

School Library and the Development of Domains of Learning in Children

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Abstract

The study reviewed the contributions of school library to the development of the three domains of learning in the formation of total child. The concept of total child as well as the three domains of learning cognitive, affective and psychomotor were described. The subdivisions of the three domains of learning with the roles each subdivision played in formation of total child were fully stated. The relationship between the three domains of learning and the influence of school libraries and its resources on them were also discussed. Finally, provision of school libraries in all primary and secondary schools in Nigeria, stocking of all school libraries in Nigeria with various library resources that can cater for different categories of users, employment of library professionals into all school libraries in Nigeria and inclusion of library hour into school time tables in all primary and secondary schools in Nigeria were recommended.

Keywords: *Total child, school library, cognitive domain, affective domain and psychomotor domain*

Introduction

The formation of total child is about all-inclusive education. It is a process where learning goes beyond the classroom to support physical, emotional and psychological development of children. Total child focused on the individual child. The total child formation works on the basis that every child should be happy, healthy, safe, engaged, supported and challenged to grow in their educational environment. It includes assessment of children beyond academics; it is an awareness of student's progress and achievement more than examination grades. It also involves creating a safe and trusting environment for children to learn. The concept helps to establish the kinds of moral behaviour a school expects from students and teach them what is acceptable outside of the school environment. Total child formation helps in building a well-rounded curriculum that provides time for range of subjects. For a pupil to develop their interests and challenge their perceptions, their education must provide a safe environment in which to participate in new activities and be exposed to different topics. Total child formation also promotes Independence and student-led decision making. At all stages of education, children can be given the freedom to make their own decisions and choices, and learn effectively from their mistakes.

The development of domains of learning is key in formation of total child. The domains of learning include cognitive, affective and psychomotor. The cognitive involves ability of students to reasoning and thinking. It involves the development of mental skills and the acquisition of knowledge. The affective involves feelings, emotions and attitudes. This domain includes the manner in which things are done emotionally and psychologically, such as feelings, values, appreciation, enthusiasms,

motivations, and attitudes. The psychomotor involves physical and kinesthetic being of children. It is the use of motor skills and coordinating them.

The school library is very important in development of domains of learning and total child. It plays a key role as a place that encourage innovation, curiosity, and problem solving. It is a central point for meeting with all kinds of information resources, cultural activities, knowledge building, deep thinking and lively discussion. It is a place where feelings, emotions, psychological and all round being of children are touched and developed. The school library can be described as a place for intellectual development, social and cultural growth of students. The purpose of the school library is to provide resources and services in a variety of media to meet the needs of children of all ages and also to support children's health and wellbeing (IFLA 2018). School library promote a culture that ensures children are given time to develop their interests and learn the wider skills required of them in a safe and supportive environment.

According to the research into school library impact by National Library of New Zealand (2019) shows higher student academic achievement and positive attitude to lives and learning. School library helps pupils to increase and improve their knowledge of reading, speaking, and writing, shape their behaviour and encourage them to behave well in society (Idiegbeyan-Ose and Okoedion, 2012). It also serves as the laboratory where books on all disciplines encourage self-reliance, good use of leisure time, and arouses interest in reading (Ogunrombi and Sanni 2005). Herbert, et al. (2001) expresses that in reading biographies the reader may meet personalities that they themselves would like to emulate. Reading about noble conducts may serve as source of inspiration and formation of good character. The young person who is fond of reading biographies and other guided books and novels can find delight in the lives of people who overcome obstacles to achievement though dint of hard work (Aramide, Ogunjobi and Oni 2020). School libraries are places for learning, thinking, and play a very key role in supporting and developing enjoyment of reading.

The Domains of Learning and its Relevance to Development of Total Child

There are three main domains of learning, these domains of learning are the Cognitive (thinking/ reasoning), Affective (social/emotional/feeling) and Psychomotor (physical/kinesthetic). The six categories under cognitive domain are knowledge which is the ability to recall data and information, comprehension which involves ability to understand the meaning of what is known, application ability to utilize an abstraction or to use knowledge in a new situation, analysis is the ability to differentiate facts and opinions, synthesis which is the ability to integrate different elements or concepts in order to form a sound pattern or structure so a new meaning can be established and evaluation which is the ability to come up with judgments about the importance of concepts. Cognitive Domain includes content knowledge and the development of intellectual skills. This includes the recognition of specific facts that helps in developing intellectual abilities and skills. The cognitive domain also provides a method for infusing richness in course activities while strengthening lifelong learning skills.

The affective domain is categorized into five sub-domains, which include the awareness of feelings, emotions, and the ability to utilize selected attention,

responding is the active participation of the learner, the ability to see the worth of something and express it. The ability to internalize values and let them control the person's behaviour called organization and characterization ability to internalize values and let them control the person's behaviour. However, learning is not just a cognitive (mental) function. You can also learn attitudes, behaviors, and physical skills. The affective domain involves our feelings, emotions and attitudes.

The seven categories under psychomotor domain include: Perception (the ability to apply sensory information to motor activity) Set (the readiness to act. Guided Response: the ability to imitate a displayed behavior or to utilize trial and error). Mechanism (the ability to convert learned responses into habitual actions with proficiency and confidence). Complex Overt Response (the ability to skillfully perform complex patterns of actions). Adaptation (the ability to modify learned skills to meet special events) and Origination (creating new movement patterns for a specific situation. A child needs intelligence care for both physical and trained guidance for mental, emotional and social potentialities). The psychomotor domain involves physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. We can learn mental skills, develop our attitudes and acquire new physical skills as we perform the activities of our daily living. Development of these skills will in no doubt leads to formation of total child.

School Library Contributions to the Development of Domains of Learning

The domains of learning involve mental development and physical maturation which are joined into child's development. Mental development comprehends the development of children's intellect, mental capabilities, imagination, thinking, emotions and other mental processes. It is duty of parents, teachers and school librarians to assist the child in the development of his abilities through consistent use of school libraries and its resources. School libraries has abilities to guide the students in developing mental attitude to foster their personalities. Therefore, school libraries can have separate activity areas to help the children in developing systematic attitude which will help them taking right decisions about life. Research studies by National Library of New Zealand (2019) and Aramide and Ogunjobi (2020) have shown that children have positive impression towards life and their brain developed when they are surrounded by books and educational toys at early childhood. Scientists found that the more intellectual inspiration a child gets around the age of four, the more developed the parts of their brains devoted to language and cognition will be in the years ahead.

After home, the powerful impact to which children are exposed to is school. Children generally are influenced by teachers, friends, curriculum, school management and school library environment. The school library can uphold programmes that help in arousing children and young adults' creativity. The child's first initiation into the mysteries of good and bad is through his parent's acceptance and rejection of his various actions. When the child leaves the boundaries of the house and wanders into the neighbourhood in search of friends. It is the responsibility of school, teachers and school management including libraries to guide the child through good conduct. A child's personality is influenced by his school,

where he comes into contact with his teachers, friends, librarians etc. In every stage of social development of children, education and school libraries contributes much. The school libraries can conduct book talks, group camps, debates on burning issues, newspaper clippings. All these will have healthy influence upon student's social development. The school libraries can make provisions to award and reward the best users of library, neat keeping of books and healthy competitions.

Conclusion.

The development of domains of learning with the support of school library and its resources in formation of total child are very important, school libraries play great roles in developing cognitive affective and psychomotor domain of children at all levels. The school library provides a model for children by building inquisitive spirit, improving learning and building their knowledge and confidence in their ways of seeking, searching and processing information. It is a fundamental resource for supporting students' learning, and a key support for teaching staff as well.

Recommendations

1. From various roles school library and its resources play in cognitive, affective and psychomotor domains of children, the following are therefore recommended:
2. Provision of well-equipped school libraries in all primary and secondary schools in Nigeria
3. Stocking of all school libraries in Nigeria with various library resources that can cater for different categories of users, hence there is need for appropriate resources needed by every child at all level of developmental stages to be provided by government and all stakeholders of school libraries.
4. Employment of library professionals into all school libraries in Nigeria
5. Including of library hour into school time tables in all primary and secondary schools in Nigeria
6. Introduction of quiz, debates and rewards for regular users of school libraries. This will serve as baits for children to constantly use school libraries.

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