RELEVANCE OF SCHOOL LIBRARY MEDIA CENTRE ON SOCIAL SCIENCE SUBJECTS LEARNING OUTCOMES IN SENIOR SECONDARY SCHOOLS OF OYO STATE, NIGERIA

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Abstract

The study detailed the vital nature of the school library media centre (SLMC) to any result oriented teaching-learning situation. The SLMC is seen as the hub on which the school curricula revolve. The place occupied by the SLMC in schools as provided in the National Policy on Education was carefully presented. Efforts were also concentrated on showing the important nature of the social science subjects in senior secondary schools (SSS) while the needed resources were carefully identified. The study highlighted existing SLMC for SSS students in Oyo State; determined the relevance of the available SLMC to the social science subjects and investigated the influence of SLMC utilization on learning outcomes in these subjects. The findings revealed that use of SLMC has significant effect on social science curricula implementation in SSS in Oyo State, Nigeria. Recommendations made include the provision for the establishment of a functional SLMC in all SSS should be made. Relevant resources supportive to curricula implementation should be acquired by relevant stakeholders and made available for use of the teachers and students in the SSS.

Introduction

The School Library Media Centre (SLMC) is vital to the success of any teaching-learning programme. The library is to facilitate implementation of educational policy goals through its available resources and to promote effective educational system. SLMC is no doubt the backbone of effective curriculum implementation in schools. The school library media centres carefully select, acquire, process and make print and non-print media available for use of their users comprising head teacher, teachers, students, other staff and parents. The varieties of resources in the SLMC include: fiction, non-fiction, subject texts and

reference materials in various formats which constitutes the school's collection of curriculum resources.

While students work through the medium of SLMC resources, the teacher's role becomes that of a guide and planner. It becomes the responsibility of the teacher to provide a rich and provocative environment, to design 'learning situations' by arranging the resources into meaningful combinations, to help students locate the appropriate resources and guide them in drawing conclusions and formulating principles for future use. With the introduction of resource-based learning, the teacher's role may have changed, but it has certainly not diminished. Resource-based learning enhances the role of the school library resource centre .

Resource requirements needed for teaching and learning in the social sciences include social science textbooks and reference books, magazines, Internet facilities, CD-Rom, documentaries, charts, pictorials, real objects and samples. In addition, other resources include flip charts, motion pictures, regalia, costumes, simulation materials, video clips, resource persons and visit to places of interests such as museum. These materials can be grouped into one, two or three-dimensional resources. Fayose (1999) described the school library as the part of the school where an organized collection of print and non-print materials is kept for teaching, learning, personal development and recreation. The school library media centre, according to Ogunsheye, Elaturoti, Kolade and Oniyide (2001) is seen as one of the centres of intellectuals in which students use skills that would facilitate the full exploitation of the library resources and in effect enhance the acquisition of life long learning skills. This is why the school library media centre is regarded as the hub of the school community and integral to teaching and learning (Blanchard, Senesh and Patterson-Black, 1999). If the recommended standards were copied, curriculum implementation would no doubt be rewarding and this was strongly supported by Baughman and Eldrighoff (1999). Studies such as that of Ogunsheye (1978) in Nigeria and Aprieto (1983) in Philippines clearly confirmed the obvious fact that children who study in a literacy rich environment perform better than those who do not have this advantage.

Elaturoti (1982) in his survey of secondary schools libraries in Oyo, Ondo, and Ogun States of Nigeria also found that the books collections of very many school libraries did not cover all subjects according to the Dewey Decimal Classification Scheme. Daniel (1998) surveyed the state of school library in the Federal Capital Territory, Abuja and found that there were inadequate learning resources in the schools.

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Significance of Social Science Subjects

The broad aims of secondary education within Nigeria's overall national objectives are preparation of students for useful living within the society and for higher education. The secondary school education in Nigeria is six years in duration and is structured in two stages. This includes the Junior Secondary School (JSS) and the Senior Secondary School (SSS) and each stage is for three years. The secondary school curriculum is sequenced and organized to ensure that students are taught the essential course content. Curriculum is formulated and patterned in the field of science, language, arts, technology, and social sciences. Social science subjects in Nigerian senior secondary school include economics, government, and geography.

Departments are created in schools based on the available subjects including social science that is central to all core curricula. It is quite impossible for any student in the secondary school to do away completely with the social science subjects such as economics, geography and government. Science students need to offer some of the subjects in order to fulfill the mandatory minimum number of subjects required for the Senior School Certificate Examinations (SSCE) conducted by the National Examination Council (NECO) and West African Examination Council (WAEC). These courses form the basis upon which students' future endeavour is rested. Various courses of study at the university level such as Political science, Economics, Sociology and Anthropology, Archaeology, Ethnology and Psychology solely depend on social science subjects taken in senior secondary school. The applied social sciences aspect would include Education, Law, Social work as well as Criminology. Arts and commercial-based students also need these social science subjects to combine with their major subjects so as to meet the requirements for NECO and WAEC to further their studies at the tertiary institutions. Social science subjects are good for the development of the required potentials in the area of management science. The curricula are always changing and never static. This is one of the major reasons why SLMC is germane to teaching-learning programme in the field of social sciences. Also, these materials are numerous, sometimes expensive and in various qualities and sizes.

All these literature have contributed significantly to the subject of focus. However, there exists a gap in the area of relevance of the school library media centre to the social science subjects as a whole. Some of the existing studies considered the effect of school library resources on singular subjects in the secondary schools.

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Objective of the Study

This paper reports part of a larger study on similar topic which main objective is to determine the influence of SLMC on social science subjects learning outcomes of senior secondary schools of Oyo State.

Hypothesis

The Null hypothesis tested is: the use of SLMC has no significant effect on social science curricula implementation in senior secondary schools in Oyo State.

The Research Design, Sampling and Sample Size

The study adopted the survey method. The population studied is 84 school library media centres selected out of a total number of 160 secondary schools, 505 (out of 1,848) students, all 363 teachers and 84 school library media specialists. The census technique was first adopted in this study to determine the schools with libraries and this constituted the participating schools. Finally, stratified random sampling was used to select students. The decision to use eighty four schools was informed by preliminary findings that a few secondary schools have a semblance of what could be referred to as a library. Preliminary studies also showed that some of the schools that have libraries either have no librarian or teachers for the subjects of focus in this study. This study was conducted during the 2009/2010 academic session and the administration lasted for six weeks.

Table 1: Distribution of Respondents

S/N	Participants	No. of Respondents	%	No. of Schools
1	School Media Specialists	84 (1 per school)	8.8	84
2	Subject Teachers (Government, Economics and Geography)	363 (1 per subject, 3 per school)	38.1	,,
3.	Senior Secondary School Students (SSS I – III)	505	53.1	,,
	Total (n) =	**952**	**100**	**84**

Research Instruments

The data for this study was gathered through three sets of questionnaire that were administered to the school library media specialists, social science (Government, Economics and Geography) teachers, and senior secondary school students respectively. The questionnaire meant for the school library media specialist was named School Library Support for Social Sciences (SLISUSOS), that of the teachers was tagged Questionnaire on Teachers Resources Utilization in Curricula Implementation (QUTRUCI) while that of the students was called Students Instructional Resources Utilization for Curricula Implementation in Senior Secondary School (SIRUCIS). Observation technique was conducted by the researcher in some of the school libraries selected for this study. The researcher personally visited twelve of the selected school library media resource centers where responses to questionnaire suggest that they have very adequate school library collection to ascertain the library facilities available for implementing the senior secondary school social science curriculum

A test-retest method was used to ensure the reliability coefficient of the self-developed instruments meant for data gathering. The reliability co-efficiency was put at 0.89 meaning that the instruments were very reliable. The questionnaires were distributed to the respondents by the researcher and four guided research assistants. Respondents that were unable to complete their questionnaire on the spot submitted them either through their Heads of Department or the School Librarian.

Analysis of Results and Discussion of Findings

Table 1: Availability of teachers for social science subjects in SSS

Social Science Subject	Available (%)	Not Available (%)	No Response (%)	Total (%)
Economics	451(89.3)	38(7.4)	17(3.3)	505 (100)
Geography	378(74.8)	56(11.1)	72(14.1)	505(100)
Government	319 (63.0)	62(12.2)	126(24.8)	505(100)

From the Table 1 the respondents (students) indicated that all the social sciences subjects have teachers in the schools used for the study. The implication

of this is that there will be students who have registered for the social science subjects at the senior secondary level and all these schools are qualified to participate in the study.

Table 2: Accessibility and Usability of the SLMC for Social Sciences Teaching and Learning

Observable Characteristics	Frequency of Response (%)			
	Negative (%)	Positive (%)	No Response	Total (%)
a Access to the SLMC	77 (15.2)	420 (83.0)	. 10 (1.9)	505 (100)
b Usefulness of SLMC to Social Science Subjects	141 (27.8)	365 (72.2)	—	505 (100)

The Table 2 showed that majority students have unrestricted access to the SLMC in their schools with the exemption of few schools who opined that access to the school library should be controlled probably due to the location of such library and non-availability of personnel to administer the library resources. Majority (72.2%) of the respondents have found SLMC resources useful for their respective social science subjects. Only 27.8% respondents were of opposing views. Accessibility here also suggests that respondents possess library use competency skills. The negative response recorded under usefulness indicates that these resources were not provided by the government but only paying lip service to provision of adequate library resources for teaching-learning programmes.

Table 3: Types of SLMC in Oyo State Senior Secondary Schools

Types of School library	Frequency	Percentage
A Classroom	12	14.3
B Principal's office	9	10.7
C Purpose Built	48	57.1
D Store Room	10	11.9
E Ward Robe	3	. 3.6
F No Response	8	9.5
Total	84	100.0

Table 3 indicated that only 57.1% senior secondary schools have a purpose – built SLMC in Oyo State. Thirty four (40.5%) other schools do not have a standard type of SLMC because they are located in classrooms, store rooms, principal's offices and ward robes.

Table 4: Relevance of the printed SLMC resources to the teaching of social science subjects in SSS of Oyo State

Print SLMR used for curricula	Very Relevant		Relevant		Fairly Relevant		Irrele-vant		Unavail-able		No Response		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Dictionaries	44	52.4	25	29.8	-	-	-	-	06	7.1	09	10.7	84	100
Directories	12	14.5	21	25.0	09	10.7	-	-	17	20.2	25	29.8	84	100
Documentations	21	25.0	24	28.6	10	11.9	-	-	16	19.0	13	15.5	84	100
Encyclopedia	38	45.2	25	29.8	02	2.4	02	2.4	08	9.5	09	10.7	84	100
Fiction	06	7.1	32	38.1	02	2.4	05	6.0	24	28.6	15	17.9	84	100
Journals	32	38.1	18	21.4	11	13.1	-	-	12	14.3	11	13.1	84	100
Magazines	35	41.7	25	29.8	12	14.3	-	-	06	7.1	06	7.1	84	100
Maps	32	38.1	33	39.3	05	6.0	-	-	06	7.1	08	9.5	84	100
Newspapers	28	33.3	35	41.7	02	2.4	-	-	05	6.0	14	16.7	84	100
Pictures	18	21.4	21	25.0	08	9.5	03	3.6	20	23.8	14	16.7	84	100
Textbooks	36	42.9	20	23.8	06	7.1	-	-	10	11.9	12	14.3	84	100
Wall Chart	24	28.6	25	29.8	03	3.6	06	7.1	06	7.1	20	23.8	84	100
Yearbook	25	29.8	08	9.5	07	8.3	-	-	27	32.1	17	20.2	84	100

If the response in Table 4 is compared with the response in item C in Table 3, it is evident that many purpose–built SLMCs have no qualified librarian or SLMS to man them. Considering the relevance of available printed SLMC resources to the teaching-learning of social science subjects, it could be seen from Table 4 that out of all the resources available in the SLMC very few of them were very relevant. The relevant ones included dictionaries (52.4%), encyclopedia (45.2%), text books (42.9%) magazines (41.7%). Journals and maps obtained 38.1% degree of relevance. Wall charts, fiction, pictures and encyclopedia are not relevant to the

teaching of social sciences as seen in Table 4. Although this is considered low but the space occupied by these materials and staff time spent in the management of these resources have a lot of cost implication. The teachers normally rely on these resources to prepare lesson notes and form notes for their students while the students have found these resources useful companion in completing their take home assignments, making of notes and reading ahead of the class and to prepare for various examinations. Whenever the needed resources are not provided by the SLMCs, the teachers would refer to their personal collections.

Hypothesis Testing

The use of SLMC has no significant effect on social science curricula implementation in senior secondary schools in Oyo State.

Table 6a: Positive effect of use of SLMC on curricula implementation
Chi Square

Does the use of SLMC positively affect curricula implementation of your subject?	Observed N	Expected N
No	47	112.3
Undecided	49	112.3
Yes	241	112.3
Total	**337**	

Test Statistics
Table 6b

Does the use of SLMC affect teaching-learning of your subject positively?	
Chi Square[a]	221.080
Df	2
Asymp. Sig	.000

a. 0 cells (.0%) have expected frequency less than 5. the minimum expected cell.frequency is 112.3

The result of chi-square in Table 6a and 6b shows that the use of SLMC in the Oyo State senior secondary schools positively affected teaching-learning of the social science subjects. With P value <005, the study revealed that the use of SLMC had no significant effect on social science curricula implementation in senior secondary schools in Oyo state.

Summary
The summaries of findings are as follows:
1   Existence of School Library Media Centre in Senior Secondary Schools is found to be vital to the curricula implementation of the social science subjects by the teachers.
2   Different types of SLMC exist in Oyo State senior secondary schools such as purpose-built, classroom type and lock-up shelves
3   Several types of resources are available in the SLMC in Oyo State senior secondary schools but were not of the same quality and quantity.
4   . The respondents possess various degrees of library use competency skills and this to a great extent affects their performance either as a teacher or a student. This also has a lot of implication to the performance of duties of a school library media specialist.
5   The availability of an ideal SLMC is an indispensable requirement and a predictor of the level of utilization for social science curricula delivery in schools

Conclusion
The provision of school library media centres in the senior secondary schools of Oyo State is important and it is necessary for both teachers and students in order to have effective curricula delivery and teaching-learning programmes. The school library media specialist would be encouraged to function when materials are provided in adequate quality and quantity. Non provision of adequate and useful SLMC may impede the rate of curricula implementation of social science subjects in the senior secondary schools. In other words, if SLMC is not well-equipped, the quality of teaching and rate of learning would be hampered. Furthermore, when necessary resources are provided in the SLMC, school librarians are kept busy and would perform their best overcoming several challenges. Librarians in a challenging and stimulating environment would perform their

expected duties readily and in doing so serve as worthy partners in curricula delivery.

The available SLMCs in the study have some required print and non-print resources but there is room for improvement especially in the provision of current materials. The available materials are not well patronized. This attitude could be due to poor library use skills. Very few teachers claimed to have personal collections richer (probably in relevance and suitability) than that of the school library. Also, very insignificant percentage complained of poor location of the library. The non utilization attitude is also traceable to the non-challenging nature of the academic activities at the secondary school level to the teachers. The school administrators should see the SLMC as an essential core service provided occupying a very prominent position in the school setting.

Recommendations

The following recommendations are made based on the findings of this study:

i   Provision should be made for the establishment of a functional school library media centre in all secondary schools

ii   Relevant resources that are supportive to curricula implementation should be acquired and made available for use of the teachers and the students in the secondary schools

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