

**SCHOOL TEACHERS' PERCEPTION ON THE ROLE OF THE
SCHOOL LIBRARY MEDIA SPECIALIST:
A CASE STUDY**

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KUALA LUMPUR**

2019

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OF THE SCHOOL LIBRARY MEDIA SPECIALIST:
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DISSERTATION SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF LIBRARY AND
INFORMATION SCIENCE

FACULTY OF COMPUTER SCIENCE AND
INFORMATION TECHNOLOGY
UNIVERSITY OF MALAYA
KUALA LUMPUR.

2019

UNIVERSITY MALAYA

ORIGINAL LITERARY WORK DECLARATION

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Title of Thesis: SCHOOL TEACHERS' PERCEPTION ON THE ROLE OF THE
SCHOOL LIBRARY MEDIA SPECIALIST: A CASE STUDY

Field of Study: SCHOOL LIBRARY MEDIA

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ABSTRACT

Over the years, the School Library Media Centre has evolved to be an integral part of the school system, from curriculum development to resources collection and development, as well as teaching and learning advancements. The school library media collection and other information resources on their own cannot prove successful to fulfil the schools' goals which are contained in the mission statement. Therefore, the media specialist or school librarian has been perceived as the bridge that links both information resources, media collection, teachers and students in the school. The position and job responsibilities has placed a lot of demand on the media specialist from both teachers, school management and other staff in the school. These responsibilities are divided into several roles that are expected of the media specialist to perform, from curriculum specialist, technologist, to teaching collaborator and so on. This study is an investigation of school teachers' perception on the role of the School Library Media Specialist. It uses the SMJK Pei Yuan, Kampar district, Perak, Malaysia as the research setting. The study is guided by five specific objectives: (i) To explore the perception of teachers about the School Library Media Specialists' awareness of the curriculum; (ii) To explore the perception of the teachers on the role of the School Library Media Specialist as an instructional partner; (iii) To explore the perception of the teachers on the role of the School Library Media Specialist as an information literacy program administration; (iv) To explore the perception of the teachers on the role of the School Library Media Specialist as an information specialist. The study also aims to investigate if there is a difference in perception of the teachers of the role of the School Library Media Specialist based on their years of teaching experience. This study uses a quantitative approach with survey as the research method. It employs a Questionnaire as the instrument for data collection. All teachers of SMJK Pei Yuan Kampar, Perak served as the population for this study. The data is analysed descriptively, and results are presented using table of frequency counts

and percentages. Findings reveal that most respondents perceive that the School Library Media Specialist has achieved the roles to a great or to a very great extent. These include roles as an instructional partner, information literacy programme administrator, Information specialist and their level of curriculum awareness. The test of mean differences in teachers' perception of the role of the media specialist according to experience revealed that the teachers who have worked for 16 years and above and those between 11-15 years had higher level of perception and it was significantly different from those with lesser years of experience. Finally, this study has revealed that teachers are aware of the School Library Media Specialist's role in supporting the successful academic activities in the school. Also, media specialists' collaboration with teachers in teaching, learning, resources and technology implementation is central to the fulfilment of the school's mission and goals. Therefore, this study has contributed to the existing body of knowledge regarding the vital roles and perceptions of teachers of the roles of the school library media specialist.

ABSTRAK

Selama bertahun-tahun, pusat sumber sekolah telah berkembang menjadi sebahagian daripada sistem sekolah, bermula daripada pembangunan kurikulum hingga pengumpulan sumber dan pembangunan serta aspek pengajaran dan pembelajaran. Pengumpulan koleksi pusat sumber sekolah dan sumber maklumat yang lain, tidak dapat membuktikan kejayaan untuk memenuhi matlamat sekolah yang terkandung di dalam pernyataan misi kajian ini. Oleh itu, guru pusat sumber dan media atau pustakawan sekolah telah dilihat sebagai jambatan yang menghubungkan kedua-dua sumber maklumat, koleksi media, guru dan pelajar di sekolah. Kedudukan dan tanggungjawab pekerjaan telah meletakkan banyak permintaan guru pusat sumber dan media dari pengurusan sekolah dan kakitangan lain di sekolah. Tanggungjawab ini dibahagikan kepada beberapa peranan yang diharapkan, dapat dilaksanakan oleh guru pusat sumber dan media oleh pemimpin kurikulum, pengemudian teknologi, kepada kolaborator dan sebagainya. Kajian ini adalah mengenai persepsi guru sekolah menengah tentang peranan guru pusat sumber dan media sekolah dalam meningkatkan matlamat pendidikan sekolah di SMJK Pei Yuan Kampar, Perak. Ia dipandu oleh lima objektif: (i) Untuk meneroka persepsi guru-guru mengenai kesedaran guru pusat sumber dan media mengenai Kurikulum, (ii) Untuk meneroka persepsi guru-guru mengenai peranan guru pusat sumber dan media sebagai rakan pengajar, (iii) Untuk meneroka persepsi guru-guru mengenai peranan guru pusat sumber dan media sebagai pentadbir program literasi maklumat dan (iv) Untuk meneroka persepsi guru-guru mengenai peranan guru pusat sumber dan media sebagai pakar maklumat. Kajian ini menggunakan kaedah kuantitatif dengan kaji selidik sebagai teknik penyelidikan, menggunakan soal selidik sebagai instrumen pengumpulan data. Semua kakitangan akademik SMJK Pei Yuan Kampar, Perak sebagai populasi dan sampel untuk kajian ini. Data dianalisis secara deskriptif dan hasilnya dibentangkan pada jadual bilangan dan peratusan kekerapan. Hasil daripada analisis berdasarkan persepsi

guru tentang guru pusat sumber dan media, lima objektif dan soalan penyelidikan menunjukkan bahawa kebanyakan responden bersetuju bahawa pakar media telah mencapai item yang sangat besar dan sangat luas. Ini termasuk peranan sebagai rakan instruksional, pentadbir program literasi maklumat, pakar maklumat dan mempunyai kesedaran kurikulum. Ujian perbezaan min dalam persepsi guru tentang peranan pakar media mengikut pengalaman mendedahkan bahawa guru yang telah bekerja selama 16 tahun ke atas mempunyai persepsi yang lebih tinggi dimana persepsi para guru kurang pengalaman bekerja adalah berbeza dengan yang lain. Akhirnya, kajian ini telah mendedahkan antara lain bahawa peranan guru pusat sumber dan media adalah penting untuk aktiviti akademik yang berjaya di sekolah. Selain itu, kolaborasi guru pusat sumber dan media dengan guru dalam pengajaran, pembelajaran, sumber dan pelaksanaan teknologi adalah penting untuk memenuhi misi dan matlamat sekolah. Oleh itu, kajian ini telah menyumbang kepada pengetahuan yang sedia ada mengenai peranan penting dan persepsi guru tentang peranan pakar media perpustakaan sekolah.

ACKNOWLEDGEMENT

My initial appreciation goes to my thesis advisors, Associate Prof. Dr. Noor Harun and Associate Prof. Dr. Kiran Kaur Gurmit Singh of the Department of Library & Information Science, Faculty of Computer Science & Information Technology, University of Malaya. The door to Dr. Kiran's office was always open whenever I ran into trouble or had a question about my research or writing. Dr. Harun consistently allowed this study to be my own work but steered me in the right direction whenever he thought I needed it.

I would also like to thank the teachers of SMJK Pei Yuan, Kampar, Perak who were involved in the validation survey for this research project. Without their passionate participation and input, the validation survey could not have been successfully conducted.

Finally, I must express my very profound gratitude to my parents; Mr Berdewa Singh and Mrs Veer Kaur; to my spouse Mr Jasbir Singh and my children Tejveer Singh, Manveer Singh and Sukveen Kaur for giving me constant support, care and continuous motivation from the beginning of my study and all through, most especially during the period of writing my project. I owe this achievement to you all. I appreciate you all.

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LIST OF SYMBOLS AND ABBREVIATIONS

CCSS ELA	Common Core State Standards “for English Language Arts
AASL	American Association of School Librarians.
ANOVA	Analyses of Variance
SLMS	School Library Media Specialist
TLC	Teacher and Librarian Collaboration
SD	Standard deviation
RSPS	Reader Self-Perception Scale
NCATE	National Council for Accreditation of Teacher Education
ALA	American Library Association
NBPTS	National Board Professional Teaching Standards
AECT	Association for Educational Communications and Technology
PALETTE	People, Administration, Learning, Electronic information, Technology, Teaching, and Environments
ISTE	International Institute of Technology Education

CHAPTER 1

INTRODUCTION

1.1. School Library Media Centre.

The development of a concept, a mental image of and awareness of the importance of the school library is a recipe for further development of the library and fulfilment of its objectives. The school library is the library at the grassroots which is expected to lay a stronger foundation for reading and learning as well as career in the field of librarianship (Madu, Odenigbo & Tongs, 2014). Former negligible nature of the school library has changed with time and innovation. This view is shared by Schott (2015) concerning the Independent Districts School Library. The author said, "It's not called a library" any longer, nor then again, a media centre. But presently a "learning centre," the centre "for students and educators". What's more, it is a model that is set to spread soon to different schools, as the limits amongst "libraries and classrooms dissipate during the districts" progressing digital learning activity.

This statement compliments Scheirer's (2000:1) opinion that "in the past ten years, libraries have transformed from places where students go find books, into information centers of the schools". Jato, Ogunniyi and Olubiyo (2014:58) described the school library as "an inexhaustible store house of unrestricted information resources in diverse formats systematically organized for users". Effectiveness of the school objectives in teaching and learning and enhance students' academic success relies mostly on the library through up-to-date collection development, and availability of qualified teacher-librarian, library media expert or school librarian (Marzano & Haystead, 2008).

The result of the above combination is the fulfilment of educational goals which Simon Fraser University (2010) has defined as the capabilities, aptitudes, and traits that learners ought to have at the end of a course or program. They regularly function around the cooperating areas of learning, abilities and aptitudes. This according to Simon Fraser

University (2010) can be categorised in two (2) approaches, the first focuses on the anticipated benefits to students from participation in a program. For example, skills, attributes, competencies, and/or qualities such as “Research Skills, Communication Skills, Critical thinking, and Creative writing” are expected from students upon completion of the program. The second approach is a definition or statement of what are expected of the students as a graduate of a particular institution, this differs from context to individual national educational policy. The roles of the school library media centre and the media specialist in actualisation of the educational goals have been outlined in various reports and projects (Pauletta, et al, 1999; Kayode, 2016; Georgia School Library Media Consortium, 2015; Goetzl, 2012). The school media specialist and the school media centre or library have been earmarked as key factors for achievement of educational goals. The symbiotic relationship “between the teachers, the students and the school library” has created more bonding that matured into an interdependence. The school teacher resorts to the school library for all educational resources targeted towards effective and efficient school activities, this therefore has shaped the teacher’s perception of the media centre in overall effectiveness of the institution. Perception can be thought of as a process where people take in sensory information from their environment and use that information in order to interact with the environment (Clark & Yuile 2013). It is viewed as the way one considers something and one’s concept of what it resembles, and a capacity to comprehend the genuine idea of a subject particularly as it influences our condition and result from every interaction between an individual and his environment. According to McDonald (2012), perception is an individual’s view which possesses a powerful driving force for action. According to this author, “perception involves the way one sees the world.” It is a concept that allows the individual to take the sensitive information in and transform it into something meaningful. The term Perception has been viewed from various perspectives while Schacter, Gilbert and Wegner (2011:23) viewed perception is

a cognitive process which relates to attention, identification, memory, and decision making. Miller, Kuykendall, and Thomas (2013) also describes perception “as a way a person or group of people understand or interpret something”. The Oxford Advanced Learner's Dictionary (Wehmeier, 2000) defines perception as "noticing things, especially with the senses; the ability to understand the true nature of something; and an idea, a belief or an image you have as a result of how someone sees or understands something". The Merriam-Webster's (2019) learner's dictionary defined perception as “the way you think about or understand someone or something as a result of observation; mental image; consciousness; awareness of the elements of environment through physical sensation”. Further, the Merriam-Webster (2009) Online Thesaurus added that it is “the ability to understand inner qualities or relationships.” Other related terms include; attention, cognition, heuristic, information,” intelligence, “mental model, and understanding” (Schacter, Gilbert & Wegner, 2011).

Perceptions have been studied in various contexts such as banking services (Aljasser, & Sasidhar, 2016; Uppal, 2008; Rajput, 2015), health care services, (Prejmerean, & Vasilache, 2009; Brewer et al, 2007), online shopping and service industry (Jun, Yang, & Kim, 2004; Lee, & Lin, 2005; Ekere, Omekwu, & Nwoha, 2016), library services (Tamaro, 2008; Posey, 2009; Kamal, & Othman, 2012; Bagudu, & Sadiq, 2013; Namugera, 2017), e-government services (Ahsan, Chang, & Issa, 2012) etc. These studies employed several instruments to measure perception such as the “Reader Self-Perception Scale (RSPS)” (Henk, & Melnick, 1995), Employees’ perception on Total Quality Management (TQM) practices scale (Halim, Zakaria, Hamid, & Khalid, 2014) and Patients' perception and motivation measurement scale (Gudjonsson, Young & Yates, 2007). In the library context, various scales such as LibQUALt (Cook & Heath, 2001), SERVQUAL (Parasuraman, Zeithaml & Berry, 1985, 1988), LibWebSQ (Kiran & Diljit 2011) etc., have been used to study users’ perception, and till now, other

measurement scales are being developed and validated. McDonald (2012) is of the opinion that these wide assortments of subjective instruments to gauge perceptions have brought about an absence of worldwide agreement on any particular best practice. McDonald argued that the “instruments are usually situation-specific or population-directed which makes finding a general measure of perception challenging” indicating that these scales differed from one field to the other for example. Visual analogue scales have been used with success to measure perceived pain. Satisfaction surveys attempt to capture patient perceptions about the health care they received. The health-related quality-of-life instrument, the SF-36® Health Survey purports to examine respondents’ perceptions of eight domains of health: physical functioning, role-physical, bodily pain, general health, vitality, social functioning, role-emotional, and mental health. In addition, the instrument asks respondents to report how they perceive their current health compared with their health one year ago. These are a few examples of the instruments used to assess patient’s perception.

The terms teacher-librarian, school library media specialist will be used interchangeably. Perception has shaped most study on the school library and the roles of the media specialist due to the force it brings into the roles and duties expected of the media specialist. Various terms have been used to denote the librarian teacher, such as teacher librarian (Lupton, 2016; Hartzell, 2002; Gavigan & Lance, 2015), media specialist (O’Neal; 2004), media teacher (Kamal & Othman, 2012) etc., to address the multi-dimensional roles of the person who takes responsibility of the school library, collaborate with teachers and school management, provide and update information resources among others. This justifies the reason for perception of the students, principals, teachers, library and management staff on the roles of the media specialist. Results of some studies have portrayed a negative or uncomplimentary perception of the roles of the media specialist (Hartzell, 2002a), while more studies have reported positive

perception on the roles of the media specialist (Church, 2010; Lupton, 2016; O'Neal, 2004) etc., and these have helped the media specialist to improve on the job specification.

A school teacher is a professional in pedagogy, one who specializes in teaching. Someone who prepare and educates the student from the basic of addition, reading skills in preschool and elementary, to high school and post –secondary school. They make lesson plans, and teach the students individually and as a group, follow up the students' progress, relate with parents of the students. Set tests, plan and reinforce classroom rules. Work with school administration and staff etc.

Educational requirement of the school teacher differ from country to country and from state to state. Preschool teacher may need only a high school diploma and certification. While for elementary and high school teacher must have a bachelor's degree in education. Some states require the teacher to have degree in a specific subject such as English or maths or a master's degree in some cases. Teacher must be licensed by the state. Teacher in private schools may not need certification while special education teachers require certificate in special education such as education for the blind etc. Duties and skills required of a school teacher include ability to speak clearly to students, other teachers, parents and administration officers. Teacher must possess instruction skill, writing and must be creative and patience.

A Media Specialists is someone who holds a bachelor's degree in education, library sciences or a related field that includes training with media equipment, such as computers, cameras and recording devices. Media specialists may work with this type of equipment in schools and may be responsible for teaching people or students to use this type of equipment. They may also be employed in museums or other venues where they are responsible for setting up this equipment for use.

Duties of a School Library Media Specialist include the ability to coordinate audio-visual equipment and materials, inventory, maintain supplies of equipment. They set up and operate media resources such as Power Point presentations, DVD players, and film projectors. They also update and maintain a library of available material including films, tapes, photos, slides, and software. They also advise users on what types of equipment to use depending on the lesson, presentation, or event, as well as how to use that equipment. For example, a school library media specialist orders specific programs or materials requested by teachers to coordinate with lesson plans. They are also responsible for previewing and organizing the available materials into databases. Many school library media specialists work in elementary or secondary schools.

In Malaysia, the collection of the resources in the school is officially known as the school resource centre or school library (Kamal & Othman, 2012), with the Integrated Curriculum for Primary Schools (KBSR), launched in 1983, and later, the Integrated Secondary School Curriculum (KBSM), which commenced in 1987 (Zainudin & Ismail, 2010), relevant educational resources and pedagogical methods were introduced to enhance quality of teaching and learning in compliance to Quality Management System (QMS) Standard (MS ISO 9000:2001) in Malaysian schools (Department of Standards Malaysia, 2000). Teachers are regarded as agents that will transform vast development opportunities in Malaysia into reality (Ng & Tan, 2006), improving teacher competence becomes a top priority in the Malaysian Economic Transformation Program (Jala, 2010, para 16). Which also involve the development of “a nationally recognised set of competency-based teacher standards, a new policy direction to make credible judgements on teacher competency” (Malaysian Teachers Standards, 2009). With the automation of most School-libraries, most teacher-librarian has taken full charge of the resource centres as the media specialist.

1.2. Statement of the problems.

Clear understanding of the roles of the school library media or the teacher-librarian has been one issue of concern according to Wilson and Blake's (1993) study which reported that 68 percent of principals were not clear about "the role of the library media center in today's schools and" therefore could not articulate the roles of the media specialist. Rather, they held on to former view of a library media specialist as one who only selects, purchases, organizes, and circulates materials (Lupton, 2016; Kolencik, 2001). However, the growth in knowledge achieve the educational goals in the schools in the schools have placed huge responsibility on the school media center which in turn has created additional roles for the media specialist or teacher-librarian.

Literature evidence exists on the school libraries in particular states or countries, however, "little attempt has been made to ascertain from this evidence general trends in school library development over the countries and in more than one country; to analyse the reason for the existence of school libraries; to discover the origin of the school library in western education; or to account for similarities and differences in school libraries over time and in different places" (Clyde, 1981: p.2). Clyde suggested that this scenario may be connected to the fact that the school library has often been considered as playing a dependent role in both education and librarianship, with its budget often a small quota of the school budget, while its staff are often less trained. This is similar to the view by Sidney (Sidney, 1974:210) that school libraries have not received a fair mention in the general histories of libraries and library services. These situations have changed over time with great transformation in school library which have positioned it strategically in the school curriculum and management.

Numerous studies during the last fifteen years have shown evidence of the impact of school libraries on achievement of learning (Williams, Wavell & Coles, 2002;

Lonsdale 2003; Bruce 2004; Montiel-Overall 2008; Scholastic 2008; Oberg 2009; Howard 2010; Todd 1995, 2004, 2006, 2009). Despite this, empirical studies on school libraries in Malaysia are few and almost lacking with empirical evidence. The very existence of most of these school libraries are threatened by some factors such as availability of space, financial support or grant which in turn depends upon the school enrolment, and staff (Jusoh, 2002). Rote reading as an issue which hindered library utilization in Malaysia (Lee, Brown, Mekis, & Diljit, 2003:5) “while libraries exist in every school, their role is secondary because rote learning of specific subject matter is more important in performing in examination”. The school library is currently being transformed through technology, but there are no commensurate and current research studies to highlight this transformation and relate it to teachers’ perception of the school library and educational development. Studies on perception of the school library media centre have mostly focused on School Principals and the School Librarian’s Instructional Role (Hartzell, 2002a and Church, 2010), Principals and the school library media specialist Lupton, 2016,. Moreover, studies on secondary school teachers’ perception on “the role of school library media specialist in” enhancing educational goals of the schools in Malaysian school context are inadequate and obsolete. This is the major gap this study intends to fill through analysis of data, review of related literatures as well as inferences and recommendations.

1.3. Objectives of the Study

The major objective of this study is to investigate school teacher’s perception of the roles of the school library media specialist as an instruction partner, information literacy programme administrator, information specialist and curriculum awareness. According to Hanson (2006), research objective(s) help in developing effective research plan which influences the outcome. The aim of the study is to investigate secondary school teachers’ perception School Teachers’ Perception on the Role of the School

Library Media Specialist. To fulfil this aim, the SMJK Pei Yuan Kampar, Perak has been chosen as the case setting for this study. The specific objectives of this study are to identify:

(1) The perception of school teachers about the role of School Library Media Specialist as an instructional partner, information specialist and information literacy program administrator.

(2) The perception of school teachers of the School Library Media Specialist's awareness of the curriculum.

(3) The difference in perception of the school teachers on the role of the School Library Media Specialist based on their years of teaching experience.

1.4. Research Questions

This study will be guided by four research questions, to fulfil the objectives, some interrogative questions were posted which focused on the concepts or factors to be examined in the study (Boateng, 2014). Based on the objectives, this study attempts to answer the following questions.

(1) What are the perceptions of the school teacher on the role of the School Library Media Specialist as an instructional partner, Information Specialist and Information Literacy programme administrator?

(2) What are the perceptions of the school teacher about School Library Media Specialist's awareness of curriculum?

(3) Is there a differences in perception of the teachers on the role of School Library Media Specialist based on their years of teaching experience?

1.5. Significance of the study

The school library is an integral part of the educational settings, with emphases on primary and secondary schools. It had provided the foundation for reading, writing and acquaintances to printed information resources in the earlier times. The development of electronic media technology with the resultant growth in knowledge had repositioned the school library as a critical part of the school curriculum, teaching and learning and information skills of the students. The findings of this study will provide a useful instrument for SMJK Pei Yuan Kampar management to transform the School Library Media Center to enhance the educational goals of the school. It will improve the relationship between the teachers and the school library media specialist towards achieving the common objectives of the school. The management of the school and school library policy makers will find the results of this study relevant in policy decision towards school library media centre. Finally, the research should serve as a useful contribution to the relevant academic literature and guidance for further research in the roles and perceptions of the school library media specialist.

1. 6. Definition of Terms

In this study these terms are used in the following context for this study:

Secondary School Teachers: this term is used to represent the qualified/ trained instructional partners in the secondary school

Perception: this is used to mean the thought, expectations. The roles the teachers expect that the school library media specialist should be playing the school.

Role: This include the part and responsibility “of the school library media specialist”.

School Library: this is an assemblage of information and media resources to serve the schools' instructional and information need and is managed by "a school library media specialist" or "teacher-Librarian in" some cases.

Media Specialist: Someone who has training in media resources, especially electronic media.

School Library Media Specialist: Someone who has training in both media and librarianship, he/she can manage both printed and non-printed resources as well as electronic devices in the library or media centre.

Educational Goals: this is used to represent the mission and objectives of the school, the expected benefits the learners should derive from learning or attending the school and the status expected of the graduates after graduation from a particular school. Educational goals differ from school to school and from nation to nation.

1.7 Chapter Summary

This chapter is comprised of the introduction of the concepts in this study which include the media specialist, school teacher. It contained brief discussion on the perceived roles of the school library media specialist like information specialist, information literacy organizer, instruction partner with the teachers as well as awareness of the curriculum. The chapter further contained the statement of the problems, objectives of the study, research questions, significant of the study and the definition of terms used in the study. Chapter two presents the review of the relevant literature, while chapter three discusses the methodology. Chapter four presents the findings of this study and finally chapter five presents the Conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Standard for School Library Media Centre.

Earlier studies, and which set the pace for studies into school library media centre and the roles or competencies of the school library media specialist or teacher-Librarian have been standard based. Also, the standards which established the operations in or of the school library media centre had proposed the standard for the media specialist simultaneously.

Between 1960 and 1975, standards for school library programmes described various responsibilities “of the school library media specialist” which include “instructional partner”, curriculum role, resources management, collaboration with teachers among others. (AASL, 1960; 1969; 1975 cited in Church, 2008). While *Information Power: Guidelines for School Library Media Programs* (AASL 1988) identifies that library media specialists should function as teachers and instructional consultants AASL (1998). Further studies on the standard for school library media centre and the media specialist have taken cue from these standard such as “National Council for Accreditation of Teacher Education (NCATE) accreditation standards for programs preparing school library media specialists emphasize both teaching and learning and collaboration and leadership (ALA 2003), National Board Professional Teaching Standards for library media also stress the collaborative teaching role of the library media specialist (NBPTS 2001)” and host of others.

These standards were articulated and developed into most recognised and comprehensive standard for the school library media centre and the media specialist in the American Association of School Librarians Draft of 1999 (Bracy, Haycock, Jansen, Loertscher, McIntyre, Roscello, Shannon, Julia Van de water, White, and Zimmermann,

1999). This draft though dated back to 1999 has taken into consideration of future development in the school library media centre and the school library media specialist roles. These include technological implementation, information literacy integration, curriculum review to commensurate with growing information and innovation in teaching and learning among others. Most of the recent studies in the context of school library media centre had focused on some part (s) of the standard as provided in the draft of 1999. After highlighting the general programmes of the school library media centre, Bracy, et al. (1999) developed these roles into standards and enumerated it into specific roles of the school library media specialist as fit into each programme of the media centre and the school. Focusing on information literacy as the main factor for lifelong learning, the authors consider the media school library media program as a vital school organ through which school media centre programmes can be achieved through information literacy standard. Furthermore, they believed that a competent school library media specialist should apply the information literacy standard for 21st century learners to create and maintain a program for a “broad learning community students, teachers, administrators, parents, and the neighbourhood that will support lifelong learning.” According to Bracy, et al. (1999) the philosophy behind the standard arose from the fact the global changes have affected every aspect of human endeavour and this include information growth and in various format. Further, the students are now active learners who are capable to navigate the information landscape due to information explosion. This implies that the students should be prepared to become competent users and creators of information in various formats to be able to survive in the 21st century.

Therefore, this study adapted the standards from the draft which served as the items to measure “the roles of the school library media specialist” in this study because of its comprehensiveness nature regarding the standard for both the media centre and the media specialist.

2.2 School library media specialist as an instructional partner.

In the past the school librarian was relied upon to ensure a balanced library collection and as well prove to be a viable circulator and director of library assets. An examination of research and norms in the field over the previous fifty years demonstrates that the instructional part of the librarian has relentlessly developed from detached to static and to a dynamic one (AASL 1998; Craver 1986). The instructional role of the media specialist has been altered to suit each succeeding standard from the National Education Association (1988) published in 1920 to “American Association of School Librarians (AASL) (1998) and Association for Educational Communications and Technology (AECT) Information Power: Building Partnerships for learning” (1998) standards.

The present library media specialist is called upon to play a dynamic part in the instructional program of the school, serving as program director and information specialist as well as instructor and instructional collaborator (AASL1998). National Council for Accreditation of Teacher Education (NCATE) accreditation benchmarks for programs aimed at training school library media specialists’ highlights teaching and learning as well as “collaboration and leadership” (ALA 2003). National Board Professional Teaching Standards for library media likewise stretch the collaborative teaching role of the library media specialist (NBPTS 2001). In a similar study, D'agata, (2016) surveyed the collaboration between teachers and librarians with 76 teachers from seven schools participated in Singapore. Result revealed that a very low collaboration due to low perception of the teachers had about the school librarian as partner in pedagogy. “The library media specialist of the twenty-first century” ought to effectively take an interest in the educational modules and instructional program of the school in the areas of curriculum improvement collaborative teaching, and information literacy instruction”.

Studies revealed that the school library media specialist has performed even above the perceptions of the teachers and other school communities.

For the fulfilment of the school's instructional objectives, the teacher therefore is expected to perceive the media specialist to should play collaborative and active roles in instructional planning and delivery. Further, Cooper and Bray (2011) studied the characteristics, challenges and opportunities for collaboration between school library media specialist and teachers. the authors opined that, in "a well-planned instructional projects, collaboration with teachers is a primary way that school library media professionals can demonstrate that their roles are vital part of the academic programmes of the schools, and a positive factor in improving student achievement" the significance of this concept is what Koechlin (2010) described as learning commons according to Koechlin, the appropriation of the learning house makes a multi-asset opportunity that expands the community endeavours among instructor and library media expert. The general objective of the learning environment such as the school library strives providing quality and suitable opportunities for all learners. (Koechlin, Zwaan, & Loertscher, 2008). Moreover, instructional role of the media specialist has been highlighted as being very significant in teaching and learning (AASL, 1998; ALA, 2003). Church, (2008) investigated perception of Instructional Role of the Library Media Specialist by Elementary School Principals in Virginia elementary school. The result revealed that the principals recognised the job of library media specialist to include educator of information literacy and as instructional partner. Frey (2015), studied "perceptions and values middle school ELA teachers have of the school librarian's role in implementing" Common Core State Standards "for English language arts (CCSS ELA) standards". The study used 28 middle school English Language Art teachers (ELA) in a quantitative and qualitative method. Results proved that ELA teachers perceived that the school-librarian assist "in

instruction of reading, research, and technology standards”. Further, media specialist’s responsibility as an “instructional partner” was positively recommended.

Moreover, studies show that when the library media specialists take an active role in instruction planning and collaboration with classroom teachers, both in teaching and evaluation, the student achievement is higher (Rodney, Lance, & Hamilton-Pennell 2002, 2003). Collaboration between the school library media specialist and the teachers have been a focus in some studies it is envisaged that when media specialist and the teachers collaborate, there will be optimum performance among the learners (Lance, Rodney, & Russell, 2007; Scholastic, 2008). White (2015) in a study examined “the effects of teacher and librarian collaboration and utilization of technology in relation to learner’s performance. The author discovered that collaboration between librarian and the teacher while using innovation frequently can affect learners’ accomplishment among others. Librarian and teacher is viewed as basic in preparing learners for an unpredictable society where huge measures of information must be comprehended and managed (AASL & AECT, 1998). From theoretical perspective, Montiel-Overall (2005; 2007) outlined Loertscher’s Taxonomy and literature on collaboration, he identified four different models which include “progress along a continuum from relatively insignificant levels of involvement among collaborators to deep intellectual involvement and intense commitment.” Mokhtar and Majid (2006) explored collaborative relationship between teachers and librarians in Singapore primary and secondary schools with 76 teachers from seven schools. Result revealed very low collaboration between the teacher and librarians. A recommendation was made towards factors to promote strong and effective collaborative relationship between teachers and school librarians in Singapore. The foregoing agrees with Lamb (2011) assertion that the media specialist should act as the bridge between pedagogical processes in the school. Further, Lamb (2011) highlighted the role of the media specialist in collection development which is another significant

aspect of the school library media centre, and the media specialist is expected to play an active role. In a similar study, Farmer (2009) examined the salient factors for effective collaboration between school library media specialists and education personnel in support of student learning. The review identified cross-study factors that facilitate collaboration between school library media specialists and special educators: shared knowledge via cross-training and regular professional interaction, effective communication skills, and effective educational team planning and co-teaching of meaningful learning activities. In another study, Mardis (2007) used the concern-based Adoption model of teacher development and information power roles in “one to one and one to many,” the study unveiled the reasons many teachers prefer to become school library media specialist. One area of interest according to participants in that study was the ability to conduct all-inclusive and comprehensive resources. The teachers affirmed that resource evaluation is not done while in classroom. The findings further highlight the importance SLMS and their changing roles in the school setting.

Scheirer (2000) in the study focused on Collaborative and the Curriculum Leadership, the Instructional Role, Instructional Technologist, Library Management, The Information Specialist. Information Literacy, among teacher perceived roles of the media specialist. According to Scheirer, resource development process which was the traditional role of the media specialist has increased to strategies on resources utilization and coordinating teachers' efforts. Based on above roles, Montiel-Overall (2007) proposed the model of Teacher Librarian Cooperation (TLC) from Loertscher's Taxonomies and the literature on TLC (Montiel-Overall, 2005) which include model of Coordination; Cooperation; Integrated Instruction; and Integrated Curriculum. Similarly, Lamb (2011) composed what is termed Media Specialist's Palette. According to Lamb, PALETTE is an acronym for People, Administration, Learning, Electronic information, Technology, Teaching, and Environments. First, Media specialists possess communication,

corporation and must know how to collaborate with people. Media experts must know how to manage programs. From policy building and methodology to overseeing work force and budget planning, the media expert must comprehend the day by day tasks of a school library and the effect of these projects on each learner. Media specialist must engage in learning as this help in knowledge about learning, understanding of learners and in decisions making about patrons and routine programmes as well.

This assertion may have prompted a study O'Neal (2004) to study perceptions of the school stakeholders on "the roles of Media Specialists in the Schools' Instructional Programs" and it's "Implications for Instructional Administration". Participants in the study include teachers, school librarians, and administrators in elementary, middle, and high schools. The survey adopted the roles of the librarian developed in Information Power, respondents were required to highlight their school media specialist's current role-related tasks and the 12-ideal role-related tasks for their media specialist. O'Neal (2004) discovered that opinion differed sharply between classroom teachers from librarians in consideration of the librarian as "teacher as well as an information specialist". Likewise, the librarians among the respondents had sharp and contrast opinion regarding the librarian as a teacher. Especially the librarians in suburban schools considered the role of the librarian more important than their urban school counterparts.

The summary of the results revealed that "teachers' perceptions" vary essentially with heads' and media experts' discernments in regard to the general present and determined responsibilities of media experts as instructor, instructional advisor, information specialist, and programme administration. This may be attributed to some barriers as outlined by Johnson (2012). In a literature review, White (2014) investigated the effects of teacher collaboration on technology application with media specialist on students' achievement. The result showed that the collaboration on technology usage improves students' academic achievement among other benefits. Employing focus group

and interview, (Kreuger, 2015) examined the school library media specialist as an unseen school leader based on their various roles in the school. It was observed from the result that most areas the school library media specialists plays leadership roles in the school includes school-wide skills, curriculum, technology, instructional partner, administration collaboration, student achievement, and grants and budgets. Consciousness about librarian's instructional abilities. Montiel-Overall (2008) reasoned that educators may feel urged to take part in instructional joint effort with the school librarian under specific conditions. Montiel-Overall and Jones (2011) found that, among their respondents, joint effort between the carriers did not regularly include planned utilization of the educational modules by the school librarian, yet that this kind of cooperation could affect students learning. Additionally, Kimmel (2012) study proved that teaching of standard by the school librarian is not feasible. Be that as it may, the teachers in this study valued the librarian's knowledge of standards and different types of curricular help offered by the librarian. School librarians' perspectives likewise show up in studies just as with the teacher's perspectives with obvious disparities. The study by O' Neal (2004) concentrated on discovering potential contrasts in opinion about these roles between librarian, instructors, and administrators. This study was not conclusive on "the role of the librarian and teacher as same", nor clarify the role of the librarian as the teacher. McCracken s (2001) analysed school librarian's roles according to AASL (1988, 1998) prescribed roles and found that school librarians preferred the role of "information specialist" to be more essential than that of teachers or instructional collaborator. In any case, when set in either the instructional collaborator or teacher role, Kelsey (2006) found that teacher librarian can feel more empowered and positive about their activity. In the case of supporting the curriculum contents through reading interventions (Beard and Antrim, 2010) or through the library s materials itself (Collins and Doll, 2012), school librarian can help execute the educational programs (Montiel-Overall and Grimes, 2013),

2.3 School Library Media Specialist as an information specialist.

Technology implementation in the school media should be the responsibility of the media specialist, “they provide leadership role as an implementer of new technologies for student learning” (Brantley 2011), which also apply “authentic learning skills for the 21st century learner” (Cox 2011). As an information specialist, it is the responsibility of the school library media specialist to benchmark the type and level of information best practices in special education among others (Allen, 2008),

Digital literacy skill and competence in information and communication technology and implementation of information literacy have been highlighted in research studies as a vital skill of “the school library media specialist”. Hanson and Hughes (2009) investigated “school librarians’ perceived competencies with” usage and barriers in use of Web 2.0” tools in teaching and learning, according to findings of the study, many school librarians lacked competent with new “technologies such as social-networking and file-sharing tools, they rarely or occasionally used podcasts, wikis, blogs, Web design tools, and electronic whiteboards”. Successful integration of technology will manifest in learners’ ability to apply technological devices in speedy access to information, manipulate and evaluate as well as use it professionally (ISTE 2008, 6). It is based on this regard that Johnson (2012) regarded the school library media specialist as Technology Integration leaders. In a distributed-leadership theory, the author investigated current practice of successful school librarians concerning the factor which enable them to succeed as technology integration leaders and inhibiting factors for those who failed in this aspect. According to the descriptive analysis, top among the enablers include “Supportive principal 70 (9.67%), Opportunities for a leadership role and responsibilities 69 (9.53%), Desire to make a difference for students and teachers 69 (9.53%)”. Others include “Professional development opportunities 60 (8.2%), Sense of obligation to get

involved 48 (6.63%), Commitment to continual professional growth 41 (5.66%), Expertise 36 (4.97%)” and “Collaborative teachers 33 (4.56%)”. The barriers some of the librarians faced include “Time 94 (25.68%), Exclusion from leadership role and responsibilities 40 (10.93%), Lack of funding 33 (9.02%), Inadequate staffing 25 (6.83%) Competitive instructional technologist 21 (5.74%) Climate of competition with district tech department 21 (5.74%), Technology resources” 21 (5.74%). Un-collaborative teachers 19 (5.19%) and Fixed schedule 19 (5.19%) among others. Current view of IL demands the skill for IT application, in this regard, McCracken (2001) surveyed librarians to understand the “information specialist, program administrator, teacher”, and “instructional partner/consultant” roles of the school librarians. Further aims of the study include to confirm that the school librarians’ perceived importance of each role and to find out if the roles fit the current practice. Results revealed that larger percent of the 505-school librarian surveyed preferred information specialist role most important and most practiced by the school librarian.

2.4 School Library Media Specialist as an information literacy program administrator.

Tan, Kiran and Diljit (2015) in a study of 710 school librarians from secondary schools in Malaysia examined “school librarians’ readiness for information literacy education implementation with eight school librarians and district officers, result revealed that school librarians’ professional qualification has an impact on their cognitive, functional and technical readiness. However, their experience as a school librarian had an impact on technical readiness only. This finding agrees with The American Association of School Librarians (AASL 2013) proposal that the school librarian among others should be technological enablers in the school. Dotan and Aharony (2008) studied information literacy roles of the school library media specialist with 138 “library media specialists”

in Israeli high schools. The outcome revealed that school media specialist' relationship with teachers, especially "in provision of information resources is highly correlated with the teaching of information literacy" trainings to students. The teachers are regarded as close allies with the media specialists in curriculum design and instruction as well as delivery. The AASL "Standards for the 21st-Century Learner (American Association for School Librarians (AASL)", 2007) mirrors on the inexorably complex requests that society puts on the present students. Zmuda and Harada (2008) made it clearly that: "They focus not only on skills that students need to manage and use information but also emphasize the combination of multiple literacy skills that are required for learning in today's media-intense and information-rich landscape". The implication of this development is on the skill of school "library media specialist" towards developing vibrant information literacy programme to commensurate with present learner demands.

2.5 The role of the School Library Media Specialist in curriculum Development.

The school curriculum is the wheel that drives the progress of any institution and its development has been perceived as one important role of the school library media specialist. More so, the school media resource centre plays significant role in teaching and learning and according to AASL & AECT (1998, p. 58), "The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals". Kuhlthau (1999) in three years annual surveys of all Library Power with 405 librarians, the author identified five levels of learning with the fifth being utilization and according to Kuhlthau, this relates to content learning which means "using resources to learn through inquiry in content areas of the curriculum." (Kuhlthau, 1999, p. 83).

To a larger extent, teachers, school administrators as well as principals and those responsible for the school curriculum are yet to come to terms regarding the role of the

school library media specialist in curriculum development and its potential significant influence on teaching and learning as well as students achievement through the advanced library programmes (Cooper and Bray, 2011), they further opined that school library media specialist should be considered by the school administration as an integral part of the learning process. Administrators should consider the media specialist and the library media programme while making plans regarding the curriculum, literacy, technology. One key area of teachers' perception of the role of the school media specialist is the curriculum design and mapping, according to Vansickle (2000:11), library media specialist should develop a map or plan of how the media related to entire school curriculum. Relatively, Kearney (2000) is of the opinion that media specialists must use their leadership skills to acquire knowledge of the school curriculum and to "understand curriculum design, and participate in its creation; create a library information skills curriculum; develop collection in collaboration with teachers and staff to meet the instructional need of the school; collaborate with classroom teachers on the planning, implementation, and assessment of the instructional program . . . and resources across all curricular areas through meaningfully integrated curricular units. (p. 71-72)". Notwithstanding, most studies on curriculum roles of the library media specialist is more on principal's perception ((Hughes, et al., 2013, Lupton, 2016).

The understanding of the policy foundation of the school library media centre will help the specialist to acquire the competence to manage the media centre in addition to curriculum development among other roles (National Board for Professional Teaching Standards, 2012). Moreover, Cooper and Bray (2011) suggested that school management must necessarily consider the role of the media centre and the media specialist as very important to programme planning, the authors opined that "When there is a major initiative involving the curriculum, literacy, or technology, administrators should consider, as a part of the planning process from the beginning, where the library media

program fits into that initiative, and how the library media specialist will have a positive impact” (p.40). The school media centre is the resource hub of the academic programme, therefore, the media specialist who is in charge of the resources organisation and dissemination should be seen as an active partner in curriculum planning. This will create positive correlation between the school curriculum and the media resources with the SLMS as moderator. Every school academic activity that takes place in the media centre is a support to the curriculum “and not as an add-on activity” according to Stahl (1998) therefore, with the media specialist overall skill which include “information specialist; teacher; manager of budgets, materials, and facilities; instructional consultant for teachers; expert in literature, technology, and telecommunications; and conversant with all levels and areas of the school’s curriculum” (117). This is in agreement with Neuman (2004) that the responsibilities of the school library media over the decades have increased from instruction provision to integration of technology into the curriculum and provision of library services. While the media expert improved the school in several ways which include participation in curriculum development among others (Mandy, 2016: 37). In the “study of Delaware principal’s attitude towards library services” Kaplan (2006) stressed that the SLMS must be capable to express how joint effort can help in addressing the requirements of the classroom instructor and the school curriculum. The school media resources are organised to cover the entire curriculum, it is therefore the responsibility of the SLMS to understand the curriculum and the collection, as well as the school environment and district (Toor & Weisburg, 2007), it is then according to the authors that the SLMS will understand the “students’ strengths, weaknesses, and idiosyncrasies until you have worked with them”. (p.86).

In a study of Virginia secondary schools, Church employed a descriptive study on Secondary School Principals’ Perceptions of the School Librarian’s Instructional roles. The findings had positive implication for the roles of the SLMS which affects the

principals' perception. It is therefore expected that Principals would perceive SLMS to participate in twenty-first-century skills instruction with knowledge of state curriculum standards. This was demonstrated in the job description of the school library specialist at Middletown Public Schools (Future Ready Schools, 2016), the ability to build and sustain resources appropriate to the curriculum were among the expertise required from a potential SLMS. At West Warwick Public Schools, Follett (2015), district leaders and educators recognise many roles of the library media specialist to include "curator, technology integrationist and curriculum developer at the building level". In a study of how Students, teachers, and principals benefit from strong School Libraries in Indiana Indianapolis, Lance, Rodney, and Russell (2007) discovered that at "the elementary level, Indiana schools averaged better test results when the library media specialist believed principals and teachers understood the library media specialist's roles as school leader, curriculum designer, administrator and teacher" (p.19). This corroborates the AASL's Standards for the 21st-Century Learner (2007) which "provides for school librarians ample opportunities to connect with the curriculum by partnering with classroom teachers to help students"

School Libraries Work (2008) contains opinion of several institutions in this discourse, as well as evidence-based studies from 19 states and one Canadian province that cited "the impact that school libraries and media specialists have had on student achievement". In that document the U.S. National Commission on Libraries and Information Science states the following:

Today's library media specialists are important instructional partners or consultants in supporting and expanding existing curriculum. These specialists are working with teachers to change what is possible in the classroom and support exciting learning opportunities with books, computer resources, and more. (p. 4)

The role of the school library media specialist in curriculum development cannot be overemphasised because of their competence in information resources collection, organisation and dissemination as well as collaboration with the teachers and school management.

In an interview, Teacher Librarian (2009:2), Sara Kelly Johns a teacher Librarian said that the knowledge of the curriculum is not limited to the understanding of teaching methods, rather according to John, it also includes: “articulation and mapping the curriculum with the school library program”. This helps to make the teacher-librarian an important contributor to the entire school academic programmes. Also, to know and model the school’s mission with academic program and be involved in the curriculum development committees so as to understand and design what is most important/relevant to everyone. Howard (2010) agreed with above statement and added however that collection map should go together with curriculum map. This according to the author will enhance organization of school information resources into subject areas for the teachers and their study units. Leadership is reinforced with the creation of curriculum and collection maps because work in these areas allows teachers to see the value of media specialists in terms of how they can affect the entire media program and school vision. Curriculum maps allow teachers to more easily access materials that align with their standards, helping them save time in finding needed materials and then maximizing effective use of them. It is in this way that media specialists both affect creation of a school vision, and aid in help carrying it out (Kreuger, 2015). Kimmel (2012: 91) proposed that abilities of the school librarian across various roles could positively influence the curriculum planning and professional development of teachers, in a semi-structured interview of three (3) second grade teachers whom collaborates with the teachers. The participants agreed that librarian’s knowledge and support were the most important roles. According to them, knowledge include mastery on resources,

technology, and the curriculum while support include “contribution of ideas, pulling resources prior to meeting, and “helping to realize objectives”. Notwithstanding the fact that curriculum is developed by the state or local standards, Howard (2010) is of the opinion that the curriculum cannot be treated in isolation of the school library resources, therefore, the school librarian has the ability to further develop the collection the will adequately meet the need of the users.

With focus on Librarians and Teachers as Partners in assessing for learning in Empowering Learners, AASL (2009a) cited in Harada and Yoshina (2010) stated that “the current national guidelines for library media specialists had seen the librarians as instructional partners as well as teachers. Librarians need to genuinely think about the consequences of instructional organizations. To be feasible accomplices, they must be proficient about key parts of instructional plan that according to (Zmuda & Harada 2008) must incorporate the following:

- Recognizing the developmental nature of learners and the evolving and nonlinear nature of learning
- Differentiating learning experiences based on the learners’ abilities and needs
- Designing instruction that challenges student engagement in their own learning
- Being responsive to learners with diverse cultural backgrounds and prior experiences
- Providing robust assessment and feedback and involving learners in the process

2.6 The role of school library centre in school effectiveness.

The “school library media” centre, being a vital organ of the school, or rather the nucleus of an effective school academic programmes, therefore, the stakeholders must be bilaterally in overall school academic activities. Most still, they should have an understanding of the goals of the school media centre and perception of the school library media specialist. School effectiveness can be measured through students and pupils’

academic achievements achieved through a vibrant and functional school library media center. According to Education Act (nd), “Thriving school libraries led by qualified teacher librarians develop 21st century citizens who can locate, evaluate and use information effectively”. The school library program supports learning and teaching for the entire school community; it should be a constructivist learning environment, supporting the school curriculum and promoting resource-based learning. Lamos (2013) reviewed many articles that examined the connections between achievement and the school libraries. The author concluded that the “strong school libraries builds strong students” These are achieved through the provision of learning environment that provides space (physical or virtual), access to resources, and services to encourage and support student and learning aids. This is basically to Supports teaching and learning as well as information skill of the students.

School librarians offer professional advice, and the development of knowledge for appropriate learning and teaching materials, digital and non-digital (Phillips, 2011). The author further asserts that the school library and the library staff extending information resources accessible for pedagogy in supporting the educational programs. In addition, learning in connection to the responsibility of the school in the environment is identified. “Learning to be”, “learning to coexist”, and “learning to share” are among the responsibilities of school, or all the more precisely, parts of its significance. Through these sorts of learning, school will give the organised, members of the society the need to get knowledge (Cochinaux and deWoot 1995, 68). As indicated by Elley (1992), both extensive classroom libraries and school libraries bolster successful reading programmes. In addition, customary quiet reading in classrooms associates with high scores in reading proficiency. Inclining toward Elley's overview, Cochinaux and deWoot (1995) prescribe that school libraries and classroom libraries ought to be given in each school. For similar reasons, the global school library declaration, A Library for Every School (2010),

underlines the significance of available school libraries staffed by qualified school administrators. The requirement for a library, staffed by a full-time, professionally prepared, instructive data authority (Librarian), in each primary and secondary school (not exactly at the college level) is an outright 'must' if nations are to survive, flourish, and contend effectively in the 21st century, with regards to the Global Information Society (Library for Every School 2010:3).

School library has gone beyond a mere collection of books and other reading materials kept in a store, cupboard, or in a corner of classroom, but it has been transformed from this stage to become a vital component of education (Oyesiku, Ogunsaju & Oni, 2009) which is made up of the teacher, the student, the learning process, and the library. Ekechukwu (1999) see school library as a fundamental aspect of the school's program and not simply retires of books in a school or a periodical portable library services, however school library assets which are mainly housed in a school and arranged by staff that are professionally trained to control its administrations and services to educators and learners. According to Buraimo, (2012), the school library media specialists must build collaborative partnerships throughout the learning environment.

Research has shown that school libraries have the criterion of effectiveness to inspire literacy in learners of all ages (Steinerová, 2010). Furthermore, the role of the teacher-librarian was idiosyncratic due to the individual qualities of the teacher-librarian and the nature of the school (Lupton, 2016). As an instructional partner, the school media specialist initiates planning for teaching information skills with the teacher within the content area of the curriculum. Kelsey (2006) bolster the instructional job of the media expert as somebody who is distinguished by and works intimately with the central and as an instructional pioneer based on mastery. The author highlighted the studies on historical development in school library and advanced roles of the SLMS in Minnesota and

conclude that SLMS has brought rapid transformation in school library media centre activity as well as students' and teachers' engagements.

Media specialists are also expected to train the students and support the effective use of resources (Cobbah, 2004). With the availability of qualified trained librarians in the library, the teachers will concentrate on teaching and managerial responsibilities in the class (Shafie, Yatim, & Othman, 2012). Notwithstanding, "without the support of efficient libraries, schools on their own cannot successfully achieve the goals of education" (Aina, Ogungbeni, Adigun & Ogundipe, 2011). Douglas (2008 cited in Aina et al., 2011), asserts that "In the new teaching era, the library becomes increasingly important area for reading, for not exclusively does it supply institution materials in all regions; it likewise supply materials at all levels of challenges. "It stores books, pictures, pamphlets, maps, films filmstrips, recordings and all other printed media which makes it a gold mine for each teacher and each pupil". Teaching is no longer regarded as a mere time- passing activity, but a full-time vocation; a gateway to education, knowledge and wisdom; a pre-requisite for thorough scientific investigation and a necessary foundation for cultural growth. In addition to orientation as to the nature and process of reading, the goal of media specialist is also significant for effective learning and teaching. Without a doubt, practicing teachers, especially teachers of reading habit, need to know and be able to use libraries and emerging technologies. It is odd to read anything on teaching literacy without encountering a reference to use library and incorporating technology in teaching. Facilitating learners to solve problems, fulfil a task, and do projects is not so difficult when a teacher seek support from school library media specialist, including Information and Communication Technology (Arko-Cobbah, 2004). Therefore, "a change in teachers' beliefs and understandings" both the theoretical principles and classroom applications of reading habit (Waeytens, Lens, & Vandenberghe, 2002; Kirkgo, 2007) "is an essential part of any educational innovation". Just as concluded by Wagner (1991 cited in Yusuf,

2010) teachers will tend to interpret innovative ideas in light of their own theories to conform to their own learning and teaching style. While implemented methodologies will expand learner's reading viability more compared to the regular strategy according to Yusuf (2013).

2.7 School Library Media Specialist.

Effectiveness of the school libraries cannot be studied effectively without the defining the roles of the media specialist or teacher-librarian as it is called. School library media specialist (SLMS), a teacher-librarian (TL), or school librarian, is a certified librarian who also has training in teaching. According to the American Association of School Librarians (AASL) (2008), a division of the American Library Association (ALA), the official title for a certified librarian who works in a school in the United States is school librarian. The cardinal roles of the school library media specialist hinges on his ability to partner in instruction delivery, information process, program administration as well as all-inclusive curriculum design and implementation, especially for information literacy in the school (AASLAECT,1998).

The emergence of the role of school librarian or media specialist is contained in the rules and standard that delineate and guideline best practice for school-librarians (Johnson, 2012). The rules “from the American Association of School Librarians (AASL) (2009), the National Council of Accreditation of Teacher Education (NCATE) (American Association of School Librarians and National Council for Accreditation of Teacher Education, (2003), and the National Board for Professional Teaching Standards” (NBPTS) (2010), have all appreciated the role of administration, particularly in application of technology, when they described the obligations of school librarians. Not long ago in late 2009, American Association of School Librarians (2010) issued new rules for school library programs that restated the conviction that school media specialist

should go about as pioneers inside their school communities to guarantee that students are trained with the abilities and knowledge they require to prevail in the 21st century. These submissions conform to the opinion of Hartzell (1997) who argued that the “library media specialists should be participants in the decisions affecting technology, curriculum, and resources at the school and district level”.

The functions of “school library media specialist” progresses continuously from bookkeeper, a librarian to expert instructor, information specialists, instruction design consultant, programme administrator, and equally the term teacher librarian, (Pickard, 2003). The part of the library media specialist in the school system is assorted; he is without a moment's delay an educator, an instructional accomplice, “information specialist”, and a program overseer. “Library media specialist” assume a basic part in the learning network by guaranteeing that learners and staff are proficient and successful clients of thoughts and information. They work together with educators, managers, and others to get ready learners for future accomplishments. The role of school media specialist and competencies with students and other members of the learning community to locate, analyse information needs, and use the resources to meet their needs, have change over the year (Shannon, 2002). These will also help to communicate the information knowledge resources. Similarly, the school media experts are proficient about ongoing studies on instructing and learning and are competent in applying its discoveries to an assortment of circumstances, especially those that call upon learners to get to, assess and utilize information from different sources so as to learn, to think, to make and to apply information to the achievement of education (Olubunmi, 2009)

The role of library and media teachers becomes more crucial (Kamal, 2012), Teachers have the perception that classroom teaching is the only job of the teacher (Morgan, 2014). Teacher’s need to be “involved in the general management of the” school (Sadiq, 2002) library is inclusive. According to Morgan, (2014), the teacher exerts a lot

of influence within the learning environment. Undoubtedly, teachers are the pillars on which the educational advancement of any nation is built and the door of knowledge (Sadiq 2002). Furthermore, Mgbodile (2003) sees teacher effectiveness as a crucial factor in educational transformation. In describing the perception of teacher's in the role of library media specialist, Baker (2002), opine that; educators expect that the library media master will be fit for filling in as a part in the instructional group, willing and ready to partake as an expert at the same time.

Despite the various challenges to the learners' accomplishment, the educators' view of school libraries and teaching “seems to be the most important” (Adeyomo, 2011). According to Unagha (2008) the school libraries is recognized as spatial enablers of learning and teaching. Media specialists also recognize the support of the principal as critical to the success of the school's library program (Hartzell, 2002; Todd, 2007). Similarly, Arguaye (2001), have unequivocally contended that educators and learners' view of the learning condition are critical

“Media specialist is an essential link in a new educational learning community which includes teachers, administrators and parent as well as local, regional, state, national and international communities” (Olubunmi, 2009). The goal is to assist all students in becoming active and creative locators and to satisfy their own curiosity through research and reading experiences. Media specialists are taking a stronger leadership role in the education of students (Harris, 2008). This role is not new, but it is ever changing for school library to meet the needs of students, teachers, and to support curriculum as defined by the school community, and to be effective manger (Shannon, 2010).

Buraimo, (2012) examined perception “of teachers and media specialist” on the roles of school Library. The finding of the study shows that teachers perceive the school

library media specialists as builder of the collection Centre. Furthermore, the study revealed that teachers' perception of the role of the library media specialist is limited to teaching of basic library use skill. The Malaysia government has invested a huge amount of money to provide information resources for the school resource centre (Kamal, 2012). Correspondingly, the Malaysian Ministry of Education (2012), assert that; the recent transformation in educational system are student- learning centre and school-based assessment. it can be said that all primary and secondary schools In Malaysia have library or school resource centre, though, none of them have a media specialist teacher who are employed on a full-time basis (Kamal & Othman, 2012). Kamal, (2012), explores the perceptions of student about the responsibility of library and "media teachers" in Malaysia, the finding of the study indicate that; both primary and secondary schools Malaysian students have positive perceptions "on the role of library and media teachers", adding that 88.9% agreed on the knowledgeable of both "the library and media teachers to direct them to find information and 77.8% of the respondents agreed that their library and media teachers were improved their abilities to use information resources effectively".

Many research projects have scrutinized the views of principals on "school librarian competencies" (Shannon, 2009). And it is discovered that most librarians think "that principals do not appreciate their role" in teaching and learning (Lewis, 1991; Campbell, 1991). Conversely, successful school librarians enjoy principal support (Morris & Packard, 2007). Whelan (2003) authenticate that the lack of perception of the role of school library media specialists make teachers not to be thoroughly aware of the roles of today's school library media specialists. Therefore, the school librarian must be proactive and impacts achievement on students to support the objective of the school. Morgan, (2014), opines that; media specialist should be able to monitor the activities of students',

and have affirmative personality, good humour and encourage students on learning environment.

The integral aspects of concern of the teacher is the idea of what the library is and is not, depending on the objective and educational instruction of the school; the schools' libraries are differ within the country and from country to country (Abeyrathna, 2002). It is clear that; substantial confusion exists on the responsibility "of school library media specialists" due to information technology (Buraimo, 2012). In comparing the perception of teacher's in school library media centre and media specialist, Nakamua (2000), observed that there was still confusion about the responsibility "of the media specialist in school" library. Perception differed from one teacher to another, and many teachers have limited awareness of the responsibility of the "school library media specialists". He further noted that teacher's perception and the effectiveness on the job of the school library media specialists tend to be guided by the school itself. According to Buraimo, (2012), the school library cannot be self-regulating from the aims and objectives of its parent organization. Therefore, the teacher librarian plays on integral part as an administrator of the school library.

Frey (2015) ascertains the perceptions of ELA school teacher and the role "the school librarian's in implementing CCSS ELA standards". Finding of the study show that; ELA educators imagine the "school Librarian", supporting in the direction of pedagogy, and the part of the "school Librarian's" as instructional accomplice is esteemed mostly in the usage of the CCSS ELA Standards. Also, ELA educators working with full-time Librarians tend to esteem CCSS instructional help more than their partners "with part-time librarians". Dotan (2008), surveyed the relations between two important roles of school library media specialists and the cooperation with teachers, the results of the study show that a progressing connection with educators, especially in the arrangement of data assets, is profoundly associated with the instructing of information literacy projects to the

learners. Adding to that, advances in innovation facilitates higher-level cooperation with teachers in the school library media Centre.

Owate (2013) investigated the availability and utilization of school library resources, the findings of this study revealed that school library services were either lacking or not in place in most secondary schools. Consequently, it was discovered that none of the secondary school met the prescribed standard for established school libraries at the secondary levels. Equally, the materials in the libraries were not only scanty but poorly organized for effective library and information service delivery. It was suggested that library management and school authorities should make adequate provision to improve the standard of school library services.

Mokhtari and Sheorey (1994) investigated the reading habits of 85 under-graduate students at a comprehensive Midwestern university in USA. The results showed that majority of these students spent an unusually low amount of time on academic and even less amount of time on non-academic reading; adding that “majority of the students enjoys using internet more than recreational reading”, and or “reading for academic purposes”. Akanda et.al (2013) surveys the reading habits of 260 postgraduate students at Rajshahi University, Bangladesh. The result of the study indicates that the amount of time spent on reading is minimal as they are mainly affected by the emerging technologies, especially the internet, “students read books and other materials with a sense of specific target”. Similarly, Akarsu and Dariyemez (2014) explored the reading habits of 76 undergraduate students of English language and literature at Ataturk University, Turkey. The result of the study showed that media and technology influenced reading habits of the students and most of the students stated that they always connect to internet information resources. Majority of the students do not have adequate reading habits, they have low interest in reading as such they prefer reading other technological related activities than the textbooks (Noor, 2011; Jadal, 2013; Subashini & Balakrishnan, 2013).

Students have different reasons for reading as well as language preference in reading (Noor, 2011).

Malaysian educators have often complained about the poor reading habits among their students (Annamalai & Muniandy, 2013), as indicated by Pet (2014), many students these days have very poor reading habits especially reading English materials. Meanwhile, proficient reader indicated good academic performance (Kim & Anderson, 2011). Ahmed (2016) investigated the prevailing condition of reading habits and attitudes of the undergraduate students at a public university in Malaysia, and the findings of the study showed that in spite of an overall positive attitude towards reading, these students seriously lack a proper reading habit and practice both intensive and extensive reading within and outside the classroom. Similarly, Pet (2014) implied that extensive reading was more likely to foster continuous language development to the pupils.

2.8 The need for and training of the teacher librarian.

Effectiveness of any school is dependent on the library media centre which serves as the nucleus of the school academic activities. Irrespective of the available resources in the library, the presence of trained media specialist, or otherwise known as teacher librarian are the factors that drives the effectiveness (Levitov, 2012: XI). Some studies such as (Church, 2010; Levitov, 2009 & Shannon, 2002, 2009) have confirmed that the school librarian is essential to an effective and resourceful school library. Barack (2012) reviewed the results by the Library Research Service on the effect of school librarians on Colorado students' CSAP (Colorado Student Assessment Program) scores from 2005 to 2011. In schools with no less than one full-time proportional approved librarian, students arrived at the midpoint of "essentially higher" CSAP reading scores. In same vein, Klenke (2012) analysed results from Library Research Service confirmed that 45% of students between grade 3 and 10 improved their CSAP test scores within a year unlike to 29% of

students whose library have no librarian. It is also reported in literature that test scores are higher when the media specialist collaborates with the teacher in instruction planning (Rodney, Lance, & Hamilton-Pennell 2002, 2003). This affirmed that the library aides and temporary workers cannot fit into the position of school librarian since they lack the skill and competence.

Training and re-training of personnel have become integral parts of human development. Media specialist in school libraries also needs training upon their employment. The essence of this is to ensure their effectiveness on the job provided, and to get the best out of them. These trainings will assist in filling the gaps that may exist between theoretical and practical aspects of librarianship. Rodney (2003) studied the “Impact of Michigan School Libraries on Academic Achievement”. The authors compare the school with library and the ones with school library; the investigation shows that the availability “of a qualified school librarian” can have a huge effect in reading accomplishment. The distinction “ranges from eight percent for” secondary “schools to 35 percent for” primary schools. For example, “schools with librarians have 35 percent” all the “more fourth graders who score” well or more than the ones that had no Librarian. To be innovative, librarians needs to be savvy, understand changing technology, and the needs of their community (Hawley, 2016; Saxena, & Yadav 2013). The ever-changing nature and the high rate of obsolescence of information technology make the training of teacher librarians more imperative (Oyesiku, Ogunsaju & Oni, 2009), adding that; teacher librarian needs regular training in order to be abreast of the new development in their profession. However, in order to make the training effective, and to achieve the rationale mention above, Ahmad and Yaseen (2009) identified special competencies required by teacher librarian to reflect the training programme, the author arranged these basic skills into ten group. These include technical skill to introduce and manage the ever-increasing technology in the 21st century, time-management skills which is useful for effective and

efficient attendance to various users' needs in addition to the library maintenance. Others include communication, presentation, customer service skill, evaluation and assessment skills, Managerial skills, policy and standards skills and a commitment to life-long learning skill which encompasses all the other skills. Teacher librarian cannot but ensure they meet the expectations of all. Okoro, (2010), remark that; library work is totally based on information services and in the present of information age where the desire and request for information require proficiency in training and effectiveness in delivery. Library as a growing organism needs the creativity of media specialist to bring about innovation that will result in improvements to the system as a whole. Therefore, training of teacher librarian is crucial for the smooth operation of the school library media centre.

2.10. Chapter Summary.

The review of literature was conducted systematically to reflect the concepts that bothered on the objectives of this study. Literature on standard for school library or media centre and its role general education as well as students' performance was reviewed. Also various roles of the librarian in relation to the objectives of this research was discussed based on available literature. Other areas of review include the media specialist and its influence on teachers' reading habit, as well as the need for media specialists' training to enhance effectiveness. There is a gap in the literature that reveals that through media specialist roles and responsibilities have been determined, there is a lack of understanding of these roles among the school teachers. The interactions between teachers and library teacher is low and the perception of the school teachers may hinder collaboration among these two important entities. Also, there is a concern if the school media specialist is considered as an important person in the delivery of the school curriculum to enhance students learning experiences. Therefore, this study will attempt to investigate these perceptions.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research design.

To investigate school teachers' perception on the role of school library media specialist in enhancing the educational goals, this study employed a survey design in a quantitative method. Survey is one of the popular research methods used in social sciences research, it is useful in gathering information from the respondents about their characteristics or households, institutions and social systems. It gives a quantitative or numeric analysis of patterns, states of mind, or assessments of a populace by concentrate a portion of that populace. From sample results, the analyst sums up or makes asserts about the populace (Creswell, 2009)

Surveys are the design that involves information gathering with intention to measure, describe and explain an event or context under study (Neuman & Neuman, 2006). They enable scientists to gather an expansiveness of information from substantial examples and sum up to the bigger populace from which the test was drawn. Surveys are commonly utilized for discovering people's mentalities, convictions, suppositions, or their description of their encounters and/or attitudes (Leavy, 2017)

3.2 Instrumentation.

Sample data for this study was accessed with the use of questionnaire as data collection instrument. Therefore, this study did not aim to develop new instrument to measure the variables, but rather adopted and modified the instrument developed by American Association of School Librarians Draft of 1999 (Bracy, Haycock, Jansen, Loertscher, McIntyre, Roscello, Shannon, Julia Van de water, White, and Zimmermann,

1999) to investigate secondary school teachers' perception on the role of school library media specialist in enhancing the educational goals of the schools. These instruments were chosen for this study because it still remains the most comprehensive source among the standards for the school library media centre and the media specialist. Moreover, there is not recent update of the draft as it took into cognisance of future technological and information development in the media centre and transforming roles of the school library media specialist. Questionnaire is a relevant instrument when a researcher needs to quickly and easily collect large information from respondents in a non-threatening manner. It possesses for attributes according to business dictionary (nd), thus, "to collect appropriate data and make data comparable and amenable to analysis, minimize bias in formulating and asking questions, and to make questions engaging and varied. Questionnaire was selected as data collection instrument in this study because of its suitability in the study, also, it can be completed anonymously. It is less expensive to administer compared to other instruments while large number of respondents can be surveyed easily.

3.3 Validity and Reliability.

The adapted questionnaire was certified by some experts in the field, and pilot test was conducted with 30 school teachers from another school within Perak district to test its reliability. The overall test indicates that all the instruments met the threshold of value more than 0.65 for reliability according to (Piaw, 2013). Table 3.1 shows the Cronbach's Alpha result of the variables.

Table 3.1: Reliability test

Variable	Items	Cronbach's alpha
School Library Media Specialist as an Instructional partner	5	.809
School Library Media Specialist as an information specialist	5	.924
School Library Media Specialist as an information literacy program administrator	4	.806
School Library Media Specialist awareness of curriculum	4	.935

3.4 Structure of the questionnaire.

The questionnaire was divided into five (5) sections (A, B, C, D & E), to collate data that are relevant to the expected outcome of the study. Section A of the instrument is basically the respondents' demographic and personal information. Section B is made of five (4) items which measured the role of School Library Media specialist Media Specialists' awareness about Curriculum of the School Library. Section C comprised of (5) item questions which examined the Role of the School Library Media Specialist as an instructional partner.

The D section of the questionnaire is made up of four (4) items which examined the role of the School Library Media Specialist as an information literacy program administrator. While section E of the questionnaire was made up of five (5) items that investigated the role of the School Library Media Specialist as an information specialist. Over all, the items comprised of structured and closed-ended questions which were designed in five-point Likert type of scale (1- not at all, to 5 which represents to a very great extent) to investigate the secondary school teachers' perception on the role of school library media specialist in enhancing the educational goals of the schools in SMJK Pei Yuan Kampar, Perak, Malaysia.

The survey instrument contained an introduction on the purpose of the study and guidance to the respondents. A statement of confidentiality was also provided to ensure that the respondents' right of opinion is protected.

3.5 Population of the study.

The population is the aggregate or collection of all elements that meet criteria defined by research. According to Polit and Beck (2012), "a population is all the individuals or objects with common, defining characteristics". The target population for this study

consists of the school teachers and the school library media specialists in SMJK Pei Yuan Kampar, Perak Malaysia. The school has eighty-two (82) teachers and one (1) media specialists.

SMJK Pei Yuan Kampar, Perak Malaysia was chosen for this study because it has well developed, resourceful and managed school library media enter within the district. Also, the library teacher (Teacher-Librarian) won the best library teacher award for 2016 session. Moreover, the atmosphere of academic standard which contributes as index to measure achievement of educational goals and “cooperation between the media specialist and the” teachers in the school enhanced the choice of the school as the case setting in this research.

3.6 Sample and sampling technique.

Sample is a subset of the entire population of study. Ojo (2003) cited in Ojo (2009) maintains that, sampling is the process of selecting representative elements (samples) from a given population, he further stresses that, the purpose of this process is to provide a realistic basis upon which generalization about the population may be drawn from sample characteristics. According Krejcie and Morgan (1970), the sample size of eighty-two (82), is sixty-eight (68). However, purposive sampling technique was adopted to generate sample in this study. Purposive sampling is a type of non-probability sampling technique in which the researcher decides the element or participants to be used as target sample for the study. “Non-probability sampling is characterized by the used of judgment and a deliberate on effort to obtain representative samples by including typical areas or group in the sample” for their relevance to the issue being studied (Neuman, 2007; Aina, 2002). This technique was informed by size of the target population, which was considered small and manageable, therefore, there was no need for sampling. Furthermore, an estimated return rate of 80 percent was predicted, thus distribution of

eighty questionnaires may fulfil the suggested sample. The school library media specialist was not used as part of the sample on purpose. This is because the SLMS is the object being studied through the teachers in this study. Further, one of the teachers was on annual leave during the data collection and this leaves the researcher with 80 teachers which were purposively used as sample for the study.

3.7 Data collection techniques.

After submission of introduction letter and approval from the school management, a research assistant was employed to support in distribution of the printed questionnaire to the respective library staff during the period of study. It is often to hire a research assistant from the research setting to facilitate easy and quick distribution of the survey questionnaire. The researcher was present during this process in order to give clarifications in any aspect (s) of the instrument that might arise. The population size made data collection simple and modest, the research assistant helped daily while all participants were served based on their work schedule. The data collection continued for over a month till all the staff had filled the questionnaire.

3.8 Procedure for data analysis.

After collecting all the data from the respondent, the analyses of data followed both descriptive and inferential methods with Statistical package for social science, a Predictive Analytics Software (SPSS). Cross tabulation was conducted to determine the frequency and percentages differences among the four-age group that made up the sample for the study. Cross tabulation was first done based on each research question and the working experiences measured in years. Finally, a summary was designed to determine overall differences among the experiences. The research questions 1 and 2 were analysed

descriptively through observation of the frequency, percentages, mean and standard deviations. Research question 3 with One Way Analysis of Variance (ANOVA) statistic. ANOVA is a form of t-statistics is used to test differences in more than two groups (Piaw, 2013). There was a significant difference in group means between the groups, a post hoc test was further done to further clarify the differences from one group to another (McHugh, 2011)

3.9. Chapter Summary.

This chapter has stated the blueprint for the conduct of this research, these include the design that is adopted in this research, type and structure of the instrument that is used in data collection. Other covered areas include population, sample and the technique, data collection procedure and analyses.

CHAPTER 4

RESULTS

4.1. Introduction.

This chapter presents analysis of data and interpretation. Section A which is the demographic information of the respondents was first analysed and it was followed by descriptive analysis of the variables of the study. The second part of this chapter presents regression analysis of the computed data and the result.

4.2. Respondents' Age.

The distribution of the respondents according to age in Table 4.1 below revealed that respondents within the ages between thirty-five (35) and forty-four (44) were more than others with 26(32.5%), it was closely followed by age ranged between twenty-four (24) and thirty-four(34) and forty-five (45) and fifty-four (54) with frequency of 24(30.0%) and 21(26.3%) respectively. While those fifty-five nine (59) years and above were 9(11.3%) out of the eighty (80) respondents in the study

Table 4.1 Respondents' Age

Age range of the respondents	Frequency	Percent
24-34	24	30.0
35-44	26	32.5
45-54	21	26.3
55 and above	9	11.3
Total	80	100.0

4.3. Respondents' Gender.

Inquiry into the gender of the respondents showed that female was highest with a frequency of 60(75.0%) while male was represented by 20(25/0%) number. The distribution is presented in table 4.2 below

Table 4.2: Respondents' Gender

Gender	Frequency	Percent
Male	20	25.0
Female	60	75.0
Total	80	100.0

4.4. Qualification of Respondents.

According to the results regarding the qualification of the respondents in table 4.3, majority of them had bachelor's degree which accounted to 79(98.8%) and 1 respondent which represents 1.3% of the sample population had masters' degree. Diploma however was not represented among the respondents in the study

Table 4.3: Qualification of the Respondents

Qualification	Frequency	Percent
Diploma	0	0.0
Master's degree	1	1.3
Bachelor's degree	79	98.8
Total	80	100.0

4.5. Cross tabulation for Teachers' Perception on the Roles of the SLMS as an Instructional Partner.

Table 4.4 presents the cross tabulation for teachers' perception of the SLMS as an instructional partner in the school. The findings show that experience of 16 years and above accounted for 30(37.5%), it was closely followed by teachers with 11-15 years teaching experience with 26(32.5%) while 6-10 years had 24(30%) perception of the SLMS as an instructional partner. The finding shows that teachers with longer years of teaching experience are greater in number with the frequency of 30(37.5%), this was followed by 11-16 years of working experience.

Table 4.4. Perception of Teachers on the Roles of the SLMS as an Instructional Partner *Teaching Experience Cross tabulation

Teachers' perception of SLMS as an Instructional partner measured by years of work experience	Teaching experience of Respondents in years				
	0-5 years	6-10 years	11-16 years	16 years and above	Total
	0 (0%)	24 (30.0%)	26 (32.5)	30 (37.5)	80 (100%)

4.5. Cross tabulation for Teachers' Perception on the Roles of the SLMS as an Information Specialist

Table 4.5 reveals the result for teachers' perception of the SLMS as an information specialist, similarly, those with experience from 16 years and above had higher perception with 30(37.5%), and closely followed them was teachers with experience between 11-15 years with 26(32.5%), while teacher within 6-10 years of teaching experience had 24(30%) perception of the SLMS as an information specialist.

Table 4.5. Perception of Teachers on the Roles of the SLMS as an Information Specialist *Teaching Experience Cross tabulation

Teachers' perception of SLMS as an Information Specialist measured by years of work experience	Teaching experience of Respondents in years				
	0-5 years	6-10 years	11-15 years	16 and above	Total
	0 (0%)	24 (30.0%)	26 (32.5)	30 (37.5)	80 (100%)

4.6. Cross tabulation for Teachers' Perception on the Roles of the SLMS as an information literacy programme administrator

Further, teachers' perception of the SLMS as an information literacy programme administrator was compared through cross tabulation. Results in table 4.6 revealed that teachers with 16 years and above teaching experience had 30(37.5%) perception while

teachers with 11-15- and 6-10-years' experience had 26(32.5%) and 24(30%) perception of the SLMS respectively. This results further confirm that the longer the working experience, the higher the perception of the teachers on the roles of the media specialist.

Table 4.6. Perception of Teachers on the Roles of the SLMS as an IL. Programme Administrator *Teaching Experience Cross tabulation

Teachers' perception of SLMS as an IL. Programme Administrator measured by years of work experience	Teaching experience of Respondents in years				
	0-5 years	6-10 years	11-15 years	16 and above	Total
	0 (0%)	24 (30.0%)	26 (32.5)	30 (37.5)	80 (100%)

4.7. Cross tabulation for Teachers' Perception on the Roles of the SLMS in Curriculum Awareness

Perception of the teachers on the Curriculum awareness of the media specialist was compared across the three groups of working experience that was measured in years of work. Result in table 4.7 showed similar with precious counts and percentages. Accordingly, the teachers with experience for 16 years and above scored the highest in perception with 30(37.5%) and was followed by teachers with experience spanning across 11-15, 6-10 years at 26(32.55) and 24(30%) respectively.

Table 4.7. Perception of Teachers on the Roles of the SLMS as an Curriculum Awareness *Teaching experience Cross tabulation

Teachers' perception of SLMS Curriculum Awareness measured by years of work experience	Teaching experience of Respondents in years				
	0-5 years	6-10 years	11-15 years	16 and above	Total
	0 (0%)	24 (30.0%)	26 (32.5)	30 (37.5)	80 (100%)

4.8: Summary of Cross Tabulation

Table: 4.8. Summary of Cross tabulations.

Experiences by years of work	Scores				Total
	Research Question 1a	Research Question 1b	Research Question 1c	Research Question 2	
0-5 years	0(0%)	0(0%)	0(0%)	0(0%)	0
6-10 years	24(30%)	24(30%)	24(30%)	24(30%)	96/4=24(30%)
11-15 years	26(32.5%)	26(32.5%)	26(32.5%)	26(32.5%)	104/4=26(32.5%)
16 years and above	30(37.5%)	30(37.5%)	30(37.5%)	30(37.5%)	120/4 = 30(37.5%)

The differences in the group's perception was calculated by dividing total score with number of research questions (4), then minus the smaller scores from the highest core to generate the differences between them. Therefore, the difference between the perception of staff with 16 years and above experience and those with 11 to 15 years working experience on the role of SLMS as instructional partner, IL programme administrator, information specialist and awareness of curriculum is 4(5%). Further, the difference in perception between 16 years and above experience and 6 to 10 years is 6(7.5%). On the other hand, staff with experience between 11 to 15 years have perception on the roles of the SLMS with 2(2.5%). The result revealed that the older the working experience, the better perception by the staff regarding the roles of the SLMS as instructional partner, IL programme administrator, information specialist and awareness of curriculum in the school. This means that the older the teacher's working experience, the better understanding and bonding with the SLMS. Notwithstanding the slight differences, the steady variations in their perception shows that experience is a factor the perception of the teachers on the roles of the SLMS.

Research Question 1a.

What are the perceptions of the school teacher on the role of the School Library Media Specialist as an instructional partner?

Perception of teachers on the roles of school library media specialist' as an instructional partner with teachers in enhancing the educational goals of the schools was measured with five (5) items and the outcome is presented in table 4.8 below. Responses regarding media specialist's role to "teachers in the development of unit objectives that" develop, "listening, reading and critical thinking skills". Shows that 54(67.5%) agreed to a very great extent and 24(30%) agreed to a great extent respectively, 2(2.5%) chose to a moderate extent. The next item measured the need to ensure flexible library opening hours by media specialist received the following responses, 71(88.75%) agreed to a great extent while 8(10%) agreed to a very great extent. However, one (1.25%) of the respondents considered this statement to moderate extent while not at all and to a small extent failed to get any response. It further agrees with prescribed standard for media specialist according to NBPTS (2010).

Also, promotion of information literacy skills of both teachers and other staff members was another area teachers perceived that media specialist should play role, accordingly, a large number of the respondents accounting to 77 (96.25%) preferred the statement to a very great extent while 3 (3.75%) chose to a great extent. However, to a moderate extent, to a small extent and not at all failed to record any response to the statement. On the School library media specialist's collaborative ability with teachers and other staff in instructional activities, the survey received a considerable response as 63 (78.75%), 12 (15%) and 5 (6.25%) of the study population agreed to a very great, "to a great" and "to a moderate extent" respectively.

Statement regarding to the Teachers perception of the media specialist regular communication with other school staff about plans, activities and accomplishments relevant to the school's curriculum, 45 (56.25%) agreed with this statement to a very great extent, 33 (41.25%) opted to a great extent and 2 (2.5%) for to a moderate extent while to a small extent and not at all did not record any response to the statement. The mean and standard deviation of the items are revealed variations in the distribution of the data, however, items number IP1 and IP2 which examined school library media specialist instructional partner roles regarding library opening hours and information literacy recorded low standard deviation due to positive skewness of the data as seen in high mean score of between 4.54 and 4.96 among the 5 items.

Table 4.9: School Library Media Specialist as an Instructional partner

*1- Not at all, 2- to a small extent, 3-to a moderate extent, 4- to a great extent, 5- to a very great extent

items	Statements	1	2	3	4	5	Mean	StD v.
IP1	School Library Media Specialist assists "teachers in the development of unit objectives that" develop, "listening, reading and critical thinking skills".	0 (0%)	0 (0%)	2 (2.5%)	24 (30%)	54 (67.5%)	4.65	.530
IP 2	School Library Media Specialist ensures the school resource center opening hours is flexible for all the users.	0 (0%)	0 (0%)	1 (1.25%)	8 (10%)	71 (88.75%)	4.88	.369
IP 3	School Library Media Specialist promotes information literacy skills to teachers and other staff as integral to subject-matter learning in all areas.	0 (0%)	0 (0%)	0 (0%)	3 (3.75%)	77 (96.25%)	4.96	.191
IP 4	School Library Media Specialist collaborates "regularly with teachers and other members of the learning community to plan instructional activities".	0 (0%)	0 (0%)	5 (6.25%)	12 (15%)	63 (78.75%)	4.73	.573
IP 5	School Library Media Specialist communicates "regularly with principals, administrators and teachers about plans, activities and accomplishments relevant to the school's curriculum.	0 (0%)	0 (0%)	2 (2.5%)	33 (41.25%)	45 (56.25%)	4.54	.550

Research Question 1b.

What are the perceptions of the school teacher on the role of the School Library Media Specialist as an information specialist?

Information inform of resources, or tool for management plays vital roles in the library, therefore, the school library media specialist is expected to play leading role in partnership with the teachers and school management regarding information resources development, dissemination and management. The SLMS is seen as a specialist upon whom the entire school environment looks up to in information need. The teachers' perception on this role was measured with five (5) items as it is presented in table 4.9. Number one related to the assemblage of information resources to meet aims and focus of the curriculum", as well as the interests of the students was another part of inquiry in this section. Results indicates that 56 (70%) respondents agreed to a very great extent while 24 (30.0%) opted for to a great extent. Meanwhile, not at all, to a small extent and moderate extent did not receive any response. Also, the provision of staff development programmes for use and integration of information technologies received responses across three options. Thus, 48 (60%), 25 (31.25%) and 7 (8.75%) preferred the option "to a very great", "to a great", "to a moderate" extent. Further, on designs of relevant and adequate program to be integrated into the classroom received a similar responses among the population of study, 37 (46.25%) favoured the statement to a very great extent, 36 (45%) went for to a great extent while 7 (8.75%) agreed to a moderate extent. But not at all and to a small extent was not represented in the response table. The SLMS is expected to competent in selection of attractive and inclusive as well as adequate recreational and reading materials. Among the respondents, 66 (82.5%) responses for "to a very great extent", 14 (17.5%) "to a great extent" while other options failed to get responses in the statement. School Library Media Specialists' currency on developments in the use of

instructional and information technology received responses for to great extent and to very great extent. According to the data in table 4.9, 62 (77.5%) of the respondents preferred it to a very great extent while 18 (22.5%) chose to a great extent. The item recorded a mean score of 4, 79 and a standard deviation of .420.

Also, the mean distribution of the responses between scores of 4.38 and 4.83 showed a positive skewness which is evidence on low standard deviation for items 4 and 5

Table 4.9: School Library Media Specialist as an information specialist

Items	Statements	1	2	3	4	5	Mean	StDEV
ISP1	School Library Media Specialist has built “collections that contain resources that meet the goals and objectives of the curriculum and the interests” of the learners. .	0 (0%)	0 (0%)	0 (0%)	24 (30.0%)	56 (70%)	4.70	.461
ISP 2	School Library Media Specialist offers “staff development program in the use and integration of information technologies”.	0 (0%)	0 (0%)	7 (8.75%)	25 (31.25%)	48 (60%)	4.51	.656
ISP 3	School Library Media Specialist designs relevant and adequate program to be integrated into the classroom.	0 (0%)	0 (0%)	7 (8.75%)	36 (45%)	37 (46.25%)	4.38	.644
ISP 4	School Library Media Specialist provides adequate materials for recreational reading.	0 (0%)	0 (0%)	0 (0%)	14 (17.5%)	66 (82.5%)	4.83	.382
ISP 5	School Library Media Specialist remains current on all issues related to the use of instructional and information technology.	0 (0%)	0 (0%)	0 (0)	18 (22.5%)	62 (77.5%)	4.79	.420

*1= Not at all, 2=To a small Extent, 3=To a moderate Extent, 4=To a large Extent, 5=To a very large Extent

Research Question 1c.

4.8 What are the perceptions of the school teacher on the role of the School Library Media Specialist as an information literacy program administrator?

Information literacy skill is known to play a vital role in teaching and learning as well as on achievement of school goals. Moreover, it is a basic factor for information need and information seeking behaviour. Therefore, good administration of IL in the school by SLMS as the administrator is considered very relevant. The result of the survey is presented in table 4.10. Consequently, the school library Media specialist role in introduction of many useful literacy programs for the school towards achievement of educational goals revealed that 52(65%) perceived it “to a very great extent”, 25(31.25%) “to a great extent”, while 3(3.75%) “to a moderate extent”. On provision of adequate reading and information literacy program for the use of the school resource centre by the school library media specialist. A total of 37(46.25%) respondents responded “to a very great extent”, they were closely followed by 35(43.75%) who preferred the statement “to a great extent” also, 7(8.75%) and 1(1.25%) of the respondents perceived it “to a moderate” and “to a small extent” respectively while not at all did not record any response. Perception of teachers regarding media specialist assistance in integration of information skill into the curriculum received an overwhelming response for “to a very great extent” and “to a great extent” with 69(96.25%) and 11(13.75%) respectively. On the other hand, not at all, to a small and “moderate extent” did not receive any response in the statement. The Promotion of “specific plans for” incorporation of “information standards for” students’ day to day learning was the last item in this section. According to responses in table 4.10, 16(20%) and 37(46.25%) perceived the role to a very great and to a great extent respectively while 7(8.5%) for a moderate extent and 20(25%) of the respondents preferred it “to a small extent”. The mean score between 4.35 and 4.86, and standard deviation between .347 and 1.073 for each item in the variable is presented in table 4.10.

Table 4.10: School Library Media Specialist as an information literacy Program administration.

Items	Statements	1	2	3	4	5	Mean	StDEV
ILPA1	School Library Media Specialist has introduced many useful literacy programs for the school.	0 (0%)	0 (0%)	3 (3.75%)	25 (31.25%)	52 (65%)	4.61	.562
ILPA 2	School Library Media Specialist has provided adequate reading and information literacy program for the use of the school resource center.	0 (0%)	1 (1.25%)	7 (8.75%)	35 (43.75%)	37 (46.25%)	4.35	.695
ILPA 3	School Library Media Specialist assists “teachers in incorporating information skills into the curriculum”.	0 (0%)	0 (0%)	0 (0%)	11 (13.75%)	69 (96.25%)	4.86	.347
ILPA 4	School Library Media Specialist develops and promotes specific plans for incorporating the information standards for students learning into day to day curricular and instructional activities.	0 (0%)	20 (25%)	7 (8.5%)	37 (46.25%)	16 (20%)	4.61	1.073

*1= Not at all, 2=To a small Extent, 3=To a moderate Extent, 4=To a large Extent, 5=To a very large Extent

Research Question 2.

4.9 What are the perceptions of the school teacher about School Library Media Specialist’s awareness of curriculum?

Awareness of the curriculum by the school library media specialist is considered very important to development and update in teaching and learning. More so, the SLMS must assemble information resources to cover the entire school curriculum in addition to understand changes in teaching and learning which demands curriculum update. Teachers’ perception of the SLMS competency in curriculum awareness was measured with four (4) items and the result is presented in table 4.11. The teachers perceived that

the media specialists must be aware of the most recent development in the school curriculum. The survey revealed that 50(62.5%) and 19

(23.75%) of the respondents prefer this statement to a very great and to great extent respectively, also, 11(11.75%) and 5(6.3%) respondents opted to a moderate and to a small extent respectively while not at all did not record any response to the statement. Media specialists' awareness of the reading needs of the school's curriculum received responses in 4 out of the 5 scales of measurement, accordingly, 41(51.25%) out of the total respondents perceived this role to a very great while 29(36.25%) felt this has been achieved to a great extent. Further, 8(10%) and 2(2.5%) respondents settled for to a moderate and to a small extent respectively while not at all did not record any response. Moreover, Specialists' awareness of current publications within the school's curriculum, 54(67.5%) respondents have the feeling that this statement has been achieved to a very great extent, 15(18.75%) also said it is to a great extent. Also, 8(10%) and 3(3.75%) respondents agreed to a moderately and to a small extent respectively while not at all did not receive any response. And concerning specialists' awareness of the Ministry's reading requirements for all subjects in the school's curriculum, 60(75%) and 10(12.5%) perceived the statement "to a very great" and "to a great extent" respectively, similarly, 9(11.25%) agreed "to a moderate extent" while 1(1.25%) responded "to a small extent" but not at all did not receive any response. The mean score and standard deviation between 4.36 and 4.6, .729 and .827 indicate fair and acceptable spread or variances among the responses. Montiel-Overall (2009) employed exploratory factor analysis to "examine the structure of the Teacher and Librarian Collaboration (TLC-II)", the study developed instrument with former description of collaborative efforts between teachers and librarians. About 194 teachers were selected from two school districts in USA while questionnaire was used as instrument in an oblique and orthogonal factor rotation. The analyses revealed among other outcomes of teacher-librarian collaborative efforts that

integrated instruction and curriculum ranked high and highest. This corroborates the study by Cooper and Bray (2011) which analysed media specialists' collaboration from various perspectives which include instructional standard, instructional schedule and appropriate technology.

Table 4.11: School Library Media Specialist Curriculum Awareness

Items	Statements	1	2	3	4	5	Mean
CA1	school library media specialist is fully aware of the most recent development in the school curriculum	0 (0%)	(0%)	11 (11.75%)	19 (23.75%)	50 (62.5%)	4.49
CA2	school library media specialist is fully aware of the reading needs of the school's curriculum	0 (0%)	2 (2.5%)	8 (10%)	29 (36.25%)	41 (51.25%)	4.36
CA3	School Library Media Specialist is fully aware of the latest publications with respect to the school's curriculum.	0 (0%)	3 (3.75%)	8 (10%)	15 (18.75%)	54 (67.5%)	4.50
CA4	School Library Media Specialist is fully aware of the Ministry's reading requirements for all subjects in the school's curriculum	0 (0%)	1 (1.25%)	9 (11.25%)	10 (12.5%)	60 (75%)	4.60

*1= Not at all, 2=To a small Extent, 3=To a moderate Extent, 4=To a large Extent, 5=To a very large Extent

Research Question 3.

4.10 Are there a difference in perception of the teachers of “the role of School Library Media Specialist” based on their years of teaching experience?

Experience is believed to be a good moderator of causal or predictive relationships in research studies, it is important to know how it influenced the teacher's perception in this study. To determine if there is differences in teacher's perception of school library media specialist's role” based on their experiences which was measured based on their years of work between 6 – 10 years, 11-15 Years and 16 and above. A One Way Analysis of Variance (ANOVA) was conducted to test if there exist mean score differences among

the three (3) groups, one way ANOVA is a form of independent t-statistics that is used to test mean differences in the factors within more than two groups at the same time (Ho, 2015). Mean differences were calculated with one-way ANOVA to check if there is differences in teacher perception of instructional role of the SLMS according to experience. Table 4.12 revealed that there are differences among the three groups of teachers at $F(2, 77) = 29.40, p < .05$. The p value of less than 0.05 is considered small, however, it indicates some level of differences among the groups. Years of experiences of between 11 to 15 years and 16 and above had the highest perception with ($M = 4.96, SD = .080$ and $4.84, SD = .270$) respectively while 6 to 10 years' experience had lower perception ($M = 4.41, SD = .375$) (Appendix B).

Table 4.12: ANOVA difference in teacher perception of SLMS as Instructional Partner

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.208	2	2.104	29.393	.000
Within Groups	5.512	77	.072		
Total	9.720	79			

Since the result in one-way ANOVA could not indicate which of the groups differs from the other, a comparison of means through post Hoc was conducted with Tukey which controls the alpha inflation (Ho, 2014). Result of post Hoc multiple comparison with Tukey Honest Significant Different (HSD) (Table 4.13) revealed that there are significant differences in the perception based on 6-11 and 16 years of experience at 0.05 level while 15 years and above is not significantly different from 11-15 years' experience. This is further displayed in table 4.14.

Table 4.13: Multiple Comparison with Instructional partner as Dependent Variable

(I) Teaching Experience of Respondents	(J) Teaching experience of respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
6-10 years	11-15 years	-.553*	.076	.000	-.73	-.37
	16 and above	-.432*	.073	.000	-.61	-.26
11-15 years	6-10 years	.553*	.076	.000	.37	.73
	16 and above	.122	.072	.213	-.05	.29
16 and above	6-10 years	.432*	.073	.000	.26	.61
	11-15 years	-.122	.072	.213	-.29	.05

It is revealed that experience between 6-10 has perception which is significantly different from 16 and above as well as 11 -15 years' experience while 16 years and above and 11-10 years' experience had the same perception of the SLMS as an instructional partner with the teachers. An observation of the means plot (Appendix C) revealed the justification for the report.

Table 4.14: Homogeneous Subsets of years of Teaching Experience

Tukey HSD ^{a,b}			
Teaching experience of respondents	N	Subset for alpha = 0.05	
		1	2
6-10 years	24	4.41	
16 and above	30		4.84
11-15 years	26		4.96
Sig.		1.000	.231

Test of homogeneous subsets revealed the distinctness of 6-10 years of experiences. This means that 6-10 years of experience had significant difference perception while there exist no significant differences between 11-15 and 16 years and above.

Table 4.15: ANOVA Difference in Teacher Perception of SLMS as Information Specialist

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.693	2	3.347	41.603	.000
Within Groups	6.194	77	.080		
Total	12.888	79			

Differences in teachers' perception on SLMS as an information specialist, table 4.11 revealed the result of one-way ANOVA. The descriptive analysis showed that Years of experiences of between 6-10 years has different perception from other groups (M= 4.20, SD = .425) different from 11-15 and 16 and above at (M = 4.88, SD = .161 and M = 4.78, SD =.219) respectively. (Appendix D). The differences among the groups was tested through ANOVA, the result in table 4.11.

Table 4.16: Multiple Comparison with Information Specialist as Dependent Variable

(I) Teaching experience of Respondents	(J) Teaching experience of Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
6-10 years	11-15 years	-.677*	.080	.000	-.87	-.49
	16 and above	-.580*	.078	.000	-.77	-.39
11-15 years	6-10 years	.677*	.080	.000	.49	.87
	16 and above	.097	.076	.413	-.08	.28
16 and above	6-10 years	.580*	.078	.000	.39	.77
	11-15 years	-.097	.076	.413	-.28	.08

*. The mean difference is significant at the 0.05 level.

The result in the table revealed significant differences in teacher perception based on experiences $F(2, 77) = 41.603, p < .05$. It is not yet clear as to which of the groups are differing with each other and at what alpha level, therefore, a Post Hoc multiple comparison and homogeneous subsets with Tukey HSD test was conducted and the result is presented in table 4.12. Information in table 4.16 indicates that teacher with teaching

experience between 6-10 years had significant mean difference from those with experience spanning across 11-15 years and above 16 years. While there is no significant difference between perception of teacher with experience between 11-15 and 16 years and above. This result was further confirmed in homogeneous subsets test (table 4.17) and means plot (Appendix B)

Table 4.17: Homogeneous Subsets of years of Teaching Experience

Teaching experience of respondents	N	Subset for alpha = 0.05	
		1	2
6-10 years	24	4.20	
16 and above	30		4.78
11-15 years	26		4.88
Sig.		1.000	.432

One-way ANOVA was conducted to test if differences exist among teacher perception on the role of SLMS AS Information literacy programme administrator. The descriptive analysis showed that Years of experiences of between 6-10 years has different perception from other groups (M= 3.64, SD = .346) different from 11-15 and 16 and above at (M = 4.58, SD = .209 and M = 4.75, SD = .294) respectively. (Appendix C). ANOVA (Table 4.14) test of differences revealed that there exist significant different F (2, 77) =111.593, $p < .05$ however, the result did not indicate the group differences.

Table 4.18: ANOVA difference in teacher perception of SLMS as IL Administrator.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.387	2	9.193	111.593	.000
Within Groups	6.344	77	.082		
Total	24.730	79			

Therefore, a post Hoc HSD was conducted (Table 4.18) for multiple comparison and homogeneous subsets of group differences.

Table 4.19: Homogeneous Subsets of years of Teaching Experience

Tukey HSD ^{a,b}			
Teaching experience of respondents	N	Subset for alpha = 0.05	
		1	2
6-10 years	24	3.64	
11-15 years	26		4.58
16 and above	30		4.75
Sig.		1.000	.079

The result showed that years of experience for 6-10 years has significant mean different from 11-15 and 16 years and above while 11-15 and 16 and above years of experience had similar perception. An observation of the mean plot for information literacy program administrator (Appendix D) revealed same result.

Differences in teachers' perception of curriculum awareness role of the SLMS was tested with one Way ANOVA, the descriptive result indicate that years of experience of 5-10 years scored low perception (M=3.53, SD=.664) while 11-15 and 16 and above year experience had better perception (M =4.81, SD =.216 and M =4.98, SD = .137) respectively. Table 4.16 of ANOVA indicated that there is significant mean different with the group $F(2, 77) = 104.036, p < .05$.

Table 4.20: ANOVA Difference in Teacher Perception of SLMS Curriculum

Awareness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.741	2	15.871	104.036	.000
Within Groups	11.746	77	.153		
Total	43.487	79			

Individual group differences were conducted through Post Hoc multi comparison with Tukey HSD (Table 4.21), the result shows the differences in teachers' perception based on experiences.

Table 4.21: Multiple Comparison with Curriculum Awareness as Dependent Variable

(I) Teaching experience of respondents	(J) Teaching experience of respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
6-10 years	11-15 years	-1.276*	.111	.000	-1.54	-1.01
	16 and above	-1.444*	.107	.000	-1.70	-1.19
11-15 years	6-10 years	1.276*	.111	.000	1.01	1.54
	16 and above	-.167	.105	.252	-.42	.08
16 and above	6-10 years	1.444*	.107	.000	1.19	1.70
	11-15 years	.167	.105	.252	-.08	.42

*. The mean difference is significant at the 0.05 level.

Result showed that 6-10 years' experience has perception that is significantly difference from that of 16 years and above as well as 11-15 years' experience. Table 4.22, homogeneous further revealed that 11-15 years, 16 and above experiences had somewhat similar level of perception of the curriculum role of the SLMS. Observation of the mean plot (Appendix E) showed individual differences among the group.

Table 4.22: Homogeneous Subsets of years of Teaching Experience

Tukey HSD^{a,b}

Teaching experience of respondents	N	Subset for alpha = 0.05	
		1	2
6-10 years	24	3.53	
11-15 years	26		4.81
16 and above	30		4.98
Sig.		1.000	.270

4.11 Chapter Summary.

Chapter four of this study presents the result of the data analysis. These includes the demographic information like the age, gender, qualification and the teaching experience of the respondents. The descriptive analysis of the main data for the study were presented in this chapter also, these include teacher's perception "of the school library media specialist" as an "instructional partner, information specialist", information literacy programme administrator and awareness about curriculum. "Teachers' perception of the" roles "of the media specialist" was compared through cross tabulation. Further, the analysis and result of the test of differences in teacher's perception of the various roles of the school library media specialist based on experience was conducted in this chapter also. One-way Analysis of Variance (ANOVA) was used to calculate the mean differences among the three group of experiences which was measures according to years of work. The result was also presented on tables with related explanation.

Overall response of the descriptive analysis and results reveals the responsibility of the school media specialist as stipulated in various standards towards the school effectiveness proved relevant "to a very great" and "to a great extent". Basic and collaborative roles as perceived by the school teachers are confirmed to be significant to achieve pedagogical, administrative and social roles of the media centre. Further, this chapter proved that individual role of the media specialist function in inter-relationship with each other, this was also proven by the variances in the mean test of differences in teacher perception of "the roles of the media specialist".

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter presents the discussion and conclusion of the statistical analyses and the findings of the study. The discussion was based on the findings from the objective one (1) which determined the school teachers' perception of the roles of the school library media specialist as an instructional partner, information specialist and Information Literacy programme administrator. Objective two (1) investigated teachers' perception of the curriculum awareness of the SLMS while objective three (3) examined the differences in teachers' perception based on years of work experience. The conclusion revealed the researchers' opinion based on the findings and contribution of the study. It also has the summary of the chapter.

5.2 Discussion

One of the areas this study examined was the teachers' perception of the school library media specialist's role of instructional partner in enhancing the educational goals of the schools. The questionnaire cluster was measured with five (5) items. The results in Chapter 4, Table 4.8 showed that item number one which was on the media specialists' assistance for "teachers in the development of unit objectives that" develop, "listening, reading and critical thinking skills" in the school, majority of the respondents agreed with the statement to great extent and to a very great extent respectively with a combined frequency of 78(97.5%). In essence "the school library media specialist should be" competent enough and possess several skills for "teaching and learning, information" literacy instruction, administrative and collaborative skills with the teachers to influence the students and entire school community to optimize the resources. This is in line with

Church (2008), in addition to the role of curriculum consultant (Montiel-Overall, 2005; 2007, p. 278). Other aspects “of the roles of the school library media specialist include” flexible opening hours for the resource center opening hours for all the users. Again, the respondents agreed to this statement to a very large to a large extent totalling 79(98.75%), this finding agrees with Mardis (2007). Perception regarding information literacy skill as part of the abilities and efforts received an overwhelming response for a very great and to a great extent (table 4.8). “Specialist promotion of information literacy skills to teachers and other staff as integral to subject-matter learning in all areas.” As well as regular communication “with teachers and other members of the learning community to plan instructional activities” such as the principals, administrators and teachers about plans, activities and accomplishments relevant to the school’s curriculum was measured under this cluster. The items pooled a combined result of 80(100%), 75(93.75%) and 78(97.50%), for to a very great and to a great extent respectively. This finding agreed with Cooper and Bray, (2011) Rodney, Lance, & Hamilton-Pennell (2002, 2003), Montiel-Overall (2007), NBPTS (2010) and other studies which had supported the role of the school library media specialist as an instruction partner with the teacher. In view of this result, Aina et al., (2011) and Douglas (2008) cited in Aina et al., 2011) opinion and findings regarding the relevance of adequate and current reading materials as very important in the school library are most appropriate.

Regarding perception of teachers on the roles of school library media specialist’ in as an information specialist in enhancing the educational goals of the schools, five (5) items were used to answer the research question. Results in table 4.9 revealed that for statements on the specialist’s ability to build all round collections that is capable to satisfy information needs of the students and also meet the educational goals of the school. About 80(100%) of the respondents agreed with the statement “to a very great” and “to a great extent” respectively. And development of programmes and integration of information

technologies in the school curriculum, the respondents preferred the statement “to great” and “to a very extent” with 73(91.25%). Regarding the role of the school library media specialist as perceived by the teachers on designing adequate programmes design to be integrated into the classroom, about 73(91.25%) of the respondents chose “to great” and “to a very great extent”. Furthermore, the extent of provision of adequate information materials for recreational reading by the school library media specialist, the result showed that 80(100%) chose “to great” and “to a very great extent” while 11(13.8%) were “to moderate extent” to the statement, the response agrees with Kolencik (2001) and Kreuger (2015). On the responsibility to design relevant and adequate program to be integrated into the classroom, 72(90%) this also agree with John’s submission in the interview with Teacher Librarian (2009) and Lamb (2011) and (AASL, 1998; ALA, 2003; AASLAECT, 1998; Frey, 2015).

Information literacy administration was another role which teachers perceived the media specialist should play huge responsibility. This objective was examined with four (4) items in a cluster, according to result in table 4.6, revealed that for the extend of useful literacy programs for the school, provision of adequate reading and information literacy program, respondents chose 64(80%) for to a great and to a very great extent while 9(11.3%) said it is to a moderate extent and 7(8.8%) decoded it is to a small extent. Also, regarding collaboration with teachers to incorporate information skills into the curriculum, a larger percentage of the respondents 51(63.7%) preferred it to a very great extent, 13(16.3%) went for to a great extent while 11(13.8%) and 5(6.3%) opted for to a moderate and small extent respectively. Moreover, promotion and incorporation of information standards into curricular and instructional activities by the media specialist, 39(48.8%) respondents chose to a very great extent, 25(31.3%) to a great extent, 10(12.5%) to a moderate extent while 6(7.5%) settled for to a small extent. Studies like Hanson-Baldauf and Hughes-Hassell (2009), Johnson (2012), ISTE 2008, 6), Dotan and

Aharony, (2008) and Tan, Kiran and Diljit (2015) among others have variously favoured IL skill as a significant requirement for the job of the media specialist. It is also in agreement with (AASL, 1998; ALA, 2003; AASLAECT, 1998) standard for media specialist and school media centre. The high percentage response to this statement showed the importance of information literacy in the school in one hand and the need for the media specialist to possess the skill in the other hand.

All the educational and school goals are embedded into the curriculum and the media centre is regarded as the information hub in the school. It is the responsibility of the media specialist to effectively evaluate, select, and model the information resources within the confines of the school curriculum. As a result, the above assertion, opinion of the respondents regarding teacher perception of media specialist on curriculum awareness was sought. The research question was measured with four (4) items. According to the findings, awareness of most recent development in the school curriculum received 50(62.5%), 16(20.0%), 9(11.3%) and 5(6.3%) for to a very great, great, moderate and to a small extent respectively. Also, the awareness of the reading needs of the school's curriculum received 43(53.8%) responses for to a very great extent, 25(31.3%) and 9(11.3%) opted to a great extent and to a moderate extent respectively while 3(3.8%) respondents settled for to a small extent to the statement. This findings agreed with studies by Vansickle (2000:11), who prescribed ability to develop a map or plan of relationship between media and school curriculum, while Kearney (2000) opined that media specialists must deploy their leadership skills to gain knowledge of the school curriculum and to “understand curriculum design, and participate in its creation; create a library information skills curriculum and so on.

Analysis of difference in the teacher’s perception of the role of the SLMS proved that teachers with longer years of working experience, that is 11-15 and 16 years above have significant difference in perception of the roles of the SLMS from the teachers with

6-10 years of work experience. Also, teachers with years of work experience between 11-15 years and 16 years have differences in their perception, however, there was no significant difference in their perception of the roles of the SLMS. These findings are the same for the three groups and for the three variables that were measured as can be seen in tables (4.14, 4.17, 4.19 and 4.22). This implies that the longer the teachers working experience by years, the greater their perception regarding the roles of the SLMS. Therefore, research question five (3) which aimed to know if there exists a difference was affirmed that there are differences and the differences was significant between teachers with more years of work experience from those with less years of work experience. It could be attributed to longer years of collaborative work between the SLMS and the teachers in the school which according to (Cooper & Bray, 2011; White, 2015) is capable to encourage cooperation improved performance. This agrees with overall effectiveness of a qualified school library media specialist or school-librarian as revealed by (Levitov, 2012; Church 2010; Levitov 2009 and Shannon 2002, 2009) in various studies. Likewise, the study of Rodney (2003) on Impact of Michigan School Libraries on Academic Achievement which revealed that presence of qualified school librarian can have a huge effect in reading accomplishment.

5.3 Conclusion

Result of this study proved that teachers' perception on the role of school library media specialist in overall educational activities is important mainly to a great and to a very great extent according to the analyses. This shows that teachers and the school library media specialist work in closer relationship towards achieving educational objectives for both school management, the pupils and students. Acquisition of relevant information resources in the school library is one aspect of the roles of the media specialist, information literacy programmes management, innovation in curriculum and pedagogy

as well as development of instructional technology with information and communication technology are other aspects of the roles expected from the media specialist. The management of Sekolah Menengah Jenis Kebangsaan (SMJK) Pei Yuan Kampar and other secondary school in the district must of necessity create conducive environment where the teachers and qualified school media specialist could optimize the “resources of the school media” for the benefit of the learners and other stakeholders in the community as well. Further, this study has discovered the importance of working experience in the teachers’ perception of the roles of the SLMS which will form bases for further research. More so, studies on the roles of the SLMS seemed to be neglected area of research in Perak district and Malaysian school community, this study has contributed an update in the context of school library, teachers and SLMS.

5.4 Chapter Summary.

This chapter presents the discussion of the results that was obtained from data analyses in this study. This include the discussion on the demographic analyses, it was followed with the serial discussion of the results as related to each objective and research question in the study. Relevant literature sources that validated each finding were cited. Further, it highlighted the conclusion, which is the reaction of the research based on the outcome of the data analysis and findings.

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