

FACTORS THAT INFLUENCE TEACHER USE
OF HIGH SCHOOL LIBRARIES

CENTRE FOR NEWFOUNDLAND STUDIES

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GERALD L. CHEESEMAN



FACTORS THAT INFLUENCE TEACHER USE
OF HIGH SCHOOL LIBRARIES

BY

© Gerald L. Cheeseman, B.A., B.A.Ed.

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requirements for the degree of
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ABSTRACT

This study was designed to investigate the extent to which high school teachers used the school library, and to determine if any of several selected factors had any influence on teacher utilization of the school library.

The data for the study were collected by means of a survey questionnaire which was mailed to 156 high school teachers on the Burin Peninsula. The questionnaire was divided into six sections. Section A asked for information about the school; Section B asked for information about the respondent; Section C asked teachers to indicate how they felt about school libraries in general; Section D asked teachers about their knowledge of their own school library, and about how they felt about their school library. Section E asked teachers about their perception of the principal's support and of other teachers' support for the school library. Section F asked teachers to indicate how often they used the library, and their reasons for doing so.

An analysis of the data showed that while only one factor, teacher attitude toward school libraries in general, had a significant influence on teacher use of

the school library, some interesting aspects of teacher utilization of the library were revealed.

The study found that there was a high rate of library use among high school teachers in the sample, and that their chief reasons for using the library were: (1) to browse through materials, (2) to acquire materials for classroom use, and (3) to accompany a class to the library to work on an assignment.

Among the factors that were found to have had some influence on teacher utilization of the school library were: attitude toward school libraries in general; knowledge about the school library; attitude toward the teacher's own school library; subjects taught; extent of library training; and teachers' perception of their principals' and peers' support for the school library.

Factors found to have had no influence on teachers' use of the library were age, sex, teacher training, teaching experience and grades taught.

An important recommendation resulting from this study is: That a further study be conducted to determine if there are factors other than those used in this study which influence teacher utilization of the school library.

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CHAPTER 1

BACKGROUND TO THE STUDY

Introduction

Recent developments in curriculum and instructional techniques have changed the traditional memorization recall approach to learning. No longer is the use of a single textbook and teacher explanation adequate to prepare students for living in today's world. Today's students are required to be active participants rather than passive listeners in the learning process. Recent courses of study in such subjects as social studies, heritage studies and science reflect this change in emphasis. Much of the information needed to successfully complete such courses of study can be found only through the use of a wide variety of reference materials. Hence the school library, where many of these materials are stored, takes on an increased importance in schools.

While access to a variety of learning resources is essential, the degree to which those resources facilitate learning and teaching depends upon the extent to which the teacher influences the effective use of the school library.

Although the school library has for some time been accepted as an important part of the educational program, there has been no attempt made in Newfoundland, and Labrador to determine the extent to which high school teachers use the school library, or to determine the reasons why they do or do not use their school library.

This study was undertaken primarily as an attempt to identify factors tending either to encourage or to deter the use of the high school library as part of the teaching-learning process and to determine the ways in which teachers make use of the services provided by their own school library.

Historical development of school libraries

For more than half a century leading educators in North America have recognized the importance of library services to the instructional program of the school. In the early years of its development, the school library was just a place where students obtained books for supplementary reading. This characteristic continued to exist as the chief feature of the school library until the mid 1960's. At that time school

libraries in many parts of the United States and in some parts of Canada began to be influenced by a period of major change in education. The explosion of knowledge, combined with the rapid growth in educational technology, made the traditional approach to learning and teaching seem inadequate for preparing students for life in the second half of the twentieth century. Learner-centered approaches to education, such as the inquiry approach and personalized learning, began to replace the traditional methods of using a single textbook and teacher explanation. These new approaches require students and teachers to have access to a wide variety of resource materials.

In response to these changes, many libraries began to include non-print materials and to extend their collections. Scott (1971) states that these changes occurred in Canada in the 1960's "because educators realized that the new educational programs had little chance of success without the support of good library resources and services" (p. 118).

Prior to 1958, very few schools in Newfoundland and Labrador had a school library. Those that did were usually high schools in a few urban centers of the

province. At that time the government made a serious effort to encourage the development and growth of school libraries throughout the province. Library grants, although meagre, were provided by the government to school boards as an incentive to establish school library collections.

Grolier (1967) reported that the library grant was, at that time, based on the number of rooms in a school and was allocated on the following scale:

1 - 3 rooms	\$ 50 per year
4 - 10 rooms	\$100 per year
over 10 rooms	\$200 per year

Many schools, however, did not apply for the special library grant, and in the school year 1964-65, 37.1% of the schools in the province ignored the grant.

Significant changes in the structure of the library grant soon followed. The criteria for awarding the grant was changed from school size to student per capita rate, and the school boards, rather than individual schools, were given the school library grant.

In addition to the incentive provided by improved library grants to school boards, the establishment and growth of school libraries was influenced by

other developments which occurred in the province at that time.

During the 1970's the Federal Government of Canada, through its Department of Regional Economic Expansion, provided special grants to this province for building schools. These DREE schools, as they were known, included adequate library space, furniture, audio-visual equipment and a basic collection of school library books. In many instances these schools served as models for existing and new schools.

At the same time there was a growing commitment by more and more administrators to the philosophy that school libraries are important to the educational program of the school.

Also, at about the same time the Faculty of Education at Memorial University embarked upon a training program for school librarians.

As a result of these developments, many school boards began to make a serious effort to establish libraries in all their high schools.

The Importance of a school library

The importance and function of the school library or learning resource center has been given much attention during the past two decades. The American Association of School Libraries (1960) states that

Educational leaders stress the point that the school library is one of the basic requirements for quality education. Through the school library, the many materials needed by teachers and students can be supplied efficiently and economically, and their quality and suitability assured. Equally important, the school library program, embracing teaching, guidance, and advisory services, forms a unique and vital part of quality education (p. 4).

Similar views were expressed by the Canadian School Library Association (1967) when it published Standards of Library Service for Canadian Schools. The Association highlighted the importance of the school library in reflecting the aims of general education by emphasizing that "essentially, the school library is an integral part of the school" (p. 2).

Several educators, including Mary P. Douglas (1961), Ruth Ann Davies (1974), and Doris Fennell (1977), stress the importance of the link between the library and the classroom. In their view, the school library makes the classroom more effective by assisting the teacher and supplying resource materials which are

suited to the needs, interests and abilities of the students.

Use of the school library facilitates learning by providing materials that appeal to the individual learning differences of students. It is an accepted principle that students from different backgrounds learn different things at different rates, and that children learn best when an appeal is made to several of the human senses. (Church, 1970; Pearson, 1969; Schuster, 1977; Lohrer, 1964).

In Newfoundland and Labrador, leading educators have also recognized for some time the importance of the school library in the instructional program. In a brief to the Royal Commission on Education and Youth, Mr. Eugene Gattinger (1967), Librarian at Memorial University, put the case strongly when he stated that "a library will not cost much in absolute terms, but the denial of this classroom aid to our children will be costly beyond human calculation" (p. 27).

The value of the school library in teaching students how to learn was emphasized by Brother P. V. Shea, librarian at Brother Rice High School, St. John's, in a statement included in a comprehensive brief to the

Royal Commission on Education by Grolier (1967) of Canada, Limited. Brother Shea contended that "The high school library can play a most important part in teaching students how to learn" (p. 38). The Report of of The Royal Commission on Education (1968), not only agreed with the statements by Mr. Gattinger and Brother Shea, but it also strengthened their views on the importance of the school library by stating that "Libraries are important in any community; in schools that are indispensable" (p. 27).

The Report of the Task Force on Education (1979) affirmed the importance of the library in the school program. It stated that "...the necessity for school libraries and media services cannot be denied, and our position is that such services ought to be provided... either by School Boards or directly by the Department of Education" (p. 205).

Support for the arguments in favour of the utilization of a functioning school library can be found in a number of research studies. Prominent among them are studies by Barrileaux (1965); Bailey (1969); Becker (1970); Greve (1974), and McDowell (1977).

The Newfoundland Department of Education (1985)
reported in the Newsletter that

a statistical test of significance of the composite test scores (Canadian Test of Basic Skills) shows that there is, at the .05 level, significantly better scores from schools having an adequate level of library services from those with inadequate services. . . . [I]t seems that we can say with reasonable confidence (statistically) that provision of school library services to our students positively influences their overall achievement (p. 3).

Teacher use of the high school library

Statements by renowned educators and researchers explain and emphasize the importance of the school library in fulfilling the goals of the curriculum and in meeting the individual needs and interests of the students. However, little, if anything, is known about the extent to which high school teachers in this province utilize the library in their school, or about the factors which determine the extent of the teacher's use or non-use of the school library.

Since the teacher provides the link between the student, the curriculum and the library, it seems that the extent to which the teacher uses the library is a determining factor in the effective use of resource services by the students.

Leading educators have made the point that the teacher's use of the library is important to the effective use of learning resources. Don W. James (1966) declared that "the productive involvement of teachers is our greatest challenge in making a library program meaningful" (p. 546). Shirley Blair (1978) points out that "If the school librarian is to serve the students through the teacher's program, the teacher becomes the most immediate and indispensable link to effective use of the school resource center" (p. 93).

Despite the growing recognition of the importance of the teacher to the effective use of the school library, it is apparent from the writer's personal observation that there are strong differences of opinion among teachers concerning teacher's use of the school library. In an attempt to determine the extent of these differences and the reasons why they exist, this study was initiated.

Need for the study

Any efforts to make the school library the center of the instructional program should be based on an understanding of the extent to which high school teachers use the library and the factors which determine their

use or non-use of the facility.

This study is deemed to be necessary because (1) there are no data on the factors that determine the teacher's use of the high school library in the province; (2) the study may furnish useful information for school librarians in shaping library programs to meet current needs; and (3) the findings may be useful to administrators and school boards in providing library facilities, resources and programs.

Purpose of the study

The study was designed to answer the following question: Is the teacher's use of the school library influenced by:

1. the teacher's personal characteristics?
2. the teacher's professional characteristics?
3. the teacher's attitude toward school libraries in general?
4. the teacher's attitude toward his or her own school library?
5. the teacher's perception of his or her school principal's support for the school library?
6. the teacher's perception of his or her peer's use of the school library?

7. selected features of the school library?
8. the subject(s) taught?
9. the grade(s) taught?

Scope and limitations

This study is restricted to a survey of the use of school libraries by high school teachers in two school districts in Newfoundland and Labrador. The view of these teachers would seem to be representative of the views of the majority of high school teachers concerning the use of the school library. However, caution should be used in any attempt to generalize conclusions to teachers in other school districts; there exists the possibility of differences between views of the teachers who participated in the study and the views of other teachers in high schools in other schools districts of the province.

Information was sought only on selected factors which were thought to be significant in determining teacher use of the high school library. It is possible that other factors had an influence on the teacher's use of the school library.

Organization of the study

Chapter 1 has provided the background to this study. It includes a discussion of the historical development of school libraries; the importance of school libraries; teacher use of the high school library; need for the study and the purpose of the study. Chapter 2 deals with a review of the research literature related to the study. Chapter 3 presents the problem and the methodology. Collection and treatment of the data is dealt with in Chapter 4. In Chapter 5, the data obtained from the questionnaires are analyzed and the findings reported. Chapter 6 is a summary of the study and includes conclusions and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Research studies of the factors that influence teachers' use of the high school library and the extent to which high school teachers use the school library have been carried out during the past three decades in both the United States and Canada.

Prominent among the early studies were those by the National Education Association of the United States (1958), Ducat (1960), and Sisko (1964).

The findings in all three of these early studies indicated that the majority of teachers who responded to the survey questionnaires thought that the school library was important to achieving their instructional objectives. Each study found that the major users of the school library were teachers of English, Social Studies and Science. The most frequent non-users were teachers of Mathematics, Foreign Languages and Business Education. Ducat (1960) reported that reasons given for non-use of the school library were: teachers did not have sufficient time; the library was not quiet enough; the facilities were inadequate, and the

collection was inadequate.

Nordin (1968) investigated the attitudes of high school teachers toward the school library in eight high schools in central Alberta. As a result of an analysis of the data collected from the questionnaires completed by 154 teachers and eight librarians, Nordin (1968) found that a teacher's use of the library is dependent primarily upon the importance he or she attaches to library resources, facilities, personnel and services. Teachers of Social Studies and English were leading library users; Mathematics and Physical Education instructors most infrequently made instructional use of the library or helped students to become proficient in library skills.

Pre-service instruction in the role and function of the library was found to be highly correlated with a teacher's attitude toward the school library.

Such factors as age, sex, level of teacher training or years of teaching experience were found to have had no influences on the teacher's library practises.

In a study to determine the factors that influence teacher use of the school library at the University of Chicago's High School Library, Fadell (1971) found that the factors which most influenced the teacher's use of the library were: (1) the teacher's personal habit of using the library; (2) the teacher's emphasis on individualized instruction; (3) the variety of media; (4) suggestions from the librarian about materials appropriate for a specific course, and (5) bulletins and displays.

The study revealed that "81% of the teachers view a knowledge of library skills as an indispensable competency in their teaching" (p. 41).

Fadell (1971) noted, however, that "one-third of those have reservations, such as the teacher who notes that 'the knowledge was not indispensable but helpful'" (p. 41). Fadell's explanation for the large percentage of respondents expressing reservations is that many of them may have felt that "the word indispensable connotes an extreme statement" (p. 42).

Teachers of Foreign Languages, Social Studies and English used the library more frequently than teachers of other subject areas.

In addition, Fadell (1971) found that "a correlation between familiarity with the library and frequency of use ... shows that those teachers who consider themselves very or somewhat familiar with the collection use the library more frequently than those who do not" (p. 45).

Welch (1974) investigated the use of instructional media in traditional curriculum areas (Language Arts, Social Studies, Science, Mathematics, Health) and in the more innovative areas (Industrial Arts Curriculum Project, Intermediate Science Curriculum Study, Teen Involvement Program). The investigation also included the role of teacher attitudes toward media as determinants of utilization.

The findings of the study revealed that (1) there was a significant relationship between the type of curriculum program, traditional or innovative, and the extent of utilization of instructional media; (2) there was a significant relationship between the extent of teacher utilization of instructional media and the traditional curriculum areas, and (3) there was no significant relationship between the extent of teacher utilization and the innovative curriculum areas.

Welch (1974) concluded that teacher's attitude toward media is not the major factor in determining utilization of instructional media. Teacher characteristics of highest degree held and years of teaching experience are inconsequential to the understanding of utilization of instructional media.

Zacharias (1975) studied selected factors that affect the extent of teacher use of media. Full-time teachers enrolled in media classes responded to a questionnaire dealing with their amount of use of media with students.

Results of an analysis of the data collected showed that teachers make greater use of media than other teachers if they see media materials as being generally valuable, and if they see their colleagues' attitudes as being favourable toward media use.

No significant difference was found for such variables as age, sex, years of teaching experience, media training and experience in its use, grade level taught, length of class period, availability of free periods, or the presence of media specialists on the staff. Also, no significant difference was found between persons who see the administrator's attitude to media use as favourable and those who do not.

Science and Social Studies were mentioned most frequently as subjects which lend themselves to media use.

Ogman (1977) conducted a study to analyze factors identified by teachers which act as deterrents to the utilization of media center services in selected secondary schools in San Diego City Schools.

Personal and professional factors of teachers, instructional constraints, and media center constraints were compared to determine if: (1) teacher utilization of media center services was influenced by sex of the teacher, years of teaching experience, grade level of instruction, subject areas of instruction, or school of assignment; (2) attendance and participation in media inservice workshops influenced the utilization of media center services by teachers, or the type of student assignment developed by teachers for using the media center; (3) lack of materials, supplies, equipment, staff, productive time or facilities restricted the use of media centers by teachers or students.

During the 1976-77 school year a series of twenty-five media center inservice workshops was presented to teachers in the subject areas of Art, Language Arts, Music and Social Studies. Six to eight

weeks following the workshops, evaluation meetings were held at the eight schools involved in the study. One hundred twelve teachers in the four subject areas evaluated the services provided by their media centers and identified deterrents to the utilization of media center services.

The analysis of teacher responses identified relationships between thirteen variables. Personal and professional factors, instructional constraints, deficiencies in the media centers, and attendance at media center workshops, all demonstrated a significant influence upon the use of the media center by teachers and students.

McCoy (1979) conducted an investigation of teacher utilization of secondary school libraries in schools under the jurisdiction of the Carleton Board of Education. The stated purposes of this study were: (1) to measure the frequency of use by teachers of secondary school libraries; (2) to investigate the types of use by teachers of secondary school libraries, and (3) to identify factors which influence teacher use of secondary school libraries.

An analysis of the data obtained from a

questionnaire completed by teachers in eleven secondary schools in the Carleton system indicated a heavy use of the school libraries by the teachers.

McCoy (1979) reported that "although 85% of the secondary school teachers in the sample made at least one visit to the school library per week, the most frequent response is one to three visits" (p. 3).

Of the reasons reported for visiting the library, the one most frequently given was for acquiring materials for class preparations. Another frequently stated reason was to consult with the teacher-librarian on matters relating to school programs, student difficulties and professional resource needs.

In determining factors that influence teacher use of the school library, McCoy (1979) found that "the number of teacher-librarians does have an impact on the number of teachers who are non-library users" (p. 6). The larger the number of teachers to be served by one teacher-librarian, the larger is the percentage of non-users. Furthermore, the data showed that "when less than a full-time librarian is assigned to library department, there is an even greater non-user population, even when the total number of teachers is less than in a school with one full-time librarian" (p. 6).

Although all subject areas received some services from the school library, history teachers listed the most reasons for using the library, followed by those in visual arts, dramatic arts, language arts and family studies.

SUMMARY

The literature seems to indicate that several factors have an influence on teacher use of the high school library.

Ogman (1977) suggests that both personal and professional characteristics of teachers and attendance at inservice workshops had a significant influence upon the use of the library by teachers.

Nordin (1968) maintains that pre-service instruction in the use of the library has a positive influence on teachers' attitudes toward the school library. This view is supported by Fadell's (1971) statement that a teacher's knowledge of library skills is important to his or her teaching.

McCoy (1979) concluded that the ratio of teacher-librarians to teachers was a strongly significant factor in teacher use of the school library.

All studies found that the subject being taught is highly significant in determining teacher use of the school library. Social Studies and Language Arts were mentioned most frequently as subject areas which lend themselves to library use.

CHAPTER 3

THE PROBLEM AND THE METHODOLOGY

Statement of the Problem

From personal observation it appears that high school teachers differ noticeably in their use of the school library. The question arises, therefore, as to what factors cause those differences and to what extent do they exist?

Specifically, the study was designed to accomplish the following purposes:

1. To determine the extent to which teachers use the high school library.

2. To gather information by means of a questionnaire on the following personal and professional characteristics of teachers:

- (a) the teacher's personal characteristics:

- (i) age

- (ii) sex

- (b) the teacher's professional characteristics:

- (i) level of teacher training

- (ii) level of library training

iii. teaching experience

- (c) the teacher's attitude toward school libraries in general
 - (d) the teacher's attitude toward his or her own school library
 - (e) the teacher's knowledge about his or her own school library
 - (f) the subject(s) taught by the teacher
 - (g) the grade(s) taught by the teacher
 - (h) the teacher's perception of the principal's support for the school library
 - (i) the teacher's perception of his or her peer's use of the school library
3. By analyzing the data, to determine whether the above mentioned personal and professional characteristics influence teacher's use of the school library.

THE QUESTION

The investigation of the problem stated above was guided by the following question:

Is the teacher's use of the high school library influenced by the following factors:

- a. the teacher's personal characteristics
 - i. age
 - ii. sex
- b. the teacher's professional characteristics
 - i. level of teacher training
 - ii. level of library training
 - iii. years teaching experience
- c. the teacher's attitude toward school libraries in general
- d. the teacher's attitude toward his or her own school library
- e. the teacher's knowledge about his or her own school library
- f. the subject(s) taught by the teacher
- g. the grade(s) taught by the teacher
- h. the teacher's perception of the principal's support for the school library
- i. the teacher's perception of his or her peer's use of the school library

Methodology

In order to answer the question, it was decided to collect data through the use of a mail questionnaire. Like other forms of survey research, the mail questionnaire has both advantages and disadvantages which the researcher must weight against each other in judging the appropriateness of a questionnaire for a specific case.

McCallon (1970) states that "the primary disadvantage of the questionnaire is that it provides no opportunity to clarify misunderstood questions. ... [M]isinterpretations are likely to take place if the respondent is not knowledgeable in the area under investigation" (p. 13).

Another problem with the mail questionnaire is getting them returned. Non-returns decrease the size of the sample and may also introduce a bias. Moulay (1970) states that non-returns "introduce a bias inasmuch as non-respondents can hardly be considered representative of the total population" (p. 241).

For many studies the advantages of using the questionnaire seem to outweigh the disadvantages. In this study, one important advantage of the questionnaire was that it allowed for the collection of a wide range of

data by a single device with a minimum expense of money and time.

Other advantages of the questionnaire were that it permitted collection of data which could not be collected by observation alone, and the time to conduct interviews was prohibitive; the impersonal nature of the questionnaire was expected to elicit more objective responses, and the type of information sought could be obtained satisfactorily by means of a questionnaire.

CHAPTER 4

COLLECTION AND TREATMENT OF THE DATA

The purpose of this study was to investigate the factors that influence or affect teacher use of the high school library. This chapter describes the procedure used in the investigation -- the type of instrument used, the design and validation of the instrument, the selection of the sample and the collection and treatment of the data.

Development and Validation of the Instrument

The method chosen to collect data for the study was the use of a survey questionnaire. As there existed no questionnaire that would elicit the information needed to test the hypotheses, it was necessary to develop one specifically for this study.

In consultation with the Director of the Division of Learning Resources and other members of the Faculty of Education at Memorial University, a questionnaire suitable for use in this study was constructed.

A first draft of the questionnaire was submitted for validation to members of the Faculty of Education at Memorial University, the provincial library consultant, a high school principal, a library-media specialist, a school librarian and several high school teachers. In accordance with suggestions and recommendations emanating from the evaluations, some minor changes were made. The revised questionnaire was then examined by expert evaluators and found to be acceptable.

Design of the Questionnaire

The questionnaire consisted of six sections. Section A asked for information about the school in which the respondent was teaching. The characteristics of the school which the questionnaire sought to determine were the grade range, the number of students and the number of teachers.

Section B dealt with both personal and professional characteristics of the respondents. They were asked to state their age, sex, level of teaching certificate, number of years of teaching experience, grades and subjects taught, and whether or not their teacher training had included instruction in the use

of the school library and in the use of audio-visual materials and equipment.

Respondents were asked in Section C to indicate how they felt about school libraries in general by circling one of the responses accompanying each statement in the section. The responses ranged from "strongly agree" to "strongly disagree".

Section D was designed to elicit information about (a) the teacher's knowledge of his or her own school library, and (b) the teacher's level of satisfaction with his or her own school library. To obtain this information, two sets of responses were provided for each item in this section. Set A responses indicated the extent of the teacher's knowledge about certain features of his or her own school library, and Set B responses indicate the teacher's level of satisfaction with his or her own school library.

Items in Section E asked the respondents to indicate their perception of their school principal's support for the school library, and their perception of the extent to which their peers used the school library.

The last section of the questionnaire, Section F, asked respondents to indicate the extent to which they used the school library in a six-day cycle, and to also indicate the reason(s) for using the library.

The Sample

Because of the constraints of time and expense imposed upon this study, the investigation was conducted in only one area of the province -- the Burin Peninsula. The investigator obtained the names of the high school teachers from the school boards operating high schools on the peninsula. The schools involved included one small high school, three all-grade schools and eight larger high schools.

Collection of the Data

The questionnaire was mailed to 156 teachers who were teaching high school courses from Grade VII to Level III, both inclusive. Accompanying the questionnaire was a covering letter explaining the purpose of the study and asking the respondents to complete and return the questionnaire promptly. The

letter also assured the respondents that the information given would be kept in confidence and used for statistical purposes only. A stamped self-addressed envelope was enclosed with the questionnaire for the convenience of respondents in returning the questionnaire to the investigator. Table 1 shows the percentage of teachers who participated in the study.

TABLE 1

Percentage of teachers who participated in the study

No. of questionnaires mailed to teachers	156
No. of questionnaires returned	96
Percentage of questionnaires returned	61.5

Treatment of the Data

The data was subjected to an analysis of relationships as tested by the Pearson r , and in order to analyze the information further, a crosstabulation was run.

With respect to the independent variables, age, sex, teacher training, teaching experience, grades taught, and subjects taught, teachers were asked to check one of a number of possible responses. Statistics were run on the basis of the number of subjects checking each category of responses.

Items 10, 11 and 12 of the questionnaire asked teachers to indicate the extent of their library training. Four possible responses were provided for each of the three items with a range of values from 1 to 4 for each item. The total teacher training value for each subject was found by combining responses to items 10, 11 and 12, with a range from 1 to 12 for each respondent.

For attitude toward school libraries in general, values were based on items 13 to 26 inclusive, with a range of 1 to 5 per item. The total value of the variables for each subject was found by combining the responses to items 13 to 26. The total range of values was from 1 to 70. So as to discourage respondents from answering the same way on all items, the values for six of the items were reversed. For example, an "SD" response to item 13 was considered as a positive attitude and hence given a value of 5, and an "SA" response given a value of 1. An "SA" response to item 14 was considered as a positive attitude and given a value of 5, and an "SD" response was given a value of 1.

Values for teachers' knowledge about their own school library, was based on Set A responses of questions 27 to 39 inclusive. There were three possible responses, "yes", "no", and "don't know". In this instance, it was assumed that if respondents replied "yes" or "no", to a question it indicated knowledge about the school library, and a value of 4 was assigned

to the response. A "don't know" response was given a value of 3. The total range of values was from 1 to 39, and these values were collapsed into three equal intervals.

For attitude toward own school library, values were based on Set B responses to questions 27 to 39. The responses were arranged in three categories from "satisfactory" to "unsatisfactory". A value from 1 to 3 was assigned to the responses. The value of individual respondent's attitude toward his or her own school library was found by combining the values of the responses to questions 27B to 39B.

The teacher's perception of his or her principal's support for the school library was based on responses to questions 40, 41, and 42, with a value range from 1 to 3 for responses to questions 40 and 42, and a value from 1 to 2 for question 41. Hence, the total range for the variable represented by these three items was from one to eight.

Teachers' perception of their peer's support for the school library was based on responses to questions 43, 44, and 45, with a value range from 1 to

3 for question 43, and a range from 1 to 2 for questions 44 and 45. The total range for the variable represented by these three questions was from one to seven.

To determine the frequency of use of the school library, item 46 on the questionnaire asked teachers to indicate the number of times per six-day cycle that they used the school library by checking one of four possible responses: (1) not at all, (2) one to three times, (3) four to six times, or (4) more than six times. For purposes of tabulation, the third and fourth frequencies were combined to form a new frequency reading "more than three times".

CHAPTER 5
ANALYSIS OF THE DATA
Introduction

This chapter is a report of the analysis and interpretation of the data collected for the study.

To determine if a relationship existed between the dependent variable and each of the independent variables, the Pearson product-moment correlation coefficient was computed. For the purpose of obtaining additional information, a supplementary analysis of the data was completed using crosstabulations of the dependent variable with each of the independent variables.

Answering the Question

The data were analyzed to answer the question stated in the previous chapter:

Is the teacher's use of a high school library influenced by the following factors:

- a. the age of the teacher
- b. the sex of the teacher
- c. the level of teaching training
- d. the level of library training
- e. the years of teaching experience

- f. the teacher's attitude toward school libraries in general
- g. the teacher's attitude toward his or her own school library
- h. the teacher's knowledge about his or her own school library
- i. the subject(s) taught by the teacher
- j. the grade(s) taught by the teacher
- k. the teacher's perception of the principal's support for the school library
- l. the teacher's perception of his or her peer's support for the school library

As indicated in Table 2, the only factor which had any significant influence on the teacher's use of the school library was the teacher's attitude toward school libraries in general. While no statistical significance was shown between the dependent variable and the other independent variables, a supplementary analysis of the data revealed a favourable comparison between the findings of this survey and the findings of other studies reported in chapter 2. A more detailed analysis of the data will be considered in the discussion section at the end of this chapter.

TABLE 2

Coefficient of Correlation between each of the
Independent Variables and the Dependent Variable

Independent Variables	Dependent Var. (use of library)
	r
Age	-.1105
Sex	.0946
Teaching Certificate	.0464
Teaching Experience	-.1352
Grades Taught	.0169
Subjects Taught	-.0809
Library Training	.2250
Attitude to school libraries in general	.3582*
Library knowledge	.0966
Attitude toward own school library	.2062
Perception of Principal's support for library	-.0573
Perception of Peer support for library	-.1264

*p < .01

Supplementary Analysis of the Data

The data revealed some aspects of library use that are of some interest.

Frequency of use

The data in Table 3 shows that there was a high rate of library usage among the high school teachers in the sample. Although 78.7% of the teachers made at least one visit to the library in a six-day cycle, the most frequent response was one to three visits per cycle.

TABLE 3
Frequency of Use of the School Library

# of visits	# of teachers	% of teachers
0	20	21.3
1 - 3	66	70.2
more than 3	8	8.5
Total.	94	100.0

Age

The extent of library use by different age groups of teachers is shown in Table 4. The teachers using the library most were in the 30 to 39 year age group. 87% of this group used the library at least once in a six-day cycle, while 76.1% of the group visited the library one to three times per cycle.

The table also shows that 79% of teachers in the age group 25 to 29 years used the library at least once per cycle, while 68.4% of the group used it one to three times per cycle.

It is also of interest to note that all the teachers in the age groups, under 25, and 50 to 59, used the library at least once but not more than three times in a six-day cycle.

TABLE 4
Use of the school library by
High School Teachers by Age

AGE	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σ n	Σ %
Under 25	2	2.1	8	8.5			10	10.6
25 - 29	4	4.3	13	18.8	2	2.2	19	20.2
30 - 39	6	6.4	35	37.2	5	5.4	46	48.9
40 - 49	6	6.4	9	9.6	1	1.1	16	17.0
50 - 59	2	2.1	1	1.1			3	3.2
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Sex

As shown in Table 5, the question asking for the sex of the respondents showed that in the sample, there were 73 males and 20 females -- a ratio of almost 4 to 1. It is not known if there is a similarly high ratio of male to female high school teachers in any

other area of this province or in the general population of high school teachers because statistical information on that specific ratio is not available at either the Department of Education or Statistics Canada. The table further shows that 85% of the females used the library at least once per cycle, compared to 76.6% of the males who used the library at least once per cycle. Also, the table shows that 75% of the females used the library 1 to 3 times per cycle, compared to 68.5% of the males who visited the library 1 to 3 times per cycle.

TABLE 5
Use of the school library by
High School Teachers by Sex

SEX	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	n	%
Male	17	18.3	50	53.8	6	6.5	73	78.5
Female	3	3.2	15	16.1	2	2.2	20	21.5
Σ	20	21.5	65	69.9	8	8.6	93	100.0

Level of Teaching Certificate

Responses of teachers regarding the level of teaching certificate which they held showed that none of them had a certificate below Grade IV level. Table 6 shows that although none of the teachers whose highest level certificate was Grade IV used the library more than 3 times per cycle, 87.5% of them used it at least once per cycle. Of the teachers who reported having a Grade V certificate, 73.9% visited the library one to three times per cycle, and 4.3% of them made more than three visits per cycle.

Table 6 also shows that 78.8% of teachers with a Grade VI certificate, and 72.7% of teachers with a Grade VII certificate use the library at least once per cycle. It can be noted further that 18.2% of teachers with a Grade VII certificate visited the library more than three times per cycle.

TABLE 6

Use of the school library by High School
Teachers by Level of Teaching Certificate

Teaching Certificate	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σ n	Σ %
4	1	1.1	7	7.4			8	8.5
5	5	5.3	17	18.1	1	1.1	23	24.5
6	11	11.7	36	38.3	5	5.3	52	55.3
7	3	3.2	6	6.4	2	2.1	11	11.7
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Teaching Experience

In response to the item asking teachers to indicate their teaching experience, the data in Table 7 shows that the largest single group of teachers, 45, had between 10 and 19 years teaching experience, and 82.2% of this group used the library to some extent, and the remaining 17.8% did not use it at all. Table 7 further shows that 85% of the teachers with less than 5 years experience used the library, however in terms of teaching experience, it seems that the heaviest library users, 88.2% were those with 5 to 9 years experience.

TABLE 7

Use of the school library by
High School Teachers by Years
of Teaching Experience

Years Teaching Experience	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σn	Σ%
Less than 5	3	3.2	16	17.0	1	1.1	20	21.3
5 - 9	2	2.1	14	14.9	1	1.1	17	18.1
10 - 19	8	8.3	32	34.0	5	5.3	45	47.9
20 - 29	6	6.4	3	3.2	1	1.1	10	10.6
Over 29	1	1.1	1	1.1			2	2.1
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Library Training

Respondents to the questionnaire were asked to indicate the extent of their library training by checking one of the responses, none, part of a course, one course, or more than one course. The data, as shown in Table 8, revealed that teachers with some library training tended to use the library more than those with no library training at all. However, it is also interesting to note that

73.6% of the teachers who said that they had no library training used the library at least once during the six-day cycle.

TABLE 8

Use of school library by High School
Teachers by Level of Library Training

Level of Library Training	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σn	Σ%
None	15	15.9	38	40.4	4	4.3	57	60.6
Half Course	2	2.1	10	10.6	2	2.1	14	14.9
One Course	2	2.1	13	13.8	1	1.1	16	17.0
More than One Course	1	1.1	5	5.3	1	1.1	7	7.4
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Grades

On the survey questionnaire high school grades were categorized as grade 7, grade 8, grade 9, level 1, level 2 and level 3. The data in Table 9 shows that 100% of the teachers who taught grade nine and level 1 used the library 1 to 3 times in a six-day cycle. 90.9%

of those who taught level 2 used the library to some extent, while 9.1% of that group did not use it at all. Of the teachers who taught grade 7, 33.3% reported not using the library at all, and 44.4% of those who taught grade 8 did not use it at all.

TABLE 9
Use of school library by High School
Teachers by Grades Taught

	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σ n	Σ %
Grade 7	1	1.1	1	1.1	1	1.1	3	3.4
Grade 8	4	4.5	4	4.5	1	1.1	9	10.2
Grade 9			5	5.7			5	5.7
Level 1			2	2.3			2	2.3
Level 2	1	1.1	9	10.2	1	1.1	11	12.5
Level 3	12	13.6	41	46.6	5	5.7	58	65.9
Σ	18	20.5	62	70.5	8	9.0	88	100.0

Subjects

High school subjects identified on the questionnaire were Art, English, French, Home Economics, Industrial Art, Mathematics, Music, Physical Education, Religious Education, Science, and Social Studies. Space was provided for respondents to indicate if they were teaching a subject or subjects other than those listed. Teachers were asked to indicate their major teaching area by checking only one of the subjects listed.

As Table 10 shows, none of the respondents indicated that they were teaching Art or Music. The table further shows that teachers of English, Social Studies, Science and French used the school library more extensively than did teachers of other subject areas. It is also evident from the table that other subject areas are receiving some service from their school libraries, even those traditionally not associated with libraries, such as Math, Industrial Art and Physical Education.

TABLE 10
Use of school library by High School
Teachers by Subjects Taught

Subjects Taught	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σn	Σ%
English	2	2.3	16	18.2	3	3.4	21	23.9
Social Studies	2	2.3	5	5.7	3	3.4	10	11.4
Science	4	4.5	13	14.8	1	1.1	18	20.5
Mathematics	3	3.4	10	11.4			13	14.8
French	3	3.4	6	6.8	1	1.1	10	11.4
Industrial Arts	1	1.1	4	4.5			5	5.7
Physical Education			2	2.3			2	2.3
Religious Education	1	1.1	1	1.1			2	2.3
Home Economics	1	1.1	1	1.1			2	2.3
Other	1	1.1	4	4.5			5	5.7
Σ	18	20.5	62	70.5	8	9.0	88	100.0

Attitudes to School Libraries in General

Teachers were asked to respond to fourteen questions related to their attitude toward school libraries in general. Table 11 shows that 93.6% of the total number of respondents indicated a very positive attitude toward school libraries in general. Of those showing a highly positive attitude, 78.4% used the library at least once in a 6-day cycle and 8.0% of them used it more than three times per cycle. It will also be noted from the table that 3 of the respondents were moderately positive on the question of attitude, while 3 others showed the least positive attitude. That the respondents with the least positive attitude toward school libraries in general used their own library at least once per cycle is a rather interesting fact.

TABLE 11

Use of the school library by High School
Teachers by Attitude toward school
libraries in general

Attitude toward school libraries in general	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σn	$\Sigma \%$
Highly Positive	19	20.2	62	66.0	7	7.4	88	93.6
Moderately Positive	1	1.1	1	1.1	1	1.1	3	3.2
Least Positive			3	3.2			3	3.2
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Library Knowledge

The extent of teacher's knowledge about their school library was determined by their responses to thirteen questions on the questionnaire. Table 12 shows that 82.0% of teachers with most knowledge about their school library used the library at least once in a six-day cycle, and 10.4% of that group used it more than three times per cycle. Sixty-eight percent of the teachers who indicated less knowledge than those in the

previously mentioned group used the library at least once per cycle, and 4.0% of them used it more than three times during that period.

TABLE 12

Use of school library by High School Teachers by Knowledge of the library

Knowledge About School Library	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	Σn	$\Sigma \%$
Knowledge	12	12.8	48	51.1	7	7.4	67	71.3
Knowledge	8	8.5	16	17.0	1	1.1	25	26.6
Knowledge			2	2.1			2	2.1
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Attitude toward own school library

As Table 13 shows, respondents expressed a high degree of satisfaction with their own school library. For the purposes of this study, a high level of teacher satisfaction with his or her own school library is deemed to be indicative of a positive attitude toward that

particular school library. Of the respondents who indicated the highest level of satisfaction, 83.3% used the library at least once, and 16.7% of them used it more than three times in a six-day cycle.

Although 26 of the respondents expressed some dissatisfaction with their school library, 74% of them used it at least once per cycle.

TABLE 13

Use of school library by High School Teachers
by Attitude toward their own school library

Attitude Toward Own School Library	Visits per six-day cycle							
	0		1-3		more than 3			
	n	%	n	%	n	%	n	%
Satisfied	2	2.1	8	8.5	2	2.1	12	12.8
Somewhat Satisfied	12	12.8	38	40.4	6	6.4	56	59.6
Dis- satisfied	6	6.4	20	21.3			26	27.7
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Perception of Principal's Support

Questions 40, 41, and 42 on the questionnaire asked teachers to indicate their perception of the extent to which their school principal supported the school library. As indicated in Table 14, most of the respondents saw their school principal as being supportive of the school library. Of the respondents who indicated that their principal was highly supportive of the school library, 77.2% used the library at least once in a six-day cycle, and 66.6% used it one to three times per cycle. Of further interest is the observation that only four of the respondents felt that their principal was not supportive of the school library.

TABLE 14

Use of the school library by High School Teachers
by Perception of Principal's Support for the
school library

Perception of Principal's Support	Visits per six-day cycle							
	0		1 - 3		more than 3		Σn	Σ%
	n	%	n	%	n	%		
Highly Supportive	13	13.8	38	40.4	6	6.4	57	60.6
Moderately Supportive	7	7.4	24	25.5	2	2.1	33	35.1
Un-Supportive			4	4.3			4	4.3
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Perception of Peer Support

Teachers were asked, in questions 43, 44, and 45 to indicate their perception of their colleague's support for the school library. As indicated in Table 15, all but two of the respondents felt that their peers were supportive of the school library. Of this group, 78.3% used the library at least once during a six-day cycle, whereas 69.6% used it from one to three times per cycle.

TABLE 15

Use of the school library by High School Teachers
by Perception of Peer Support for the
school library

Perception of peer support for school Library	Visits per six-day cycle							
	0		1 - 3		more than 3			
	n	%	n	%	n	%	n	%
Supportive	20	21.3	64	68.1	8	8.5	92	97.9
Un- Supportive			2	2.1			2	2.1
Σ	20	21.3	66	70.2	8	8.5	94	100.0

Reasons for using the Library

Items 47 to 56 inclusively on the questionnaire asked teachers to indicate the reasons for visiting the school library by checking one or more of ten reasons given. Table 16 shows the number and percentage of teachers who used the library for each of the given reasons.

As the table shows, the three most important reasons given by teachers for visiting the library were: (1) to browse through books and other materials; (2) to acquire materials for classroom use, and (3) to accompany a class to the library to work on an assignment.

The least important reason, as selected by only 4.2% of the respondents, was to produce instructional materials such as graphs, charts, transparencies, etc.

TABLE 16

Percentage of teachers selecting each of the
given reasons for using the school library.

N = 94

Reasons	# of teachers	% of teachers
	selecting reason*	selecting reason
To browse through materials	66	69.5
To acquire materials	58	61.1
To accompany a class to work on an assignment	54	56.8
To accompany a class to view a film, slides, etc.	37	38.9
To accompany a class for instruction in research skills	30	31.6
To accompany a class for recreational reading	23	24.2
To preview A-V materials	17	17.9
To suggest materials for purchase	10	10.5
To plan a study unit with librarian	9	9.5
To produce instructional materials	4	4.2

*teachers selected multiple responses

Discussion

As stated earlier in this chapter, the only factor that was found to have had a statistically significant relationship to teachers' use of the school library was their attitude toward school libraries in general. This agrees with Nordin (1968) who found that a teacher's use of the school library is dependent primarily upon the importance he or she attaches to library resources, facilities and personnel.

Some other selected factors, while not found to be statistically significant, were shown by the supplementary analysis of the data to have had some influence on teachers' use of the school library.

Subjects taught, extent of library training, knowledge about the school library, attitude toward the school library, perception of principal and peer support for the school library were all found to have had an influence on teachers' practise of using the library. These results compare favourably with those of other studies described in chapter 2.

The supplementary analysis of the data further revealed that age, sex, teacher training, teaching experience, and grades taught had no strong influence on teachers' use of the library. These findings are also similar to those of Nordin (1968), Welch (1974), and Zacharias (1975).

Frequency of Use

Teachers who participated in this study seemed to have been frequent library users. A large majority of them, 78.7%, used the library at least once in a six-day cycle, while 70.2% of them used it from one to three times, and 8.5% of them used it more than three times per cycle. These findings are very similar to those of McCoy (1979) who found that 84.9% of the teachers surveyed used the library at least once per week, and 63.3% of them used it one to three times, while 21.6% of them used it more than three times per week. The greatest difference here is in the percentage of teachers who used the library more than three times per cycle. While this difference might be due to several factors, one would suspect that

differences in curriculum objectives, teaching styles, types of library collections, and available help from teacher-librarians, might be among those contributing most to the differences.

Among the reasons listed for using the library, 69.5% of the respondents selecting "browsing" as their chief reason for visiting the school library, and 61.1% indicated their chief reason for using the library was to acquire materials for classroom use. This percentage is almost twice as high as that reported by McCoy (1979) who found that 34.5% of the respondents visited the library to acquire materials for a class presentation.

Also worthy of note is that only 4.2% of the participants in this study used the library for the purpose of producing instructional materials. This low percentage is understandable when one considers that most of the school libraries in the region under study are not likely to have the equipment or materials necessary for the production of instructional aids.

One very interesting phenomenon revealed by the data for this study was that a large majority, 78.5% of the respondents in the sample were male,

compared to 21.5% who were female. Why there is such a high percentage of males in the sample of high school teachers cannot be explained by this writer.

Percentages of male and female high school teachers in the general teaching population of the province are not recorded by the Department of Education or by Statistics Canada. Therefore, no comparison can be made between the percentage of male and female high school teachers on the Burin Peninsula and the percentage of male and female high school teachers across the province.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a presentation of a summary of the problem under investigation, the methodology, and the type of instrument used. The findings resulting from an analysis of the data are also presented. Finally, some recommendations for further study are made.

Summary

The Problem

The purposes of the study were:

1. To determine the extent to which high school teachers use the school library.
2. To gather information on the following personal and professional characteristics of teachers:

(a) the teachers' personal characteristics:

(i) age

(ii) sex

(b) the teachers' professional characteristics:

- (i) level of teacher training
- (ii) level of library training
- (iii) teaching experience

(c) the teachers' attitude toward school libraries in general.

(d) the teachers' attitude toward their own school library.

(e) the teachers' knowledge about their own school library.

(f) the subject(s) taught by the teacher.

(g) the grade(s) taught by the teacher.

(h) the teachers' perception of their principal's support for the school library.

(i) the teachers' perception of their peers' support for the school library.

3. To determine whether the above mentioned personal and professional characteristics influence teachers' use of the school library.

The investigation of the problem was guided by the following question: Is the teachers' use of the high school library influenced by the following factors:

(a) the teachers' personal characteristics:

(i) age?

(ii) sex?

(b) the teachers' professional characteristics:

(i) level of teacher training?

(ii) level of library training?

(iii) teaching experience?

(c) the teachers' attitude toward school libraries in general?

(d) the teachers' attitude toward their own school library?

(e) the teachers' knowledge about their own school library?

(f) the subject(s) taught by the teacher?

(g) the grade(s) taught by the teacher?

(h) the teachers' perception of their principal's support for the school library?

- (i) the teachers' perception of their peers' support for the school library?

The Instrument

The instrument used to collect data for this study was a survey questionnaire consisting of six sections. Section A asked for information about the school in which the respondent was teaching. Section B asked subjects to provide information about their personal and professional characteristics of age, sex, teaching certificate, teaching experience, grades and subjects taught, and level of library training. Section C asked teachers to indicate how they felt about school libraries in general. Section D asked for information about (i) the teachers' knowledge of their school library, and (ii) their attitude toward their school library. Section E asked teachers to indicate their perception of both their principal's and their peers' support for the school library. Section F asked each respondent to indicate the extent to which he or she used the school library, and the reason(s) for using it.

Methodology

As stated in chapter 3, the data for this study was collected by means of a survey questionnaire. Compared to other means of gathering data, the use of a questionnaire seemed to offer more advantages than other methods offered.

The questionnaire was mailed to 156 high school teachers on the Burin Peninsula. Those who participated in the study were employed by both the Burin Peninsula Integrated School Board and the Burin Peninsula Roman Catholic School Board.

Conclusion

The analysis of the data collected for the study revealed that the factors having some influence on teacher utilization of the high school library were:

- (1) Attitude toward school libraries in general
- (2) Knowledge about the school library
- (3) Attitude toward their own school library
- (4) Subjects taught

(5) Extent of library training

(6) Perception of principal's and peer's support of the library

Those factors that were found to have very little, if any, influence on teachers' use of the library were age, sex, teacher training, teaching experience and grades taught.

Recommendations

The following recommendations are made for further study:

1. In order to confirm or deny the findings of the present study, it is recommended that a similar study be conducted in other areas of the province.
2. That a further study be conducted to evaluate the relationship between teacher utilization of the school library and the extent to which a teacher-librarian is available.
3. That a further study be conducted to determine if there are factors other than those used in this study that influence teacher utilization of the school library.

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APPENDIX

P. O. Box 186
Marystown, NF
AOE 2M0

November 12, 1985

Dear Colleague:

A study of the factors that influence or affect teacher use of high school libraries is being conducted under the supervision of Dr. G. Fizzard, Division of Learning Resources, Faculty of Education, Memorial University of Newfoundland, St. John's, NF, A1B 3X8.

Enclosed you will find a copy of a questionnaire which I have prepared to gather relevant data for the study. I would be extremely grateful if you would complete the questionnaire because the success of the study depends upon your willingness to participate and upon the frankness of your responses. Any information you provide will be treated as strictly confidential and will be used for statistical purposes only.

Enclosed you will also find a stamped, self-addressed envelope for your convenience in returning the questionnaire to me.

Please try to complete the questionnaire at your earliest convenience. Your cooperation and assistance can help contribute to a better understanding of the role of the school library in the educational process.

Thank you.

Gerald L. Cheeseman

Definition of Terms

TERM	DEFINITION	SYNONYMOUS TERMS
High School	A school in which students are taught at grade 7, 8, or 9 and/or level I, II, or III.	Junior high, Central high, Regional high, All-grade school.
School library	A school library consists of the following components: facilities, resources personnel and services related to the educational program of the school.	Centralized library.
Learning resources	Learning resources are sources of information available in various formats.	Print materials, non-print materials, audio-visual materials, and software.
Full-time librarian	A person who holds a valid teaching certificate and devotes 100% of his/her teaching time to library services in his/her school.	Teacher-librarian, school librarian, librarian.
Library collection	The collection consists of books, magazines, newspapers, filmstrips, slides, etc., which the library has available for student and teacher use.	Collection, library materials.

TERM	DEFINITION	SYNONYMOUS TERMS
Library catalogue	An organized up-to-date record of the library's holdings.	Card catalogue.
Library program	Instruction concerned with teaching students to be efficient library users.	Library instruction.

SECTION A

The items in this section contain certain characteristics about your own school.

Please write your response in the space provided.

1. Grade range: -

2. Number of Students:

3. Number of Teachers:

SECTION B

Please complete each of the following items by placing a check mark (✓) against the appropriate response in the space provided.

4. Age: under 25 25-29 30-39 40-49 50-59 over 59

☐☐☐☐☐☐

5. Sex: male female

☐☐

6. Teacher's Certificate: I II III IV V VI VII

☐☐☐☐☐☐☐

7. Years teaching experience (including this school year):

< 5

5-9

10-19

20-29

over 29

☐☐☐☐☐

8. Grades you are teaching this year (check more than one if necessary).

VII	VIII	IX	Level I	Level II	Level III
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Your major teaching area this year (check only one):

<input type="checkbox"/> Art	<input type="checkbox"/> Music
<input type="checkbox"/> English	<input type="checkbox"/> Physical Education
<input type="checkbox"/> French	<input type="checkbox"/> Religious Education
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Science
<input type="checkbox"/> Industrial Art	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Other (please specify)

10. To what extent did your teacher-training program include instruction in the use of the school library.

<input type="checkbox"/>	none
<input type="checkbox"/>	part of a course
<input type="checkbox"/>	one course
<input type="checkbox"/>	more than one course

11. How much in-service training in the use of the school library have you had within the past five years?

- ☐ none
☒ one-half day
☒ one day
☐ more than one day

12. To what extent did your teaching-training program include instruction in the use of audio-visual materials and equipment?

- ☐ none
☒ part of a course
☐ one course
☐ more than one course

SECTION C

This section contains items concerning the general purpose of a school library.

Please read each statement and then circle the response which best represents your opinion, as follows:

If you strongly agree, circle "SA" SA A U D SD

If you agree, circle "A" SA A U D SD

If you are undecided, circle "U" SA A U D SD

If you disagree, circle "D" SA A U D SD

If you strongly disagree, circle "SD" SA A U D SD

13. A classroom collection of resource materials is normally more useful to a teacher than a library collection. SA A U D SD
14. A school library can help students develop a love of reading. SA A U D SD
15. A full-time librarian is essential in every high school. SA A U D SD
16. Resource materials would be used more if they were kept by the individual teacher rather than in the school library. SA A U D SD
17. Positive student attitudes toward the care of materials and equipment are promoted through the use of the school library. SA A U D SD
18. Because there is usually only one copy per title in the non-fiction collection, a school library is of very little use to a class of students working on an assignment. SA A U D SD
19. Every high school should have a well-stocked library. SA A U D SD
20. There isn't enough time to cover the textbook in most courses; a lot of use of the school library would cut into that time too much. SA A U D SD
21. I would be willing to have more students in my classes so that we could have a full-time librarian. SA A U D SD
22. For most students, time spent in the school library is time well spent. SA A U D SD

23. In a high school there is nothing more important than a good library. SA A U D SD
24. Learning from the textbook is more useful to students than reading reference material or doing research in the school library. SA A U D SD
25. The librarian should be spending more time in the classroom to help lighten the load of the other teachers in the school. SA A U D SD
26. In my subject area there is very little need to use the school library. SA A U D SD

SECTION D

In this section there are two sets of responses for each item ---Set A and Set B.

For Set A, please check () for "yes", "no", or "don't know".

If your answer to Set A is "yes", or "no", please answer Set B by checking () S (satisfactory), () SS (somewhat satisfactory), or () U (unsatisfactory) to indicate your level of satisfaction with that aspect of your school library.

27. Does your school have a centralized collection of school library materials? A. () yes () no () don't know
B. () S () SS () U
28. Does your school have a full-time librarian? A. () yes () no () don't know
B. () S () SS () U

29. Is there seating capacity in your school library for an average size class of students?

A. () yes () no () don't know

B. () S () SS () U

30. If you want to use audio-visual equipment in your classroom, do you have to place a prior request for it with the school librarian?

A. () yes () no () don't know

B. () S () SS () U

31. Does your school library subscribe to professional periodicals?

A. () yes () no () don't know

B. () S () SS () U

32. Are the materials in your school library catalogued?

A. () yes () no () don't know

B. () S () SS () U

33. Does your school library control the circulation of teaching aids such as maps, globes, charts, models, etc.?

A. () yes () no () don't know

B. () S () SS () U

34. Can you get help from your librarian when preparing your student assignments?

A. () yes () no () don't know

B. () S () SS () U

35. Are there materials in the library related to the courses you teach?

A. () yes () no () don't know

B. () S () SS () U

36. Is the library available for your students during class hours?

A. ☐ yes ☐ no ☐ don't know

B. ☐ S ☐ SS ☐ U

37. In your school is it acceptable for you to make recommendations on the type of material you want in the library?

A. ☐ yes ☐ no ☐ don't know

38. Can your students get help from the librarian when they are working on a project?

A. ☐ yes ☐ no ☐ don't know

B. ☐ S ☐ SS ☐ U

39. Can you get help from the librarian when preparing instructional materials such as overhead transparencies, slides, etc.?

A. ☐ yes ☐ no ☐ don't know

B. ☐ S ☐ SS ☐ U

SECTION E

Please indicate your response to each of the following items by placing a check mark (☒) in the space provided.

40. To what extent would you say that your principal encourages teachers and students to use the school library?

☐ a lot

☐ some

☐ not at all

41. Is it your opinion that the principal wants to have a full-time librarian on staff, if at all possible?

☐ yes

☐ no

42. Is it your impression that the principal is as generous as he can be in supplying funds to the school library?
☐ always
☐ sometimes
☐ never
43. In your opinion, to what extent do other teachers on your staff use the school library?
☐ a lot
☐ some
☐ not at all
44. Would you say that most teachers think of the library as an important feature of the school?
☐ yes
☐ no
45. In your opinion, do the teachers on your staff encourage their students to use the school library?
☐ yes
☐ no

SECTION F

This section contains items concerning your use of the school library.

46. On the average, how many times do you use the school library in a six-day cycle?
☐ not at all ☐ 1-3 ☐ 4-6 ☐ more than 6

Please indicate by placing a check mark (✓) in the space provided why you used the library. (check more than one if applicable)

47. ☐ to acquire materials for classroom use.
48. ☐ to discuss a unit of study with the teacher-librarian.
49. ☐ to accompany the class to the library for recreational reading.
50. ☐ to accompany a class to the library for instruction in research skills.
51. ☐ to accompany a class to the library to work on an assignment.

- 52. () to accompany a class to the library to view a film, filmstrip or slide presentation.
- 53. () to discuss with the teacher-librarian the need to purchase materials for your classes.
- 54. () to preview audio-visual materials.
- 55. () to produce instructional materials such as transparencies, maps, graphs, charts, etc.
- 56. () to browse through books, magazines, or other materials.



