

AN INVESTIGATION INTO THE CONTRIBUTION
OF SELECTED FACTORS TO THE SATISFACTION
OF USERS WITH PUBLIC AND COMBINATION
SCHOOL/PUBLIC LIBRARIES IN NEWFOUNDLAND

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AN INVESTIGATION INTO THE CONTRIBUTION
OF SELECTED FACTORS TO THE SATISFACTION OF USERS WITH PUBLIC
AND COMBINATION SCHOOL/PUBLIC LIBRARIES IN NEWFOUNDLAND

by



Douglas Jackman

A Thesis submitted in partial fulfillment
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ABSTRACT

This study was designed to determine the contribution of selected factors to the satisfaction of users of public and combination school/public libraries in Newfoundland. The main purpose of the investigation was to determine if the satisfaction of adult users of public libraries differed significantly with the satisfaction of adult users of combination school/public libraries.

The data for the study were obtained through a structured interview based on a questionnaire. Interviews were conducted in a community with a public library and a community with a combination school/public library. The questionnaire dealt with the following: (1) characteristics of the people interviewed; (2) users' satisfaction with selected aspects of their respective library; (3) respondents' views on combination school/public as a means of providing library services to rural Newfoundland; and (4) non-users' reasons for not using the library in their community.

An analysis of the data showed that adult users' overall satisfaction with a combination school/public library was not significantly different from adult users' overall satisfaction with a public library. There was no significant difference between the two groups' satisfaction with library hours, and atmosphere and surroundings. However, the users of the public library indicated a greater degree of satisfaction with the

library's collection than did the users of the combination school/public library.

The respondents were asked to express their attitude toward the idea of having combination school/public libraries provide library services to rural Newfoundland. There was no statistically significant difference expressed toward this idea in the community with a public library and the community with the combination school/public library.

The researcher tested to determine if the library's collection, type of library, atmosphere of the library, distance users lived from the library, library hours, and users' level of education, sex, and age were statistically significant factors in determining users' overall satisfaction with library services. It was found that all of these variables except library hours had significant influence on users' overall degree of satisfaction with library services. The two most powerful contributors to users' overall satisfaction were the library's collection and users' level of education.

An important recommendation emanating from the study is: a study should be completed to determine the significant factors that influence users' satisfaction with both public and combination school/public libraries.

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CHAPTER 1

INTRODUCTION

In Newfoundland and Labrador there are eleven "combination school/public libraries," or libraries that serve both as public libraries and school libraries. Ten of these combination school/public libraries are located in schools. Churchill Falls library is the exception, with the combined facilities located within the community center which contains the school, stores, and other community organizations.

This study was undertaken primarily in an attempt to learn the effects that the combination of a school and public library within a school has on library services offered to adults. For the study a comparison was made of two communities, one with a separate public library and one with a combination school/public library, with regard to the adult public's degree of satisfaction with library services in each community.

The initial prompting for the study was created by the Newfoundland Public Library Services Annual Report 1976-77 (Newfoundland Public Library Services, 1977) which stated that "the Board adopted a policy to discontinue future arrangements of joint school/public libraries (p.3)." The reason for this decision apparently was based on the conclusion that the adult public may not be well served by combination school/public libraries. Because of this decision, a means of organizing and administering library services to Newfoundland communities with limited financial

2
support and small populations may be non-existent in the future.

Background to the Study

As background to this study, the researcher will briefly trace the history of public and school libraries in Newfoundland, and examine the relationship of public libraries with the schools in the province.

The history of public libraries in Newfoundland is relatively short, and that of school libraries is shorter.

It has been fifty-five years since the first organized library service in Newfoundland came into effect. The Travelling Library Service was initiated in 1926. Rowe (1964) indicated that this library consisted of "about 7,000 books that were sent to adult groups and schools upon request (p.193)."

In 1935 the government of Newfoundland passed a Public Libraries Act, which authorized the creation of a Public Libraries Board to create and administer a public library for St. John's. It appears the Board was determined to expand library services. In 1936 the Gosling Memorial Library was opened in St. John's. By 1942 there was created a system of libraries, which consisted of a central library located at St. John's and a province-wide regional system. By 1958 "fifty libraries had been established of which thirty-two were serving nearby communities (Rowe, 1964, p.194)."

Today the public library services in Newfoundland continues to

expand. There are now 105 public libraries situated throughout Newfoundland and Labrador. Other services, such as books-by-mail, inter-library loans, and bookmobiles are offered.

Throughout its existence, the public libraries' main public has been school children. Just as with the Travelling Library, the Regional Library Service has been used mainly by school children. For most of its existence, the public libraries have come under the Department of Education and the use of libraries by schools was encouraged by the Department. As Healy (1975) noted:

this is probably due to publicity about the service directed at teachers through the Department of Education Newsletters. Most issues of this throughout the 1950's and 1960's contain some mention of either the Travelling or Regional Services provided by the Public Libraries Board and how teachers could make use of them. (p.7)

While the Public Libraries Board made a contribution to providing schools with resources, there may have been also a negative aspect to the service. Healy (1975) pointed out that the Board's help "had the negative albeit unintentional effect of discouraging schools from making greater efforts to service their own library facilities (p.9)."

It should be noted, however, that the Public Libraries Board encouraged the government to provide school libraries. Prior to 1958 there were few school libraries in the province. In that year the government provided schools with library grants. Schools with one to three rooms received fifty dollars per year for libraries; those with four to ten rooms received one hundred dollars; and schools with more than ten classrooms received two hundred dollars. Often

applications for grants were not made, and during 1964-1965, 37.1% of Newfoundland schools ignored the grant (Grolier, 1967).

By 1974 schools could receive seven dollars per pupil for libraries. However, Butler (1975) reported that 34 of 65 schools surveyed in Newfoundland spent less than one dollar per child on printed materials. One can speculate that some reasons for the low amount spent for printed materials were: (1) part of the allocation was spent on non-print, (2) school boards had what they considered to be more pressing need for the money, and (3) teachers may not have trained students to rely on information other than their textbooks.

In 1969 the Public Libraries Board became involved with combination school/public libraries. The first such library was at Churchill Falls, where the library was established as part of a town complex that contains shops, hotel, etc. Within six years ten other combination school/public libraries were operating, all of them within schools. Penney (1977) indicated these libraries were at:

- (1) Port Au Port West
- (2) Lourdes
- (3) Lark Harbour
- (4) Codroy Valley
- (5) Bay St. George
- (6) Sop's Arm
- (7) Foggy
- (8) Carmanville
- (9) Glovertown
- (10) Twillingate

As indicated earlier, the Public Libraries Board has discontinued the practice of combining school and public libraries. While many schools are obtaining good school libraries, one can expect the school children to continue to be a popular clientele of the public library.

Need for the Study

The need for this study rests with its contribution of empirical data to the area of combination school/public libraries. The Public Libraries Board has made a decision not to establish more combination school/public libraries in Newfoundland. Presumably, if the question of public acceptance of combination school/public libraries is raised in the future, individuals, organizations and the public in general should find a study such as this helpful in determining where they stand on the issue.

There has been little research carried out on this type of library service. Although Newfoundland did not experiment with combination libraries until the early 1970's, the time for research may now be ripe. Lack of research on this topic is not peculiar to Newfoundland: Amey (1976) noted that in Canada "the Sir Winston Churchill Combination Library in Calgary is one of the rare examples in all the literature of a combination library which has been subjected to considerable systematic study (p. 263)." The Office of Library Services, State of Hawaii (1976) indicated that research on combination or community libraries was limited.

Documents and statements on file contain little valid and substantive data; objectives are vague, generalized, lacking in priorities, measurable criteria (primary and qualitative) and evaluative processes. (p.1)

Also, an important question needs to be answered: Should public libraries be located in public schools? It appears from a survey of the literature that for the most part, the general public does not receive adequate library services from combination libraries. However, many of these studies were conducted in urban areas. In Newfoundland and Labrador with its large number of communities with populations less than two thousand, the situation may be different. There are reports now that indicate combination libraries are workable in communities with less than ten thousand people (Jones, 1973; Kitchens, 1975; Office of Library Services, State of Hawaii, 1976). The concept of combination libraries may not be universally workable, but may be workable in small rural settings.

Purpose of the Study

The purpose of the study was to gather data related to the degree of satisfaction with library services of adult users of combination school/public libraries and that of adult users of separate public libraries. Specifically, the study was designed to see if the two groups' satisfaction differed significantly. The data gathered for the study were used to answer the questions as stated in Chapter 3.

Definition of Terms

The following terms are defined as they apply to this study:

Combination School/Public Library - A single facility in a school that serves the public and the school. Both the school and the Public Libraries Board contribute to the collection.

Separate Public Library - A library that operates from a single facility and serves the general public. It is under the total control of the Public Libraries Board.

Public Libraries Board - A Board appointed by the Government of Newfoundland to create and administer public libraries.

Rural Newfoundland - Those communities in Newfoundland with less than 5,000 population.

Scope and Limitations

1. This study is restricted to the adult public's satisfaction with library services in two communities, one with a combination school/public library and one with a separate public library. Caution would have to be exercised in generalizing conclusions to other communities as there exists the possibility of differences between these communities and other communities.
2. Information is sought only on factors thought to be the most significant in determining library use. There exists the possibility that a cumulation of other factors may have a significant effect on library use.

3. The study did not examine the views of students toward combination school/public libraries and separate libraries. Students make up a large part of the public libraries' public.

Organization of the Study

Chapter 1 has been an introduction to the study. Therefore the background, need, purpose, definition of terms, and limitations of the study have been dealt with. Chapter 2 is a review of the research literature related to the study. Chapter 3 presents the problem and the methodology. The collection and treatment of the data is presented in Chapter 4. In Chapter 5 the data obtained from the questionnaires are analyzed and the findings are reported. Chapter 6 is a summarization of the study, and includes conclusions and recommendations.

CHAPTER 2

REVIEW OF RELATED RESEARCH LITERATURE

It was earlier noted in Chapter 1 that there is much literature dealing with school and public library cooperation, but there has been a relatively small amount of research work completed that deals exclusively with combination school/public libraries. The research literature reviewed in this chapter will deal only with studies directly concerned with combination libraries.

United States Studies Related to Combination School/Public Libraries

A significant study on combination libraries in the United States, The School-Housed Public Library - A Survey, was completed by Ruth M. White (1963). The aim of the study was to answer the question: "Should a public library or its branches be located in the school (White, 1963, p.111)?" To answer the question, a questionnaire was designed to compare adult services offered by the independently housed branches and branches situated in schools. The questionnaires were completed by the librarians.

The questionnaire asked questions concerning book budgets, the location of the branch, statistics for the size of the book collection, circulation, hours and staff, check list of 25 book titles, 15 reference titles, and 20 magazines (all adult), and services

to adults and schools. Also, the respondents were asked to express the effects the location of the school had on library usage by adults.

Responses from the questionnaires were nearly unanimously against locating public libraries or branches in public schools. One of the major objections was the geographical location of schools. The following arguments were presented:

- (1) Schools were located away from the major business areas, and public libraries would have served their public better if they were where the people were (for example, shopping malls).
- (2) It was difficult to convince people that although the library was located in the school, it was indeed a public library.
- (3) A public library located in one school cut off regular access and equal service to other schools.
- (4) A public library located in a school gave rise to overcrowding and noisiness from students.
- (5) The public library was often poorly located within the school. They were sometimes found in the basement, on the second floor, or in the back of the building.

The respondents gave many insights into other problems that combination libraries may experience. They recognized that public libraries should serve students, but students represent only one segment of the total clientele. The purpose of the public library is to serve the whole population. But school libraries tend to be geared to the

curriculum and it was indicated when public libraries were located in schools, the school expected the school and curriculum needs to take priority.

It was realized the book collections of the school-housed public libraries were generally not large enough and broad enough to serve the adult public well. It was assumed that since the libraries were situated in schools there tended to be more juvenile literature purchased. Another explanation was quite often there was lack of space and so the collections were kept small.

Responses to the questionnaire indicated that the service provided to adults by the school-housed public library was below that offered by independently housed libraries. For instance, 21.2% of the school-housed branches did not have a telephone, whereas nearly all the independently housed libraries had telephones. It was learned that many of the school-housed libraries did not provide information over the telephone as did the independently housed libraries.

The independently housed branches reported 29.7% offered discussion groups or other adult programs. Only 8.9% of the school-housed libraries provided this service. It was also pointed out that the librarians in the school-housed libraries did not take part in community activities as did the librarians from the independently housed libraries. The librarians from the school-housed libraries tended to be drawn to school related activities such as giving book talks to P.T.A. groups.

There were no great discrepancies in the time the two types of libraries surveyed were open to the public. In most cases both

independent libraries and school-housed libraries served both adults and children whenever the libraries were open.

The area of maintenance and day-to-day running of the facility was not a problem. The accepted arrangement had generally been that the school provided the space, furniture, light, heat and janitorial service while the public library provided staff, books and other library materials.

An area of administrative difficulty was the small area provided in some schools for the public library's use. Often the school scheduled library classes for its students, and a problem was created because of the lack of space. In some cases, the needs of the school became so great there became a serious imbalance between the two purposes of the combined library.

Staffing in some cases presented a problem. Although public librarians were trained to work with children and adults, they were not trained to work with teachers as they would have if they worked in a school-housed library. Public librarians were well versed in adult and public library problems, but they lacked training in such areas as educational psychology, teaching materials and school library problems.

White (1963) indicated that one of the chief arguments for combining libraries is the potential savings because two libraries meant a wasteful and unnecessary duplication of books. However, White found that librarians need more materials rather than less because of the pressure adults and students placed on the same collection.

White's survey showed that the majority of librarians from school-housed main libraries did not favour combining school and public

libraries. Also, a survey of directors and librarians of 52 public libraries with branches in schools did not favour combination.

34 library directors and 33 branch librarians (72 percent) did not recommend locating public library branches in schools; 8 library directors and 5 branch librarians (14 percent) said location was possible under certain conditions; 6 branch librarians (6.5 percent), but no directors recommended the combination; 4 library directors and 3 branch librarians (7.5 percent) were not unfavourable but did not definitely recommend locating the public library branch in a school. (White, 1963, p.3)

The study indicated to public librarians that it is inadvisable to locate public libraries in schools.

C. Payne Ungar (1975) completed a study, The School-Housed Public Library Revisited, which is actually in large part a resurvey of White's respondents. The basic question dealt with in this study was: "Since the school-housed public library was less than satisfactory to most of White's respondents, would there be a move away from this kind of situation when the possibility might arise (Ungar, 1975, p.2)?"

The survey depended on two questionnaires. The first questionnaire was sent to libraries that had discontinued school-housed public library services, and the second questionnaire was sent to those libraries that continued to be school-housed public libraries. The first 19 questions on each questionnaire were identical and dealt with size of collection, staff, hours of service, budget, and programs offered. The first questionnaire also sought to find out the circumstances for discontinuing school-housed public libraries. The second questionnaire sought to find out about the use of the school-housed public library by adult patrons and school related use of the library.

The researcher located 25 public libraries that had moved from schools. Seven of these completed the first questionnaire.

It appears the move from the schools resulted from the burgeoning financial support for educational facilities and public library construction. The seven libraries that answered the first questionnaire gave the following as the main reasons for the move:

- (1) Space was provided in a new town center which was a shopping area. The collection at the school was small and over taxed.
- (2) The school needed more space.
- (3) Growth of the school put too much demand on the library.
- (4) The school received a grant to obtain a resource center.
- (5) The public library received money for the construction of their own building.
- (6) Circulation was poor and it was decided that the school-housed library was a waste of staff and material.

The questionnaires from school-housed public libraries indicated that the libraries' operations may have been handicapped by the location of the schools. Of the respondents to a question on location, 42% indicated they had heard no objections from adult patrons about the school location. Others indicated that parking, only one entrance, school environment and hours of opening caused problems. Twenty-two libraries responding to the question on location indicated more adults would use the library if it were not located in a school, while ten indicated no more would use it.

The study did not support a popular belief that book selection in school-housed public libraries favour the acquisition of juvenile literature. Of the 34 libraries surveyed, "fifteen libraries were found

to own more adult books than juvenile books, while only five of these libraries circulate more adult books than juvenile (Ungar, p.36)?" It can be speculated that while the greater percentage of circulation in school-housed public libraries is with students, the adult collection is not necessarily downgraded because of this.

Ungar's study was valuable because she endeavoured to determine how the school-housed public library functioned as a school library. This was unlike most studies because they dealt exclusively with how combination libraries functioned as public libraries.

It was found that adults and preschoolers did not disrupt students in the use of the library. In the survey, librarians who indicated preschoolers were disruptive to the students in the use of the library did not comment on it in strongly negative terms. Librarians helped avoid potential conflict by scheduling story hours for times when schools were not in session or the story hours were held in rooms other than the libraries.

The use of audiovisual equipment and materials was generally the aspect of the school library or media center that differentiated it from the traditional public library. However, it was found that circulation of the audiovisual materials and equipment was often limited. For instance, certain libraries only circulated the materials within the school, and some circulated only to the public. It appears that in this area of library service it would be difficult for the library at the same time to provide audiovisual materials for school use and to have a liberal loan policy for the public. Schools use audiovisual

materials to fit the curriculum needs and this could take precedence over loans to the public.

The librarians were asked whether or not they would recommend the school-housed public library to other libraries in similar situations. Of the 34 respondents, three said they would not recommend it but no comments were given. Of the remaining 31, nine gave mainly positive comments, and 11 gave mixed reactions. This result suggests that in certain areas the school-housed public library could serve as an alternative to other types of library service.

Ewa Beach: Community School Library Project Report (Office of Library Services, State of Hawaii, 1976) was a survey carried out "to assess the strengths and weaknesses, based on the analysis of user reactions and staff experiences of services rendered at Ewa Beach Community-School Library (p.1)." The library was established in 1971 as a demonstration project to utilize total media resources and to serve through a single facility students, teachers, and residents of Ewa Beach and surrounding area.

In March, 1974 a "use survey" was conducted as part of the overall evaluation of the library. A questionnaire was completed by students and non-students. Also, staff interviews were conducted, and comments about the library were solicited without questions submitted.

From the questionnaire it was found that use of the library by the community and high school students was equal while the use by elementary and intermediate students was lower. The people who indicated they did not use the library were generally newcomers to the area. It was found that the library was used as much as was warranted by the size

of the population it served. Looking back to the time that the library was opened, it was found that community use was minimal until the staff promoted the library.

The users of the community library were satisfied with the availability of materials. Sixty-four percent of the respondents indicated they found what they needed or a suitable substitute at the library. Only two percent were displeased with the collection. The respondents rated the availability of staff service as satisfactory. Satisfaction was also shown toward the site of the library and the physical facility. Ninety-eight percent of the respondents indicated they liked the community-school library. The most common complaint against the library was its noisiness. Considering the overall responses to the questionnaire, it can be said that the Ewa Beach community-school library was serving its users well.

In addition to the questionnaire, staff reactions were sought. Their main concerns were:

- (1) The concept of community-school library was not well defined.
- (2) The library received a greater portion of use by students.
- (3) The administrator of such a facility should be a trained librarian.
- (4) There was a need for more audiovisual software and hardware.

Based on the study, it was concluded that "the community-school library total media service concept is workable and should be accepted (Office of Library Services, 1976, p.34)" With some changes, it was indicated that the idea could work elsewhere.

Kahuku Community School Library is similar to that of Ewa Beach.

It was set up as a model to test the effectiveness of community-school libraries. The Kahuku Community-School Library Project Report (Office of Library Services, 1976) emanated from a survey carried out to assess the strengths and weaknesses of the library. Community and teacher questionnaires were prepared and an attempt was made to reach all segments of the community. Also, staff and community interviews were conducted.

From the responses to the questionnaire it can be concluded that the users were satisfied with the library collection, staff service and facilities. There were indications that conflict of use between students and adults was kept to a minimum. Adults gave a high priority for evening hours while students like late afternoon hours. Forty-eight percent of the respondents found the library hours convenient, but it was shown that Saturday hours were desired. Interviews and staff comments showed the following concerns:

- (1) A larger staff was needed.
- (2) There was a desire by teachers and staff that clear, written guidelines be developed to aid in the administration of the community-school library.
- (3) Students created noise and discipline problems.
- (4) The location of the library on school grounds created problems such as loitering and parking difficulty.

Based on this study, it was concluded that the community-school library's total media concept is workable. The committee that carried out the study suggested the idea be retained and improvements made where necessary.

Canadian Studies Related to ,
Combination School/Public Libraries

Ken Haycock (1973) in The School Media/Center and the Public Library: Combination or Cooperation presented a case for not combining school and public libraries. He argued that the roles of the two institutions were different, and should not be combined but work to complement each other. Haycock (1973) contrasted the roles of the public library and the school media/center:

The public library's primary role is to facilitate the informal self-education of the individual from the preschooler to the senior citizen. These needs and interests may be informational, of a research nature, recreational, and cultural and recreational activities of clubs and community organizations.

The school library media center, on the other hand, is designed as an integral part of the instructional system to teach the students how to learn on his own, how to locate, analyze and evaluate information through planned experiences teaching research and library skills and listening and viewing skills (p.2)

The different purposes and methods of operation were presented in various ways. For instance, the location of the facilities is considered important. The public library is a voluntary institution and must be easily accessible to the majority of the population. Haycock stressed that inadequate public library facilities at the center of the town was better than a shared facility removed from a central point. The school library demanded a central location but within the school. This central location in a school may not be easily accessible to the general public.

The two institutions require different collections of materials. The resources of a school media center "are vital when they have been selected after the classroom teacher and the teacher-librarian have planned a program using media center services....Materials must have a

planned destiny in the instructional program (Haycock, 1973, p.2)."

The public library collection has to appeal to the varied needs of the whole community. The public library collection can only supplement, not replace the school collection.

Haycock sited several problems with combination school/public libraries. Sometimes teachers put blocs of books on reserve for students and this interfered with public use. The question of whether or not the audiovisual materials provided to the school should be circulated to the general public presents problems. In many schools, filmstrips, tapes, and records can be borrowed by the students only. The hours of use by the general public can be limited in a combination school/public library. For instance, if there were a strong school program, afternoon use of the library by students became heavy. Also, afternoons can be a prime time for the use of the public library by the general public. Students may prevent leisurely browsing and selection of materials by the general public.

However, if the public/school library is to be a reality, Haycock claims a wealth of research and experience has provided some criteria for successful combination. He wrote:

The school must be central as the focal point of the community and within walking distance of most of the population that it serves; the design of the facility must be suitable for both functions in size and service, including an outside entrance; the public library must be part of a larger system such as a county or regional library for consulting and reference services, inter-library loan and co-operation and tie-in to a national and international network and thus not in an inferior position to the better supported school library; there must be a clear definition of the role of public and school library service in the local community; during the school day only the school population is

served; elementary schools only should be considered due to the inordinate demands placed by secondary school programs and students; there must be no censorship since the collection is to reflect the reading tastes of the adult community not the teachers and students; this a phase of development only and subject to annual revision and/or renewal. (Haycock, 1973, p.10)

In 1970 the Calgary Public School Board and the Calgary Public Library Board agreed that the library in the Sir Winston Churchill High School would become a combination school/public library and thereby serve the school staff and students and also the general public in the vicinity.

The Community Library: A Study of the Sir Winston Churchill Community Library by T.E. Giles and J.A. Siqueira (1973) was a systematic study, and attempted to test the performance of a combination library. The purpose of the study was "to gather sufficient information so that recommendations could be made relative to the continuation, modification or termination of this joint library operation (p.8)." To obtain this information, staff, student and community reactions were gathered by means of questionnaires. Also, interviews were held, visitations made and research reports studied.

A student questionnaire was given to the total enrollment of 1,010. Eighty-nine percent of the students, in replying to a question on satisfaction with the library, said they were satisfied or very satisfied with the facility both as a school library and as a public library. Fifty percent of the students indicated that there was some difficulty in obtaining books.

When asked the type of school-public organization they would prefer, the students had mixed reactions. 24.5% indicated that they preferred

retaining the present arrangement and 13.1% favoured several combination school/public libraries in the region. 6.4% suggested other arrangements while 3% made no reply. In general, it can be concluded that at the time of the survey, the students were quite supportive of the Sir Winston Churchill Community Library.

A questionnaire was sent to all teachers, the librarian, and administrative staff of schools in the vicinity. One question was: "How do you feel this library serves your student population?"

The reactions of the teachers and administrative staff who responded are shown in Table 1.

TABLE 1

RESPONSES OF TEACHERS & ADMINISTRATORS CONCERNING SERVICE
OF THE SIR WINSTON CHURCHILL COMMUNITY LIBRARY TO STUDENTS

	Teachers	Administrators	Total
Very Satisfied	37.9%	0.0%	26.8%
Satisfied	44.8%	44.4%	41.5%
Unsatisfied	13.8%	55.6%	22.0%
No Reply	3.4%	0.0%	9.8%
Totals	99.9%	100.0%	100.1%

The results show that approximately two-thirds of the respondents indicated the library served the students well. However, the greater extent of satisfaction was with the teaching staff as compared with the administration. Also, 61% of the staff indicated that the library served the students as well, or better than, other high school libraries in Calgary.

Over one-half of the teachers revealed that the public benefited most from the combined operations or that there were equal benefits to both the public and students. Other staff concerns were: the public library detracted from the school library, the public hours should not be extended more into school hours, periodicals and pamphlets should not be loaned to the public, and the public was too often borrowing books that students required for their studies. Slightly more than half of the staff recommended that the public library be separated from the school library.

Questionnaires were mailed to a random sample of households in the Sir Winston Churchill Library area. Responses showed that nearly one third of the visits to the library were primarily to borrow books and the next major reason was to seek information without borrowing books. However, during public hour use the main public was students. Their use of the facilities was to seek information and to use the library for study and homework.

Of the respondents using the library, 69% indicated they were satisfied or very satisfied with the Sir Winston Churchill Community Library as a public library. Some of the respondents were "non-visiting adults." Fifty-four percent of the non-visiting adults indicated that the library was as good as other branch libraries whereas 83% of the users indicated that it was as good as other branch libraries. Seventy-one percent of the users also perceived that the library's value was increased because of the school's books while 47% of the non-visiting adult group felt the same way.

The majority of respondents agreed that they could not use the library more if the hours were extended. Seventy-one percent responded they would not make greater use of the facility if it were located away from the school.

To support the favour toward the library, 64% of the respondents indicated that the retention of the present arrangement was preferable. Ten percent of the respondents indicated that they did not know the library existed. Some respondents made suggestions for improvement but overall the comments were generally supportive.

Based on the findings, it was recommended that the Sir Winston Churchill Library continue to serve the whole community-school and public.

A study of ten combination school/public libraries in Newfoundland was carried out in 1976, and the results were reported in Results of the School/Public Library Survey by Pearce J. Penney (1977). The study was presented to the Public Library Board of Newfoundland and Labrador to help determine if joint library services between schools and public libraries located in schools provided adequate services to its clientele. Also, the survey was designed to reveal the attitude of the people toward the system.

One thousand questionnaires were sent to 10 communities with combination school/public libraries. The librarians were instructed to distribute the questionnaires to teachers, Grade XI students, adult users of the libraries, and adult non-users. Four hundred and sixty-four questionnaires were returned for a 46.4% response.

Penney indicated the results were confusing because "36.8% felt that the public library could perform a more valuable service to the community if it were a separate unit located outside the school; whereas on the other hand 20.2% disagreed with a combination school and public library located in the school (p.3)."

Some results derived from the questionnaires are shown in Table 2.

TABLE 2
RESPONSES OF THE PUBLIC TO QUESTIONS
CONCERNING COMBINATION SCHOOL/PUBLIC LIBRARIES IN NEWFOUNDLAND

Questions	Responses	
	Yes	No
Do you think adults are reluctant to use the combination library for fear of intrusion?	42.6%	56.4%
Do students receive a better service from a combination library?	80.8%	14.8%
Do combination school libraries offer a better collection?	77.8%	15.0%
Do you agree with a combination library located in the school?	76.2%	20.27%

Penney concluded that it was difficult to draw definitive conclusions from the questionnaire. However, the results do not suggest a strong feeling against combination school/public libraries.

SUMMARY

This chapter has supplied evidence indicating that combination school/public libraries have experienced both successes and failures. Throughout the chapter, an attempt has been made to present an overview of the research literature to help individuals, organizations and the public in general to judge the worth of combination libraries as a means of providing library services to adults, preschoolers, and school students.

CHAPTER 3

THE PROBLEM AND THE METHODOLOGY

Statement of the Problem

In view of the fact that it is the policy of the Public Library Board of Newfoundland and Labrador to refrain from establishing new combination libraries in the province, the question arises as to the attitude of the public toward this type of library service. The study herein reported was conducted with the overall purpose of comparing the attitude of the public toward combination libraries with their attitude toward separate public libraries.

The study was designed, specifically, to accomplish the following purposes:

1. To gather information by means of a questionnaire and to ascertain if there are significant differences between the adult public's degree of satisfaction with a combination library, and the adult public's degree of satisfaction with a separate public library.
2. To determine if there are significant differences between adults' satisfaction with a combination library, and adults' satisfaction with a separate public library according to (a) sex, (b) age, (c) education and (d) distance from the library.

3. By analysing the data, to determine the significant factors that influence users' satisfaction with library services.
4. To ascertain if there is a significant difference between the opinion of adults from a community with a combination library and those from a community with a separate library with respect to combining school and public libraries as a means of providing library services to rural Newfoundland.

The Questions

The investigation of the problems stated above were guided by the following questions:

1. Is there a difference between (a) the overall satisfaction of adult users with a combination library and (b) the overall satisfaction of adult users with a separate library?
2. Is there a difference between (a) adults' satisfaction with the collection of a combination library and (b) adults' satisfaction with the collection of a separate public library?
3. Is there a difference between (a) adults' degree of satisfaction with the hours a combination library is open and (b) adults' degree of satisfaction with the hours a separate public library is open?
4. Is there a difference between (a) adults' degree of satisfaction with the surroundings and atmosphere of a combination library and (b) adults' degree of satisfaction with the surroundings and atmosphere of a separate public library?

5. Is there a difference between the satisfaction of males with library services and that of females in (a) a community with a combination library and in (b) a community with a separate public library?
6. Does adults' satisfaction with library services differ with the age of the patrons in (a) a community with a combination library and in (b) a community with a separate public library?
7. Does adults' satisfaction with library services differ according to the distance they live from the library in (a) a community with a combination library and in (b) a community with a separate public library?
8. Does adults' satisfaction with library services differ according to their level of education in (a) a community with a combination library and in (b) a community with a separate public library?
9. Is the attitude of adults toward the idea of combination libraries for rural Newfoundland in a community with a combination library, different from that in a community with a separate public library?
10. Is there a difference among the following factors in their influence on the overall satisfaction of adults with library services: collection, level of education, type of library, atmosphere of library, distance from the library, sex, age, and opening hours?

The Hypotheses

From the questions listed above the following null hypotheses were generated:

1. There is no significant difference between (a) adults' overall satisfaction with services provided by a combination school/public library and (b) adults' overall satisfaction with services provided by a separate public library.
2. There is no significant difference between (a) adults' satisfaction with the collection of a combination school/public library and (b) adults' satisfaction with the collection of a separate library.
3. There is no significant difference between (a) adults' satisfaction with the hours of a combination library and (b) adults' satisfaction with the hours of a separate library.
4. There is no significant difference between (a) adults' satisfaction with the surroundings and atmosphere of a combination library and (b) adults' satisfaction with the surroundings and atmosphere of a separate public library.
5. There is no significant difference between females' satisfaction with library services and that of males in
 - (a) communities with combination libraries
 - (b) communities with separate libraries.
6. There is no significant difference between the satisfaction with library services of people who are less than 35 years of age and that of people who are 35 years and over in

- (a) communities with combination libraries
- (b) communities with separate public libraries.

7. There is no significant difference between the satisfaction of people living less than one mile from the library and that of people living one mile or more from the library in

- (a) communities with combination libraries
- (b) communities with separate public libraries.

8. There is no significant difference between the satisfaction of people with less than high school education and that of people with high school education or more in

- (a) communities with combination libraries
- (b) communities with separate public libraries.

9. There is no significant difference between (a) the attitude toward combination school/public libraries of adults who live in communities with such libraries and (b) the attitudes toward combination school/public libraries by adults who live in communities with separate public libraries.

10. There is no significant difference among the following factors in their degree of influence on the overall satisfaction of adults with library services: collection, level of education of the patrons, type of library, atmosphere of library, distance of the patrons from the library, sex, age, and opening hours of the library.

Methodology

In order to test the hypotheses, it was decided to collect the data by means of a structured interview based on a questionnaire. The interview was chosen as the means of obtaining information because:

1. It permitted probing into reasons for answers to questions.
2. As the questionnaire did not refer to such personal matters such as income and religious attitude, it was concluded that the information would be freely given.
3. In the opinion of the researcher, the interview would result in more uniformity of interpretation of the questions by the subjects. If a question was not understood, the researcher could rephrase or explain to the respondent the intent of the question.

However, a disadvantage of the interview over other methods of investigations such as a questionnaire, is that it takes much time.

However, as Kerlinger (1973) indicated:

The best instrument available for sounding people's behaviour, future intentions, feelings, attitudes, and reason for behaviour would seem to be the structured interview schedule that includes open-end, closed and scale items (p. 488).

Once the data were collected, the researcher tested the attitude toward combination libraries of adults from a community with a combination library and that of adults from a community with a separate public library for significant differences using the chi-square analysis of variance. Also, a multiple regression analysis was used to determine the influence of various factors on users' satisfaction with library services.

The applications of chi-square and multiple regression analyses were based on Foundations of Behavioral Research by Fred N. Kerlinger (1973) and Multiple Regression in Behavioral Research by F. Kerlinger and E. Pedhauzer (1973) respectively.

The procedures used to test the hypotheses are described in detail in "Treatment of the Data," Chapter 4.

CHAPTER 4

COLLECTION AND TREATMENT OF THE DATA

In this chapter are reported the procedures used in data preparation, the procedures used in the actual collection of data and the preparation of the data to test the hypotheses. Separate sections deal with the development and validation of the instrument, the sample, conducting the interview, and treatment of the data.

Development and Validation of the Instrument

The questionnaire used for data gathering for this study was constructed by the investigator. In consultation with members of the Faculty of Education at Memorial University of Newfoundland, a preliminary draft was constructed. The investigator also consulted questionnaires of researchers dealing with combination school/public libraries. The studies by Amey and Smith (1976), Kitchens (1975), White (1963), and Office of Library Services, State of Hawaii (1976) were found to be extremely helpful.

A first draft of the questionnaire was submitted to a class of Grade Eleven students, two school board members, several teachers, and community members. In accordance with suggestions and recommendations emanating from the submissions, a few minor additions and deletions were

made. The revised questionnaire was then presented to most of these people for further examinations, and it was found to be entirely acceptable.

In order to determine further validity of the instrument, a pilot study was conducted. Ten adult users of the public library in the researcher's town of residence were interviewed using the revised questionnaire. The researcher received favourable reaction to the questionnaire, and no other changes were considered.

The piloting, besides showing validity, indicated to the researcher that the interview would not be too time consuming for the people who were to be interviewed. It was established that, unless the person being interviewed wished to prolong the interview, individual interviews could be completed in five to ten minutes.

Essentially, there were four sections to the questionnaire. The first section dealt with characteristics of the people interviewed. The characteristics the questionnaire sought to find out were: sex, age (less than thirty-five years of age, thirty-five and over), distance from the library (less than one mile, one mile or more), user or non-user, type of library in the area (combination or separate), and level of education (less than high school, high school or more).

The second section dealt with the primary concern of the study. The interview was prepared to elicit the respondents' overall degree of satisfaction with the library services offered by the respective library in each area under study. Respondents were also asked to give their degree of satisfaction with the collection of the library, library

hours, and surroundings and atmosphere of the library.

The third section consisted of one question that asked if the respondents favoured combining public and school libraries in small communities in Newfoundland. The respondents were encouraged to give their reasons for answering positively or negatively.

The last section consisted of one question. "Are there any particular reasons why you do not use the library in your community?" This question was asked only to non-users of the libraries. Possible reasons were listed and respondents could provide others.

A copy of the questionnaire is given in the Appendix.

The Sample

The sample for this study was extracted from all adults in a community with a combination school/public library (Community C) and a community with separate school and public libraries (Community S).

Communities C and S were selected because of their similarities apart from a different type of library service. The communities were in the same geographical area, being only fifteen miles apart by road. Also, the communities' historical backgrounds were similar. Recent census reports showed the population of each community to be approximately 3,000. In addition, census reports indicated the residents of the two communities have attained the same employment opportunities and educational levels.

The first public library was obtained in Community C in 1962, and operated from premises provided by the town. In 1975, the public

library was moved to the school, and it was combined with the school library. At the time of the study, the library had 2,351 books classified as adult literature.

The public library in Community S opened in 1967. It was moved from its original location to a more spacious area in the local government building. At the time of the study, the library in Community S had 2,366 adult volumes.

The sample extracted from the populations of Communities C and S for the investigation consisted of four groups. These are illustrated in Table 3.

TABLE 3
SAMPLE POPULATIONS FOR THE STUDY

Group	Sample Size
C ₁ (Adult Users of Library in Community C)	30
C ₂ (Adult Non Users of Library in Community C)	30
S ₁ (Adult Users of Library in Community S)	30
S ₂ (Adult Non Users of Library in Community S)	30

In each community the researcher had access to the library's list of patrons. By using a table of random members, groups C₁ and S₁ were selected.

Also, the council offices of Communities C and S provided the researcher with each community's latest census list of adults. The library users were extracted from each list. By using a table of random numbers, groups C₂ and S₂ were selected.

Collection of Data

The interviews for this investigation were all completed in both Community C and Community S, between May 12, 1979 and June 12, 1979. Each community was visited three times.

The addresses and telephone numbers of people in the sample were obtained. On occasions when the interview could not be conducted on the first visit to a person's home, that person was later contacted by telephone, and time was arranged for the interview. On four occasions, the interview had to be conducted by telephone because of the limited time of the persons to be interviewed. At no time was the researcher refused an interview.

Treatment of the Data

First the data were analyzed to test null hypotheses one to four. Cross-tabulations were completed and statistical significance between patrons' degree of satisfaction with a combination library and patrons' degree of satisfaction with a separate public library was tested using the chi-square analysis of variance.

The following variables were used:

1. satisfaction with library services
2. library collection
3. library hours
4. library's surroundings and atmosphere.

The data collected concerning overall satisfaction with library services were used to test null hypotheses five to eight. Cross-tabulations were completed and the chi-square analysis of variance was used to test for level of significance between the following variables:

1. overall degree of satisfaction of females and that of males in (a) a community with a combination library and (b) a community with a separate public library
2. overall degree of satisfaction of people below 35 years of age and that of people 35 years and over in (a) a community with a combination library and (b) a community with a separate public library
3. overall degree of satisfaction of people who live less than one mile from their library and that of people who live one mile or more from the library in a community with a combination library and a community with a separate public library
4. overall degree of satisfaction of people with less than high school education and that of people with high school education or more in (a) a community with a combination library and (b) a community with a separate public library.

A cross-tabulation of the data showing attitudes of adults in Communities C and S toward combination libraries as a means of library services for rural Newfoundland was used to test null hypothesis nine. The chi-square analysis of variance was used to test the level of significance between the two groups of adults.

Finally, multiple regression analysis was used to test null hypothesis 10. A multiple regression analysis is a method of analyzing

the contribution of independent variables to one dependent variable.

In this case the data on overall degree of satisfaction as supplied by the questionnaire was the dependent variable. The independent variables were as follows:

1. library collection
2. patrons' level of education
3. type of library - combination school/public library or separate library
4. atmosphere and surroundings of library
5. distance the patrons live from the library
6. sex
7. age
8. opening hours of the library.

The analysis was conducted to determine if there were significant differences among these factors in influencing a user's overall satisfaction with library services.

CHAPTER 5

ANALYSIS OF THE DATA

Introduction

This chapter is a report of the testing the null hypotheses as presented in Chapter 3. Also, it deals with the interpretation of the data.

The chi-square test of significance was conducted on the data that were collected to test null hypotheses one to nine and a multiple regression was conducted to test null hypothesis 10. The results of testing the hypotheses are presented below.

Testing the Hypotheses

Test of Hypothesis 1

Hypothesis 1: "There is no significant difference between (a) adults' overall satisfaction with services provided by a combination school/public library and (b) adults' overall satisfaction with services provided by a separate public library."

The library users of both communities were asked to rate their overall degree of satisfaction with the library in their community. The responses were tabulated, with the results displayed in Table 4.

TABLE 4

OVERALL SATISFACTION WITH LIBRARY SERVICES

Overall Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Community C	n	5	20	3	2	0	30
Community S	n	7	22	1	0	0	30

$\chi^2 = 3.429$ Degrees of freedom = 3 Level of significance = 0.33 ($p > .05$)

The chi-square value was calculated at 3.429 with three degrees of freedom. Using the chi-square at the .05 level of significance, it was found that the null hypothesis stated above was supported. In other words, there was no significant difference between the users of combination libraries and separate libraries with respect to their overall satisfaction with the services they received from their libraries. It was noted that 25 of the 30 respondents using the combination library indicated they were satisfied or very satisfied with library services while 29 of the 30 respondents using the separate public library expressed the same degree of satisfaction.

Test of Hypothesis 2

Hypothesis 2: "There is no significant difference between (a) adults' satisfaction with the collection of a combination school/public library and (b) adults' satisfaction with the collection of a

separate library."

The responses of the patrons of a combination school/public library and a separate public library regarding their satisfaction with the collection of their respective library are displayed in Table 5.

TABLE 5

SATISFACTION WITH THE LIBRARIES' COLLECTIONS

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Community C	n	1	19	1	9	0	30
Community S	n	1	21	6	2	0	30

$\chi^2 = 8.126$ Degrees of freedom = 3 Level of significance = 0.04 ($p < .05$)

The chi-square value was calculated at 8.126 with three degrees of freedom. The level of significance was calculated at 0.04. Therefore, the null hypothesis was rejected. The two groups of users, then differed significantly in their satisfaction with their libraries' collections. From observation of the data, it was concluded that there was less dissatisfaction with the collection of their library by the patrons of the separate public library than by the patrons of the combination library.

For comparative purposes, it was noted that 20 out of the 30 respondents using the combination library expressed themselves as being satisfied or very satisfied with the collection while 22 out of 30 respondents using the

separate public library felt the same way. However, nine patrons of the combination library were dissatisfied with its collection while only two were dissatisfied with the separate public library's collection.

Test of Hypothesis 3

Hypothesis 3: "There is no significant difference between (a) adults' satisfaction with the library hours of a combination library and (b) adults' satisfaction with the hours of a separate public library."

The library users in Communities C and S were asked to rate their degree of satisfaction with the hours the library was open in their respective community. The cross tabulation of the results was illustrated by Table 6.

TABLE 6

SATISFACTION WITH THE LIBRARIES' HOURS

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Community C	n	8	19	1	2	0	30
Community S	n	10	20	0	0	0	30

$\chi^2 = 3.249$ Degrees of freedom = 3 Level of significance = 0.355 ($p > .05$)

The chi-square value was calculated at 3.249 with three degrees of

freedom. Using the chi-square value at the .05 level of significance, it was found that patrons' satisfaction with the combination library's hours was not significantly different from patrons' satisfaction with the separate library's hours, that is, that the null hypothesis was supported.

The data revealed that 100% of the sample from Community S was satisfied or very satisfied with the library's hours. From Community C, 90% showed the same degrees of satisfaction with their library hours.

Test of Hypothesis 4

Hypothesis 4: "There is no significant difference between (a) adults' satisfaction with the surroundings and atmosphere of a combination library and (b) adults' satisfaction with the surroundings and atmosphere of a separate public library."

The library users of both communities were asked to indicate their satisfaction with the libraries' surroundings and atmosphere. The recorded responses were tabulated with the results displayed in Table 7.

TABLE 7

SATISFACTION WITH LIBRARIES' SURROUNDINGS AND ATMOSPHERE

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Community C	n	7	17	1	5	0	30
Community S	n	13	16	0	1	0	30

$\chi^2 = 5.497$ Degrees of freedom = 3 Level of significance = 0.139 ($p > .05$)

The chi-square value was calculated at 5.497 with three degrees of freedom. Using the chi-square at the .05 level of significance, it was found that the null hypothesis was supported. In other words, there was no significant difference between the users of the combination library and separate public library with respect to their degree of satisfaction with their respective library's surroundings and atmosphere.

It was noted that five of the 30 patrons using the combination library indicated they were dissatisfied with the library's surroundings and atmosphere, and just one of the 30 patrons using the separate public library indicated dissatisfaction with the library's surroundings and atmosphere.

Test of Hypothesis 5

Hypothesis 5: "There is no significant difference between females' satisfaction with library services and that of males in (a) communities with

combination libraries.

(b) communities with separate libraries."

The responses of male and female patrons of a combination library regarding their overall degree of satisfaction with library services were tabulated with the results displayed in Table 8.

TABLE 8

MALES' AND FEMALES' OVERALL DEGREE OF SATISFACTION
WITH LIBRARY SERVICES PROVIDED BY A COMBINATION LIBRARY

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Male	n	0	8	0	0	0	8
Female	n	5	12	3	2	0	22

$\chi^2 = 5.455$ Degrees of freedom = 3 Level of significance = 0.14 ($p > .05$)

The chi-square was calculated at 5.455 with three degrees of freedom. The level of significance was calculated at 0.14. Therefore, the part of the null hypothesis with respect to combination libraries was supported. The data indicated then, that there was no significant difference between female and male users of the combination library with respect to their overall satisfaction with the services they receive from the library.

The responses of male and female patrons of a separate public library regarding their overall degree of satisfaction with library

services were tabulated with the results displayed in Table 9.

TABLE 9

MALES' AND FEMALES' OVERALL DEGREE OF SATISFACTION
WITH LIBRARY SERVICES PROVIDED BY A SEPARATE LIBRARY

Degree of Satisfaction /		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Male	n	4	9	0	0	0	13
Female	n	3	13	1	0	0	17

$\chi^2 = 1.361$ Degrees of freedom = 2 Level of significance = 0.505 ($p > .05$)

The chi-square was calculated at 1.361 with two degrees of freedom. The level of significance was calculated at 0.505. Therefore, the part of the null hypothesis with respect to separate public libraries was supported, with the data indicating that there was no significant difference between female and male users of the separate library with respect to their overall satisfaction with the services they receive from the library.

From observation of the data, it was concluded that there was no significant difference between male and female users of combination libraries and separate libraries with respect to their overall satisfaction with services they receive from their libraries.

Test of Hypothesis 6

Hypothesis 6: "There is no significant difference between the satisfaction with library services of people who are less than 35 years of age and that of people who are 35 years and over in

- (a) communities with combination libraries
- (b) communities with separate public libraries."

The ages of the sample population were categorized as below 35 or 35 years and over. The responses of patrons from Community C regarding their overall satisfaction with library services were tabulated and are shown in Table 10.

TABLE 10

OVERALL DEGREE OF SATISFACTION WITH COMBINATION LIBRARY SERVICES OF USERS BELOW 35 YEARS OF AGE AND THOSE 35 YEARS OF AGE AND OVER

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Below 35	n	3	11	1	1	0	16
35 and over	n	2	9	2	1	0	14

$\chi^2 = 0.602$ Degrees of freedom = 3 Level of significance = 0.8958 ($p > .05$)

The chi-square was calculated at 0.602 with three degrees of freedom. The level of significance was calculated at 0.8958. Therefore, the null hypothesis with regards to combination libraries was supported. In other words, there was no significant difference between patrons of combination libraries who were less than 35 years of age, and those who were 35 and over with respect to their overall satisfaction with the services offered by their library.

Table 11 displays the responses of the patrons of a separate library concerning their satisfaction with the services they received from their library. The patrons were grouped as being below 35 years of age, or 35 years of age and over.

TABLE 11

OVERALL DEGREE OF SATISFACTION OF USERS BELOW 35 YEARS
OF AGE AND THOSE 35 YEARS AND OVER WITH SEPARATE PUBLIC
LIBRARY SERVICES

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	n
Below 35	n	4	9	1	0	0	14
35 and over	n	3	13	0	0	0	16

$\chi^2 = 1.7444$ Degrees of freedom = 2 Level of significance = 0.4180 ($p > .05$)

The chi-square was calculated at 1.744 with two degrees of freedom. The level of significance was calculated at 0.4180. The part of the null hypothesis concerned with separate public libraries was supported, that is, there was no significant difference between patrons of separate public libraries who are below 35 years of age, and those who are 35 and over with respect to their overall satisfaction with the services offered by their library.

Comparatively, it was concluded from the data that there was no significant difference between patrons below 35 years of age and patrons 35 and over who used combination libraries and separate public libraries with respect to their overall satisfaction with services they received from their respective library.

Test of Hypothesis 7

Hypothesis 7: "There is no significant difference between the satisfaction of people living less than one mile from the library and that of people living one mile or more from the library in

- (a) communities with combination libraries
- (b) communities with separate public libraries."

The distance the library's patrons lived from their respective library was categorized as living near the library or living one mile or more away from the library. The responses of patrons of the combination library regarding their overall satisfaction with library services were recorded with the results displayed in Table 12.

TABLE 12

OVERALL DEGREE OF SATISFACTION OF USERS WHO LIVE LESS THAN ONE MILE FROM THE LIBRARY AND THOSE WHO LIVE ONE MILE OR MORE FROM THE COMBINATION LIBRARY

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Less than 1 mile	n	1	10	3	1	0	15
1 mile or more	n	4	10	0	1	0	15

$\chi^2 = 4.8$ Degrees of freedom = 3. Level of significance = 0.187 ($p > .05$)

The chi-square was calculated at 4.8 with three degrees of freedom. The level of significance was calculated at 0.187. The null hypothesis with regards to combination libraries was supported, that is, there was no significant difference between patrons of combination libraries who lived less than one mile from the library, and those who live one mile or more from the library with respect to their overall satisfaction with the services offered by their library.

Table 13 displays the responses of the patrons of a separate public library regarding their satisfaction with the services they receive from their library. The patrons were grouped as living less than one mile from the library, or living one mile or more from the library.

TABLE 13

OVERALL DEGREE OF SATISFACTION OF USERS WHO LIVE LESS
THAN ONE MILE AND THOSE WHO LIVE ONE MILE OR
MORE FROM THE SEPARATE PUBLIC LIBRARY

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	$\sum n$
Less than 1 mile	n	2	11	0	0	0	13
One mile or more	n	5	11	1	0	0	17

$\chi^2 = 1.784$ Degrees of freedom = 2 Level of significance = $0.4098(p > .05)$

The chi-square was calculated at 1.784 with two degrees of freedom. Using the chi-square at the .05 level of significance, it was found that the null hypothesis stated above with regards to separate public libraries was supported. There was no significant difference between patrons who live less than one mile from the library with respect to their overall satisfaction with services they receive from their respective library.

Test of Hypothesis 8

Hypothesis 8: "There is no significant difference between the satisfaction of people with less than high school education and that of people with high school education or more in

- (a) communities with combination libraries
- (b) communities with separate public libraries."

Table 14 displays the responses of patrons of a combination library regarding their overall degree of satisfaction with the library services. They were divided into two groups, one group with less than high school education and the other with high school education or more.

TABLE 14

SATISFACTION OF USERS WITH LESS THAN HIGH SCHOOL EDUCATION
AND THOSE WITH HIGH SCHOOL EDUCATION AND MORE WITH
COMBINATION LIBRARY SERVICES

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σn
Less than High School educ.	n	1	6	0	1	0	8
High School educ. or more	n	4	14	3	1	0	22

$\chi^2 = 1.875$ Degrees of freedom = 3 Level of significance = 0.598 ($p > .05$)

The chi-square was calculated at 1.875 with three degrees of freedom. The level of significance was calculated at 0.598. The null hypothesis with regards to combination libraries was supported, that is, there was no significant difference between the users of combination libraries who have less than high school education and those who have high school education or more with respect to their overall satisfaction they receive from the library.

The separate public library users were grouped according to those with less than high school education and those with high school education

or more. Table 15 shows the cross tabulations of the groups' rating of their overall satisfaction with their library.

TABLE 15

SATISFACTION OF USERS WITH LESS THAN HIGH SCHOOL EDUCATION
AND THOSE WITH HIGH SCHOOL EDUCATION AND MORE WITH SEPARATE
PUBLIC LIBRARY SERVICES

Degree of Satisfaction		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissat.	Σ n
Less than High School educ.	n	0	6	0	0	0	6
High School educ. or more	n	7	16	1	0	0	24

$\chi^2 = 2.727$ Degrees of freedom = 2 Level of significance = 0.256 ($p > .05$)

The chi-square was calculated at 2.727 with two degrees of freedom. Using the chi-square at the .05 level of significance, it was found, that the null hypothesis with regards to separate public libraries is supported. There was no significant difference between the users of separate public libraries who have less than high school education and those who have high school education and more with respect to their overall satisfaction with the services offered by their library.

From observation of the data, it was concluded that there was no significant difference between the users of separate public libraries and users of combination libraries who have less than high school education

and those who have high school education and more with respect to their overall degree of satisfaction with the services offered by their respective library.

Test of Hypothesis 9

Hypothesis 9: "There is no significant difference between (a) the attitude toward combination school/public libraries of adults who live in communities with such libraries and (b) the attitudes toward combination school/public libraries by adults who live in communities with separate public libraries."

Both users and non-users of the libraries in Communities C and S were asked if they favoured combining school and public libraries in rural Newfoundland. The responses were recorded with the results displayed in Table 16.

TABLE 16

ATTITUDE OF LIBRARY USERS AND NON-USERS TOWARD COMBINING SCHOOL AND PUBLIC LIBRARIES

Attitude		Yes	No	Don't Know	Σn
Community C	n	35	14	11	60
Community S	n	31	19	10	60

$\chi^2 = 1.048$ Degrees of freedom = 2 Level of significance = 0.5923 ($p > .05$)

The chi-square value was calculated at 1.048 with two degrees of freedom. The level of significance was calculated at 0.256. Therefore, the null hypothesis was supported.

Test of Hypothesis 10

Hypothesis 10: "There is no significant difference among the following factors in their degree of influence on the overall satisfaction of adults with library services: collection, level of education of the patrons, type of library, atmosphere of library, distance of the patrons from the library, sex, age, and opening hours of the library."

A multiple regression analysis was used to test null hypothesis 10. A multiple regression analysis is a method used for studying the effects and magnitudes of the effects of more than one independent variable on one dependent variable (Kerlinger, 1973). In other words, the researcher was testing to see to what extent users' overall degree of satisfaction with library services depended upon the independent variables.

The data was tabulated with the results shown in Table 18. The F-value of each variable is an indication of the strength of that variable in influencing the dependent variable, the overall satisfaction with library services. In the table, there is also an indication as to whether or not the F-value is statistically significant, that is, whether or not the amount of influence of the independent variable is significant or insignificant. For example, collection, with an F-value of 11.79 was significant at the $p < .01$ level whereas hours of opening, with an F-value of 1.92 was not significant.

TABLE 18

F-VALUE OF SELECTED INDEPENDENT VARIABLES ON USERS' OVERALL
DEGREE OF SATISFACTION WITH LIBRARY SERVICES

Independent Variables	R ²	Degrees of Freedom		F
		Regression	Residual	
Collection	.169	1	58	11.79**
Education	.197	2	57	6.99**
Type of Library	.212	3	56	5.03**
Atmosphere	.219	4	55	3.85**
Sex	.223	5	54	3.11*
Age	.228	6	53	2.61*
Distance	.231	7	52	2.23*
Hours	.232	8	51	1.92

*p<.05

**p<.01

The "R Square" (R²) value in the table shows the proportion of variance in the dependent variable that was explained by the independent variable. The R² values were accumulated through the independent variables. For example, .169 of the variance in overall satisfaction was explained by the collection and education explained .028 of the

variance in overall satisfaction. Hence, by taking into account the effects of both education and collection, a total of .197 of the variance of overall satisfaction is explained.

The data revealed that four independent variables - collection, education, type of library, and atmosphere - had significant influence on the dependent variable, overall satisfaction, at the $p < .01$ level of significance. These variables are listed in order of their influence on the dependent variable, the most powerful being collection.

The type of library - whether it was separate from the school or combined with it - made a significant contribution to the amount of satisfaction of the users. As indicated above, it was the third variable in order of strength in contributing to overall satisfaction.

Three independent variables - age, sex, and distance - had significant effects on the dependent variable at the $p < .05$ level of significance. This indicates that these variables were not as powerful predictors of overall satisfaction as was collection, education, type of library, and atmosphere.

The hours the libraries were open did not have a significant effect on the dependent variable. Hence, the null hypothesis 10, that is, there is no significant difference among the variables in the degree of influence on overall satisfaction of adults with library services, was not supported.

From this study, then, it can be concluded that although collection, education, type of library, atmosphere, sex, age, and distance are significant contributors to overall satisfaction with library services

in Communities C and S, there are other factors that influence overall satisfaction. The independent variables under study account for 23.2% of the variance in overall satisfaction with library services.

Additional Information

The underlying questions of this study were not involved with reasons why non-users did not use the libraries in Communities C and S. However, through Part D of the questionnaire, the researcher attempted to find out why adults did not avail of the library services. The information obtained is presented only as additional information with regards to this study.

The 30 non-users in the sample population in each community were asked if limited time to read, borrowing reading material from friends, too many students using the library, or buying reading materials contributed to their not using the library. The respondents were free to give more than one reason for not using the library, and they were free to add reasons other than those provided. Also, the respondents indicated if there were no particular reasons for their non-use of the library. The responses were tabulated with the results shown in Table 19.

TABLE 19

REASONS FOR ADULTS' NON-USE OF
COMBINATION AND SEPARATE PUBLIC LIBRARIES

Library	No. of respondents	No time to read	Borrow materials fr. friends	Too many students	Buy reading materials	No particular reason	Other reason
Combination	30	0	1	1	10	11	11
Separate	30	4	3	1	6	11	8

The table revealed that 36.7% of the respondents in each community gave no particular reason for not using the library services available to them. Reasons other than the ones listed received a total of 19 responses. 36.7% in Community C and 26.7% in Community S indicated their reasons for not using the library in their community was because of such things as "can't read" and "never used a library."

26.7% of the 60 people sampled indicated that they bought the reading material they needed.

The researcher speculated that too much student use may have been a deterrent to adult use of the combination library. However, 3.3% or one respondent in each community indicated that too many students caused them not to use the library in their respective community.

CHAPTER 6

Summary, Conclusions and Recommendations

In this chapter is presented a summary of the problem under investigation, the methodology, and instrumentation. The findings emanating from an analysis of the data are also presented. Finally, some recommendations for further study are made.

Summary

The problem. The major purpose of this study was to determine if adult users' degree of satisfaction with library services offered by a combination school/public library was significantly different from adult users' degree of satisfaction with library services offered by a separate public library. This problem, and related problems, were guided by the following questions:

1. Is there a difference between (a) the overall satisfaction of adult users with a combination library and (b) the overall satisfaction of adult users with a separate public library?
2. Is there a difference between (a) adults' satisfaction with a combination library and (b) adults' satisfaction with a separate public library with reference to the respective library's collection, library hours, and the library's atmosphere and surroundings?

3. Grouping the library users according to sex, age, distance from the library, and education, is there a difference in their satisfaction with library services in (a) a community with a combination library and (b) a community with a separate public library?
4. Is the attitude of adults toward the idea of combination libraries for rural Newfoundland in a community with a combination library different from that in a community with a separate public library?
5. Is there a difference among the following factors in their influence on the overall satisfaction of adults with library services: level of education, type of library, atmosphere, collection, distance from the library, sex, age, and library hours.

Instrumentation. The instrument used to gather data for this study was a questionnaire. The questionnaire was used to conduct structured interviews with the random sample chosen for the study.

The questionnaire contained four sections. Section A dealt with characteristics of the people interviewed. Questions concerning library users' overall satisfaction with library services, and satisfaction with the collection, library hours, and library atmosphere were contained in Section B. Section C contained a question asking if respondents favoured combination school/public libraries as a means of library service for rural Newfoundland communities. Section D asked why non-users did not use their respective library.

Methodology. Participants for the investigation consisted of 120 adults from two communities. Sixty participants were from a community with a combination library, and 60 participants were from a community with a separate public library. The participants from each community consisted of 30 non-users of the library, and 30 users of the library in the community. The users responded to Sections A, B, and C of the questionnaire, and non-users responded to Sections A, C, and D of the questionnaire.

All participants were interviewed by the investigator.

Findings. The following are the major conclusions reached as a result of the analysis of the data:

1. Adult users' degree of satisfaction with a combination library is not significantly different from the degree of satisfaction of adult users of a separate public library.
2. There was a significant difference in users' degree of satisfaction with their respective library's collection. The users of the separate public library indicated a greater degree of satisfaction than the users of the combination library.
3. There was no significant difference in adult users' degree of satisfaction with the library hours and atmosphere and surroundings of their respective library.
4. The attitude of adults from a community with a separate public library did not differ significantly from the attitude of adults from a community with a combination library regarding the idea of having combination libraries for rural Newfoundland.

5. The following factors were significant in determining the overall degree of satisfaction with library services:
collection, level of education of the patrons, type of library, atmosphere of the library, distance patrons lived from the library, sex, and age.
6. Library hours were not significant in determining the overall degree of satisfaction with library services.

Recommendations: The following recommendations are made for further study:

1. In order to confirm or deny the findings of the present study, it is suggested that a similar study be replicated in other areas of the province where combination and separate public libraries exist.
2. An attempt should be made to determine the significant factors that influence users' degree of satisfaction with both public and combination libraries in Newfoundland.
3. A quantitative study should be carried out to judge the relative effectiveness of public and combination libraries. Such measures as circulation and reference usage could be used.

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APPENDIX

INTERVIEW

SECTION A

1. Sex: Male__ Female__
2. Age: Below 35 years of age__ 35 years and over__
3. Level of education: Elementary or less__ High School__ Post Secondary__
4. Library: Combination Library__ Separate Public Library__
5. Distance from the library: Less than one mile__ One mile or more__
6. Library use: Not at all__ Once a year__ 2-4 times a year__
At least once per month__

SECTION B

7. How would you rate your overall degree of satisfaction with the library?
Very satisfied__ Satisfied__ Neutral__ Don't know__
Dissatisfied__ Very Dissatisfied__
8. How would you rate your degree of satisfaction with the collection of the library?
Very satisfied__ Satisfied__ Neutral__ Don't know__
Dissatisfied__ Very dissatisfied__

9. How would you rate your degree of satisfaction with the hours the library is open?

Very satisfied__ Satisfied__ Neutral__ Don't know__

Dissatisfied__ Very dissatisfied__

10. How would you describe your degree of satisfaction with the library's surroundings and atmosphere?

Very satisfied__ Satisfied__ Neutral__ Don't know__

Dissatisfied__ Very dissatisfied__

SECTION C

11. Do you favour combining public and school libraries in small communities in Newfoundland?

Yes__ No__

SECTION D

12. Are there any particular reason(s) why you do not use the library in your community?

__ Do not have time to read.

__ Borrow material from friends

__ Too much use by students

__ Buy books and magazines I want

__ No particular reasons

__ Other (Specify)

END

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FIN





