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Abstract

The Study investigated the Challenges and Prospects of Media Resource Centres in selected private secondary schools in Osogbo metropolis , Osun State. This is to ascertain whether they meet their aims and objectives of School Library, to review the problems faced by Media Specialist in new digital age and cyber environment.
Simple random sampling was used to select 80 respondents from about 100 Staff of the schools. The study employed a case study research design. Data was collected by using, questionnaire and analyzed by using simple percentage method. Key findings revealed that the most frequently used library information sources by staff are only books. Moreover, other library information resources, such as print and non-print materials were not accessible by them.
The findings further revealed that users face many constraints in using Media Resource Centre including lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities, and lack of professional/ librarian for processing materials. The study conclude that for effective use of Media Resource Centre, there is need for current and adequate school library information resources, provision of professional Media Specialist, Paraprofessional and Skilled Maintenance Personnel to manage libraries. These could be done in collaboration with all stakeholders in secondary education in the country. However, the study recommended that adequate provision of fund is necessary for the provision of current and up to date information resources and also for the employment of qualified and trained Media Specialist.

Keywords; media, challenges, information resources, information specialist.

Introduction:

Media resources has become a pervasive force in the lives of today students. Consequently, it is imperative that the higher education community begin to examine how the use of these resources can affect student engagement (Rutherford 2010). The Media Resources Is a central to learning and plays a key role as a place of encouraging innovation, curiosity, and problem solving. School libraries make a difference to students understanding and achievement and provide support for teaching and learning throughout the school. Media Resource Centre plays a key role in the cultural and social life of the school. It can be central point for enagagement with all kinds of reading, cultural activities, access to information, knowledge building, deep thinking and lively discussion. Valenza and Johnstone (2009) said that: We hope that libraries will always exist as a place for learners to find information, resources, and instruction. But formats, technologies, learning needs, and our schools are evolving and so are students themselves. Our entire information and communication landscapes have shifted and this shift will only continue. From the excerpt above, it is evidence that libraries provide a model for inquiry, learning and building knowledge and confidence in seeking and processing information. For the purpose of this research, Media Resource Centre and School Library will be used interchangeably to mean the same thing.

Adefarati (2004) says that School Libraries are libraries attached to school such as pre-primary, primary and secondary schools, they serve to support the learning and teaching of school children. A school library caters for children who are eager to read and also for children who have difficulties in reading. According to him. Media resources centre contains more of audio-visual materials than other libraries, these include; pictures, diagrams, tape, DVD, television, photograph etc. Other materials available in Media Resource Centre include; books, magazines, periodicals, and newspapers; Media resource centre is a library within a school where students and staff of a public or private school have access to variety of resources. The goal of the media resource center is to ensure that all members of the school community have equal access to books and non-book materials. Research shows that a school library with right staffing, funding, and a rich collection Of books has a positive impact on student for an educational programme to succeed, adequate attention must be paid to the development of its librabry services Ogunronmbi(2005) cited Idowu (1998) stressed that in a developing country like Nigeria, even faced with the problems of basic social necessities such as food, shelter, among others cannot afford to abandon library service in its educational. Therefore Media Resource Centre must be assisted by proper funding to acquire relevant and varied materials, for this purpose, Books and non-book materials must be provided. They must be well organized, and the right caliber of staff must be put in place to disseminate information directly or give assistance to those seeking information on their own.

The Media Resource Centre (MRC) is known to provide a range of learning Opportunities for both large and small groups as well as individuals with a focus on intellectual contents, information literacy and learning. The library is to facilitate implementation of educational policy goals through its available resources and to promote effective educational system. Media resource centres are no doubt the backbone of effective learning in schools. All

manner of people in the school such as administrators, teachers and pupils need Media Resources for teaching-learning programme. The change in nomenclature Overtime evolved to substitute the traditional school library to reflect the multimedia nature of their collections and functions. For the purpose of this research, the term Media Resource Centre is preferred and the contents of the centre are herein after referred to as Media Resources the Media Resource Centre carefully selects, acquire, process and make print and non-print media resources available for the use of their patrons. The patrons here are the users of media resource centre. They include the teachers, and Students. The varieties of resources in the MRC include fiction, non-fiction, subject texts and reference materials in various formats which constitute the school collections.

Several studies have been conducted on the state of Secondary school library in Nigeria. For instance, Fayose (1982) Studied use of secondary school library resources. The study revealed that book collections are available in certain area of the school library; these school libraries did not follow any set standard. Majority of the students, however, use the library as a quiet place to study their own textbooks and notebooks, this suggests nonadaptation of existing set standards which was one of the major challenges of media resource centre in Nigeria. Adeniji (2003) further emphasized that the level of utilization of media resources by patrons is determined by the reason for patrons_ use of the library. Teachers_ attitude toward the school library media centre service usually influences students toward the centre use.

According to National Policy of Education (1998), no nation can achieve any meaningful development without its human materials and other resources to produce relevant manpower to harness and utilize the school library media centre gets information they required as convenient as timely manner as possible. Reading is a very crucial act that everyone must be involved in, in order to develop his mind, reading take place mostly in central place of School Library Media Centres (SLMC) and is major determinant of how successful or otherwise student would be in his academic pursuits.

Research Questions
1. Do the Staff Make use of the MRC?
2. How frequent does the staff make use of Media Resource Centre?
3. How relevant are the print and non-print resources in the SLMCs to the students?
4. How does the provision of media resources improve academic performance of students?
5. What are the challenges faced by MRC?
6. What are the possible solutions to these Challenges?

LITERATURE REVIEW
Fundamental Concepts and Perspective of Media Resource Centre

Encyclopedia Britannica defines library as collection of information resources in print or in other forms that is organized and made accessible for reading or study. Shera (1987) cited by Uzuegbuand Ibiyemi (2013) states that a library is an organization, a system designed to preserve and facilitate the use of graphic records .A school library is one that is established in primary or secondary school Adetoro,(2005). Aina (2004) states that school libraries are libraries attached to schools such as pro-primary, primary and secondary schools.

They supplement the teaching of school children and caters for children who are eager to read. And also for backward children who read with difficulty and who require visual aid and all Kinds of incentives to study. Adetoro (2005) opines that school libraries are libraries devoted to the support of educational programmes of primary and secondary schools in countries throughout the world.

School libraries are found in both primary and secondary schools, but achieving Universal Basic Education (UBE) requires looking more broadly at the concept. The school library provides information ideas that are fundamental to successful operational in society and gives students lifelong learning skills develops the imagination, citizenship, critical thinking skills, and the ability to use information in different media IFLA,(2000). School library collections enrich textbooks and teaching materials. When librarians and teachers work together, students achieve more. The school library helps children learn to enjoy reading, learning, and using library resources as lifelong habits, recreation and gives them the opportunity to assess and use information. It exposes them to a variety of thoughts, views,, and ideas and gives them awareness of other cultures. While the following fundamental concepts are taken into account; building, information services, recreation, classroom libraries and resources sharing.

Library buildings must house the collections as well as staff and users. A library is more than a building, but appropriate building structures are necessary, because it is difficult to develop a library without appropriate location. A school library is an important part of a school. The environment is very important: light, ventilation, humidity-control, and relative quietness are essential. Obviously, there must be shelves for books and journals, display racks for magazines, filing cabinets for pamphlets and clipping files, storage for graphic media, audiovisuals equipment, as well as space for viewing and listening to media, large tables for maps, computer workstations, etc. It should have space for the collection, and should not share space with other non-reading collections.

According to Correa (1997) the library is the place where teachers and pupils come into contact with the world, that is, where they acquire the general knowledge which forms the basis for all further learning. Users come to the library in search of information and materials for various purposes. The information sources should include both book and nonbook materials. Since learners are more likely to retain and recall with case a greater percentage of what they hear, see, and manipulate at the same time, emphasis should be placed on media, which enhance cassettes/player, film projectors, slides, overhead projectors, computers, transparencies, disks, ink, and video compact disc player should be stocked too.

Elaturoti, (2000) describe the school library as a refuge, a port of call for readers in search of adventure, a tree for children who climb high on the process of discovering life. As such, the school library should be a comfortable, pleasant environment with informal seating (mats, cushions, soft chairs), a quiet atmosphere for pleasure reading and socializing. Dike (2005) describes the school library as an oasis of informality. Social activities include story hours, playlets, drama, film, music, and debates. It is a river which the young learners swim before joining the big ocean of knowledge.

The classroom library is an alternative to the central school library. Especially as an addition to the resources of a central school library, classroom libraries should encourage voluntary reading and transform teaching and learning. They consist of a book comer or library shelf with resources for use in the classroom. Classroom libraries bring books and reading very close to the children, especially younger children in nursery and primary schools and so encourage reading. Having resources in the classroom can also make it easier to integrate the library with curriculum.

Methodology

Resource-sharing offers another approach to the problem of expanding school library services in support of free primary and secondary education UBE. In this case, the school Library and public library share resources or facilities. This kind of resource-sharing is promising for the successful implementation of free primary and secondary education and UBE for adult learners as well as out-of-school youths. The concepts of resource sharing have been practiced successfully in Botswana, Mozambique, South Africa and Cote d'Ivoire [FLA-ALP, (1995).

Research design is the plan which guides the collection and analysis of data. It is also defined as the framework which specifies the type of information to be collected, the source of the data and collection procedure. In this study, survey method was used to efficiently and effectively carry out the research work using the selected private secondary schools (Kunike, Ebunoluwa, Olivebranches, Victory Montessori) in Osogbo as the case study.

The population of this study consisted of registered users of the MRC. The study consists of 100 users.

The sampling techniques used in selecting staff out of the categories of the registered users are random sampling techniques.

DATA ANALYSIS

The data gathering for this study was through the instrument (QUESTIONNAIRE) used for the research work was analyzed using the percentages. In analyzing the data, table and descriptive statistical method and simple percentage of data analysis are presented to illustrate response with accompanied explanation on the information gathering.

ACADEMIC QUALIFICATION OF THE RESPONDENT
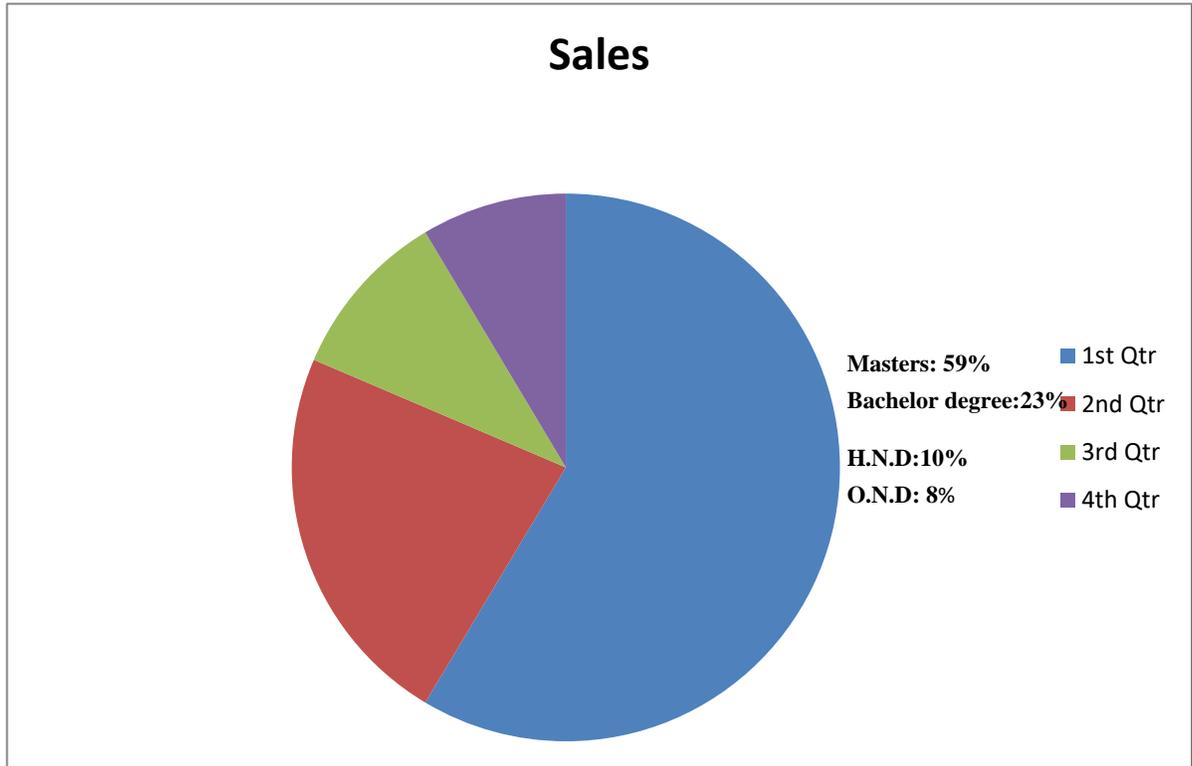
The Pie-chat represents the Qualification of the respondents as; Masters with 59% and Bachelor Degree with 23%, H.N.D with 10% and O.N.D with 8%

Table 1: Name Of School.

S/N	SCHOOLS	DISTRIBUTED QUESTIONNAIRES	RETRIVED QUESTIONNAIRES	
1	Ebunoluwa International School (EIS)	20	14	(17.5%)
2	Kunike International College	20	18	(22.5%)
3	Olivebranches Group of School	20	16	(20%)
4	Pheobestar	20	15	(18.75%)
5	Victory Montesorri	20	17	(21.25%)
TOTAL		100	80	100%

Table one represent the distribution of questionnaire to the respondent from selected private secondary schools in osogbo metropolis, Osun State Nigeria. The retrieved questionnaires are as follows; EIS 14 (17.5%), KIC 18 (22.5%), OGS 16 (20%), Pheobestar 15 (18.75%), VM 17 (21.25%).

Table 2: Demographic Variables of Respondents

S/N	VARIABLES	FREQUENCY	PERCENTAGE
1.	GENDER: MALE	30	37.5
	FEMALE	50	62.5
2.	TEACHING: Teaching	56	70.0
	Non-teaching	24	30.0

Table 2 shows that out of the 80 respondents, 30 of them which represent 37.5% were male while 50 of them which represent 62.5% were female. Also 56 of them which represent 70.0% were teaching staff while 24 of them which represent 30.0% were non-teaching staffs.

Table 3: Research Question One

Variables	Frequency	Percent
Yes	55	68.75
No	25	31.25
TOTAL	80	

Table 3 shows that out of 80 respondents, 55 of them went for Yes represent 68.75% while 25 of them for No represents 31.25%

Table 4: Research Question Two

	Variables	Frequency	Percent
Frequency	REGULARLY	46	57.5
	ONES A WHILE	21	26.25
	NEVER	13	16.25
	TOTAL	80	100.0
STAFF STRENGTH	YES	29	36.25
	NO	51	63.75
	TOTAL	80	100.0
USAGE OF INFORMATION RESOURCES	TEXTBOOK	51	63.75
	JOURNALS	14	17.5
	REFERENCE	9	11.25
	MATERIALS	6	7.5
	AUDIO-VISUAL	80	100.0
	MATERIALS		
	TOTAL		
AVAILABILITY OF MATERIALS	YES	31	38.75
	NO	37	46.25
	NO RESPONSE	12	15.0
		80	100.0
YES	64	80.0	
NO	16	20.0	
TOTAL	80	100.0	

Table 4 shows that out of the 80 respondent, 46 of them which represents 57.5%% make use of the library ones a while, 21 of them which represent 26.25% make use of the library regularly while 13 of them which represent 16.25% said they never visited library.

Table 5: Research Question 3

Variables	Frequency	Percent
YES	31	38.75
NO	37	46.25
NO RESPONSE	12	15.0
	80	100.0

Table 5 shows that out of the 80 respondents, 3I of them which represent 38.750%
Said their library has enough books, journals and audio-Visual materials, 37 of them which represent 46.25% said that their library has no enough books, journals and audio-visual materials, while 12 of them which represent 15.0% did not response to the question.

Table 6: Research Question four

Variables	frequency	Percent
YES	64	80.0
NO	16	20.0
TOTAL	80	100.0

Table 6 shows that out of the 80 respondents, 64 of them which represent 80.0%
Who were teaching staff respond that the materials in their library are relevant to the subject taught in the school, while 16 of them which represent 20.0% did not answer the question or say no to the question.

Table 7: Research Question five

Variables	frequency	Percent
YES	70	87.5
NO	10	12.5
TOTAL	80	100.0

Table 7 shows that out of the 80 respondents, 70 of them which represent 87.5% said the materials in the library is being used by staff and students while only 10 of them which represent 12.5 said no.

Table 8: Research Question six

Variables	Frequency	Percent
TEXTBOOK	51	63.75
JOURNALS	14	17.5
REFERENCE MATERIALS	9	11.25
AUDIO-VISUAL	6	7.5
MATERIALS	80	100.0
TOTAL		

From table 8 above it was observed that out of the 80 respondents, 51 of them which represent 63.75% said the information resources they make used in the library was textbook,
14 of them which represents 17.5% said the information resources they make used in the
Table 4 shows that out of 80 respondents for Frequency, Regularly was 46 of them which represents 57.5%, Ones a while was 21 out of them which represents 26.25%, Never was 13 out of them represents 16.25%. Staff strength; Yes was for 29 out of which represents 36.25%, No was for 51 out of which 63.75%. Usage of Textbook was for 51 out of which represents 63.75%

SUGGESTED SOLUTION
Table 9: LIBRARY ENVIRONMENT

Variables	frequency	Percent
YES	80	100.0
NO	0	0
TOTAL	80	100.0

Table 9 Shows that out of the 80 respondents, 80 of them which represent 100.0%% said
That library is conducive for their learning, reading and research.

Table 10: LIBRARY AUTOMATION

Variables	Frequency	Percent
YES	64	80.0
NO	16	20.0
TOTAL	80	100.0

Table 10 above, it shows that out of the 80 respondents, 64 of them which represent 80.0% said that the library were automated while only 16 of them which represent 20.0% said the library were not automated.

Table 11: LIBRARY SOFTWARE

Variables	Frequency	Percent
MILLENIUM	14	17.5
KOHA	13	16.25
VITUAL	6	7.5
NO RESPONSE	47	58.78
TOTAL	80	100.0

Table 11shows that out of the 80 respondents, 14 of them which represent 17.5%
said their library software is Millennium, 13 of them which represent 16.25% said their
software is KOHA, 6 of them which represent 7.5% said their library software is Virtual
while 47 of them which represent 58.25 % did not response to the question.

Table 12: LIBRARY DATABASE

Variables	Frequency	Percent
YES	47	58.75
NO	18	22.5
NO RESPONSE	15	18.75
TOTAL	80	100.0

The table shows that out of the 80 respondents, that their library have a database, 18 of them
which represent 22.5% said their library does not have a database. While only 15 of them which
represent 18. 75%% did not respond to the

Table 13: NUMBER OF DATABASES

Variables	Frequency	Percent
ONE	10	12.5
TWO	16	20.0
MANY	11	13.75
NO RESPONSE	43	53.75
TOTAL	30	100.0

Table 13 shows that out of the 80 respondents, 10 of them which represent 12.5% said that their
library have one database, 16 of them which represent 20.0% said their library has two database,
11 of them which represent 13.75% said their library has many database while 43 of them which
represent 53.75% did not respond to the questions.

Table 14: SUGGESTIONS

Variables	Frequency	Percent
		16.25
MAINTENANCE PERSONEL SHOULD BE EMPLOY	13	
		23.75
THERE SHOULD BE GOOD POWER SUPPPLY	19	
NO RESPONSE	48	60.0
TOTAL		100.0
	80	

Table 14 shows that out of the 80 respondents, 13 of them which represent 16.25% said maintenance personel should be employ, 19 of them which represent 23.75% said there should be good power supply, 48 of them which represent 60.0% said No response.

Summary of Findings

This study was carried out to examined the Challenges and Prospects of Media Resource Centres; using selected private secondary schools in Osogbo metropolis as case study. The Outcome of the research revealed that, there was Media Resource Centre in the selected school which is accessible to both Staffs and Students. The library resources are automated in various formats and help to improve student academic performance; it also helps the teachers in preparing their lesson notes. It also shows that the users make use of the Media Resources Centre and improves their academic performance. In spite of all, the Media Resource Centre (MRC) still faces the problems and challenges.

  It was observed that the selected schools libraries were facing the challenges of lack so f Information Professional/ Librarians for processing reading materials. This is contrary to the view of Issa (2003) that the essential component a good and functional library is manpower. In most of the schools, a library in the study area is a major problem, hindering students from using school libraries. For example, in the study area surveyed. The Media Resource Centre was managed by Language Teacher, who is not professional in the library field. As it was evident by researchers in the area of the study, most of the information resources like textbooks were just scatted over the tables and other to the shelves and most of them were not catalogued and even classified. In view of this, it is difficult for students to access the right information at right time and get right guidance on how to locate and use information in that library.

   From the findings, it was revealed that about an average percentage of the staff has

deep understanding on how these resources are organized in the library. Other challenges include lack of sitting facilities, restricted reading hours.

CONCLUSION

Media Resource Centre is very important element in education development of any school. Key findings revealed that the most frequently used library information sources by Teachers and Students are only books. Moreover, other library information resources, such as atlas and maps, dictionaries, novels, audio visuals and poetry were not accessible by staff hence those sources were not satisfactory to meet their information needs. The findings further revealed that Kunike International School users face many constraints in using Media Resource Centre including lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities, and lack of informational professional/ librarian for processing materials. In view of this for effective use of schools libraries by the secondary school students, there is need for current and adequate school library information resources and provision of professional school librarians to manage libraries. These could be done in collaboration with all stakeholders in School education in the country.

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