

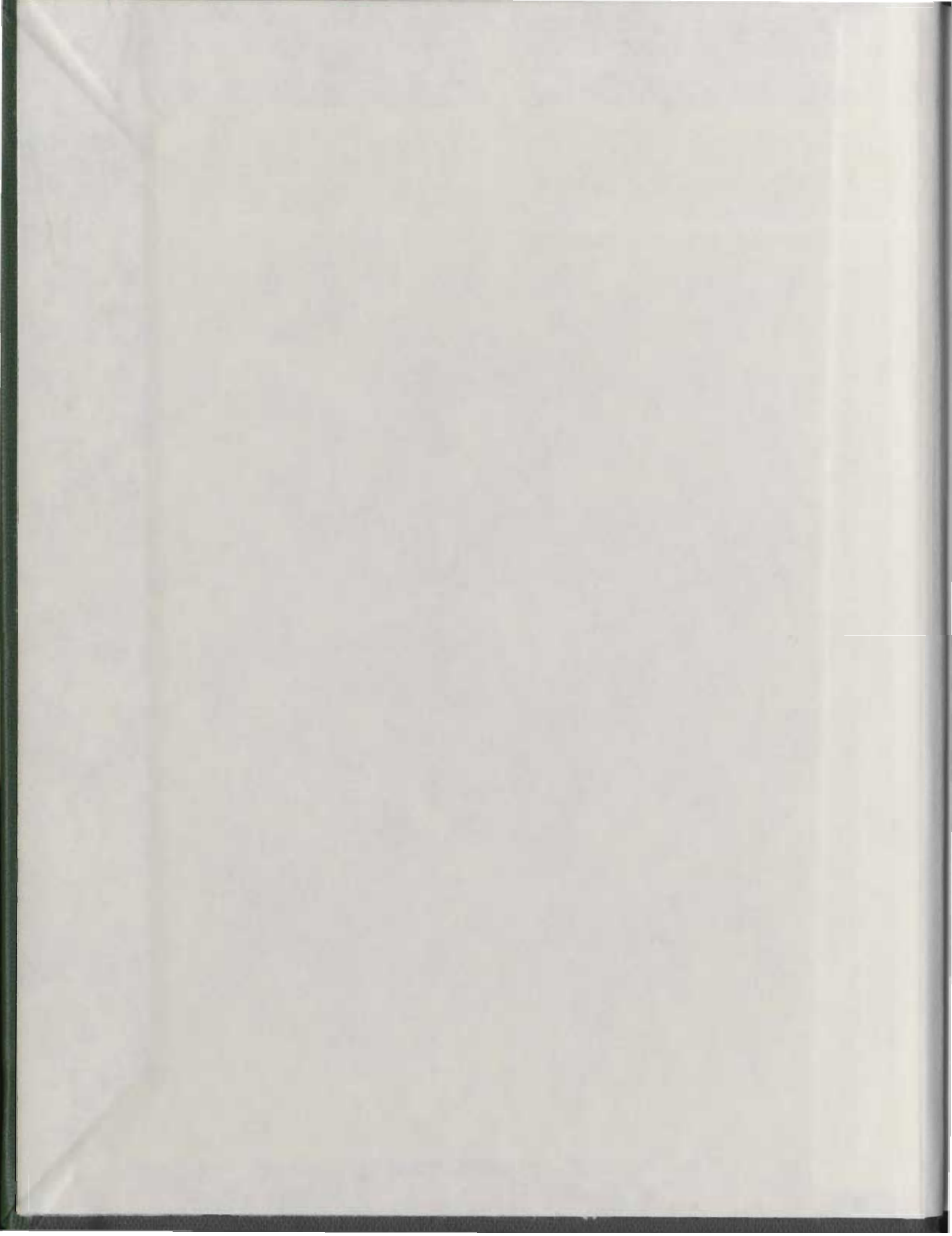
AN INVESTIGATION INTO THE DETERMINANTS OF THE
LEVEL OF SERVICE IN RESOURCE CENTRES IN THE
ELEMENTARY SCHOOLS OF NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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AN INVESTIGATION INTO THE
DETERMINANTS OF THE LEVEL OF
SERVICE IN RESOURCE CENTRES IN
THE ELEMENTARY SCHOOLS OF
NEWFOUNDLAND AND LABRADOR.

A Thesis
presented to
The Faculty of Education
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In Partial Fulfillment
of the Requirements for the Degree
Master of Education

Division of
Learning Resources



by
Kevin G. Marrie
August 1979

ABSTRACT

The basic assumption underlying this study was that access to quality resource centre services can improve a school's instructional program. This study examines two questions concerning resource centre services in Newfoundland and Labrador's elementary schools.

The major question related six general factors to the level of resource centre services. These factors are:

- a. the enrolment of the school
- b. the physical facilities
- c. the work done by paid workers
- d. the work done by volunteers
- e. the availability of support services from the district centre
- f. the proportion of release time allotted to the resource teacher.

The second question related the respondent's rating of the importance of the services to their level of professional qualifications.

The data for the study was obtained by sending questionnaires to 350 elementary schools across the province. Seventy-two per cent of the schools responded. In the analysis of the data, Pearson correlations and regression analysis were used to analyze the major question while Kendall's coefficient of concordance was utilized in examining the secondary question.

The study showed the effects of the general factors on the level of resource centre services. It also found that the ratings of the importance of resource centre services was not influenced by the qualifications of the respondents. Finally, it recommended that there be future research done to find more specific ways of improving resource centre services.

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CHAPTER I

BACKGROUND TO THE PROBLEM

Introduction

The traditional approach to learning placed the emphasis on memorization of a fixed body of knowledge which was obtained from a single basic textbook and teacher explanation. Rapid growth and changes in educational technology have made this method inadequate for preparing students for today's world. Also many educators are now stressing learner-centered approaches to education such as the inquiry approach and individualized learning. These approaches require learners and teachers to have access to a wide variety of resource materials.

Many of these resource materials are provided by the resource centre which had traditionally been called the school library. The school library has developed slowly. In the past, few schools had a school library and most had only classroom collections of books.

Where school libraries existed they housed mainly print materials. These resources were used to supplement the curriculum and to provide recreational reading material.

Changes in the approaches to learning created a need for access to a broader range of resource materials. As a result, libraries began to include non-print and locally produced materials.

and broadened their collections. Scott (1971) states that these changes took place in Canada during the 1960's because "educators realized that the new educational programs had little chance of succeeding without the support of good library resources and services". (p.118)

In the present chapter these changes in resource centre services are discussed under five general headings. (1) The need for centralized resource centres, (2) The expanded role of the resource teacher, (3) The school resource centre, (4) The district resource centre, (5) Categories of resource centre service.

The Need for Centralized Resource Centres

In order to be able to offer the broadened resource materials and services which are necessary for the success of new educational programs, the resource centre should be administered from a central location with all the media in a single place (Delaney, 1976; Kingsbury, 1975). Having the materials centrally located makes them more accessible to all of the students. The opposite, decentralization, leads to duplication of services and materials being used exclusively by only one department or class (Baker and Burnham, 1968; Delaney, 1976). Baker and Burnham (1968) also claim that centralization:

tends to reduce the artificial division between bodies of knowledge and bring out the relationships which are obscured when learning resources are decentralized.
(p.9)

Most important, a centralized resource centre is the

most practical way for students to have open access to materials and services when they engage in learning in its many forms (Bowers, 1971; Kingsbury, 1975).

The Expanded Role of the Resource Teacher

Promoting individualized learning has been a part of the role of the librarian or resource teacher. In the past librarians in giving reading guidance have tried to provide for the interests of the individual students (Lowrie, 1961; Prozano, 1971). Unfortunately, the traditional librarian was limited to two functions (1) providing for curriculum guidance (2) providing for reading for pleasure (Lowrie, 1961). The librarian's role was to support the curriculum but to not actually take part in curriculum planning or encourage the use of resource materials as a basic part of a specific school subject (Delaney, 1976; Lowrie, 1961).

In the concept of the centralized resource centre, the resource teacher's role should be perceived as an expanded one (Church, 1973; Gillespie, 1973). They are still involved in activities like helping individual students who visit the centre on their own initiative. In addition, they should be involved in the development of curriculum. Various organizations have stated that the duties of a resource teacher now include working with other teachers in curriculum planning and the implementation of new programs, including the American Association of School Librarians and the Association for Educational Communications and Technology (American Association of School Librarians and the

Association for Educational Communications, 1975) and the Association for Media and Technology in Education in Canada and the Canadian School Library Association (Branscombe and Newsom, 1977). Several writers have also taken the same position (Bowers, 1971; Delaney, 1976; Kingsbury, 1975).

The School Resource Centre

Different groups have helped foster the changing idea of the resource centre. In promoting the growth of the resource centre, the American Association of School Librarians and the Department of Audio-Visual Instruction of the National Education Association (ASLA/DAVI) (1969) gave three requirements for a successful resource centre - personnel, resources, and facilities:

Quality education requires media personnel in sufficient number and with special competencies. It calls for resources in great quantity and many forms. It needs facilities of adequate size and functional design. (p.4)

Media personnel normally includes three groups: trained professionals, paid help, and volunteers. If the resource centre is to function properly, the trained professionals should direct and organize the other two groups. Also he has to work with other teachers, the principal, and district personnel to develop resource centre programs. In addition, he should work to insure that the centre's services are fully utilized by teachers and students.

To perform all of these duties at an optimum level, a resource teacher should have worked as a classroom teacher and received professional training in resource services. Branscombe and Newsom (1977) stress these points:

It is imperative that any person in charge of a learning resource program in a school or district should be qualified and experienced both as an educator (classroom teacher) and materials specialist (the traditional role of the librarian and/or audio-visual specialist). (p.37)

The trained resource teacher needs assistants to help with the day-to-day running of the resource centre. By performing routine tasks, these assistants can allow the professional resource teacher to become involved in the performance of other functions. As Wehmeyer (1975) states, the resource person, "will be free to use his professional skill in working with children and teachers". (p.3)

There are two types of help that can be used, trained paraprofessionals who are paid and volunteers. Ideally paraprofessionals are the most desirable. Frequently, however, funds are not available and volunteer help has to be relied on.

Sufficient assistants can improve the quality of resource services. Various studies have found that the work of assistants can increase the level of resource centre services (Alabama A and M University, 1974; Christine, 1975; Gaver and Jones, 1966). On the other hand, lack of help leads to a decrease in professional services. This was the biggest complaint from the resource teachers surveyed in these studies.

In many instances materials that require equipment are not included in resource centre collections. The only consideration in deciding on the appropriateness of resource materials should be the degree to which they meet the needs of students, and

teachers in a school. As Branscombe and Newsom (1977) state, "The true value of learning materials in a school must be measured not by the mechanics of their use or by any other criterion except that of the needs of the students". (p.53)

As well as personnel and resources, the resource centre needs to be in well-planned facilities. To be accessible to all students, the learning resource centre should be located in the physical centre of the school (Hoffman, 1974; Prostano, 1971). It should be colourful and spacious with room for expansion.

Where it is possible the media specialist, either at the district or school level, should work with the architect in planning the centre. The media specialist should be able to identify the elements of resource centre design that are needed based on the student learning activities that each enhances (Gillespie, 1973; Hoffman, 1974).

Also the basic areas of the resource centre have to be considered. Hoffman (1974) states:

There are five generally accepted areas in the media centre suite design
(1) reception and circulation (2) general use (3) work (storage) (4) special use, and (5) production. (p.225)

In planning for the placement of these areas, an attempt should be made to make sure that activities taking place in one area do not interfere with activities in another area.

The District Resource Centre

Different services can be offered by the district resource centre, but resource persons, at the school and district level, must recognize the interrelationship of school and district media programs. With the acceptance of the support of the district centre, Baker and Burnham (1968) state, "more specialized, more complex, and more expensive materials and services can be provided at each level to the users". (p.10)

Categories of Resource Centre Service

At the school level there are major categories of service of the school resource centre. Each school should be able to provide each of these services. Branscombe and Newsom (1977) listed eight major categories or components of service:

1. Establishment, maintenance, and assessment of objectives of the learning resource centre...
2. Active participation in the development of curriculum and the implementation of programmes designed around the use of learning materials in all media...
3. Selection, organization, and circulation of materials supporting curriculum, programme implementation, and individual student interests...
4. Production of materials as required by teachers or students to achieve specific learning objectives...
5. Information services...
6. Services involving equipment...
7. Administration of the Learning Resource Centre...
8. Maintenance of contacts with the community at large. (p.32)

The first of the components of service involves establishing working relationships with the principal, district personnel and other teachers. The resource teacher at the school level should submit budgetary and other reports to the principal and work with him toward achieving the objectives of the resource centre. Also, the resource person should work with the district personnel in developing policies that will affect both the school and the district. Finally, the resource person should have both formal and informal meetings with the school staff and students in order to determine the best use that can be made of the resource services.

The second component involves active participation in the development of curriculum and the implementation of programs. To help develop curriculum, the resource teacher should be a member of different curriculum committees. In helping to implement programs, the work can be as complex as helping teachers to define learning objectives. At the same time, the work of implementation should involve actually working individually or with groups of students in the resource centre.

The third component, selection, organization, and circulation of material, includes the actual acquisition of materials and the maintenance of the collection. In selecting materials, the resource teacher should establish some criteria for selection. He should keep in mind the budgetary constraints. In addition, others should be involved in the selection. Several writers have stated that as many of the school's population as possible should participate in the previewing and selection of

materials (Gillespie, 1973; Prozano, 1971).

Production, the fourth component, involves several functions. The resource teacher should supply students and teachers with advice on the design of local production. He should also make the users aware of the materials that are available from the district and other outside sources. Finally, when materials cannot be obtained from other sources, the resource teacher should produce them locally in the resource centre.

The fifth component, information services, involves actually assisting students and teachers locate information. The information may have to be found for the users or they may have to be directed to an outside source where the information is available.

Services involving equipment, the sixth component, deals with the equipment which is needed to use many of the non-print resource materials. It involves organizing lending procedures, repairing equipment, evaluating new equipment, and performing preventive maintenance. This service is needed to support a resource centre program which utilizes many forms of resource materials.

The seventh component, administration of the learning resource centre, mainly involves supervising the support staff. The support staff can include two groups, paid paraprofessionals and community or student volunteers. The professional resource

teacher has the responsibility of coordinating these workers in order for a school to have a successful resource centre program. As Gillespie states "the staff is the foundation of a dynamic and effective center and the mainstay of a school media program". (p.100)

The final component of service is working to maintain contacts with the community at large. The community at large includes organizations like public libraries, commercial enterprises, and museums. By cooperating with these agencies, the students can be provided with many resources which are unavailable in a school. To keep a record of such a diversified means of obtaining resources, Branscombe and Newsom (1977) recommend that one of the duties of the resource teacher is "providing access to people and resources in the community through the maintaining of a resource file". (p.13)

Limitations of the Study

This study is limited to a select number of schools in the Province which contained pupils in the grade four to six range. This included schools containing only the elementary grades, schools accommodating pupils from grades kindergarten to six, and all-grade schools.

A further limitation was that only schools which had centralized resource centres were included in the study. The author felt, however, that the findings presented are representative of the extent of services offered in the resource centres across

the Province since a process of randomization was used in selecting schools.

Also the questionnaire was used instead of the interview to collect the data. The main reason for choosing the questionnaire was the factor of cost. When compared to the interview method, the expense involved in mailing a questionnaire was much lower.

Organization of the Study

Chapter I gives the background to the problem. In Chapter II the problem of investigating the influence of the various factors on the level of services offered in Newfoundland's elementary schools is presented. Chapter III gives a review of the related literature. The method of conducting the study, the procedure employed in constructing the questionnaire, and the treatment of the data are outlined in Chapter IV. In Chapter V the findings of the present study are presented. The interpretation of the findings is discussed in Chapter VI. The last chapter contains the conclusions of the immediate study and the recommendations for future study.

CHAPTER II

STATEMENT OF THE PROBLEM

What factors determine how individual elementary schools vary in the extent to which they provide each of the eight categories of resource centre service? In this study, six general factors are related to the eight resource centre services in Newfoundland and Labrador's elementary schools.

The six factors are the enrolment, the respondent's perception of the extent of the physical facilities, the amount of work done by paid workers, the amount of work done by volunteers, the respondent's perception of the extent of support service from the district centre, and the percentage of release time allotted to the resource teacher.

To obtain these factors, the four determinants of service proposed by Branscombe and Newsom (1977) were first examined. These were:

The enrolment of the school, the resource centre facilities, the extent of support staff, and the availability of support services from the district centre. (p.11)

Three of these determinants - the enrolment of the school, the resource centre facilities, and the availability of support services from the district centre - were used intact in this study. The fourth determinant - the extent of support staff - was divided into three factors: time spent by volunteers, time

spent by paid staff, and time spent by resource teachers.

The resource teacher is included in the support staff, thereby modifying somewhat the description of the term as used by Branscombe and Newsom (1977), as the point can be taken logically that all personnel, including the resource teacher, are part of the support staff in that they all support the services of the resource centre.

Purpose of the Study

The study was designed to answer the following general questions. To what extent are the services of the resource centre in an elementary school influenced by:

1. The enrolment of the school
2. The physical facilities
3. The work done by volunteers
4. The work done by paid workers
5. The availability of support service from the district centre
6. The proportion of release time of the resource teacher

These were the independent variables.

In this study of resource centres, these six factors were related to eight components of service proposed by

Branscombe and Newsom (1977), which were:

1. Establishment, maintenance, and assessment of objectives...
2. Active

participation in the development of curriculum, and the implementation of programmes.... 3. Selection, organization, and circulation of materials. 4. Production... 5. Information services... 6. Services involving equipment... 7. Administration of the Learning Resource Centre... 8. Maintenance of contacts with the community at large. (p.32)

These eight components were the eight dependent variables.

The study was designed to address itself to the following hypotheses which are stated in null form.

Statement of Hypotheses

The general hypotheses listed below are based on the major factors thought to influence the levels of service in the elementary resource centre. These six general hypotheses have been disaggregated into specific hypotheses by relating each of the eight dependent variables, the components of resource centre service, to each of the six dependent variables:

General Hypothesis I

There is no significant relationship between, on the one hand, the enrolment of an elementary school, and, on the other hand, the level of resource services.

Subhypotheses

There is no significant relationship between, on the one hand, the enrolment of the elementary school, and, on the other hand, the level of each of the following services:

- Hypothesis I (1) - the establishment, maintenance, and assessment of the objectives of the resource centre.
- Hypothesis I (2) - the active participation in the development of curriculum and the implementation of programs.
- Hypothesis I (3) - the selection, organization, and circulation of materials.
- Hypothesis I (4) - the production of materials.
- Hypothesis I (5) - the information services provided.
- Hypothesis I (6) - the services involving equipment provided.
- Hypothesis I (7) - the administration of the resource centre.
- Hypothesis I (8) - the maintenance of contacts with the community at large.

General Hypothesis II

There is no significant relationship between, on the one hand, the physical facilities, and, on the other hand, the level of services.

Subhypotheses

There is no significant relationship between, on the one hand, physical facilities, and, on the other hand, the level of each of the following services:

- Hypothesis II (1) - the establishment, maintenance, and assessment of objectives of the resource centre.
- Hypothesis II (2) - the active participation in the development of curriculum and the implementation of programs.
- Hypothesis II (3) - the selection, organization, and circulation of materials.
- Hypothesis II (4) - the production of materials.
- Hypothesis II (5) - the information services provided.
- Hypothesis II (6) - the services involving equipment provided.

Hypothesis (7) - the administration of the resource centre.

Hypothesis (8) - the maintenance of contacts with the community at large.

General Hypothesis III

There is no significant relationship between, on the one hand, the work done by paid support staff, and, on the other hand, the level of resource services.

Subhypotheses

There is no significant relationship between, on the one hand, the work done by paid support staff, and, on the other hand, the level of each of the following services:

Hypothesis III (1) - the establishment, maintenance, and assessment of the objectives of the resource centre.

Hypothesis III (2) - the active participation in the development of curriculum and the implementation of programs.

Hypothesis III (3) - the selection, organization, and circulation of materials.

Hypothesis III (4) - the production of materials.

Hypothesis III (5) - the information services provided.

Hypothesis III (6) - the services involving equipment provided.

Hypothesis III (7) - the administration of the resource centre.

Hypothesis III (8) - the maintenance of contacts with the community at large.

General Hypothesis IV

There is no significant relationship between, on the one hand, the work done by volunteers, and, on the other hand, the

level of resource services.

Subhypotheses

There is no significant relationship between, on the one hand, the work done by volunteers, and, on the other hand, the level of each of the following services:

- Hypothesis IV (1) - the establishment, maintenance, and assessment of the objectives of the resource centre.
- Hypothesis IV (2) - the active participation in the development of curriculum and the implementation of programs.
- Hypothesis IV (3) - the selection, organization, and circulation of materials.
- Hypothesis IV (4) - the production of materials.
- Hypothesis IV (5) - the information services provided.
- Hypothesis IV (6) - the services involving equipment provided.
- Hypothesis IV (7) - the administration of the resource centre.
- Hypothesis IV (8) - the maintenance of contacts with the community at large.

General Hypothesis V

There is no significant relationship between, on the one hand, the availability of support services from the district centre, and, on the other hand, the level of resource services.

Subhypotheses

There is no significant relationship between, on the one hand, the availability of support services from the district centre, and, on the other hand, the level of each of the following

services:

- Hypothesis V (1) - the establishment, maintenance, and assessment of the objectives of the resource centre.
- Hypothesis V (2) - the active participation in the development of curriculum and the implementation of programs.
- Hypothesis V (3) - the selection, organization, and circulation of materials.
- Hypothesis V (4) - the production of materials.
- Hypothesis V (5) - the information services provided.
- Hypothesis V (6) - the services involving equipment provided.
- Hypothesis V (7) - the administration of the resource centre.
- Hypothesis V (8) - the maintenance of contacts with the community at large.

General Hypothesis VI

There is no significant relationship between, on the one hand, the proportion of release time allotted to the learning resource teacher in the elementary resource centre, and, on the other hand, the level of resource services.

Subhypotheses

There is no significant relationship between, on the one hand, the proportion of release time allotted to the learning resource teacher in the elementary resource centre, and, on the other hand, each of the following services:

- Hypothesis VI (1) - the establishment, maintenance, and assessment of the objectives of the resource centre.
- Hypothesis VI (2) - the active participation in the

development of curriculum and the implementation of programs.

Hypothesis VI (3) - the selection, organization, and circulation of materials.

Hypothesis VI (4) - the production of materials.

Hypothesis VI (5) - the information services provided.

Hypothesis VI (6) - the services involving equipment provided.

Hypothesis VI (7) - the administration of the resource centre.

Hypothesis VI (8) - the maintenance of contacts with the community at large.

Secondary Question

In addition to answering the primary questions, the study was also designed to answer a secondary question, namely, whether or not the qualifications of the resource teachers who responded were related to the importance they placed on each of the resource services.

This study related the respondent's forced ranking of the importance of the services to their level of professional qualifications. It attempts to find out if their perceptions are influenced by their qualifications.

The secondary question addressed itself to the following general hypothesis which were stated in null form.

General Hypothesis

There is no relationship between the level of qualifications

of the resource teachers and their forced ranking of the importance of the different resource centre services.

The Instrument

A questionnaire was developed to obtain the information necessary for this study. It was needed to gather information from the elementary schools across the province.

To make the respondent's task easier, the general instructions asked for approximations based on experience in the resource area, and most questions involved only checking or circling an appropriate answer. The questionnaire was divided into four sections:

Section I The identification of the school, its address, the position of the respondent, and other general information.

Section II The release time of the resource teacher in charge, the number of resource teachers, paid staff, and volunteers.

Section III The facilities at the school resource centre and the support received from the district resource centre.

Section IV The resource centre services offered, the extent to which they are provided, and a ranking of the services.

A more detailed discussion of the instrument is found in Chapter IV on page 33.

The instrument used did not ask the respondents to give actual numbers of resource materials or services. The reason was that this study does not concern itself with quantitative comparisons of resources to national standards. The author felt

that quantitative comparisons would be inappropriate for comparing the resources of individual schools. The misuse of standards has been stressed by many authorities in recent publications (Branscombe and Newsom, 1977; Deprosio, 1975; Hannigan, 1976).

Quantitative standards can be misused in measuring the adequacy of a resource centre's materials. There are many factors other than national standards that should be used to determine the kinds of materials to be included in a resource centre's collection, for every school has differences in their educational programs. As stated by Branscombe and Newsom (1977):

The school's educational objectives and the specific learning outcomes should determine the relative number of materials in a given medium with the attendant equipment requirement.
(p.80)

Definition of Terms

Elementary School. The elementary school is a school which has been established with an area for the express purpose of accommodating pupils in the grade four to six range.

District Resource Centre. The centre operated at the school district level to provide system-wide resource services such as the provision of a wide range of selection aids, a collection of instructional materials, production of instructional materials, and consultation and in-service training of teachers.

Learning Materials. Any materials included in the collection which may be print or non-print.

Paid Support Staff. This group includes part and full-time

typists, audio-visual technicians and other non-professional workers who are paid for the tasks they perform.

Physical Facilities. The area designated as the resource centre and the facilities included to provide services such as tables, chairs, shelves, electrical outlets, and lighting fixtures.

Production. The providing of locally-made materials to meet the specific objective of the students and teachers in the individual schools.

Reports. Included are reports on the total operations, collections, budgeting and program improvements. These are compiled by the resource teacher, and, often, are completed with the assistance of such groups as teacher advisory committees and district personnel.

Resource Centre. Referred to as the library/resource centre in the questionnaire, it is the centralized location in the school in which learning materials are provided, including print materials, or audio-visual equipment and materials, or both.

Resource Teacher. Referred to as the librarian/resource teacher in the questionnaire, it is the person who is in charge of the resource centre.

Volunteers. This group includes students, parents, and people from the community who perform various tasks in the resource centre. (without pay).

CHAPTER III

REVIEW OF THE RELATED LITERATURE

Introduction

The teaching of facts is not the only aim of today's schools. Increasingly schools are emphasizing the teaching of methods of inquiry and examining knowledge. Children are now learning to question, and to probe, and to analyze the information they see, hear, and read. The inquiry approach to learning, the understanding of subjects through concept development, and increase in individualized learning programs are becoming more common in the schools.

To facilitate the new approaches to instruction, schools need resource services which are an integral part of the instructional program. In the United States, the American Association of School Librarians and the Association for Educational Communications and Technology (AASL/AECT) (1975) stated that a quality media program can improve a school's instructional program and, at the same time, satisfy the individual student's needs. The organizations expressed the view that:

Programs of media service are designed to assist learners to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively and to participate fully in society. (p.4)

Several demonstration schools such as those in the Knapp School Libraries Project and the Harwood and Lord Selkirk Library

Projects have shown some of the positive effects of a totally integrated resource centre program. After working at the Harwood and Lord Selkirk Library Projects, Church (1973) has stated that he has developed "a growing awareness of the function of the library in the teaching-learning process". (p.36)

Resource Centres In Canada

Different patterns in organizing resource services have developed in elementary schools. The scope includes a completely decentralized group of classroom libraries, centralized but separate library and audio-visual services, a centralized library only, and a centralized resource centre utilizing a full range of media.

The last mentioned administrative organization, the unified resource centre, has slowly gained acceptance. National committees have recommended the complete integration of the print and non-print materials and services. The Canadian School Library Association (CSLA) (1967) stated in its policy "The school should develop a centre for instructional materials of all types". (p.2)

A centralization of resource services in itself does not guarantee success. The level of service depends on a number of factors. The joint committee of AMTEC and the CSLA in their publication edited by Branscombe and Newsom (1977) have identified four determinants of the level of service that can be offered:

The degree, however, to which each service can be provided to teachers and students varies according to the enrolment of the school, the

resource centre facilities, the extent of support staff, and the availability of support services from the district centre. (p.11)

Several reports, in attempting to explain the major services of the resource centre, have emphasized more the service of meeting curriculum needs and less the providing of recreational reading guidance. (CSLA, 1967; Church, 1970). The extent to which the services change, however, is dependent on the curriculum plan of a school. Only the services which the teachers perceive as important will be utilized. In a study of some of Edmonton's open area elementary schools, Wiedrick (1973) found that:

According to most of the principals and librarians the instructional methods of teachers were a key factor accounting for variations in library use. These included individualized programs in social studies and science which were believed responsible for the extensive use of the library by the classes of a number of teachers. (p.208)

Several educators (Gillespie, 1973; Haycock, 1977; Prostan, 1971) have expressed the view that a professionally trained resource teacher should be in charge of the resource centre if its services are to be fully utilized. Without a professional resource person, many services such as the involvement with other teachers in curriculum development are not offered. This need for a professional resource teacher was indicated in a survey carried out in Alberta by Friderichsen (1974). The survey showed that an alarming number of resource centres were managed by clericals. Friderichsen concluded:

Because clericals possess neither teacher-training nor any degree of library and audiovisual expertise, the library services tend to be limited to the "housekeeping chores" and circulation of materials. School boards, administrators, and teachers ...should recognize the limitations imposed on school library programs when unqualified personnel are employed to organize and administer the library. (p.4)

Resource Centres in Newfoundland

In Newfoundland the idea of a completely centralized resource centre has been recommended by many groups and educators (Andrew, 1965; Davis, 1969; Hickman, 1971; Warren, 1973). The Department of Education was urged by each to revise its policy regarding school libraries so that they would become a more integral part of the school. Another recommendation was that the centralized area include print and non-print and the equipment needed to make use of the multi-media. The Report on Education and Youth, Vol. II edited by Warren (1968) stated:

A School Library is more than books. It is a centre for individual and group learning where slides, film-strips, pictures, pamphlets, maps, charts, records, as well as books may be found. (p.27)

Before a wide range of services can be offered in a resource centre, a full-time professional resource teacher is needed. Both Brett (1964) and Crocker (1969) found conditions so poor in secondary school libraries in Newfoundland that they recommended the appointment of more full-time professional resource teachers. Scott (1972) found that "Newfoundland in 1965, had

twelve teacher-librarians in its elementary schools (two of whom had a library certificate". (p-127) Several reasons can be given for the existence of these conditions.

One reason was the lack of any courses in the media area in the province. The Library/Audio-Visual Council of the Newfoundland Teachers Association (NTA) suggested in its newsletters and resolutions that Memorial University of Newfoundland offer courses related to the resource centre. By 1970 Memorial was offering undergraduate courses in resources to be followed by a graduate program.

Lack of leadership by the provincial government was cited as another reason for the poor quality of school libraries. Brett (1964) and Shea (1969) recommended that a starting point for the government would be the appointment of a supervisor of school library services. The position was filled in 1970 and shortly after that the Newfoundland Department of Education published its first library manual. The manual contained a Bill of Rights which outlined the school resource centre's responsibilities:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable pupils to make intelligent judgements in their daily lives.

4. To provide materials on opposite sides of controversial issues so the young citizen may develop under guidance the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic and cultural groups and their contribution to our Canadian heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library. (p.4)

The Bill of Rights emphasized the vital part a resource centre plays in a school's instructional program when it provides materials with different outlooks. These materials are seen as a way of extending the student's range of learning materials. In the second edition of The Library Manual for Schools in Newfoundland and Labrador published by the Newfoundland Department of Education, the School Libraries Consultant reiterated that the school library is:

A centre in which both print and non-print materials, and the equipment needed to make use of these materials are housed so they are readily accessible to students and teachers. Its purpose is to provide the wide variety of media necessary for the advancement of education. (p.7)

Two researchers (Butler, 1975; Hickman, 1971) also pointed to the need for facilities and materials which are not feasible at the individual school level. They recommend the establishment of more district resource centres. One rationale for setting up these centres is given by Hickman (1971) who states

that district centres are effective for:

Besides making available materials that are extraordinarily expensive, infrequently used and/or which require special inspection and maintenance, much unnecessary duplication could be avoided and efficiency could be markedly improved. (p.146)

There have been many developments which have improved the services offered by elementary resource centres, however, more improvement is needed especially in the allocation of funds. Before more full-time resource teachers are hired, government has to provide a separate salary unit for the resource teacher. The Educational Media Council of the Newfoundland Teachers Association (1977) recommended that:

A full-time person (salary unit) be made available, separate from the teacher allocation, for schools having 250 or more students; there should be a half-time salary unit provided. (p.12)

Their reasoning is that administrators are forced to assign classroom teaching duties to the resource person because of the teacher allocation system. As a result, the resource centre becomes less accessible and the quality of services is reduced.

The Newfoundland Task Force on Education (1979) also agrees that the system of allocating teachers' salaries should be changed. This group suggested that the salary units of school librarians be allocated on the basis of the individual school's enrolment. They recommend:

That salary units for librarians be provided to each school board according to the following schedule: -

School Enrolment	Salary Units
150	No units
150 - 500	$\frac{1}{2}$ unit
500	1 unit (p.207)

Summary

There has been a slow increase in the services offered by school resource centres. Non-print materials are being included in collections, equipment is being distributed from the centre, local production is being undertaken, and the resource centre services are becoming a more important part of many subject areas. The emphasis is now on offering a variety of services which support the entire school program.

Before resource centres can offer these services and have them utilized, educators have to see the value of the resource centre. Many educators are becoming aware of the vital part a resource centre can play in offering each student immeasurable opportunities for learning. Data is available on primary and high schools in Newfoundland and Labrador and their standards of service. No data, however, is available on the factors influencing the services offered in Newfoundland and Labrador's elementary schools.

CHAPTER IV

THE RESEARCH PROCEDURE

Rationale for the Use of the Questionnaire Method

In collecting data for a survey, the questionnaire is probably the most widely used research instrument. Many research writers also claim that it is frequently abused. The reason given is that often questionnaires are carelessly constructed. Perhaps one reason for this deficiency arises from the difficulty of developing questionnaires which elicit valid information. As Gay (1976) states "The development of a sound questionnaire requires both skill and time". (p.128)

There are other disadvantages in using questionnaires. The major weakness is the problem of non-returns which reduces the sample on which the results are based and introduces a bias. Non-respondents might be reluctant to answer questions because of ignorance or apathy and nothing is learned from them. Still, their lack of information subtracts from the validity of the study. As Moulay (1970) reasons "It introduces a bias inasmuch as non-respondents can hardly be considered representative of the total population". (p.241)

Another weakness of the questionnaire is the lack of face-to-face communication with the respondent which is not a weakness of the interview (Galfo, 1975; Moulay, 1970). This absence of direct communications makes it easy for the respondent

to misinterpret the questions.

The advantages, however, of the questionnaire for many studies outweigh the disadvantages. In the study herein reported, which sought information on school libraries throughout the province, one advantage is a major consideration. The questionnaire makes possible contact with a large number of persons over a large geographical area and with many, for example, those in rural Labrador, who could not ordinarily be reached in person by an investigator. Moulay (1970) states that, "This greater coverage makes for greater validity in the results through promoting the selection of a large and more representative sample". (p.240)

Other advantages are that the impersonality of the questionnaire and the standardized form of the question elicit more objective replies. Also, because if the respondent has time to check his answers, it permits him to give more considered answers.

For these reasons, the mailed questionnaire was chosen as the best method for collecting data for this study.

The Sample

The completed questionnaire was mailed to the principals of a representative sample of schools having elementary grades in the province. These principals were requested to forward the questionnaire to the person in charge of the resource centre. Only schools having a resource centre were included in the sample.

on which the results of the study are based.

From a total of 697 schools in the province containing elementary grades, the questionnaire was mailed to about 350 schools. By using a large sample, an attempt was made to ensure a large number of responses. To draw a random sample, a table of random numbers was used to choose the schools from the list of possible schools in the Newfoundland School Directory (1977-78) published by the Department of Education.

Construction of the Questionnaire

The "Questionnaire to Librarians/Resource Teachers" was constructed in the summer of 1978. In consultation with members of the Faculty of Education, resource persons, teachers, and some graduate students, a final draft was constructed. Prime sources of information were Evaluative Criteria for the Evaluation of Secondary Schools published by the National Study of Secondary School Evaluation (1978) and Resource Services for Canadian Schools edited by Branscombe and Newsom (1977). Other studies done of the province's school libraries were used (Brett, 1964; Butler, 1971; Crocker, 1967, and Hickman, 1971).

Especially important was the Resource Services for Canadian Schools edited by Branscombe and Newsom (1977). The major components of service in the school learning resource centre which were identified in the publication are used as the eight dependent variables in developing the questionnaire. They were:

1. The establishment, maintenance, and assessment of the objectives of the resource centre.
2. The active participation in the development of curriculum and the implementation of programs.
3. The selection, organization, and circulation of materials.
4. The production of materials.
5. The information services provided.
6. The services involving equipment provided.
7. The administration of the resource centre.
8. The maintenance of contacts with the community at large.

These eight dependent variables were related to the six independent variables. They were:

1. The enrolment of the elementary school.
2. The physical facilities.
3. The work done by paid support staff.
4. The work done by volunteers.
5. The availability of support services from the district centre.
6. The proportion of release time allotted to the learning resource teacher.

The questionnaire was comprised of four sections. In Section 1 the respondents were asked to identify the school by name, location, enrolment, grades included or type of school, and the position of the person completing the questionnaire. The location and name were used to identify non-respondents so that follow-up letters could be mailed. Enrolment was one of the independent variables. Grades included or type of school was needed to make sure the responses were from schools containing elementary

grades. The position of the respondent was supplementary information.

Section 2 first dealt with the person in charge of the resource centre. Information was solicited on the resource teacher's release time from other duties, assistance from other resource teachers in the school, and formal qualifications. Data on the amount of release time, an independent variable, were utilized to ascertain whether or not a relationship existed between release time and the levels of the essential services offered by resource centres.

Also in Section 2 a question on formal qualifications was included. In the supplementary analysis, this information was used to see if any relationship existed between the level of qualifications of the respondents and the way in which they rated the importance of the resource centre services.

As well as seeking information on the resource teacher who was considered to be part of the support staff in this study, Section 2 also sought information on the extent of the work done by the other two groups included in the support staff, the volunteers and the paid workers. Part of this section was designed to determine the percentage of time each of these two groups spent at their duties, for the work done by each was an independent variable in the general hypotheses.

In an attempt to simplify the calculation of the total time spent, sometimes by a number of individuals, the work was expressed in terms of full-time equivalents. Since few resource centres were likely to have more than one full-time resource

person, it was speculated that the work done by volunteers and paid support staff affected service.

Two independent variables which influence service, physical facilities and the availability of support staff from the district centre, were solicited in Section 3. Both questions on these two variables asked about the respondent's perception of these factors.

Section 4 was designed to ascertain the extent to which the respondents thought the schools provided all of the resource centre services. These eight individual services were the dependent variables used in this study. In an attempt to elicit more valid responses, a scale giving the approximate percentage of time which was devoted to each service was utilized.

These eight dependent variables used in the hypotheses in the major question were taken from the eight components of service proposed by Branscombe and Newsom (1977).

The first dependent variable was the establishment, maintenance, and assessment of the objectives of the resource centre. Branscombe and Newsom (1977) had divided this component into five sections:

- a. Establishing working relationships with the principal...
 - b. Establish and work with a learning resource centre advisory committee...
 - c. Work with the district personnel in the continuing development of policies...
 - d. Undertake formal and informal procedures for evaluation...
 - e. Prepare reports as may be required
- ... (p.12)

In the questionnaire an attempt was made to present a statement which encompasses all of the parts of the first service. This statement so designed was "Working with the district personnel, the principal, and other teachers in preparing reports and developing programs to improve service". One limitation, however, of this statement was that in its brevity, some of the more specific parts of the description of the general service were inadvertently not presented.

The second dependent variable used in the stating of the hypotheses was the active participation in the development of curriculum and the implementation of programmes. The statement "Assisting in the development of curriculum in the school" was employed to determine the extent to which this service was being provided.

The third dependent variable - the selection, organization, and circulation of materials - was determined from responses to the statement "Selecting, organizing and circulating materials".

The fourth dependent variable - the production of materials - was measured by the statement "Producing or helping to produce local materials to meet the needs of teachers and students".

The fifth dependent variable - the information services provided - was measured by the statement "Giving assistance to students and teachers in looking for information."

The sixth dependent variable - the services involving equipment provided - was determined from the statement "Managing

audio-visual equipment including the supervising of lending".

The seventh dependent variable - the administration of the resource centre - was based on the components of service given by Branscombe and Newsom. They divided this component into four sections:

- a. Directing paid staff
- b. Organizing and supervising student aides and community volunteers
- c. Establishing and maintaining daily operational routines
- d. Handling such procedures as inventory, timetabling, and maintenance of records. (p.32)

In the questionnaire this variable was measured by responses to the statement "Organizing and directing the support staff". One limitation of this statement is that it does not include all of the parts of the service. It stresses the organization and direction of volunteers and paid staff but does not mention the performance of the routine tasks by the learning resources teacher.

The eighth dependent variable - the maintenance of contacts with the community at large - was determined by responses in the questionnaire to the statement "Maintaining contacts with the community at large. i.e. public libraries, government agencies, and museums".

In Section 4 the respondents were also asked to rank the services in the order they considered them to be important. The data from this question would be used to test the hypothesis that the level of qualifications of the respondents would affect their perceptions of the importance of the different services.

Response to the Questionnaire

The questionnaire with an accompanying covering letter was sent to the principals of the 350 randomly selected schools. If they had a centralized resource centre, they were asked to forward the questionnaire to the person in charge. On the other hand, if they did not have a centralized resource centre, they were expected to check the appropriate block at the bottom of the letter and return only the letter (see letter in Appendix B).

Shortly after the letter and questionnaire were sent, replies began to be returned. At the end of another two weeks a follow-up letter was sent to the school principals. A copy of this letter is in Appendix C. After waiting another two weeks, the final result was that 72.3% of the total number of schools had responded.

Only the questionnaires from schools which had centralized resource centres were used in the analysis of the data. From Table 1 it can be seen that 49.6% of the schools which responded had resource centres. The persons in charge of these 125 resource centres had co-operated in providing adequate data to carry out the immediate study.

Table 1

Number of schools responding, and the number and percent with and without a centralized resource centre

Schools responding to questionnaire	Percent of schools responding	Number
Schools with a Resource Centre	49.6%	125
Schools without a Resource Centre	50.4%	128
Total number of schools responding to questionnaire		253*
* This represents 72.3% of the schools to which the questionnaire was sent.		

Treatment of the Data

The data from the completed questionnaire provided the necessary information on the existing services in the elementary school resource centres in Newfoundland and Labrador so as to be able to test the hypotheses.

To determine if relationships existed between different variables, the correlation coefficient was computed. The technique used was the product moment correlation coefficient, usually referred to as the Pearson r. It indicated the degree to which variation in one variable is related to variation in another variable.

In the study of relationships between independent and

dependent variables, in addition to correlations between the dependent and independent variables, the independent variables may also interact with one another. To determine whether there was an interaction in this study, another type of analysis, multiple regression, was needed. Also, this technique showed the relative strengths of the independent variables in their influence on the dependent variable.

Through this statistical technique, more precise analysis of the relationship between a dependent variable and a set of independent variables can be done. In this study multiple regression was used to show the relationship and the size of the relationship between each of the six independent variables and the resource centre services.

In the secondary question the relationship between the qualifications of the respondents and the way in which they ranked the importance of the eight resource centre services was analysed. The use of rankings meant that non parametric statistics had to be used. To show the association, a measure called the coefficient of concordance, W, developed by Kendall was used.

An analysis of the findings is presented in tabular form in Chapter V.

CHAPTER V

THE FINDINGS

In this chapter the relationship of the six determinants to the components of service offered in the elementary school resource centre are discussed. Also, there is an analysis of the secondary question.

Firstly, the Pearson product moment correlations were examined. These were used as a measure of association between the independent variable and the different services offered.

Secondly, the results of the regression analysis were presented. Regression analysis was used to identify the relative effects of each of the six independent variables or predictors on the resource centre services.

Finally, the secondary question was examined. The mean rankings of services by the resource teachers were given. Also Kendall's coefficient of concordance was used to show whether or not the qualifications of the resource teacher affected their ratings of the importance of each of the resource centre services.

The means, standard deviations, and number of cases for each of the independent and dependent variables influencing the major question are presented in Table 2. It is interesting to note from this table the large size of some of the standard deviations in comparison to the size of the means. These differences in magnitude result in many distributions not being symmetrical but skewed.

Table 2

Means, Standard Deviations, and Number
of Cases For Each of the Variables

Variable	$\bar{X}$	SD	N
X ₁	357.100	211.515	119
X ₂	32.150	36.245	120
X ₃	33.130	44.709	123
X ₄	5.789	20.756	123
X ₅	3.347	1.217	124
X ₆	2.871	1.437	124
X ₇	2.560	1.095	123
X ₈	2.699	1.312	123
X ₉	3.879	1.109	124
X ₁₀	2.363	1.212	124
X ₁₁	3.744	1.128	125
X ₁₂	3.144	1.595	125
X ₁₃	3.133	1.561	120
X ₁₄	2.496	1.244	123

Variable identifications are: X₁ = enrolment; X₂ = release time of the resource teacher; X₃ = work done by volunteers; X₄ = work done by paid staff; X₅ = physical facilities; X₆ = support from district centre; X₇ = assessment of objectives and programs; X₈ = curriculum development; X₉ = selecting and circulating materials; X₁₀ = producing local materials; X₁₁ = assisting students and teachers; X₁₂ = managing audio-visual equipment; X₁₃ = organizing and directing support staff; X₁₄ = maintaining contacts with the community.

Establishment, Maintenance, and Assessment of the Objectives

The first dependent variable, Service I, is the establishment, maintenance, and assessment of the objectives of the resource centre. Six independent variables are related to this service and the results are presented in Tables 3 and 4.

The Pearson product moment correlations are given in Table 3. From this table it can be seen that all of the independent variables are positively correlated with Service I. Of these, two are significant, Facil (the extent of space and physical facilities) and Dist (support from the district centre).

In Table 4 the second mode of analysis, regression analysis, is presented. The relative effect of each of the predictor variables can be seen by examining the Beta coefficients or weights. It can be noted by using this method that Dist (Support from the district centre) was the most powerful influence on Service I (Beta coefficient .368)¹. Also by itself Dist explained 15.9% of the variance while the six independent variables combined to explain 17.6% (multiple R square) of the variance in Service I. This probably means that support from the district centre is the most important factor in improving Service I.

¹ The word "influence" here and in subsequent discussion is used in the conventional sense and does not imply true causation but rather the varying strengths of relationships.

Table 3

Correlation Coefficients with Service I -
Establishment, Maintenance and Assessment
of the Objectives of the Resource Centre

Independent Variable	Coefficient	Case Base
X ₁ Enrol	.010	117
X ₂ Reltime	.091	119
X ₃ Voltime	.140	121
X ₄ Paidstaff	.114	121
X ₅ Facil	.218**	122
X ₆ Dist	.398***	122

**p < .01

***p < .001

X₁ = enrolment; X₂ = release time of resource teacher; X₃ = work done by volunteers; X₄ = work done by paid staff; X₅ = physical facilities; X₆ = support from district centre.

Table 4

Structural Coefficients for Service I - Establishment, Maintenance and Assessment of the Objectives of the Resource Centre

Dependent Variable - Service I					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₆ Dist	.280	.368	.076	13.626**	.158
X ₅ Facil	.780	.087	.089	.773	.008
X ₄ Paidstaff	.290	.055	.005	.328	.005
X ₃ Voltime	.121	.049	.002	.286	.003
X ₁ Enrol	.292	.056	.001	.174	.001
X ₂ Reltime	.129	.043	.004	.107	.001
Multiple R Square = .176					

**p < .01

X₆ = support from district centre; X₅ = physical facilities; X₄ = work done by paid staff; X₃ = work done by volunteers; X₁ = enrolment; X₂ = release time of the resource teacher.

Curriculum Development

The findings for the dependent variable, Service II, are presented in Table 5 and 6. Service II is stated in the hypotheses as the active participation in the development of curriculum and the implementation of programs. In this chapter, the name is shortened for discussion purposes to curriculum development.

Table 5 shown that all of the independent variables - Enrol, Reltime, Voltime, Paidstaff, Facil and Dist - are positively correlated with Service II. The strongest association was with Dist (support from the district centre) and Facil (physical facilities) with correlations of .246 and .216, which were both statistically significant at .05 level.

From Table 5 it can also be noted that there was a negative correlation between curriculum development and enrolment of .096. This was the only negative correlation between curriculum development and the independent variables.

The results of the regression analysis are presented in Table 6. Two significant relationships were found. Support from the district centre and physical facilities had a statistically significant relationship with curriculum development with Beta coefficients of .185 and .176. All of the predictor variables together explained 9.25 per cent of the variance.

Table 5

Correlation Coefficients with Service II Curriculum Development

Independent Variable	Coefficient	Case Base
X ₁ Enrol	-.096	117
X ₂ Reltime	.019	118
X ₃ Voltime	.045	121
X ₄ Paidstaff	.057	121
X ₅ Facil	.216*	122
X ₆ Dist	.246*	122

*p < .05

X₁ = enrolment; X₂ = release time of resource teacher; X₃ = work done by volunteers; X₄ = work done by paid staff; X₅ = physical facilities; X₆ = support from district centre.

Table 6

Structural Coefficients for Service II - Curriculum Development

Dependent Variable - Service II					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₆	.169	.185	.096	3.120*	.060
X ₅	.190	.176	.111	2.899*	.020
X ₂	.209	.058	.005	.176	.009
X ₁	-.389	.063	.009	.196	.001
X ₄	.284	.045	.006	.199	.002
X ₃	.451	.015	.003	.025	.000
Multiple R Square = .925					

*p < .05

X₆ = support from district centre; X₅ = physical facilities; X₂ = release time of resource teacher; X₁ = enrolment; X₄ = work done by paid staff; X₃ = work done by volunteers.

Selecting and Circulating Materials

The results of the findings on Service III are presented in Tables 7 and 18. From Table 7 it can be seen that all of the independent variables are positively correlated with Service III. Four of the six independent variables - Reltime, Voltime, Facil, and Enrol - have statistically significant influences on Service III with correlations of .332, .320, .299, and .209 respectively.

In the regression analysis presented in Table 8, three of the independent variables had statistically significant influences on the selection and circulation of materials. These were Voltime (work done by volunteers), Reltime (release time of the resource teacher) and Facil (physical facilities) with Beta coefficients of .300, .320, and .145.

It might be assumed from the statistical significance of the relationship between the work done by volunteers and the level of Service III that schools which have a great deal of work done by volunteers are able to provide better service in circulating and selecting materials.

The release time of the resource teacher was also statistically significant. It may mean that an increase in the release time of the resource teacher can improve the quality of the circulation and selection service.

In addition, the statistical significance of physical facilities may point to the effect that improved facilities can have on Service III.

Table 7

Correlation Coefficients With Service III -
Selecting and Circulating Materials

Independent Variable	Coefficient	Case Base
X ₁ Enrol	.209*	118
X ₂ Reltime	.332***	119
X ₃ Voltime	.320***	122
X ₄ Paidstaff	.105	122
X ₅ Facil	.299**	123
X ₆ Dist	.146	122

*p < .05

**p < .01

***p < .001

X₁ = enrolment; X₂ = release time of resource teacher; X₃ = work done by volunteers; X₄ = work done by paid staff; X₅ = physical facilities; X₆ = support from district centre.

Table 8

Structural Coefficients for Service III - Selecting and Circulating Materials

Dependent Variable - Service III					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₃	.745	.300	.002	11.446**	.111
X ₂	.979	.320	.004	6.478**	.110
X ₅	.132	.145*	.086	2.351*	.022
X ₄	.492	.092	.004	.993	.005
X ₁	-.395	-.075	.001	.337	.002
X ₆	-.120	-.016	.074	.026	.000
Multiple R Square = .239					

*p < .05

**p < .01

X₃ = work done by volunteers; X₂ = release time of resource teacher; X₅ = physical facilities; X₄ = work done by paid staff; X₁ = enrolment; X₆ = support from the district centre.

Producing Local Materials

The findings for the dependent variable, Service IV, are presented in Tables 9 and 10. Service IV is the production of local materials. Table 9 gives the correlation coefficients and Table 10 presents the regression analysis.

In Table 9 the notation by the correlation coefficients shows that three of the independent variables - Reltime (release time of the resource teacher), Facil (physical facilities) and Dist (support from the district centre) - are significantly related to the production of local materials. The strongest relationship is that of physical facilities with a correlation of .220. It can also be noted from the previous Tables 3, 5, and 7 that physical facilities have been related to the three before mentioned dependent variables. These statistically significant correlations show that there is a strong relationship between physical facilities and the first three services mentioned in the study.

The results of the regression analysis are presented in Table 10. The physical facilities and release time of the resource teacher were the most powerful influences on the production of local materials. While these two determinants of service show findings which are not statistically significant, it seems that a large period of release time and adequate facilities are necessary to enable the resource teacher to assist in the production of good local materials.

Table 9

Correlation Coefficients with Service IV -
Producing Local Materials

Independent Variable	Coefficients	Case Base
X ₁ Enrol	.079	118
X ₂ Reltime	.171*	119
X ₃ Volttime	.046	122
X ₄ Paidstaff	.074	122
X ₅ Facil	.220**	123
X ₆ Dist	.164*	123

* $p < .05$

** $p < .01$

X₁ = enrolment; X₂ = release time of resource teacher; X₃ = work done by volunteers; X₄ = work done by paid staff; X₅ = physical facilities; X₆ = support from district centre.

Table 10

Structural Coefficients for Service IV - Producing Local Materials

Dependent Variable - Service IV					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₅	.152	.153	.102	2.240	.048
X ₂	.411	.123	.005	.812	.012
X ₆	.756	.090	.088	.744	.008
X ₄	.282	.048	.006	.288	.002
X ₁	-.118	.021	.001	.002	.000
Multiple R Square = .071					

X₅ = physical facilities; X₂ = release time of resource teacher; X₆ = support from the district centre; X₄ = work done by paid staff; X₁ = enrolment.

Assisting Students and Teachers

Tables 11 and 12 show the factors which influence Service V, assisting students and teachers or the information services provided.

From Table 11 it can be seen that all six independent variables are positively correlated with Service V. The coefficients of Enrol (enrolment), Reltime (release time of the resource teachers, and Facil (physical facilities) were significantly related to the assisting of students and teachers. The coefficients of these three variables were .300, .459 and .311 and they are statistically significant at .001 level.

From the regression analysis in Table 12, it can be noted that three of the predictor variables - Reltime, Facil and Paidstaff - had a significant influence on the work done in assisting students and teachers. The six predictors all combined to explain 28.6 per cent of the variance.

Among the predictors, Reltime (release time of the resource teacher) showed the most powerful influence. This predictor explained a large 22.4 per cent of the total explained variance of 28.6 per cent. This was not surprising for the trained professional with plenty of release time would be in the best position to improve the information services of a resource centre.

Table 11

Correlation Coefficients with Service V.
Assisting Students and Teachers

Independent Variable	Coefficient	Case Base
X ₁ Enrol	.300***	119
X ₂ Reltime	.459***	120
X ₃ Voltime	.140	123
X ₄ Paidstaff	.170	123
X ₅ Facil	.311***	124
X ₆ Dist	.169	124

***p < .001

X₁ = enrolment; X₂ = release time of resource teacher; X₃ = work done by volunteers; X₄ = work done by paid staff; X₅ = physical facilities; X₆ = support from district centre.

Table 12

Structural Coefficients for Service V - Assisting Students and Teachers

Dependent Variable - Service V					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₂	.145	.465	.004	14.587**	.224
X ₅	.131	.142	.085	2.385*	.033
X ₄	-.776	.142	.005	2.545*	.015
X ₃	.275	.109	.002	1.612	.010
X ₁	-.389	.073	.001	.337	.003
X ₆	.145	.018	.073	.039	.000
Multiple R Square = .286					

*p < .05

**p < .01

X₂ = release time of the resource teacher; X₅ = physical facilities; X₄ = work done by paid staff, X₃ = work done by volunteers; X₁ = enrolment; X₆ = support from the district centre.

Managing Audio-Visual Equipment

The factors affecting Service VI are presented in Tables 13 and 14. Service VI is managing or administering the services involving equipment. The correlation coefficients are shown in Table 13 while the regression analysis results are presented in Table 14.

Table 13 shows that three of the variables - Enrolment, Voltime, and Paidstaff - were strongly correlated with the managing of audio-visual equipment, p value .001. Also it can be noted that these three variables are very similar in their magnitude with coefficients of .314, .325, and .309.

The results of the regression analysis presented in Table 14 shows that three of the predictors - Enrol (enrolment), Reltime (release time of the resource teacher), and Dist (support from the district centre) - have statistically significant influences on the level of the services involving equipment. The five variables together explained 20.6 per cent of the variance in Service VI.

Table 14 also showed that Paidstaff (work done by paid staff) and Voltime (work done by volunteers) had a negative effect with Beta coefficients of $-.038$ and $-.012$. These findings are not statistically significant but show an interesting relationship between the work done by the support staff and the level of services in the management of equipment.

Table 13

Correlation Coefficients with Service VI
Managing Audio-Visual Equipment

Independent Variable	Coefficient	Case Base
X ₁ Enrol	.135	119
X ₂ Reltime	.314***	120
X ₃ Voltime	.065	123
X ₄ Paidstaff	.019	123
X ₅ Facil	.325***	124
X ₆ Dist	.309***	123

***p < .001

X₁ = enrolment; X₂ = release time of the resource teacher;
 X₃ = work done by volunteers; X₄ = work done by paid staff;
 X₅ = physical facilities; X₆ = support from district centre.

Table 14

Structural Coefficients for Service VI - Managing Audio-Visual Equipment

Dependent Variable - Service VI					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₅	.247	.188	.126	3.853**	.106
X ₂	.107	.242	.004	7.275**	.057
X ₆	.245	.221	.102	5.790**	.042
X ₄	-.294	-.038	.007	.195	.001
X ₃	-.423	-.012	.003	.018	.000
Multiple R-Square = .206					

**p < .01

X₅ = physical facilities; X₂ = release time of resource teacher; X₆ = support from the district centre; X₄ = work done by paid staff; X₃ = work done by volunteers.

Organizing and Directing the Support Staff

The findings for the independent variables affecting Service VII are presented in Tables 15 and 16. The correlation coefficients given in Table 15 show that four of the independent variables - Voltime, Facil, Dist, and Reltime - are statistically significant with coefficients of .344, .288, .191, and .173.

The results of the regression analysis are presented in Table 16. Only two variables - Voltime (work done by volunteers) and Facil (physical facilities) - have statistically significant influences on the level of the administration of the resource centre service. Together the five determinants explain 18.8 per cent of the variance.

From Table 16 it can be noted that Enrol (enrolment) has a negative effect on the level of Service VII with a Beta coefficient of $-.055$. Table 2 shows that the mean enrolment for the province's elementary schools with resource centres is 357 students. The data thus support the logical conclusion that schools with small enrolments make little use of support staff.

Also it can be noted that the work done by volunteers (Voltime) explains most of the variance, 12.1 per cent. From this finding it might be assumed that an increase in the work done by volunteers would increase the level of Service VII.

Table 15

Correlation Coefficients with Service VII -
Organizing and Directing Support Staff

Independent Variable	Coefficients	Case Base
X ₁ Enrol	.068	114
X ₂ Reltime	.173*	115
X ₃ Voltime	.340***	118
X ₄ Paidstaff	.010	118
X ₅ Facil	.288***	120
X ₆ Dist	.191*	120

*p < .05

**p < .01

***p < .001

X₁ = enrolment; X₂ = release time of the resource teacher;
 X₃ = work done by volunteers; X₄ = work done by paid staff;
 X₅ = physical facilities; X₆ = support from district centre.

Table 16

Structural Coefficients for Service VII - Organizing and Directing Support Staff

Dependent Variable - Service VII					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₃	.105	.302	.003	10.948**	.121
X ₅	.218	.170	.125	3.049*	.047
X ₂	.554	.129	.005	1.047	.008
X ₆	.631	.058	.105	.359	.004
X ₁	-.403	-.055	.001	.196	.001
Multiple R Square = .181					

*p < .05

**p < .01

X₃ = work done by volunteers; X₅ = physical facilities; X₂ = release time of resource teacher; X₆ = support from the district centre; X₁ = enrolment.

Maintaining Contacts with the Community

Table 17 and 18 present the findings on the factors which affect Service VIII, maintaining contacts with the community at large. The community at large includes public libraries, and government and private agencies.

In Table 17 it can be seen that one of the relationships Reltime (release time of the resource teacher) is statistically significant at .001 level. It should also be noted that Facil (physical facilities) and Dist (support from the district centre) are statistically significant at .01 level.

The regression analysis presented in Table 18 shows that there were two statistically significant determinants of maintaining contacts with the community. The most powerful influence on the level of Service VIII was the release time of the resource teacher, p value $< .01$. Also significant was the support from the district centre (Dist), p value $< .05$.

The release time of the resource teacher being the most important determinant with a Beta coefficient of .378 is interesting. It might be assumed from this finding that a resource teacher with a large proportion of release time from classroom teaching or administrative duties would be capable of making many contacts with people outside of the school in the community.

Table 17

Correlation Coefficients with Service VIII -
Maintaining Contacts with the Community at Large

Independent Variable	Coefficients	Case Base
X ₁ Enrol'	.129	117
X ₂ Reltime	.350***	119
X ₃ Voltime	.005	121
X ₄ Paidstaff	.101	121
X ₅ Facil	.240**	122
X ₆ Dist	.257**	121

**p < .01

***p < .001

X₁ = enrolment; X₂ = release time of the resource teacher;

X₃ = work done by volunteers; X₄ = work done by paid staff;

X₅ = physical facilities; X₆ = support from district centre.

Table 18

Structural Coefficients for Service VIII - Maintaining Contacts with the Community at Large

Dependent Variable - Service VIII					
Independent Variable	B Coefficient	Beta Coefficient	Standard Error	F	R ² Change
X ₂	.129	.378	.004	8.399**	.117
X ₆	.135	.156	.086	2.470*	.046
X ₅	.950	.092	.100	.896	.007
X ₁	-.782	-.133	.001	.979	.005
X ₄	.533	.089	.006	.863	.007
X ₃	-.970	-.035	.003	.144	.001
Multiple R Square = .183					

*p < .05

**p < .01

X₂ = release time of resource teacher; X₆ = support from the district centre;
 X₅ = physical facilities; X₁ = enrolment; X₄ = work done by paid staff; X₃ = work done by volunteers.

Secondary Question

The respondents were asked to rank the services offered in the resource centre in the order which they considered the services to be essential. With eight services, there were eight possible rankings. (See page 98 of Appendix A for the instructions given to the respondents)

The rankings were then related to the qualifications of the respondents. The purpose of this analysis was to see if the resource teachers with the higher qualifications would rank the resource centre services differently than those with lower qualifications. The findings are presented in Tables 19, 20, and 21.

The mean rankings of the four qualifications groups are presented in Table 19. The teachers with a professional degree in the resource centre area (G_4) ranked Service 3 (selecting and circulating materials) as the most important service. The other three qualifications groups gave it high rankings with means of 1.5, 2.52, and 2.33. This was also true of Service 5 (assisting students and teachers) which all four groups gave a high ranking.

The surprising group was G_1 (teacher certificate but no courses in the library/resource centre area). This group with the lowest qualifications ranked Service 4 (producing local materials) and Service 8 (maintaining contact with the community) much higher than the other three groups. The mean rankings for G_1 were 1.5 and 3.33.

Table 19

Means For Ratings For Each Qualification Group

Means

Groups	SE ₁	SE ₂	SE ₃	SE ₄	SE ₅	SE ₆	SE ₇	SE ₈
G ₁	4.00	6.00	1.5	2.00	2.67	7.00	8.00	3.33
G ₂	4.10	3.67	2.52	4.56	2.70	6.03	5.58	6.25
G ₃	4.29	3.69	2.33	5.07	2.41	5.79	5.43	7.00
G ₄	4.33	4.00	1.83	7.00	2.17	4.67	5.67	7.33

G₁ = no teacher certificate and no courses in the library/resource centre area;

G₂ = teacher certificate but no courses in the library/resource centre area;

G₃ = teacher certificate and courses in the library/resource centre area;

G₄ = teacher certificate and a professional degree in the library/resource centre area;

SE₁ = working with the principal and others; SE₂ = curriculum development;

SE₃ = selecting and circulating materials; SE₄ = producing local materials;

SE₅ = assisting students and teachers; SE₆ = managing audio-visual equipment;

SE₇ = organizing and directing support staff; SE₈ = maintaining contacts with community.

Table 20

Kendall's Coefficient Of Concordance For Each Of The Four Groups

Groups	Coefficient	Chi-Square	Significance	Observations
G ₁	.643*		.013	2
G ₂	.352	155.17	.000	63
G ₃	.422	124.01	.000	42
G ₄	.583	24.50	.001	6

* Kendall's tau used, as coefficient of concordance inappropriate for two groups of observations and, as a result, the chi-square was not used.

G₁ = no teacher certificate and no courses in the library/resource centre area;

G₂ = teacher certificate but no courses in the library/resource centre area;

G₃ = teacher certificate and courses in the library/resource area;

G₄ = teacher certificate and a professional degree in the library resource centre area.

To ascertain if the qualifications of the resource teachers made any difference in their rankings, Kendall's coefficient of concordance was used. This coefficient, according to Siegel (1956), has "special application in providing a standard method of ordering entities according to consensus where there is no objective order of the entities" (p.238). In this study, the orderings of the services are the entities and the consensus to be obtained is between the four qualifications groups.

Before comparing the four groups, it was necessary to compare the rankings within each of the four groups. The results show that the ratings within each of the four groups were significantly related. The results are presented in Table 20. It can be noted that all of the coefficients were significant at .01 level.

The mean rankings for each group were taken and analysed using Kendall's coefficient of concordance for the between groups comparison. In Table 21 the results of the study are presented.

To interpret the results, the value of W has to be examined. A high or significant value of W , according to Siegel (1956), may be interpreted as meaning the group "are applying essentially the same standard in ranking the N objects under study". (p.237)

Table 21

Kendall's Coefficient of Concordance for Four Groups

W	Chi-Square	Significance	Kendall's S
.7679	21.50	.003**	516.00

**p<.01

As can be seen from Table 21, the value of W was significant at .01 level. This means that there was no difference in the rankings of the four groups. The four separate qualifications groups were using the same criterion or standards in ranking the importance of each of the resource centre services. Thus, it was shown that the qualifications of the resource teachers did not affect their ratings of the importance of the resource centre services.

CHAPTER VI

INTERPRETATION

The purpose of this chapter is to interpret the findings presented in Chapter V. The Chapter is divided into a discussion of the major question and the secondary question.

The first part, the major question, discussed the findings related to the six major determinants of the level of resource centre services.

The second part of the chapter, the second question, examines the relationship between the resource teachers' qualifications and their rating of the importance of the resource centre services.

Major Question

The major question addresses itself to the relationship between the six factors and the level of resource centre services. In the stating of the hypotheses in Chapter II, the eight resource centre services were the eight dependent variables. This meant that there were forty-eight subhypotheses.

In view of the numbers, the procedure adopted in this chapter is to look at the effect that the independent variable has on the level of the resource centre services; second, to point to the statistically significant relationships between the determinant and the services.

Enrolment

General Hypothesis I There is no significant relationship between, on the one hand, the enrolment of an elementary school, and, on the other hand, the level of resource services.

In an attempt to determine the relationship between enrolment and the level of resource services, the general hypothesis was divided into eight subhypotheses by relating enrolment to each dependent variable, the components of resource service. The Pearson correlation coefficients showing the relationship between enrolment and each of these components of service are presented in Table 22.

Table 22
Pearson Correlation Coefficients for Enrolment

Ser 1	Ser 2	Ser 3	Ser 4	Ser 5	Ser 6	Ser 7	Ser 8
.010	.096	.209*	.079	.300***	.135	.068	.129

*p < .05

***p < .001

In general, the null hypothesis was rejected with respect to two of the eight services (the selection, organization, and circulation of materials and the information services provided) and was accepted with respect to the remaining six services. In other words, a significant relationship was found to exist between enrolment, on the one hand, and the selection, organization, and circulation of materials and the information services provided, on the other.

From the regression analysis tables presented in Chapter V, it can be seen that the relative effect of enrolment was not high when compared to the other independent variables. While the magnitude of the effect is not high, it is interesting to note that the services affected were those involving direct contact with students.

Physical Facilities

General Hypothesis II There is no significant relationship between, on the one hand, physical facilities, and, on the other hand, the level of resource services.

Table 23 shows the correlation coefficients between the physical facilities and the level of resource services. From the table it can be seen that there is a statistically significant relationship between this independent variable and each of the services.

Table 23
Pearson Correlation Coefficients for Physical Facilities

Ser 1	Ser 2	Ser 3	Ser 4	Ser 5	Ser 6	Ser 7	Ser 8
.218**	.216*	.299**	.220**	.311***	.325*	.288***	.240**

*p < .05

**p < .01

***p < .001

The regression analysis for two of the services, curriculum development and managing audio-visual equipment (Service II and VI), with Beta coefficients of .176 and .188 showed the

sizeable effect on the level of these services by physical facilities.

Of the eight services, all were found to be affected by physical facilities as shown in Table 23. Thus, the null hypothesis, that there is no significant relationship between physical facilities and the level of service, was rejected with respect to all eight services.

The emergence of this association is realistic for it seems that if the quality and size of the physical facilities improved, then the services of the centre would improve.

The Work Done by Paid Support Staff

General Hypothesis III There is no significant relationship between, on the one hand, the work done by paid support staff, and, on the other hand, the level of resource services.

The extent of support staff was divided into three factors: time spent by volunteers, time spent by paid staff, and time spent by resource teachers. The support staff was divided to determine the effect of each group on the level of services.

Generally, there was only a slight positive correlation between the work done by the paid support staff and the resource centre services. In Table 24 presented below, it can be seen that none of the services was significantly influenced by the work done by the paid support staff.

Table 24
Pearson Correlation Coefficients for the
Work Done by Paid Staff

Ser 1	Ser 2	Ser 3	Ser 4	Ser 5	Ser 6	Ser 7	Ser 8
.140	.045	.320***	.046	.140	.065	.340***	.005

***p < .001

Thus, it may be concluded that General Hypothesis III is accepted. The work of the paid support staff did not have a significant effect on the level of resource services.

An implication of the present study is that the work done by paid support staff does not increase the level of resource centre services. However, since the findings were based on only a small number of schools which had paid workers, the case for the increased use of paid support staff can still be argued.

The Work Done by Volunteers

General Hypothesis VI. There is no significant relationship between, on the one hand, the work done by volunteers, and, on the other hand, the level of resource services.

The work done by volunteers had a greater influence on the level of services than the work done by the paid staff. In

disaggregating the general hypothesis, two services were found to be significantly influenced by the work done by volunteers. Table 25 shows that a significant relationship was found to exist between the work done by volunteers and two of the services, Service III (the selection, organization, and circulation of materials) and Service VII (the administration of the resource centre). As a result, the null hypothesis was rejected for these two services and accepted for the other six services.

Table 25
Pearson Correlation Coefficients for
Work Done by Volunteers

Ser 1	Ser 2	Ser 3	Ser 4	Ser 5	Ser 6	Ser 7	Ser 8
.140	.045	.320***	.046	.140	.065	.340***	.005

***p < .001

The determinant, work done by volunteers, was shown in the regression analysis to have a significant effect on Service III (the selection, organization, and circulation of materials) and Service VII (the administration of the resource centre). This analysis seems to point to the usefulness of volunteers in the resource centre. The more routine tasks associated with these services, such as signing out materials and typing, can be adequately performed by volunteers. This help can allow the resource teacher to become more involved in other activities in the resource centre which require professional skill.

Support from the District Centre

General Hypothesis V There is no significant relationship between, on the one hand, the availability of support services from the district centre, and, on the other hand, the level of resource services.

Across the province there are still many districts without district resource centres (Newfoundland Task Force on Education, 1979). Still, an increasing number of districts are establishing district resource centres. This study investigated the effect of these district centres on the level of services within the individual school resource centres.

Based on the results of the statistically significant correlations, the null hypothesis was rejected with respect to six of the eight services and was accepted with respect to only two of the services. The availability of support services from the district centre significantly influenced Service I (the establishment, maintenance, and assessment of objectives), Service II (development of curriculum), Service IV (production of materials), Service VI (services involving equipment), Service VII (administration of the resource centre) and Service VIII (maintenance of contacts with the community at large).

The notations by the correlations in Table 26 show the significant relationships.

Table 26

Pearson Correlation Coefficients for the Availability
of Support Service from the District Centre

Ser 1	Ser 2	Ser 3	Ser 4	Ser 5	Ser 6	Ser 7	Ser 8
.398***	.246*	.146	.164*	.169	.309*	.191*	.257**

*p < .05

**p < .01

***p < .001

The regression analysis confirms the findings. Support from the district centre relative to the other variables, significantly influenced Services I, II, VI, and VIII with Beta coefficients of .368, .184, .221, and .156. The greatest effect was on Service I and Service II where the availability of support service from the district centre was the most significant determinant of the level of service.

These two services, Service I (establishment, maintenance, and assessment of objectives) and Service II (the active participation in the development of curriculum), involve the resource teacher working with other teachers and the school administrators. The findings of the study seem to point to the assistance that district personnel are giving resource teachers in establishing working relationships with other professionals and thereby improving these two services.

Release Time of the Resource Teacher

General Hypothesis VI There is no

significant relationship between, on the one hand, the proportion of release time allotted to the learning resource teacher, in the elementary resource centre, and, on the other hand, the level of resource services.

Many resource teachers have to work outside of the resource centre in the classroom teaching or performing other duties related to the administration of the school. The findings of the present study were that six of the eight specific resource services were statistically influenced by the proportion of release time allotted to the resource teacher. Thus, the null hypothesis was rejected for six of the eight services and accepted for two of the services.

In Table 27 we see that the proportion of the release time of the resource teacher was correlated with the selection, organization, and circulation of materials, the production of materials, the information services provided, the services involving equipment, the administration of the resource centre, and the maintenance of contacts with the community at large.

Table 26

Pearson Correlation Coefficients for the
Release Time of the Resource Teacher

Ser 1	Ser 2	Ser 3	Ser 4	Ser 5	Ser 6	Ser 7	Ser 8
.091	.019	.332***	.171*	.459***	.314*	.173*	.350***

*p < .05

**p < .01

***p < .001

In the regression analysis, the release time of the resource teacher had a statistically significant influence on four of the services, Service III (selection, organization, and circulation of materials), Service V (the information services provided), Service VI (the services involving equipment), and Service VIII (the maintenance of contact with the community at large). The Beta coefficients were .320, .314, .242, and .378. Thus, from the magnitude of these relationships, it can be shown that one of the most important influences on the level of resource services is the amount of release time that a resource teacher has.

Secondary Question

In research studies the qualifications of teachers are often related to their concepts of the education process. In the present study, an attempt was made to see if the qualifications of the resource teachers were correlated with the order in which they ranked the importance of the resource centre services.

General Hypothesis There is no relationship between the level of qualifications of the resource teachers and their perceptions of the importance of the different resource centre services.

The results are presented in Tables 19, 20, and 21. Kendall's coefficient of concordance was used for analysis purposes. In Table 21 we can see that Kendall's S is statistically significant, which means there was no difference in the ratings by the four groups.

These findings have shown that qualifications did not significantly influence the rating of the services. Thus, the null hypothesis was accepted.

The results were surprising. The author expected that the perception of resource teachers with higher qualifications would differ from that of resource teachers with lower qualifications.

CHAPTER VII

CONCLUSIONS AND DISCUSSION

The purpose of the study was to determine to what extent different factors influenced the levels of the resource centre services offered in elementary schools in Newfoundland and Labrador. Related to levels of service were six determinants, namely:

- (a) Enrolment
- (b) Physical facilities and space
- (c) Work done by paid staff
- (d) Work done by volunteers
- (e) Support from the district centre
- (f) Release time of the resource teacher.

The eight components of service suggested by Branscombe and Newsom (1977) became the eight dependent variables: the establishment, maintenance, and assessment of objectives of the resource centre; the active participation in the development of curriculum and the implementation of programs; the selection, organization, and circulation of materials; the production of materials; the information services provided; and the administration of the resource centre.

A set of hypotheses and sub-hypotheses was then constructed from these variables. The statistical techniques used were the Pearson product moment correlation and regression analysis. The correlation coefficients measured the one-to-one

association between independent and dependent variables while the regression analysis showed the relative effect of each determinant on each of the resource centre services.

In addition, a supplementary analysis was carried out to determine the effects of the respondent's qualifications on the ranking of the resource centre services.

The study supported the idea that resource centres with good physical facilities have higher levels of services. It was felt, however, that physical facilities was too general a term. Therefore, it is suggested that further research be conducted to see what improvements to physical facilities and space lead to improvements in levels of service.

In the present study the work done by paid staff did not seem to significantly influence the levels of most services. Reports in related literature stress the need for paid support staff. These findings are conflicting but there is a need for caution in interpreting the results of the immediate study. Due to the limited budgets of most schools throughout the province, it was difficult to find a large number of schools which employ paid staff. Thus, it is recommended that a study be undertaken at another time when a large sample is available to measure better the effects of the work done by this group.

The standards published by the AASL/AECT (1975) support the role of the district media centre in improving services. The findings of the present study were that the support of the district centre had a sizeable effect on the establishment,

maintenance, and assessment of objectives and curriculum development. These two areas included professional involvement on committees and working groups. With the support of the district centre the resource teachers were better able to develop an association with other teachers, administrators, and district personnel. As a result, they were able to influence changes in the learning process involving the resource centre.

The Educational Media Council of the NTA in 1977 called for the government to allocate a separate salary unit for a resource teacher in schools with over 250 students and a half-time salary unit for schools with less than this number. Resource teachers were shown in this study to be able to provide better service in many areas. The findings seem to support the request of the Educational Media Council, for it appears that the hiring of more full time resource teachers would increase the quality of resource centre services.

Further refinement is needed in the instrument used to collect data. This is especially true for the definition of terms. Many determinants are possibly too general in their scope. Also the services, it seems, could be divided into more particular components. It is therefore suggested that there is a need for future research into more specific ways of evaluating resource centre services at the school building level.

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APPENDIX A

Copy of the questionnaire

QUESTIONNAIRE
to
LIBRARIANS/RESOURCE TEACHERS

Questionnaire on the Study of the Services Offered in
Elementary School Resource Centres in Newfoundland and Labrador

Purpose of the Study

This study is a survey of the services offered in the elementary school resource centres in Newfoundland and Labrador. It is designed to investigate the following questions.

- (1) To what extent does the enrolment of an elementary school influence the resource centre services offered?
- (2) To what extent do the physical facilities affect the resource centre services offered?
- (3) Does an increase in the staff of the library/resource centre improve services offered?
- (4) Does the provision of support services at the district level help to improve the services offered at the school building level?

Definition of Terms

District Resource Centre The centre operated at the school district level to provide system-wide resource services such as the provision of a wide range of selection aids, a collection of instructional materials, production of instructional materials, and consultation and in service training of teachers.

Librarian/Resource Teacher The individual in charge of the library/resource centre.

Library/Resource Centre The centralized location in the school in which learning materials are provided, including print materials, or audio-

visual equipment and materials, or both.

Learning Materials Any materials included in the collection which may be print or non-print.

Paid Support Staff This group includes part and full-time typists, audio-visual technicians and other non-professional workers who are paid for the tasks they perform.

Physical Facilities The area designated as the library/resource centre and the facilities included to provide services such as tables, chairs, shelves, electrical outlets, and lighting fixtures.

Production The providing of locally-made materials to meet the specific objectives of the students and teachers in the individual schools.

Reports Included are reports on the total operations, collections, budgeting and programme improvements. These are compiled by the librarian/resource teacher, and often, are completed with the assistance of such groups as teacher advisory committees and district personnel.

Volunteers This group includes students, parents, and people from the community who perform various tasks in the resource centre. (without pay)

General Instructions

Please complete each section according to the instructions given. Approximations of the level of services and not completely accurate answers are expected. It is understood that you can make the best decision based on your experience in schools.

Section 1

General Information

Name of School _____

Address _____

Enrolment _____

Grades Included _____

The position of the person answering this questionnaire is

principal

vice-principal

classroom teacher

librarian/resource teacher

other (please specify) _____

☐
☐
☐
☐
☐

Section 2

Resource Centre Staff

Introductions

Please check the appropriate block or give the number or percentage?

1. Which of the following best describes you in relation to your library/resource centre?

no release time

some release time (State as a percentage)

☐

____%

full-time ☐

full-time with assistance from other librarians/
resource teachers (State number) ☐

2. Which of the following best describes your formal qualifications?

teacher certificate and a professional degree in
the library/resource centre area ☐

teacher certificate and courses in the library/
resource centre area ☐

teacher certificate but no courses in the library/
resource centre area ☐

no teacher certificate and no courses in the library/
resource centre area ☐

other (Please specify) ☐

Instructions

Please note that you are not expected to give the actual numbers of support staff. These numbers would not be meaningful for most support staff are part-time and the length of time they work varies from school to school. To ascertain the amount of time they collectively spend at various functions, their duties shall be defined in terms of full-time equivalents.

A full-time equivalent should be taken to mean 35 hours a week. For example, 7 students who work an average of 5 hours a week would be equivalent to one full-time person.

Please try to approximate and combine all the work done by the support staff and express this in terms of work done by a full-time worker.

3. Which of the following best describes the work done by your volunteers in terms of full-time jobs?

no volunteers ☐

volunteer help equal to part of a full-time job (State as a percentage) ☐

volunteer help equal to one full-time job ☐

volunteer help equal to more than one full-time job (State number) ☐

4. Which of the following best describes the combined work done by all your paid staff in terms of a full-time job?

no paid staff ☐

work done is equal to part of a full-time job (State as a percentage) ☐

one full-time paid worker ☐

more than one full-time paid worker (State number) ☐

Section 3

Facilities and District Services

Instructions

Please note the following by circling the appropriate number on the following 5-point scale.

5 - Excellent

4 - Very Good

3 - Good

2 - Fair

1 - Poor or missing

1. Which of the following best describes the extent to which you have space and physical facilities to provide service? 1 2 3 4 5
2. Which of the following best describes the extent to which you receive support from the district centre? 1 2 3 4 5

Section 4

Resource Centre Services

Instructions

As a librarian/resource teacher, you are influenced by many factors in your effort to provide services. Some of these factors such as facilities, the extent of support staff, and the support from the district are often beyond your control.

In the light of these factors, describe to what extent you are able to provide the services. Please circle the appropriate number on the following 5-point scale.

- 5 - Great deal
- 4 - Quite frequently
- 3 - Occasionally
- 2 - A little
- 1 - Not at all

1. Working with the district personnel, the principal, and other teachers in preparing reports and developing programs to improve service. 1 2 3 4 5
2. Assisting in the development of curriculum in the school. 1 2 3 4 5
3. Selection, organizing and circulating materials. 1 2 3 4 5

- | | |
|--|-----------|
| 4. Producing or helping to produce local materials to meet the needs of teachers and students. | 1 2 3 4 5 |
| 5. Giving assistance to students and teachers in looking for information. | 1 2 3 4 5 |
| 6. Managing audio-visual equipment including the supervising of the lending. | 1 2 3 4 5 |
| 7. Organizing and directing the support staff. | 1 2 3 4 5 |
| 8. Maintaining contacts with the community at large, i.e. public libraries, government agencies and museums. | 1 2 3 4 5 |

Instructions

Below are listed eight services which libraries/resource centres provide. Please rank them in the order in which you think they are essential. For example, mark 1 in the block after the service you consider most important, and 8 in the block after the service you consider least important.

Working with the district personnel, the principal, and other teachers in preparing reports and developing programs to improve service.

☐

Assisting in the development of curriculum in the school.

☐

Selecting, organizing and circulating materials.

☐

Producing or helping to produce local materials to meet the needs of teachers and students.

☐

Giving assistance to students and teachers in looking for information.

☐

Managing audio-visual equipment including the supervising of lending.

☐

Organizing and directing the support staff.

☐

Maintaining contact with the community at large, i.e. public libraries, government agencies, and museums.

☐

Thank You For Your Cooperation

APPENDIX B

Copy of letter to
school principals



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1B 3X8

Telex: 016-4101

Telephone: (709) 753-1200

January 15, 1979

Dear Sir:

As part of the requirements for my Master's degree in Curriculum and Instruction, I am conducting a study of the services offered in the elementary school libraries/resource centres in the Province.

I have the approval of Dr. G. Fizzard, Director of the Audio Visual Centre, to complete this study. It is hoped that the questionnaire will supply useful information on the practices of schools with libraries.

If you have a centralized school library and an individual who is responsible, could you please forward the questionnaire to them. If, however, your school does not have a centralized library, could you please check the block at the bottom of the page and return only the letter. Your cooperation would be deeply appreciated.

Yours truly,

Kevin G. Marrie

Our school does not have a centralized library

☐

APPENDIX C

Copy of follow-up letter



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1B 3X8

Telex: 016-4101

Telephone: (709) 753-1200

February 7, 1979

Dear Sir:

On January 15 you received a questionnaire on Elementary School Library Service in the Province. The data obtained from the questionnaire is needed to complete a study of the factors influencing school library service.

During the past few weeks the response from principals and librarians has been favourable. This is encouraging for, as you know, as many returns as possible are needed. Unfortunately, however, there are still many who have not responded. If you have not replied, would you please take time from your busy schedule to complete the questionnaire.

If you have already responded, please accept my sincere thanks for your co-operation.

Yours truly,

Kevin G. Marrie



