TEACHING AND EVALUATION IN REGULAR AND SPECIAL SECONDARY SCHOOLS

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(An Effective and Creative Approach)

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Introduction

The School Library Media Centres (SLMCs) resources are 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. School Library Media Resources (SLMRs) are no doubt the backbone of effective curriculum delivery in schools. All categories of people in the school (like the administrators, teachers and pupils) need the SLMRs for teaching-learning programme.

School Library Media Centre is otherwise referred to as school library, media resource centre or school media centre. The change in nomenclature overtime evolved to substitute the traditional school library to reflect the multi-media nature of their collections and functions. For the purpose of this chapter, the term school library media centre is preferred and the contents of the centre are herein after referred to as library resources. The school library media centres carefully and consciously 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; 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.

While students work through the use of SLMRs, the media specialist's and teacher's roles become that of a guide and planner. It becomes their responsibility to provide a rich and stimulating environment, to design 'learning situation' by arranging the resources into meaningful combinations to help students to 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 also enhances the role of the resource centre through provision of needed support during the learning delivery.

The Head of school library media centre is variously referred to as School Library Media Specialist, School Library Media Personnel, School Librarian or Teacher-Librarian. Consequently, for this chapter the designation School Library Media Personnel (SLMP) is used to refer to all. The designation school library media personnel has been universally adopted to replace the long used designation of school librarian or teacher-librarian to reflect their new functions in the education programme of the school (Elaturoti, 1990).

The school library media personnel/specialist must have undergone specialized training in the field of library and information studies with specialization in school media programme. The school library media personnel perform a unified role, uniquely combining the work of a teacher and librarian, and may work full-time or part-time in the school library media centre. 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 contents, 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/resource centres (libraries) 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 (NERDC, 2007).

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. Secondary school 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 personnel, school heads, parents and government to a large extent. The function of the school library media personnel 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 secondary school curricula are formulated, there is a 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 the specific instructions especially in a seconday 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).

n Overview of School Library Development in Nigeria
A search through literature revealed an abundance of researches and publications in aspects of school librarianship in Nigeria. Shaibu (1997) submitted that the Federal School Library Services, which became operational in 1964, was a

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UNESCO project that provided the initial impetus to school library development of this pilot project observing its influence cuts across most Africa. Apeji (1990) among others gave incisive account of the evolution and development of school library facilities, resources and services. Shaibu (2001) provided insights into library use pattern to secondary schools in Borno State of Nigeria. Evolutionary trends and changes in designation and nomenclature from school library to school media resource centre was reported by Nnadozie (2003). The changes in concept and nomenclature of school library have resulted in the addition of educational technologies, teaching aids and learning resources to the traditional holdings of the school library. Fayose (1998) has adequately covered the resources of the emergent school media resource centre in her study. The personnel resources of the SLMC could be seen in the works of Mucgilim (1998), and Elaturoti (2001). These resources also include the computers due to its versatility in accomplishing educational goals.

The *raison d'être* for school libraries could be easily gleaned from their functions and/or roles. Gretz (1996) and Kolade (2001) have joined other scholars in documenting the rationale for school libraries. Oleg (1995) examined the relationship between academic success and library use while Smith (2002) submitted that the school library is the backbone of functional education without which academic excellence cannot be achieved. School library was regarded as the heart and soul of the educational system because it provides the necessary impetus to all categories of learners in school from the slowest learner in the kindergarten to the most intelligent senior in high school through the provision of printed and non-printed materials to aid learning (Cummins, 2001). Zainab, Hai and Hazita (1998) opined that all students in a largely populated school would like to embrace the use of resources hence, to effectively inform a students population of this size regarding the library's functions and services is a formidable task. All these studies revealed the significant position of the

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media resource centre in schools. Its importance has equally made several individuals concentrate their research efforts in this area.

An overview of secondary school education in Oyo State revealed that students' population is very high. This is because high premium is placed on this level of education. Also, awareness is very high among the people of various sects in the society. Secondary school education is generally desirable for every citizen within the age range of 11 – 20 years; they viewed it as a weapon. Little wonder then why Adedeji (1998) viewed education as a strong instrument of progress in any modern society, and it is in fact regarded as one of the inalienable rights of the citizen. Nigeria, therefore, after independence embarked upon educational expansion in her bid for national development, economic growth and technical breakthrough.

Teachers, educational administrators and the general public became caught up in the astonishing complexities of an educational explosion. What is then necessary to be done is to cope with the challenges that come with the scenario. This step is required in order to reap the gains embedded therein. He added that the aims and objectives as well as functions of education in a country are numerous in their varieties. Education promotes the extension and development of democratic principles and beliefs, and contributes to the realization of growth of individual potentials and prepares the way for future progress and change. In acknowledgement of these tremendous potentials, Obemeata (1995) said that education has been found to be the most important instrument for effecting social change and social mobility. It is understandable, therefore, that most governments in the world over attach great importance to education. In view of this, Nigerian government in particular has placed high premium on the management of educational programmes at all levels.

The School Library Media Centre (SLMC) and Library Resources Provision in Secondary Schools

The SLMC according to Ogunsheye, Elaturoti, Kolade and Oniyide (2001) is seen as one of the centres of intellectuals in which pupils use skills that would facilitate the full exploitation of the library resources and in effect enhance the acquisition of lifelong learning skills. Unlike other places in the school, the school library media resource centre belongs to all students, teachers and parents, they concluded. This is still the situation in most of our schools that can boast of a library resource centre. Ogunsheye (2001) observed further that with developments in science and technology the media resources for use in education come in varying formats – print and non-print. The computer and its accompanying software are new additions to the conventional audio-visual media familiar to the learners. Through its well-planned media programme, the school library develops sourcing and exchanging without the basic knowledge of computer operation - it is the key in the published in electronic format to be accessed on the internet. Volumes of expensive encyclopedias and other reference works are now put on CD-ROM to make their cost of acquisition cheaper.

In his own view, Daniel (2001) submitted that the school is at the receiving end in the knowledge age. The volumes of information that emanate from the processed and generated electronically require the expertise of the librarian to determine what is relevant to curriculum from the heap of resources. The volume of this information is so staggering that Allen (1994) wrote that the scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction. This is why the SLMC is regarded as the hub of the school community and integral to teaching and learning. By providing teachers and students with a full range print and electronic resources to support learning, the school library media centre impacts student achievement (Blanchard, Senesh and Petterson-Black, 1999). This submission suggests

that SLMC play a key role in creative and effective teaching as well as curricula delivery in schools if the later is not deficient.

Inadequacy of the curriculum has attracted attention of numerous scholars in the past. Ohiri-Aniche (2000) submitted that both parents and pupils alike increasingly question the adequacy of the school curriculum to meet the basic learning needs of children. Nowadays, many parents hesitate to send children to schools due to their concern that they produce functional illiterates and fail to equip their children for the world of work.

If this is so, then Abdulakadir (1991) may be right when he submitted that the issue of quality of education does not stop on setting minimum academic standards and setting up high entry admission requirements and high cut off points.... but also on improving the conditions under which the students both in and outside the classroom are made to learn. Suffice it to say that not only basic physical facilities that give existence to the institution such as lecture rooms, administrative and office blocks, laboratories/workshops etc or minimal provision of infrastructure that are essential to life such as water, light, health and sanitation facilities and all-season access are necessary but by far of greater impact on academic standards of education at any level are the provision of library facilities with current and relevant stocks of books and journals as well as the provision of other information carriers needed for meaningful teaching—learning activities in schools. The provision here means that the resources must be comprehensive enough and multi-various too. The selection and acquisition effort should be guided by the institutional policy in operation.

Philosophy of the school library media programme includes the following; the school library media centre is a vital and integral hub of the school and as a result reflects the philosophy and goals of the school and the district. In an age of information acquisition, acquiring information literacy skills and a commitment to lifelong reading and learning become paramount. In the SLMC, students develop critical thinking,

problem solving, and communication skills as they use a variety of resources to meet the demands of today's curriculum. The school library media programme does not exist in isolation. The SLMS works in partnership with students, teachers, administrators, board of education members, and the school community to develop the school library media programme. Through collaboration, the school library media programme also incorporates the goals and objectives of the nation's and the National Information Literacy Standards for Student Learning (NILSSL) 1998 and Association for Educational Communications and Technology (AECT) 1998. The combined vision supports the goal for educational excellence and the concept of intellectual freedom.

Ten principles for learning and teaching of school library media programme have been identified and developed by the Information Power Vision Committee. (Information Power" Building Partnerships for Learning) to include: the library media programme (essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals); the information literacy standards for student learning are integral to the content and objectives of the school's curriculum; the library media programme models and promote collaborative planning and curriculum development; the library media programme models and promote creative, effective, and collaborative teaching; access to the full range of information resources and services through the library media programme encourages and engages students in reading, viewing, and listening for understanding and enjoyment; the library media programme supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs; the library media programme fosters individual and collaborative inquiry; the library media programme integrates the uses of technology for learning and; teaching and the library media programme is an essential link to the larger learning community.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit or within a unit, which addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select and apply the appropriate information to meet their educational, personal, and recreational needs. Students must be prepared to acquire materials and resources to meet their current and lifelong needs. They will need to know how to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

The mission statement of any library setting remains the same as noted by the American Library Association (ALA, 1988) that the library should ensure that students and staff are effective users of ideas and information through the following means; by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students.

ALA (1998) has equally identified the following seven goals to pilot successful curricula implementation in schools. These are very relevant to this chapter. They are to provide; intellectual access to information through learning activities that are integrated into the curriculum and that help all students achieve information literacy by developing effective cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum; a physical access to information through a carefully selected and systematically organized local collection of diverse learning resources that represent a wide range of subjects, levels of difficulty, and formats; a systematic procedure for acquiring information and materials from outside the library media center and the school through such mechanisms as electronic

networks, inter library loan, and cooperative agreements with other information agencies; and instruction in using a range of equipment for accessing local and remote information in any format; learning experiences that encourage students and others to become discriminating consumers and skilled creators of information through comprehensive instructions related to the full range of communication media and technology.

The other three goals include; leadership, collaboration, and assistance to teachers and others in applying principles of instructional design to the use of instructional and information technology for learning; resources and activities that contribute to lifelong learning while accommodating a wide range of differences in teaching and learning styles, methods, interests, and capacities; and a programme that functions as the information center of the school, both through offering a locus for integrated and interdisciplinary learning activities within the school and through offering access to a full range of information for learning beyond this locus; to provide resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

It is necessary to state unequivocally that no student would enjoy library services of the above-mentioned nature facilitated by SLMC that would not experience creative and effective teaching and achieve the essence of any curriculum for that matter in a secondary school setting. If the above standard were copied, would no doubt be rewarding in our own view. This was strongly supported by Bauhman and Eldrighoff (1999) in a paper presented at a symposium at Simmons College, Boston and is widely cited. It reported a study (the Simmons Survey, 1999) conducted in pre-secondary and secondary schools in the United States of America (USA) which suggests a link between school libraries and academic achievement. Schools with library programmes with a higher

book count with increased usage, and with more open hours were found to have higher scores in examinations. One can easily conclude from the result of the Simmons Survey that no matter the format of the SLMC, alignment with the curriculum will ensure attainment of objectives.

Woolls (1993) criticized the roles of the school librarians/ media specialists and reminded them of the need to prepare for and implement change. School libraries need to move from traditional helping role into leadership role. If students are to become information literate, we must begin to work as chairs of curriculum team rather than as just members. This is already happening because librarians are in unique position to lead with credibility in all the areas of the curriculum rather than allegiance to one, and there lies school librarians' true strength. Owing to the fact that librarians merely offering suggestions of materials to supplement classroom teaching to directing the collaborative experiences teachers offer their students. Librarians need to be an integral part of that planning so teachers will adjust their activities to combine isolated lessons and design them to meet difference in learning styles. This is the only way that all students will be well prepared to be contributing members of a global society.

Frank (2001) was of the view that the concept of a library as a place is changing and as a result libraries that are not actively with scholars will not be as effective or successful. Usage of libraries is increasingly changing. Libraries that are philosophically and in practice looking outwardly and working with scholars will be more relevant. The implication of this is that the opportunities to collaborate with scholars to assess information needs to provide value-added information to participate on research teams, and to integrate information competences into students' learning experiences are numerous. Librarians must get out of the library and collaborate with students and scholars (consulting gets librarians out of the library and into the academy). They submitted that librarians must aggressively customize, filter, synthesize, and market

information for students, scholars, and administrators. Instructional role of the school librarian and/or media specialist includes the fact that library media centre environment should be student centered, welcoming, and supportive with equitable access to materials. He/she teaches students to access, evaluate, organize and synthesize appropriate information for specific purposes. Also, he/she understands and incorporates technology in instruction. More importantly, he/she understands and accommodates different learning styles and explains and demonstrates skills in a variety of ways according to students' needs.

The school librarian assess students learning by employing a variety of assessment tools; plans and modifies units and lessons to meet desired student learning outcomes as well as guides students in the development of critical and appreciative reading, viewing, and listening patterns to encourage them to become life-long readers and life-long learners. Equally, he/she assists students in selection of reading materials for curricular, personal, and leisure needs with an understanding of reading levels, interest levels, and curriculum. His/her curriculum leadership role is as follows: works with teachers to incorporate new technologies into the curriculum, provides in-service training for teachers and administrators, expected to understand how the nation's core curriculum content and the corresponding framework integrate library literacy skills into all subject areas, collaborates with teachers to incorporate literacy and research skills into all subject areas and designs instructional experiences.

Evaluation and selection of library materials with an understanding of curricular requirements, learning styles, varied student interests, and reading levels is a major role for the librarian. He/she suggests a variety of appropriate print, non-print, and electronic resources to supplement and complement classroom materials and activities, provides materials to the school community as needed and ensures a variety of

appropriate print materials to promote the love of literature and lifelong reading.

Administratively, he/she establishes annual and long-range goals for the school library media programme; administers, operates and supervises the library media center, developing policy and budgets for efficient operation and optimal service; maintains a current knowledge of national and state legislation and standards affecting the school, and applies this knowledge to library media centre operations; communicates with and solicits input from various members of the school community on aspects relating to the school library media programme; uses the selection policy to develop a balanced collection of electronic and print resources; provides equitable access to print and technological resources available through the nation's libraries and maintains accurate records of library's computer hardware, software, and online access (databases and online public access catalog (OPAC) are sufficient to meet the needs of its users falls within his/her administrative functions.

Professional roles of any school librarian/media specialist are as follows: he/she provides reference services to all members of the school community; provides information about and encourages adherence to copyright laws; models the principles of intellectual freedom; keeps informed of educationally sound, research-based practices by participating in professional organizations, course work, workshops, conferences, and by reading professional literature; and advocates the value of the school library media programme.

The library media specialist is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum. Bell and Totten (1991) highlighted the connection between school academic success and the involvement of the school librarian in the instructional programme. While the research did not look directly at the impact of different levels of cooperation on academic

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achievement, it was found that academically highly effective public elementary schools as opposed to academically ineffective schools are more instructionally cohesive and that the school media specialists are more likely to be chosen by teachers for cooperation on instructional problems in the effective schools. However, no connection was found between personality characteristics of the school library media specialists and the extent to which they are approached by teachers for advice. It is also interesting to note that teachers were likely to cooperate in instruction with their school librarians at least as much, and in some cases more than they were with their teacher colleagues.

Bishop and Blazek (1994) considered the three roles described in Information Power: information specialist, teacher, and instructional consultant. The author asserts that if an understanding of the roles of the school library media specialist can be determined, understood and communicated before a literature-based or whole-language programme is initiated, the chances that the programme will flourish and grow are greatly enhanced. It was concluded that the librarian has a key role in the implementation of a literature based reading programme, their impact possibly being commensurate with individual dedication to certain well-developed principles of access and collection development. Observations revealed that teachers were highly dependent on the librarian's bibliographic advice; she had a significant role in guiding teachers, students and administrators in the selection of resources.

The teaching role described in information power was noted, this was achieved without clerical help, and that the teaching role of the media specialist could be improved if clerical assistance was available. With regard to the instruction consultant role, it was reported that a great deal of trust was placed in the knowledge and expertise of the media specialist by the members of the teaching faculty – they were quick to make use of materials provided by her that dealt with whole-language philosophy and literature-based reading approaches.

It was noted that the nature of the relationship between the school library media specialist and the teachers, students and administrators is key to the success of the programme "the positive relationships established by the media specialist in this study represented a definite asset in the success of the programme and contributed to attainment of the educational goals of the literature-based reading programme. Flexible scheduling was also seen as an essential component of the initiative. However, as the author emphasizes that as the study was conducted in just one elementary school, generalization of results is problematic.

Importance of School Library Media Resources in Achieving Educational Goals

The SLMC has major and significant role to play in supporting and enhancing educational goals as authored in the school's mission and curriculum. Some of the roles are highlighted as follow: developing and sustaining children in the habit and enjoyment of reading and the use of library throughout their lives. Offering opportunity for experiment in creating and using information for knowledge, understanding, imagination and enjoyment; supporting all students in learning and practicing skills for evaluation and using information, regardless of communication within the communities; providing access to local, state, national and global responses and opportunities that exposes learners to diverse ideas, experience and opinions; organizing activities that encourage cultural and social awareness and sensitivity; working with students, teachers, administrators and parents to achieve the mission of the school and proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy (IFLA and UNESCO, 2000).

Davies (1969) earlier opined that today's school is excellent. The direct support of the school library is fundamental to the basic design and optimum implementation of an

educational programme of excellence. Deny the programme this integral support and the programme is weakened irreparably. She stated that every school library has the primary objective of contributing to the achievement of the objectives formulated by the school, of which it should be an integral part. The library according to her should be a place where students can read, think and relax. Libraries in schools should: relieve poor parent/guardian of the painful obligation of buying all books for their children or wards; encourage students to use books independently to seek information and to read for pleasure; teach students vital library skills such as, how to make notes and originate reports and essays, and so on; improve their reading skills whereby students learn to read critically; and help them develop a love for books as appetite for reading.

Today's library is like "a big play ground waiting to be explored" (Travaline, 1997) and the librarian is the best playmate; one that makes the playground worthwhile. Herbert (1997) said young children's literacy develops and emerges as they explore and participate in a literacy rich environment. He added that at the centre of such an environment are books and other resources with contents that are familiar and fascinating to children and Heyneman (1989) once submitted 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 and other learning resources have not been diminished. They argued further that since the second half of last millennium, empirical evidence of the importance of learning resources in academic achievement abound. Tahir (2005) submitted that the school library, aside from enhancing literacy and numeracy through access to a variety of relevant learning resources, encourages sharing and caring for communal resources just as it strengthens civic and moral values. This therefore makes the school library an integral component of the school curriculum. The Universal Basic Education Commission (UBEC)

intends to ensure that this role of the school library becomes a reality by advocating for a place for the "library" in the school time-table.

Studies such as that of Ogunsheye (1978) in Nigeria and those cited later by Aprieto (1983) of a textbook study 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. Lack or insufficient provision of these resources and poor management of resources constituted to the failure of any laudable educational programmes of the government. Ukeje (2000) and Adamechi (2002) identified some of the pitfalls of the Universal Primary Education (UPE) 1976 programme to include lack of political will, instability, incomplete, inconsistent and outdated data, inadequate teaching and library materials, hasty planning and lukewarm support of the people to the programme. All these research studies emphasized the importance attached to resource materials. Hence, the library needs not struggle or fight for recognition before it occupies its rightful position.

According to Freeman (1975), the school library is a place for quiet learning and enjoyment where pupils, students and teachers can become expert in using materials. The school library assists teaching by storing instructional materials such as textbooks, audiovisual materials, magazines, newspapers, journals, and reference materials. It is the function of the library to support information to keep staff and students abreast of new developments. Are these libraries ready for these challenges become our next concern. Several studies have been conducted on the state of secondary school libraries in Nigeria. For instance, Fayose (1982) studied use of secondary school library resources in eight secondary schools. In the study, the schools had book collections and refer to a certain area of the school as the school library. These schools libraries did not follow any set standards. Majority of the students, however, used the library as quiet place to study their own textbooks and notebooks. This suggests non-adoption of existing set

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standards is one of the major factors inhibiting school library efficiency and effectiveness in schools.

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. According to him, this indicates a lack of the necessary guidelines for developing library collections in the schools. The question that now arises is, What guidelines was he talking about – curriculum or some set of standards to guide library collection building? If it is the latter, there is need for awareness to sensitize school/library managers. Opeke (1980) also conducted another study on secondary school libraries and found they lacked audiovisual materials, teachers and students made minimum use of the school library and this may be attributed to the present poor library stock. In addition to these, it was discovered that service rendered by the libraries to staff and students were mostly reading or for borrowing books. Daniel (1998) surveyed the state of school library in the Federal Capital Territory, Abuja and found that most school surveyed have no enough chairs and tables for readers' use, and only audiovisual materials, television, and radio were found in just a few libraries. Also, there were inadequate learning resources in the schools. No doubt from these previous studies, there is a dearth of instructional support/ learning resources in Nigerian secondary school libraries.

Shaibu (2001) emphasized the importance of school libraries and submitted that school libraries have been interwoven however limited, with Nigerian secondary education for well over three decades now. The provision of such resources has been based on the often-exaggerated notion of their importance and goodness. Many stakeholders in education readily accepted that the school library is a desirable part of the school, having a valuable role to play in the educational programme. Based on the same assumption, official government position regarding school libraries as evident in

the National Policy on Education (1981) is positive indeed as earlier stated. As a result, many secondary schools in Nigeria presently have libraries of 'some sort'. Have they 'some sort' of effect become the next question? Opeke (2001) raised a question that with current state of affairs, what then is the profile of the School Librarian? and saw the school librarian as the energizing force that powers the education thrust of the instructional process. If the quality of leadership, guidance and instruction provided by school librarian directly influence and affect the quality of the education programme, then, what is the degree of effect? One of the things a school librarian should be able to bring to position, according to her includes knowledge of subject content, curriculum design and implementation. The implication of this is that, the school librarian could influence implementation of secondary school curricula in an enabling environment in order to achieve creative and effective teaching in schools.

Conclusion

For any teaching-learning programme to be successful, there is a need for planned implementation of the curricula in use. While doing this, provision of school library media resources is essential and very vital to any teaching-learning situation. Every stakeholder in the education industry has a role to play in ensuring creative and effective teaching in schools but that of the school library media resource centre cannot be substituted. If teachers are not teaching well, a student may register for remedial programme to make up for the deficiency, but no single individual or activity can sufficiently substitute the significant influence of the school library media centre in teaching programmes with particular reference to creativity and effectiveness.

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