

Access and Use of Postgraduate Research in Tanzania Universities

Ester M. Mgonja

Dar Es Salaam Tumaini University (DarTU), Dar Es Salaam

&

James E. Kazoka

Dar Es Salaam Tumaini University (DarTU), Dar Es Salaam

Abstract

This study assessed access and use of postgraduate research in Tanzania universities. The study was conducted at the University of Dar es Salaam and Mzumbe University Dar es Salaam Campus College. It adopted a mixed research approach, where both qualitative and quantitative approaches were used. Questionnaires and interviews were used for data collection. Academic staff from the University of Dar es Salaam and Mzumbe University provided their insights through questionnaires while library staff were interviewed. The findings reveal that most respondents are aware of the research produced by postgraduate students, and have access either frequently or very frequently while some of them use postgraduate research either rarely or very rarely. In terms of purpose of usage, findings indicate that academicians use postgraduate research for professional development while others use them for personal interest. However, challenges such as unpublished/gray literature, limited access to relevant publications, outdated information, diverse terminology, and poor quality of research, inadequate methodology & analysis were mentioned. The study recommends the enhancement of access to the researches through improved dissemination strategies, regular communication to all important stakeholders, increased availability on accessible platforms, and enhancement of metadata and descriptive information to the research.

Keywords: *Academic Library, Access to Research, Research Usage & Postgraduate Research*

Introduction

Research is universally valued for its role in addressing various community challenges, whether conducted locally or globally. According to Mugo (2019), locally conducted research encompasses all knowledge generated within a specific country, produced by universities, research institutions, and other organizations, and disseminated in various formats. Libraries have long been central to supporting research by providing necessary materials and resources. For academic researchers, university students, and others involved in research, libraries are crucial as they offer in-depth resources and programs to aid in locating the right materials (Rasul

& Singh, 2010). The effective use of library resources contributes to individual and national development, highlighting the importance of maximizing their use (Mutani, 2016).

For access of research, libraries normally promote awareness to library users on the available resources and how to access them. Adeyemi and Oluwabiyi (2013) emphasize the importance of user education in exposing individuals to library resources, which in turn facilitates research development. Simmonds and Syed (2001) found that individuals who visit the library frequently tend to have a deeper and more comprehensive understanding of the various resources available to them. This implies that implementing targeted initiatives to attract and involve less frequent library users could potentially result in an overall increase in the use of library resources. Without such efforts, the benefits of research in promoting development may remain used.

The digital revolution, however, has changed the dynamic between researchers and libraries, with fewer people physically visiting libraries (Cook, 2019). This shift has led to a growing demand for digital repositories to accommodate advancements in science and technology. In Tanzania, academic institutions are required to maintain digital repositories, which simplify the collection, preservation, and dissemination of scholarly work, providing open access to research (Muneja & Ndenje-Sichwale, 2016). This development is essential in keeping up with the global evolution of research practices.

Statement of the Problem

Universities in Tanzania have a large number of postgraduate students, estimated at over 100,000 across 34 institutions. This results in more than 100,000 research projects being completed annually. These research outputs are expected to contribute to society's development, but this potential can only be realized if the research is accessed and used by the intended stakeholders. Despite the substantial quantity of postgraduate research produced each year, challenges related to accessing and using these resources persist, limiting their impact on both academic and national development. Consequently, much valuable research remains untapped, diminishing its potential for fostering progress in these areas.

Effective access of these resources are closely linked to the information literacy skills of users, including their proficiency in locating and using library resources (Mutani, 2016). Libraries also play a crucial role in promoting these resources, helping to raise awareness and encourage

broader use. Given these factors, it is essential to understand the current landscape of access to postgraduate research in Tanzanian universities. Therefore, the following were objectives of this study:

1. Determine the level of access of postgraduate research in Tanzania universities;
2. Examine the extent to which postgraduate research are used in Tanzania universities; and
3. Find out the challenges in access and use of postgraduate research in Tanzania universities.

Literature Review

Research is a core function of Tanzanian universities, especially emphasized at the postgraduate level and beyond. Recognizing the importance of research, the Tanzania Commission for Universities (TCU) introduced new standards in 2020, requiring master's students to publish manuscripts in recognized peer-reviewed journals as a graduation requirement (Nakweya, 2020). This policy aims to bolster the quality and relevance of research outputs. According to Kazoka and Wema (2020), Higher Education Institutions (HEIs) play a crucial role in fostering a research-oriented culture and innovation. Many HEIs have introduced programs to enhance research efforts, aiming to build research capacities among faculty members and encourage students' involvement in academic activities. These initiatives are instrumental in strengthening the overall research environment within academic institutions.

The visibility and accessibility of postgraduate research depend significantly on the efforts of academic libraries to promote research content. Some university libraries in Tanzania have taken initiatives to increase the visibility and usage of journals containing postgraduate research findings. For example, Msagati (2014) examined the awareness and use of electronic journals at Dar es Salaam University College of Education, where only 30 respondents were aware of electronic journals compared to 17 who were not, and similarly, usage was also limited. This pattern of limited awareness and use was reflected in a related study in Malaysia and Pakistan, where library displays and references in publications helped 49.5% of respondents become aware of scholarly journals (Ndumbaro & Wema, 2016). In Tanzania, Ndumbaro and Wema (2016) found that all respondents in their study were aware of locally published academic journals, yet actual usage remained low due to a lack of awareness. These findings underscore the importance of promoting awareness to increase the usage of academic resources.

The effectiveness of research depends largely on users' awareness of its existence. Mugo (2019) stresses that awareness is crucial for research utilization, yet with the rise of digital platforms such as ResearchGate and Academia, students increasingly rely on these sources, which often lack local content. Bruegge et al. (2011) argue that university research is valuable not only for students and academics but for the entire community. Research conducted by universities often addresses local issues, making it highly relevant. However, its usage remains low, as local research is frequently overlooked in favor of international sources. Researchers ideally should use institutional resources, especially those produced by local researchers, to ensure that research efforts are directed toward solving local challenges. Ezema (2013) observed a similar trend in Nigeria, where much of the research produced in academic institutions remained unused, stored in institutional libraries with limited access. Despite policies promoting research activity for academic advancement, the produced research holds little practical value if not accessed or used widely, often appearing to fulfill academic requirements rather than benefiting the broader community.

Promoting research content is a global challenge, involving both physical and digital platforms. Anunobi and Okoye (2008) highlight the essential role of librarians in advocating for institutional resources, particularly through open access. Librarians are responsible for ensuring broad dissemination of research, starting within the institution and extending to internet platforms. Given the significance of research in universities, libraries are often considered the academic heart of these institutions, providing resources, support, and an environment that enhances teaching, learning, and research (Adeyemi & Oluwabiyi, 2013; Cook, 2019). Libraries house the critical information needed for academic success, reinforcing their role in supporting researchers and students (Sullivan-Windle, 1993).

Academic libraries are pivotal in aiding students and researchers by offering access to resources and support services. User orientation is essential, as Edeka (2000) notes, ensuring new users understand available resources and the support offered by library staff. Libraries provide collections, programs, and reference services that are fundamental for advancing knowledge, as Rasul and Singh (2010) emphasize. Additionally, Adeyemi and Oluwabiyi (2013) recommend that libraries raise awareness about resources, including institutional repositories, to increase access and visibility of research conducted by faculty and students.

As digital platforms become increasingly preferred over physical libraries, academic libraries have adapted by creating digital spaces to host research content. Ndumbaro and Wema (2016) and Mugo (2019) highlight the Open Journal System (OJS) as a critical tool for managing and publishing research content, moving traditional print journals to an online format. This transition enhances visibility, increases readership, and promotes collaboration, making research more accessible than internal repositories alone. Studies by Odero et al. (2017) and Ezema (2013) emphasize the importance of institutional repositories for providing access to local research, allowing a broader audience to access these works, particularly those who favor digital resources over physical collections. Popoola (2008) underscores that institutional repositories are intended to support research projects for both students and faculty members.

Open Access (OA) platforms are instrumental in disseminating research. Mugo (2019) and Ezema (2013) argue that OA platforms offer unrestricted, free access to research articles, which fosters broader distribution and engagement. Ezema (2013) points out that open-access repositories, particularly in developed nations, are increasingly used to share research findings. These platforms allow students and scholars to share their work with a wider audience, fostering collaboration and encouraging the application of new knowledge and policies. Through Open Access and institutional repositories, research results are freely available, reducing knowledge barriers and encouraging discussion among researchers, students, and the broader public.

Despite these efforts, challenges remain in Tanzania regarding the online availability of research. Even when research is accessible, it often remains limited to abstracts, with full texts being restricted. Ndumbaro and Wema (2016) note that many Tanzanian journals lack visibility in the global research community due to limited indexing in international databases. The scarcity of internet-connected computers also hinders access. Ezema (2013) highlights similar issues in Nigeria, where limited access to research outside of publishing institutions leads to research duplication and reduces the visibility of articles, impeding scientific progress.

At the University of Dar es Salaam (UDSM), Kotoroi and Joseph (2022) found that postgraduate research outputs are often limited to the East Africana Collection and the university's thesis collection, with minimal efforts to share them with broader stakeholders. This lack of

dissemination impedes effective knowledge exchange and delays the practical application of research for administrative and developmental purposes.

Theoretical framework

The study used Information Behavior Theory which was applied to investigate how academicians seek, access, and use research information. According to Tubachi and Kumbhargoudar (2018), information behavior is the study that includes information seeking, searching and use. It explores how individuals seek, acquire, manage, use, and share information. It provides insights into the ways people interact with information in various contexts, including academic, professional, and everyday life (Bates, 2017). The theory recognizes that information behavior is influenced by a complex interplay of individual, social, and environmental factors. The theory was proposed by Thomas D. Wilson in 1981 (Bates, 2017). The theory evolved over time through the contributions of various scholars and researchers in the fields of library and information science, communication studies, psychology, and related disciplines. The influential researchers include: Marcia Bates, Brenda Dervin and Wilson Thomas. Together, their distinct areas of expertise allowed them to make significant contributions to the field of information behavior theory, which can be clearly understood when taken as a whole (Fisher *et al.*, 2005). From its dispersed origins earlier in the twentieth century, information behavior study has greatly expanded and people's interactions with information are now much well understood and less simplified (Bates, 2017).

In context of this study, the theory supported in investigating how academicians access relevant research materials. In sources of information, the theory suggests examination of the various sources from which academicians seek research, including digital repositories, libraries, online databases, academic journals, and peer-reviewed publications. The theory also highlights various barriers that can hinder information access. These barriers might include gray literature, limited access of relevant publications, diverse terminology and quality of research outputs, inadequate methodology and analysis.

Methods

This study employed a descriptive research design where a mixed research approach combining both quantitative and qualitative methods was used to provide a comprehensive understanding of the topic. This study was conducted in Dar es Salaam, specifically at the University of Dar es Salaam (UDSM) and Mzumbe University, Dar es Salaam Campus College. University of Dar es

Salaam was selected due to its reputation which offer a wide range of postgraduate programs. Mzumbe University, Dar es Salaam Campus College is highly regarded for its programs in public administration, management, and business studies. Both universities have well-established libraries, digital repositories, and research facilities, making them good cases for studying access to postgraduate research outputs. Another reason for selection of these two universities is availability of target population whom are academicians.

The population of this study included academicians and heads of library & library sections from UDSM and Mzumbe University Dar es Salaam Campus College. Academicians, as the primary producers and consumers of research, librarians as custodians of these contents, who ensures that they are accessible to the wider academic community. By including both groups, the study captured a comprehensive perspective on the dynamics of postgraduate research usage, from its creation to its availability for academic consumption. The sample size for the quantitative was 62 who were conveniently selected allowing the researcher to easily access participants who were available and willing to participate during the data collection period. The convenience sampling approach was chosen to accommodate time and logistical challenges while obtaining a representative sample from both institutions.

For the qualitative portion of the study, 5 key informants were selected whom were heads of libraries from each university's library system. These key informants were chosen through purposive sampling, a technique that allows the researcher to target individuals with specific knowledge and experience relevant to the study. The selection of heads of libraries was strategic, as they are well-positioned to provide in-depth insights into the management and dissemination of postgraduate research.

A structured questionnaire was distributed to respondents, allowing for the collection of quantifiable data on their usage patterns, preferences, and challenges related to accessing and using postgraduate research. In-depth interviews were also use to gain deeper insights into the institutional practices and strategies used to showcase and promote research contents. This combination of methods ensured that the study captured a wide range of perspectives and produced statistical evidence and rich qualitative data to support the findings. Quantitative data were tabulated and converted into frequencies using Statistical Package for the Social Sciences

29.0 (SPSS) while qualitative data were subjected to content analysis and transformed into tables and explanations.

Findings of the study

Access to Postgraduate Research

The research showed that 61 (98%) academicians indicated that they access postgraduate research content while only 1 (2%) do not access postgraduate research.

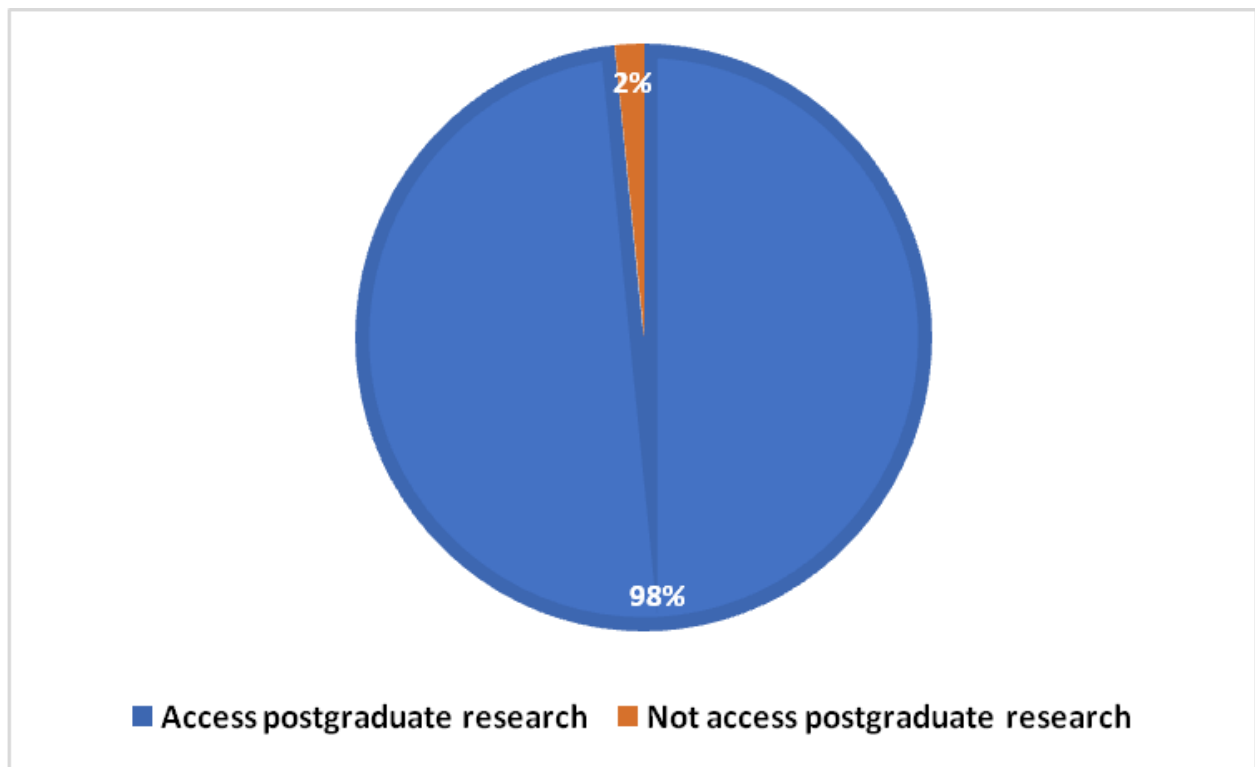


Figure 1: *Access to Postgraduate Research*

Source: *Field Data, 2024*

Out of the 61 academicians who access postgraduate research, they have indicated the platforms/channels they use to access the research. The findings revealed that 38 (61%) respondents use online databases or repositories, 30 (48%) use university websites, 26 (42%) use e-journals, and 14 (23%) use printed journals.

Table 2: *Platforms Used by Academicians to Access Postgraduate Research*

Platform	Frequency	Percent
Online database	38	61
University website	30	48
e-journals	26	42
journals	14	23

Source: *Field Data, 2024*

A key informant who is the head of the library explained the programs/platforms they use to present postgraduate research which allows users to be aware of and access the research whenever they need to. He was quoted saying:

“... Apart from physical showcase in library shelves, most of the time we use library website and online repository such as Online Public Access Catalogue (OPAC) and Koha to showcase some of the research outputs...” [Respondent 4 – UDSM].

A head of a library section elaborated that the institutional repositories serve as digital archives where completed postgraduate research such as theses and dissertations, are stored and made available to other researchers, students, and stakeholders within and outside the institution. He also highlighted the importance of Research Week events, which provide an opportunity for postgraduate students to present their work to the university community and beyond. In addition, he emphasized the role of training and seminars. Regular training sessions are offered to both students and staff to raise awareness about how to effectively access, manage, and use research. These training programs cover navigating the institutional repository, understanding copyright and open-access policies, and using specific databases to find relevant research content. Furthermore, seminars often invite experts to discuss trends in academic publishing, the importance of metadata, and best practices for maintaining high research standards.

These combined efforts not only increase the visibility of postgraduate research but also provide an environment where students and researchers are equipped with the necessary tools and knowledge to contribute to their respective fields. Through institutional repositories, research events, and educational initiatives, the library section ensures that postgraduate research is accessible, properly archived, and actively promoted.

In addition to the platforms used to display postgraduate research, the key informants described the strategies used by the library to promote and raise awareness about these researches. The head of the library was quoted saying:

“...during seminars and short trainings to our users, we also update them about new subscriptions they can access including the use of MyLoft...” [Respondent 4 - Mzumbe].

The key informants also mentioned in-house seminars, information services, exhibitions and displays, library publications, participation in academic events, and current awareness services (CAS).

Usage of Postgraduate Research

The research showed that 11 (13%) use postgraduate research very frequently, 27 (43%) use them frequently, 16 (26%) use them rarely and 8 (18%) use them very rarely.

The frequency of usage was mentioned for different purposes according to the findings, 32 academicians use it for professional development, 28 use it for thesis and dissertation research, 27 use it for personal interest in research, and 15 use it for mentorship and guidance.

The key informants explained how they ensure that postgraduate research is actively used within the academic environment. One of the heads of the library elaborated on the collaborative approach they adopt by working closely with faculty members. Faculty members are encouraged to integrate postgraduate research into their course curricula, using it as reference material for assignments, research projects, and case studies. This not only elevates the importance of the research conducted by former students but also fosters a culture of knowledge-sharing and intellectual continuity within the institution. In addition to working with faculty, the library hosts seminars and orientation events specifically designed for academic staff and students. These events introduce new students and faculty to the wealth of research and other resources available, emphasizing the significance of postgraduate research as valuable tools for ongoing study and exploration. During these sessions, library staff provide practical guidance on how to navigate institutional repositories, databases, and other research platforms, ensuring that the academic community is well-equipped to access and use this research.

Moreover, research events serve as key platforms for lobbying and marketing within the university. These events, which often include poster presentations, panel discussions, and exhibitions, highlight the most recent and impactful postgraduate research. By showcasing this research to a wider audience, including policymakers, industry representatives, and other stakeholders, the library helps raise awareness of its relevance and potential application in real-world contexts.

The library also engages in outreach and communication programs to promote postgraduate research. This includes regular updates via email newsletters, university websites, and social media platforms to inform the academic community about newly available research and relevant resources. Additionally, the library reaches out to external partners such as industry professionals, research institutions, and alumni to ensure that the research is not only used within the university but also gains broader visibility and impact beyond the academic walls. Through these strategic efforts, the library ensures that postgraduate researches are not only preserved but also actively disseminated and used to drive academic and societal advancement.

Challenges of Accessing and Using Postgraduate Research

In every place where people are thriving for development, some challenges arise and must be addressed to facilitate progress. This holds in the realm of academic research, where access to and use of vital research can be hindered by a variety of obstacles. In the context of academic institutions, postgraduate research serves as crucial resources for furthering knowledge, solving societal issues, and informing policy. However, despite the potential benefits of research, academicians often face significant challenges in accessing and using them effectively.

The research findings reveal a mixed awareness of these challenges, with 28 respondents (45%) acknowledging difficulties in accessing and using postgraduate research, while 34 respondents (55%) reported no such challenges (see Table 3).

Table 3: Awareness on Challenges of Accessing and Using Postgraduate Research

Awareness on challenges	Academicians	
	Freq	%
Yes	28	45
No	34	55
Total	62	100

Source: Field Data, 2024

The findings indicate that awareness of challenges in accessing and using postgraduate research is somewhat divided among the respondents. While 45% of respondents acknowledge experiencing difficulties, a slightly larger proportion, 55%, report no such challenges. This split suggests that while nearly half of the academic community perceives barriers to effective access and use of postgraduate research, the other half may have adequate access or may not encounter significant obstacles in using these resources.

For those respondents who did report facing challenges, specific obstacles were identified in both access and use. Among the access challenges, 26 (42%) indicate unpublished/gray literature, 18 (29%) indicate limited access to relevant publications, and 12 (19%) indicate outdated information. For use challenges, only a few academicians agreed to face them, whereby 13 (21%) respondents indicated diverse terminology while 41 (66%) indicated the quality of research, 40 (64.5%) indicated inadequate methodology, and analysis.

Table 4: Challenges of Accessing and Using Postgraduate Research

Access Challenges	Freq	%	Usage Challenges	Freq	%
Unpublished/gray literature	26	42	Diverse terminology	13	21
Limited access of relevant publications	18	29	Quality of research	41	66
Outdated information	12	19	Inadequate methodology and analysis	40	64.5

Source: Field Data, 2024

The findings reveal that access challenges to postgraduate research are more prevalent than issues with the use of these resources among academicians. 42% indicated difficulties in accessing unpublished or gray literature. This suggests that significant research output, often existing outside mainstream publication channels, remains inaccessible, limiting academicians' ability to benefit from valuable, yet unpublicized, knowledge. Additionally, 29% of respondents cited limited access to relevant publications, pointing to potential restrictions in accessing certain journals or databases. Furthermore, 19% of respondents mentioned outdated information indicating a need for more current resources to support their research and teaching activities.

In terms of use challenges, only a small portion of academicians reported difficulties. The primary issue, noted by 21% of respondents, was diverse terminology, which could suggest barriers related to interdisciplinary research or unfamiliar jargon within specific research fields. Majority of respondents (66%) mentioned concerns with research quality while 64.5% mentioned inadequate methodology, and analysis.

Discussion of Findings

When library resources are effectively used by users, it gives them extra knowledge on the underlined issue which will foster development from the individual level to the national level. Thus, Mutani (2016) mentioned the main objective of the library is for materials and other resources plus the services of the library to be used at the maximum level.

The data demonstrates that postgraduate research are widely accessed by the respondents, with 98% of academicians reporting that they engage with these materials. The strong engagement with postgraduate research suggests that these materials are recognized as valuable resources for teaching, research, and contributing to the broader academic discourse. The effectiveness of the platforms or systems in place for disseminating research is evident from the high access rates. The findings for platforms used by the library to showcase postgraduate research reveal that apart from physical showcases on library shelves, most of the time they use library websites and online repositories such as Online Public Access Catalogue (OPAC) and Koha to showcase their resources. The increasing use of digital repositories is supported by the work of Pinfield *et al.*, (2017), who found that institutional repositories provide wide access, with many libraries transitioning towards digital-only platforms due to the vast reach and searchability they offer.

Thus, according to the findings, institutional repositories are considered the primary platforms for use by academics, followed by library websites and online repositories. These digital platforms are widely used as they provide a centralized digital space for storing and disseminating research. Also, they are accessible to a broad audience, ensuring that research findings are readily available to other researchers, academicians, and the public.

Studies such as those by Cullen and Chawner (2011) further underscore the importance of digital repositories, showing how these platforms enhance the visibility and usage of academic work by providing seamless access across multiple disciplines and institutions. They integrate features like search tools and categorized listings to make navigation and retrieval of research documents easier. This preference reflects the evolving nature of academic research, where digital access and the availability of comprehensive online resources have become increasingly central to scholarly activities. Kumar (2021) found that digital libraries and repositories offer an improved user experience by providing advanced search functionalities, thus increasing the discoverability of academic content. Other programs such as research week events, physical showcases, training, and seminars not only enhance the dissemination of research but also promote a culture of knowledge sharing and continuous learning within the academic community.

The study has observed variations in the frequency of usage of postgraduate research regardless of the mentioned efforts of the library to improve postgraduate research usage. The differing levels of reliance on postgraduate research among academicians convey that those who frequently use these contents find them particularly relevant or valuable for their research, teaching, or professional development. In contrast, those who use them rarely might have alternative sources of information or may not be aware of the available postgraduate research.

The most prominent issue cited as a challenge in accessing and using postgraduate research is the prevalence of unpublished or gray literature. The challenge here lies in the fact that these materials are often not indexed in standard academic databases, making them difficult to locate and access. As noted by Gallo and Jones (2019), the lack of indexing for gray literature results in significant knowledge gaps in academic research, as valuable insights often remain hidden from scholars who rely solely on traditional databases. Another significant barrier cited was limited access to relevant publications. This could be due to institutional access restrictions,

subscription-based databases, or the unavailability of research on open-access platforms. Limited access impedes academicians from staying updated on the latest findings or utilizing student research that could be highly relevant to their work. Additionally, outdated information was cited as an access challenge, highlighting concerns about the timeliness and relevance of the research they can access.

In terms of usage challenges, the study found that only a good number of academicians reported difficulties. twenty one percent pointed out the issue of diverse terminology. This refers to inconsistencies in the language or technical terms used in postgraduate research, which can make it challenging for researchers from different fields or specializations to understand or engage with the content. This issue of terminology reflects the broader challenge of interdisciplinary communication in academia, where varying terminologies can act as a barrier to effectively utilizing research across different fields of study. For instance, research by Bromme and Beelmann (2016) emphasized that disciplinary jargon often alienates scholars from other fields, creating a cognitive barrier to understanding and collaboration. They found that the use of field-specific language could impede knowledge transfer, especially when researchers are not familiar with the specialized lexicon.

Furthermore, there are concerns about the quality of research as indicated by 66% respondents, particularly regarding the inadequate methodology and analysis used in some postgraduate works. This points to the importance of rigorous research training and quality assurance processes in academic institutions. A study by Lee and Kamler (2008) emphasizes the quality of postgraduate research directly linked to the quality of supervision and mentorship. They argued that weak supervisory practices can result in poorly designed research, inadequate data collection methods, and flawed analysis, ultimately diminishing the academic value and credibility of postgraduate theses and dissertations. Overall, the findings suggest that while access challenges are relatively common and have a substantial impact, use challenges are less widespread but may still affect the effective application of postgraduate research within academic institutions

Conclusions and Recommendations

This study reveals that there is a high level of awareness and access to postgraduate research among academicians, with 99% of respondents recognizing these resources as valuable within

academic institutions. Despite the automatic access granted to heads of libraries due to their roles, there remains a pressing need to enhance dissemination efforts to ensure these research outputs are more widely accessible and effectively utilized by all relevant stakeholders.

The study emphasizes the necessity of increasing awareness, improving access to research platforms, and ensuring the quality and relevance of postgraduate research to strengthen their impact on academic communities. It also underscores the pivotal role that libraries and librarians play in facilitating access and supporting the effective use of these resources. By addressing these areas, academic institutions can maximize the benefits of postgraduate research for both current and future academicians."

Based on the findings, several improvements are recommended to enhance postgraduate research visibility and usability, focusing on libraries and universities. Key recommendation for libraries included more staff and student training, digitizing approved research, improving online access, establishing an online inquiry desk, organizing repositories by research categories, and enhancing metadata. For universities, it is recommended that they should emphasize promoting high-quality research, uploading dissertations to open-access repositories, and offering workshops on copyright, intellectual property, and open-access publishing. Public awareness campaigns and better guidance for students in conducting credible, impactful research were also suggested.

References

- Adeyemi, B. M. & Oluwabiyi, M. (2013). Scholarly Use of Information for Research by Postgraduate Students: The Role of Kenneth Dike Library (KDL). *International Journal of Library and Information Science*, Vol 5(8). pp. 247-255.
- Anunobi, C. & Okoye, I. B. (2008). The Role of Academic Libraries in Universal Access to Print and Electronic Resources in the Developing Countries. *Library Philosophy and Practice*. Nigeria. https://www.researchgate.net/publication/251197342_The_Role_of_Academic_Libraries_in_Universal_Access_to_Print_and_Electronic_Resources_in_the_Developing_Countries.
- Bates, M. J. (2017). *Information Behavior*. Los Angeles. University of California

- Bromme, R., & Beelmann, A. (2018). Transfer Entails Communication: The Public Understanding of (Social) Science as a Stage and a Play for Implementing Evidence-Based Prevention Knowledge and Programs. *Prevention Science*. Vol 19(3). pp. 347–357.
- Bruegge, C., Ido, K., Reynolds, T., Serra-Vallejo, C., Strykowski & Van Der Berg. (2011). The Relationship Between Local Content, Internet Development and Access Price. ISOC, OECD & UNESCO.
- Cook, K. (2019). The Role of Academic Library in Supporting Postgraduate Students and Researchers within the Community and Health Science Faculty in the University of the Western Cape, South Africa. The University of the Western Cape.
- Cullen, R. & Chawner, B. (2011). Institutional Repositories, Open Access and Scholarly Communication: A Study of Conflicting Plagiarisms. *The Journal of Academic Librarianship*. Vol 37(6). pp. 460-470.
- Edoka, B. E. (2000). *Introduction to Library Science*. Onitsha: Palma Publishing and Links Company.
- Ezema, I. (2013). Building Open Access Institutional Repositories for global Visibility of Nigerian Scholarly Publication. Bingley. Emerald Group Publishing Limited.
- Fisher, K., Erdelez, S., & McKechnie, L. (2005). *Theories of Information Behavior*. Medford. Information Today.
- Gallo, A., & Jones, S. (2019). The Challenges of Accessing Gray Literature in Systematic Reviews: Implications for Research Methodologies. *Systematic Reviews*. Vol 8(1). pp. 1-10.
- Kazoka, J. E. & Wema, E. (2022). An Analysis of the Factors Influencing Research Capacity Developments in Higher Education Institutions in Tanzania. *University of Dar es Salaam Library Journal*. Vol 15(1). pp. 45-66.
- Kothari, C. (2004). *Research Methodology Methods and Techniques* (2nd Edition). New Delhi: New Age International Publisher.
- Kothari, C. and Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th Ed.). New Delhi: New Age International Publishers.
- Kotoroi, G. & Joseph, M. K. (2022). Analysis of Postgraduate Students' Research Findings Utilization Determinants and Challenges at the University of Dar es Salaam, Tanzania. *Global Journal of Research and Review*. Vol 9(5). pp. 1-15.

- Kumar, S. (2021). The Role of Digital Libraries in Enhancing User Experience: Advanced Search Functionalities and the Discoverability of Academic Content." *International Journal of Creative Research Thoughts (IJCRT)*. Vol. 9(3). pp. 850-860.
- Lee, A. & Kamler, B. (2008). Bringing Pedagogy to Doctoral Publishing. *Teaching in Higher Education*. Vol 13(5). pp. 511-523.
- Msagati, N. (2014). Awareness and Use of Scholarly Electronic Journals by Members of Academic Staffs: A Case Study of Dar es Salaam University College of Education (DUCE). *Library Philosophy and Practice*, 2014(1).
- Mugo, M. (2019). Determinants of Utilization of Local Research Content by Graduate Students for Academic Purpose in Selected Universities in Kenya.
- Muneja, P. & Ndenje-Sichwale, E. (2016). Institutional Repository Initiatives in Tanzania: Opportunities and Challenges. *African Journals Online. University of Dar es Salaam Library Journal*. Vol 11(2). pp. 74-92.
- Mutani, V. (2016). Utilization of Library Resources at Saint Augustine University of Tanzania (Main Campus). Saint Augustin University of Tanzania.
- Nakweya, G. (2020). New Rules Mean Postgraduates Must Publish Before Graduating. *University World News*. Africa Edition. South Africa.
- Ndumbaro, F. & Wema, E. (2016). Awareness, Access and Use of Locally Published Journals Among Researchers in the Tanzanian Universities. *African Journal Online*, Vol 11(2). pp. 1-16. <https://www.universityworldnews.com/post.php?story=2020012111003018>. 27/01/2020.
- Pinfield, S., Cox M. Andrew. & Rutter S. (2017). Mapping the Future of Academic Libraries. Society of College, National and Universities Libraries (SCONUL). London.
- Popoola, S. (2008). The Use of Information Sources and Services and Its Effect on the Research Output of Social Scientists in Nigerian Universities. *Library Philosophy and Practice*. Nigeria.
- Rasul, A. & Singh, D. (2010). The Role of Academic Libraries in Facilitating Postgraduate Students' Research. *Malaysian Journal of Library and Information Science*, Vol 15(3). pp 75-84.
- Simmonds, P. L. & Syed, S. A. (2001). Usage of Academic Libraries: The Role of Service Quality, Resources, and User Characteristics. *Library Trend*, Vol 49(4). pp. 626-634.
- Sullivan-Windle, B. (1993). Students' Perceptions of Factors Influencing Effective Library Use. *Australian Academic & Research Library*, Vol 24(2). pp. 95-104.

Tubachi, P. S. & Kumbhargoudar, P. (2018). Information Seeking Behavior among the PG Students of Goa University, Goa: A Case Study. *Indian Journal of Information Sources and Services*, Vol 8(3). pp. 71-74.