

A STUDY OF SELECTED CHARACTERISTICS
OF SCHOOLS AND SCHOOL LIBRARIES THAT
AFFECT OR INFLUENCE THE LEVEL OF
LIBRARY SERVICE IN THE SECONDARY
SCHOOLS OF NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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HAYWARD CECIL BLAKE

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AND SCHOOL LIBRARIES THAT AFFECT OR INFLUENCE
THE LEVEL OF LIBRARY SERVICE IN THE SECONDARY
SCHOOLS OF NEWFOUNDLAND AND LABRADOR

BY



Hayward Cecil Blake, B.A. (Ed)

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Abstract

The study was designed to investigate the selected characteristics of schools and school libraries that affect or influence the level of library service in the secondary schools of Newfoundland and Labrador. A questionnaire was constructed and forwarded to a representative sample of High Schools across Newfoundland and Labrador. The data compiled from the questionnaire were subjected to the multiple regression analysis to determine if a significant relationship existed between the independent and the dependent variables. The testing of the hypotheses revealed that two selected characteristics of schools and school libraries significantly influenced library service. The study concluded that the attitude of the principal is a significant factor affecting the total library service as well as its various components and that the attitude of the teaching staff is a significant factor influencing information services.

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Chapter One

BACKGROUND TO THE STUDY

The development of the library resource centre in the schools of Newfoundland and Labrador has been the subject of a variety of educational research. Studies dated back to the 1960's have concluded there are discrepancies between the level of library service available in the high schools in the province.

Brett (1964), in a study of the Central High Schools of Newfoundland, concluded there was a need for better library facilities. The report revealed there were many schools which did not have a library. Those schools reporting libraries stated they were often inadequate in terms of space, collection, and personnel, none had full or part-time librarians.

In 1967, O. K. Crocker, using American Library Association Standards, conducted a study of library facilities in Newfoundland schools. The study clearly demonstrated that only a few Newfoundland schools actually met the A. L. A. standards in terms of basic facilities and equipment necessary for the efficient operation of the school library. Crocker (1967) found that only 56 percent

of his sample met the A. L. A. standard of having separate library quarters. Few schools had a card catalogue and even fewer had work space for the librarian.

With reference to collection, Crocker (1967) reported that of the schools with enrolment greater than 200, none approached A. L. A. standards. Crocker (1967) concluded

the number and variety of books available to pupils in the smaller schools is extremely limited. (p. 169)

In terms of library personnel, Crocker (1967) discovered that only three schools employed full - time librarians and only eighteen schools employed part - time librarians. The researcher thought it reasonable to assume that few, if any had training in library science.

Crocker (1967) experienced some difficulty gathering reliable information related to the financing of school libraries in Newfoundland. However, sufficient information was obtained to allow the investigator to determine that in comparison with A. L. A. standards, the financing of school library facilities in Newfoundland was totally inadequate. Furthermore, Crocker (1967) stated

there is little evidence of any systematic approach to the problem. The per pupil expenditures were

3

among the lowest, if not the lowest in Canada. (p. 187)

In 1971, George Augustus Hickman conducted a survey of library facilities in the Newfoundland Regional, Central and Junior High Schools. Hickman (1971) used the American Library Association standards as the criterion by which Newfoundland schools were evaluated. He found that with respect to the A. L. A. standards, Newfoundland school libraries were totally inadequate in terms of facilities, resources, expenditure, and personnel.

In only about 20 percent of the schools was the floor space of sufficient size to seat a regular class comfortably. The A. L. A. minimum recommended collection for schools with an enrolment of 200 was not reached by any of the schools participating in the study. The funds allocated annually to the improvement of school libraries in the province were inadequate. The majority of schools responding indicated an annual budget of less than two hundred dollars. The survey revealed that, of the schools sampled, only four schools reported full - time librarians. The majority of school libraries were supervised by a student committee under the guidance of a teacher. Two thirds of the libraries were operated by teachers with no courses in library science.

R. D. Fisher and P. J. Warren (1972) published a report titled "Schools in Newfoundland and Labrador - A Survey of Existing Facilities". In the section of the report dealing with school libraries, the study revealed that 62.8 percent of the schools surveyed indicated the facility was not available. Another 16.4 percent reported that although the facility was available, it was too small to contain at least one class of students. The researchers recommended that an effort be made to provide the library facilities necessary for an adequate educational program.

P. J. Warren (1973) published a report titled "Quality and Equality in Secondary Education in Newfoundland". The report surveyed former secondary students attending post-secondary institutions to ascertain their attitude towards certain aspects of the school. The majority of the respondents were critical of school facilities, particularly the library.

In 1979 a Task Force was appointed to conduct an extensive study of education in Newfoundland and Labrador. With reference to school libraries, the Task Force made some interesting discoveries. In its Final Report, Crocker and Riggs (1979) stated

at present there are approximately 13 teachers in the province who are employed, either full or part - time, as school librarians or specialists in other media. Those teachers are employed by nine School Boards and those Boards are, in most cases, the largest Boards in the province. (p. 204)

The Task Force concluded there was a great disparity in library services among the schools in the province. This disparity stems from the fact that many smaller school boards have not allocated any full or part - time librarians. Crocker and Riggs (1979) stated

Services range from a well - stocked resource centre, well qualified personnel and regular distribution of materials to all schools in the district, to a complete absence of materials and qualified personnel. (p. 204)

School libraries have been developing in Newfoundland and Labrador for several decades. From a variety of research and from observation, it would appear that some libraries are performing adequate library services, whereas other schools do not appear to be providing a sufficient library service.

Kevin G. Marrie (1979) conducted a study to determine to what extent different factors influenced the resource centre services offered in the elementary schools of Newfoundland and Labrador. Marrie (1979) related six determinants to the level of library service: enrolment;

physical facilities; work done by paid staff; work done by volunteers; support from district centres; and the amount of release time for the librarian.

The eight components of service studied by Marrie (1979) were the eight components of service suggested by Branscombe and Newsom (1977): 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.

The study supported the idea that resource centres with good physical facilities have higher levels of service; work done by paid staff did not seem to significantly influence the levels of most services; the support of the district centre had a sizeable effect on the establishment, maintenance, and assessment of objectives and curriculum development; and the hiring of more full-time resource teachers would increase the quality of resource centre services.

After reviewing the study conducted by Marrie (1979) investigating the determinants of the level of service in

resource centres in the elementary schools of Newfoundland and Labrador, it seems appropriate to investigate the determinants of the level of service in the high school libraries of Newfoundland and Labrador.

Significance of the Study

The investigator consulted various government agencies, including the Division of School Services and the Division of Instruction, and the local Educational Media Council of the NTA to determine the availability of information relating to school library resource services in the high schools of Newfoundland and Labrador. The researcher's enquiries revealed an absence of any comprehensive information or data concerning the factors that influence library service.

Recent information was not available, because studies into the factors influencing library service, had not been pursued in the last decade. This study is designed, in part, to gather such information.

The apparent absence of information relating to school library resource centres warrants a study of this type. The findings of this study should prove valuable to librarians, administrators, School Boards, the Department of Education, and all those who are interested in evaluating and improving library service in the high schools of Newfoundland and Labrador.

Chapter Two

REVIEW OF THE LITERATURE

This chapter will review the literature related to the factors that affect or influence school library service in the secondary schools of Newfoundland.

A school library is service. For itself alone, there is no reason for a library to exist. Its value lies in the unique services it provides. Bowers (1970) claims that the collection, facilities and personnel of the library can be justified only through the contributions of its services to the educational program of the school.

Services of a school library

The most tangible testimony of the value of a library to the school is in the services it offers. The more closely these services are related to the educational purpose of the school, the more effectively the library becomes a learning laboratory. Davies (1974) states

the school library media program becomes a source and force for educational excellence only when it functions as an integral support component of the total teaching - learning enterprise. The library

program and the educational program are, one and inseparable. (p. 3)

Davies (1974) in discussing the library program's dependence upon the education program of the school, states

It is the educational program - its philosophy, goals, purpose, and objectives - which give purpose and direction, scope and dimension, form and substance, significance and value to the school library media program. (p. 3)

The American Library Association (1960), the Canadian School Library Association (1969), Kennon and Doyle (1962) and Branscombe and Newsom (1977), all identified the major components of service of the school library. These services are best identified by Branscombe and Newsom in the 1977 edition of Resource Services for Canadian Schools. Branscombe and Newsom (1977) list eight major components of service:

1. Establishment, maintenance, and assessment of learning centre;
 - a. Establish a working relationship with the principal with respect to the establishment of aims and objectives and the operation of the learning resource centre;
 - b. Establish and work with a learning centre advisory committee of teachers and student representatives to define immediate and long-term objectives, to determine operational routines compatible with user needs, and to

promote continuing communication with students and teachers;

- c. Work with district personnel in the continuing development of policies and services and maintain communication between district and school with respect to resource services.
- d. Undertake formal and informal procedures for evaluating the effectiveness of the collections, personnel, services, and operational routines;
- e. Prepare annual reports as may be required;
 - (1) Annual report on total operation,
 - (2) Programme Development,
 - (3) Statistics on Collection,
 - (4) Budgetary estimates and expenditures,
 - (5) Recommendations for improved services,

(p. 12)

2. Active participation in the development of curriculum and the implementation of programmes designed around the use of learning materials in all media:

- a. Assess instructional needs noting conceptual and content objectives in all subjects, and also paying attention to interdisciplinary relationships;
- b. Consult with teachers on instructional needs and student abilities;
- c. Participates in curriculum committees and subject specialist group meetings;
- d. Plan research skills and orientation programmes cooperatively with classroom teachers;
- e. Plan study units co-operatively with teachers by:
 - (1) Helping to identify student learning objectives;
 - (2) Suggesting combinations of materials useful in introducing and supporting individual and group topics;
 - (3) Suggesting instructional strategies and circulation routines geared to making efficient use of materials;
 - (4) Giving instruction, as required in retrieving and applying information;
 - (5) Serving as an extension of the teacher, as students work individually or in groups in the learning resource centre;
 - (6) Helping to evaluate strengths and weaknesses of the strategies used;
 - (7) Co-operating with teachers in carrying out remedial programmes; (p. 13)

3. Selection, organization and circulation of materials supporting curriculum, programme implementation, and individual student interests. This involves:

- a. Managing budget,
 - b. Evaluating and selecting print and audio - visual resources,
 - c. Acquiring materials,
 - d. Organizing collections of materials,
 - e. Operating circulation services,
 - f. Maintaining collections (eg. binding, weeding.) (p. 13)
4. Production of materials as required by teachers or students to achieve specific learning objectives:
- a. Advising in the design of specific material or programmes,
 - b. Producing learning materials which, by the nature of their content, are not available from commercial or institutional sources,
 - c. Providing logistic support in the form of professional competencies, consumable supplies, and equipment,
 - d. Providing logistic support to teachers and students respecting learning resource services available from the district level and commercial sources. (p. 13)
5. Information Services:
- a. Assisting students and teachers in locating information and often, actually finding the information for the user,
 - b. Offering a reading guidance programme for students,
 - c. Securing materials from sources outside the school,
 - d. Communicating information about district services and policies to teachers and reporting to the district learning centre about teachers needs and suggestions for improving resource services,
 - e. Providing access to people and resources in the community through maintenance of a resource file. (p. 13)
6. Services involving equipment:
- a. Organizing equipment lending procedures,
 - b. Managing preventive maintenance and minor repairs of audio - visual equipment,
 - c. Assisting in field test and evaluation of audio visual equipment. (p. 32)
7. Administration of the learning resource centre:
- a. Directing paid staff,
 - b. Organizing and supervising student aides and community volunteers,
 - c. Establishment and maintaining daily operational routines,
 - d. Handling such procedures as inventory, timetabling, and maintenance of records. (p. 32)

8. Maintenance of contacts with the community at large:
- a. Public, college, university and special libraries,
 - b. Archives, museums, art galleries, historical restorations and sites,
 - c. Radio and television broadcasting stations and community cable licensed operations,
 - d. Municipal, commercial, and industrial enterprises,
 - e. Government, educational and cultural agencies. (p. 32)

Factors which affect or influence
the level of library service

The ideal school library would be expected to provide all of the library services identified by Branscombe and Newsom in Resource Services for Canadian Schools. It is, however, extremely unlikely to expect each secondary school to provide all of the services indicated. The degree to which each service is provided varies because of the existence of a number of factors. The provision of each service to the teachers and students, according to Branscombe and Newsom (1977), varies as a result of the

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

The Canadian School Library Association (1969)

states

School library service depends upon the provision of adequate quarters, a carefully selected multi-media collection, and personnel with the combined training of librarians, teachers and materials specialists. (p. 11)

The Canadian School Library Association (1969) contends that the success of a school library program is dependent upon

planning by the principal and professional staff, the competence of the librarian, the adequacy of quarters and the ample provision of materials. Those elements can be provided only by the initial capital grants and annual expenditures from various levels of government. (p. 27)

The American Library Association (1960) states that

in order to have a school library program meet the needs of the teachers and students adequately and competently, the school must have personnel, materials, funds, quarters and equipment necessary for its successful performance. (p. 23)

Kennon and Doyle (1962) state that

school library personnel, materials, funds, and facilities are necessary to support a full program of library services to pupils and teachers. (p. 10)

Kennon and Doyle (1962) also state that

to the four elements of budget, staff, collections, and facilities, a fifth - program planning - must be added; this term describes the cooperative efforts of school administrators, supervisors, teachers, and librarians to plan and implement a full program of library services. (p. 10)

The enrolment of a school or school board has been cited as a determinant of the level of service by several educators (Branscombe and Newsom, 1977; Marrie, 1979). Wilkinson (1972), in a Canadian survey sponsored by the School Progress Magazine over a two-year period, examines the trends and problems involved in the boards' use of educational media. A study of the survey results "reveals large school boards generally have more of almost every type of equipment per 1,000 students than smaller boards. Based on the findings of this study, it can be assumed that schools with larger enrolment will have more of each type of equipment than smaller schools. The addition of personnel and quarters could translate this into better library services.

A review of the literature seems to indicate that the staffing of the library by qualified and full time personnel is a factor determining the level of library service. Gaver (1963) states that

the components of the media program consist not (only) of physical facilities or even of collection, but rather of the actual service given by the staff, making use of the media and equipment provided, in the process of implementing the objectives of the school's total educational program and thereby contributing directly to the school's impact on the students. (p. 4)

The allocation of qualified library staff is a very important determinant of the level of library service.

Davies (1974) claims

the proper staffing of the library media centre is one basic factor which determines whether or not the library media program will successfully and effectively support the school's instructional program. A library media program of excellence demands the services of sufficient numbers of librarians, technicians, paraprofessionals, and clerical assistants to man the program adequately. (p. 96)

The Canadian School Library Association (1969) contends

the quality of library service depends on the adequacy of the library staff. Regardless of the size in collection, quarters or budget, the library cannot function as an educational force in the school if the library staff is too small or lacks the special qualifications required for the work. (p. 21)

A study conducted by McMillen (1965) reveals that schools with good libraries and full - time teacher librarians are superior to schools with minimal libraries or no library service in areas of reading comprehension and knowledge and in the use of reference materials.

Davies (1974) states that

since the services of the library media program permeates the entire instructional process, the quality of leadership, guidance, and instruction provided by the library media specialist directly influence and affect the quality of the educational program. (p. 33)

A research study was conducted under a United States Office of Education (USOE) contract by Gaver (1963).

Sufficient evidence was found from a limited sample that children in schools with centralized libraries staffed by professional librarians showed evidence of better reading accomplishment of greater educational gain than do pupils in schools without libraries.

McKenna (1961) conducted a study at the Institute of Administrative Research of Teacher's College investigating staff deployment practices in a school system. The study provided evidence to show that of eight types of professional specialists in these school systems, full-time librarians showed the highest correlation with the school system quality criterion.

Marrie (1979) found a direct relationship between the proportion of released time allocated to the learning resource teacher and the level of resource service.

The Guidelines for Library Service, prepared by the Primary Schools' Libraries Committee of the Schools' Commission (1974) states that

the resources of a school will not be maximized effectively unless they are accessible at all times and interpreted to users by qualified and experienced staff helping to integrate these resources into the school program. Library service, should therefore be in the charge of a teacher - librarian as a coordinator and guide of its effective use. Teaching experience and school library qualifications are essential for teacher librarians, who are able to co-operate in arranging learning experiences for children to be able to manage the resources for the benefit of the school. (p. 5)

In its guidelines for library services in primary schools in Australia, the Primary Schools' Libraries Committee of the Schools' Commission (1974) stated that the general accessibility of the resources and the library itself is the essential factor in their integration into the school's learning program. The Commission states that

to ensure this integration it must be possible to move easily, materials and equipment from the resource service areas to other learning areas for bulk loan and temporary housing for immediate use. (p. 7)

Barker and Burnham (1968) claim the school library should be the physical and intellectual heart of the school. They add that

accessibility is the keynote: library location, hours, spatial arrangements, shelving, cataloguing and scheduling must maximize usage. An important factor in accessibility is not only the method of information retrieval, but the ease and speed with which this retrieval can be undertaken. (p. 6)

Marrie (1979) reported that resource centres with good physical facilities have higher levels of service. Marrie (1979) added that if the quality and size of the physical facility improved, then the services of the library would also improve.

Davies (1979) states a quality library media program requires adequate facilities to support its myriad functions.

G. Roger Sell (1975) in a working paper entitled An Examination of Learning Centre Effectiveness, claims that the school library facility itself, is a determinant of the quality of library service. Sell (1975) states that

the physical attractiveness, ease of entry, adequacy of space and lighting, and the appropriateness of furnishings are some of the items which could be assessed as indicators of learning centre facility quality. (p. 19)

Cooler (1975) identified several possible criteria for evaluating the success of a learning program. At the

top of his list was the accessibility to the school library itself.

The Primary Schools' Libraries Committee of the Schools' Commission (1974) stated that the school library should be planned as a central entity, in order to provide ease of access to the school as a whole.

The scope of the library's collection is an important factor determining the level of library service. Sell (1975) claims the level of library service is dependent upon the collection being available. This includes the print and non - print instructional materials, as well as the equipment.

The American Library Association (1960) states that

in the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio - visual material is essential. These resources are the basic tools needed for the purposes of effective teaching and learning. (p. 3)

The level of library service depends upon the availability of adequate financial resources. The American Library Association and the Association for Educational Communication and Technology, (1975) stated a quality school library program depends on adequate

financial support to provide the requisite collection, staff and physical facilities.

Marrie (1979) in a study of the determinants of the level of service in libraries in the elementary school, reported the availability of support service from district centres significantly influence the level of library service.

The attitude of the principal towards library service is a determining factor affecting the level of service. Wey (1965) claimed that if the principal of a particular school understood and believed in the value of the library resource centre, the library service in that school would be increased and the library would be really functioning properly.

Desrochers (1965) stated the attitude of the teachers in a school is an extremely important factor in determining the library's usefulness and the level of service. Desrochers (1965) states that

a school library does not consist merely of premises and a book collection. It is primarily a dynamic pedagogical centre. Contrary to other types of libraries, its usefulness depends more on teachers than on librarians. (p. 4)

Summary

A review of the literature seems to indicate that the school library exists to provide an important service to its teachers and students. School library service is a multitude of activities. The traditional role of the library as a storehouse for print materials, has disappeared in favour of a much different role. The modern school library comprises a collection of both print and non - print items and equipment. In today's educational spectrum school library service is a dynamic pedagogical force. The library has been transformed from a preserver of knowledge and information to an applicator of resources to the teaching - learning act.

A review of the literature seems to suggest that the degree to which a school can provide library service is dependent upon a number of factors. It was to study these factors and their effect on the library services of a school that the study herein reported was conducted.

Chapter Three

STATEMENT OF THE PROBLEM

The general purpose of this study was to establish the relationship between the factors that affect library service in secondary schools and the level of that service. The first problem affecting the study was identifying the variables or factors that seem to affect library service. The second problem was to identify the characteristics of the service. The investigator had to initiate and develop a method whereby the variables and the characteristics of the service could be determined.

Determining the variables

Efforts to search out comprehensive social science research relating to the success of library service were in vain. Since any direct information was unavailable concerning the factors which determine the level of library service, the investigator decided to survey various experts in the profession in Newfoundland and Labrador. These professionals were selected for several reasons: they are all involved in providing library service, they are all either graduates or post graduates of a programme in school libraries and learning resources; and finally,

they were in a position to fully realize the factors that could affect the level of library service.

The writer's reading and research led him to assume there were a number of factors which, directly or indirectly, affected or influenced the level of library service in the province of Newfoundland and Labrador. The writer compiled a list of these factors.

A questionnaire containing these factors was constructed and distributed to the school board library - media coordinators and the provincial library consultant (see Appendix A). These professionals were asked to confirm or reject the factors selected by the investigator. They were asked to respond in the affirmative or in the negative to the factors listed. They were also asked to make any comments or suggestions which they considered were necessary. In addition, the experts were asked to contribute any factors they felt were significant determiners of the level of success of school library service.

As a result of the survey, a total of seventeen factors were agreed upon. These seventeen factors were determined to have a significant affect on the level of library service. These factors were:

1. School enrolment.
2. The operation of a district centre.
3. Allocation of library staff.
4. The librarian's qualifications.
5. The percentage of the librarian's teaching time assigned to the library.
6. The physical facilities.
7. The attitude of the school board.
8. The attitude of the principal.
9. Collection.
10. Expenditure.
11. The librarian's commitment.
12. Student ability to use the library.
13. Library policy.
14. Teaching methodology of classroom teachers.
15. The organization of library materials.
16. The location of the library.
17. The attitude of the teaching staff.

Determining the characteristics of library service,

The investigator's reading and research led him to select a number of characteristics (measures) of library service. However, since adequate social science research could not be found, the investigator could not determine, if, in fact, these were the real measures of library service.

Using Branscombe and Newsom (1977), the Canadian Library Association (1969), and the American Library Association (1960) a total of 34 measures of library service were selected. These services were included in part two of the survey completed by the experts (see Appendix A).

The respondents were asked to make two responses for each statement: (i) whether or not they considered the statement to be a measure of library service and (ii) if, in their opinion, it was a measure of library service, how important did they consider the service to be in the total operation of a school library.

To make the second response - their indication of the importance of the service - the respondents were asked to rate the importance of each statement on a three point scale: important, highly important, extremely important.

The purpose of this second rating was to enable the investigator to calculate a priority of indicators of library services. The calculation was made as follows: (i) for each respondent, each statement was rated as one (important), two (highly important), or three (extremely important), (ii) the total value of each statement was calculated by obtaining the sum of all the ratings for that statement (iii) the mean of the value of each

statement was calculated.

When the value of each statement was obtained, the priority list was established by assigning first place to the measure with the highest mean, the second place to the measure with the second highest mean and so on.

The results of the first response - whether or not each statement was considered to be a measure of library service - indicated that, in the view of the respondents, all the statements were measures of library services.

The rating of the importance of each service resulted in the following list, from most important to least important:

1. Assists teachers in planning for effective use of instructional materials and equipment (2.88).
2. Maintains a working relationship with principal and staff (2.88).
3. Informs teachers of new materials that have been acquired (2.88).
4. Assists teachers in locating and selecting learning and teaching materials (2.66).
5. Suggests to teachers relevant materials, ideas, and resource people for classroom units (2.66).
6. Makes the library and library resources available

throughout the school day, including before and after classes and during lunch periods (2.66).

7. Assists curriculum committees in the selection of appropriate materials for resource units (2.66).

8. Implements a program of library aides (2.66).

9. Works cooperatively with teachers to plan study units (2.66).

10. Provides instruction in research skills (2.55).

11. Organizes all library materials and equipment for convenience, availability and effective use (2.55).

12. Reports new library materials and features of library service at staff meetings (2.55).

13. Gives instruction to students in the use of audio - visual equipment and material (2.55).

14. Continually evaluates library effectiveness (2.55).

15. Consults teachers on instructional needs and student abilities (2.55).

16. Establishes and maintains daily operational routines (2.44).

17. Establishes a network for obtaining material from sources outside the school (2.44).

18. Assesses instructional needs (2.44).

19. Provides liaison with the district centre (2.33).

20. Provides inservice for teachers (2.33).

21. Gives instruction to students in the use of the library (2.33).

22. Guides students in their selection of books and other materials in terms of their abilities and interest (2.33).

23. Evaluates and selects print and non - print material and equipment (2.33).

24. Provides budget management and control (2.33).

25. Guides reference and research work (2.11).

26. Conducts student orientation to the library (2.11).

27. Schedules class visits to the library (2.00).

28. Establishes a reserve service when necessary (2.00).

29. Assists teachers and students in the production of local materials (1.88).

30. Prepares bibliographies for teachers (1.77).

31. Maintains a clearinghouse of up - to - date information concerning community and other resources for instructional purposes (1.77).

32. Conducts equipment checks and does minor repairs (1.77).

33. Prepares necessary reports (1.77).

34. Establishes a learning advisory committee (1.44).

Categories of characteristics of library services

It was determined that the factors referred to in the

previous section could be fitted logically into the eight categories identified by Branscombe and Newsom (1977) as follows:

1. The establishment, maintenance, and assessment of the objectives of the resource centre.

- maintains a working relationship with principal and staff.
- establishes a learning advisory committee.
- continually evaluates library effectiveness.
- prepares necessary reports.
- provides liaison with district centre.

2. The active participation in the development of curriculum and the implementation of programmes.

- assesses instructional needs.
- consults teachers on instructional needs and student abilities.
- assists curriculum committees in the selection of appropriate materials for resource units.
- guides reference and research work.
- provides instruction in research skills.
- assists teachers in locating and selecting learning and teaching materials.
- suggests to teachers relevant materials, ideas, and resource people for classroom units.
- assists teachers in planning for effective use of instructional materials and equipment.
- gives instruction to students in the use of audio - visual equipment and material.

- conducts student orientation to the library.
- works cooperatively with teachers to plan study units.

3. The selection, organization, and circulation of materials.

- provides budget management and control.
- evaluates and selects print and non - print material and equipment.
- organizes all library materials and equipment for convenience, availability and effective use.
- makes library and library resources available throughout the school day, including before and after classes and during lunch periods.
- schedules class visits to the library.

4. The production of materials.

- assists teachers and students in the production of local materials.
- gives instruction to students in the use of audio - visual equipment and materials.
- gives instruction to students in the use of the library.
- provides inservice for teachers.
- prepares bibliographies for teachers.

5. Information services provided.

- establishes a network for obtaining material from sources outside the school.
- provides liaison with district centre.
- reports new library materials and features of library

service at staff meetings.

- assists teachers in locating and selecting learning and teaching materials.
- guides students in selection of books and other materials in terms of their abilities and interest.
- maintains a clearinghouse of up - to - date information concerning community and other resources for instructional purposes.
- informs teachers of new materials that have been acquired.

6. The services involving equipment provided.

- conducts equipment checks and does minor repairs.
- organizes all library materials and equipment for convenience, availability, and effective use.
- evaluates and selects print and non - print material and equipment.

7. The administration of the Resource Centre.

- implements a program of library aides.
- establishes and maintains daily operational routines.
- establishes a reserve service when necessary.

8. The maintenance of contacts with the community at large.

- establishes a network for obtaining material from sources outside the school.
- maintains a clearinghouse of up - to - date information concerning community and other resources for instructional purposes.

Determining the questions

Having identified the characteristics of school services and the factors assumed to influence the level of these services. Questions were then formulated concerning the possible relationship between them.

The study was designed, specifically, for the purpose of answering the following questions:

1. Is there a significant relationship between the level of total library service of the high school and selected characteristics of schools and school libraries?
2. Is there a significant relationship between the objectives of the learning resource centre and selected characteristics of schools and school libraries?
3. Is there a significant relationship between the development of curriculum and implementation of programmes for the use of learning materials and selected characteristics of schools and school libraries?
4. Is there a significant relationship between materials supporting the curriculum and selected characteristics of schools and school libraries?

5. Is there a significant relationship between services involving production of materials and selected characteristics of schools and school libraries?

6. Is there a significant relationship between information services and selected characteristics of schools and school libraries?

7. Is there a significant relationship between services involving equipment and selected characteristics of schools and school libraries?

8. Is there a significant relationship between the administration of the learning resource centre and selected characteristics of schools and school libraries?

9. Is there a significant relationship between maintenance of contacts with the community at large and selected characteristics of schools and school libraries?

Statement of the hypotheses

In order to answer the questions established above, the investigator conducted a study to subject the data to answering these questions in the form of hypotheses. These hypotheses are conjectural statements of the relationship

between the variables that may influence school library resource centres in the secondary schools of Newfoundland and Labrador.

Hypothesis I

There is no significant relationship between, on the one hand, the level of total library service of the high school, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis II

There is no significant relationship between, on the one hand, the objectives of the learning resource centre, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis III

There is no significant relationship between, on the one hand, the development of curriculum and implementation of programmes for the use of learning materials, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis IV

There is no significant relationship between, on the one hand, materials supporting the curriculum, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis V

There is no significant relationship between, on the one hand, services involving production of materials, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis VI

There is no significant relationship between, on the one hand, information services, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis VII

There is no significant relationship between, on the one hand, services involving equipment, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis VIII

There is no significant relationship between, on the one hand, the administration of the learning resource centre, and, on the other hand, selected characteristics of schools and school libraries.

Hypothesis IX

There is no significant relationship between, on the one hand, maintenance of contacts with the community at large, and, on the other hand, selected characteristics of schools and school libraries.

Dependent and independent variables

The variables have been divided into two groups: the dependent and the independent variables. Kerlinger (1973) states an independent variable is the presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent; the dependent variable is the consequent.

In answering the questions and testing the hypotheses, it was assumed that the measures of library service were the dependent variables. These were:

1. Guides reference and research work.
2. Provides instruction in research skills.
3. Assists teachers in locating and selecting learning and teaching materials.
4. Suggests to teachers relevant materials, ideas, and resource people for classroom units.
5. Organizes all library materials and equipment for convenience, availability and effective use.
6. Makes the library and library resources available throughout the school day, including before and after classes and during lunch periods.
7. Assists teachers in planning for effective use of instructional materials and equipment.
8. Informs teachers of new materials that have been acquired.
9. Assists curriculum committees in the selection of appropriate materials for resource units.
10. Reports new library materials and features of library service at staff meetings.
11. Gives instruction to students in the use of audio - visual equipment and material.
12. Implements a program of library aides.
13. Maintains a working relationship with principal and staff.
14. Continually evaluates library effectiveness.
15. Works cooperatively with teachers to plan study

units.

16. Consults teachers on instructional needs and student abilities.

17. Conducts student orientation to the library.

18. Guides students in their selection of books and other materials in terms of their abilities and interest.

19. Gives instruction to students in the use of the library.

20. Evaluates and selects print and non - print material and equipment.

21. Schedules class visits to the library.

22. Establishes a reserve service when necessary.

23. Provides inservice for teachers.

24. Establishes and maintains daily operational routines.

25. Provides liaison with the district centre.

26. Establishes a network for obtaining material from sources outside the school.

27. Provides budget management and control.

28. Assesses instructional needs.

29. Prepares bibliographies for teachers.

30. Maintains a clearinghouse of up - to - date information concerning community and other resources for instructional purposes.

31. Assists teachers and students in the production of local materials.

32. Conducts equipment checks and does minor repairs.
33. Prepares necessary reports.
34. Establishes a learning advisory committee.

The independent variables were the factors assumed to be influencing the dependent variables. The independent variables, which will be referred to in this thesis as selected characteristics of schools and school libraries, were:

1. School enrolment.
2. The existence of a district centre.
3. Allocation of library staff.
4. The librarian's qualifications.
5. The percentage of the librarian's teaching time assigned to library duties.
6. The library quarters.
7. The attitude of the school board towards library service.
8. The attitude of the principal towards library service.
9. The breadth and depth of the collection.
10. The total library expenditure.
11. The librarian's commitment to library service.
12. Student ability to use the library.
13. A clearly written and practiced library policy.
14. Teaching methodology.

15. The organization of library materials.
16. The physical location of the library.
17. The attitude of the teaching staff towards library service.

Definition of terms

School library service

For the purpose of this study, library service is defined as a combination of three distinctive ingredients:

1. space - the actual physical facilities.
2. collection - the materials and equipment.
3. function - the activities performed by professionally trained library personnel for the teachers, administration and students of the school.

School library resource centre

An area specifically designated, and currently in use, for study, reading, viewing, and listening to instructional materials. An area responsible for the circulation and administration of a collection of both print and non-print materials and equipment, for the use of the student body and the staff of that school.

District resource centre

An area specifically designated for the custody, circulation and administration of a collection of both print and non - print items, equipment, and production facilities provided for the use by the schools of that specific board.

Limitations of the study

The investigator has employed a mail questionnaire in this study, while recognizing the limitations of such a procedure:

a. Kerlinger (1973) states that mail questionnaires have two drawbacks - the possible lack of response and the inability to check the response given. The investigator proceeded with this type of research because it was the most appropriate method for obtaining the required information.

b. The conclusions of this study are to be based on the opinions and self - appraisals of the school librarians and principals who returned the completed questionnaire. The researcher assumes the questionnaires were completed frankly and accurately.

Chapter Four

DESIGN OF THE STUDY

The purpose of this study was to investigate the characteristics of schools and school libraries that affect or influence school library service. This chapter explains the procedure used to carry out this study - the design of the questionnaire, the validation of the instrument, the selection of the population, the collection of the data and the treatment of the data.

The design of the questionnaire

A careful review of the literature revealed an absence of any appropriate instrument that could be used in this particular study. The researcher therefore decided to develop an instrument that could be employed in this study. In consultation with the Director of the Division of Learning Resources and other members of the Faculty of Education at Memorial University, the school board Library Media Coordinators, the provincial library consultant, librarians and graduate students in the Division of Learning Resources, a questionnaire was constructed (see Appendix B). The primary source of information used to complete the questionnaire was a survey conducted among

the Library - Media Coordinators in the province, the provincial library consultant and members of the Faculty of Education at Memorial University. Another important source was Resource Services for Canadian Schools edited by Branscombe and Newsom (1977) (see page 9).

Of particular importance was Resource Services for Canadian Schools. The major components of service which were identified in the edition were used as the independent variable in developing the instrument.

These major components of library service (see page 9) were related to the 17 characteristics determined from the survey of professionals as being the factors which influence the effective implementation and execution of these services.

The questionnaire consisted of two parts (see Appendix B) - Part One was to be completed by the principal; Part Two was to be completed by the person responsible for providing library service in that school. Part One, contained the general information section, identifying the school by its name, location, school district, grade level, enrolment, and number of teachers. Section One was to determine if the school had a centralized library and if the library had a staff allocation. In addition, this section was to gather the attitude of the principal

towards library service. This section included three independent variables: school enrolment, library staff allocation, and the principal's attitude. The grade level of the school was necessary to ensure that all of the responses were from secondary schools. The number of teachers on staff was supplementary information.

Part Two, Section Two was constructed to determine the librarian's level of qualifications, the percentage of the librarian's teaching time assigned to library duties, the operation of a district centre, the use of a written library policy as a guide to its operation, and if the teaching methodology allowed for the use of the library's resources as a part of the instruction program. This section was to ascertain the librarian's commitment to library service as well as the attitude of the teaching staff and the school board towards library service as perceived by the librarian. Finally, this section was to determine the overall student ability to use the library. This section contained nine independent variables: librarian's qualifications, percentage of teaching time assigned to library duties, operation of a district centre, a library policy, the teaching methodology of the school, the attitude of the school board, the attitude of the teaching staff, the librarian's commitment to library service, and student ability to use the library. The

teaching of the library skills question was designed to gather supplementary information.

Section Three was concerned with the extent of the collection. This section was designed to gather data on the print and non - print collection and the system of cataloguing. This section included two independent variables: collection and the organization of the library material.

Section Four was designed to gather information relating to the physical facilities. This section was constructed to determine the area of the library per pupil, the seating capacity of the library, the type of physical facility, and how central the library was in relation to the teaching areas of the school. This section attempted to gather information on two independent variables; the physical facility and the location of the library.

Section Five was constructed to determine the total expenditure of the school library. This section contained one independent variable - expenditure. The information concerning the source of the finances was purely supplementary.

Section Six was constructed to determine the level of library service in the secondary schools of Newfoundland and Labrador. Included in this section are thirty - four measures of library service which together comprise the dependent variable - library service.

Validation of the instrument

A first draft of the questionnaire (see Appendix B) was submitted to eight graduate students on the Learning Resources Programme at Memorial University, members of the Faculty of Education at Memorial University, the provincial Library Consultant for the Province of Newfoundland and Labrador and one Library - Media Coordinator. In accordance with suggestions and recommendations emanating from their submissions, a few minor additions and deletions were made. The revised questionnaire (see Appendix C) presented to most of these people for further examination, was found to be acceptable.

Selecting the population

Each year the Division of School Services in the provincial Department of Education publishes an edition of the Directory of Newfoundland and Labrador Schools.

The 1981-82 edition (Directory of Newfoundland and Labrador Schools, 1982) listed the schools according to school board and their respective grade levels. For the purposes of this study, the writer was interested only in those schools which reported secondary grades. A thorough examination of the manual revealed there are in excess of 200 schools that house grades seven to eleven. The distribution of secondary schools in the province of Newfoundland and Labrador is depicted in Table 1.

Table 1

Distribution of Secondary Schools
in Newfoundland and Labrador

<u>Grade Level</u>	<u>Number of Schools</u>
K - 10	16
K - 11	51
1 - 10	1
1 - 11	1
3 - 11	1
4 - 11	2
6 - 11	1
7 - 11	93
8 - 11	15
9 - 11	20
10 - 11	6
Total	207

The investigator decided to select a representative sample of the population for this study. Using the computer, a random number sampling procedure was applied to assure a random sample. Using a random number program, the computer printed a random list of 100 schools which were surveyed as a part of this study.

A major reason for sampling is to reduce expense - in time, effort and money. Another reason for sampling, according to Mouly (1978), is that if the sample data are to be used as the basis for generalizing to a given population, then it is essential that the sample be representative of the population.

The completed questionnaire was mailed to the principals of a representative sample of secondary schools. The questionnaire was divided into two parts. The principal was requested to complete Part One and forward Part Two to the person in the school who had been assigned responsibility for providing library service in that school.

Collection of the data

The questionnaire was mailed to 100 secondary schools across Newfoundland in September, 1982. Accompanying the

instrument was a covering letter (see Appendix C) explaining the purpose of the study and asking for a prompt return. The letter urged the respondents to be frank in answering the questionnaire. The letter also promised that the information volunteered and their institutions would remain anonymous. Finally, it asked the respondents to seal the completed questionnaire in the enclosed stamped, self-addressed envelope and return it via the Post Office.

Two weeks following the mailing of the questionnaire, a follow up letter was forwarded to the school principals. This letter reminded the respondent of the earlier questionnaire and asked them to make a special effort to return it.

Table 2 reveals the number of schools that returned the questionnaire and the number and percentage of schools participating in the study.

Table 2

Number of schools participating in the study

Total number of schools that were sent the questionnaire.	100
Total number of schools responding to the questionnaire.	66
Percentage of schools responding to the questionnaire and participating in the study.	66%

The treatment of the data

The questionnaire was designed to obtain data concerning the various characteristics of schools and school libraries that affect school library service. These factors were the independent variables:

1. School enrolment.
2. Operation of a district centre.
3. Allocation of library staff.
4. The librarian's qualifications.
5. The percentage of the librarian's teaching time

assigned to library duties.

6. The physical facilities.
- ✓ 7. The attitude of the school board.
8. The attitude of the principal.
9. The collection.
10. Expenditure.
11. The librarian's commitment.
12. Student ability to use the library.
13. Library policy.
14. Teaching methodology.
15. The organization of library materials.
16. The location of the library.
17. The attitude of the teaching staff.

The questionnaire was also designed to determine the level of library service in the secondary schools of Newfoundland. This was the dependent variable.

As previously discussed in chapter 3, a preliminary survey was conducted to determine the measures of library service. The investigator compiled a list of measures of library service and surveyed various professionals in the field to ascertain whether these measures were indeed valid and if others should be added. In addition to stating whether or not they believed the measures listed were valid, they were also asked to rate the importance of the

library service on a three point scale:

1. Important
2. Highly Important
3. Extremely Important

The purpose of rating each measure of library service was to assign a certain weight (value) to each service.

A specific weight (value) was awarded each of the measures of library service as calculated by the responses of the previously mentioned professionals.

When the multiple regression analysis was applied to each hypothesis, it was performed twice: once, with the measures of library service unweighted (eg. without any particular numerical value) and once with the measures of library service weighted (with a specific numerical value assigned according to the response of the informant).

In Part Two, Section Six (library services) of the questionnaire (see Appendix C), the respondents were asked to describe the frequency with which the service was provided. The respondents were unaware that each library service had a predetermined value. In addition to being

reported as given, each response was also assigned a specific value (weight), thereby allowing the investigator to generate two sets of data, one being unweighted and the other being weighted.

A multiple regression analysis was used to test the hypotheses. 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).

The data were tabulated with the results reported in the following chapter. The F value of each variable is an indication of the strength of that variable in influencing the dependent variable. In the tables, there is also an indication as to whether or not the F - value was statistically significant, that is, whether or not the amount of influence of the independent variable was significant or insignificant. Significance levels of $p < .05$ and $p < .01$ was applied to the statistical relationships.

Chapter 5

ANALYSIS OF THE DATA

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

The multiple regression analysis is presented for each of the independent variables. The relative effect of each predictor variable can be seen by examining the Beta Coefficients. The F - value of each variable is an indication of the strength of that variable in influencing the independent variable. In the tables there is also an indication as to whether or not the F - values are statistically significant, that is, whether or not the amount of influence of the independent variable is significant or insignificant.

The multiple regression analysis is applied to each independent variable twice. In one application of the analysis, the measures of library service were unweighted (eg. without any numerical value) and in a second application of the multiple regression analysis the measures of library service were weighted (eg. a specific numerical value was assigned according to the response

appearing on the questionnaire). The investigator had predetermined the specific weight (value) assigned to each response.

The multiple regression analysis was applied to determine if a significant relationship existed between the independent and the dependent variables at the $p < .05$ and $p < .01$ levels of significance.

Testing the hypotheses

The data were applied to test the hypotheses and questions reported on pages 32 and 33.

Test of Hypothesis I

Hypothesis I: There is no significant relationship between, on the one hand, the level of total library service of high schools, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for total library service is presented (Tables 3 and 4).

Table 3

Relationship of the Determinants
and the Total Library Service (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.902	12.700 **
X ₁₅ LIBCOM	.872	1.706
X ₁₀ STAT	.555	1.046
X ₁₂ COL	.418	1.738
X ₈ LQR3	.358	.928
X ₅ PRT	.341	.701
X ₉ LQR4	-.336	.348
X ₁₇ TMET	-.200	.411
X ₂ DCEN	.196	.629
X ₁₉ LLOC	.167	.196
X ₃ LSTA	.156	.857
X ₂₀ TSAT	-.148	3.238
X ₄ LIBQ	.144	.404
X ₇ LQR2	.125	.166
X ₁₃ LEXP	.121	.244
X ₁₈ LOM	-.094	.254
X ₁₄ STAB	.090	.031
X ₁ ENROL	.066	.338
X ₆ LQR1	-.065	.144
X ₁₆ LIPOL	.003	.000
Multiple R = .697		F = 1.946

*p < .05

**p < .01

Table 4

Relationship of the Determinants
and the Total Library Service (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.831	24.645 **
X ₁₅ LIBCOM	.587	1.765
X ₅ PRT	-.352	1.706
X ₁₉ LLOC	-.321	1.664
X ₁₇ TMET	-.314	2.319
X ₂₀ TSAT	-.306	.527
X ₁₄ STAB	.248	.539
X ₁₂ COL	.228	1.188
X ₄ LIBQ	.203	1.822
X ₁₀ SBAT	-.167	.218
X ₁₆ LIPOL	-.146	.892
X ₉ LQR4	.144	.147
X ₁ ENROL	.130	3.003
X ₂ DCEN	.125	.583
X ₆ LQR1	-.109	.915
X ₁₈ OLM	-.098	.635
X ₇ LQR2	-.081	.159
X ₁₃ LEXP	.052	.100
X ₈ LQR3	-.23	.009
X ₃ LSTA	-.022	.038
Multiple R = .880		F = 7.091 **

*p < .05

**p < .01

The results of the analysis differ depending on whether weighted or unweighted values are used. With respect to the weighted data, taken collectively, as displayed in Table 3, a multiple regression of .697 and a F - value of 1.946, which is insignificant, indicate that the null hypothesis is supported. In other words, when using the weighted data, the answer to Question 1 (Is there a significant relationship between total library service and selected characteristics of schools and school libraries?) is that there is none according to the existing data.

Table 4, which deals with the unweighted data, reveals that with respect to all the independent variables taken together, there is a multiple regression of .880 with a F - value of 7.091, which is significant at the $p < .01$ level of significance. Therefore, the null hypothesis is rejected. In other words, when using the unweighted data the answer to Question 1 is that there is a significant relationship between the total library service and selected characteristics of schools and school libraries.

In both tables, one selected characteristic - PAT (principal's attitude) - had a significant influence on the total library service, at the $p < .01$ level of significance. The investigator can conclude from such significant relationships that the principal's attitude does have an

influence on the total library services available in the high school.

An examination of the Beta Coefficients in the tables reveals a number of characteristics that may have some influence on the total library service of high schools. The selected characteristics LIBCOM (librarian's commitment) and COL (collection) in both tables, TSAT (teaching staff attitude) and SBAT (school board attitude) in Table 3, and ENROL (school enrolment), TMET (the teaching methodology of the teaching staff), LIBQ (the librarian's qualifications), PRT (the percentage of released time for library duties), and LLOC (the physical location of the library) in Table 4 may have some influence on the total library service.

From the data presented, the selected characteristics of schools and school libraries, when acting individually, with the exception of the principal's attitude, do not influence library service. Similarly, the weighted data do not reveal a significant relationship. However, the unweighted data reveal there is a significant relationship between the total library service and selected characteristics of schools and school libraries.

Test of Hypothesis II

Hypothesis II: There is no significant relationship between, on the one hand, the objectives of the learning resource centre, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted and once using unweighted data. The regression analysis for the objectives of Learning Resource Centre is presented (Tables 5 and 6).

The results of the analysis differ depending on whether weighted or unweighted values are used. Using the weighted data, taken together, as displayed in Table 5, a multiple regression of .725 and a F - value of 2.278, which is significant, indicate a rejection of the null hypothesis. In other words, the answer to Question 2 (Is there a significant relationship between the objectives of the learning resource centre and selected characteristics of schools and school libraries?) with respect to the weighted data, is that there is a significant relationship.

Table 6, which displays the unweighted data collectively, reveals that with respect to the selected characteristic, taken together, there is a multiple regression of .880 and

a F - value of 1.084, which is insignificant. Therefore, the null hypothesis is supported. In other words, when using the unweighted data the answer to Question 2 is that there is no relationship between the objectives of the learning resource centre and selected characteristics of schools and school libraries according to the existing data.

In both tables, one selected characteristic - PAT (principal's attitude) - is significantly related to the objectives of the learning resource centre at the $p < .01$ level of significance. It can be concluded, then, that the principal's attitude is a significant factor influencing the objectives of the learning resource centre in the high school.

Several Beta Coefficients reported in the two tables reveals that some characteristics may be able to exert some influence on the objectives of the learning resource centre. The selected characteristics TSAT (teaching staff attitude), LIBCOM (librarian's commitment), COL (collection), and PRT (percentage of released time for library duties) in both tables, LLOC (library location) and TMET (teaching methodology of the teaching staff) in Table 5, and SBAT (school board attitude) in Table 6 may have the ability to influence the objectives of the learning resource centre.

From the data presented, the selected characteristics of schools and school libraries when acting individually, with the exception of the principal's attitude do not significantly influence the objectives of the learning resource centre. The selected characteristics, taken collectively, do reveal a significant relationship using the weighted data. However, when the unweighted data were applied, they do not reveal any significant relationship.

Table 5

Relationship of the Determinants and the
Objectives of the Learning Resource Centre (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₅ LIBCOM	.714	1.237
X ₁₁ PAT	-.683	7.887 **
X ₁₉ LLOC	-.384	1.126
X ₁₇ TMET	-.351	1.374
X ₅ PRT	-.350	.800
X ₂₀ TSAT	-.339	.306
X ₁₄ STAB	.290	.350
X ₁₀ SBAT	-.247	.225
X ₉ LQR4	.240	.192
X ₁₂ COL	.238	.610
X ₄ LIBQ	.200	.840
X ₂ DCEN	.190	.640
X ₁₆ LIPOL	-.157	.493
X ₆ LQR1	-.151	.839
X ₁₈ OLM	-.132	.550
X ₇ LQR2	-.098	.112
X ₁ ENROL	.039	.125
X ₃ LSTA	-.024	.022
X ₁₃ LEXP	.014	.004
X ₈ LQR3	-.001	.000
Multiple R = .725		F = 2.278 *

*p < .05

**p < .01

Table 6

Relationship of the Determinants and the
Objectives of the Learning Resource Centre. (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₂₀ TSAT	-.889	1.524
X ₁₁ PAT	-.874	9.360 **
X ₁₅ LIBCOM	.769	1.039
X ₁₂ COL	.475	1.760
X ₁₀ SBAT	.394	.413
X ₅ PRT	-.339	.546
X ₁₇ TMET	-.331	.885
X ₈ LQR3	.323	.592
X ₁₄ STAB	.233	.164
X ₄ LIBQ	.154	.359
X ₂ DCEN	.129	.212
X ₁₆ LIPOL	-.125	.226
X ₉ LQR4	-.095	.022
X ₁₃ LEXP	.080	.083
X ₁₈ OLM	-.078	.137
X ₇ LQR2	-.074	.045
X ₃ LSTA	.073	.150
X ₆ LQR1	-.057	.086
X ₁ ENROL	.042	.107
X ₁₉ LLOC	-.022	.003
Multiple R = .588		F = 1.084

*p < .05

**p < .01

Test of Hypothesis III

Hypothesis III: There is no significant relationship between, on the one hand, the development of curriculum and implementation of programmes for the use of learning materials, and, on the other hand, selected characteristics of schools and school libraries./

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for the development of curriculum and implementation of programmes for the use of learning materials is presented (Tables 7 and 8).

The results of the analysis do not differ using weighted or unweighted data, taken together. The data displayed in Tables 7 and 8 reveal a multiple regression of .608 with a F - value of 1.204 and a multiple regression of .774 with a F - value of 3.076, respectively. In each case the null hypothesis is supported. In other words, the answer to Question 3 (Is there a significant relationship between the development of curriculum and the implementation of programmes for the use of learning materials and selected characteristics of schools and school libraries?) using either weighted or unweighted data is that there is none according to the existing data.

In both tables, one selected characteristic - PAT (principal's attitude) - had a significant influence on the development of curriculum and implementation of programmes for the use of learning materials, at the $p < .05$ level of significance. It can be concluded, then, that the principal's attitude is a significant factor influencing active participation in the development of curriculum and the implementation of programmes designed around the use of learning materials in all media in the secondary school.

An examination of the Beta Coefficients in the tables reveal that those listed in Table 7 are not of sufficiently high value to allow the investigator to assume that they may have the tendency to influence the development of curriculum and implementation of programmes for the use of learning materials. However, Table 8 suggests there are a number of characteristics that may be capable of exerting an influence on the development of curriculum and implementation of programmes for the use of learning materials. The selected characteristics TSAT (teaching staff attitude), LQR4 (library quarter characteristics), SBAT (school board attitude), LQR2 (library quarters specific areas/rooms), PRT (percentage of released time for library duties), COL (collection), LIBCOM (librarian's commitment), LLOC (library location), and LQR3 (library quarters seating capacity) with sufficiently high Beta

Coefficients may have the tendency of being able to influence the development of curriculum and implementation of programmes for the use of learning materials.

The weighted and unweighted data, acting collectively, do not significantly influence the development of curriculum and implementation of programmes for the use of learning materials. The selected characteristics, acting individually, reveal that only the principal's attitude influence the development of curriculum and implementation of programmes for the use of learning materials.

Table 7

Relationship of the Determinants and the
Development and Implementation of Programmes
for the use of Learning Materials (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.600	4.579 *
X ₁₅ LIBCOM	.298	.162
X ₅ PRT	-.216	.230
X ₁₇ TMET	-.185	.286
X ₂₀ TSAT	-.174	.061
X ₁₉ LLOC	-.161	.149
X ₁₂ COL	.152	.188
X ₄ LIBQ	.135	.287
X ₁₄ STAB	.129	.052
X ₁₆ LIPOL	-.083	.102
X ₁₀ SBAT	-.062	.010
X ₁₃ LEXP	.058	.045
X ₉ LQR4	.052	.007
X ₆ LQR1	-.046	.058
X ₁₈ OLM	-.046	.049
X ₂ DCEN	.043	.024
X ₇ LQR2	-.041	.015
X ₁ ENROL	.027	.046
X ₈ LQR3	.023	.003
X ₃ LSTA	-.014	.006
Multiple R = .608		F = 1.204

*p < .05

**p < .01

Table 8

Relationship of the Determinants and the
Development and Implementation of Programmes
for the use of Learning Materials (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₂₀ TSAT	-.974	2.993
X ₉ LQR4	-.690	1.885
X ₁₀ SBAT	.673	1.972
X ₁₁ PAT	-.574	6.605 *
X ₇ LQR2	.501	3.428
X ₅ PRT	-.470	1.710
X ₁₂ COL	.435	2.414
X ₁₅ LIBCOM	.405	.471
X ₁₉ LLOC	.373	1.258
X ₈ LQR3	.300	.834
X ₃ LSTA	.213	2.063
X ₄ LIBQ	.206	1.058
X ₁₆ LIPOL	.162	.618
X ₂ DCEN	.130	.354
X ₁₄ STAB	.116	.067
X ₁ ENROL	.101	1.015
X ₆ LQR1	.097	.409
X ₁₃ LEXP	.062	.082
X ₁₇ TMET	-.050	.033
X ₁₈ OLM	-.045	.075
Multiple R = .774 F = 3.076		

*p < .05
**p < .01

Testing Hypothesis IV

Hypothesis IV: There is no significant relationship between, on the one hand, materials supporting the curriculum, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for materials supporting the curriculum is presented (Tables 9 and 10).

The results of the analysis differ, depending on whether weighted or unweighted values are used. With respect to the weighted data, taken together, as displayed in Table 9, a multiple regression of .892 with a F - value of 8.025, which is significant, indicate that the null hypothesis is rejected. In other words, when using the weighted data, the answer to Question 4 (Is there a significant relationship between the materials supporting the curriculum and selected characteristics of schools and school libraries?) is that there is a significant relationship according to the existing data.

Table 10, which deals with the unweighted data, taken collectively, reveals a multiple regression of .688 with a

F - value of 1.846, which is insignificant at the $p < .01$ level of significance. Therefore the null hypothesis is supported. In other words, when using the unweighted data the answer to Question 4 is that there is no significant relationship between materials supporting the curriculum and selected characteristics of schools and school libraries according to the existing data.

In both tables, only one selected characteristic - PAT (principal's attitude) - had a significant influence on materials supporting the curriculum at the $p < .01$ level of significance. The investigator can conclude that the principal's attitude does have a significant influence on materials supporting the curriculum in the secondary schools of Newfoundland and Labrador.

An examination of the Beta Coefficients reported in the tables reveals there are a number of characteristics that may have the ability to exert some influence on materials supporting the curriculum. The characteristics LLOC (location of the library) and TSAT (teaching staff attitude) in both tables; LIBCOM (librarian's commitment), PRT (percentage of released time for library duties), and TMET (teaching methodology of the teaching staff) in Table 9; and SBAT (school board attitude), LBQ4 (library quarters seating capacity), and COL (collection) in Table 10 all have

Beta Coefficients that allow the investigator to assume they may have some influence on the materials supporting the curriculum.

From the data presented, the selected characteristics of schools and school libraries, when acting individually, with the exception of the principal's attitude, do not influence materials supporting the curriculum. Similarly, the unweighted data do not reveal a significant relationship. However, the weighted data reveal there is a significant relationship between materials supporting the curriculum and selected characteristics of schools and school libraries.

Table 9

Relationship of the Determinants and Materials
supporting the Curriculum. (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.845	28.063 **
X ₁₅ LIBCOM	.663	2.484
X ₅ PRT	-.376	2.148
X ₁₉ LLOC	-.362	2.323
X ₁₇ TMET	-.349	3.161
X ₂₀ TSAT	-.333	.687
X ₁₄ STAB	.279	.752
X ₁₂ COL	.249	1.563
X ₄ LIBQ	.217	2.298
X ₁₀ SBAT	-.206	.363
X ₉ LQR4	.183	.262
X ₁₆ LIPOL	-.161	1.206
X ₂ DCEN	.151	.944
X ₆ LQR1	-.129	.222
X ₁₈ OLM	-.116	.975
X ₁ ENROL	.097	1.847
X ₇ LQR2	-.091	.222
X ₁₃ LEXP	.045	.083
X ₃ DCEN	-.025	.944
X ₈ LQR3	.016	.005
Multiple R = .892		F = 8.025 **

*p < .05

**p < .01

Table 10

Relationship of the Determinants and
materials supporting the Curriculum. (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₂₀ TSAT	-.931	2.078
X ₁₀ SBAT	.823	2.241
X ₉ LQR4	-.741	1.656
X ₁₉ LLOC	.682	3.191
X ₁₁ PAT	-.604	5.552 *
X ₈ LQR3	.473	1.580
X ₁₂ COL	.460	2.059
X ₅ PRT	-.381	.854
X ₇ LQR2	.268	.745
X ₁₇ TMET	-.237	.563
X ₃ LSTA	.194	1.294
X ₁₃ LEXP	.187	.564
X ₁₄ STAB	.182	.124
X ₁₅ LIBCOM	.161	.057
X ₁₈ OLM	-.064	.114
X ₂ DCEN	.047	.036
X ₁ EBROL	.030	.068
X ₄ LIBQ	.029	.016
X ₆ LQR1	.028	.025
X ₁₆ LIPOL	-.009	.002
Multiple R = .688		F = 1.846

*p < .05

**p < .01

Test of Hypothesis V

Hypothesis V: There is no significant relationship between, on the one hand, services involving production of materials, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for services involving production of materials is presented (Tables 11 and 12).

The results of the analysis differ depending on whether weighted or unweighted values are used. With respect to the weighted data, taken as reported in Table 11, a multiple regression of .796 and a F - value of 3.550, which is significant at the $p < .01$ level of significance, indicate that the null hypothesis is rejected. In other words, when using weighted data, the answer to Question 5 (Is there a significant relationship between services involving production of materials and selected characteristics of schools and school libraries?) is that there is a significant relationship.

The unweighted data, taken collectively, presented in Table 12, reported a multiple regression of .627 with a

F - value of 1.334, which is not significant at the $p < .01$ or $p < .05$ level of significance. Therefore the null hypothesis is supported. In other words, the answer to Question 5 is that there is no significant relationship between services involving production of materials and selected characteristics of schools and school libraries according to the existing data.

In both tables, one selected characteristic - PAT (principal's attitude) - had a significant influence on services involving production of materials, at the $p < .01$ level of significance in Table 11 and at the $p < .05$ level of significance in Table 12. It can be concluded that the principal's attitude does significantly influence services involving production of materials in the secondary schools of Newfoundland and Labrador.

The Beta Coefficients listed in the tables reveals several characteristics that may influence services involving production of materials. The selected characteristics LIBCOM (librarian's commitment) in both tables, PRT (percentage of released time), TMET (teaching methodology of the school staff), and LLOC (location of the library) in Table 11; and TSAT (teaching staff attitude), SBAT (school board attitude), and COL (collection) in Table 12 have Beta Coefficients that indicate the

—possibility of influencing services involving production of materials.

From the data presented, the selected characteristics of schools and school libraries, with the exception of the principal's attitude, do not influence services involving production of materials. The unweighted data do not reveal a significant relationship. However, the weighted data reveal there is a significant relationship between services involving production of materials and selected characteristics of schools and school libraries.

Table 11

Relationship of Determinants and Services
involving the Production of Materials (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.776	13.185 **
X ₁₅ LIBCOM	.603	1.140
X ₅ PRT	-.333	.938
X ₁₇ TMET	-.329	1.560
X ₁₉ LLOC	-.325	1.004
X ₂₀ TSAT	-.298	.305
X ₁₄ STAB	.247	.328
X ₁₂ COL	.245	.840
X ₄ LIBQ	.207	1.161
X ₁₀ SBAT	-.193	.177
X ₉ LQR4	.189	.154
X ₁₆ LIPOL	-.147	.557
X ₂ DCEN	.135	.419
X ₆ LQR1	-.120	.683
X ₁₈ OLM	-.110	.493
X ₇ LQR2	-.087	.113
X ₁ ENROL	-.053	.307
X ₁₃ LEXP	.048	.053
X ₃ LSTA	-.028	.038
X ₈ LQR3	.008	.001
Multiple R = .796 F = 3.550 **		

*p < .05
**p < .01

Table 12

Relationship of Determinants and Services
involving Production of Materials. (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.738	7.193 *
X ₂₀ TSAT	-.734	1.121
X ₁₅ LIBCOM	.536	.545
X ₁₀ SBAT	.339	.331
X ₁₂ COL	.311	.817
X ₄ LIBQ	.252	1.040
X ₁₈ OLM	-.230	1.300
X ₈ LQR3	.201	.249
X ₂ DCEN	.201	.559
X ₅ PRT	-.185	.175
X ₆ LQR1	-.169	.817
X ₁ ENROL	.126	1.038
X ₁₇ TMET	-.093	.076
X ₉ LQR4	-.088	.020
X ₁₄ STAB	.043	.006
X ₁₃ LEXP	.029	.012
X ₃ LST	.029	.025
X ₁₆ LIPOL	.024	.010
X ₇ LQR2	-.016	.002
X ₁₉ LLOC	.011	.001
Multiple R = .627		F = 1.334

*p < .05

**p < .01

Test of hypothesis VI

Hypothesis VI: There is no significant relationship between, on the one hand, information services, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for information services is presented (Tables 13 and 14).

The results of the analysis do not differ when using weighted or unweighted data. With respect to both the weighted and unweighted data, taken together, as reported in Tables 13 and 14, the null hypothesis is rejected. Table 14 reveals a multiple regression of .748 and a F - value of 2.615, which is significant at the $p < .01$ level of significance. Table 13 reveals a multiple regression of .725 with a F - value of 2.281 which is significant at the $p < .05$ level of significance. In other words, the answer to Question 6 (Is there a significant relationship between information services and selected characteristics of schools and school libraries?) using either weighted or unweighted data is that there is a significant relationship.

In both tables, one selected characteristic - PAT (principal's attitude) - had a significant influence on information services. In Table 13 at the $p < .01$ level of significance and in Table 14 at the $p < .01$ and $p < .05$ level of significance. Table 14 reveals another selected characteristic - TSAT (teaching staff attitude) is significantly related to information services at the $p < .01$ and $p < .05$ level of significance. The investigator can conclude that the principal's attitude does influence information services. In addition, information services is also influenced by the teaching staff attitude.

The Beta Coefficients listed in Table 14 are not of significant value to assume that the selected characteristics may influence information services. However, the Beta Coefficients reported in Table 13 list the characteristics SBAT (school board attitude), LQR4 (library quarters physical characteristics), LQR3 (library quarters seating capacity), COL (collection), and PRT (percentage of released time for library duties) that may be able to influence information services.

From the data presented, the characteristics of schools and school libraries, when acting individually, with the exception of the principal's attitude and the teaching staff attitude, do not influence information

services. The weighted and unweighted data, when acting collectively, do reveal a significant relationship between the selected characteristics of schools and school libraries and information services.

Table 13

Relationship of the Determinants and
Information Services (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.708	9.133 **
X ₅ PRT	-.189	.253
X ₁ ENROL	.160	2.301
X ₄ LIBQ	.119	.320
X ₂₀ TSAT	-.118	.040
X ₁₂ COL	.117	.158
X ₁₇ TMET	-.113	.153
X ₁₅ LIBCOM	.107	.030
X ₁₃ LEXP	.096	.178
X ₉ LQR4	-.070	.018
X ₁₉ LLOC	-.064	.034
X ₁₄ STAB	.054	.013
X ₁₆ LIPOL	-.054	.062
X ₁₀ SBAT	.052	.011
X ₈ LQR3	.052	.023
X ₂ DCEN	-.040	.030
X ₇ LQR2	-.019	.005
X ₆ LQR1	.013	.007
X ₃ LSTA	-.009	.003
X ₁₈ OLM	.003	.000
Multiple R = .748 F = 2.615 **		

*p < .05

**p < .01

Table 14

Relationship of the Determinants and
Information Services (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₀ SBAT	.744	2.036
X ₁₁ PAT	-.740	9.264 **
X ₉ LQR4	-.453	.688
X ₈ LQR3	.379	1.130
X ₁₂ COL	.355	1.359
X ₅ PRT	-.354	.821
X ₂ DCEN	.295	1.544
X ₇ LQR2	.289	.965
X ₁₄ STAB	-.289	.347
X ₂₀ TSAT	-.269	4.287 **
X ₁₉ LLOC	.202	.311
X ₁₆ LIPOL	.187	.695
X ₄ LIBQ	.166	.580
X ₃ LSTA	.165	1.043
X ₁₈ OLM	-.134	.562
X ₆ LQR1	.084	.260
X ₁₇ TMET	-.079	.070
X ₁ ENROL	.072	.436
X ₁₃ LEXP	.031	.017
X ₁₅ LIBCOM	.019	2.524
Multiple R = .725 F = 2.281 *		

*p < .05

**p < .01

Test of hypothesis VII

Hypothesis VII: There is no significant relationship between, on the one hand, services involving equipment, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for services involving equipment is presented (Tables 15 and 16).

The results of the analysis differ depending on whether weighted or unweighted values are used. With respect to the weighted data, taken collectively as displayed in Table 15, a multiple regression of .900 and a F - value of 8.825, which is significant at the $p < .01$ level of significance, indicate that the null hypothesis is rejected. In other words, when using weighted data, the answer to Question 7 (Is there a significant relationship between services involving equipment and selected characteristics of schools and school libraries?) is that there is a significant relationship.

Table 16 which deals with the unweighted data, reveals that with respect to the characteristics taken together,

there is a multiple regression of .565 with a F - value of .960, which is insignificant, indicating that the null hypothesis is supported. In other words, the answer to Question 7 is that there is no relationship according to the existing data.

Only Table 15, the weighted data, reveals one characteristic - PAT (principal's attitude) - had an influence on services involving equipment at the $p < .01$ level of significance. The investigator can conclude that the principal's attitude does have an influence on the services involving equipment in the high schools of Newfoundland and Labrador.

The Beta Coefficients listed in both tables reveals there are several characteristics that may influence services involving equipment. The characteristics LIBCOM (librarian's commitment), PRT (percentage of released time for library duties), LLOC (physical location of the library), TMET (teaching methodology of the teaching staff), and LIBQ (librarian's qualifications) in Table 15; and TSAT (teaching staff attitude), PAT (principal's attitude), COL (collection), TMET (teaching methodology of the teaching staff), and LBQ3 (library quarters seating capacity) in Table 16 may be of sufficient value to influence services involving equipment.

From the data presented, with respect to weighted data, the selected characteristics, when acting individually, with the exception of the principal's attitude, do not significantly influence services involving equipment. However, when acting collectively, the selected characteristics do influence services involving equipment. With respect to the unweighted data, the selected characteristics, whether acting individually or collectively, do not significantly influence the services involving equipment in the high schools of Newfoundland and Labrador.

Table 15

Relationship of the Determinants and
Services Involving Equipment (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.862	31.549 **
X ₁₅ LIBCOM	.673	2.758
X ₅ PRT	-.379	2.361
X ₁₉ LLOC	-.367	2.585
X ₁₇ TMET	-.357	3.581
X ₂₀ TSAT	-.337	.758
X ₁₄ STAB	.281	.825
X ₁₂ COL	.259	1.815
X ₄ LIBQ	.222	2.615
X ₁₀ SBAT	-.210	.449
X ₉ LQR4	.194	.316
X ₁₆ LIPOL	-.165	1.352
X ₂ DCEN	.152	1.031
X ₆ LQR1	.131	1.594
X ₁₈ OLM	-.118	1.102
X ₇ LQR2	.094	.257
X ₁ ENROL	.059	.730
X ₁₃ LEXP	.048	.105
X ₃ LSTA	.026	.067
X ₈ LQR3	.015	.004
Multiple R = .900		F = 8.825 **

*p < .05

**p < .01

Table 16

Relationship of the Determinants and
Services Involving Equipment (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₂₀ TSAT	-.848	1.332
X ₁₁ PAT	-.545	3.491
X ₁₀ SBAT	.514	.675
X ₁₅ LIBCOM	.420	.297
X ₁₂ COL	.411	1.267
X ₈ LQR3	.391	.835
X ₅ PRT	-.239	.259
X ₁₃ TMET	.177	.001
X ₁₇ TMET	-.175	1.037
X ₃ LSTA	.147	.577
X ₁₆ LIPOL	-.118	.193
X ₁₄ STAB	.118	.040
X ₆ LQR1	-.110	.312
X ₂ DCEN	.080	.079
X ₁₉ LLOC	.080	.034
X ₁₈ OLM	.065	.092
X ₁ ENROL	-.043	.106
X ₄ LIBQ	.006	.000
X ₉ LQR4	.002	.000
X ₇ LQR2	.002	.000
Multiple R = .565		F = .960

*p < .05

**p < .01

Test of Hypothesis VIII

Hypothesis VIII: There is no significant relationship between, on the one hand the administration of the learning resource centre, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for the administration of the learning resource centre is presented (Tables 17 and 18).

The results of the analysis do not differ when using weighted or unweighted data, taken collectively. The data displayed in Tables 17 and 18 report a multiple regression of .522 with a F - value of .770 and a multiple regression of .607 and a F - value of 1.198, respectively. Both of which are insignificant at the $p < .01$ and $p < .05$ level of significance, thereby supporting the null hypothesis. In other words, when using both the weighted and unweighted values, the answer to Question 8 (Is there a significant relationship between the administration of the learning resource centre and selected characteristics of schools and school libraries?) is that there is none according to the existing data.

The weighted data displayed in Table 17 do not reveal any characteristic that had a significant influence on the administration of the learning resource centre. However, the unweighted data, as reported in Table 18, reveals that one selected characteristic - PAT (principal's attitude) - had a significant influence on the administration of the learning resource centre at the $p < .01$ level of significance. The investigator can conclude that the principal's attitude is a significant factor affecting the administration of the learning resource centre.

The Beta Coefficients listed in the tables indicate they may be able to affect some influence on the administration of the learning resource centre. The selected characteristic PAT (principal's attitude) in Table 17, and LIBCOM (librarian's commitment), TSAT (teaching staff attitude), and COL (collection) in Table 18 have Beta Coefficients with values that may allow the investigator to assume they may be able to influence the administration of the learning resource centre.

From the data presented, the administration of the learning resource centre, when using weighted data, is not significantly influenced by the selected characteristics,

acting individually or collectively. However, when using unweighted data, the individual characteristic, PAT (principal's attitude) does influence the administration of the learning resource centre.

Table 17

Relationship of the Determinants and the
Administration of the Learning Resource Centre (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.408	1.834
X ₁ ENROL	.267	3.869
X ₅ PRT	-.126	.067
X ₁₅ L/BCOM	.088	.012
X ₂₀ TSAT	-.082	.012
X ₄ LIBQ	.062	.052
X ₁₇ TMET	-.061	.027
X ₁₉ LLOC	-.059	.017
X ₉ LQR4	-.051	.006
X ₁₂ COL	.050	.018
X ₁₄ STAB	.050	.007
X ₁₃ LEXP	-.044	.023
X ₁₆ LIPOL	-.037	.017
X ₈ LQR3	.036	.007
X ₁₀ SBAT	.022	.001
X ₇ LQR2	-.013	.001
X ₂ DCEN	-.012	.002
X ₆ LQR1	.002	.000
X ₁₈ OLM	.002	.000
X ₃ LSTA	-.001	.000
Multiple R = .522		F = .770

*p < .05

**p < .01

Table 18

Relationship of the Determinants and the
Administration of the Learning Resource Centre (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₅ LIBCOM	.849	1.312
X ₁₁ PAT	-.848	9.114 **
X ₂₀ TSAT	-.778	1.209
X ₁₂ COL	.333	.898
X ₁₇ TMET	-.276	.640
X ₁₀ SBAT	.202	.113
X ₈ LQR3	.192	.218
X ₇ LQR2	-.175	.264
X ₆ LQR1	-.159	.699
X ₁₆ LIPOL	-.157	.369
X ₁₃ LEXP	.148	.294
X ₉ LQR4	.139	.049
X ₁ ENROL	-.116	.850
X ₂ DCEN	.103	.142
X ₁₉ LLOC	-.090	.047
X ₁₄ STAB	.081	.021
X ₁₈ OLM	-.074	.128
X ₅ PRT	-.035	.006
X ₃ LSTA	.024	.016
X ₄ LIBQ	-.012	.002
Multiple R = .607		F = 1.198

*p < .05

**p < .01

Test of hypothesis IX

Hypothesis IX: There is no significant relationship between, on the one hand, maintenance of contacts with the community at large, and, on the other hand, selected characteristics of schools and school libraries.

The hypothesis is tested in two ways: once using weighted data and once using unweighted data. The regression analysis for the maintenance of contacts with the community at large is presented (Tables 19 and 20).

The results of the analysis do not differ when using weighted or unweighted data. The data displayed, collectively, in Tables 19 and 20 report, respectively, a multiple regression of .473 and a F - value of .591 and a multiple regression of .450 and a F - value of .521, which are insignificant, indicating that the null hypothesis is supported. In other words, when using weighted and unweighted data, the answer to Question 9 (Is there a significant relationship between the maintenance of contacts with the community at large and selected characteristics of schools and school libraries?) is that there is none according to the existing data.

The data reported in both tables indicate that there

is no significant relationship between the individual characteristics and the maintenance of contacts with the community at large, at either the $p < .01$ or $p < .05$ level of significance. The investigator can conclude that none of the selected characteristics significantly affect the maintenance of contacts with the community at large.

Perusal of the Beta Coefficients reported in the tables reveals a number of characteristics that may be able to influence the maintenance of contacts with the community at large. The selected characteristics TSAT (teaching staff attitude), PAT (principal's attitude), and LIBCOM (librarian's commitment) in both tables, and DCEN (district centre) and PRT (percentage of released time for library duties) in Table 20 have values that suggest they may have the ability to influence maintenance of contacts with the community at large.

From the data presented, the selected characteristics of schools and school libraries, acting individually or collectively, do not significantly influence the maintenance of contacts with the community at large.

Table 19

Relationship of the Determinants and Maintenance
of Contacts with the Community at large. (weighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₁ PAT	-.585	3.433
X ₁₅ LIBCOM	.463	.309
X ₂₀ TSAT	-.394	.246
X ₅ PRT	-.251	.245
X ₁₂ COL	.218	.305
X ₁₇ TMET	-.177	.207
X ₂ DCEN	.152	.242
X ₁ ENROL	-.097	.466
X ₄ LIBQ	.086	.093
X ₁₀ SBAT	.072	.011
X ₈ LQR3	.071	.024
X ₁₈ OLM	-.064	.076
X ₃ LSTA	.059	.080
X ₁₆ LIPOL	.057	.014
X ₁₉ LLOC	.056	.037
X ₁₄ STAB	-.052	.007
X ₁₃ LEXP	.050	.026
X ₉ LQR4	-.024	.001
X ₇ LQR2	-.020	.003
X ₆ LQR1	-.020	.009
Multiple R = .450 F = .521		

*p < .05

**p < .01

Table 20

Relationship of the Determinants and
Maintenance with the Community at large. (unweighted)

INDEPENDENT VARIABLE	BETA COEFFICIENT	F - VALUE
X ₁₅ LIBCOM	.855	1.084
X ₂₀ TSAT	-.706	.810
X ₁₁ PAT	-.464	2.225
X ₂ DCEN	.360	1.397
X ₅ PRT	-.349	.485
X ₁₂ COL	.277	.505
X ₁₇ TMET	-.219	.327
X ₁₆ LIPOL	.159	.305
X ₁₉ LLOC	.141	.092
X ₃ LSTA	.140	.456
X ₁₄ STAB	-.127	.041
X ₁₈ OLM	-.126	.302
X ₈ LQR3	.112	.060
X ₁₀ SBAT	.099	.022
X ₆ LQR1	-.054	.066
X ₁ ENRO	.052	.139
X ₄ LIBQ	.040	.020
X ₉ LQR4	-.027	.002
X ₁₃ LEXP	-.019	.004
X ₇ LQR2	-.013	.001
Multiple R = .473		F = .591

*p < .05
**p < .01

CONCLUSION AND DISCUSSION

The aim of this study was to answer a series of questions determined from the measures of library service and the selected characteristics of schools and school libraries. The questions posed sought to establish a relationship between the selected characteristics that affect library service and library service. From the questions listed on page 32, nine hypotheses were generated. The statistical treatment of the hypotheses provided an answer to all of the questions. Whenever the statistical treatment supported the null hypothesis, there was no relationship. Conversely, when the null hypothesis was rejected, there was a relationship.

Table 21

Supported or rejected hypotheses

Hypothesis	Weighted data	Unweighted data
I	supported	rejected
II	rejected	supported
III	supported	supported
IV	rejected	supported
V	rejected	supported
VI	rejected	rejected
VII	rejected	supported
VIII	supported	supported
IX	supported	supported

4 supported

7 supported

5 rejected

2 rejected

Table 21 summarizes the statistical treatment of the hypotheses. The hypotheses were analyzed using both weighted and unweighted data. This meant that each hypothesis was subjected to two sets of data. An examination of the information reported in Table 21 reveals that only four of the hypotheses, when using both sets of data, were clearly supported or rejected. The other five hypotheses revealed conflicting results when using both the weighted and the unweighted data.

It appears that when the hypotheses were tested using the weighted data, the likelihood of rejection was greater, with five of the hypotheses being rejected and four being supported. When the hypotheses were tested using the unweighted data, the likelihood of rejection was less, only two of the hypotheses being rejected and seven were supported.

The statistical treatment of the hypotheses revealed that there were only two selected characteristics of schools and school libraries that significantly influenced library service. The principal's attitude was found to significantly influence the objectives of the learning resource centre, development of curriculum and implementation of programmes for the use of learning materials, materials supporting the curriculum, services involving production of materials, information services, the administration of the learning resource centre and the services involving equipment components of library service. In addition, the attitude of the teaching staff was found to be a significant factor influencing the information services component of library service.

The study did not indicate to any great degree the characteristics of schools and school libraries that do affect library service in the high schools of Newfoundland

and Labrador. The study failed in its attempt to determine the characteristics that influence library service.

In a general sense, a question remains unanswered. What are the factors that do influence library service in the secondary schools of Newfoundland and Labrador? This study has been largely unsuccessful in determining the characteristics that do influence library service. The investigator can only speculate as to what are the characteristics that affect library service and why this study failed to determine these characteristics. The researcher can only assume there were problems inherent in this study. It is possible that other statistical treatments, unfamiliar to the researcher, applied to the data may have produced more characteristics that influence library service. Maybe it was the instrumentation. It is probable that the questions did not solicit the responses necessary to define the characteristics that influence library service. It is possible that the questionnaire was not sufficiently precise to illicit the necessary responses. On the other hand, it is probable that the instrumentation was adequate. Maybe the characteristics selected by the investigator in the preliminary survey, (see Appendix A) are not the factors that affect or influence school library service in the high schools of Newfoundland and Labrador. Are there other

factors, untapped and unrealized by the investigator, that affect library service? Could such factors as the geographical location of the school or school board, the amount of locally raised funding, the qualifications of the teaching staff, the age of the teaching staff, the amount of the annual per pupil grants from government, or the assignment of a co-ordinator of library services for the school board be characteristics that significantly affect library service? Clearly, further study is required to successfully determine the characteristics of schools and school libraries that affect library service.

Chapter 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary, the conclusions and some recommendations for further study.

Summary

The problem

The major purpose of this study was to determine the factors that significantly affect the level of library service in the High Schools of Newfoundland and Labrador. This study attempted to ascertain whether or not the following variables affect the level of library service: school enrolment, existence of a district centre, allocation of library staff, librarian's qualifications, percentage of the librarian's teaching time assigned to library duties, library quarters, school board attitude, principal's attitude, collection, library expenditure, librarian's commitment, student ability, library policy, teaching methodology, organization of materials, library location and teaching staff attitude.

Instrumentation

The instrument used to gather data for this study was a questionnaire. The questionnaire was administered to a random sample chosen for this study.

The questionnaire consisted of six sections - Section 1 - general information; Section 2 - library personnel and other relevant data; Section 3 - collection; Section 4 - facilities; Section 5 - budget; and Section 6 - library services.

Methodology

The questionnaire was mailed to 100 secondary schools across Newfoundland and Labrador. The participants in the study were High School principals and librarians.

Limitations

The following limitations, were in the opinion of the investigator, apparent in this study:

1. A mail questionnaire makes it practically impossible to check the responses given.
2. The conclusions of this study are to be based on

opinions and self - appraisals of the respondents.

Conclusions

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

1. The attitude of the principal is a significant factor affecting total library service.
2. The attitude of the principal is a significant factor influencing the following components of service of the school library resource centre:
 - a. Establishment, maintenance, and assessment of objectives of the learning resource centre.
 - b. Active participation in the development of curriculum and implementation of programmes designed around the use of learning materials in all media.
 - c. Selection, organization and circulation of materials supporting curriculum, programme implementation and individual student interest.
 - d. Services involving production of materials as required by teachers or students to achieve specific learning objectives.
 - e. Information services.

- f. Administration of the learning resource centre.
 - g. Services involving equipment.
3. The attitude of the teaching staff is a significant factor influencing information services.

Recommendations

The following recommendations are made for further study:

1. To confirm or deny the findings of the study herein reported, it is suggested that a similar study be replicated using another random sample.
2. It is suggested that a different statistical treatment such as a factor analysis be employed. It might present more results or better seek out what are the characteristics of schools and school libraries that influence library service.
3. It is suggested that the study could be replicated using the same instrumentation with a different set of selected characteristics of schools and school libraries.
4. It is suggested that the study could be replicated using the same characteristics of schools and school libraries with different instrumentation.

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Appendix A

LIBRARY SERVICE

For the purpose of this study library service is defined as a combination of three (3) ingredients:

1. Space - physical facilities
2. Collection - material and equipment
3. Function - the activities performed by the library personnel to the teachers, administrators and students of the school.

1. Are these the necessary ingredients for a library service?

_____ Yes _____ No

If you feel there are other ingredients that comprise a library service, please list them below.

Comment:

FACTORS AFFECTING LIBRARY SERVICE

The investigator has selected, from his readings and research, a number of factors which appear to influence or affect the success of school library service. These specific factors are listed below. In your professional opinion do you believe that these factors significantly affect school library service? Check the appropriate response.

The Factors

1. School enrolment.

_____ Yes _____ No

2. The operation of a district centre.
☐ Yes ☐ No
3. The allocation of library staff.
☐ Yes ☐ No
4. The librarians qualifications.
☐ Yes ☐ No
5. The percentage of the librarians teaching time assigned to library duties.
☐ Yes ☐ No
6. The library quarters - (the physical facility).
☐ Yes ☐ No
7. The attitude of the School Board towards library service.
☐ Yes ☐ No
8. The attitude of the principal towards library service.
☐ Yes ☐ No
9. The attitude of the teaching staff towards library service.
☐ Yes ☐ No
10. The breadth and depth of the collection.
☐ Yes ☐ No
11. The total library budget.
☐ Yes ☐ No
12. Locally raised funds.
☐ Yes ☐ No

13. The Librarian's attitude towards library service.

____ Yes ____ No

14. The attitude of the student population towards library service.

____ Yes ____ No

15. A clearly written and practices library policy.

____ Yes ____ No

If you feel that there are other important factors that significantly affect school library service, please list them below.

Comment:

MEASURES OF LIBRARY SERVICE

The investigator's reading and research has led him to select a number of measures of library service. These measures of library service are outlined below. With regard to each measure of library service, you will be asked to make two responses. One, stating whether or not you believe the statement is a measure of library service and two, rating the importance of the library service. If in your professional opinion, you believe that the statement is a measure of library service, check the line labelled YES. If, in your opinion, you strongly believe that the statement is not a measure of library service, check the line labelled NO. Secondly, if you feel that the statement is a measure of library service, rate the service using the following rating scale.

1 - Important

2 - Highly Important

3 - Extremely Important

	YES	NO	RATING SCALE		
1. Conducts students orientation to the library.	—	—	1	2	3
2. Guides reference and research work of groups of students.	—	—	1	2	3
3. Conducts instruction in research skills.	—	—	1	2	3
4. Guides students in their selection of books and other materials in terms of their abilities and interests.	—	—	1	2	3
5. Assists teachers in locating and selecting learning and teaching materials.	—	—	1	2	3
6. Suggests to teachers relevant material, ideas and resource people for classroom units.	—	—	1	2	3
7. Prepares Bibliographies for teachers.	—	—	1	2	3
8. Organizes all library materials and equipment for convenience, availability and effective use.	—	—	1	2	3

	YES	NO	RATING SCALE		
9. Makes the library and library resources available throughout the school day, including before and after classes and during lunch periods.	—	—	1	2	3
10. Assists teachers in planning for effective use of instructional materials and equipment.	—	—	1	2	3
11. Informs teachers of new materials that have been acquired.	—	—	1	2	3
12. Maintains a clearing-house of up-to-date information concerning community and other resources for instructional purposes.	—	—	1	2	3
13. Assists curriculum committees in the selection of appropriate materials for resource units.	—	—	1	2	3
14. Reports new library materials and features of library service at staff meetings.	—	—	1	2	3
15. Gives instruction to students in the use of library materials.	—	—	1	2	3
16. Gives instruction to students in use of audio-visual equipment and materials.	—	—	1	2	3

	YES	NO	RATING SCALE		
17. Assisting teachers and students in the production of local materials. _____	_____	_____	1	2	3
18. Evaluates and selects print and non-print material and equipment. _____	_____	_____	1	2	3
19. Schedules class visits to the library. _____	_____	_____	1	2	3
20. Establishes a reserve service when necessary. _____	_____	_____	1	2	3
21. Implements a program of library aides. _____	_____	_____	1	2	3
22. Provides inservice for teachers. _____	_____	_____	1	2	3
23. Establishes and maintains daily operational routines. _____	_____	_____	1	2	3
24. Conducts equipment checks and does minor repairs. _____	_____	_____	1	2	3
25. Provides a liason with the district centre. _____	_____	_____	1	2	3
26. Establishes a network for obtaining material from sources outside the school. _____	_____	_____	1	2	3
27. Provides budget management and control. _____	_____	_____	1	2	3

	YES	NO	RATING SCALE		
28. Maintains a working relationship with principal and staff.	—	—	1	2	3
29. Continually evaluates library effectiveness.	—	—	1	2	3
30. Prepares necessary reports.	—	—	1	2	3
31. Works cooperatively with teachers to plan study units.	—	—	1	2	3
32. Assesses instructional needs.	—	—	1	2	3
33. Consults teachers on instructional needs and student abilities.	—	—	1	2	3
34. Establishes a learning centre advisory committee.	—	—	1	2	3

If you feel there are other measures of library service, please list them below. (Please rank them using the previous scale).

1. _____
- _____
2. _____
- _____
3. _____
- _____

Comment:

Appendix B



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MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

*Division of Learning Resources
Faculty of Education*

Telex: 016-4101
Telephone: (709) 737-7544

June 30, 1982

To fulfill the requirements of the M.Ed. program in Learning Resources, I am conducting a study concerning the factors which affect or influence the level of library service in the secondary schools of Newfoundland. This study is being supervised by Dr. G. Fizzard and Dr. B. Brett.

Since research tools have not been developed in this area, I am attempting to devise a questionnaire. Enclosed you will find an instrument I have developed for this research project. This instrument, however, must be tested for its validity by recognized people in the field before it can be used in my investigation.

As a practitioner in the field, I would like to have your help and opinions in validating this instrument. I realize you are deeply involved in your studies during the Summer Session, but your cooperation would be greatly appreciated.

I would appreciate your returning the questionnaire with your opinions and comments at the earliest convenient date. Please write your comments on the opposite page of the questionnaire and number them accordingly. You may return the questionnaire to Room E431 - Mrs. M. Sparkes' office.

Thank you for your understanding and cooperation.

Yours sincerely,

Wayward C. Blake

PART ONE

To be completed by the Principal

SECTION ONE

General Information

Name of School _____
Address _____ _____
School District _____

1. Check the Box opposite the category that best describes your school.

(K - 10) - <input type="checkbox"/>	(6 - 11) - <input type="checkbox"/>
(K - 11) - <input type="checkbox"/>	(7 - 11) - <input type="checkbox"/>
(1 - 10) - <input type="checkbox"/>	(8 - 11) - <input type="checkbox"/>
(1 - 11) - <input type="checkbox"/>	(9 - 11) - <input type="checkbox"/>
(3 - 11) - <input type="checkbox"/>	(10 - 11) - <input type="checkbox"/>
(4 - 11) - <input type="checkbox"/>	

2. What is the total school enrolment? _____

3. How many teachers are there on staff? _____

4. Does the school have a centralized library resource centre?

☐ YES ☐ NO

5. Is there a staff allocation for the library?

☐ YES ☐ NO

6. How would you describe your attitude towards library service in general. Following are several statements which express various attitudes towards library services. Please indicate your attitude by checking the Box which most closely represents your professional attitude towards library service.

☐ The school library is vital to the school's educational program.

6. ☐ The school library is necessary for the implementation of the educational program.
- ☐ The school library can assist the implementation of the educational program.
- ☐ The school program can be effective without a school library.
- ☐ The school library is not necessary for the implementation of the educational program.

PART TWO

To be completed by the Librarian

2

SECTION TWO

Library Personnel and Other
Relevant Information

1. Which of the following categories best describe your qualifications?

- i. A M.Ed. in Learning Resources. ☐
 - ii. Enrolment in the M.Ed. Learning Resources Program. ☐
 - iii. A Diploma in Learning Resources. ☐
 - iv. Enrolment in the Library Resources Diploma Program. ☐
 - v. Courses in Learning Resources but not a part of any program. ☐
 - vi. Teaching certificate with B.L.S. or M.L.S. ☐
 - vii. other (please specify) ☐
-

2. What percentage of your teaching time is assigned for library duties? _____

3. Does your school board operate a district resource centre?

☐ YES ☐ NO

4. Does your school have a written library policy?

☐ YES ☐ NO

If yes, how often is this policy practices?

- ☐ - 5 - Always
- ☐ - 4 - Frequently
- ☐ - 3 - Occasionally
- ☐ - 2 - Seldom
- ☐ - 1 - Never

5. Does the method of teaching employed by most teachers in your school allow for the use of the school library as an integral part of the instructional program?

☐ YES ☐ NO

If yes, check the Box which most closely indicates the degree to which the school library is used as a functional part of the total educational program.

5. ☐ - 5 - Always
☐ - 4 - Frequently
☐ - 3 - Occasionally
☐ - 2 - Seldom
☐ - 1 - Never
6. How would you describe your commitment towards school library service? Following are several statements which express various degrees of commitment towards library service. Please indicate your commitment by checking the Box which most closely represents your commitment to library service.
- ☐ Encourages wide and effective use of library resources on the part of teachers and students.
- ☒ Educates the teachers and students in the effective use of the library and its resources.
- ☐ Encourages students to rely mainly on encyclopedias when searching for information.
- ☐ The most important function of the library is to preserve its collection.
- ☐ The school library is primarily a storehouse of materials.
7. How would you describe the attitude of the teaching staff of your school towards library service? Following are several statements which express various attitudes towards library service. Please indicate the general attitude of your teaching staff, based on your experience with them, by checking the Box which most closely represents the attitude of your teaching staff towards library service.
- ☐ Library materials should be used in preference to textbooks.
- ☐ Each teacher should be responsible for fostering student use of the library.
- ☐ Each class should attend the library at least once a week.
- ☐ The library is primarily a storehouse of materials.
- ☐ It is not necessary for the students to use the library.
8. How would you describe the attitude of your school board towards library service? Following are several statements which express various attitudes towards library service. Please indicate the attitude of your school board by checking the Box which most closely represents your school board's attitude towards library service.

8. ☐ The school board has a program coordinator whose primary responsibility is library service.
- ☐ The school board has an annual expenditure for resource materials equivalent to \$8 per pupil.
- ☐ The board has made provision for the allocation of library staff.
- ☐ The school board has delegated the total responsibility for library service to individual schools.
- ☐ The school board has not expressed a commitment towards library service.

9. How would you describe the overall ability of the student population to use and locate the resources available to them? Please indicate by checking the appropriate Box that most closely describes the overall students' ability to avail themselves of the resources at their disposal.

- ☐ - 5 - Completely Adequate.
- ☐ - 4 - Fairly Adequate
- ☐ - 3 - Adequate in Some Areas,
Inadequate in Other Areas.
- ☐ - 2 - Inadequate
- ☐ - 1 - Completely Inadequate

10. Do you teach library skills?

☐ YES ☐ NO

If yes, check the appropriate Box.

- ☐ In Isolation
- ☐ Integrated with other Subjects

SECTION THREECollection

PRINT

What is the approximate number of the following items that are in your library collection?

Reference sets _____ Paperbacks _____
 Periodical (paid) _____ Atlases _____
 Fiction _____ Dictionaries _____
 Non-Fiction _____ Professional Literature _____

NON-PRINT

What is the approximate number of the following items that are in your library collection?

Filmstrips _____
 Filmstrips/Cassette (Kit) _____
 Study Prints (Commercial) _____
 Audio Cassettes _____
 Computer Software _____
 VTR Programs _____
 Records _____
 Transparencies _____
 Slide Sets _____

How is the library collection in your school catalogued? Please indicate the extent of the cataloguing by checking the appropriate Box opposite the statement that best describes your cataloguing system.

1. Fully catalogued, classified and indexed.
2. Limited Cataloguing: i.e. shelf list or author/title only.
3. No Catalogue. Shelf arrangement only, means of location.
4. Color Coding by Subject.
5. Other (please specify).

PRINT		NON-PRINT	
Yes	No	Yes	No



SECTION FOUR

Physical Facilities



1. What is the area of the library floor per pupil? _____

2. Which of the following rooms or areas are included in the library? Check the appropriate Box to indicate a presence or absence.

	Present	Absent
Reading	<input type="checkbox"/>	<input type="checkbox"/>
Production	<input type="checkbox"/>	<input type="checkbox"/>
Workroom	<input type="checkbox"/>	<input type="checkbox"/>
Library Office	<input type="checkbox"/>	<input type="checkbox"/>
Seminar Room	<input type="checkbox"/>	<input type="checkbox"/>
Previewing	<input type="checkbox"/>	<input type="checkbox"/>
Storage	<input type="checkbox"/>	<input type="checkbox"/>

3. What is the seating capacity of the library? Check the Box opposite the category that best represents the accommodation capabilities of the library.

- ☐ - 1 - The Smallest Class
- ☐ - 2 - The Largest Class
- ☐ - 3 - Any Two Classes in the School.
- ☐ - 4 - More Than Any Two Classes in the School.

4. In order to determine the type of physical facility in your school, a number of characteristics have been listed. Would you rate each of these characteristics using the following scale.

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Excellent

Lighting	1	2	3	4	5
Acoustics	1	2	3	4	5
Electrical Outlets	1	2	3	4	5
Ventilation	1	2	3	4	5

4. Furnishings 1 2 3 4 5
 Shelving 1 2 3 4 5

5. How central is the location of your library resource centre in relation to the teaching areas of the school? Please indicate the extent of the library's centralization by checking the appropriate Box which most closely describes the location of the library.

- ☐ - 3 - Central
☐ - 2 - Somewhat Central
☐ - 1 - On the Fringe

SECTION FIVE

Budget

1. What was the approximate total expenditure for materials and equipment for the library resource centre during the past year (1981-82)? (This amount should include both board finances and locally raised funds.) _____

SECTION SIX
Library Services

On the following pages there are three groups of library services. Each group contains a list of library activities which you may carry on in your library. This list has been developed by the investigator to find out what services are provided in the school library resource centres in Newfoundland. This list does not represent what should or should not be practiced. What is needed is your frank statement with regard to the actual library services offered in your school.

Directions

The statements are arranged such that the response to each statement will reflect the frequency with which the service is provided.

If the library service is provided in your library, place an "X" under the appropriate term which describes the frequency with which the service is provided.

Library Service

	NEVER	SELDOM	OCCASIONALLY	FREQUENTLY ¹⁴⁰
1. Guides reference and research work of groups of students.				
2. Provides instruction in research skills.				
3. Assists teachers in locating and selecting learning and teaching materials.				
4. Suggests to teachers relevant materials, ideas and resource people for classroom units.				
5. Organizes all library materials and equipment for convenience, availability and effective use.				
6. Makes the library and library resources available throughout the school day, including before and after classes and during lunch periods.				
7. Assists teachers in planning for effective use of instructional materials and equipment.				
8. Informs teachers of new materials that have been acquired.				
9. Assists curriculum committees in the selection of appropriate materials for resource units.				
10. Reports new library materials and features of library service at staff meetings.				
11. Gives instruction to students in the use of audio-visual equipment and material.				

Library Service

NEVER

SELDOM

OCCASIONALLY

FREQUENTLY

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12. Implements a program of library aides.

13. Maintains a working relationship with principal and staff.

14. Continually evaluates library effectiveness.

15. Works cooperatively with teachers to plan study units.

16. Consults teachers on instructional needs and student abilities.

Library Service

17. Conducts student-orientation to the library.

18. Guides students in their selection of books and other materials in terms of their abilities and interest.

19. Gives instruction to students in the use of library materials.

20. Evaluates and selects print and non-print material and equipment.

21. Schedules class visits to the library.

22. Establishes a reserve service when necessary.

23. Provides inservice for teachers.

Library Service

		NEVER	SELDOM	OCCASIONALLY	FREQUENTLY
24.	Establishes and maintains daily operational routines.				
25.	Provides a liaison with the district centre.				
26.	Establishes a network for obtaining material from sources outside the school.				
27.	Provides budget management and control.				
28.	Assesses instructional needs.				
	Library Service.				
29.	Prepares bibliographies for teachers.				
30.	Maintains a clearinghouse of up-to-date information concerning community and other resources for instructional purposes.				
31.	Assists teachers and students in the production of local materials.				
32.	Conducts equipment checks and does minor repairs.				
33.	Prepares necessary reports.				
34.	Establishes a learning advisory committee.				

Appendix C.

Apartment 212
Embassy Building Apartments
Labrador City, Labrador
A2V 2V2
September 15, 1982

Dear Colleague:

A study of the factors that influence or affect school library service is being conducted to fulfill the requirements of my Master of Education degree at Memorial University of Newfoundland.

I have the approval of Dr. G. Fizzard, Director, Division of Learning Resources to complete this study. It is hoped that this questionnaire will gather relevant data concerning the various factors that affect or influence the level of library service.

The success of this study is dependent upon the willingness of the respondents to participate and the frankness of their answers to the questionnaire. The information gathered from this study will be published in summary form and the institution will remain anonymous.

Enclosed you will find a questionnaire. Would you, the principal, complete Part One and forward Part Two to the person who has been assigned responsibility for library service in your school, for completion.

It may appear that the questionnaire is rather lengthy, however, only pertinent information is requested. It should not take long to check or complete any of the items.

Enclosed you will find an addressed, stamped envelope which is intended to facilitate the return of the questionnaire. Please

- 2 -

try to complete and return the questionnaire at your earliest convenience. Your immediate cooperation would certainly be appreciated for the information you choose to give is necessary for the completion of my study.

Thank you for your time and cooperation.

Yours truly,

Hayward C. Blake

PART ONE

To be completed by the Principal

SECTION ONE

General Information

Name of School	_____
Address	_____ _____
School District	_____

1. Check the BOX opposite the category that best describes your school.

(K - 10) - ☐

(6 - 11) - ☐

(K - 11) - ☐

(7 - 11) - ☐

(1 - 10) - ☐

(8 - 11) - ☐

(1 - 11) - ☐

(9 - 11) - ☐

(3 - 11) - ☐

(10 - 11) - ☐

2. What is the total school enrolment? _____

3. How many teachers are there on staff? _____

4. Does the school have a centralized library resource center, i.e. an area designated and currently in use for study and reading and responsible for the circulation and administration of both print and non-print materials and equipment?

☐ YES ☐ NO

5. Is there a staff allocation for the library?

☐ YES ☐ NO

If yes, please indicate

☐ Full-Time

☐ Part-Time

6. With reference to your personal attitude towards school libraries in general and not necessarily to your own library, please respond to the following statements. Indicate your agreement or disagreement with each statement by circling one of the four symbols following the statement:

Strongly Agree . . . SA

Agree . . . A

Disagree . . . D

Strongly Disagree . . . SD

- i. A school library is vital to a school's educational program.

SA A D SD

- ii. A school library is necessary for the implementation of a good educational program.

SA A D SD

- iii. A school library can assist the implementation of an educational program.

SA A D SD

- iv. A good school program can be effective without a school library.

SA A D SD

- v. A school library is mainly a storehouse or distribution center for materials.

SA A D SD

- vi. A school library needs a qualified teacher-librarian in order to make it an integral component of the educational program.

SA A D SD

- vii. A school library is not necessary for the implementation of a good educational program.

SA A D SD

PART TWO

To be completed by the individual
who has been assigned the respon-
sibility for providing library
services.

SECTION TWO

Library Personnel and Other
Relevant Information,

1. Which of the following categories best describes your qualifications?

- i. A M.Ed. in Learning Resources ☐
- ii. Enrolment in the M.Ed. Learning Resources Program ☐
- iii. A Diploma in Learning Resources ☐
- iv. Enrolment in the Learning Resources Diploma Program ☐
- v. Courses in Learning Resources but not a part of any program ☐
- vi. Teaching Certificate with B.L.S. or M.L.S. ☐
- vii. No courses in Learning Resources ☐
- viii. Other ☐

2. What percentage of your teaching time is assigned for library duties? _____

3. Does your school board operate a district resource centre?

☐ YES ☐ NO

4. Does your school have a written library policy?

☐ YES ☐ NO

If yes, please indicate the degree to which the policy is used as a guide.

- ☐ - Always
- ☐ - Frequently
- ☐ - Occasionally
- ☐ - Seldom

5. Does the method of teaching employed by most teachers in your school allow for the use of the school library as an integral part of the instructional program?

☐ YES ☐ NO

If yes, check the BOX which most closely indicates the degree to which the school library is used as a functional part of the total education program.

- ☐ - Always
- ☐ - Frequently
- ☐ - Occasionally
- ☐ - Seldom

6. How would you describe what you consider to be the most important functions of the school library service? Please respond to the following statements. Indicate your agreement or disagreement with each statement by circling one of the four symbols following the statement.

Strongly Agree . . . SA

Agree . . . A

Disagree . . . D

Strongly Disagree . . . SD

- i. The school library should promote wide and effective use of resources on the part of teachers and students.

SA A D SD

- ii. The use of the school library by students will enhance their learning.

SA A D SD

- iii. The use of the library is an integral part of the students' learning.

SA A D SD

- iv. A good school program can be effective without a library.

SA A D SD

- v. The most important function of the library is to preserve its collection.

SA A D SD

- vi. The school library is primarily a storehouse of material.

SA A D SD

7. How would you describe the attitude of the teaching staff of your school towards what a school library service should be? Following are several statements which express various attitudes towards library service. Indicate, in your opinion, the teaching staff's agreement or disagreement with each statement by circling one of the four symbols following the statement.

Strongly Agree . . . SA

Agree . . . A

Disagree . . . D

Strongly Disagree . . . SD

- i. Library materials should be used in preference to textbooks.

SA A D SD

- ii. Each teacher should be responsible for fostering student use of the school library.

SA A D SD

- iii. Each class should attend a library at least once a week.

SA A D SD

- iv. The school library is primarily a storehouse of materials.

SA A D SD

- v. It is not necessary for the students to use the school library.

SA A D SD

8. How would you describe the commitment of your school board towards library service? Indicate, in your opinion, the school board's agreement or disagreement with each statement by circling one of the four symbols following the statement.

Strongly Agree . . . SA
 Agree . . . A
 Disagree . . . D
 Strongly Disagree . . . SD

- i. The school board has a program coordinator whose primary responsibility is library service.

SA A D SD

- ii. The school board has an annual expenditure for resource materials of at least \$8 per pupil.

SA A D SD

- iii. The board has made provision for the allocation of library staff.

SA A D SD

- iv. The school board has delegated the total responsibility for library service to the individual schools.

SA A D SD

- v. The school board has not expressed a commitment towards library service.

SA A D SD

9. How would you describe the overall ability of the student population to use and locate the resources available to them? Please indicate by checking the appropriate BOX that most closely describes the overall student ability to avail themselves of the resources at their disposal.

- ☐ Completely Adequate
☐ Fairly Adequate
☐ Adequate in Some Areas,
 Inadequate in Other Areas
☐ Inadequate
☐ Completely Inadequate

10. Do you teach library skills?

☐ YES ☐ NO

If yes, check the appropriate BOX.

☐ In Isolation
☐ Integrated with other
subjects

SECTION THREE

Collection

PART I

PRINT

What is the approximate number of the following items that are in your library collection?

Reference Sets _____

Non-Fiction _____

Fiction _____

Periodicals

 Paid Subscriptions _____

 Free Subscriptions _____

Paperbacks _____

Atlases _____

Dictionaries _____

Professional Literature _____

Other _____

PART II

NON-PRINT

What is the approximate number of the following items that are in your library collection?

Filmstrips _____

Filmstrips/Cassette (Kit) _____

Study Prints (Commercial) _____

Audio Cassettes _____

Computer Software _____

VTR Programs _____

Records _____

Transparencies _____

Slide Sets _____

Other _____

PART III

How is the library collection in your school catalogued? Please indicate the extent of the cataloguing by checking the appropriate BOX opposite the statement that best describes your cataloguing system.

1. Fully catalogued, classified and indexed according to Dewey/Sears system of classification.
 2. Some cataloguing according to the Dewey/Sears system of classification.
 3. No cataloguing--material arranged on shelf by color code or subject area.
 4. Other (please specify)
-

PRINT		NON-PRINT	
Yes	No	Yes	No

SECTION FOUR

Physical Facilities

1. What is the area of the library floor per pupil in square meters? _____

2. Which of the following rooms or areas are included in the library? Check the appropriate BOX to indicate a presence or absence.

	Present	Absent
Reading/Listening/Viewing	<input type="checkbox"/>	<input type="checkbox"/>
Production	<input type="checkbox"/>	<input type="checkbox"/>
Workroom	<input type="checkbox"/>	<input type="checkbox"/>
Library Office	<input type="checkbox"/>	<input type="checkbox"/>
Seminar Room	<input type="checkbox"/>	<input type="checkbox"/>
A-V Equipment Storage	<input type="checkbox"/>	<input type="checkbox"/>

3. What is the seating capacity of the library? Check the BOX opposite the category that best represents the accommodation capabilities of the library.

- ☐ - insufficient to accommodate the smallest class.
- ☐ - sufficient to accommodate the smallest class.
- ☐ - sufficient to accommodate the largest class.
- ☐ - sufficient to accommodate any two classes in the school.
- ☐ - sufficient to accommodate more than any two classes in the school.

4. In order to determine the type of physical facility in your school, a number of characteristics have been listed. Would you rate each of these characteristics using the following scale.

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Very Good
- 5 - Excellent

Lighting	1	2	3	4	5
Acoustics	1	2	3	4	5
Electrical Outlets	1	2	3	4	5
Ventilation	1	2	3	4	5
Furnishings	1	2	3	4	5
Shelving	1	2	3	4	5

5. How central is the location of your library resource center in relation to the teaching areas of the school? Please indicate the extent of the library's centralization by checking the appropriate BOX which most closely describes the location of the library.

- ☐ - Central
- ☐ - Somewhat Central
- ☐ - On the Fringe

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SECTION FIVE

Expenditure

1. What was the approximate total expenditure for materials and equipment for the library resource centre during the past year (1981-82)? _____
2. What percentage of the total expenditure was in the form of a direct grant from the school board? _____
3. What percentage of the total expenditure was raised from school sponsored activities? _____

SECTION SIX

Library Services

On the following pages there is a list of library activities which you may carry on in your library. This list has been developed by the investigator to find out what services are provided in the school library resource centers in Newfoundland. This list does not represent what should or should not be practiced. What is needed is your frank statement with regard to the actual library services offered in your school.

Directions

The statements are arranged such that the response to each statement will reflect the frequency with which the service is provided.

If the library service is provided in your library, place an "X" under the appropriate term which describes the frequency with which the service is provided.

Library Service

		NEVER	SELDOM	OCCASIONALLY	FREQUENTLY
1.	Guides reference and research work of groups of students.				
2.	Provides instruction in research skills.				
3.	Assists teachers in locating and selecting learning and teaching materials.				
4.	Suggests to teachers relevant materials, ideas and resource people for classroom units.				
5.	Organizes all library materials and equipment for convenience, availability and effective use.				
6.	Makes the library and library resources available throughout the school day, including before and after classes and during lunch periods.				
7.	Assists teachers in planning for effective use of instructional materials and equipment.				
8.	Informs teachers of new materials that have been acquired.				
9.	Assists curriculum committees in the selection of appropriate materials for resource units.				
10.	Reports new library materials and features of library service at staff meetings.				
11.	Gives instruction to students in the use of audio-visual equipment and material.				

Library Service

NEVER

SELDOM

OCCASIONALLY

FREQUENTLY

- | | | | | | |
|-----|--|--|--|--|--|
| 12. | Implements a program of library aides. | | | | |
| 13. | Maintains a working relationship with principal and staff. | | | | |
| 14. | Continually evaluates library effectiveness. | | | | |
| 15. | Works cooperatively with teachers to plan study units. | | | | |
| 16. | Consults teachers on instructional needs and student abilities. | | | | |
| 17. | Conducts student-orientation to the library. | | | | |
| 18. | Guides students in their selection of books and other materials in terms of their abilities and interests. | | | | |
| 19. | Gives instruction to students in the use of library materials. | | | | |
| 20. | Evaluates and selects print and non-print material and equipment. | | | | |
| 21. | Schedules class visits to the library. | | | | |
| 22. | Establishes a reserve service when necessary. | | | | |
| 23. | Provides inservice for teachers. | | | | |
| 24. | Establishes and maintains daily operational routines. | | | | |
| 25. | Provides a liaison with the district center. | | | | |

Library Service

NEVER

SELDOM

OCCASIONALLY

FREQUENTLY

26. Establishes a network for obtaining material from sources outside the school.

27. Provides budget management and control.

28. Assesses instructional needs.

29. Prepares bibliographies for teachers.

30. Maintains a clearinghouse of up-to-date information concerning community and other resources for instructional purposes.

31. Assists teachers and students in the production of local materials.

32. Conducts equipment checks and does minor repairs.

33. Prepares necessary reports.

34. Establishes a learning advisory committee.



