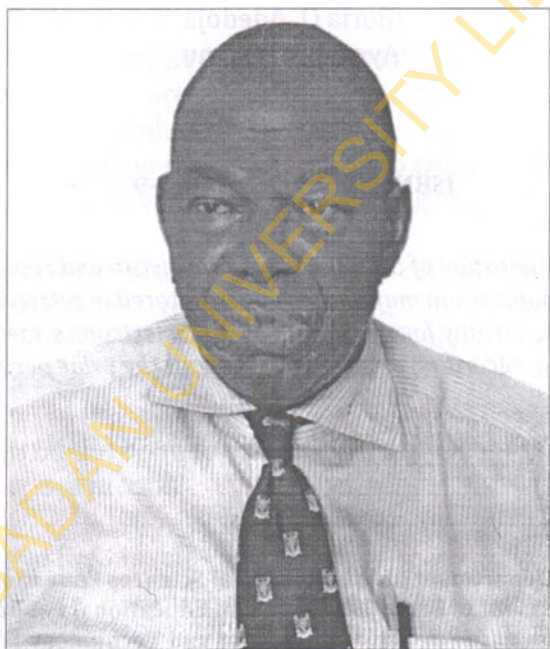# ADVANCING EDUCATION THROUGH TECHNOLOGY

A BOOK OF READINGS

EDITED BY:
- Clement O.O. Kolawole
- Rufus O. Akinbote
- Temisan A. Ige
- Gloria O. Adedoja
- Ayotola S. Aremu

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A BOOK OF READINGS

In Honour of

Professor Alade Abimbade

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Faculty of Education, University of Ibadan (2017)

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ADEQUACY AND TEACHERS' UTILISATION OF SCHOOL LIBRARY MEDIA RESOURCES AND CURRICULA DELIVERY IN SECONDARY SCHOOL SOCIAL SCIENCE SUBJECTS

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Introduction

School library media centres carefully select, acquire, process and make print and non-print media resources available for use of their clienteles. The clientele here are the users of the school library media centre, these users include the 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 constitute the school's collection of curriculum resources. Resource-based learning also enhances the role of the resource centre through provision of needed support during the learning delivery. The SLMS plans with classroom teachers to develop and implement programmes that ensure access to intellectual resource and increasingly making the students independent learners. Since teaching and learning programmes are guided by curricula content, the information needs of teachers and students are to be met based on the curricula needs.

The National Policy on Education (2004) remains hitherto the most authoritative government policy statement on provision of school library media resource centres in Nigerian schools. The Policy

states in Section 9, number 89 (e) under educational services that libraries are one of the most important educational services, and that proprietors of schools shall provide functional libraries in all their educational institutions in accordance with the established standards." Libraries can be seen as collections of intellectual resource materials specifically housed and arranged to support teaching-learning programmes. Library categorization depends on a number of factors. It is a common knowledge that the size of the targeted users and the curricula in use determine the type of library one has. The funding institution and types of materials housed are some other factors determining the nature of library collections. The government and private owners are to provide the SLMC for schools. Since the Nigerian school curriculum represents the total experiences to which all learners must be exposed, the contents, performance objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided in the curriculum. The teachers are however encouraged to enrich the content with relevant materials and information from their immediate environment while adapting the curriculum to their needs and aspirations (National Education Research Development Council, 2007).

Curriculum is a means by which the aims of the philosophy of education are attained. There are several philosophies of education which include Naturalism, Idealism and Pragmatism. All these agree that desirable experiences should be provided to children while they differ as to what type of experience should be provided for the children (Orukotan, 2005). Scholars in the field of education have variously defined curriculum concepts. Tyler (1949) regarded it as all the learning of students, which is planned and directed by the school to attain its educational goals. Later, in 1956, he opined that curriculum included all planned learning experiences (including extra-class and learning activities at home in so far as they are planned and directed by the school) and the appraisal of student learning. Taba (1962) describes curriculum as an amorphous product of generations of tinkering. This, appears to be a broad and vague definition, it included so many things. It failed to limit curriculum to the school or educational system. This makes it difficult to identify what the intended outcome should be. Also, an attempt to observe the interaction between learner and learning materials or evaluation of intended outcome will prove cumbersome,

if not impossible. In summary, the various definitions of curriculum examined distinctive features such as aims, goals, objectives, learning experiences, organization of learning and evaluation. No wonder why Kolawole (2003) sees curriculum as what and how of teaching-learning programme.

On the supply of instructional materials, which is crucial to any proper implementation of the curriculum, Ivowi (2000) asserted that they form part of curriculum materials used in the education. One of the components addressed when assessing the relevance of school curricula is the availability of instructional materials, he stressed. First, these materials need to reflect a one-to-one correspondence with curriculum contents in order to qualify for "face validity" second, illustrations are best taken from the locality in order to operate within the experience of the learners; and third, the developers of such materials need to be very familiar with the philosophy, objectives and the content of the curriculum being addressed. His excellent conclusion in this connection is that, it is advantageous to ensure that indigenous authors are sensitized and encouraged to produce instructional materials. Commenting further, Ivowi (2000) provided five basic parameters for assessing supply of instructional materials – development, production and publication, distribution procurement and problems which can be summarized as follows: inadequate quantities of available materials either in the finished or raw form; high cost of production leading to unaffordable cost of books to parents; poor distribution due to low performance by booksellers; low capital base for marketers; and low income of parents who pay for these instructional materials. Poole and Denny (2001) also corroborate this belief and shared similar views.

The contribution of bilateral and multilateral agencies to curriculum development is felt in Education in Nigeria. Notable among them however is the Commonwealth of Learning (COL) provision of fund worth $23,000 to COSIT, University of Lagos to enable the Institute print already written course – materials, and another $15,000 for the production of course materials in community health. UNICEF also sponsored a large-scale workshop to integrate Koranic schools curriculum with primary school curriculum in 1996. Also in the area of refurbishing libraries and laboratories, the United Kingdom Government provided funds for the re-habilitation of educational facilities in secondary schools in 26 States of Nigeria while the World Bank provide $120 million credit

facility for refurbishing of libraries and laboratories according to Yoloye (2000). This further reveals the importance attached to library and its stock in educational growth. Salami (2004) has noted that in order to ensure full attainment of the great ambition of the Universal Basic Education (UBE) programme, eight key areas should be given special attention. Prominent in these key areas are the curriculum, instructional materials and library development. Others include: social mobilization, infrastructure, teachers, out of school youth and special needs education. It is assumed that if all these important areas are well catered for, the new education programme will be successfully implemented.

Corroborating the need for media resources, Obanya (2002) listed some instructional materials considered necessary components for curricula delivery. They include: Books, curriculum modules, wall charts, flash cards, picture cards, flannel graphs, weighing scale, school diaries, lesson notes, admission register, chalk, chalk board, rulers, radio, television set, computers and introductory materials. Meyer & Rose (2000) as reported by International Technology Education Association (ITEA), for example, point out "the potential of new technology to revitalize reading instruction and to make reading more relevant to the lives of children growing up in the Electronic Age." Bruce and Peyton (1999) state, "Teachers can use network-based approaches to literacy instruction to support authentic reading and writing, collaboration, student-centered learning, writing across the curriculum, and the creation of classroom writing activities" (ITEA, 2004). The importance attached to learning resources was equally emphasized in the UBE Policy because education for all should be the business of all. The arrangement for the provision of these media at the junior secondary school level is the responsibility of both federal and state governments. Each arm is expected to contribute fifty percent each of the needed materials. This does not mean that the central government is not aware of its responsibility as the major provider of funds for the UBE programme.

The mission of the SLMC is to prepare students to become effective and efficient users of resources, ideas, information and other intellectual properties. The SLMP promotes a love of reading and supports students in their personal reading needs. The SLMC is a unique instructional site in which properly trained and certified media specialists collaboratively design and implement instructional

strategies to insure that students master the critical skills for information literacy. Standards for information literacy are defined in Information Power: Building Partnerships for Learning (1998). These skills are integrated throughout the New Jersey Core Curriculum Content Standards and illustrated in the Frameworks for each area. This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

Position statement on the role of the school library media specialist in outcomes-based education (AASL, 1994) states tha school library media specialists actively participate in the planning and implementation of outcomes-based education. They do this in their instructional, curriculum leadership, administrative, and professional roles. New Jersey certified school library media specialists are strongly committed to helping every child become a lifelong reader and learner.

Jones (1997) investigated the theoretical and actual curriculum development roles of practitioners in Georgia. A significant difference between the perceived theoretical role and the perceived actual role was found for this sample of SLMSs, indicating that respondents feel they practice these roles less often than they were trained to do. For most curriculum development roles, respondents perceived their theoretical involvement as important with no significant differences across the instructional levels. Secondary school respondents indicated a higher level of practice than the other levels on providing reference and supplementary materials, planning units with teachers, planning formally with teachers, and providing help with media center based units. Elementary school respondents reported a higher level of involvement with school curriculum committees than the other levels.

The secondary education is the form of education where students receive learning or knowledge after primary education. The broad aims of secondary education within Nigeria's overall national education objectives are preparation of students for useful living

within the society and for higher education. The secondary school education is six years in duration and is structured into two stages that is, the Junior Secondary School (JSS) and the Senior Secondary School (SSS). Each stage lasts for three years while the secondary school curriculum is also 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. Various stakeholders have certain roles to play in order to achieve the targeted objectives of the curriculum. Relevant stakeholders in the Nigerian education sector include the pupils, teachers, school library media specialists, school heads, parents and government to a large extent. The function of the school library media specialist is very significant in achieving objectives of set out curriculum. The school is expected to provide the necessary SLMRs that will enrich and support instruction.

To achieve the purposes for which curricula are formulated, there is need for planned delivery of the subject contents involving several key role players. Curricula delivery or implementation means putting the curriculum to use and this could be done in many ways through specific instruction especially in a secondary school setting. The adoption of curriculum by the school board starts the process of implementation that includes monitoring both the curriculum and the instructional practice with respect to achieving the expected outcomes (Jaiyeoba, 2003). The learning resource collections of the SLMC are selected and acquired in order to achieve the purpose of the curriculum. One of the surest ways of facilitating instruction is to provide a functional SLMC that is supportive to teaching-learning programmes in the Nigerian schools because the services provided by SLMC touch learners' lives and inspire their imagination, learning and creativity (Williams, Coles & Wavell, 2002).

Senior secondary subjects are grouped according to subject contents into Arts (Social science and Commercial) and Science. Social Science is the field of scholarship that studies society. "Social science" is commonly used as an umbrella term to refer to a plurality of fields outside of the natural sciences usually exclusive of the administrative or managerial sciences. These may include anthropology, archaeology, criminology, economics, education,

government, linguistics, international relations, political science, sociology, geography, history, law, and psychology. Only the three common social science subjects found on the senior secondary school curriculum are relevant for consideration here. These are Economics, Government and Geography.

Economics is a social science that seeks to analyze and describe the production, distribution and consumption of wealth. Geography as a discipline can be split broadly into two main sub fields: human geography and physical geography. As a result of the two subfields using different approaches a third field has emerged, which is environmental geography. Environmental geography combines physical and human geography and looks at the interactions between the environment and humans. Geographers attempt to understand the earth in terms of physical and spatial relationships. Government is an academic and research discipline that deals with the theory and practice of politics and the description and analysis of political systems and political behavior. These subjects and numerous others are examined at Senior School Certificate Examinations (SSCE) conducted by the National Examination Council (NECO) and West African Examination Council (WAEC).

Statement of Problem

Many stakeholders have express notion that education system in Nigeria is nose diving with reference to quality. Consequently, they often accused government of paying lip service to proper education of the school age without sufficient provision of resources in required quantity and quality. Thus, a conclusion is drawn to support private initiative in education at both elementary and higher institutes of learning. Advocates of private institution believed that people must pay because education is not a social service anymore. Do we still have resources in schools owned and operated by government becomes a very important question and how adequate are they and do teachers use them for intended purposes? This study therefore becomes necessary to investigate the available resources for learning in government secondary schools. Dearth of resources accounts for greater percentage of reasons why parents and guardians prefer to send their children and wards to public schools. The study would reveal the rate of adoption of school library media resources for teaching social science subjects and remove erroneous

impression that only science and technological subjects are taught with instructional aids. This paper is expected to fill the observed gap which exists due to the fact that scanty literature are available in specific subject field versus adequacy of media resources and teachers' utilisation for teaching or curriculum delivery especially in Oyo State public secondary schools and with particular reference to social science subjects.

Objectives of the Study
The objectives of this study are to:
i   establish the level of teachers' utilisation of SLMRs in social science curricula delivery;
ii   establish the school library media personnel's assessment of the adequacy of the SLMRs for social sciences curricula delivery;
iii find out the influence of teachers' utilisation of SLMRs in social science curricula delivery; and
iv   determine the influence of adequacy of the SLMRs on social sciences curricula delivery.

Research Questions
Two research questions were answered in this research work. They are:
1   What is the school library media specialist's assessment of the adequacy of the SLMRs for social sciences curricula delivery?
2   What is the level of teachers' utilisation of SLMRs in social science curricula delivery?

Hypotheses
The following null hypotheses were tested at 0.05 degree of freedom in this study:
H_{01} The utilization of SLMRs has no significant influence on social science subjects' curricula delivery in SSSs of Oyo State.
H_{02} There is no significance influence of adequacy of the SLMRs on social sciences curricula delivery.

Methodology
The study adopted the ex-post-facto type of survey research method. The purposive sampling technique was adopted to determine the one hundred and twenty five out of one hundred and thirty-five

schools where we have teachers for the three social science subjects and semblance of a library. Only schools that have social science teachers, libraries and personnel constituted the participating schools as shown in the appendix. Any secondary school that has a library but has no presence of school/ teacher librarian and social science subjects' teachers is exempted from this study. Since the population is fairly large, random sampling was used to select students in the schools while all the teachers teaching selected subjects and one hundred and twenty five (125) school library media specialists (SLMS) and three hundred and seventy-five teachers (375) were used making five hundred participants in total.

The data for this study was gathered through d set of questionnaire administered to the social science (Government, Economics and Geography) teachers. The questionnaire for teachers comprises of background information on respondents (Section A) and the main body (Section B to E). Section B addresses issues on existence of school library media centre and its resources in school. Section C solicits information on relevance, adequacy, regularity and purpose of use of school library media resources to the teaching of social science subjects in curricula delivery. Section D sought information on relative influence and competence of use of SLMRs on the delivery of social subjects. The questionnaires were tagged 'Resources Utilization in Curricula Delivery (RUCUD) designed for teachers and 'School Library Resources for Social Science (SLRSS).' The instruments were vetted by relevant experts and administered on selected teachers in ten schools (that were not included in the study) within the Ibadan North Local Government of Oyo State. The pre-test exercise was conducted to be sure of completeness and adequacy as well as suitability to solicit the required information and to discover omission of vital information, before the final administration of the questionnaire. A test-retest method was used to ensure the reliability coefficient of the self-developed instruments meant for data gathering. The reliability co-efficient of the questionnaire amounted to: Resources Utilisation in Curricula Delivery (α = .86) and School Library Resources for Social Science (α = 0.84.) The result indicated that the instruments were very reliable and adequate for the study. Trained Liaison Officesr of the Oyo State Local Government Service Commission served as research assistants that visited each education zone of the state. The administration of the questionnaire lasted one month. The atmosphere where the test

was administered resembled that of an examination time. Students were made to observe almost all the rules guiding the conduct of an examination through the help of teachers who were encouraged by their school heads to assist upon the request of the researcher and research assistants.

Results

Descriptive statistics of frequency, cross tabulation, percentages and inferential statistics of Chi-square and Pearson correlation, Independent t-test and multiple regressions were used as appropriate to analyse the research data relating to the research questions and hypothesis. Possible comparisons of means were made where any observed significant difference was noticed in order to further clarify the source of the observed significant difference. The Statistical Package for Social Sciences (SPSS) was used for the data analysis.

From the 530 copies of questionnaire administered to the respondents, 500 were found useful out of 513 that were retrieved making 94.3% return rate. The data were analyzed using SPSS statistical package. It should be observed that all data were collapsed as a single entity for each category while presenting the results. This was done to achieve the objectives and the concept of the study which is to bring out the influence of availability and utilization of school media resources on social science subjects learning outcomes of the senior secondary school students in Oyo State, Nigeria and not according to schools and subjects. By implication, the schools and subjects were not treated on their merits but as part of Oyo State senior secondary schools. However, where necessary, discussions may be made to reflect peculiarities in the schools and subjects that make up social science discipline. Similarly, the categories of the respondents will not be reflected except where the need arises. Their opinion is therefore treated together as found significant to the research questions and hypothesis. On the other hand, where the need is inevitable, matters that bother on specific group will be addressed. The response rate of the respondents to the questionnaire is already presented in Table 1.

Research Question 1: How adequate are the available SLMRs to the curricula delivery of social science subjects?
In providing response to this research question, item 18 (I - XVI) in

the questionnaire for social science teachers were used. The result is shown in Table 2 which revealed that textbooks are the most resources in adequate supply in the senior secondary schools of Oyo State. Textbook was rated to be fairly adequate (X = 2.54) so also was dictionaries (X = 2.68), encyclopedia has (X = 2.25); newspapers (X = 2.33); magazines (X = 2.29); pictures (X = 2.25); maps (X = 2.26); and wall chart (X = 2.00). Real objects (X = 1.61), yearbook (X = 1.55) and directories (X = 1.38) were not adequate for the curricula delivery of social sciences subjects in the SSS of Oyo State.

Table 2: Adequacy of SLMRs to the Curricula Delivery of Social Science Subjects

Materials	VA	A	FA	NA	Mean	Std. D
Textbooks	28 (33.3)	18 (21.4)	16 (19.0)	15 (17.9)	2.54	.55
Encyclopedia	14 (16.7)	29 (34.5)	12 (14.3)	22 (26.2)	2.25	.82
Dictionaries	34 (40.5)	11 (13.1)	24 (28.6)	8 (9.5)	2.68	.70
Year books	12 (14.3)	16 (19.0)	6 (7.2)	22 (26.2)	1.55	.69
Directories	9 (10.7)	14 (16.7)	8 (9.5)	22 (26.2)	1.38	.72
Newspapers	27 (32.1)	11 (13.1)	19 (22.6)	17 (20.2)	2.33	.45
Magazines	21 (25.0)	15 (17.9)	26 (31.0)	11 (13.1)	2.29	1.01
Pictures	17 (20.2)	23 (27.4)	15 (17.9)	22 (26.2)	2.25	.73
Wall charts	11 (13.1)	18 (21.4)	28 (33.3)	14 (16.7)	2.00	.81
Maps	18 (21.4)	22 (26.2)	15 (17.9)	22 (26.2)	2.26	.73
Real objects	9 (10.7)	9 (10.7)	22 (26.2)	28 (33.3)	1.61	.93

VA- Very Adequate   A- Adequate   FA- Fairly Adequate   NA- Not Adequate

Research Question 2: What is the regularity of use of SLMRs for

curricula delivery by teachers in Oyo State?

In providing response to this research question, item 17 (A – Z, Aa – Ac) in the questionnaire for school library media specialists were used. The result is shown in Table 3 which shows that textbook is the most regularly consulted material with a mean score of (X = 3.14) followed by dictionaries (X = 2.82); newspapers (X = 2.52) and maps (X = 2.45). While wall charts attract (X = 2.27); picture (X = 2.17); directory (X = 1.57); real objects/samples (X = 1.88); yearbook X = 1.81); magazines (X = 2.42); journals (X = 2.02) are all rated fairly regularly used by the respondents.

Table 3: Regularity of Use of SLMRs for Curricula Delivery of Social Science Subjects

Materials	VR	R	FR	NR	Mean	Std. D
Textbooks	130 (54.8)	62 (26.2)	09 (3.6)	23 (9.5)	3.14	1.02
Encyclopedia	34 (14.2)	54 (22.6)	62 (26.2)	65 (27.4)	2.05	.74
Dictionaries	82 (34.5)	82 (34.5)	37 (15.5)	23 (9.5)	2.82	.59
Year books	34 (14.3)	43 (17.9)	45 (19.0)	76 (32.1)	1.81	.72
Directories	17 (7.1)	43 (17.9)	48 (20.2)	82 (34.5)	1.57	1.06
Newspapers	71 (29.8)	68 (28.6)	37 (15.5)	40 (16.7)	2.52	.69
Magazines	45 (19.0)	71 (29.8)	74 (31.0)	34 (14.3)	2.42	.86
Journal	20 (8.3)	76 (32.1)	54 (22.6)	65 (27.4)	2.02	.68
Pictures	34 (14.3)	96 (40.5)	06 (2.4)	79 (33.3)	2.17	.77
Wall charts	56 (23.3)	60 (25.0)	45 (19.0)	45 (19.0)	2.27	.86
Maps	65 (27.4)	74 (31.0)	31 (13.1)	37 (15.5)	2.45	.78

Real objects	51 (21.4)	43 (17.9)	11 (4.8)	94 (39.5)	1.88	.99

VR- Very Regularly **R-** Regularly **FR-** Fairly Regularly
NR- Not Regularly

Testing of Hypotheses

Table 4: Summary of Multiple Regression Analysis Showing Relative Influence of Utilisation and Adequacy of SLMRs on Social Science Curricula Delivery

Model	Unstandardized coefficient		Standardized coefficient	t	Sig.	Remark
	B	Std.	Beta			
(constant)	6.967	.842	.	8.276	.000	
Adequacy	-.304	.004	.071	-.534	.678	NS
Utilization	14.297	.102	.492	3.991	.023	Sig.

Hypothesis 1: The utilisation of SLMRs has no significant influence on social science subjects' curricula delivery in Senior Secondary Schools of Oyo State.

In testing this hypothesis, item 17 (a – f) and item 23 in the social science teachers questionnaire were used and the result is shown in Table 4 which will be used to explain this hypothesis. Table 4 shows that the utilisation of SLMRs has significant influence on the social science curricula delivery in the selected senior secondary schools in Oyo State (Beta = .492; t = 3.99; P<0.05). Therefore, the null hypothesis 1 is rejected.

Hypothesis 2: There is no significance influence of adequacy of the SLMRs on social sciences curricula delivery.
Going by the results from Table 4, it could be observed that adequacy of SLMRs has no significant influence on the social science curricula delivery in the selected senior secondary schools in Oyo State (Beta = .071; t = -.534; P<0.05). Therefore, the null hypothesis 2 is accepted.

Discussion of Findings

Utilisation of the SLMC for Teaching-Learning Delivery
This study revealed that social science teachers in Oyo State do make use of few materials in the school library media centre for their

teaching-learning programmes. Reference resources were reported to be well utilised by the respondents. This is in agreement with the opinion expressed by Obanya (2001) that the use made of spatial and material resources are more important considering their importance to education. Good percentages (70.5%; 64.8% and 59%) of the students' respondents make use of dictionaries, atlases and encyclopedia while those that do not use them complained of their non-currency. Findings of this study reveal that not many respondents usually make use of the library but the library just exists as one of the necessary facilities to be provided for teaching-learning programme. This finding is in line with Cleaver (1981) who submitted that emphasis should not be placed on the library facility but on the use made of the library in teaching and learning. A total of 213 (58.7%) teacher respondents could say that the utilization of SLMC's resources has enhanced social science curricula delivery in their various social science subjects.

In his own view, Woolls (1998) referred to the library as one that provide an environment which will encourage and support teaching and learning within its spaces however, a total of (42, 11.6%) respondents complained of lack of adequate space from the finding of this study. Previously, Dike (1993) had earlier submitted that the usefulness of SLMC brought its acquisition from the periphery to the centre of the education. From the research findings of this study, the reverse is the case in Oyo State SSSs because students are not encouraged as expected to use the SLMC for teaching-learning support and cannot be said to be at the centre of education. A total of 179 respondents representing (49.3%) have not been encouraged to use the SLMC's resources for the teaching-learning programme with reference to social science subjects and a total of 51 (60.7%) school library media specialists submitted that they have affected the teaching-learning of social science subjects in schools. Many of the students were able to achieve impressive learning outcomes due to the positive role that the SLMC plays in enhancing the schools objectives according to Hopkins (1989) and Heeks and Kinnell (1994). Non-utilisation of the available SLMC's resources can be said to be synonymous with the not too impressive performance of the students in the achievement test administered. This is in agreement with the findings of Oleg (1995) and Smith (2002) which states that the school library is the backbone of functional education without which academic excellence cannot be

achieved. Blanchard, Senesh and Patterson-Black (1999) submitted that SLMC influenced student achievement. The influence in this study is not positive because not many electronic resources are provided in Oyo State SLMC and the printed resources are not in recommended quantity and quality.

Adequacy of School Library Media Resources in Schools for Curriculum Delivery

From the findings, textbook is adequate in (46, 54.7%) schools, dictionaries were adequate in (45, 53.6%) schools while maps were adequate in (40, 47.6%) schools and pictures were adequate in (40, 47.6%) schools. Real objects (18, 21.4%) and directories (23, 27.4%) were the least adequate in schools. This confirms the study of Ivowi (2000) as well as Poole and Denny (2001) who observed in separate studies, provision of inadequate quantities of available materials either in the finished or raw form as one of the basic parameters for assessing supply of instructional materials. No wonder why inadequate teaching and library materials are said to be major pitfalls of the educational programmes and policies in Nigeria (Ukeje, 2000). The study also revealed that SLMC's resources are provided by the government for delivery of curricula in SSSs in Oyo State. This is so because media are needed for successful teaching-learning programme in schools. However, not many of these SLMC resources are adequate.

The SLMC resources are to improve the conditions under which the students both in and outside the classroom are made to learn as submitted by Abdulkadir (1991). He stated further that the resources must be comprehensive enough and multi-various too. This is contrary to the case under study because the selection and acquisition effort is not guided by any institutional policy in operation as recommended by Abdulkadir (1991). AASL (1998) and AECT (1998) jointly recommended that the SLMCs programme must be fully integrated into the curriculum to promote students' achievement of learning goals. This is not the case in Oyo State, because access provided in schools is not to the full range of information resources and services which is fundamental to learning. Only 222 (61.2%) teacher respondents can testify to having access to full range of resources provided by their SLMCs. In fact, learning strategies are not provided to meet the needs of individual students but availability and utilization in some schools also led to

high performance. Direct support of the SLMC is fundamental to the basic design and optimum implementation of an educational programme of excellence according to Davies (1969) but this is denied in Oyo State SSS. As observed by Heyneman (1989), that in spite of all the changes in educational philosophies, aims and pedagogy that have permeated school systems in the developing countries, the central importance of textbooks has not diminished. Textbook was shown in this study as the most utilized (100%) resource in SSSs for social science subjects.

Summary
This study can be summarized as follows based on its findings:
- There were indications that almost all the available SLMCs are not adequately stocked with the relevant resources (59.7% respondents supported this claim) and are not directly funded by the Oyo State Government but by other relevant stakeholders such as the Parents-Teachers' Association and the likes.
- The respondents possess various degrees of library use competency skills and this to a great extent affects the teaching delivery of teachers.
- 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.
- Available SLMRs are not provided in required quantity and recommended quality and are mostly not consulted.
- There is a no noticeable influence of the SLMRs on the curricula delivery of social science subjects in the senior secondary schools of Oyo State.

Conclusion
This research concludes that provision of school library media centre in the senior secondary schools of Oyo State is not negotiable and it is desirable to both teachers and students for curricula delivery and effective teaching-learning programmes of the social science subjects. The school library media specialist would also be greatly encouraged to function when materials are provided in adequate quality and quantity required. Another conclusion that could be inferred from non provision of adequate and useful SLMC's

resources is that it may impede the rate of curricula implementation of social science subjects in the secondary school. Simply put, if SLMC is not well-equipped, the quality of teaching and rate of learning would be hampered.

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 utilisation 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 provider occupying a very prominent position in the school setting. In order to record improved curricula delivery therefore, school library media resources should be provided in the required quantity and quality. Also, teachers of social science subjects in secondary schools should use them for teaching-leaning programmes.

Recommendations

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

i   Relevant resources that are supportive to curricula delivery should be acquired and made available for use of the teachers and the students in the secondary schools for improved students cognitive achievement to be achieved. This can only be achieved when the government makes conscious efforts to develop and operate a school library collection development policy.

ii   No teacher could possibly record a high level curricula delivery better than the quality of teaching resources accessible to him. Hence, schools without adequately trained library specialist should as a matter of exigency employ motivating strategies (such as provision of study grants and soft loan) that would assist SLMCs' staff embrace recommended and suitable capacity building programmes such as the master degree programmes of Abadina Media Resource Centre, University of Ibadan.

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