

UNIVERSITI TEKNOLOGI MARA

**AN ASSESSMENT OF TEACHERS UTILIZATION
OF SECONDARY SCHOOL RESOURCE CENTRES
FOR TEACHING AND LEARNING IN THE STATE
OF SELANGOR DARUL EHSAN**

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ABSTRACT

The objective of the study is to assess the pattern and extent of SRC use among teachers in secondary schools in Selangor Darul Ehsan, Malaysia. The study focus on the frequency and level of use of SRC resources, services, space and facilities for teaching and learning. In addition, this study attempted to relate the teachers' knowledge of teaching and learning concept specifically resource-based learning, information literacy, collaborative teaching and lifelong learning with SRC use. The study probe further in identifying the constraints and teachers' participation in SRC programmes, teachers' expectation of teacher-librarians and motivation factors that contribute to the use of SRC. This study used a survey method involving 1366 teachers from 162 secondary schools. The questionnaires were distributed to teachers and data were tabulated and analysed using appropriate statistical tools. The findings of this study provide an overall picture of the pattern of use by teachers. Majority (68%) of the teacher's use the SRC. The level of use is still at minimal level where majority of the teachers use SRC once or twice per week. The teaching and learning activities that require very highly use of SRC are preparing, selecting and using appropriate resources. The use of print resources is at high level for both fiction and non-fiction books. The overall use of reference material is at medium level. The overall use of both periodical and journal is also at very high level. The use of Educational Television (ETV) and ASTRO Educational Channel is found to be at low level or below 40%. The overall pattern of use of SRC services showed a mixed pattern. Services with highly use are circulation, reading activities and promotion, reference and information service, while other services remain medium and low use. The overall use of space and facilities showed uneven pattern of use, where some are not heavily used and some are highly used. The space that is highly use are open reading space and reference space. Hardware facilities are used most by the teacher. Teachers are generally involved and participated in SRC programmes and activities especially in developing and sustaining students reading habit. The main factors that can motivate teachers to use SRC are the teacher-librarians having three capabilities in terms of expertise, knowledge and competencies in managing SRC. The teachers' reason for low utilization of SRC is found to be tight timetable, heavy workload, and additional burden such as clerical duties, opening hour not flexible and inadequate resources. Based on the findings, it is recommended that the use of SRC be enhanced and encourage by adopting suitable strategy of giving teachers the skills of finding information for teaching and learning, reading, literacy and lifelong learning.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Over the past ten years, there is a better understanding and acceptance of the school resource centre (SRC) in Malaysian's school curriculum. Comparatively most countries today have a clear defined policies and guidelines for SRCs within the overall educational objective of developing students as independent lifelong learners (Haycock, 1990; Doiron & Davies, 1998; IFLA, 2000; Abdul Rafie, 2002). These policies have stated the importance of SRC in education and established the right of teachers and students to have access equally to the SRC quality resources, services, space and facilities. Today SRCs have been recognized as an integrated and integral part of the overall school curriculum (Kinnel, 1992).

Past studies have indicated that effectiveness of the SRC in teaching and learning process depends on teachers' use of SRC resources, services, and facilities (Lowrie, 1989; Siti Aishah, 1989; Ong, 1994). Teachers are being encouraged to use teaching aid and multimedia resources and approaches for teaching and learning which require access to SRC resources and facilities (Library Association, 1992). These various resources and technology give teachers a number of ways to deal with wide range of students' temperament, background and learning styles encountered on daily basis (Moore, 2001). Indeed, the use of SRC in teaching process can motivate and encourage students to enhance learning. Thus, its help to maintain their interest and contribute to better understanding of the lesson taught.

In Malaysia, teaching and learning resources are available for teachers. These resources include textbooks, common teaching aid, and multimedia resources. Teaching aid such