaining in Africa were re-stated as :

1. Lack of previous data for survey purposes
2. Physical innaccessibility in relation to sources of information.
3. High costs of conducting surveys.
4. Unfamiliar concepts.
5. Group viewpoint ie. tendency towards concensus.
6. Poor response to impersonal approach.

Fourthly, research methods listed earlier were then matched for suitability in relation to research questions listed above. Scores from 0, 1, 2, and 3 were assigned to each method, zero being the non-applicable score. The maximum score for any method was 24. The score distribution is shown in Fig. 8(a) below.

Finally, each method was matched for suitability against research constraints listed above. Scores 0, -1, -2, -3, and -4 were applied, zero being not applicable score. The minimum score being -24 while the maximum score zero. The score distribution is shown in Fig. 8(b) below.

The two operations were based on the researcher's judgement. Suitability rank of research methods was obtained by summation of scores

Research Objectives	Indiv. Interv.	PD	Quest' nnaire	Delphi	Critical Incident	Decision Tracing	Brain Storming	SC	Observa-tion	LR
Users' background	3	1	3	0	0	0	0	0	0	0
Sources of information	3	3	2	0	1	3	0	3	3	1
Types of information	3	3	2	0	3	2	0	2	2	3
Uses of information	3	3	2	0	1	3	0	2	1	0
Constraints in information use	3	3	2	0	3	2	1	3	1	0
Channels of communication	3	3	3	3	2	2	1	3	3	1
System performance	2	3	2	3	3	3	1	2	0	3
Future information system	2	3	1	3	0	0	1	0	0	0
TOTAL SCORE	22	22	17	9	13	15	4	15	10	8

Fig. 8(a). Suitability of Research Methods in Relation to Research Objectives

African Constraints	Indiv. Interv.	PD	Quest' nnaire	Delphi	Crit'cal Inc'dent	Decision Tracing	Brain Storming	SC	Obser- vation	LR
Lack of previous data	- 1	-1	-3	0	-3	-3	0	-1	-1	-1
Physical accessibility	-4	-3	0	0	0	-3	-4	-1	-4	0
Cost of conducting survey	-4	-3	0	-3	-1	-1	-4	-1	-3	-1
Unfamiliar concepts	0	0	-3	-3	-3	-3	-1	0	0	0
Tendency toward consensus	-1	0	-3	0	-1	-1	0	0	0	0
Poor response to impersonal approach	0	0	-4	-3	-3	-3	-1	0	0	0
TOTAL SCORE	-10	-7	-13	-9	-11	-14	-10,	-3	-8	-2
Plus Score on Fig 8(a)	22	22	17	9	13	15	4	15	10	8
GRAND TOTAL	12	15	4	0	2	1	-6	12	2	6

Fig. 8(b): Suitability of Research Methods in Relation to African Constraints

for each method on both research questions and research constraints. The method with the highest score was therefore judged to be most suitable. The new rank order of methods listed above bacame:

1. PD	2. Individual Interviews
3. SC	4. LR
5. Questionnaires	6. Critical Incident
7. Observation	8. Bibliographical Analysis
9. Decision Tracing	10. Delphi Technique

Due to manpower and time constraints, only the top seven methods were adopted and appropriate instruments constructed.

8.2. Design of Instruments and Survey Administration

The PD: (See Appendix J).

Copies of subjects for discussion were available either in English or Swahili and panels of between 5 and 7 were to be organised. Discussions were to be recorded on cassette tape. Participants were to be asked to introduce themselves at the beginning and call out their names whenever they wanted to contribute to the discussion. This would make it possible for the interviewer to guide the discussion without having to take notes.

Individual Interviews:

Schedules for structured interviews were prepared, one for teachers, another for administrators, yet another for researchers. Basic issues of information gathering behaviour, information need etc. were covered by both, though the actual wording reflected the respondent's role. The majority of questions were provided with Alerting Cards (See Appendix H) containing possible answers. However, these were only to be shown to respondents after they had given their initial response to a question.

The interviewer would then enter numerals in the interview schedule corresponding to answers on Alerting Cards. Interview schedules for Teachers were available in both Swahili and English.

Teachers' Individual Interviews (TII) : (See Appendix E)

At the beginning of the schedule, background information of respondents ie. place of work, name, occupation, duration in present job, date of interview as well as any specific responsibilities were to be obtained from interviewees or other sources. These details would indicate the educator's "environment". The first question concerned whether interviewee sometimes felt the need for information when doing his work. This question was considered crucial since the rest of the questions depended on it. Respondents who answered YES would then be asked to name the sources of information they consult , and after their response, they would be shown the appropriate Alerting Card. Subsequent questions involved their use of information, examples of information they failed to obtain, the reasons why they failed to obtain the information, did they find certain types of information unsatisfactory, if so what was wrong etc.

Administrators' Individual Interviews (AII): (See Appendix F)

Explanation given for TII above also applies here.

Researchers' Individual Interviews (RII): (See Appendix G)

Again, explanation given for TII applies. In addition, questions were asked concerning the methods of publishing their research findings and the reasons for their preference of certain modes of publication and problems they face in making research findings acceptable to planners and the populace.

The SC : (See Appendix K)

A story was presented in which a teacher was faced with a problem

involving search for information. Respondents were to complete the story in groups by suggesting possible sources of information and expected "goodness" of information. Copies were available both in English and Swahili and proceedings were to be recorded on cassette tape.

LRs : (See Appendix L)

Request forms were prepared and bound in pads of 50 sheets each. Librarians in educational institutions were to be asked to complete a request form for each query received from educators. Contents of the form included details of the request, how it was made, how it was dealt with and reasons for failure if request was not satisfied.

The Critical Incident :

Respondents were to be asked to report an incident when their work suffered because they did not have information. This was followed by probing questions for example, where they went to look for information, why they failed to obtain the information from named sources , what was the effect of failure to obtain information on their work etc. There were two varieties of the Critical Incident:

The Critical Incident Interview (CII). (See Appendix N)

The Critical Incident Questionnaire (CIQ). (See Appendix O)

Institutional Resources Questionnaire (IRQ): (See Appendix M)

A questionnaire for gathering data on the extent and condition of library and other educational information resources in educational institutions was prepared. Subjects covered include attendance at courses and meetings of educators, extent of library holdings, organisation of materials and services offered. The IRQ aws to be filled in jointly by the head of the institution and the librarian.

CHAPTER NINE

THE MAIN SURVEY RESULTS

9.1. Details of the Sample

The sample was to be drawn from three main groups of educators ie. teachers, educational administrators and educational researchers at all levels. The figures, which show the total number of intended sample, total number contacted and total number of actual respondents are summarised in the table below:

Category	Total no. of intended	Total contacted	No. actual respondents
Teachers (excl. Sch/Coll. Heads	48	50	45
Administrators (incl. Sch/Coll. Heads	39	43	26
Researchers	10	8	7
Others eg. librarians archivists	10	8	7
TOTAL	107	109	85

Table 9.1.

Main Survey Sample Size

TII Sample:

Teachers were subdivided into Primary School Teachers, Secondary School Teachers and Higher Education Teachers. Secondary School Teachers included those in Secondary Technical Schools. Higher Education Teachers included those at colleges and beyond, including CONEs. The figures are:

Category	Total intended	Total contacted	Total actual respondents
Pr.Sch.Teachers	12	13	10
Sec.Sch.Teachers	15	18	10
Higher Teachers	18	16	15
TOTAL	45	47	35

Table 9.2. TII Sample.

AII Sample:

Administrators were subdivided for precision into School/College Heads, DEO and REO staff and MNE headquarter staff. The figures are:

Category	Total intended	Total contacted	Total actual respondents
Sch/Coll. Heads	14	12	7
DEO & REO staff	8	13	8
MNE Hq. staff	12	9	8
TOTAL	34	34	23

Table 9.3. AII Sample.

RII Sample:

Academic and commissioned researcher categories had been envisaged. Only one turned out to be academic. For this reason, no sub-division has been attempted in the table below:

Category	Total intended	Total contacted	Total actual respondents
Researchers	10	10	7

Table 9.4. RII Sample.

PD Sample:

Panels of between 5 and 7 had been envisaged. It was recognised that it would be impracticable to arrange PDs for one sub-category of administrators ie. School and College Heads because they are normally far apart. In brackets is number of participants.

Category	Total intended	Total contacted	Total actual respondents
Pr.Sch.Teachers	2 groups	2 groups	1 (3)
Sec.Sch.Teachs.	4 groups	3 groups	3 (12)
Higher Teachs.	4 groups	2 groups	2 (6)
Administrators	2 groups	3 groups	1 (3)
Researchers	2 groups	2 groups	2 (5)
TOTAL	14 groups	12 groups	9 groups (29)

Table 9.5. PD Sample.

CIQ Sample:

Category	Total intended	Total contacted	Total actual respondents
Pr.Sch.Teachs.	10	11	6
Sec.Sch.Teachs.	10	12	5
Higher Teachs.	15	17	13
Administrators	15	18	12
Researchers	5	8	3
TOTAL	55	66	39

Table 9.6. CIQ Sample.

CII Sample:

Category	Total intended	Total contacted	Total actual respondents
Pr.Sch.Teachs .	8	8	4
Sec.Sch.Teachs.	7	4	1
Higher Teachers	9	7	3
Administrators	15	13	11
Researchers	5	5	3
TOTAL	44	37	22

Table 9.7. CII Sample.

IRQ Sample:

Institutions envisaged include Academic libraries, Public Libraries and Archives.

Category	Total intended	Total contacted	Total actual libraries
Sch/Coll. Librs.	8	9	2
Public librs.	4	5	3
Archives	1	1	1
TOTAL	13	15	5

Table 9.8. IRQ Sample.

LR Sample:

Institutions envisaged(ie. typology) same as for IRQ above.

Category	Total intended	Total contacted	Total actual libraries
Sch/Coll. Librs.	5	5	3
Public librs.	3	3	1
Archives	1	1	1
TOTAL	9	9	5

Table 9.9. LR Sample.

SC Sample :

Category	Total intended	Total contacted	Total actual respondents
Pr.Sch. Teachers	4groups	4groups	4grps. (15people)
Sec. Sch. Teachers	2 "	2 "	1 " (4 ")
Higher Teachers	2 "	2 "	2 " (8 ")
Administrators	2 "	3 "	1 (2 ")
Researchers	1 "	1 "	- -
TOTAL	11 "	12 "	8 (29 ")

Table 9.10. SC Sample.

9.2. PD Summary of Results

A total of nine groups took part. Composition of groups was as follows:

Group 1: Administrators at a regional level.

Group 2 and 3 : Researchers engaged in development work.

Group 4 and 5 : Teachers at institutions of higher learning.

Group 6, 7 and 8: Teachers in Secondary /Technical Schools.

Group 9: Teachers at Primary School level.

Opinions on the importance of information:

On this point, there was no disagreement, all groups acknowledged that information was vital for their work performance.

Opinion on use of information:

Groups varied in the uses to which they put the information.

Group 1: Information was needed to make decisions in planning and to effect rational allocation of resources.

Group 2 and 3: Used information to facilitate innovation eg. developing curricula, methods and equipment.

Groups 4-9: Used information in teaching and learning. They used information to keep up to date with developments in their subject areas. Teachers at higher institutions used information to prepare papers for publication and seminars.

Types of information used:

Again groups varied.

Group 1: Used statistical data of personnel, equipment, finance and performance. They also used evaluative reports on specific projects in progress or already completed.

Group 2 and 3: Used evaluative reports of research projects and data obtained while in the process of conducting research

and recent developments on subjects of their concern.

Group 4-9: On the whole relied on guides eg. teachers' guides, syllabi as well as subject content. In the figure below group preferences of types of information are indicated.

Type of information	Grp.1	Grp.2&3	Grp.4&5	Grp.6-8	Grp.9
Statistical data	+				
Admin. regulations			+		
Evaluative reports	+	+			
Guides, Syllabi			+	+	+
Innovative/research		+			
Background, historical			+	+	
Subject speciality		+	+	+	+

Fig. 9(a). Preferred types of information

Sources of information used :

Group 1 : In the first instance, administrators sought information from colleagues. Other sources were attending meetings and visits to institutions. Recorded information used consisted of periodic reports from institutions.

Group 2 : The main source was conducting research and attending symposia. Colleagues and consultants were also named.

The library was used to obtain books and journals on subjects being researched.

Group 4-9: Generally teachers initially sought information from colleagues. They also obtained it at seminars and in textbooks. In the table below group preference of information sources are indicated.

Source of information	Grp 4 &5	Grp 6-8	Grp 9
Colleagues	+	+	+
Seminars, meetings	+	+	
Societies		+	
Books	+	+	+
Journals	+	+	
Reports	+		
Students	+		
Library	+	+	
Radio	+		
Newspaper	+		
IE	+		

Fig. 9(b) Teachers sources of information in PD.

Problems of obtaining and using information:

Different groups experienced particular problems. The difficulty of reaching at information due to poor communication however was common to all, so were the side effects ie. delays, information being outdated and being expensive to acquire. Group responses were as follows:

Group 1: Complained about gaps and errors in data submitted to

them from educational institutions, delayed reports from institutions, negligence in record maintainance resulting in failure to retrieve documents in time for action.

Group 2&3 : Failed to get in touch with experts in their fields due to problem of travel and found it difficult to disseminate research findings on account of inadequate publishing facilities.

Group 4-5 : Found journals from outside the country out of date eg.the latest issues were at least one year old. The problem was worse with books. They also felt that importation of educational material was being hampered by import restrictions. Furthermore some publications they required were in German, French or Portuguese languages they could not read. Lastly, orientation of foreign books especially in the social sciences placed a burden on them as they had to adopt the material before presenting to students.

Group 6-8: Felt important meetings for teachers were often held in Dar es Salaam and that attendance at them tended to favour heads of institutions or departments. Also information on equipment was not available and requests for information by mail were often ignored.

Group 9 : Found information difficult to understand due to the high level of language used and some information intended for them was suppressed along the hierarchy. Some directives from above did not bear relationship to the existing situation , giving example of uniforms.

9.3. AII Summary of Results

This instrument was used exclusively on administrators. For the purpose of determining the effect, if any, of roles on information seeking behaviour and use, administrators were subdivided into School/College heads, DEO/REO and MNE headquarters personnel.

Duration in present job:

Generally, age distribution of administrators is clustered around 1-5 years and over 10 years. Headmasters and Principals had been at their jobs for longer than 6 years.

Category	Up to 1yr.	1-5yrs.	6-10yrs.	Over 10yrs.
HMs/Princs.	-	1	3	3
DEO/REO	-	3	-	5
MNE	1	3	-	3
TOTAL (22)	1	7	3	11

Table 9.11. Administrators' duration on job.

Responsibilities:

Administrators were asked to describe their responsibilities in their own words. From their statements, key-words were selected. Responses by educator categories did not show much variation except the following; teaching was only mentioned by Headmasters and Principals; supplying and policymaking were only reported by MNE and DEO/REO staff. Responsibilities named include: directing, coordinating, evaluating, general administration, policymaking, organising, reporting, supervising, supplying and teaching.

Sources of information:

Administrators were asked to name the sources of information they often used. Like in the TII and RII, after responding, administrators were shown a pre-compiled list list on cards to aid memory (see Appendix H). On sources of information they showed preference for colleagues, correspondence, personal experience and meetings. Curriculum Developers and DEO/REOs as sources of information were used exclusively by the MNE. Educational committees were only named by Headmasters and Principals. Details are in the table below:

Source	HM/Prin	REO/DEO	MNE	Total
Colleagues	6	5	3	14
Correspondence	4	6	4	14
Experience	6	3	4	13
Meetings	7	1	5	13
Curriculum Dev'pers	-	-	11	11
REO/DEO	1	-	6	7
UTS	1	1	2	4
Educ.Committees	3	-	-	3
HM/Prin.	1	1	1	3

Table 9.12. Sources of information for Administrators.

Uses of information:

Administrators were asked how they made use of the information. Improving work performance and becoming aware of developments in their fields were predominant . Figures are as follows:

Use	HM/Prin	REO/DEO	MNE	Total
Improve work perform.	7	8	7	22
Become aware of devts.	4	6	3	13
Understand activities	2	4	3	9
Legitimise what is done	3	1	5	9
Counselling	3	3	3	9
Learning	2	3	-	5

Table 9.13. Use of information by Administrators.

Types of information administrators failed to obtain:

Administrators sought statistical data, administrative regulations (policy etc.), evaluative reports and guides. Innovative information and evaluative reports tended to be sought only by DEO/REO and MNE. Headmasters and Principals sought administrative regulations. Details are as follows:

Type of information	HM/Prin	REO/DEO	MNE	Total
Statistical data	4	7	7	18
Admin. regulations, policy	10	4	6	20
Evaluative reports	1	4	6	11
Guides, syllabi, manuals	5	3	3	11
Innovation, research	-	4	3	7
Historical, background	-	2	2	4
Subject speciality	1	1	2	4

Table 9.14. Information administrators failed to obtain.

Reasons for failure to obtain information:

Poor communication and information having not been published are the main reasons why administrators failed to obtain information they needed Figures are in the table below;

Reason for failure	HM/Prin	DEO/REO	MNE	Total
Poor communication	2	7	8	17
Information not published	2	5	3	10
Others uncooperative	1	3	2	6
Not sure where to look	3	-	1	4
Information disorganised	2	-	1	3
Information confidential	1	-	2	3
Information expensive to get	1	1	-	2
Library staff not competent	1	1	-	2

Table 9.15. Reasons for administrators failure to obtain information.

Types of information administrators found unsatisfactory:

Information administrators found unsatisfactory was the same as that they failed to obtain.

Reasons for information being unsatisfactory:

Dissatisfaction with available information stemmed mainly from inaccuracy out-datedness and brevity. The reason of information being difficult to understand was voiced by Headmasters and Principals particularly the lack of details. Scores were:

Reason for dissatisfaction	HM/Prin	DEO/REO	MNE	Ttl.
Information inaccurate	3	7	4	14
Information out of date	4	5	4	13
Information too brief	3	5	3	11
Information not relevant	2	3	3	8
Information vague	1	4	1	6
Information unstructured(raw)	2	1	2	5
Information difficult to understand	3	1	-	4

Table 9.16. Reasons fof disatisfaction with information.

9.4. TII Summary of Results.

This instrument was used exclusively on teachers. For the purpose of precision, teachers were subdivided into Primary School Teachers, Secondary School Teachers and Higher Education Teachers.

Duration on the job:

Primary and Higher education teachers had been at their present jobs longest ie. 60% over 5 years. Secondary School Teachers had been at their present jobs for a much shorter period ie. 70% less than 5 years. Details are:

Category	Up to 1yr.	1-5yrs.	6-10yrs	Over10yrs
Pr.Sch.Teachers	-	4	3	3
Sec.Sch. Teachers	2	5	2	1
Higher Educ. Teachers	-	2	3	10
TOTAL	2	11	8	14

Table 9.17. Teachers Duration on the Job.

Teachers'Grades:

Though teachers' grade featured on the TII schedule data was not always obtained directly from respondents. The current situation is such that with minor exceptions, one can infer a teacher's grade from the institution he works for thus:

Grades A, B and C would be Primary School Teacher (9respondents)

Diploma and Degree holder Secondary School Teacher (11 ")

Graduate , Post-graduate Higher institution Teacher(15 ")

Sources of information:

Teachers were asked to name the sources of information they often used. After responding, teachers were shown an appropriate alerting card with possible sources. Responses were as follows:

Source	Pr.Sch.T	Sec.Sch.T.	High Educ.T.	Ttl.
Colleagues	3	3	3	9
Seminars, meetings	3	3	4	10
Experience	6	6	10	22
Library staff	2	2	2	6
Curriculum Developers	4	-	1	5
Family and friends	2	3	2	7
Library	-	4	10	14
Books	3	7	10	20
Journals	5	6	6	17

Table 9.18. Teachers' Sources of Information.

The table shows experience, books, journals, libraries, meetings and colleagues were most frequently used.

Uses of information:

Teachers were asked how they made use of the information. Improving teaching and becoming aware of developments in their fields were predominant uses. Details are in the table below.

Uses	Pr.Sch.T.	Sec.Sch.T.	High Ed.T.	Ttl
Improve teaching	7	9	13	29
Learning	6	4	3	13
Awareness	5	6	8	19
Curiosity	5	3	2	10
Become aware of pitfalls	4	1	-	5

Table 9.19. Teachers' Use of Information.

Types of information failed to obtain:

Subject information was sought by all subgroups. Innovative and Research information was sought mainly by teachers in higher institutions. Guides, syllabi on the other hand were most sought by teachers in Primary Schools. Details were:

Type of information	Pr.Sch.T.	Sec.Sch.T.	High T.	Total
Statistical data	7	6	3	16
Admin. regulations	2	-	1	3
Guides, syllabi	7	3	4	14
Historical, background	5	-	4	9
Innovative, research	1	1	6	8
Subject speciality	7	8	8	23

Table 9.20. Information teachers failed to obtain.

Reasons for failure to obtain information:

Poor communication was blamed by all subgroups for failing to obtain information. Primary School teachers furthermore mentioned incomplete information. When they totally failed to obtain information it was because the information had not been published. Secondary School teachers for their part blamed costs and confidentiality for failing to obtain information. Higher Education teachers on the other hand were not sure where to look . Figures are as follows;

Reasons for failure	Pr.Sch.T	Sec.Sch.T	High T.	Ttl
Not sure where to look	1	2	4	7
Poor communication	4	4	5	13
Library staff incompetent	-	-	2	2
Information not published	2	3	7	12
Information expensive	-	4	-	4
Information incomplete	8	-	-	8

Table 9.21. Reasons for Teachers' failure to get inf.

Types of information found unsatisfactory:
Responses were similar to those under types of information failed to get.

Reasoms for information being unsatisfactory:
Primary School Teachers found information too brief and difficult to understand. Secondary and Higher Education Teachers felt information irrelevant, out of date and inaccurate. Figures are:

Reasons for disatisfaction	Pr.T.	Sec.T.	High T.	Total
Information too brief	8	4	4	16
Information not relevant	1	4	7	12
Information out of date	1	6	6	13
Information inaccurate	-	4	3	7
Information difficult	3	-	3	6

Table 9.22. Reasons for disatisfaction with information

9.5. CIQ Summary of Results

This instrument was used on a sub-sample consisting of all categories of educators ie. teachers, administrators and researchers.

Duration on the present job :

Educators were asked to mark the time span corresponding to their duration on the job. The scale 0-2, 3-5, 6-10 and over 10 years were used. A greater proportion of respondents had been at their job for over 6 years (65%). Researchers were the only group who scored less than 5 years, however, the small size of this group calls for caution in any attempt at generalisation.

Category	0-2yrs.	3-5yrs.	6-10yrs.	Over 10yrs.
Teachers (23)	2	5	6	10
Administrators (12)	2	2	3	5
Researchers (3)	-	2	1	-
TOTAL (38)	4	9	10	15

Table 9.23. CIQ Respondents Duration on Job

Project for which needed information:

This was an open-ended question. Key-words from responses are as below:

Table 9.24. Projects requiring information in CIQ

Type of project	Teachers	Administs.	Researchs.	Ttl.
Conducting research	1	-	-	1
Writing paper/book	1	1	1	3
Reporting	1	1	-	2
Giving advice	1	2	-	3
Implementing	2	2	1	5
Planning	1	4	-	5
Learning	3	2	1	6
Teaching	10	-	-	10

First attempt at obtaining information:

Educators were asked to recall how for the first time they attempted to obtain information. Two alternatives were given ie. own attempt and use of intermediaries. Scores are as follows:

Category	Own attempt	Sought help
Teachers	21	2
Administrators	6	7
Researchers	3	-
TOTAL	30 (74%)	9 (26%)

Table 9.25. CIQ Initial attempt.

Sources of information during own attempt:

Educators who made own attempt to obtain information consulted heads of departments, Headmasters, Principals, DEO/REOs and colleagues.Administrators did not use libraries, books or journals as initial sources of information. The details are;

Source of inf.	Teachers	Administs.	Researchs.	Ttl
HM/Princs.	5	3	-	8
DEO/REO	2	5	-	7
Colleagues	4	-	2	6
Library	4	-	2	6
Books	5	-	1	6
Correspondence	1	3	-	4
Journals	3	-	-	3
Family and friends	3	-	-	3

Table 9.26. CIQ Initial attempt sources.

Reasons for failure during own attempt:

The reasons given are in the table below. Most significant are information not having been published, poor communication, and not being sure where to look.

Reasons for failure	Teachs.	Admins.	Researchs.	Ttl
Infor. not published	6	6	2	14
Poor communication	2	3	-	5
Not sure where to look	2	-	2	4
Others uncooperative	2	-	-	2
Information incomplete	1	1	-	2

Table 9.27. Reasons for failure in initial attempt.

Sources of information through intermediary:

Intermediaries used in the first attempt were mainly colleagues at work place and at other similar institutions. Figures are:

Source of information	Teachs,.	Admins.	Resears.	Ttl
Colleagues (workplace)	9	4	1	14
Colleagues (elsewhere)	4	4	1	9
Head of dept/institution	1	5	-	6
Friends(not at work place)	4	-	-	4
Consultants	3	-	-	3

Table 9.28. Intermediaries consulted in CIQ.

Reasons for intermediaries failure to obtain information:

Information in language not known by them, intermediaries not being sure where to look and poor communication featured highly. The rest of the

reasons concern dissatisfaction with information obtained rather than total failure. Scores were:

Reasons for failure	Teachs.	Admins.	Res.	Ttl.
Unknown language	5	2	1	8
Not sure where to look	6	1	-	7
Poor communication	-	3	-	3
Information out of date	2	1	-	3
Information irrelevant	-	2	-	2
Information uncertain	2	-	-	2

Table 9.29. Reasons for intermediary's failure.

Effect of not obtaining information:

This was an open-ended question. Educators were not specific ie did not give concrete examples. Responses may be categorise as in table below.

Effect of failure	Teachs.	Admins.	Res.	Total
No effect	1	-	-	1
Little effect	2	-	-	2
Project delayed	4	8	2	14
Project not completed	11	3	-	14
Project abandoned	3	1	2	6
Soured professional standing	1	-	-	1

Table 9.30. Effect of not obtaining information.

9.6. CII Summary of Results

This was a variation of the CIQ.

Projects for which educators needed information:

Educators were asked to state projects for which they needed information. Project categories appearing in the table below were identified.

Project	Teachers	Admins.	Researchers	Ttl
Teaching	6	-	-	6
Counselling	1	-	-	1
Recruitment	-	2	-	2
Allocation	-	3	-	3
Organising	1	4	-	5
Research	-	-	1	1
Reporting	-	1	-	1
Registering	-	1	-	1

Table 9.31. Projects for which needed information

Initial attempt to find information on one's own:

Six teachers out of eight, seven administrators out of twelve and two researchers out of two attempted to find information themselves.

Sources consulted during own attempt:

Office records, heads of departments or institutions and colleagues were consulted most often.

Source of information	Teachers	Admins.	Researchs.	Ttl
Office records	1	7	-	8
Heads of depts./instns.	3	2	-	5
Colleagues	1	2	1	4
Books	1	-	1	2

Table 9.32. Sources of information during own search

Reasons for failure to obtain information on own:

Most of the reasons given refer not so much to failure but to disatisfaction with information obtained.

Reasons for failure	Teachs.	Admins.	Resears.	Total
Inf. incomplete	1	3	-	4
Inf. disorganised	-	3	-	3
Inf. not published	2	-	-	2
Poor communication	-	-	1	1
Others uncooperative	-	1	-	1
Information irrelevant	-	-	1	1
Inf. out of date	-	1	-	1
Inf. uncertain	1	-	-	1

Table 9.33. Reasons for failure during own attempt.

Initial attempt to obtain information through intermediaries:

Use was made of heads of institutions and Headmasters and Principals. Also colleagues, DEO/REO.

Intermediaries	Teachs.	Admins.	Res.	Total
Heads of instituns.	1	4	1	6
Colleagues	2	1	-	3
DEO/REO	1	1	-	2
Association (UWT)	1	-	-	1
Inspectors	1	-	-	1

Table 9.34. Intermediaries consulted.

Reasons for failure to obtain information through intermediaries:

Information not having been published is the major reason given.

Reason for failure	Teachs,	Admins.	Resears.	Total
Inf. not published	3	1	-	4
Did not know where to look	1	-	-	1
Poor communication	-	1	-	1
Inf. not accurate	-	2	-	2
Inf. not complete	-	1	1	2

Table 9.35. Reasons for intermediary failure.

Effect of failure to obtain information:

Poor performance and delay in project completion were often cited as the table below shows:

Effect	Teachs.	Admins.	Researchs.	Total
Poor performance	5	6	1	12
Delay	1	5	1	7
Duplication/wastage	-	4	1	5
Project abandoned	1	-	-	1

Table 9.36. Effect of failure to obtain information.

9.7. LR Summary of Results

Requests made to librarians by educators were overwhelmingly for known documents (92%). The remaining proportion were for information. Only the NAT was unique in having a large number of requests for information(85%).

Requests were lodged with library staff wherever educators came across them in the library building for example at library counter, in shelf area, in reference room, in reading room etc. The major mode of request was in

Institution	Nature of request		How request made			How satisfied			How Del.		Lang.		Reason for failure
	Info.	Doc.	Pers.	Ph'ne	Po	In	Out	Not	Per	Po	Sw	En.	
NAT (13 Requests)	11	2	2		11	13			3	10	5	8	
Dar.Tech.Coll. (16 Requests)		16	16			16						16	
Tanga Library (43 Requests)	2	41		2		40		3	39	1	18	22	Doc. banned Doc. not in stock
IAE (48 Requests)		48	39	9		25		23	25		7	18	Doc. on loan
Tabora CONE (43 Reqs.		43	43			30		13	30		12	18	Others unwilling to lend
TOTAL REQUESTS 163	13 8%.	150 92%	141 87%	11 7%	11 7%	124 76%		39 24%	113 91%	11 9%	42 34%	82 66%	

Table 9.37. Library Requests

person (87%). Occasionally, telephones and the postal service were used. The NAT is again unique in receiving most of its requests(85%) by post.

Requests tended to be satisfied almost solely from within the institution's resources, 100% in fact. However, this does not mean that there was 100% success, (for example half of the IAE requests were not satisfied), rather that no attempt was made to request help of other institutions . Asked why if document/information was not available at own institution no further action had been taken, several responses showed that other libraries would be unwilling to supply.

The delivery of documents/information was facilitated in person (91% of satisfied requests). The postal service was occasionally used, in particular by the NAT which, it should be remembered, received most of its requests through the post.

The language of information /document was 66% English and 34% Swahili (of requests satisfied). This is a reflection of the predominance of English language educational materials in libraries which at the moment probably constitute as much as 80%.

The reasons given for failure to obtain information/documents for educators include: reluctance of other libraries to supply, document not being in stock at the institution and document being out on loan. Reluctance of other libraries to lend reflects the worth attached to documents since once lost they are difficult to replace. Another possible reason is accountability, particularly in school and college libraries where the possibility of library staff being served with bills for books lost while in their care is a real one.

9.8. IRQ Summary of Results

Administration of this instrument in schools and colleges was difficult. The problem was to find someone qualified to answer questions relating to details of library stock. Headmasters and Principals could not provide the needed data. Even in schools where there was a teacher charged with the responsibility of looking after the library, this person was not helpful when stock was disorganised. Because of these problems, the instrument was inapplicable for the majority of institutions and in view of this, only a cursory analysis of responses will be provided here.

All the five institutions reported being financed by the Central Government. One received in addition grants from Christian Missions. Activities reported for the year included staff meetings, adult education seminars, meeting of a Language Regional Committee, UPE seminars for teachers, TRIDEP Conference, book writing and editing workshop, school inspectors' meetings and zonal meeting of IAE's resident tutors.

Two institutions reported none of their staff had attended meetings held at own instituion for the past year. The other three reported staff numbering 2, 3, and 14 having attended. Only one institution reported 2 of its members as having attended meetings at other institutions for the last year.

Regarding organisation of stock, all used the Dewey Decimal Classification and had card catalogues, except one which had its records in a ledger. On the question of use, all reported open access, three kept records of queries. Personal visit was the main form of approach by educators. Letters and telephones were not often used as approaches to the library.

Users tended to request documents on certain subjects. One reported references as being frequently requested. All reported lending books to members of the institution only. None supplied photocopies on request as none of them had photocopiers.

For requests not satisfied, only the two public libraries referred them to the NCL which drew on its network's resources. Again only public libraries reported providing training to library users during the year for groups of Secondary School students at the beginning of the school year and everytime a user applied for membership.

On future plans, only one had any plan at all, a public library to extend services to rural areas.

9.9. TD Summary of Results

The TD consisted in asking respondents to recall events on a typical day of their working week, preferably the sequence of events or activities for the most recent day. The procedure was as for ordinary conversation, the respondent was prompted to begin the narrative with his arrival at his work place, or even earlier for example after waking up. As specific occurrences were mentioned by interviewee, interviewer sought clarification of specific points eg. "how did you solve that?" or"whom did you consult?" etc.

The TD was not in the original plan but was introduced while in the field to take care of two developments:

1. Some of the planned PDs could not be held, for example administrators were attending members of the public so that it was not easy to get say five interviewees together. The TD was felt to be less obtrusive.
2. Some respondents opted out of the CIQ and the CII by answering

"NO" to the initial question 'Can you remember an occasion when your work suffered because you failed to obtain information ?', which ruled them out of the sample. The TD on the other hand by breaking down their working day into smaller components brought out such instances of failure.

The TD was administered to three teachers, one researcher and two administrators and recorded on tape. Three of these are summarised at the end of this section. The TDs show that educators' working day is such that it leaves no time for systematic search for information and is therefore dependent to a very large extent on colleagues, superiors, surbordinates close to them, office records and familiarity with the job.

The teacher whose working day is outlined for example consulted colleagues on several occasions. While in a quasi-administrative role, he used office records. He also did find friends, newspaper cuttings, textbooks and named journals useful in preparing lecture notes.

The researcher who also did some teaching used data obtained from experiments as a major source of teaching information as well as colleagues. He showed the desire to keep abreast of developments in his specialisation. For these reasons, he used a wide range of agricultural reports from the Ministry of Agriculture, universities and research institutes in other countries doing research similar to his. He wanted to attain international recognition by publishing his research work in well established international journals. At the same time he realised he needed to publish in his own institution's journal which had just been started. By so doing, he hoped to share his experiences with agriculturalists in the country.

The administrator did not take part in teaching but had once been a teacher. His activities consisted in resolving "conflicts " on that day arising out of administration of educational activities in his area, which made him spend much time attending to members of the public, giving advice, informing as well as reporting. He therefore used records, reports, colleagues, parents and students as sources of information. Such reading as he did was mainly newspaper reports especially those critical views by members of the public on educational matters which he also obtained by listening to the radio at home.

[redacted]

TD (typical day) has been removed for
teacher (pp. 113-114)
administrator (pp. 115-116)
researcher (pp. 117-118)

CHAPTER TEN

OBSERVATIONS AND SUPPORTING EVIDENCE

10.1. Information gathering behaviour and perception of usefulness of available information gathering methods

Educators preferred to search for information themselves rather than use intermediaries:

This conclusion is drawn from responses to several instruments used. For example, attempts to obtain information through own efforts in both the CIQ and the CII were 74% and 68% respectively. Within this generalisation, it is noteworthy that researchers and teachers showed a higher degree of independence in searching for information than administrators. The latter sought help in slightly over half the attempts.

Skelton[71] who investigated information seeking behaviour of scientists and social scientists, came to a similar conclusion, namely, scientists and social scientists tended to conduct their own searching.

Organisational structures hindered rather than helped in the flow of information among educators:

Evidence for this assertion comes from educators' ignorance and non-use of information resources outside their own institutions shown by most instruments. Requests made to institutional libraries for example were not always satisfied by them and librarians in most cases did not attempt to obtain them elsewhere. Admittedly, LRs only partially explain information seeking behaviour (since this is dependent on such factors as the

user's estimation of the sources' adequacy), however, examination of other sources used reported on other instruments indicates concentration around the institution one is working for, ie. one's colleagues, experience, head of institution or department as well as books and journals.

Allen[72] who studied the flow of information among scientific and technical personnel in industry came to the conclusion that communication across organisational boundaries was relatively ineffective and that it followed a multi-step pattern. He stated :

> "The flow of technical information to a member of an industrial organisation follows a multi-step pattern, with certain individuals serving as key links to the outside world, through either the literature or oral contacts outside of their own laboratories"

Institutional resources were not fully utilised :

The IRQ was designed to measure the extent as well as the state of information resources, focussing particularly on library collections. Because collections were disorganised and lacked trained staff to operate them, there were some problems in administering this instrument and as such data as was obtained is sparce and less meaningful. In one case, a hand-picked "library keeper" faced with the questionnaire surrendered library keys and invited the writer to go in and find for himself what he wanted. Furthermore, respondents' own views on how information gathering could be improved (an item which appeared in nearly all instruments) pointed out inadequate library provision and staffing as being crucial.

Educators tended to rely on informal sources of information such as meetings with colleagues, conversations and own experience :

Evidence for this is provided by all educator groups investigated through PDs, the CIQ and CII.

Menzel[73] cites among the advantages of person to person communication as being promptness of message, selective switching, screening, evaluation and synthesis by source before delivery, a sense of judgement of significance of information, instantaneous feedback, all of which are characteristics not associated with formal sources such as publications.

Allen[74] identified four major criteria for the user's choice of source, namely, accessibility, ease of use, technical quality and degree of experience with the source. He ranked accessibility as the foremost determinant to the use of the channel while conceding that both accessibility and perceived technical quality do influence the choice of the first source and one's perception of accessibility is influenced by experience. This analysis is also supported by McCracken.[75]

Problems associated with information use are related to the level of education of educator:
At a lower level concern was with comprehension of what were felt to be too brief and jargon loaded communications. At a higher level concern arose over dissatisfaction with the quality of information, in particular, its accuracy, relevance and currency. In the TII for example, Primary School Teachers complained about information being too sketchy and difficult to understand, while teachers in higher institutions often found information not relevant and out of date. The same pattern was observed with the PD.

10.2. Information needs

Educators' information needs are determined by their work roles, the latter are not static:

In the CIQ, CII, PD, TII, AII, RII and the TD administrators sought statistical data from educational institutions, administrative regulations and evaluative reports. Teachers sought information on subjects they taught while researchers sought research reports.

Ford[76] has suggested looking at information seeking behaviour in terms of the role of the seeker as the best approach to understanding information transfer as he summarised in the table below;

Purpose	Policy Making	Adminis-tration	Research	Teach	Learn	Practice
Need	Evalua-tive	Prescri-ptive	Innova-tive	Compa-rative	Inst-ructive	Practi-cal
Docume-nts	Digests	Rule-Books	Research Reports	Reviews	Text Books	Manuals

Table 10.1

Information needs and roles

It should be pointed out however that roles are not static . Fords' role can be amplified in the light of this study as follows:

Main Role	Sub Roles	Sub-sub-roles
Administration	Inter-personal	Leader
		Liaison officer
	Informational	Spokesman
		Propagator
	Decisional	Entrepreneur
		Crisis manager

Main Role	Sub Roles	Sub-sub Roles
		Resource Allocator
		Negotiator
Teaching	Instructional	Lesson Preparer
		Instructor
		Evaluator
	Organisational	Class/school organiser
		Controller/Supervisor
		Consultant
		Clerical Officer
		Handyman
Conducting Research	Preparatory	Initiator
		Investigator
	Implementational	Designer
		Data Collector
		Data Analyst
	Informational	Reporter/Publisher
		Propagator/Interpreter

The less familiar the problem the more the need for information :
This is best illustrated by the wide range of material used when new projects were being undertaken. In the TD for example, the Researcher who was engaged in crop breeding not only sought information from within his institution, he also made contacts with the Ministry of Agriculture and other institutions in the country and those abroad engaged in similar undertaking. In contrast, the administrator and the teacher whose work patterns on those days were of routine nature used sources within their environment to solve problems as they arose.

Educators need digested information which can be used directly to solve problems as they arise:

In the CIQ, CII, TD, TII, AII, RII and PD information sought by all educator groups was for precise and pertinent data rather than raw data. This assertion is backed by findings in a study designed to give guidance in the development of the US Educational Resources Information Centre (ERIC)[77]. In that study, administrators are reported as requiring "packets" of accurate, timely information on specific subjects presented in good journalistic style that can be easily assimilated. Teachers on the other hand, needed operational type of information of a professional rather than technical nature, including that which could make them aware of developments in education. The same report found researchers to be in need of a wide range of material and detailed research reports.

10.3. Performance of available sources of information

Libraries :

With the exception of the UD library and to some extent the IE and IAE libraries, institutional libraries are not in a position to satisfy the documentary and information needs of educators (for reasons given under 10.1). Staffing, financial and organisational problems reduce them to book stores and expose them to criticism by educators as the PD showed. Furthermore, their poor showing in choice of source by all categories of educators is an indication of their ineffectiveness, for choice is influenced by, among other factors, users' rating of their chances of success.

Educational Supplies :

There are bottlenecks in the distribution of standard educational materials developed by the IE and the MNE so that educators in the field do not

get them in sufficient quantities. In the PD, six out of eight groups complained about the lack of information on educational materials, delays in supply or even total failure to supply.

Lines of communication:

Communication up and down the hierarchy is cumbersome, often depending on the ability of individual officers to waive formalities (reference to decentralisation). This often leads to situations where policy decisions by professionals at a higher level, say REO, are vetoed by non-educator civil administrators at a lower level, ie. District Development Directors as the example reported by an educational administrator in the TD shows.

Courses, Meetings and Conferences:

Professional courses etc., of educators do not enable experience gained by participants to be shared by those who do not attend. Respondents also complained of the non-cumulative nature of these activities ie. they do not build on knowledge gained previously by similar methods.

Associations:

The network of associations of subject teachers is undeveloped and their activities are irregular. Associations exist in some districts and regions and some at national level with the aim of facilitating contact and exchange of ideas among educators. These do suffer from lack of funds so that members seldom meet. Informal contacts are further curtailed by distances and cost of travel.

Publications:

The MNE the IAE and IE are the main publishers of educational material, teachers' guides, textbooks etc. and problems discussed under Educational Supplies above are relevant here.

10.4. Research Methods

Reference has been made elsewhere to the effect that conducting research in Tanzania requires approval of either the UD in case of academic research or the NSRC in case of applied research. A comparison between responses to the PSQ (which was administered prior to approval) and the CIQ (one of the Main Survey instruments administered after approval) shows a lower response for the pre-approval instrument (12%) and a higher response rate for the post-approval instrument (59%). The difference may have been caused partly by the greater effort in soliciting response, in particular, the use of local agents, yet approval seems to have been another contributary factor. Evidence for the latter as one of the factors in influencing response rate comes from letters by would-be respondents to the PSQ seeking clarification on whether the research had been allowed.

Involvement of the Head or Deputy of the institution at which the research is to take place in research administration (eg., sampling, scheduling etc.) and/or as a respondent can increase the level of cooperation. As an illustration of this point, at one CONE, it was not possible to obtain the cooperation of teachers because the Principal happened to be away from the institution, despite the latter's permission earlier for the research activity to carry on in his absence. On the appointed date, would be respondents said they were either busy teaching, supervising or were not available.

Generally, there was resistance to the use of the tape recorder on the part of respondents to record PDs, more so when they were asked to call out their names to enable identification. In some cases this was overcome by persuasion and assurance of confidentiality. Consciousness of the recorder made some respondents restrained in their contributions.

Nearly all respondents preferred to speak in Swahili during the conduct of interviews and discussions. The preference of Swahili to English even among higher education teachers, researchers and administrators, most of whom were graduates, is a reflection of the relative statuses of the two languages in Tanzania. Those who can speak English learn it very much later in life at school, and because the greater part of the population does not have a Secondary School education, English has remained very much a classroom language.

Mail Questionnaire:

Contrary to many findings, mail questionnaire proved neither speedy nor cheap in their administration. The effort, time and expenditure required to raise the response rate to 59% made the questionnaire not very much different from the personal approach. Although costs cannot be easily calculated, it took local agents and the writer three months to effect follow up. The 15 questionnaires which turned up without follow up in the Main Survey contained serious ommissions as well as irrelevant statements. As an example, in answer to the question on ways of ensuring effective transfer of educational information, one respondent went on to complain about his lack of progress in the teaching profession. Such irrelevancies are probably due to unfamiliar concepts, a problem for which the questionnaire was unsuited, translation not withstanding.

Traditionally, society has developed its own means of gathering data pertinent to the present level of development. The poor performance of the Mail Questionnaire may partly be due to its novelty as a method of obtaining ideas. Society relies on the institution of Baraza ("assembly") for exchange of views. These barazas may be found at a household, neighbourhood, village and institutional levels. The Mail Questionnaire would in these circumstances be viewed with suspicion, and respondents would

rather not be in a situation where they have to respond within the confines of the questioner pre-imposed structure.

Another reason for the poor performance of the Mail Questionnaire is deficient transport and communication network eg. the nearest Post Office for a would-be respondent may be some miles away. It therefore requires considerable sacrifice in covering the distance for the sake of submitting a questionnaire to someone they have never seen.

Individual Interviews:

Structured interviews were used. Both proved to be particularly good for finding out about information seeking behaviour, information need and evaluation of information sources.

Parker[78] has drawn the distinction between typical or habitual information use and critical incident information use and has found the former suitable for self-administered questionnaire and the latter to interviews. In the present study, interviews were even better for habitual information use. The reason is flexibility afforded by the interview situation where probing can bring out both habitual and non-habitual behaviour.

The less attractive feature of the interview was that data collection was slow, on some days only one interview materialised. If large samples are envisaged, clearly the costs and time considerations would be prohibitive. Another observation is that there was evidence of some degree of anticipation on the part of respondents with a view to project themselves in the best possible light. This could have been enforced by the knowledge that he was among the chosen few.

The PD:

The work patterns of educators makes it difficult to arrange PDs during

work hours. In the case of teachers for example, the school timetable imposes a regular pattern of work over a long period, so that extraneous activities like PDs have the effect of disrupting this pattern. The work pattern of educational administrators on the other extreme is fluid, being essentially a series of responses to continual crises and their resolution. In this case, PDs are likely to be interrupted while in progress or even cancelled altogether at short notice as happened on several occasions in the present study.

Panel sizes are dependent on the size of the institution as well as the work load of staff at the time. In this survey, panels of between five and seven had been planned for. In practice, smaller institutions like DEOs could only muster panels of two to four range. On the other hand, panels in schools and colleges ranged from three to five.

For uninterrupted PDs, durations of between 30 to 40 minutes were optimum. In the case of teachers, the duration coincides roughly with the interval between teaching periods, making it possible for a respondent to resume teaching immediately after. The duration is also ideal for other educator groups since longer durations get in the way of normal business.

In PDs, the more outspoken panelists tended to dominate the discussion. This tendency has been pointed out by other writers. In the present study, the tendency was partially contained by having each participant express their views on each aspect under discussion before moving on and having different respondents start off the discussion of a new aspect .

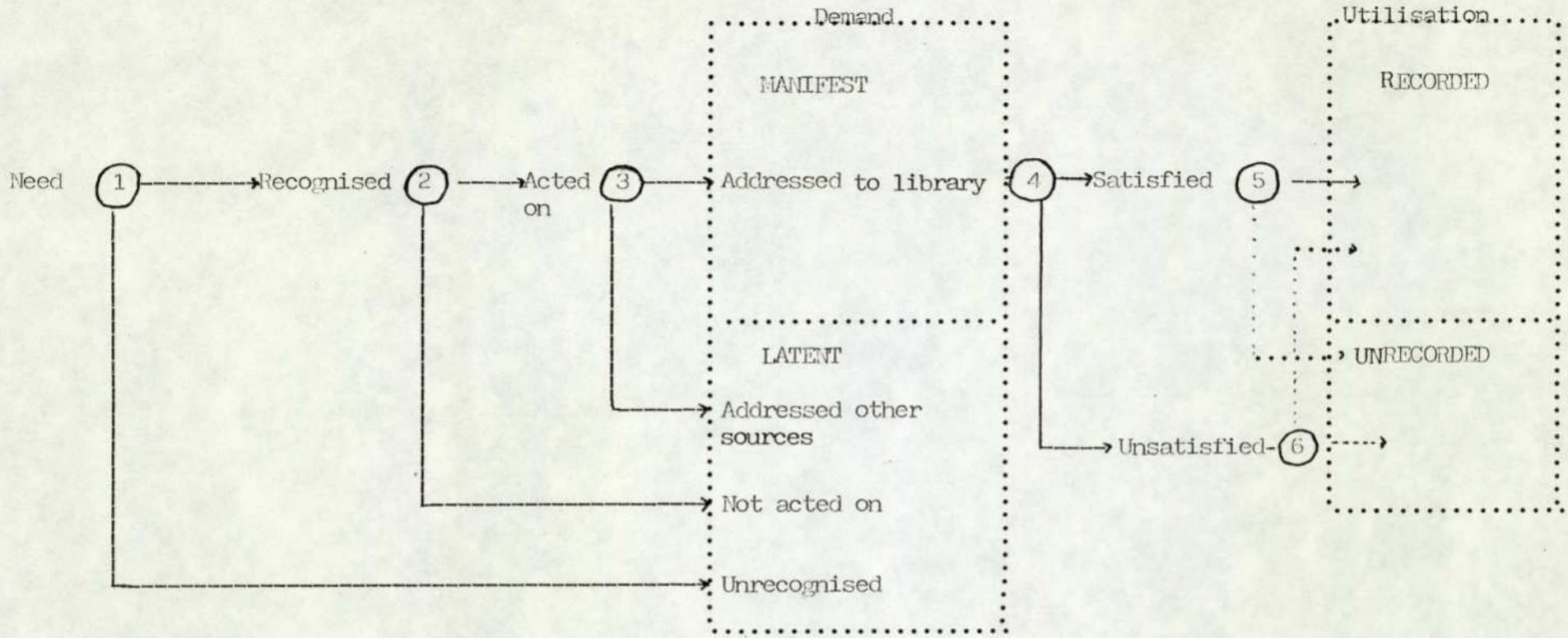
Data from PDs is qualitative, thus not amenable to quantification. In the present study, each group discussed the same subjects, but examination of group decisions shows them to be dissimilar. This is because each

was influenced by the discussion environment of that group. This is reflected in the group recommendations to improve data gathering methods and group giagnosis of what is currently wrong in the sphere of transfer of information. From this kind of data, one can only detect generally held views on trends and overall situation, because the group situation synthesises panelists' opinions.

LRs :

There is no uniformity on the part of educational libraries for keeping records of requests. Some libraries did not keep them, while others only kept those for which they needed time to deal with and not those satisfied on the spot. These considerations placed obligations of varying gravity on those responsible for filling in LRs. For example, those who, as a matter of policy never kept records had to rely on memory with all the disadvantages (cf. Diary Technique).

Requsts made to libraries and librarians cannot be perfect indicators of user needs. In the survey, analysis of requests revealed for example the types and forms of library products being demanded and supplied or not being supplied and the reasons. On the other hand, it is not possible to estimate the proportion they contribute to educator's total needs. This problem has clearly been elaborated by Orr[79] who suggested that the common ways of recording utilisation include neither all satisfied nor all unsatisfied needs as he shows in the diagram below :



Key: ....= measure of quality

Fig. 10(a) Nature of demand and utility of information

IRQ:

The IRQ was designed to gather data on the extent and organisational state of library resources in educational institutions. As pointed out earlier, IRQ administration was hindered by the undeveloped state of many libraries in the sample. Despite this setback, the IRQ or its modification is best for such data. The IRQ would be indispensible in any initial stage prior to introduction of any improvements. The format and details suggested in the Checklist below would be useful.

Suggested checklist for evaluating library resources:

1. Name of institution
2. Address
3. Number of library staff
   - (a) Professional (Diploma in Librarianship upwards)
   - (b) Trained non-professional (Certificate)
   - (c) Untrained
4. Number of books
   - (a) General (eg. bibliographies etc.)
   - (b) Psychology/Philosophy
   - (c) Religion
   - (d) Social Sciences
   - (e) Languages
   - (f) Pure Sciences
   - (g) Technology
   - (h) Art
   - (i) Literature
   - (j) Geography/ History
5. Organisation

(a) Classified	Partly classified	Not classified
(b) Catalogued	Partly catalogued	Not catalogued

6. Users and use

(a) Number of users within institution	Outside institution
(b) Number of loans per month	per year

7. Services

(a) Training of users

(b) Other services

8. Library expenditure (including salaries books etc.)

9. Library expenditure as a percentage of institution's budget.

In conclusion, the investigation of educators information requirements and information seeking behaviour involves many issues which need different research methods to yield meaningful data. In this study:

Respondents backgrounds were obtained indirectly during individual interviews or by infering from position of respondent for respondent's level of education, for example all REOs are graduates. Questionnaires were also found to be fairly good especially during the Main Survey where response was high.

Information seeking behaviour was best studied by CIQ, CII and SC. Individual interviews and the TD were good.

Information needs were best studied through individual interviews and the TD. PDs were good. Information needs for newer projects were best obtained through CII, CIQ and SC. LRs and TDs were good.

Performance of data sources were best evaluated by use of LRs and the TD.

User evaluation of source effectiveness was best studied through PDs. The table below summarises method suitability for research issues.

Research Issues	Methods								
	PSQ	CIQ	CII	PD	SC	IRQ	LR	TD	Ind. Int'w.
Respondents' background	Poor	Poor	Poor	Poor	Poor	Not applicable	Poor	Poor	Good
Information seeking behaviour	Poor	Good	Best	Good	Best	Not applicable	Poor	Good	Good
Routine information needs	Poor	Poor	Poor	Good	Poor	Not applicable	Poor	Best	Best
Non-routine inf. needs	Poor	Good	Best	Poor	Best	Not applicable	Good	Good	Good
Performance of inf. sources	Poor	Good	Good	Good	Poor	Good	Best	Best	Good
User evaluation of sources effectiveness	Poor	Good	Good	Best	Good	Not applicable	Good	Poor	Good

Fig. 10(b). Applicability of research methods to aspects of user research

CHAPTER ELEVEN

RECOMMENDATIONS FOR RESEARCH AND ACTION

A number of constraints on educational information generation, search and use have featured in this study. These may be summed up as scarcity and underdevelopment in facilities. A sudden breakthrough is highly unlikely. External benefactors are hard to come by and in any case, donated facilities ultimately have to be maintained by the recepient country. Suggestions about to be made for further research or action in the transfer of educational information have mainly to do with making the most use of available resources.

Short Term :

1. The preference of informal sources of information on the part of educators points to the need for a survey of skills to obtain data for use in compiling a register of experiences. Such a register if made available to all educational institutions would enable contacts to be made and maintained between educators, in particular for the solution of problems.

   Some of the details needed for such register could efficiently be obtained from official records of the MNE etc. but for the purpose of introducing the new service, it is proposed to obtain data direct from individuals using questionnaires administered by institutional heads. Official records would be used only to check on accuracy of data submitted. The proposed questionnaire appears at the end of this section.

2. A survey of printed sources be carried out concurrent with that

on manpower resources to establish the extent and use of available printed sources. This would provide a benchmark from which to introduce modifications and additions of information products and services set out below. The benchmark would also enable accurate monitoring of effects of implementation of proposals on the users.

Determination of existing information resources could be undertaken using a questionnaire similar to the IRQ used in this study. Regarding the use of printed sources, checklists could initially be compiled and tested by interviewing homogeneous groups of teachers eg. Chemistry Teachers in Form Two, and asking them what printed sources they have used during the last six months or so. Responses on various checklists could serve as sources of data in the compilation of Standards of Stock for educational institutions' libraries. The proposed checklist is at the end of this section.

3. The poor showing of libraries in satisfying documentary and information needs of educators points to the need for their establishment, support and staffing. In particular, an MNE Directive to educational institutions instructing them to set apart a certain percentage of their expenditure, say 5% on libraries. Staff recruitment needs to take into account candidate's suitability for professional training and the salary structure of library cadre need be at par with those in para-statal organisations. This would prevent staff drain which has been taking place from the Civil Service to para-statal bodies (eg. over 70% of Library Assistants trained between 1972 and 1976 have quit government departments' libraries).

4. The lack of uniformity in the range of recommended educational materials supplied to schools points to the need for control on supplies distribution and an increase in quantities produced. Checklists of supplies

maintained by both the supplier and the recepient would show items missing.

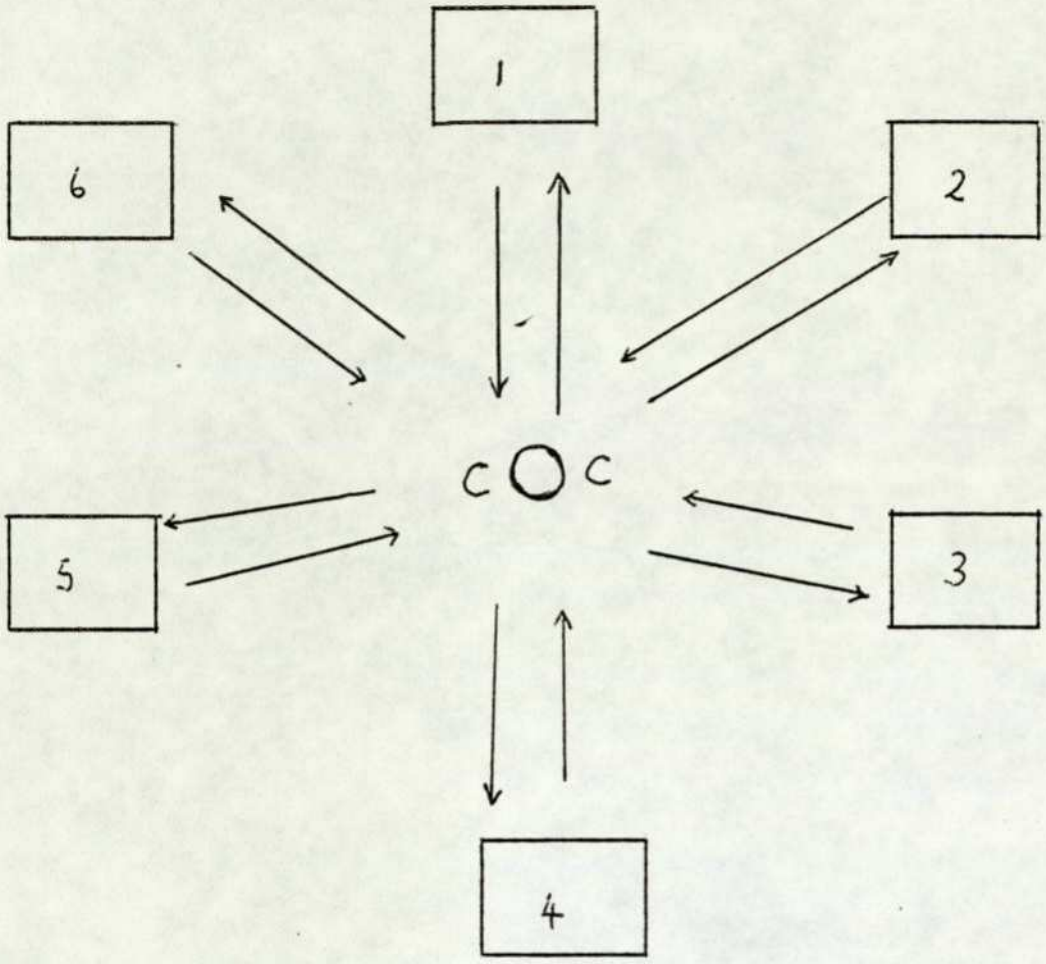
5. The tendency of educators to look for information on their own and their ignorance of information resources both within and outside their own institutions calls for comprehensive instruction programmes on the use of libraries, bibliographies, indexes etc. Promotion of discussion about information use by demonstrating the range of services that can be made available is another approach. At the UD, undergraduates taking the Education option are given instruction on information use. Such a programme could be extended to CONEs.

6. Educators' lack of time to consult detailed sources of information during work hours points to the need to repackage information products from various view points. In subject areas, state of the art reviews would meet the need. Formats capable of reaching and appealing to users in remote areas of the country need to be experimented with.

Long Term :

There is quite a variety of educational information producers, communicators and users as the number of institutions described in this report shows. While each is distinguished from others by legal instruments of their existance, in the field, distinctions are blurred. To illustrate, two institutions who are producers of educational materials recently, unknown to each other translated a book from English to Swahili. The result was two distinct titles.

In order to reduce such duplication, it is proposed to establish a coordinating body using correspondents attached to various educational institutions and para-statals and MNE to report any conferences, reports, publications etc.(see Fig. 11(a)).



NB: Outer boxes represent correspondents in any number of educational institutions. Inward arrows for input and outward arrows for output.

Fig. 11(a). Proposed relationship between the CC and other institutions.

Such a body or Coordinating Centre(CC) would be guided by an advisory committee composed of teachers, researchers, administrators, librarians and information scientists from education-related organisations. Fig. 11(b) shows the proposed organisational structure. Sections would include publications, information and research and the library. Categories of staff would include translators, librarians, data analysts, curriculum developers and teachers.

Among the functions of the CC would be:

1. To maintain a permanent model library which educational institutions would be encouraged to emulate.
2. To publish a national bibliography on education starting where Auger's Tanzania Education since Uhuru; a bibliography 1961-1971 left off.
3. To publish an indexing journal to feature in particular periodical, report and ephemeral literature.
4. To spearhead the preparation of state of the art reviews, guides etc. in education .
5. Issue and update Checklists of printed sources in educational information, curricula and instructional material to educational institutions.
6. To compile and maintain the proposed Register of Skills and experiences of educators.
7. To train educators in information generation, search, dissemination and use.
8. To take part in the training of library and information staff.
9. To maintain a Union List of Library and media resources of educational institutions.
10. To conduct research into information media for educators, both

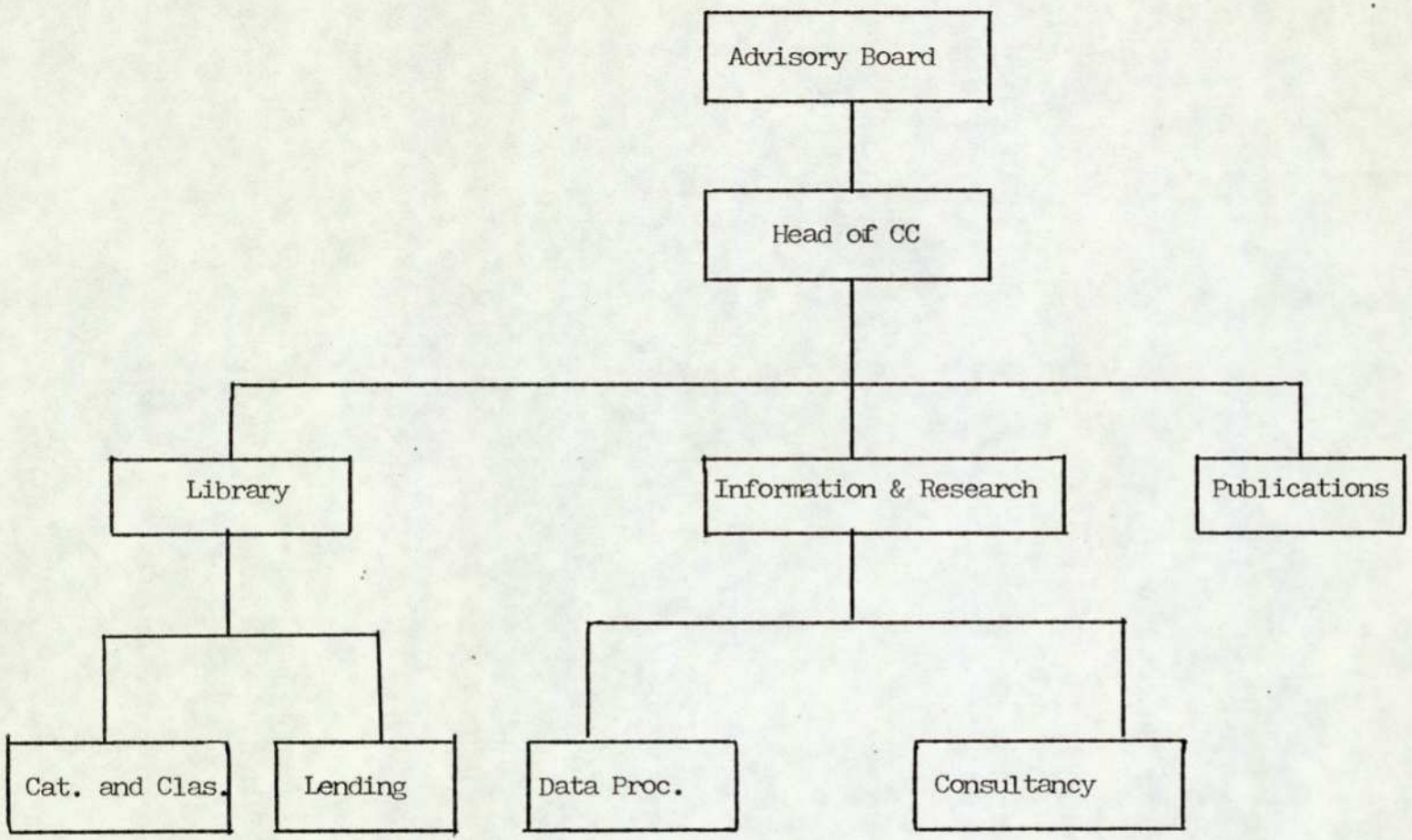


Fig. 11(b). Proposed organisational structure of the CC.

formal and informal.

11. To provide a current awareness service to educators, using TEJ as a media.
12. Help educational institutions establish and operate libraries.
13. To cooperate with relevant international organisations and transmit international information in Swahili for educators.

Checklist of Educational Books and Journals (Proposal 5):

Dear Sir/Madam,

We are engaged in developing an information service for educators. The aim is to enable those engaged in educational administration, research and teaching to produce, obtain, communicate and use data of relevance to their work.

One aspect of this problem involves maximising the use of printed resources in institutions. To make this possible, we intend to issue Library Standards so that institutional libraries may be in a position to provide relevant materials. We think the best way to achieve this is to obtain the views of users. Could you therefore kindly indicate in relevant spaces How often you have used the following during the last six months?. (examples only).

Book/Journal	Frequently	Occasionally	Seldon	Never
1. Auger, Tanzania Educ.	.....	.....	.....	.....
2. TEJ	.....	.....	.....	.....
3. Mbunda, Education mass campaigns	.....	.....	.....	.....

etc.

NB. Separate lists are needed for different levels and kinds of education.

Register of Skills and Experiences (Proposal 6):

Dear Sir/Madam,

We are engaged in developing an information service for educators. The aim is to enable those engaged in educational administration, research and teaching to produce, obtain , communicate and use information.

One aspect of this problem involves making the best use of skills and experiences of educators. To make this possible, we intend to compile a REGISTER OF SKILLS AND EXPERIENCES which will be made available to institutions. This will enable individual educators locate and contact colleagues likely to help them solve particular problems.Could you therefore kindly provide the following details of yourself?.

1. My name is.....
2. My role is Administrator..... Researcher..... Teacher.....
3. My work address is.....
4. My subject specialism is a)..... b).....
5. I hold the following qualification: Grade C..... B.....A.....
   Dip. Ed.....BA..... MA.....PhD..... Other.....
6. I have published the following books/ articles
   a).....
   b).....
   c).....
7. My special skills or experiences are (Describe)
   .....
   .....
8. The main languages I work in are
   a) Swahili.....% b) English.....%
   c) Other (Specify) .....%

Ways of assessing the impact of change:

There are two methods which can be used to study change in the event of recommendations being implemented. One is to follow each product of service on its way to the consumer and finding out from them a) whether they received it b) how they reacted ie. did they use it? did they reject it ? c) If they used it how did it affect their behaviour ?.

In terms of information utilisation, this method presents problems since users normally have access to a variety of sources. It would be difficult to tell which particular product, source or service was crucial in the subsequent behaviour of the user.

The second method is to look at the new service in relation to the former or existing service or product of information and determine the extent of shift towards the new product after a definite period say three years. This would involve initially establishing the effectiveness of the existing service (which has to a limited extent been done in this study), then introducing new products. After a set period users would be asked the products and services they now use. If the new product or service is appreciated, then, there will be a shift from the original products to the new ones. There are two ways of undertaking such an evaluation:

1. Convene a meeting of administrators, researchers and teachers to discuss the use of existing products. This has to be done prior to the introduction of the new services or changes. The changes would be introduced and after a few years, another meeting of the same participants would be convened to dis-

cuss the use of information products and services.

2. Use checklists such as in Proposal 5. Initially, a list of existing products and services would be sent to educators who would be asked to check along those they currently use. Then modifications would be introduced. After a set period, another checklist similar to the one originally sent but including new products and services would be administered to the same sample. By superimposing responses from the first to those in the second for each respondent change can be studied. Below are sample Use Pattern Sheets.

Users and type of information		Sources of information for educators			
		Colleagues VU U NU	Textbooks VU U NU	Experience VU U NU	Library VU U NU
ADMINISTRATORS	CONCEPTUAL				
	HISTORICAL				
	EVALUATIVE				
	PRESCRIPTIVE				
	OPERATIONAL				
	INNOVATIVE				
	STATISTICAL				
TEACHERS	CONCEPTUAL				
	HISTORICAL				
	EVALUATIVE				
	PRESCRIPTIVE				
	OPERATIONAL				
	INNOVATIVE				
	STATISTICAL				
RESEARCHERS	CONCEPTUAL				
	HISTORICAL				
	EVALUATIVE				
	PRESCRIPTIVE				
	OPERATIONAL				
	INNOVATIVE				
	STATISTICAL				

Key: VU = Very Useful U = Useful NU = Not Useful

Fig. 11(c). Pre-Change Use Pattern Sheet

Users and types of information		Sources of information for educators				
		Colleagues VU U NU	Textbooks VU U NU	Experience VU U NU	Lib VU U NU	CC* VU U NU
ADMINISTRATORS	CONCEPTUAL					
	HISTORICAL					
	EVALUATIVE					
	PRESCRIPTIVE					
	OPERATIONAL					
	INNOVATIVE					
	STATISTICAL					
TEACHERS	CONCEPTUAL					
	HISTORICAL					
	EVALUATIVE					
	PRESCRIPTIVE					
	OPERATIONAL					
	INNOVATIVE					
	STATISTICAL					
RESEARCHERS	CONCEPTUAL					
	HISTORICAL					
	EVALUATIVE					
	PRESCRIPTIVE					
	OPERATIONAL					
	INNOVATIVE					
	STATISTICAL					

Key : VU = Very Useful U = Useful NU = Not Useful

* New service

Fig. 11(d). Post-Change Use Pattern Sheet

APPENDICES

A : The Research Proposal

THE CITY UNIVERSITY

ST. JOHN STREET · LONDON EC1V 4PB · 01-253 4399

CENTRE FOR INFORMATION SCIENCE

SUMMARY

TITLE OF RESEARCH PROJECT: INFORET: Information Requirements of Educators in Tanzania.

OBJECTIVES

1. To develop and validate a method for gathering data on educational information user needs applicable to Tanzania.
2. To investigate the information needs of educators with a view to making recommendations for the improvement of the effectiveness of educational information provision/transfer.

SCOPE

The target population as indicated above is educators. In the Tanzanian context, these consist of the following categories:-

1. Educational planners and administrators, which includes the Ministry of National Education headquarters staff, Regional and District Education staff.
2. Educational research personnel; particularly staff of the country's two educational institutes responsible for curriculum reform and educational innovation in line with the policy of education for self-reliance viz: the Institute of Education and the Institute of Adult Education.
3. Teachers in primary, secondary schools, colleges and the University of Dar es Salaam.

INFORMATION TO BE SOUGHT

i. Educator's attitudes to existing educational information resources, organisation and use, and how educators go about solving their information related problems.
2. Constraints on educational information transfer.
3. Government policy on educational information and degree of support.
4. The place of international bodies in the transfer of educational information.
5. Information types for different groups of educators, ideal formats for information transfer.

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RESEARCH METHODS

A number of survey techniques will be experimented with. The questionnaire will be used for the preliminary investigation. Other techniques viz panels of experts etc. to be used as appropriate.

WORK OUTLINE

1. Description of the current educational system, including the influence of economic, political and social factors, the relationship of the educational information sub-system to the total system of libraries and information, the informational problems of educators.
   Complete by February 1978
2. Design of the preliminary questionnaire.
   Complete by March 1978.
3. Administration of the preliminary questionnaire.
   Between April - August 1978.
4. Receipt of questionnaires, recording and analysis.
   Between August - November 1978.
5. Design of data gathering instrument.
   December 1978 - February 1979.
6. Conducting main survey in Tanzania.
   February - May 1979
7. Recording of data and analysis.
   Between June - November 1979
8. Follow-up survey.
   December 1979 - January 1980.
9. Further analysis, compilation and writing-up
   February - September 1980

E.A. MWINYIMVUA
Research Student

THE PROBLEM AND ITS SETTING

The Problem:

This research proposes to evaluate the existing educational information data gathering methods with a view to making recommendations for their improvement and to identify the information needs of educators in Tanzania.

Sub-problems:

To describe educators in their socio-political-professional environment.

To determine the information gathering habist of educators and their perception of usefulness of various methods available to them.

To evaluate the performance of existing information gathering methods .

To determine educators' information needs.

Importance of the Study:

Information needs of educators in Tanzania or Africa for that matter have not been the subject of serious investigation. The underlying motivation for educators' seach for information, their information searching patterns and their attitudes to available information gather ring facilities remain unknown.

In Tanzania, fundamental changes in the educational system have been taking place aimed at making it conform to the country's policy of self-reliance. These changes have had a profound impact on teaching methods as well as equipment. A timely understanding of educators'

of educators' information needs would help in planning for a pertinent information system for them.

Literature Survey:

Research Methods: The literature on research methods is vast but they can be categorised into Questioning, Observation and Document analysis

Questioning basically takes the form of mail questionnaire and the interview, the latter may be structured or unstructured. Arguments for and against questionnaires and interviews have been put forward by many writers and the general approach favoured is to use them in combination so that they complement each other.

Observation is often used to investigate matters respondents are unwilling to talk about but its use is restricted in many cases.

Document analysis is indispensable particularly in early stages of mos investigations to obtain background information to the subject.

Survey research in Africa is a new phenomenon. Research reports indicate unique constraints in survey research such as the problem of access brought about by poor roads etc., lack of previous data for research purposes and homogeneous social structure which create conditions not conducive to quantification.

Information needs of educators:

There have been a few studies of information use in education. Notable are INFROSS Project at Bath University and studies which led to the establishment of the US Education Research Information Center- ERIC. In the former questionnaires and interviews were used while the latter used only interviews.

Proposed Research Methods:

It is hoped, the research will be in three phases. In Phase 1, a Pilot Survey will be conducted using an exploratory mail questionnaire. In Phase 2, results of the exploratory questionnaire will be used to prepare for the Main Survey in which a multi-method approach will be used.*

Regarding the sample, it will not be possible at least for the Pilot Survey to obtain names of individual educators as the design and part of survey administration will be done from outside the country. Instead, addresses of educational institutions will be obtained from the Post Office Directory and a selection made by use of random numbers on pre-determined categories of institutions and levels of education. Heads of institutions selected will be asked through a covering letter to select a set number of members of staff (representing various departments/levels/specialisation) including themselves or their deputies to fill in questionnaires. Questionnaires to individuals will contain covering letters setting out the aims of the survey and what is requested of them.

For the main survey, the sampling procedure is expected to be the same, but this time the researcher will cooperate with heads of institutions to draw the sample. Respondents who will have taken part in the Pilot survey will be excluded from the Main survey.

Data, its collection and treatment:

Two types of data are expected to be produced, namely, primary and secondary data. Primary data will be made up of participants' responses to all instruments used. Secondary data is expected to be produ-

* Phase 3 will be a follow up survey.

produced from ducumentary sources eg. institutional publications routinely collected during the survey.

Descriptive data of educators:

Types of data needed under this section include geographical, historical, economic, social, educational sytems . This is available in books and journals in libraries eg. School of Oriental and African Studies library where membership will be sought. The rest will be obtained from institutions being investigated.

Data on performance of information gathering methods:

Types of information needed under this section will include opinions of educators on their level of satisfaction with particular sources. Use of information-related problems requiring solution will be made use of. Gaps are expected to be filled in by survey of institutional information resources.

Data on information needs:

Data needed under this section will relate to educators perception of the importance of information, motives for seeking information, kinds of information they use, problems they face in gathering and using information.

Data from each instrument is expected to be analysed separately. Comparison and synthesis will be attempted towards the end. Finally a summary and recommendations aimed at improving information provision will be made.

Research delimitation:

The investigation will be confined to teachers, researchers, administra-

tors and institutions falling under the Ministry of National Education and its para-statals. Some institutions outside this grouping will be included on account of their role in facilitating the educational process. These are the National Archives for its research material, the Tanganyika African Parents Association for running some Primary and Technical-Secondary Schools. Their inclusion is only partial as they will only feature in the descriptive section.

The research will not include professional training institutions run by parent ministries e. the Dar es Salaam School of Accountancy by the Ministry of Finance or non-governmental organisations like Ideological Colleges run by Chama Cha Mapinduzi - CCM.

Geographically, the investigation will not include the islands of Zanzibar and Pemba which are semi-autonomous components of the United Republic of Tanzania.

Excessive quantification is not contemplated

Time Scale:

(As Proposal summary at the beginning of the Proposal).

B : Some Statistics on Tanzania Education

SOME STATISTICS ON TANZANIA EDUCATION (1978) *

Institution	Teaching Staff (514)	Students
1. UD	a) Professors 39 (13 Tanzania)	2 281
	b) Assoc. Profs.63 (33 Tanzs.)	
	c) Snr. Lecturers and Snr. Research Fellows 128(55 Tanzs)	
	d) Lecturers and Research Fellows 196(95 Tanzs,.)	
	e) Asst. Lecturers and Asst. Research Fellows 88(74 Tanzs.)	
2. CONEs (35)	a) Graduates 251(240 Tanzs.)	a)Grade C(5 452 both 1st&2ndYr)
	b) Diploma holders 412 (411 Tanzs.)	b)Grade B (588)
	c) Grade A 44 (44 Tanzs.)	c)Grade A 3 448
	d) Grade B 11 (11 Tanzs.)	d)Dip. 398
	e) Grade C 6(6Tanzs.)	e)Others 48
	f) Others 4(4 Tanzs.)	
	TOTAL 728 (716 Tanzs.)	TOTAL 9 934
3. Sec. Schools	2 392	41 792
4. Govt. Pr. Schools	a)Diploma 3 587	
	b)Grade A 12 656	
	c)Grade B 6 270	
	d)Grade C 12 273	
	e)Others 215	
	f)Trainees 29 737	
	TOTAL 63 740	TOTAL 2 909 974

Institution	Teaching Staff	Students
5. Private Pr. Schools (375)	a) Diploms 36	
	b) Grade A 148	
	c) Grade C 319	
	d) Others 88	
	e) Trainees 423	
	TOTAL 1 083	TOTAL 80 387

* Abstracted from JAMHURI YA MUUNGANO WA TANZANIA. Hotuba ya Waziri was Elimu ya Taifa, Ndugu N.A.Kuhanga, Mbunge. kuhusu makadirio ya fedha kwa mwaka 1979/1980 June 1979 (Dar es Salaam).
(Speech by the Minister of National Education, N.A. Kuhanga, MP, on estimates of expenditure for the year 1979/1980).

C : The Pilot Survey Questionnaire

THE CITY UNIVERSITY

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CENTRE FOR INFORMATION SCIENCE

Date: 30/5/78

Ndugu,

You are one of 116 educators from all over the country (consisting of teachers, educational researchers, planners and administrators) we are inviting to take part in a national survey of Educational Information Needs of Educators in Tanzania.

By educational information we mean all the processes involved in originating and communicating of ideas, opinions, facts and figures among those concerned with the educational process, namely parents and teachers at the local level, to District Regional, National and International levels. Educational information varies in form as well as content and forms the basis of sound policy and decision making, planning research and teaching. Examples of educational information include educational legislation, research reports on new educational methods and materials and statistical data, to name only a few. Communication of this information to educators is facilitated through conferences and seminars, school text books, newspapers and radio etc.

This survey has two main objectives:

1. To investigate the educators' information needs with a view to making recommendations for the improvement of the flow of educational information from the grassroots level i.e. teachers in the field to national and international level and vice versa.

2. To develop and validate data gathering instruments ideal for Tanzania's indigenous setting.

The survey is being undertaken by E.A. Mwinyimvua who is currently a research student at the Centre for Information Science, The City University, London on a British Council Scholarship. Please complete the enclosed form and return it if possible before 15/7/78 to:

The Director,
Tanzania Library Service
P.O. Box 9283 Dar es Salaam

All the information submitted will be treated confidential and no analysis based on it will contain the name of any individual.

If you would like to receive the results of this pilot survey, please write your name and address on a separate sheet of paper and send it together with

Director: R. T. Bottle, PH.D., F.R.I.C., F.L.A., M.I.INF.SC.

the questionnaire to the address shown. Do not write your name on the questionnaire itself.

Thank you in advance for your cooperation.

Best wishes

E.A. MWINYIMVUA

Please do not write in this column

TANZANIA LIBRARY SERVICE

P.O. BOX 9283

DAR ES SALAAM

TANZANIA

SURVEY OF INFORMATION NEEDS OF EDUCATORS IN TANZANIA

SECTION A

BACKGROUND INFORMATION

The four questions below are necessary to give us an idea of your work role in the educational process.

Would you please:

1 Give the name of the institution you are working for

_____

2 Indicate the activity which most accurately describes your present job (taking at least 60% of your working time. Tick against the most appropriate)

Teaching ____

Planning ____

Administration ____

Research ____

3 Show how long you have been doing the job specified in QUESTION 2 (Tick against the appropriate period)

Less than 2 years ____

3 - 5 years ____

6 - 10 years ____

Over 10 years ____

4 Indicate the highest qualification you have achieved.

_____

Please not wr in thi column

5 Which of the following educational jobs have you held before the present one and for how long? (Tick in appropriate place)

	Up to 2 years	3 - 5 years	6 - 10 years	Over 10 years
Teaching	____	____	____	____
Planning	____	____	____	____
Administration	____	____	____	____
Research	____	____	____	____

6 If you are a teacher, which of these classes do you teach?(tick only one which you teach more hours per week)

Primary School Std. 1 - 4 ____
Primary School Std. 5 - 7 ____

Secondary School Form I ____
Secondary School Form II ____
Secondary School Form III ____
Secondary School Form IV ____
Secondary School Form V ____
Secondary School Form VI ____

College of National Education Grade C ____
College of National Education Grade A ____
College of National Education Diploma ____

University undergraduates 1st year ____
University undergraduates 2nd year ____
University undergraduates 3rd year ____

University postgraduates ____

Other (explain) _____

Please do not write in this column

SECTION B

EDUCATIONAL INFORMATION NEED

This section is concerned with awareness of the need for educational information in the course of performing your main work, the purposes for which you require educational information and the kind of information appropriate for your work.

1 In the performance of your work, do you sometimes feel the need for educational information ? (Please, put a tick against any one)

YES ____ NO ____ DON'T KNOW ____

2 If YES to question 1, indicate the purpose(s) for which you require educational information? (Please put a tick against as many as applicable)

	Frequently	Sometimes	Never
Teaching	____	____	____
Personal amusement	____	____	____
Learning	____	____	____
Administration	____	____	____
Social Acceptance	____	____	____
Research	____	____	____
Policy Making	____	____	____
Others (specify)	____	____	____
_____	____	____	____

3 Please, indicate the importance of each of the following kinds of information for your present work (please, put a tick against as many as applicable)

	Very Important	Important	Not important	Not sure
Statistical/demographic data	____	____	____	____
Legislation	____	____	____	____
Textbooks	____	____	____	____
Book reviews	____	____	____	____
Maps, pictures	____	____	____	____
Summaries, abstracts	____	____	____	____
Research reports	____	____	____	____
Theses/Dissertations	____	____	____	____
Tapes, slides or films	____	____	____	____
Journal articles	____	____	____	____
Newspapers	____	____	____	____
Others (Specify)	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

Please not wr in thi column

SECTION C

WAYS BY WHICH YOU OBTAIN EDUCATIONAL INFORMATION

This section is concerned with evaluating the existing organs providing educational information, identifying constraints and suggesting ways of improvement.

1 Please, estimate the usefulness of each of the following in your work. (Please, put a tick against as many as you wish)

	Very useful	Useful	Not useful	Not sure
Library of your own institution	____	____	____	____
National Central Library	____	____	____	____
University Library	____	____	____	____
Ministry of Educ. Library	____	____	____	____
Institute of Educ. Library	____	____	____	____
Institute of Adult Educ. Library	____	____	____	____
TLS Branch Library	____	____	____	____
Postal Library Service	____	____	____	____
Mobile Library	____	____	____	____
Your own books	____	____	____	____
Daily News (newspaper)	____	____	____	____
Mzalendo (newspaper)	____	____	____	____
Uhuru (newspaper)	____	____	____	____
Journals or Periodicals	____	____	____	____
Radio	____	____	____	____
Attending seminars or conferences	____	____	____	____
Consulting workmates	____	____	____	____
Correspondence	____	____	____	____

2 Do you find the existing facilities for obtaining educational information satisfactory? (Please, put a tick against one most appropriate)

YES ____ NO ____ NOT SURE ____

Please do not write in this column

3 If NO to question 2, is it because (please put a tick against those applicable to you):

You are not sure where to look for information ____

The information available to you is out of date ____

You can not get all the information you want ____

The information available is not evaluated ____

No library nearby ____

Accessible library not well organised ____

Library staff not helpful ____

Available information is in language you do not understand ____

Others (please specify) ____

_____ ____

_____ ____

_____ ____

4 In which language do you receive most of your educational information? (At least 60%) Please tick where applicable

KISWAHILI ____ ENGLISH ____ OTHER (please specify) ____

5 In which language would you prefer to receive educational information? (Please tick)

KISWAHILI ____ ENGLISH ____ OTHER (specify) _____

6 Could you suggest any changes you would like to see which could help you get information for your work? (Please explain below)

_____

_____

_____

_____

_____

_____

Please do not write in this column

SECTION D

DATA GATHERING INSTRUMENTS

A large scale survey of information needs of educators is planned to follow this questionnaire shortly, involving interviews, panel discussions and questionnaire. It would be helpful if you could answer a few questions regarding this exercise.

1 Could you please indicate your attitude to participation in such a survey (Please tick against appropriate response)

Very favourable ____

Favourable ____

Not sure ____

Not favourable ____

Hostile ____

2 If your opinion is VERY FAVOURABLE, FAVOURABLE or NOT SURE in question 1, would you be willing to take part in an INTERVIEW? (Please tick the one(s) you prefer)

Alone with interviewer ____

In a group ____

Not at all ____

3 If NOT AT ALL in question 2, is it because (Please tick)

You have no time ____

It may involve travel ____

Others (specify) ____

_____ ____

_____ ____

4 Would you be willing to take part in a PANEL DISCUSSION? (Please tick against the ones you would prefer)

YES ___ NO ___ NOT SURE ___

5 If NO to question 4 is it because: (Please tick)

You have no time ____

It may involve travel ____

Others (specify) ____

_____ ____

_____ ____

_____ ____

Please do not write in this column

6 Would you be willing to complete a more detailed QUESTIONNAIRE ?

YES ____ NO ____ NOT SURE ____

7 Would you like to receive the results of this survey?

YES ____ NO ____

8 If YES, Please write your name and address on a separate sheet of paper and enclose with this questionnaire.

THANK YOU VERY MUCH FOR YOUR COOPERATION

PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE

THE CITY UNIVERSITY

ST. JOHN STREET · LONDON EC1V 4PB · 01-253 4399

CENTRE FOR INFORMATION SCIENCE

Tarehe:

Ndugu,

Tunapenda kukuarifu kuwa, u mmoja kati ya watu 116 (wote wakiwa wanashughulika na elimu katika jukumu mbalimbali yaani Waalimu, Watafiti na Maafisa Elimu) tunaowaalika kushiriki katika uchunguzi wa Mahitaji ya Taarifa za Ki-Elimu ya Waelimishaji (Educational Information Needs of Educators in Tanzania).

Kwa ufafanuzi, tunaposema taarifa za ki-elimu (educational information) tunamaanisha shughuli zote zinazohusika katika uanzishaji na utawanyaji wa mawazo, takwimu n.k. kati ya wote wanaoshughulika na elimu, yaani wazazi na waalimu vijijini na mijini hadi wilayani, Mkoani na Kitaifa, pia Ki-mataifa. Taarifa au habari hizi huwa katika hali mbalimbali, na pia hutofautiana katika somo, nazo hutumika katika kufanya mipango ya Elimu, kuweka lengo na kutoa uamuzi, kufanya utafiti na kufundisha. Baadhi ya mifano ya taarifa za ki-elimu ni sheria zinazopitishwa Bungeni kuhusu Elimu, ripoti za Utafiti kuhusu mbinu za kufundisha na vifaa, takwimu za Elimu nk. Taarifa hizi huwafikia waelimishaji kupitia vyombo kama vitabu vinavyotumiwa darasani, magazeti, redio, maktaba, semina nk.

Utafiti huu unafanywa kwa makusudi yafuatayo:

1. Kutambua mahitaji ya taarifa za ki-elimu aina mbalimbali kwa vikundi to-fauti vya waelimishaji, ili hatimaye kupendekeza mbinu bora za utawanyaji wa taarifa hizi.

2. Kuendeleza na kuthibitisha mbinu za Utafiti zinazofaa kwa hali ya Tanzania.

Uchunguzi huu unafanywa na Ndugu E A Mwinyimvua ambaye kwa sasa ni mwanafunzi wa Centre for Information Science, The City University, London, akiwa huko kwa msaada wa British Council.

Tafadhali jaza fomu iliyoambatanishwa, baadaye uitume ikiwezekana kabla ya tarehe 15/7/78 kwa: Mkurugenzi
Shirika la Huduma za Maktaba
S L B 9283 Dar es Salaam

Iwapo utapenda kupata taarifa ya matokeo ya uchunguzi huu, tafadhali ambatanisha karatasi yenye jina lako na anwani. Usiandike jina lako kwenye fomu ya maswali.

Director: R. T. Bottle, PH.D., F.R.I.C., F.L.A., M.I.INF.SC.

Shukrani nyingi kwa ushirikiano wako.

Wako katika kujenga Taifa.

E A MWINYIMVUA

Tafadhali usiandike hapa

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UTAFITI WA MAHITAJI YA TAARIFA ZA KIELIMU YA WAELIMISHAJI NCHINI TANZANIA

SEHEMU YA KWANZA

MAELEZO YA KIMSINGI

Maswali manne yafuatayo yatatuwezesha kuelewa jukumu lako katika kuelimisha.
Tafadhali:

1 Taja jina la mahali pako pa kazi

_____

2 Kati ya shughuli zifuatazo onyesha moja ambayo ni sahihi zaidi kama kazi yako (yaani inachukua zaidi ya asili mia 60 ya muda wako kazini. Weka alama ya V panapofaa)

Kufundisha ____
Kupanga (mipango) ____
Kutawala au kutekeleza ____
Kutafiti ____

3 Onyesha ni muda gani (kati ya iliyotajwa chini) umekuwa ukifanya kazi uliyoitaja kwenye SWALI LA 2 (Weka alama ya V kwenye muda unaohusika)

Chini ya miaka 2 ____

Kati ya miaka 2 na 5 ____

Kati ya miaka 6 na 10 ____

Zaidi ya miaka 10 ____

4 Umefikia kiwango gani cha elimu?

_____

Ta.'adh usiand hapa

5 Ni kazi zipi kati ya zilizotajwa chini umewahi kuzifanya kabla ya kazi yako ya sasa na ni kwa muda gani? (Weka alama ya V panapohusika)

	Hadi miaka 2	Miaka 3 hadi 5	Miaka 6 hadi 10	Zaidi ya miaka 10
Kufundisha	_____	_____	_____	_____
Kupanga	_____	_____	_____	_____
Kutawala	_____	_____	_____	_____
Kutafiti	_____	_____	_____	_____

6 Iwapo u mwalimu, unafundisha madarasa gani kati ya haya yaliyotajwa? (Weka alama ya V kwenye darasa moja tu ambalo hufundisha kwa masaa mengi zaidi kwa wiki)

Shule ya Msingi Darasa la 1 hadi la 4 ____
Shule ya Msingi Darasa la 5 hadi la 7 ____

Shule ya Sekondari Kidato cha 1 ____
Shule ya Sekondari Kidato cha 2 ____
Shule ya Sekondari Kidato cha 3 ____
Shule ya Sekondari Kidato cha 4 ____
Shule ya Sekondari Kidato cha 5 ____
Shule ya Sekondari Kidato cha 6 ____

Chuo cha Elimu ya Taifa Daraja la C ____
Chuo cha Elimu ya Taifa Daraja la A ____
Chuo cha Elimu ya Taifa Daraja la Diploma ____

Chuo Kikuu mwaka wa kwanza ____
Chuo Kikuu mwaka wa pili ____
Chuo Kikuu mwaka wa tatu ____
Chuo Kikuu mwaka wa Shahada ya Juu ____

Mengine (tafadhali eleza)

_____

Tafadhali usiandike hapa

SEHEMU YA PILI

MAHITAJI YA TAARIFA (HABARI) ZA KIELIMU

Sehemu hii inahusu hamu au hali ya kutaka kupata taarifa za Ki-elimu ili uweze kufanya kazi yako vizuri zaidi, pia sababu zinazokufanya uhitaji taarifa hizi na aina za taarifa zinazofaa kwa ajili ya kazi yako.

1 Ufanyapo kazi yako, je, kuna nyakati unajisikia kwamba unahitaji taarifa au habari zaidi? (Weka alama ya V kwenye nafasi inayohusika)

NDIO ____ HAPANA ____ SIFAHAMU ____

2 Iwapo umejibu NDIO kwenye swali la 1, tafadhali onyesha madhumuni ya kutaka taarifa za kielimu. (Weka alama ya V kwenye sehemu nyingi unavyotaka)

	Mara nyingi	Wakati mwingine	Hapana
Kufundisha	____	____	____
Kujiburudisha	____	____	____
Kujifunza	____	____	____
Kutawala (administration)	____	____	____
Kusifiwa au kutambuliwa	____	____	____
Kutafiti	____	____	____
Kutao lengo	____	____	____
Mengine (tafadhali taja)	____	____	____
_____	____	____	____
_____	____	____	____

3 Tafadhali onyesha umuhimu wa aina hizi za taarifa (habari) kwa hazi yako ya sasa. (Weka alama ya V panapohusika)

	Muhimu sana	Muhimu	Sio muhimu	Sina uhakika
Takwimu	____	____	____	____
Sheria	____	____	____	____
Vitabu vya darasani	____	____	____	____
Maelezo kuhusu yaliyomo vitabuni	____	____	____	____
Picha na ramani	____	____	____	____
Muhtasari (summaries)	____	____	____	____
Ripoti za utafiti	____	____	____	____
'Theses'	____	____	____	____
Tepu na filamu	____	____	____	____
Makala kwenye majarida	____	____	____	____
Magazeti	____	____	____	____
Mengine (taja)	____	____	____	____
_____	____	____	____	____
_____	____	____	____	____

Tafadh
usiand
hapa

SEHEMU YA TATU

NJIA UNAZOPATIA TAARIFA ZA KIELIMU

Sehemu hii inahusika na huduma za taarifa za kielimu zinazotolewa na vyombo mbali mbali nchini, pia matatizo yanayokabili vyombo hivi na kutoa mapendekezo.

1 Tafadhali kadiria manufaa ya haya yafuatayo katika kazi yako (Unaweza kuweka alama ya V sehemu nyingi kadri unavyopenda).

	Inafaa sana	Inafaa	Haifai	Sina uhakika
Maktaba kwenye sehemu yako ya kazi	____	____	____	____
Maktaba kuu ya Taifa	____	____	____	____
Maktaba ya Chuo Kikuu	____	____	____	____
Maktaba ya Wizara ya Elimu ya Taifa	____	____	____	____
Maktaba ya Taasisi ya Elimu	____	____	____	____
Maktaba ya Taasisi ya Elimu ya watu wazima	____	____	____	____
Maktaba ya Mkoa	____	____	____	____
Maktaba kwa njia ya Posta	____	____	____	____
Maktaba inayotembezwa kwa gari	____	____	____	____
Vitabu vyako mwenyewe	____	____	____	____
Gazeti la Daily News	____	____	____	____
Gazeti la Mzalendo	____	____	____	____
Gazeti la Uhuru	____	____	____	____
Majarida (Journals)	____	____	____	____
Redio	____	____	____	____
Semina na Mikutano	____	____	____	____
Mazungumzo na wenzangu kazini	____	____	____	____
Barua za kikazi	____	____	____	____

Tafadhali usiandike hapa

2 Je, unaridhika na njia zilizopo za kupatia taarifa za kielimu? (Tafadhali weka alama V panapohusika)

NDIO ____ HAPANA ____ SINA UHAKIKA ____

3 Iwapo umeweka HAPANA katika swali la 2 je, hii ni kwa sababu (Weka alama ya V kwenye maelezo yanayohusika. Unaweza kuweka sehemu nyingi unavyopenda)

Huna uhakika wapi utaweza kupata taarifa ____

Taarifa zilizopo ni za zamani mno ____

Hupati taarifa zote unazohitaji ____

Taarifa zilizopo hazikuwekwa katika hali ya kutumika ____

Hakuna maktaba karibu ____

Maktaba iliyo karibu haikupangwa vizuri ____

Wafanyakazi wa maktaba hawa kuridhishi ____

Taarifa zilizopo ziko katika lugha usioielewa ____

Mengine (tafadhali taja) ____

_____ ____

_____ ____

4 Ni katika lugha ipi unapata taarifa za kielimu kwa wingi zaidi (yaani si chini ya asili mia 60 ya taarifa zote. Weka alama ya V panapohusika)

KISWAHILI ____ KIINGEREZA ____ NYINGINE (taja) ____

5 Je, ungependa kupata taarifa za kielimu katika lugha ipi (Tafadhali weka alama ya V kwenye nafasi moja tu)

KISWAHILI ____ KIINGEREZA ____ NYINGINE (Taja) ____

6 Je, ni mabadiliko gani ungependa yafanyike ili uweze kupata taarifa za kielimu kwa wepesi, wingi, na ubora zaidi. Tafadhali eleza kwa kirefu hapa chini._____

_____

_____

_____

_____

_____

Tafadh
usiand
hapa

SEHEMU YA NNE

MBINU ZA UTAFITI

Utafiti zaidi wa mahitaji ya taarifa unatayarishwa kufanywa baada ya kupata majibu ya maswali haya ya mwanzo, kukiwa na majadiliano na mahojiano ya ana kwa ana. Itatufaa iwapo utajibu maswali machache yafuatayo;

1 Toa maoni yako kuhusu kupendelea au kutopendelea kushiriki katika utafiti huu. (Weka alama ya V kwenye maoni yanayolingana na yako).

Ninapendelea sana ____

Ninapendelea ____

Sina uhakika ____

Sipendi ____

Sitaki kabisa ____

2 Iwapo umejibu kwamba UNAPENDELEA SANA, UNAPENDELEA au HUNA UHAKIKA katika swali la 1, je, ungependa kushiriki katika MAHOJIANO? (Weka alama ya V popote unapopenda, hata zaidi ya mara moja).

Peke yako na muhoji ____

Katika kundi na wengine ____

Hapana ____

3 Iwapo umejibu HAPANA kwenye swali la 2, sababu

Huna muda ____

Huenda ikabidi kusafiri ____

Mengine (taja) ____

_____ ____

4 Je, ungependa kushiriki katika MAJADILIANO na wengine? (Weka alama ya V panapohusika)

NDIO ____ HAPANA ____ SINA UHAKIKA ____

Tafadhal usiandik hapa

5. Iwapo umejibu HAPANA katika swali la 4, sababu

Huna muda ____

Huenda ikabidi kusafiri ____

Mengine (taja) ____

_____

6 Je utakuwa tayari kujibu maswali mengine kwenye FOMU kama hii? (Weka alama ya V panapohusika)

NDIO ____ HAPANA ____

7 Je, utapenda kupata matokeo ya uchunguzi huu?

NDIO ____ HAPANA ____

8 Kama umejibu NDIO katika swali la 7 andika jina lako na anwani kwenye karatasi nyingine halafu utume pamoja na fomu hii.

TUNAKUSHUKURU KWA USHIRIKIANO WAKO

TAFADHALI SASA RUDISHA FOMU HII UKITUMIA ANWANI ILIOONYESHWA MWANZONI

PAGES 175-178 IN MASTER COPY ONLY

E : Teachers Individual Interview

Please do not write in this column

INTERVIEW SCHEDULE: TEACHERS

Name of institution.....

Name of interviewee.....

Occupation.....

Duration in present job.....

Main subject specialisation.....

Date of interview.....

1. Interviewee position
   (Interviewer; Show card T.1 . Record number of appropriate response on card)

2. Main teaching responsibility
   (Interviewer; Show card T.2. Record number of appropriate response on card)

3. Does interviewee sometimes feel the need for information when doing his work ?

   YES

   NO

4. If YES to QUESTION 3, what sources does he consult ?
   (Interviewer; Show card T.3. Record number of appropriate response on card)

(Other, please name below)

.....

5. How uses information thus obtained ?
   (Interviewer; Show card T.4. Record number of appropriate response on card)

(Other,please name below)

.....

Please do no
write in thi
column

6. Examples of types of information which he tried to find but failed to obtain.
(Interviewer; Show card T.5. Record number of appropriate response ponse on card)

(Other,please name below)

.....

7. What were the reasons for failure to get information named in QUESTION 5 ?
(Interviewer; Show card T.6. Record number of appropriate response ponse on card)

(Other, please name below)

.....

8. Were there times when information was obtained but proved unsatisfactory ?

YES ☐
NO ☐

9. If YES to QUESTION 8, can he give examples of information found unsatisfactory ?(Interviewer; Show card T.7. Record as usual

(Other, please name below)

.....

10. Why was the information unsatisfactory ?
(Interviewer; Show card T.8 Record number of appropriate response on card)

(Other, please name below)

.....

Please do not write in this column

11. How useful are the following as sources of information for his work ? (Interviewer: Read out the list below. For each ask the interviewee to respond; Very Useful, Useful, Useless as the case may be.)

	V/Use	Use	U/less
Village groups, parents			
Education Committees			
Family and friends			
Laboratory/technical assistants			
Students written work			
Head of institution/Department			
Library staff			
Textbooks			
Daily News			
Tanzania Educational Journal			
JUWATA			
Unified Teaching Service			
Curriculum developers			
Consultants			
University Library			
Uhuru			
General background, common knwl			
Ministry of Labour, Workers Educ Div			
Booklists, references			
TLS Branch Libraries			
REO and /or DEO			
Publishers of Educ. Books			
Radio			
Research Department			
Institute of Adult Education			
General meetings			
Professional meetings, workshops			
Library at your institution			
Colleagues at work place			
Mzalendo			
Ministry of National Education			
Information Bulletins			
Abstracts			

12. Suggestions for improving the system of educational information.

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Tafadhali usiandike hapa.

UTARATIBU WA MAHOJIANO NA WAALIMU

Sehemu ya kazi.....
Jina na mhojiwa.....
Kazi.....
Muda kazini.....
Somo analofundisha.....
Tarehe ya mahojiano.....

1. Daraja la mhojiwa
   (Mhoji; Onyesha kadi W.1. Andika nambari kwenye kisanduku ambayo ni sawa na jibu kwenye kadi)

2. Jukumu la kufundisha
   (Mhoji; Onyesha kadi W.2. Andika nambari kwenye kisanduku ambayo ni sawa na jibu kwenye kadi)

3. Je, kuna nyakati mhojiwa hujisikia kutaka taarifa ili zimsaidie katika kazi yake ?

   NDIO
   HAPANA

4. Iwapo amejibu NDIO katika SWALI la 3, je, ni wapi hutafuta taarifa hizo ?
   (Mhoji; Onyesha kadi W.3.Andika nambari kwenye visanduku ambazo ni sawa na majibu kwenye kadi)

   (Mengine, tafadhali taja hapa)
   .....

5. Jinsi atumiavyo taarifa anapozipata
   (Mhoji; Onyesha kadi W.4. Andika nambari kwenye visanduku ambazo ni sawa na majibu kwenye kadi)

   (Mengine, tafadhali taja hapa)
   .....

Tafadh
usiano
hapa

6. Mifano ya taarifa alizohitaji lakini alishindwa kuzipata
(Mhoji; Onyesha kadi W.5. Andika nambari kwenye visanduku ambazo ni sawa na majibu kwenye kadi)

(Mengine,tafadhali taja hapa)

.....

7. Sababu za kushindwa kupata taarifa alizozitaja kwenye SWALI la 6
(Mhoji; Onyesha kadi W.6. Andika nambari kwenye visanduku ambazo ni sawa na majibu kwenye kadi)

(Mengine, tafadhali taja hapa)

.....

8. Je, kuna nyakati ambapo taarifa zilipatikana lakini hazikuwa za kuridhisha ?

NDIO	
HAPANA	

9. Iwapo amejibu NDIOkwenye SWALI la 8, je, anaweza kutoa mifano ya taarifa ambazo hazikuridhisha ?
(Mhoji; Onyesha kadi W.7. Andika nambari kwenye visanduku ambazo ni sawa na majibu kwenye kadi)

(Mengine,tafadhali taja hapa)

.....

10. Kwa nini taarifa zilizotajwa kwenye SWALI la 9 hazikuridhisha ?
(Mhoji;Onyesha kadi W.8. Andika nambari kwenye visanduku ambazo ni sawa na majibu kwenye kadi)

(Mengine,tafadhali taja hapa)

.....

Tafadhali usiandike hapa

11.Je, yafuatayo yana manufaa yoyote katika kumpatia taarifa kwa kazi yake ? (Mhoji; Soma yafuatayo kwa sauti. Kwa kila moja mhojiwa aseme; Ina manufaa sana, Ina manufaa, Haina manufaa kadiri aonavyo)

	I/M	M	H/M.
Vikundi kijijini, wazazi			
Kamati za Elimu			
Familia na marafiki			
Wasaidizi wa Maabara/mafundi			
Maandishi ya wanafunzi			
Mkuu wa Shule/Chuo/Idara			
Wafanyakazi wa Maktaba			
Vitabu vya darasani			
Daily News			
Tanzania Educational Journal			
JUWATA			
Unified Teaching Service			
Watengeneza muhtasari			
Wataalam washauri			
Maktaba ya Chuo Kikuu			
Uhuru			
Uzoefu,			
Wizara ya Kazi,Idara Elimu			
Orodha ya vitabu			
Maktaba Kuu ya Taifa, Matawi			
Afisaelimu Mkoa/Wilaya			
Wachapa vitabu vya Elimu			
Redio			
Idara ya Utafiti			
Taasisi ya Elimu ya Watu Wazima			
Mikutano ya kawaida			
Mikutano ya kitaalamu, karakana			
Maktaba kwenye sehemu ya kazi			
Wafanyakazi wenzako			
Mzalendo			
Wizara ya Elimu ya Taifa			
Jarida la taarifa			
Habari kwa ufupi9(abstracts)			

12 Mapendekezo kuhusu mfumo wa uenezaji wa taarifa za kielimu

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F : Administrators Individual Interview

Please do not write in this column

INTERVIEW SCHEDULE : ADMINISTRATORS

Name of institution .....

Name of interviewee.....

Occupation .....

Duration in present job .....

Date of interview .....

1. Responsibilities (eg.,inspecting,supervising, planning. Record verbatim)

   .....

   .....

2. Does interviewee sometimes feel the need for information when doing his work ?

   YES ☐

   NO ☐

3. If YES to QUESTION 2, what sources does he consult ?

   (Interviewer: Show card A.1. Record number of appropriate response on card)

   ☐☐☐☐☐☐☐

   (Other, please name below)

   .....

4. How uses information thus obtained ?

   (Interviewer: Show card A.2 . Record number of appropriate response on card)

   ☐☐☐☐☐☐☐

   (Other, please name below)

   .....

5. Examples of types of information which he tried to find but failed to obtain

   (Interviewer: Show card A.3 . Record number of appropriate response on card)

   ☐☐☐☐☐☐☐

   (Other,please name below)

   .....

Please not wri in this column

6. What were the reasons for failure to get the information named in QUESTION 5 ?
(Interviewer: Show card A.4. Record number of appropriate response ponse on card)

(Other, please name below)

.....

7. Were there times when information was obtained but proved unsatisfactory ?

YES	
NO	

8. If YES to QUESTION 7, can he give examples of information found unsatisfactory ?
(Interviewer; Show card A.5. Record number of appropriate response on card)

(Other, please name below)

.....

9. Why was the information unsatisfactory ?
(Interviewer; Show card A.6. Record number of appropriate response ponse on card)

(Other, please name below)

.....

10. How useful are the following as sources of information for his work ? (Interviewer; Read out the list below. For each ask interviewee to respond; Very Useful, Useful, Useless as the case may be.)

	V/Use	Use	U/Less
Village groups,parents			
Education committees			
Family and friends			
Laboratory/technical assistants			
Students written work			
Head of institution/department			

Please do not write in this column

	V/Use	Use	U/Less
Library staff			
Textbooks			
Daily News			
Tanzania Educational Journal			
JUWATA			
Unified Teaching Service			
Curriculum developers			
Consultants			
University Library			
Uhuru			
General background, common knwl			
Ministry of Labour			
Booklists, references			
TLS Branch Libraries			
REO and DEO			
Publishers of educational bks.			
Radio			
Research Department			
Institute of Adult Education			
General meetings			
Professional meetings, workshops			
Library at your institution			
Colleagues at work place			
Mzalendo			
Ministry of National Education			
Information Bulletins			
Abstracts			

11. Suggestions for improving the system of educational information.

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G : Researchers Individual Interview

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INTERVIEW SCHEDULE: RESEARCHERS

Name of institution.....

Name of interviewee.....

Occupation.....

Duration in present job.....

Date of interview.....

1. Category of researcher

   (Interviewer; Show card R.1. Record number of appropriate response on card)

2. What other jobs done previously ?

   (Interviewer; Show card R.2. Record number of appropriate responses on card)

3. Any research project(s) in progress or recently completed or paper published ?

   (Interviewer; Record verbatim)

   .....

   .....

   .....

   .....

   .....

4. Does interviewee sometimes feel the need for information when doing research ?

YES	
NO	

5. If YES to QUESTION 4 , what sources does he consult ?

   (Interviewer;Show card R.3. Record number of appropriate responses on card)

(Other, please name below)

.....

Please do not write in this column

6. How uses information thus obtained.?

(Interviewer;Show card R. 4. Record number of appropriate response on card)

(Other, please name below)

.....

7. Examples of types of information which he tried to find but failed to obtain

(Interviewer;Show card R. 5. Record number of appropriate response from the card)

(Other,please name below)

.....

8. What were the reasons for failure to get the information named in QUESTION 7 ?

(Interviewer;Show card R.6. Record number of appropriate response from the card)

(Other, please name below)

.....

9. Were there times when information was obtained but proved unsatisfactory ?

YES	
NO	

10. If YES to QUESTION 9, can he give examples of information found unsatisfactory ? (Interviewer;Show card R.7. Record as usual)

(Other, please name below)

.....

11.Why was the information unsatisfactory in QUESTION 10 ?

(Interviewer; Show card R. 8. Record number of appropriate response from the card)

(Other, please name below)

.....

Please do not write in this colum

12. How published or intend to publish results of research or paper ?
(Interviewer;Show card R.9. Record number of appropriate responses from the card)

(Other,please name below)

.....

13. Reasons for choosing this mode of publication
(Interviewer; Show card R.10.Record number of appropriate responses from the card)

(Other, please name below)

.....

14. Were the research recommendations implemented ?

YES	
NO	

15. If YES to QUESTION 14, please give details

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16. If project is still in progress, how will he ensure adoption or implementation ?

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17. Problems in making research findings acceptable to decisionmakers and the population as a whole.
(Interviewer;Show card R.11. Record number of appropriate responses from the card)

(Other,please name below)

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Please do
write in t
column

18. How useful are the following as sources of information for his work ? (Interviewer; Read out the list below. For each, ask the interviewee to respond; Very Useful, Useful, Useless as the case may be)

	V/Use	Use	U/less
Village groups, parents			
Educational Committees			
Family and friends			
Laboratory/technical assts.			
Students written work			
Head of institution/Dept.			
Library staff			
Textbooks			
Daily News			
Tanzania Educl Journal			
JUWATA			
Ynified Teaching Service			
Curriculum developers			
Consultants			
University Library			
Uhuru			
Gen. background, common knwl			
Min. of Labour, Workers Educ			
Booklists, references			
TLS, Branch Libraries			
REO and/or DEO			
Publishers of Educ. books			
Radio			
Research Department			
Inst. of Adult Education			
General meetings			
Professional meetings, w/shops			
Library at institution			
Colleagues at work place			
Mzalendo			
Min. of National Education			
Information Bulletins			
Abstracts			

19. Suggestions for improving the system of educational information.

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H : Contents of Alerting Cards

CONTENTS OF ALERTING CARDS

On the AII, TII, and RII, instructions are given to "Show Card No...." Information whic appeared on cards separately (here combined where content was the same) was as follows;

CARD T.1.

(Interviewee Position)

1.Grade C.	2. Grade B.	3. Grade A.
4.Diploma Educ.	5. Graduate	6. Post-graduate
7.Others (state)		

CARD R.1.

(category of researcher)

1. Academic	2. Researcher/Administrator	3. Researcher/Teacher
4.)ther (state)		

CARD T.2.

(Teaching responsibility)

1. Std. 1	2. Std. 2	3. Std. 3	4. Std 4	5. Std 5
6. Std. 6	7. Std. 7	8. Form 1	9. Form II	10. Form IV
11. Form V	12. Form VI	13. Univ Yr.1	14. Univ. Yr 2	
15. Univ Yr 3.	16. Postgraduates	17. Other (specify)		

CARD R.2.

(Previous Jobs)

1. Teaching	2. Administration	3. Other (Specify)

CARDS A.1, T.3, R.3

(Sources of Information)

1. Newspapers	2. Journals
3. Booklists, references	4. Textbooks, manuals
5. Books	6. Correspondence, circulars
7. Students' written work	8. Previous experience
9. Library Staff	10. Colleagues
11. Laboratory/Techn. assistants	12. Curriculum developers
13. Experts, consultants	14. Family and friends
15. Departmental/institu'nal head	16. DEO, REO
17. Educational Committee	18. Meetings, courses, seminars
19. MNE	20. JUWATA
21. Research department	22. Library
23. UTS	24. Business organisation
25. Associations	26. International organisations

CARDS A.2, T.4, R.4

(Uses of information)

1. Learning, course requirements	2. Current awareness
3. Legitimise what one is doing	4. Satisfy intellectual curiosity
5. Winning an argument	6. Improve work performance
7. Learning about practice to avoid	8. Understand activity or context
9. Become aware of pitfalls	10. Counselling
11. Social acceptance	12. Personal amusement

CARDS A.3, T.5, R.5

(Examples of information failed to obtain)

1. Statistical data	2. Legislation, policy
3. Prescriptive eg. syllabi	4. Administrative eg. regulations
5. Historical, background	6. Innovative, research
7. Subject speciality	8. Evaluative

CARDS A.4, T.6, R.6

(Reasons for not getting information)

1. Not sure where to look	2. No library nearby
3. Information confidential	4. Poor communication
5. Information in unknown lang.	6. Library staff not competent
7. Information unpublished	8. Others uncooperative

CARDS A.5, T.7, R.7

(Examples of unsatisfactory information)

Contents same as CARDS A.3, T.5, R.5 above.

CARDS A.6, T.8, R.8

(Reasons for information being unsatisfactoty)

1. Information difficult to understand	2. Information unstructured
3. Information out of date	4. Information too brief
5. Information too detailed	6. Inf. irrelevant
7. Information inaccurate	8. Information vague

CARD R.9

(Method of publication)

1. Research Journal	2. Training Programme	3. Research Report
4. Theses/ Dissertation	5. Book	6. Meetings, seminar
7. Conversation	8. Inf. Bulletin	9. Telephone
10. Lecture		

CARD R. 10

(Reasons for choice of certain publication mode)

1. International recognition	2. Available, handy	3. Easy to use	
4. Effective	5. Practical	6. Cheap	7. Necessary

J : Panel Discussions

TOPICS FOR GROUP DISCUSSION

(Interviewer; this discussion is to be recorded on tape. Begin by mentioning the date of the discussion, the place and get the participants to introduce themselves as to their names, roles etc. Explain to the participants the objectives of the discussion and how it fits into the objectives of the research. Assure them of anonymity in the final report and encourage frank discussion)

Proceed to introduce these topics for discussion one by one.

TOPICS:

1. Opinions on the importance of information for each participants work.
2. Ways in which their information needs arise
3. The types of information they often need to use
4. How they attempt to satisfy their information needs
5. How they make use of the information when they get it
6. Difficulties they face in trying to get the information or or communicate the information
7. How channels of communication could be improved.

NB. During the discussion, ask contributors to elaborate points they raise, ask for comments of others and summarise views given for each topic. Contributors to call out their names each time they want to speak.

e a mwinyimvua

MAJADILIANO YA KIKUNDI

(MHOJI; Majadiliano haya yarekodiwe. Anza kwa kutaja tarehe na mahali pa majadiliano. Washirirki wajitambulishe kwa kutaja majina yao na kazi zao. Anzisha mjadala kwa kueleza madhumuni ya mjadala na jinsi yanavyohusiana na madhumuni ya utafiti huu. Wahakikishie kwamba majina yao hayatatokea katika ripoti, hivyo watoe mawazo yao bila wasiwasi.)

MASOMO YA KUJADILIWA

1. Umuhimu wa taarifa au habari za kielimu katika ufanisi wa kazi
2. Jinsi mahitaji ya taarifa au habari yanavyotokea
3. Aina za taarifa au habari wazitumiazo mara kwa mara
4. Jinsi wanavyojaribu kuridhisha mahitaji yao ya taarifa au habari
5. Jinsi wazitumiavyo taarifa au habari hizo;, yaani madhumuni ya kuhitaji taarifa au habari.
6. Matatizo yanayowakabili wanapojaribu kupata taarifa au habari au katika kupashana habari za kielimu.
7. Mapendekezo yatakayofanya huduma za vyombo mbalimbali vya taarifa au habari za ki-elimu viwe bora zaidi.

ZINGATIA; Wakati wa majadiliano waombe washiriki kupanua mawazo yao. Washiriki wataj majina yao kila wakati wanapotaka kutoa mawazo yao.

e a mwinyimvua

K · Story Completion

THE INTERNATIONAL YEAR OF THE CHILD

"Please, tell us about the International Year of the Child ", a pupil put the question to [redacted] the class teacher on 15th November 1978

[redacted] was not aware of the International Year of the Child. Rather than admit ignorance she decided to buy for time.

"International Year of the Child , did you say ?, she repeated the question, not because she did not hear in the first place.

"Yes madam," the entire class shouted.

"Right, we will talk about it next Monday. Meanwhile, let us get on with Chapter Three in your texts ".

After the lesson, [redacted] asked [redacted] her colleague whether she had any information about the so-called Year of the Child. She too had no idea.

Please, answer the following questions

1. Why do you think [redacted] was not informed about the International Year of the Child "
2. Where in your opinion she would have been likely to find information about it ?
3. For each source of information suggested in QUESTION 2, please, comment on
   a) the reliability of information
   b) accuracy of information
   c) ease of obtaining information
4. For each source of information suggested in QUESTION 2, please, show the media through which the information would be transmitted to [redacted]

e a mwinyimvua

MWAKA WA KIMATAIFA WA MTOTO

"Tafadhali Mwalimu , tueleze kuhusu Mwaka wa Kimataifa wa Mtoto,", mwanafunzi alimwomba Ndugu [redacted] mwalimu wa darasa tarehe 15 Novemba 1978.

Mwalimu [redacted] hakuwa na taarifa yoyote kuhusu jambo hili. Hakutaka kuonyesha mbele ya darasa kwamba hakufahamu. Akatafuta njia ya kuepuka kujibu swali hili kwa wakati ule.

"Umesema Mwaka wa Kimataifa wa Mtoto ?", mwalimu [redacted] alirudia swali.

"Ndio mwalimu ! ", darasa zima liliita kwa kelele.

"Sawa, tutalizungumzia Jumatatu ijayo. Kwa hivi sasa natuendelee na Sura ya Tatu katika vitabu vyenu.

Baada ya kipindi, mwalimu [redacted] alimwuliza mwalimu [redacted] rafiki yake kipemzi kama alikuwa na habari zozote kuhusu Mwaka wa Kimataifa wa Mtoto. Mwalimu [redacted] pia hakuwa na habari.

Tafadhali jibu maswali yafuatayo;

1. Je, ni kwa nini Mwalimu [redacted] hakuwa anafahamu kuhusu Mwaka wa Kimataifa wa Mtoto ?
2. Uonavyo wewe, ni wapi Mwalimu [redacted] angeweza kupata habari hizi ?
3. Kwa kila pendekezo la mahali ambapo Mwalimu [redacted] angeweza kupata habari ulilotoa katika SWALI la 2, tafadhali toa mawazo yako kuhusu;
   a) Uwezekano wa habari kuwa za kuaminika
   b) Uwezekano wa habari kuwa sahihi
   c) Uwezekano wa habari kuwa za kutosha
   d) Urahisi wa kuzipata habari
4. Kwa kila pendekezo la mahali ambapo Mwalimu [redacted] angeweza kupata habari, ulilotoa katika SWALI la 2, tafadhali onyesha ni kwa njia gani habari hizi zingeweza kumfikia Mwalimu [redacted]

L : Library Requests

Please do not write in this column

REQUEST FORM

Date .....

1. Where request received (e.g. reference desk).....

2. Summary of request.....
.....
.....

3. How request made (Please check one)
   - In person ☐
   - By telephone ☐
   - By post ☐
   - Other means ☐

   (name.....)

4. Where information obtained (Please check one or more as necessary)
   - Obtained within institution ☐
   - Obtained from other institutions in the country ☐
     (Please specify which institution.....
     .....
   - Obtained from institutions outside the country ☐
     (Please specify which institution.....
     .....
   - *Not obtained ☐

   *Please go to number 7 if you have answered here

5. If information obtained, how was it delivered to the enquirer? (Please check one)
   - In person ☐
   - By post ☐
   - Other means ☐

   (name.....)

6. In what language was the information? (Please check one)
   - French ☐
   - Kiswahili ☐
   - English ☐
   - Other ☐

   (name.....)

7. If information not obtained, was it because: (Please check one)
   - Did not know where to look ☐
   - Information was confidential ☐
   - Information in language not known ☐
   - Not available at your institution and no further action taken ☐
     Why not?.....
   - Not available at other instiutions in the country and no further action taken ☐
     Why not?.....
   - Not available at other institutions outside the country ☐

M : Institutional Resources Questionnaire

Please do n
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column

INSTITUTIONAL RESOURCES QUESTIONNAIRE

SECTION A

(TO BE COMPLETED BY THE HEAD OF THE INSTITUTION)

1. Name of Institution .....

2. Name of the Head .....

3. Number of full time staff
(Fill in where relevant)

Teachers	
Administrative	
Research	
Library/Information	

4. Sources of finance during the last financial year
(Please check one)

Central government, including Regional	
Local government	
BAKWATA	
TAPA	
Christian Missions	
Other (Please name)	

5. List below any meetings/conferences/exhibitions and other activities held at the Institution during the last 12 months (Please enclose any brochures, programmes if available):

Title of activity	When (Give dates)	Number of participants
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

6. How many of your staff attended meetings/conferences held at your Institution during the last 12 months?

.....

7. How many of your staff attended meetings/conferences held away from your Institution during the last 12 months?

.....

Please do
write in
column

SECTION B

(THE REST OF THE QUESTIONS TO BE COMPLETED BY THE LIBRARIAN)

1. Total number of books including bound periodicals.....
2. Number of periodical titles .....
3. Other forms (Please specify) .....
4. Is the stock classified? YES ☐ NO ☐
5. If YES to Question 4,
   name the classification scheme used .....
   name the type of catalogue used .....
   .....
6. Do you index periodicals? YES ☐ NO ☐
7. If YES to Question 6, is the index (Please check one)
   On cards ☐
   Published as Journal ☐
   Other (Please specify)
   .....
8. Are subject bibliographies and other reference tools compiled?
   YES ☐ NO ☐
9. If YES to Question 8, list titles
   .....
   .....
   .....
   .....
   .....
   .....
   .....
   .....

Please do not write in this column

SECTION C

USE

1. Are users allowed direct access to media resources?

YES ☐
NO ☐

2. If NO to Question 1, please give reasons why

.....

.....

3. Do you keep a record of enquiries?

YES ☐
NO ☐

4. What forms of enquiry are often used
(Please check against each)

Form of enquiry	Often used	Rarely used	Not used
Letters	☐	☐	☐
Telephone	☐	☐	☐
Personal visit	☐	☐	☐
Other (specify)	☐	☐	☐

5. What types of information are often requested (e.g. references)

.....

.....

.....

6. Do you lend library material?

YES ☐
NO ☐

7. If YES to Question 6, are these loans to members of the Institution only?

YES ☐
NO ☐

8. Are photocopies supplied on request?

YES ☐
NO ☐

9. If YES to Question 8, is payment made on photocopies?

YES ☐
NO ☐

10. If YES to Question 9, how much is charged per page (in shillings and cents?) .....

11. How did you deal with queries you could not satisfy with resources at your Institution? .....

.....

Please do not write in this column

SECTION D

1. Did you provide any type of training, including library demonstration tours, for users of the library during the last year?

YES ☐
NO ☐

2. If YES to Question 1, please give the following details and enclose any brochures

Title of course	When(include dates)	Number participated
.....	.....	.....
.....	.....	.....
.....	.....	.....

3. Can you name other organisations in Tanzania whose library service you used during the last year (e.g. loams, enquiries etc.)

Name of Institution	Kind of information requested	How often used e.g. 1/week
.....	.....	.....
.....	.....	.....
.....	.....	.....

4. Can you name international organisations through or from which you obtained educational information during the last year

Name of organisation	Kind of information requested	Are you a member? YES	NO
.....	.....		
.....	.....		
.....	.....		
.....	.....		

5. Are you participating in or do you intend to participate in any shared system of information activity?

YES ☐
NO ☐

6. If YES to Question 5, please give the following details

Name of shared system of information	Participating	Intend to participate
.....	.....	.....
.....	.....	.....

7. Do you plan any modifications or extension to your present services within the next five years? YES ☐ NO ☐

8. If YES to Question 7, please give details

.....

.....

.....

N : Critical Incident Interview

Please do not write in this column

CRITICAL INCIDENT INTERVIEW

Name of institution.....

Name of interviewee.....

Occupation.....

Duration in present work.....

Date of interview.....

(INTERVIEWER: This interview should be recorded. Respondents are to be asked to report incidents in which their work suffered as a result of failure to get the right information)

Cover such points as

I. Whether interviewee sometimes feels the need to consult sources of information in doing his work. YES ☐ NO ☐

2. If YES to QUESTION I can he recall incidents or occasions when his work suffered because he did not have the right information? YES ☐ NO ☐

3. If YES to QUESTION 2 can he describe a project or work for which he needed the information ?

.....

.....

.....

4. Did he in the first instance,

Attempt to find the information on his own ? YES ☐ NO ☐

(If YES, go to QUESTION 5)

OR

Go to an intermediary (eg., librarian, colleague) YES ☐ NO ☐

(If YES, go to QUESTION 7)

5. What sources did he consult ?

.....

.....

.....

.....

.....

6. Why did these sources fail ?

.....

.....

.....

.....

(Go to QUESTION 9)

7. Whom did he consult ?

.....

.....

.....

8. Reasons for failure

.....

.....

.....

.....

9. What was the effect of failure to get the information on his work?

.....

.....

.....

.....

IO.How could such failure be prevented in future ?

.....

.....

.....

.....

.....

Please not wr in this column

Tafadhali usiandike kwenye sehemu hii

MAHOJIANO KUHUSU TUKIO MAALUM

Sehemu ya kazi.....

Jina la mhojiwa.....

Kazi.....

Muda kazini.....

Tarehe ya mahojiano.....

(Mhoji;Mazungumzo haya yarekodiwe. Mhojiwa aeleze tukio maalum ambapo ufanisi wa kazi ulizorota kutokana na kukosa taarifa au habari)

Pitia mambo yafuatayo;

I. Je, kuna nyakati mhojiwa kutaka kuwa na taarifa ili aweze kufanya kazi yake vizuri zaidi?

NDIYO ☐

HAPANA ☐

2. Iwapo amejibu NDIYO katika SWALI la 1, je, anaweza kukumbuka wakati au nyakati ambapo kazi yake ilizorota kwa sababu hawakuwa na taarifa?

NDIYO ☐

HAPANA ☐

3. Iwapo amejibu NDIYO katika SWALI la 2, je, anaweza kueleza kwa ufupi ni kazi gani ambayo ufanisi wake ulihitaji taarifa zaidi?.....

.....

.....

.....

4. Katika kutafuta taarifa kwa ajili ya kazi uliotieleza katika SWALI la 3, je kwa mara ya kwanza (a) alijaribu kutafuta taarifa mwenyewe? NDIYO ☐

HAPANA ☐

(Mhoji: iwapo kajibu NDIYO, tafadhari endelea na swali la 5) au

(b) aliomba msaada?(kwa mfano: kutoka kwa Mkutubi, au mfanyakazi mwenzake)

NDIYO ☐

HAPANA ☐

(Mhoji: iwapo kajibu NDIYO tafadhari endelea na swali la 7)

/ 2...

Tafadha
usiandi
kwenye
sehemu

5. Ni wapi alipotafuta taarifa? .....
.....
.....
.....
.....

6. Kwa nini alishindwa kupata taarifa kutoka sehemu alizotaja katika SWALA la 5? (Mhoji: tafadhari endelea na swali la 9)

7. Je, mhojiwa aliomba msaada kwa nani? .....
.....
.....

8. Kwa nini alishindwa kukupatia taarifa? .....
.....
.....

9. Kukosekana kwa taarifa kulileta madhara gani kwa kazi yake?.....
.....
.....
.....
.....

10. Ni mapendekezo gani yangeweza kurekebisha ukosefu wa taarifa siku zijazo?.....
.....
.....
.....
.....
.....

O : Critical Incident Questionnaire

Please do not write in this column

CRITICAL INCIDENT QUESTIONNAIRE

SECTION A

BACKGROUND INFORMATION

The three questions below are intended to give us an idea of your work role in the educational process.

Would you please;

I. Give the name of the institution you are working for

.....

2. Indicate the activity which most accurately describes your present job (taking at least 60% of your working time. Please check one)

- Teaching ☐
- Administration ☐
- Research ☐

3. Show how long you have been doing the job indicated in QUESTION 2

- 0-2 years ☐
- 3-5 years ☐
- 6-10 years ☐
- Over 10 years ☐

SECTION B

CRITICAL INCIDENT

You are requested to report an incident or incidents in which your work suffered as a result of failure to get the right information. But first;

I. Do you sometimes feel the need to consult sources of information in doing your work ?

- YES ☐
- NO ☐

2. If YES to QUESTION I, can you remember any occasion when your work suffered because you did not have the right information ?

- YES ☐
- NO ☐

Please do not write in this column

3. If YES to QUESTION 2, can you describe a project or work for which you needed information ?

.....

.....

.....

.....

4. Did you in the first instance

Attempt to find the information on your own ?

YES ☐

NO ☐

(If YES, please go to QUESTION 5)

OR

Go to an intermediary (eg.,librarian,colleague)

YES ☐

NO ☐

(If YES, go to QUESTION 8)

5. What sources did you consult ? (please explain below)

.....

.....

.....

6. Why did you fail to get information from sources named in QUESTION 5 ? (Please check where applicable)

- Did not know where to look ☐
- There is no library nearby ☐
- Information was confidential ☐
- Information in language not known to me ☐
- Information not published ☐
- Information expensive to obtain ☐
- Others uncooperative ☐
- Other reasons (please name ☐

.....

7. Did you then go to an intermediary ?

YES ☐

NO ☐

(If NO, go to QUESTION IO)

Please do not write in this column

8. Whom did you consult ? (Please check where applicable)

- My friend (not at work place) ☐
- Workmate ☐
- Library staff ☐
- Head of the institution ☐
- Head of the Department ☐
- Consultant ☐
- Others (please, specify positions ☐

.....

9. Reasons for failure by person(s) named in QUESTION 8 (please check where applicable)

- Did not know where to look ☐
- There is no library nearby ☐
- Information was confidential ☐
- Information in a language not known to me ☐
- Information not published ☐
- Information expensive to obtain ☐
- Others uncooperative ☐
- Other reasons (please name) ☐

.....

IO. Did you then attempt to find the information on your own ?

YES ☐

NO ☐

(If YES go to QUESTION 5)

II. What was the effect of failure to get the information on your work ? (Please explain below)

.....

.....

.....

.....

.....

I2. How could such failure be prevented in future ? (Please explain below)

.....

.....

.....

.....

.....

.....

.....

.....

.....

Tafadhali usiandike kwenye sehemu hii

MASWALI KUHUSU TUKIO MAALUM

SEHEMU YA KWANZA

HABARI ZA MSINGI

Maswali matatu yafuatayo yana madhumuni ya kutuelewesha kuhusu jukumu lako katika shughuli ya elimu.

Tafadhali

I. Taja jina la mahali unapofanya kazi

.....

2. Onyesha shughuli ambayo inaeleza kazi yako kwa usahihi zaidi (ikichukua si chini ya asili mia 60 ya wakati wako wa kazi. Weka alama ya V kwenye kisanduku kinachohusika)

Kufundisha	
Utawala	
Utafiti	
Nyingine (taja)	

.....

3. Onyesha ni kwa muda gani umekuwa ukifanya kazi ulioitaja katika SWALI la 2

Miaka 0 -2	
Miaka 3 -5	
Miaka 6 -IO	
Zaidi ya miaka IO	

SEHEMU YA PILI

TUKIO MAALUM

Katika sehemu ifuatayo, tunakuomba ueleze -tukio au matukio, wakati au nyakati ambapo kazi yako ilizorota kutokana na ukosefu wa taarifa au habari.

I. Je, kuna nyakati huwa unajisikia kuhitaji taarifa ili uweze kufanya kazi yako kwa ubora zaidi ?

NDIO	
HAPANA	

2. Iwapo umejibu NDIO kwenye SWALI lililotangulia, je unaweza kukumbuka tukio ambapo kazi yako ilizorota kutokana na ukosefu wa taarifa ?

NDIO ☐
HAPANA ☐

3. Iwapo umejibu NDIO katika SWALI lililotangulia, je, unaweza kueleza kwa ufupi ni kazi gani ambayo ufanisi wake ulihitaji taarifa ?

.....
.....
.....
.....
.....

4. Katika kutafuta taarifa kwa kazi ulioieleza hapo juu, je, kwa mara ya kwanza;

Ulijaribu kutafuta taarifa mwenyewe ?

NDIO ☐
HAPANA ☐

(Kama umejibu NDIO, endelea SWALI la 5)

AU

Uliomba msaada(kwa mfano mkutubi,mfanyakazi mwenzako)

NDIO ☐
HAPANA ☐

(Kama umejibu NDIO, nenda SWALI la 8)

5. Ni wapi ulitafuta taarifa (Tafadhali eleza)

.....
.....
.....
.....

6. Kwa nini ulishindwa kupata taarifa kutoka kwenye sehemu ulizotaja kwenye swali lililotangulia ? (Weka alama ya V panapohusika)

Hukufahamu ni wapi utafute ☐
Hakuna maktaba sehemu za karibu ☐
Taarifa zilikuwa za siri ☐
Taarifa zilikuwa katika lugha usioielewa ☐
Taarifa hazikuwa zimetawanywa ☐
Gharama za kupata taarifa zilikuwa kubwa ☐
Wengine hawakutaka kunisaidia ☐
Sababu nyingine (taja hapa chini) ☐
..... ☐

Tafadhali usiandike kwenye sehemu hii

7. Je, baada ya hapo uliomba msaada ?

NDIO ☐

HAPANA ☐

(kama umejibu HAPANA, endelea SWALI la IO)

8. Je, uliomba msaada kwa nani ?

Rafiki (si wa kazini) ☐

Mfanyakazi mwenzako ☐

Mfanyakazi wa maktaba ☐

Mkuu wa sehemu ya kazi ☐

Mkuu wa Idara ☐

Mtaalamu mshauri ☐

Mwingine (tafadhali taja cheo chake) ☐

.....

9. Kwa nini huyo mtu uliyemtaja katika SWALI la 8 alishindwa kupata taarifa ?

Hakufahamu ni wapi atafute ☐

Hakuna maktaba sehemu za karibu ☐

Taarifa zilikuwa za siri ☐

Taarifa zilikuwa katika lugha asioielewa ☐

Taarifa hazikuwa zimetawanywa ☐

Gharama za kupata taarifa zilikuwa kubwa ☐

Wengine hawakutaka kumsaidia ☐

Sababu nyingine (taja hapa chini) ☐

.....

IO. Baada ya hapo, je, ulijaribu kutafuta taarifa mwenyewe ?

NDIO ☐

HAPANA ☐

(Kama umejibu NDIO nenda SWALI la 5)

II. Je, kukosekana kwa taarifa kulileta madhara gani kwa kazi yako ?

.....

.....

.....

I2. Je, kushindwa kupata taarifa kunaweza kuzuiwaje siku za mbele ?

.....

.....

.....

.....

.....

.....

.....

P : Sample for the Main Survey

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