



Influence of internal communication on organizational performance of school hub libraries: Evidence from Zanzibar

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ABSTRACT

This study examined the contribution of internal communication to organizational performance in Zanzibar School Hub Libraries. Specifically, the study assessed the availability of internal communication infrastructure, examined communication tools used by staff and management, and identified key challenges affecting effective internal communication. The study is guided by the Organizational Information Theory. A mixed-methods approach was employed, combining quantitative data collected through structured questionnaires with qualitative data obtained from semi-structured interviews. The study population for this research was comprised of librarians, teachers, computer lab technicians, science lab technicians and language lab technicians. A total of 128 respondents participated in filling out the questionnaires, while 10 individuals involved in interviews. A purposive sampling technique and a simple random sampling technique were used to select respondents. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed thematically. The findings reveal that internal communication infrastructure and tools were generally available but inconsistently structured and utilized. While 62.5% of school-hub staff agreed that existing infrastructure supported timely information sharing, only 25.8% reported the presence of well-structured internal communication systems and 77.3% indicated that communication infrastructure enhanced collaboration and teamwork. The regression results revealed that organizational communication policy, information quality, and feedback mechanisms significantly influence organizational performance. However, challenges such as delayed information flow, limited digital skills, inconsistent use of digital platforms, and occasional technical disruptions constrained optimal organizational performance. The study concludes that effective internal communication significantly enhances coordination, teamwork, and service delivery in Zanzibar School Hub Libraries. It recommends strengthening structured internal communication systems, investing in reliable digital infrastructure, enhancing staff digital literacy and communication skills through regular training, and promoting a culture of two-way communication and feedback to improve organizational performance.

Keywords: Internal Communication, Organizational Performance, School Hub Libraries, Zanzibar

I. INTRODUCTION

Nowadays, schools are progressively integrating innovation-oriented programs and digital learning initiatives to equip students with critical thinking, creativity, and technological competencies necessary for the twenty-first century. One emerging model supporting this transformation is the school innovation hubs. A school innovation hub refers to a structured learning environment within or affiliated with educational institutions that promotes creativity, digital literacy, entrepreneurship, collaborative problem-solving, and technology-driven learning activities among students and educators (Mwantimwa et al., 2021). These hubs often facilitate practical learning through digital technologies, robotics, coding, makerspaces, and innovation-centered educational programs (Omar, et al., 2025).



Within these innovation ecosystems, school hub libraries have emerged as critical knowledge and information centers. School hub libraries can be defined as specialized library spaces integrated within school innovation hubs to support learning, digital engagement, innovation activities, information access, and collaborative knowledge creation. Unlike conventional school libraries that primarily focus on book lending and academic support, school hub libraries incorporate digital technologies, makerspaces, robotics programs, multimedia resources, and innovation-oriented services that encourage interactive and experiential learning (Nzilano, 2024). These libraries serve as platforms for creativity, research, digital inclusion, and lifelong learning while simultaneously supporting the broader educational and developmental objectives of innovation hubs.

Recent developments in Zanzibar indicate growing recognition of the role of innovation hubs and libraries in promoting quality education and digital transformation. Omar et al. (2024) observed that school and public libraries in Zanzibar are increasingly expected to contribute toward the attainment of Sustainable Development Goal 4 through improved access to information resources, digital learning opportunities, and inclusive educational services. Similarly, Omar et al. (2025) highlighted the expanding integration of educational robotics technologies within Zanzibar's innovation hub libraries, emphasizing both the opportunities and operational challenges associated with implementing technology-based learning programs. These transformations require not only technological infrastructure and skilled personnel but also effective organizational communication systems capable of coordinating activities, facilitating collaboration, and supporting institutional performance.

Internal communication plays a central role in ensuring the effective functioning of organizations. Internal communication refers to the formal and informal exchange of information, ideas, instructions, and feedback among members of an organization to facilitate coordination, collaboration, decision-making, and achievement of organizational goals (Streimikis, 2023). It encompasses communication processes between management and employees, among departments, and across organizational units using both traditional and digital communication channels. Abduraimi et al. (2024) argue that effective internal communication strengthens organizational cohesion by improving employee understanding of institutional objectives, enhancing trust, and reducing misunderstandings within organizations.

The growing digitalization of organizational operations has further expanded the significance of internal communication. Digital communication tools such as emails, instant messaging platforms, collaborative systems, and online information-sharing platforms have become essential in supporting organizational efficiency and performance (Putro, 2023a). According to Putro (2023b), organizations with effective digital communication systems are better positioned to coordinate tasks, facilitate teamwork, and improve operational effectiveness. Ajiva et al. (2024) similarly emphasizes that digital communication infrastructure has become a strategic organizational resource that enhances institutional responsiveness, innovation, and service delivery in modern organizations.

Effective internal communication contributes significantly to organizational performance in several ways. First, it enhances employee coordination and teamwork by ensuring that staff members clearly understand organizational objectives, responsibilities, and expectations (Awasthy, et al., 2020). Internal communication improves decision-making processes through timely dissemination of information and collaborative problem-solving mechanisms (Sulaiman et al., 2024). Effective communication strengthens employee motivation, commitment, and job satisfaction by promoting transparency, participation, and institutional trust (Abduraimi, et al., 2024). Furthermore, digital communication systems improve organizational efficiency by facilitating faster information exchange, reducing operational delays, and supporting knowledge sharing across departments (Putro, 2023a; Streimikis, 2023). Collectively, these factors contribute to improved organizational productivity, innovation capacity, service quality, and institutional effectiveness.

The relationship between internal communication and school hub libraries is particularly important because these libraries operate within dynamic and collaborative educational environments that require continuous interaction among librarians, educators, students, administrators, and technology facilitators. School hub libraries depend heavily on effective communication to coordinate innovation activities, manage digital learning programs, organize library services, support technology integration, and facilitate collaborative educational initiatives.

In the context of Zanzibar, Moreover, the multifunctional nature of school hub libraries requires strong communication structures capable of supporting interdisciplinary collaboration and rapid information exchange. Librarians working within innovation hubs frequently collaborate with science teachers, ICT specialists, students, and administrators in implementing educational programs and managing emerging technologies (Omar et al., 2025). Effective internal communication therefore, enhances operational efficiency, reduces coordination challenges, supports informed decision-making, and strengthens institutional adaptability within these evolving learning environments (Nzilano, 2024). On the other hand, weak internal communication may result in misunderstandings, duplication of responsibilities, reduced employee morale, poor coordination of innovation activities, and ultimately diminished organizational performance (Salim, 2022).



Despite the growing importance of innovation hubs and digital learning environments in Zanzibar, limited empirical attention has been given to the role of internal communication in influencing the organizational performance of school hub libraries. Existing studies have largely focused on technological integration, library capacity development, and innovation ecosystems (Mwantimwa et al., 2021; Omar et al., 2024; Omar et al., 2025), with comparatively little emphasis on communication dynamics within these institutions. This creates a significant knowledge gap regarding how internal communication practices influence the effectiveness, efficiency, and overall performance of school hub libraries. Therefore, this study seeks to examine the influence of internal communication on organizational performance in school and innovation hub libraries in Zanzibar.

1.1 Research Objectives

- i. Examine the status of the available infrastructures supporting internal communication in School Hubs in Zanzibar
- ii. Assess the tools of internal communication used by staff and management in School Hubs in Zanzibar.
- iii. Identify the challenges affecting internal communication to the employees in the School Hubs in Zanzibar and propose solutions.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study is guided by *Organizational Information Theory*, developed by Karl E. Weick in 1969 and further refined in subsequent works. The theory explains how organizations process information and reduce uncertainty through communication. According to Weick (1979), organizations operate in environments characterized by ambiguity and complexity, requiring continuous information exchange among members to facilitate decision-making and coordinated action. The theory posits that communication is the primary mechanism through which organizations interpret information, make sense of their environment, and achieve organizational goals.

A central concept of Organizational Information Theory is equivocality, which refers to the existence of multiple interpretations of information or situations. Weick (1979) argues that organizations must reduce equivocality by gathering, interpreting, and sharing relevant information among members. This process occurs through communication cycles that involve the creation, selection, and retention of information. The theory further emphasizes that effective internal communication systems enable organizations to process information efficiently, coordinate tasks, solve problems, and adapt to environmental changes. Communication channels such as meetings, emails, reports, digital platforms, and interpersonal interactions facilitate the flow of information across different organizational levels.

The relevance of Organizational Information Theory to this study lies in its ability to explain how internal communication influences the performance of School Hub Libraries in Zanzibar. School Hub Libraries operate in dynamic educational environments that require continuous coordination among librarians, teachers, school administrators, innovation hub coordinators, and other stakeholders. Effective internal communication enables these actors to share information, clarify responsibilities, coordinate library services, and make informed decisions regarding resource utilization and service delivery. Conversely, ineffective communication may lead to misunderstandings, information gaps, delayed decision-making, duplication of efforts, and reduced organizational effectiveness.

2.2 Empirical Review

2.2.1 Internal Communication Infrastructure in School and Library Environments

The increasing digitalization of educational institutions has significantly transformed internal communication processes in schools and libraries. Putro (2023a) argues that digital communication infrastructure enhances organizational efficiency by enabling rapid information sharing, improving coordination, and supporting decision-making processes. Similarly, Putro (2023b) emphasizes that organizations with strong digital communication systems are more capable of achieving communication effectiveness through integrated information exchange and collaborative work environments. In school and library settings, digital infrastructure such as internet access, institutional email systems, online collaborative platforms, and digital management systems has become important tools for administrative coordination and educational service delivery.

In the context of school innovation hubs and educational institutions, communication infrastructure plays an even more critical role because these environments depend heavily on collaboration, knowledge sharing, and technology integration. Mwantimwa et al. (2021) observed that innovation hubs in Tanzania rely extensively on digital connectivity and technological infrastructure to facilitate innovation activities and knowledge exchange. Likewise, Omar et al. (2025) demonstrated that the integration of educational robotics technologies within Zanzibar's innovation



hub libraries requires supportive technological and communication infrastructures capable of facilitating coordination among librarians, educators, students, and technical staff.

Beyond technological systems, organizational communication structures also constitute an important component of internal communication infrastructure. Lee and Yue (2020) argue that internal communication systems should align organizational strategy with operational activities by establishing clear communication channels, reporting mechanisms, and feedback systems. However, existing literature demonstrates that communication infrastructures in many educational institutions remain unevenly developed, particularly in developing countries.

2.2.2 Facilities and Channels of Internal Communication Used by Staff and Management

Traditional communication facilities remain important in educational institutions and libraries despite the rapid expansion of digital technologies. Sulaiman et al. (2024) emphasizes that face-to-face communication, departmental meetings, and formal reporting systems continue to play a critical role in building trust, clarifying organizational objectives, and strengthening interpersonal relationships within organizations. In school and library settings, staff meetings, administrative briefings, workshops, and consultations are commonly used to facilitate communication between management and employees. These communication mechanisms support coordination of educational activities, allocation of responsibilities, and dissemination of institutional policies.

Babatunde et al. (2020) further argue that effective internal communication requires multidirectional information flow involving upward, downward, and horizontal communication. In schools and libraries, downward communication is often used by management to communicate policies, directives, and institutional goals to staff members, while upward communication enables employees to provide feedback, suggestions, and operational concerns to management (Hamyeme, et al., 2024). Horizontal communication among staff members facilitates teamwork, collaboration, and problem-solving across departments and units.

The growing adoption of digital communication technologies has significantly transformed communication practices in organizations. Kim (2021) notes that digital communication tools improve organizational performance by enhancing speed, accessibility, and efficiency of information sharing. In educational institutions and libraries, commonly used digital communication facilities include emails, WhatsApp groups, online collaboration platforms, institutional portals, cloud-based systems, and video conferencing applications (Warnakulasuriya & Jayasinghe, 2025). Treem et al. (2024) argue that social technology platforms have increasingly enhanced communication visibility within organizations by enabling employees to access information, monitor organizational interactions, and participate in collaborative communication processes.

2.2.3 Challenges Affecting Internal Communication in Schools and Libraries

One major challenge affecting internal communication in schools and libraries is inadequate communication infrastructure. Omar et al. (2024) identified limited ICT facilities, unreliable internet connectivity, and insufficient digital resources as major barriers affecting library operations and educational service delivery in Zanzibar. Another major challenge is poor communication management and organizational communication gaps. Beyene et al. (2023) argues that ineffective internal communication creates organizational crises characterized by misinformation, employee dissatisfaction, low morale, and reduced productivity. Abduraimi et al. (2024) further note that communication breakdowns often emerge when organizations fail to establish participatory communication systems that encourage employee involvement and feedback.

Digital communication challenges also remain significant despite increasing technological adoption. Ishtiaque and Habib (2023) and Ajiva et al. (2024) note that organizations frequently encounter difficulties related to digital communication effectiveness, including technological disruptions, information overload, inadequate digital skills, and poor communication integration. Treem et al. (2024) similarly caution that digital communication platforms may create communication visibility challenges where employees experience excessive information exposure, communication fragmentation, or difficulty managing multiple communication channels.

III. METHODOLOGY

3.1 Research Design

This study adopted a mixed-methods approach, incorporating both qualitative and quantitative research strategies. The approach was employed to provide a richer, more reliable, and more nuanced understanding of a research problem than relying on either quantitative or qualitative methods alone (Creswell & Porth, 2018).

3.2 Study Area

The study was conducted in five selected school hub libraries across Unguja, Zanzibar: These are Jang'ombe School Hub (Urban District), Mahonda School Hub (North B District), Unguja Ukuu School Hub (South District), Kisauni School Hub (West B District), and Regeza Mwendo School Hub (West A District). The selection of these



hubs is based on two criteria beyond high user numbers. Key considerations include the presence of functional internal communication systems and the operational status of the hub libraries, as central resource hubs serving multiple surrounding schools. These characteristics certainly make the selected school hubs ideal for investigating how internal communication influences coordination, information flow, and service delivery. Their inclusion enables the study to capture a range of institutional experiences and to derive findings that are both meaningful and potentially generalizable to similar contexts across Zanzibar.

3.3 Target Population

The study population for this research was comprised of librarians, teachers, computer lab technicians, science lab technicians and language lab technicians. These groups were playing a critical role in the daily functioning of the school-hubs and were therefore, well-positioned to provide informed perspectives on the anticipated effectiveness and impact of internal communication systems on organizational performance. The reason for selecting this population was based on their direct involvement in the communication flow and operational activities within the school-hub library environment. School hub librarians were responsible for managing communication processes and overseeing service delivery, while other staff were the primary recipients of library services. Including these groups allowed for a more comprehensive understanding of how internal communication is expected to contribute to coordination, service quality, and overall institutional performance.

3.4 Sampling and Sample size

The sample size for this study was determined based on the total population, which is 250 staff available across the selected school-hub libraries. To ensure adequate representation and enhance the reliability of the findings, the study employed the sample size determination table developed by Krejcie and Morgan (1970). Based on this table, a sample size of 140 respondents was considered sufficient to provide statistically reliable results and facilitate meaningful analysis. A purposive sampling technique was employed to select librarians, computer lab technicians, science lab technicians and language lab technicians, while a simple random sampling technique was used to select teachers.

Table 1

Sample size

S/N	Respondent	Female	Male	Total	Percent
1	School Hub Librarians	6	4	10	7.2%
2	Teachers	61	24	85	60.7%
3	Science lab technicians	9	6	15	10.7%
4	Computer lab technicians	5	10	15	10.7%
5	Language lab technicians	8	7	15	10.7%
	Sample size	89	51	140	100%

3.5 Data Collection Instruments and Procedures

In this study, structured questionnaires were employed to measure participants' perceptions and experiences regarding internal communication and its influence on organizational performance. The use of questionnaires enabled data collection from a relatively large sample in a standardized and efficient manner, ensuring consistency and comparability of responses (Kothari, 2015). Furthermore, this method enhances objectivity and reliability, as numerical data can be subjected to statistical analysis to identify trends, correlations, and patterns within the study population (Saunders & Corning, 2020).

Furthermore, semi-structured interviews were conducted with 10 school-hub librarians to explore communication practices, systems, and challenges in greater depth. Interviews were selected for their ability to elicit rich, detailed, and contextually nuanced information (Eliwa et al., 2024). This method also allowed flexibility, enabling the researcher to probe for clarification, explore emerging themes, and capture perspectives that could not be adequately represented through structured questionnaires (Espin, et al., 2020).

3.6 Data Analysis

Data were analyzed following a mixed-methods framework, integrating statistical analysis for quantitative data and thematic analysis for qualitative data. Quantitative data from questionnaires were entered and analyzed using SPSS. Descriptive statistics (frequencies, means, standard deviations) was employed to identify patterns of internal communication and organizational performance. A 5-point Likert scale was used to measure attitudes, ranging from (1=Strongly Disagree to 5=Strongly Agree). Also, interview data were analyzed using thematic analysis, which identifies, interprets, and reports recurring patterns or themes within the data. This approach facilitated a deeper



understanding of participants' perspectives on internal communication and its influence on organizational performance.

Impact of internal communication was analyzed using multiple linear regression analysis using the following model:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6$$

Where:

Y represents internal communication tools index.

β_0 = Interception

$\beta_1 \dots \beta_6$ = Regression coefficients

X_1 = Internet connectivity and digital infrastructure

X_2 = Accessibility of communication platforms

X_3 = Availability of communication facilities (email, WhatsApp, intranet, meetings)

X_4 = Organizational communication policy

X_5 = Information quality

X_6 = Feedback mechanisms

Prior to conducting the multiple linear regression analysis, key assumptions were tested to ensure the validity and robustness of the model. Multicollinearity was assessed using the Variance Inflation Factor and Tolerance values. While, Autocorrelation was examined through the Durbin-Watson statistic.

IV. FINDINGS & DISCUSSION

4.1 Findings

This section presents the findings, analysis, and interpretation of the data collected from the respondents in relation to the study objectives. The chapter begins with a presentation of the respondents' demographic characteristics to provide a contextual understanding of the study participants. It then presents and analyzes the quantitative findings derived from the questionnaire survey. Finally, the section integrates the interpretation and discussion of the findings with the qualitative data obtained from interviews.

Questionnaires were distributed to 140 respondents. However, only 128 questionnaires were filled in and returned. This makes a 91.43% response rate, which is acceptable to provide the required information. Table 2.

Table 2

Response Rate

Status	Frequency	Percentage (%)
Distributed	140	100%
Missed	12	8.57%
Returned	128	91.43%

Table 2 indicates that 128 (91.43%) questionnaires were successfully returned, representing the total number of questionnaires collected, while 12 questionnaires (8.57%) were not returned. This high return rate indicates strong participation and commitment from respondents, which enhances the credibility and reliability of the study findings.

4.2 Demographic Information of the Respondents

Table 3 presents the gender distribution of respondents who participated in the study. The findings show that out of 128 respondents 78 (60.90%) were female, while (49, 38.30%) were male. This indicates that female participants outnumbered male participants in the study sample. The dominance of female respondents reflects the gender composition of the workforce within the Zanzibar School Hubs beneficiaries, where women occupy a larger proportion of professional or administrative positions. Similar findings were noted by Omar *et al.* (2024) who observed a higher representation of females in information profession in Zanzibar.

Educational qualifications play an important role in understanding the role of the school hub in the development of education. Table 3 shows that out of 128 respondents, degree holders were 52 (40.63%), followed by diploma holders, 33 (25.78%). In addition, 19 respondents (14.84%) had postgraduate qualifications, indicating that the majority of participants possessed higher education credentials. Conversely, respondents with lower educational levels were fewer, with 15 (11.72%) having O-level/A-level education and only 9 (7.03%) holding certificates.

The findings suggest that 81% of the study participants had attained higher education qualifications. This implies that the sample consisted largely of professionally and academically prepared individuals who were likely to have the knowledge and understanding necessary to provide informed opinions on issues related to internal

communication and organizational performance. These findings are similar with those of Omar *et al.* (2025), who observed a growing trend toward higher education attainment among public servants in Zanzibar institutions, particularly at the diploma, degree and master levels.

Table 3

Demographic Information of Respondents

Gender	Category	Frequency	Percentage
	Male	50	38.30%
	Female	78	60.90%
Education Level	O-level/A-level	15	11.72%
	Certificate	9	7.03%
	Diploma	33	25.78%
	Degree	52	40.63%
	Post graduate	19	14.84%
Working Experience	Less than 1 year	10	7.81%
	1–3 years	50	39.06%
	3–5 years	68	53.13%
	Over 5 years	0	0.00%

The distribution of school hub operation periods demonstrates that the hubs have reached a maturity stage of relative stability and experience, which may contribute positively to their performance and effectiveness in serving schools. The operational duration provides hubs with sufficient time to establish internal communication systems, streamline resource management, and enhance their service delivery to schools.

4.3 Infrastructures that Support Internal Communication in School Hubs

Availability of Structured Internal Communication Infrastructure. The findings reveal that only 25.79% of respondents held a positive opinion about the availability of communication infrastructure within the Zanzibar School Hubs Libraries, with 13 (10.16%) respondents strongly agreeing and 20 (15.63%) agreeing that internal communication contributes to improved organizational performance. In contrast, a majority of participants (54.69%) remained neutral, suggesting a lack of strong perception, either positive or negative. Additionally, 25 respondents (19.53%) expressed a negative view, with 15 (11.72%) disagreeing and 10 (7.81%) strongly disagreeing. Figure 1 summarizes the data.

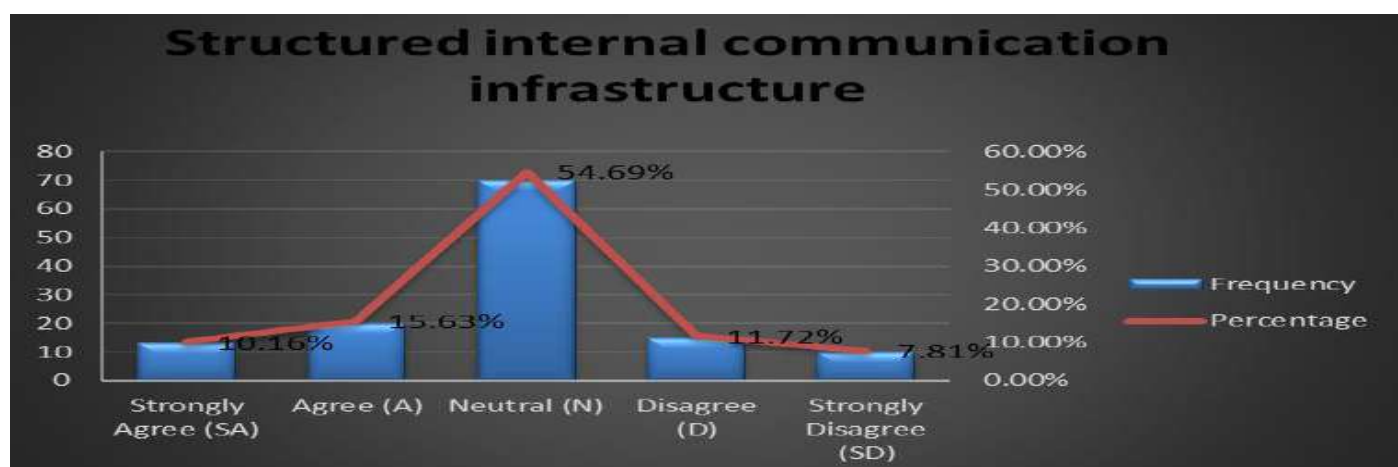


Figure 1

Structured Internal Communication Infrastructure

Figure 1 indicates that while a portion of employees acknowledge the availability of structured internal communication enhancing organisational performance, a larger proportion appear uncertain about its impact. This neutrality may point to gaps in communication channels or a lack of awareness of the available communication infrastructure and its contribution to improving library operations and service delivery. Such uncertainty can



undermine collaboration, information sharing, and collective goal achievement, elements that are crucial in educational and library settings.

4.3.1 The Infrastructure that Supports Timely and Effective Information Sharing

Result reveals that the respondents held a positive view regarding the statement, where 39.84% agreed and 22.66% strongly agreed, giving a cumulative total of 62.50%. In addition, 33 (25.78%) remained neutral, suggesting mixed experiences, limited awareness, or inconsistent access to infrastructures. A smaller proportion expressed negative views, with 7.03% disagreeing and 4.69% strongly disagreeing (11.72%). Table 4 summarizes the data.

Table 4

The infrastructure for Supporting Timely and Effective Information Sharing

Response Category	Frequency	Percentage
Strongly Agree	29	22.66%
Agree	51	39.84%
Neutral	33	25.78%
Disagree	9	7.03%
Strongly Disagree	6	4.69%
Total	128	100%

4.3.2 The Infrastructure that Enhances Collaboration and Teamwork

The findings reveal that the majority of respondents (77.35%) held a positive perception of the role of infrastructure in enhancing collaboration and teamwork within the Zanzibar School Hubs Libraries, with (60, 46.88%) strongly agreeing and (30, 30.47%) agreeing. Table 5 summarizes the data.

Table 5

The Infrastructure in Enhancing Collaboration and Teamwork

Response Category	Frequency	Percentage
Strongly Agree	60	46.88%
Agree	39	30.47%
Neutral	20	15.63%
Disagree	6	4.69%
Strongly Disagree	3	2.34%
Total	128	100%

4.3.3 Employees' Access to the Necessary Communication Tools and Platforms

The findings reveal that a majority of respondents (80.47%) held a positive view regarding employees' access to communication tools within the Zanzibar School Hubs Libraries, with (62, 48.44%) strongly agreeing and (41, 32.03%) agreeing that they have easy access to such tools. Table 6 summarizes the data.

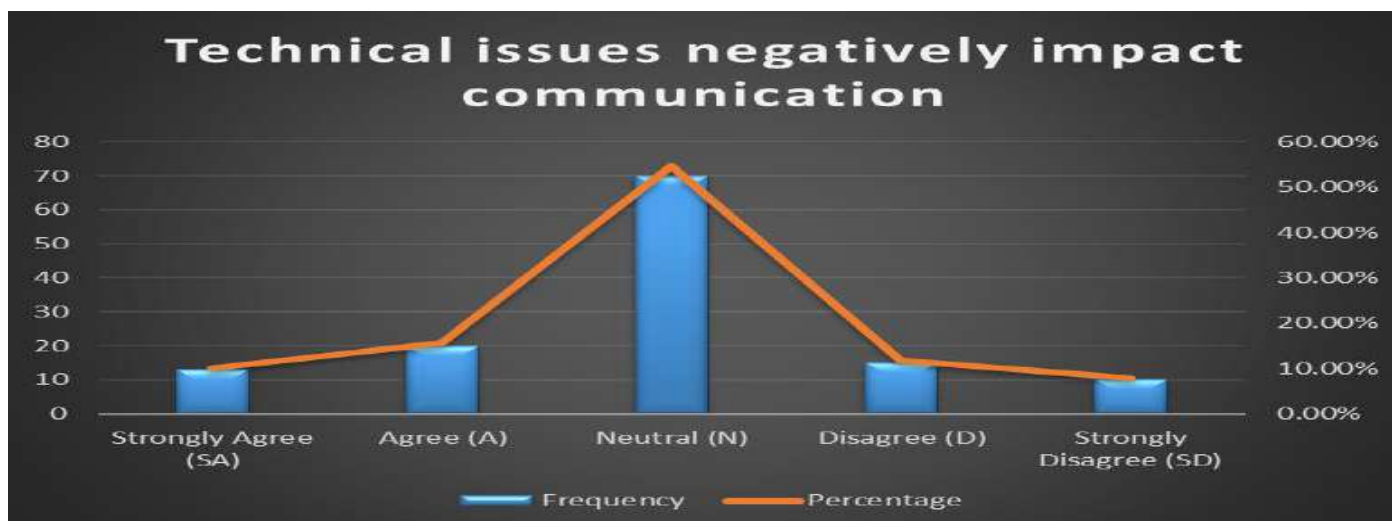
Table 6

Access to the Communication Tools and Platforms

Response Category	Frequency	Percentage
Strongly Agree	62	48.44%
Agree	41	32.03%
Neutral	17	13.28%
Disagree	4	3.13%
Strongly Disagree	2	1.56%
Total	128	100%

4.4 Impact of Technical Issues on System Downtime on Communication

The findings reveal that a majority of respondents (80.47%) held a positive view regarding employees' access to communication tools within the Zanzibar School Hubs Libraries, with 48.44% strongly agreeing and 32.03% agreeing that they have easy access to such tools. Additionally, findings reveal that only a quarter of respondents (25.79%), comprising 10.16% who strongly agreed and 15.63% who agreed, perceived technical issues as a significant barrier to internal communication within the Zanzibar School Hubs Libraries. Figure 2 summarizes the data.

**Figure 2**

Technical Issues System Negatively Impact Communication

4.4.1 Impact of Internal Communication Tools on Organizational Performance

Provision of Communication Tools to Improve Organizational Performance. The findings show that the respondents had a mixed perception regarding the availability and effectiveness of communication tools in the school hub (20, 15.62%) strongly agreed, (40, 31.25%) agreed, making 46.87% of participants acknowledging that effective communication tools such as emails, chats, intranet, and video conferencing are provided. This implies that nearly half of the employees recognize the organization's efforts in facilitating communication through modern tools. However, the highest proportion of respondents (47, 36.72%) remained neutral. Table 7 summarizes the data.

Table 7

Effective Communication Tools Improve Organizational Performance

Response Category	Frequency	Percentage
Strongly Agree	20	15.62%
Agree	40	31.25%
Neutral	47	36.72%
Disagree	10	7.81%
Strongly Disagree	11	8.59%
Total	128	100%

4.4.2 Communication Tools in Improving Teamwork and Collaboration

The findings reveal that a considerable proportion of respondents (46.87%), comprising (50, 39.06%) who strongly agreed and (10, 7.81%) who agreed, believed that communication tools enhance teamwork and collaboration within the Zanzibar School Hubs Libraries. This implies that many employees recognise the positive role of digital and organisational communication systems in promoting cooperative work environments. However, (10, 7.81%) of respondents remained neutral, indicating that some employees may not have a clear perception of how communication tools contribute to teamwork. Table 8 summarizes the data.

Table 8

Communication Tools in Enhancing Teamwork and Collaboration

Response Category	Frequency	Percentage
Strongly Agree	50	39.06%
Agree	10	7.81%
Neutral	10	7.81%
Disagree	48	37.50%
Strongly Disagree	10	7.81%
Total	128	100%

4.4.3 Communication Tools in Supporting Quick and Efficient Decision-Making

The findings reveal that the majority of respondents (71.10%), comprising 55.47% who agreed and 15.63% who strongly agreed, believed that communication tools support quick and efficient decision-making within the Zanzibar School Hubs Libraries. This suggests that most employees view the organisation's internal communication systems as effective in facilitating information exchange and promoting timely decisions. A smaller proportion of respondents (11.72%) remained neutral, indicating that some employees may have mixed experiences or limited involvement in decision-making processes. Figure 3 summarizes the data.

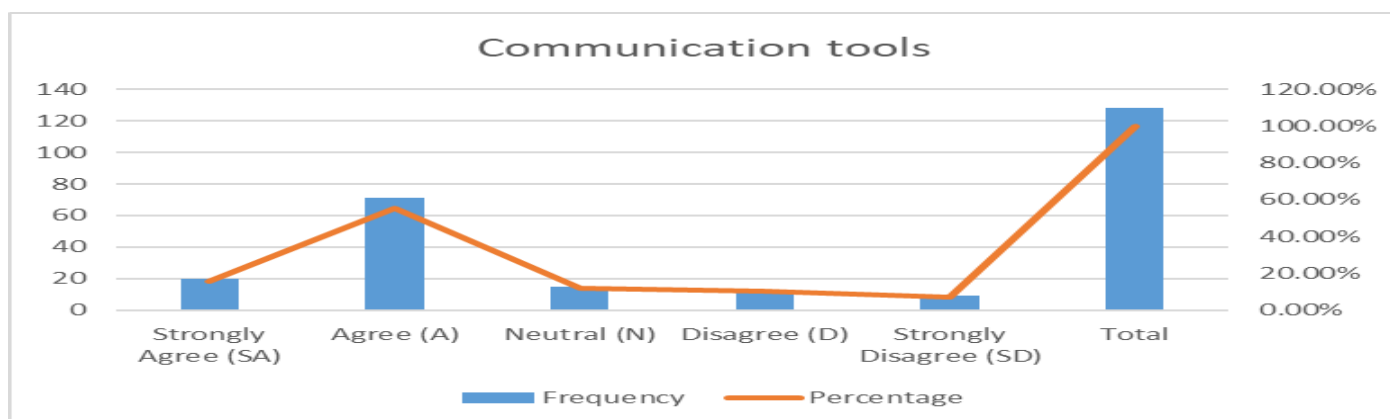


Figure 3

Communication Tools in Supporting Decision-Making

4.5 Regression Analysis of the Impact of Internal Communication on Organizational Performance

Multiple linear regression analysis was conducted to examine the influence of internal communication determinants on organizational performance in School and Innovation Hub Libraries in Zanzibar. The predictor variables included internet connectivity and digital infrastructure, accessibility of communication platforms, availability of communication facilities, digital literacy of librarians and staff, organizational communication policy, information quality, and feedback mechanisms. Multicollinearity diagnostics indicated that the VIF values ranged from 1.03 to 3.27, with tolerance values between 0.306 and 0.970, confirming that multicollinearity was not a concern, as the values were within acceptable thresholds (Hair et al., 2019).

The regression results revealed that organizational communication policy, information quality, and feedback mechanisms significantly influenced organizational performance. Organizational communication policy emerged as the strongest predictor ($\beta = 0.454$, $p < 0.001$), indicating that clear communication guidelines, established communication procedures, and structured information-sharing mechanisms enhance coordination, employee engagement, and achievement of institutional objectives. This finding supports Kims's (2021) argument that strategic internal communication requires formal systems that align employee actions with organizational goals. It also concurs with Nzilano (2024), who emphasizes that effective communication structures enable organizations to translate strategies into coordinated action.

Information quality significantly predicted organizational performance ($\beta = 0.185$, $p = 0.026$), suggesting that timely, accurate, and relevant information improves decision-making, collaboration, and operational efficiency. This finding is consistent with Putro (2023a), who highlights that digital communication contributes to organizational effectiveness when information is accessible, reliable, and meaningful to employees. Similarly, feedback mechanisms demonstrated a significant positive effect ($\beta = 0.123$, $p = 0.034$), indicating that participatory communication practices enhance employee involvement and organizational responsiveness. This supports Sulaiman et al. (2024) and Vivas et al. (2022), who found that effective internal communication and employee feedback improve decision-making and work performance.

Conversely, internet connectivity and digital infrastructure ($\beta = 0.196$, $p = 0.109$), accessibility of communication platforms ($\beta = 0.0004$, $p = 0.995$), availability of communication facilities ($\beta = 0.057$, $p = 0.407$), and digital literacy of librarians and staff ($\beta = 0.001$, $p = 0.987$) did not significantly influence organizational performance. These findings suggest that the presence of communication technologies alone does not guarantee improved organizational outcomes. Rather, their contribution depends on effective management, institutional communication practices, and employee engagement. This observation aligns with Putro (2023b) and Treem et al. (2024), who argue that communication technologies become valuable organizational resources only when supported by appropriate communication cultures and effective utilization practices.

Regression Results of Internal communication Factors Influencing organizational Performance

Predictor	Estimate	SE	T	P	Stand. Estimate	Collinearity Statistics	
						VIF	Tolerance
Intercept	3.0587	0.5361	5.705	.001			
Internet connectivity and digital infrastructure	0.17447	0.1082	1.61231	0.109	0.19578	3.19	0.314
Accessibility of communication platforms	8.73E-04	0.1369	0.00637	0.995	4.44E-04	1.05	0.953
Availability of communication facilities	0.05726	0.0689	0.83123	0.407	0.05741	1.03	0.97
Digital literacy of librarians and staff	0.00339	0.2116	0.01603	0.987	0.0012	1.22	0.82
Organizational communication policy	0.45352	0.1055	4.29817	.001	0.52854	3.27	0.306
Feedback mechanisms	0.12291	0.0574	2.13973	0.034	0.16218	1.24	0.805

Multiple R=.528, R Square=.327, Durbin-Watson=2.1 p=0.001.

Source: Field data, 2025

4.6 Technical Challenges that Hinder the Effectiveness of Communication Tools

The findings reveal that a significant majority of respondents (71.53%), comprising 39.84% who agreed and 29.69% who strongly agreed, acknowledged the existence of technical challenges within the Zanzibar School Hubs Libraries. This indicates that most employees experience some level of difficulty with the technological aspects of internal communication. Figure 4 summarizes the data.

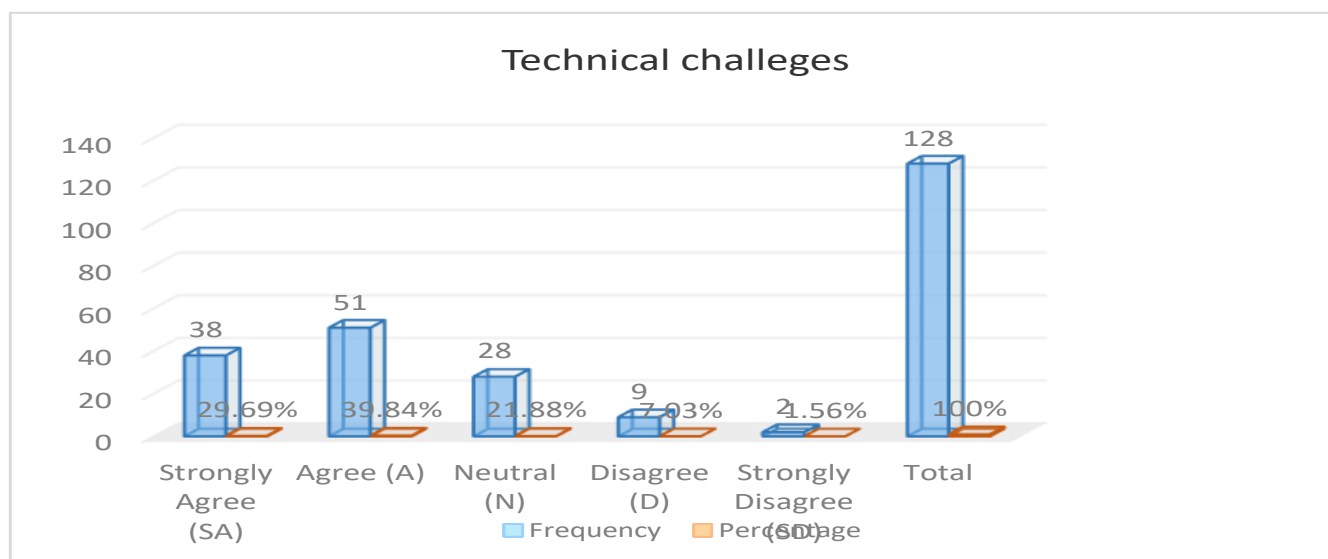


Figure 4
Technical Challenges that Hinder Effective Communication

4.7 Discussion

The findings indicates that while a portion of employees acknowledge the availability of structured internal communication enhancing organisational performance, a larger proportion appear uncertain about its impact. This neutrality may point to gaps in communication channels or a lack of awareness of the available communication infrastructure and its contribution to improving library operations and service delivery. Such uncertainty, according to Salim (2022), can undermine collaboration, information sharing, and collective goal achievement, elements that are crucial in educational and library settings. Interview data further support this interpretation. One librarian remarked:

“We receive updates about library activities, sometimes from formal or informal channels. However, the lack of a structured internal communication infrastructure leads to information delay. It becomes hard to know which information to trust or act on.” (Interviewee 1, Jang'ombe School Hub, 4th Sept. 2025).

This response highlights the issue of timeliness and reliability in internal communication. While information flow exists, inconsistency and informal dissemination methods appear to weaken employees' confidence in the



system. This finding aligns with the work of Salim (2022) who observed that weak communication infrastructure in Zanzibar's public institutions often leads to operational inefficiencies and low employee engagement.

The findings reveal that the majority of respondents held a positive perception of internal communication infrastructures within the Zanzibar school-hubs libraries. This suggests that most participants recognize the significance of well-established communication systems in promoting efficiency and coordination across library operations. These findings imply that the presence of reliable communication channels supports information flow, enhances teamwork, and contributes to smoother organisational functioning. These findings are consistent with the findings of Kashef Al-Ghetaa (2023) and Sulaiman et al., (2024) that access to modern communication infrastructure, coupled with regular updates, enhances employee engagement and performance by ensuring timely and transparent information exchange.

Furthermore, the findings show that a large proportion of respondents recognise that an effective communication infrastructure facilitates teamwork and cooperation among employees. The results imply that when communication tools are accessible and efficient, they promote a more coordinated working environment, encourage knowledge sharing, and enhance collective problem-solving, all of which contribute to improved organisational performance. Interview responses support this interpretation. One staff member stated:

"When our communication systems work well, we can easily coordinate activities and share updates. But when the network is slow, or tools like emails and group chats fail, it becomes hard to work together efficiently". (interviewee 5, Mahonda School Hub, 4th Sept. 2025).

This narrative highlights how the functionality and reliability of the communication infrastructure directly affect the ability of staff to collaborate effectively. These findings align with the work of Saunders and Corning (2020), who found that reliable communication infrastructure in educational organisations strengthens teamwork by ensuring that information is timely, accurate, and accessible to all staff members. Similarly, a study by Awasthy et al (2020) emphasised that effective internal communication systems foster a culture of collaboration, trust, and mutual support, which in turn enhances overall organisational performance. The current study indicates that most employees perceive the communication systems in their institutions as accessible and supportive of their daily operations. The results imply that the presence of accessible communication tools, such as computers, emails, and digital platforms, facilitates effective information sharing, coordination of activities, and smooth decision-making processes, which are essential for improved organisational performance. Qualitative data support this interpretation as one library staff explained:

"We can usually access the communication tools without much problem, but sometimes the computers are slow or shared among several staff members, which makes it hard to use them whenever we need." (Interviewee 2, Unguja Ukuu School Hub, 5th Sept. 2025).

This narrative illustrates that although communication tools are generally available, occasional technical and resource constraints limit their consistent use. The respondent's experience reflects how infrastructural limitations can hinder the full benefits of internal communication, despite the overall accessibility. These findings are consistent with the work of Naeem (2019), who reported that accessibility to communication tools in educational institutions significantly enhances internal coordination and operational effectiveness. Likewise, Treem et al (2024) found that when employees have consistent and convenient access to communication technologies, their engagement, collaboration, and overall performance tend to improve. The study indicates that while some employees experience challenges such as poor internet connectivity, malfunctioning equipment, or system downtimes, these problems may not be widespread across all school-hubs libraries. The results imply that technical issues affect communication efficiency in certain areas but are not considered a dominant obstacle to organisational performance overall. Interview data support this interpretation. One librarian commented:

"Sometimes the internet connection goes down or the computers freeze, but most of the time we can still pass information through other means like phone calls or WhatsApp groups, so work continues." (Interviewee 9, Kisauni School Hub, 5th Sept. 2025).

This statement indicates that while technical challenges occasionally disrupt formal communication channels, staff have adapted by using alternative tools to maintain information flow. Such adaptive practices demonstrate resilience and flexibility among employees, which helps minimise the impact of technical problems on overall performance.

However, the findings on the other hand indicate that a relatively large proportion expressed negative views. This reflects a significant group of employees who may feel that the available communication tools are ineffective or poorly managed, possibly due to technical limitations, lack of integration, or insufficient support from management.

From an organizational performance perspective, strong internal communication is closely linked to productivity, efficiency, and staff motivation. The mixed perceptions in this study suggest that while the school hubs have invested in communication tools, inconsistent use or ineffective communication practices may limit their impact



on performance. Enhancing training, ensuring reliable tools, and promoting a culture of open communication could strengthen teamwork and, consequently, improve overall organizational outcomes.

These findings align with the work of Ajiva *et al.* (2024), who found that in schools libraries, the impact of communication tools on teamwork depends heavily on user commitment and organisational support structures. Similarly, Espin *et al.* (2020) and Roh *et al.* (2022) emphasised that successful collaboration arises not only from the availability of communication technologies but also from the development of clear communication protocols and user training that encourage active participation.

Moreover, the findings indicate that while internal communication systems are in place, their effectiveness may be constrained by persistent technical barriers that hinder smooth information flow and timely coordination across the organisation. Interview responses reinforce these findings. One library staff explained:

"Sometimes the internet is too slow, or the computers are not working properly. When that happens, it becomes difficult to send updates or communicate with other branches on time." (Interviewee 5, Mahonda School Hub, 5th Sept. 2025).

This account illustrates how technical inefficiencies disrupt communication processes and reduce operational efficiency. The respondent's experience suggests that despite the availability of communication infrastructure, recurring technical problems weaken its effectiveness and limit its contribution to organisational performance. These findings are consistent with the work of Omar (2024), who reported that technical constraints such as poor connectivity and inadequate maintenance of ICT equipment often hinder effective internal communication in school libraries across Zanzibar. The study indicates that when communication tools such as emails, digital notice boards, instant messaging platforms, and video conferencing are efficient and accessible, they contribute to improved information sharing, quicker decision-making, and enhanced teamwork, all of which are essential for achieving organisational goals. In relation to communication tools used for facilitating information sharing between staff, one respondent revealed that:

"We have emails and WhatsApp groups that help us communicate important updates. Video calls are sometimes used for meetings when physical gatherings are not possible." (Interviewee 8, Regeza Mwendo School Hub, 6th Sept. 2025).

However, some hubs reported limited access to certain tools, particularly intranet systems, which are not fully established in all schools. This suggests that while the organization provides multiple channels, their availability is not uniform across all hubs. Additionally, interviewees emphasized that communication tools contribute significantly to teamwork and collaboration. WhatsApp groups, emails, and shared online documents allow staff from different sections and schools to coordinate and solve problems collectively.

"The systems help us work together even when we are in different hubs; we can share ideas and updates instantly, which improves teamwork." (Interviewee 4, Jang'ombe School Hub, 6th Sept. 2025).

Some participants noted that collaboration is strengthened when digital tools are combined with physical meetings, highlighting the complementary nature of communication methods. In addition to that, interviewees reported that digital tools enable prompt decision-making, particularly for urgent matters. Phone calls and WhatsApp messages are often used to communicate urgent instructions, while emails and memos are used for formal documentation.

"For urgent issues, we call or use WhatsApp to ensure everyone is informed immediately. This allows us to make decisions quickly without waiting for formal meetings." (Interviewee 2, Unguja Ukuu School Hub, 6th Sept. 2025).

This demonstrates that internal communication tools play a critical role in enhancing operational efficiency within Zanzibar School Hubs. Furthermore, participants emphasized that enhancing communication tools and infrastructure would improve overall organizational performance. Suggestions included providing stable internet, introducing integrated intranet systems, and standardizing the use of digital platforms across all hubs.

"If we had reliable internet and a dedicated intranet system, our communication would be faster and more organized, and decision-making would improve." (Interviewee 10, Kisauni School Hub, 7th Sept. 2025)

This reflects the perception that effective communication tools are closely linked to improved organizational efficiency and performance. The interview responses highlight that while communication tools play a crucial role in improving organisational performance, their effectiveness depends on consistent functionality and accessibility. The respondent's experience also points to the relationship between technological efficiency and overall productivity, when tools work properly, operations run smoothly; when they fail, delays and inefficiencies arise. These findings align with the work of Vivas, *et al.* (2022), who found that the adoption of modern communication tools in educational institutions significantly enhances collaboration and operational efficiency. Similarly, Filip (2022) and Putro (2023a) emphasised that improved communication systems lead to better coordination, faster decision-making, and stronger institutional performance, particularly when staff are adequately trained to use available technologies.



V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study set out to examine the contribution of internal communication to organizational performance in Zanzibar School Hubs Libraries. The study concludes that internal communication is an essential component in improving organizational performance in Zanzibar School Hubs Libraries. The findings demonstrate that infrastructures such as notice boards, and digital platforms are widely used and generally effective in enhancing collaboration, decision-making, and teamwork. However, their impact is sometimes reduced by technical challenges and inconsistent utilization across hubs. The study concludes that the organizational communication policy, information quality, and feedback mechanisms significantly influence organizational performance. The study also concludes that while various tools are available to staff and management, they are not fully exploited due to limited ICT literacy, unreliable connectivity, and uneven access to resources. Despite these challenges, the research affirms that effective internal communication strongly contributes to improved coordination, efficiency, and service delivery in school hubs, making it a critical driver of organizational performance.

5.2 Recommendations

Based on the findings, several recommendations can be made to improve organizational performance. First, it is crucial to enhance the clarity and structure of internal communication. To address this, the organization should establish well-defined communication protocols, ensuring that messages from management reach staff in a timely and understandable manner. Regular meetings, memos, and clear guidelines on communication flow can help staff understand their roles and responsibilities more effectively.

Second, improving the availability and accessibility of communication tools is essential. Respondents highlighted the lack of proper communication channels, which hindered effective information sharing. The organization should invest in modern communication tools such as emails, instant messaging platforms, and intranet systems, while ensuring that all staff are trained to use them efficiently. This would facilitate quicker dissemination of information and reduce reliance on informal or unreliable channels.

Third, fostering a culture of feedback and engagement is recommended. Some respondents felt that their opinions and suggestions were not considered in decision-making processes. To address this, management should implement mechanisms for two-way communication, such as suggestion boxes, feedback surveys, or staff forums. Acting on feedback and providing responses would not only improve communication but also increase staff morale and involvement in organizational activities.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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