

Porto-Castro, Ana María; Barreiro-Fernández, Felicidad; Gerpe-Pérez, Enelina María & Mosteiro-García, M^a Josefa (2018). Validation of a questionnaire to evaluate the functioning of school libraries. *RELIEVE*, 24(1), art. 4. doi: <http://doi.org/10.7203/relieve.24.1.12372>

Revista Electrónica de Investigación
y Evaluación Educativa



e-Journal of Educational Research,
Assessment and Evaluation

ISSN: 1134-4032

Validation of a questionnaire to evaluate the functioning of school libraries

Validación de un cuestionario para evaluar el funcionamiento de las bibliotecas escolares

Porto-Castro, Ana María; Barreiro-Fernández, Felicidad; Gerpe Pérez, Enelina María & Mosteiro-García, M^a Josefa

University of Santiago de Compostela (Spain)

Abstract

The school library has acquired a new prominence in recent years, becoming a fundamental learning space for the teaching of different areas and subjects and the promotion of skills in students. The objective of this work is to validate a questionnaire designed ad hoc to evaluate the functioning and the forms of use and incorporation of the school library to the daily pedagogical activity. To this purpose, the questionnaire was applied to a random sampling of 4,177 students from 358 centers of Primary, Secondary and Post-Compulsory Education, reliability was calculated using the Cronbach's Alpha test and an exploratory factor analysis was carried out. The results show that the Students Questionnaire to Evaluate the Operation of the School Library has acceptable levels of reliability and validity, so that it offers guarantees enough to evaluate the functioning of the school library.

Reception Date
2018 June 12

Approval Date
2018 June 28

Publication Date:
2018 June 28

Keywords:

Library school; Questionnaire; Validation.

Resumen

La biblioteca escolar ha adquirido en los últimos años un nuevo protagonismo, convirtiéndose en un espacio de aprendizaje fundamental para la enseñanza de las distintas áreas y materias y el fomento de competencias en el alumnado. El objetivo de este trabajo es validar un cuestionario diseñado ad hoc para evaluar el funcionamiento y las formas de uso e incorporación de la biblioteca escolar a la actividad pedagógica diaria. Para ello se aplicó el cuestionario a una muestra aleatoria de 4.177 alumnas y alumnos de 358 centros de Educación Primaria, Secundaria y Postobligatoria, se calculó su fiabilidad mediante la prueba de Alfa de Cronbach y se realizó un análisis factorial exploratorio. Los resultados muestran que el Cuestionario de Alumnas y Alumnos para Evaluar el Funcionamiento de la Biblioteca Escolar tiene unos niveles aceptables de fiabilidad y validez, de forma que ofrece suficientes garantías en su utilización para evaluar el funcionamiento de la biblioteca escolar.

Fecha de recepción
2018 Junio 12

Fecha de aprobación
2018 Junio 28

Fecha de publicación
2018 Junio 28

Palabras clave:

Biblioteca escolar; Cuestionario; Validación.

The school library regarded as a "center of resources with an essential role in the learning of pupils, in educational tasks and in the social environment of a school center" (Miret, Baró, Mañá & Vellosillo, 2013, p.4) has been evolving in its functions, organization and use as well as following the new demands and

challenges of society, turning nowadays into a basic axis of the educational action.

In the decade of 1990, with the approval of the Organic Law 1/1990, of October 3, of General Arrangement of the Educational System and of the Royal Decree 1004/1991,

Corresponding author / Autor de contacto

Ana María Porto-Castro. Departamento de Pedagogía y Didáctica. University of Santiago de Compostela (Spain). anamaria.porto@usc.es

of June 14, for which the minimal requirements of the Centers are established for non-university students, an impulse to the school library is promoted and, as a minimal requirement, the creation of a place destined for the library in the centers of primary, secondary education and vocational training is established.

With the publication of the Organic Law 2/2006, of May 3, of Education, the school library is to be regarded as a space available for the educational community and as a resource so as to support the promotion of the competences of students. In its article 113 this Law establishes, in an explicit form, that the school library will help to promote the reading and to guarantee the access to the information and other resources for the learning of the different areas and matters by students.

The role of the school library in the acquisition of competences is also emphasized in the minimal requirements in both Primary and Secondary Education. For its fulfillment, in the Royal Decree 1513/2006, of December 7, and in the Royal decree 1631/2006, of December 29, by which the minimal educational requirements in Primary and Secondary Compulsory Education are established, one says that " ... the organization and functioning of the school library, among other aspects, can favor or impede the development of competences associated with the communication, the analysis of the physical environment, the creation, the conviviality and the citizenship, or the digital literacy ... ".

In the Autonomous Community of Galicia, context in which the present work is imagined, the Decree 86/2015, of June 25 establishes the curriculum of the secondary compulsory education and of the baccalaureate and indicates in its article 38.3 that the educational institutions will have a school library and that the necessary organizational measurements will be taken so that the school library has a stable functioning

and serves to the aims of the reading project of center.

The school library is indispensable as instrument for the development of the reading project of center, put again in value in the Decree 105/2014, of September 4, by which the curriculum of the primary education in the Autonomous Community of Galicia is established. More concretely, in its article 18 the school library as center of reference of resources of the reading is mentioned, of the information and of the learning and point of meeting among students, professorship and families that facilitates the communication, the creativity, the learnings and the collaborative work, beside stimulating the cultural exchanges in the center, questions also gathered in the article 38 of the already mentioned Decree 86/2015, of June 25, by which the curriculum of the secondary obligatory education and of the baccalaureate in Galicia are established.

In this context the school library acquires a new prevalence and it is to be understood as a "space of learning in which the professorship and their pupils compromise themselves with the reading and the information in diverse supports, with different degrees of complexity, to construct knowledge of the curriculares topics, of the world and of them themselves " (Bernal, Macías & Novoa, 2011, p. 8).

The school library serves, in addition, as channel for the integration in the educational centers of the Information and the Communication Technologies (ITC) in the activities of learning. The need to incorporate the ITC into the service of the school library is today evident as "a way to provide professorship with proposals, information and documents that facilitate the work to those who are responsible for their organization and dynamization and make the school libraries visible " (Novoa, 2007, p. 94).

From these considerations, it is observed that in the normative frame the school library occupies a determinant place in the setting up of different and current educational strategies

of center, of new initiatives in the society of information and of knowledge and of approximation to the most developed educational systems.

In spite of the relevant role of the school library, in general the studies are still scanty on its reality and the design of instruments to evaluate its working so much in the international as national context. In the international frame, the studies of Asselin and Doiron (2013), Guldér and Helinsky (2013), Ee Loh, Ellis, Alcántara and Hao (2017), Kennan (2018), Ryan (2017), Shaper (2014) or Todd (2009) reveal the complex reality of the school libraries due to, partly, the plurality and diversity of educational systems and models of library which impede the standard design of instruments to evaluate its working.

In our country it is necessary to stand out the research realized by Marchesi & Miret (2005), Miret et al. (2013) on the situation of the school libraries in Spain and those of Cruz (2008), García and Picó (2015), Mañá, Navarra and Baró (2002), Ortega (2008) or that of Ortiz and Camacho (2005) in the context of the Autonomous Communities of Extremadura, Valencia, Barcelona and Castilla-La Mancha; the instruments of evaluation of the libraries proposed by García (2010) and Miret, Baró, Mañá and Velloso (2010) and the investigations of García & Faba (2015) and González and Faba (2014) on the evaluation of the quality of the web page of the school library.

To know the functioning of the school libraries is fundamental not only to obtain information about its situation but also to be able to adopt measures of improvement, if they are necessary. In this respect, the checked studies take as a point of origin for the evaluation of the school library the Frame of Reference to the School Libraries of the Department of Education, Secretariat of State of Education and Vocational training (Bernal et al., 2011), the Tool of Autoevaluation co-edited by the Department of Education and the General Técnica Secretariat (Miret et al., 2010) and the directives of the International

Federation of Library Associations and Institutions (IFLA) (2015).

In the framework paper of Reference to the School Libraries the basic conditions are distinguished for their correct working and the areas of performance that, from the school library, allow the development of active methodologies. More concretely, they are established as aspects to bear in mind: the areas of performance, the physical and material resources (location, equipment and collection), the organization and functioning, the human resources, training of professorship, the units of support, the evaluation, the networks of collaboration and the frames of cooperation.

On the other hand, the Tool of Autoevaluation of the School Libraries (Miret et al., 2010) proposes the following dimensions of evaluation of the school library: value and integration in the center, accessibility, visibility, support to the curriculum, uses and users, planning and evaluation, team of work, professional community and bridges with the community.

Finally, IFLA's last directives for the school library (2015) indicate as aspects to evaluate the following ones: the mission and intention of the school library (function that the library has in the development of the competences of the students and, at the same time, of their capacity to manage themselves according to the public existing policies and the philosophy of the school, its aims and its concrete reality); the legal and financial frame (that has to assure the equality of opportunities in the learning and in the development of the necessary competences of the students); the human resources (qualified personnel responsible for the management of the school library); the physical and digital resources (facilities, equipments and collections of different type); the programs and activities (programming of different activities that facilitate the process of education learning and the participation of the whole educational community) and evaluation and public relations (valuation of the purposes

of the library and its impact in the educational community).

All these documents and their directives, as well as the dimensions to which they allude are those that have been taken as a reference to the design of the instrument whose validation is an object of study in the present work.

Method

Objective

The objective of this work is to validate the Questionnaire of Pupils to evaluate the Functioning of the School Library (CAEFBE) elaborated ad hoc to evaluate the school library of the educational centers of not university education of the Autonomous Community of Galicia, paying attention to both their way of functioning and to the forms of use and to their incorporation in the pedagogic daily activity.

Population and sample

The population object of study is shaped by a total of 1.428 centers of Primary, Secondary and post-compulsory Education of the Autonomous Community of Galicia in the academic course 2014/2015.

For the selection of the sample proportional multietápico a stratified sampling was carried out. The strata were defined attending to three variables: province, educational stage and ownership of the center (public/private coordinated). In the first stage of the sampling the educational centers were selected in a proportional way from the sample frame of every province. In the second moment a proportional number of centers was selected in every educational stage and in agreement with its ownership. The selection of centers to complete the sample was realized, inside every stratum, by means of random simple sampling. Once selected the centers according to province, educational stage and ownership one came to the selection at random, in every center, from a classroom of 6^o of Primary, 4^o from Secondary Obligatory Education, 2^o from Baccalaureate and other one of Formative Cycles.

The remaining sample was constituted by 539 educational centers of which 358 shaped the producing sample of information. The students who finally answered to the questionnaire promoted 4.177 students enrolled in school in public centers (80.2%) and in private compound centers (19.8%), of four Galician provinces: A Coruña (41.7%), Lugo (11.3%), Ourense (11.3%) and Pontevedra (35.7%). In the sample a percentage estimates lightly top of female pupils (52.8%) that of male pupils (47.2%) and, if we pay attention to the course, we verify that they were dealing six-year Primary Education (47.9%), fourth-year Secondary Obligatory Education, (33.7%), second-year Baccalaureate (12.9%) or a Formative Cycle (5.4%).

Instrument

The Questionnaire of Pupils to evaluate the Functioning of the School Library (CAEFBE) joins the frame of a research realized in the year 2014-15, subsidized by the Educational Administration of the Autonomous Community of Galicia to study the functioning of the school libraries.

The CAEFBE is composed of items, mainly on a large scale type Likert by five alternatives of response (1 to 5) that evaluate different aspects of the functioning of the school library. Before its application to the students, the questionnaire was submitted for its valuation by a group of experts of different areas of the educational system (university professorship and no university, persons in charge of school library and the directors of educational centers of the levels to which the instrument is destined). A pilot study was also carried out with students of the educational levels object of study. As a result of this process the initial number of articles was reduced and modifications were made in the draft of some of them to improve its comprehension, until forming the definitive version of the instrument that now is subject to study.

Procedure

The questionnaire was sent online to all the educational selected centers. Before, the Consello Escolar of Galicia sent by e-mail to the management team of the centers an informative letter in which the intention of the research was explained and included and invitation to take part in a voluntary way. Later, the investigative team sent an e-mail in which the intention of the research was made clear and an electronic link was included so as to proceed to complete the questionnaire.

In the first part of the questionnaire the intention of the study, the importance of the participation in the same one, the voluntary and anonymous character of the questionnaire and the confidentiality of the obtained information were explained. The fulfillment of the questionnaires took place in the classroom, under the supervision of the professorship, during April and June of the academic course 2014-15.

Data analysis

To carry out the validation of the instrument the reliability calculated across the coefficient Cronbach's Alpha and Exploratory Factor Analysis realized an Analysis with extraction of principal components and rotation VARIMAX, by means of the program IBM SPSS Statistics version 24.

Results

To verify the reliability of the instrument used to the calculation of the coefficient Cronbach's Alpha, measurement of consistency that, as Welch and Comer (1998) states, it is assumed that the articles measure the same construct and that they are highly correlated. For the questionnaire object of validation, the coefficient Cronbach's Alpha throws a value of $\alpha = .955$ what demonstrates

a high reliability according to Hernández, Fernández and Baptista (2007) who consider the superior values to .90 to be very trustworthy.

In order to value the structure of the questionnaire depending on the set of items that include, the first Exploratory Factor Analysis (EFA) of its 63 items is carried out, and so showing the measurement capacity of the instrument, especially of the items that shape it and of the dimensions that they try to saturate specifically.

To verify the suitability of applying the EFA Kaiser-Meyer-Olkin's test (KMO) was used and the Bartlett's test of sphericity. The result of the test of sample adequacy KMO was of .968 value considered very high (Kaiser, 1974), while the test of esfericidad of Bartlett also showing suitable results: $\chi^2_{1953} = 112649.078$ ($p < .001$). Therefore, these results indicate how adequate the application of the analysis factorial is.

Later, the selection of the principal factors was carried out by means of the method of extraction of principal components in order to find a series of components that explain the maximum of total variance of the original variables.

Following the rule of Kaiser's normalization, which establishes the extraction as principal factor of that one with own higher value than the unit, nine factors were obtained, which are capable of explaining 61.478% of the total variance, which can be considered to be a very acceptable value.

In the table 1 the existence of these nine factors or components can be observed, all of them with superior values to 1, number that extracts the own system as result of the process of analysis.

Table 1. Method of Factor Extraction. Principal components analysis

Component	Initial Eigenvalues			Rotations Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.411	33.986	33.986	6.721	10.669	10.669
2	5.191	8.239	42.225	6.200	9.842	20.551
3	3.166	5.025	47.251	6.189	9.824	30.335
4	1.962	3.114	50.365	5.519	8.760	39.095
5	1.733	2.751	53.116	4.148	6.584	45.679
6	1.490	2.365	55.481	4.032	6.399	52.079
7	1.400	2.223	57.704	2.066	3.280	55.358
8	1.240	1.969	59.672	2.065	3.278	58.636
9	1.137	1.805	61.478	1.790	2.842	61.478

Immediately afterwards, the value of the communality of the items was studied, in order to discern its final adequacy or, if it were the case, its elimination. In agreement with Zamora, Monroy & Chávez (2009), the variables with a minor communality to .50

lack a sufficient explanation and they should not be considered in the final interpretation of the analysis. Assuming this criterion, five items were eliminated (see table 2) that were forming a part of the initial questionnaire.

Table 2. Items con under .50 accumulated per communalities

Ítem	Communalities
There are enough books for the compulsory / recommended readings	.475
Use of dictionaries and encyclopedias	.499
Opening timetable is in accordance with my necessities	.439
My teachers encourage me to use the library	.468
Use in extra-curricular timetable	.448

Later, a second factorial analysis was realized excluding, as it has been indicated, these 5 items in order to come to the best possible solution. To verify the suitability of applying the Factor Analysis Researching by the statistician Kaiser-Meyer-Olkin (KMO) and the sphericity test of Bartlett were used again.

As in the previous analysis, the result of the test of sample adequacy KMO threw a very high value (.967). In the same way, the sphericity test of Bartlett showed suitable results: $\chi^2_{1633}=109257.670$ ($p<.001$).

The EFA supported nine initial factors, with values superior to 1, which are capable of explaining 63.563% of the total variability which can be considered to be a very acceptable value. The existence of lower

communalities than .50 in the items "Use of Magazines and Newspapers" (communality =.494) and "Come to the library alone" (communality=.471) caused their elimination.

Once eliminated these two items it was carried out the accomplishment of the third and definitive factorial analysis. The test of sample adequacy KMO gave a result of .966 value considered very high; the sphericity test of Bartlett also showed suitable results: $\chi^2_{1340}=107046.460$ ($p <.001$). These results allow to affirm that the factorial analysis turns out to be pertinent and can present satisfactory conclusions.

Finally, in this third analysis all the communities are superior to .50. In the table 3 it is estimated that nine factors continue existing with superior values to 1. Nine

factors included in the model are capable of explaining 64.354% of the total variance

which supposes, with regard to the first analysis factorial, an increase of 2.86%.

Table 3. Method of Factor Extraction. Principal components analysis

Component	Initial Eigenvalues			Rotations Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.672	35.129	35.129	6.696	11.957	11.957
2	4.834	8.632	43.761	6.193	11.059	23.016
3	3.072	5.485	49.246	5.415	9.669	32.685
4	1.889	3.374	52.620	4.944	8.829	41.514
5	1.636	2.922	55.541	4.316	7.707	49.221
6	1.400	2.500	58.042	2.916	5.208	54.429
7	1.303	2.327	60.369	1.912	3.414	57.843
8	1.171	2.092	62.461	1.841	3.288	61.131
9	1.060	1.893	64.354	1.805	3.223	64.354

To determine which items saturate in each of the factors the extraction of the initial factors was carried out. As a result of the analysis of the counterfoil of non rotated factors verified the existence of certain ambiguity in the loads of the items, which made its understanding difficult. For it, the rotation of factors through the method of orthogonal rotation Varimax was carried out, method that minimizes the number of variables with loads raised in a factor.

So, in its definitive version the questionnaire remains constituted by 56 articles grouped in nine factors. In the table 4 the variables grouped in each of the factors obtained in the analysis with their corresponding saturation appear, standing out the fact that any item with lower saturations than .40 is not found.

With regard to the first factor, it should be noted that it includes 9 articles that explain 11.957% of the variance. Analyzing the content of the items that shape this it is stated that they refer to the Facilities of the Library and, more concretely, to its accessibility, location, organization of the interior and movable space.

The second of the factors is constituted by 9 items that allude to the Activities and Programs of the library and, in a more

specific way, to the participation of the students in the above mentioned activities. This factor explains 11.059% of the variance. The third factor, which explains 9.669% of the variance, is composed by 10 items, and relates to the Dynamics of use of the library.

The fourth factor includes 7 items that explain 8.829% of the variance and in (it there are grouped questions related to the Resources of the library. The fifth factor, which explains 7.707% of the variance is constituted by 8 items that refer all of them to the role of the library as space of learning of the different areas and materials of the curriculum, items that can be considered under the dimension Library and Curriculum.

The sixth factor that includes 6 items, makes clear 5.208% of the variance and it is related to the Funds of the library regarding its conservation, update, sufficiency and selection. The seventh factor, named Information Technology Equipment of the library, makes clear 3.414% of the variance and it is composed by 2 items. The eighth factor, it is formed by 3 articles referred to the digital Resources of the library and explains 3.288% of the variance. The last factor explains 3.223% of the variance and is composed by 2 items related to the Use of the library in the schedule of class.

Table 4. Items that shape every factor with its corresponding saturation

Factor	Ítem	Saturation
I	The place where the library is placed is suitable	.750
	The spaces that exist in the library for the work in group are suitable	.743
	Access to the library is correct	.739
	Spaces in the library are adequate for reading and individual work	.704
	The space of the library is sufficient	.696
	The lighting of the library is suitable	.692
	The distribution of the library is suitable	.685
	The furniture of the library is adapted to my needs	.652
II	The signposting of the library is suitable	.631
	I collaborate in the process of planning and development of the activities of the library	.766
	I take part in activities of promotion of the reading	.741
	I take part in activities to be able to use the materials of the library	.724
	I come to the library to take part in activities of promotion of the reading	.705
	I collaborate in the process of evaluation of the activities of the library	.690
	I take part in activities promoted by the library	.631
	I take part in activities of training to look for information in Internet	.522
	In the school library I dedicate time to the reading in the school schedule	.495
	I come to the library to read	.464
III	I take books and documents of the library to read in house	.785
	I take books in borrowing	.754
	I like to come to the library	.626
	I come to the library with companions / aces	.596
	To have library in the center favors that they read	.595
	Use of statements, novels, poetry, theatre	.589
	I come to the library in the periods of playtime	.579
	Use of books of stories, poetry, comic	.565
	I know the library of my center	.546
	In the library I learn to look for information	.400
IV	Use of the DVDs	.833
	Use of Discs CD-ROM	.816
	Use of videos	.798
	Use of didactic games	.685
	Use of games	.633
	Use of material elaborated by the student body	.455
	Use of web page or blog of the library	.434
V	I come to the library to do works	.707
	I come to the library to consult information	.649
	I come to the library to study	.642
	I come to the library to realize research	.639
	I come to the library to accede to the Internet	.633
	I come to the library to use the computers	.628
	I come to the library to realize the works of class	.537
VI	I come to the library to receive training	.461
	The funds of the library are updated	.671
	The funds of the library are preserved well	.666
	In the selection of the funds of the library my needs are born in mind	.628
	There are materials for all the matters of learning	.594
VII	The funds of the library are sufficient	.519
	The functioning of the library adjusts to my needs	.464
	The number of computers with connection to the Internet is sufficient	.728
VIII	The number of computers of the library is sufficient	.705
	Use of digital books	.724
	I have access to readers and electronic books	.702
IX	Use of digital readers and tablets	.680
	I come to the library in the schedule of class	.788
	I come to the library with the teacher	.721

Discussion

In the last decades, the school library has evolved in its functions, organization and uses, evolving from being a mere service to an authentic space of learning which is used as support to the professorship in the process of education.

Nevertheless, in spite of the relevant role that the library in the school center plays today, there are not very numerous studies focused on the study of their organization and functioning, consequently the importance of relying on instruments that should allow us to evaluate its functioning in order to know in which measure, in response to the regulation, the library can be considered to be integrated in the daily activity of the educational centers.

From our point of view, after the carried out analyses and on the basis of the proposed aim, it is necessary to say that the Questionnaire of Pupils to evaluate the Functioning of the School Library (CAEFBE) turns out to be reliable and valid. The test Cronbach's Alpha, as well as the factorial analysis exploratory throws a few high results, which demonstrate the strength of the instrument.

Applying the factorial analysis exploratory to the definitive version of the instrument, constituted by 56 articles, nine factors or dimensions were obtained, capable of explaining 64.354 % of the total variance. The results show that the number of variables grouped in every factor changes substantially, in fact the Dynamic dimension of use of the library is composed by ten variables or indicators, while the dimensions Information Technology Equipment of the library and Use of the library in the schedule of class are shaped, each of them, by two variables. The fact that in the dimensional structure factors are observed by many indicators and others by few ones, all this suggests the need to realize in the future an analysis factorial confirmatory to be able to confirm the hypothesized structure.

It is necessary to indicate also that the conformation of two dimensions with only

two variables can turn out to be insufficient. Among the reason for this we can mention the fact that some of the variables that supposedly were forming a part of these dimensions did not have important factorial load so that they had to be eliminated.

On the contrary, it is necessary to emphasize that the dimensions that group the items that form a part of the questionnaire object of validation adjust to the dimensions that distinguish themselves as aspects to bear Library Associations in mind in the evaluation of the school library in the Frame of Reference to the School Libraries, the Tool of Autoevaluation of the School Libraries and in the Directives of the International Federation of and Institutions (IFLA). In consequence, the information that they handle allows to suggest that their use is possible with purposes of research and that it is in conditions to be a good instrument to evaluate the functioning of the school library.



Finally, in view of hitherto exposed it seems to be opportune to underline the need to design and validate new instruments that allow to know the functioning of the school library, incorporating the perspective of other members of the educational community (professorship, person in charge of the library, management team and families) and to obtain this way a wide and global vision of this space of learning.

References

- Asselin, M., & Doiron, R. (2013). *Linking Literacy and Libraries in Global Communities*. London: Routledge.
- Bernal A.I., Macías, C., & Novoa, C. (2011). (Coords.). *Marco de referencia para las bibliotecas escolares*. Madrid: Ministerio de Educación, Secretaria de Estado de Educación y Formación Profesional, Dirección General de Evaluación y Cooperación Territorial Subdirección General de Cooperación Territorial.
- Cruz, A. (2008). *Las bibliotecas escolares en Extremadura: antecedentes, análisis de la situación actual, necesidades e instrumentos*

- para su implantación en el sistema educativo de la comunidad. doctoral Thesis. University of Murcia.
- Decreto 105/2014, de 4 de septiembre, por el que se establece el currículo de la educación primaria en la Comunidad Autónoma de Galicia. *Diario Oficial de Galicia*, 9 de septiembre de 2014, núm. 171, pp. 37.406-38.087. Retrieved from https://www.xunta.gal/dog/Publicados/2014/20140909/AnuncioG0164-050914-0005_es.pdf
- Decreto 86/2015, de 25 de junio, por el que se establece el currículo de la educación secundaria obligatoria y del bachillerato en la Comunidad Autónoma de Galicia. *Diario Oficial de Galicia*, 29 de junio de 2015, # 120, pp. 25.434-27.073. Retrieved from https://www.xunta.gal/dog/Publicados/2015/20150629/AnuncioG0164-260615-0002_es.pdf
- Ee Loh, C.I., Ellis, M., Alcántara, A., & Hao, Z. (2017). Building a successful reading culture through the school library: A case study of a Singapore secondary school. *IFLA Journal*, 42(4), 335-347. doi: <https://doi.org/10.1177/0340035217732069>
- García Ferrer, J. (2010). *Evaluación de bibliotecas escolares en la comarca de l'horta sud de Valencia a través de un cuestionario*. Master Thesis. Polytechnic University of Valencia.
- García Ferrer, J., & Picó, M.T. (2015). Bibliotecas escolares en la provincia de Valencia. *Métodos de información*, 6(11), 175-200. doi: <https://doi.org/10.5557/IIMEI6-N11-175200>
- García Romero, J. E., & Faba Pérez, C. (2015). Desarrollo e implementación de un modelo de características o indicadores de calidad para evaluar los blogs de bibliotecas escolares de centros de educación infantil y primaria. *Revista española de documentación científica*, 38(1), 1-17. <https://doi.org/10.3989/redc.2015.1.1169>
- González, I., & Faba, C. (2014). Modelos para evaluar la situación de las bibliotecas escolares y la calidad de sus sitios web. *Investigación bibliotecológica*, 28(63), 29-50. doi: [https://doi.org/10.1016/S0187-358X\(14\)72575-4](https://doi.org/10.1016/S0187-358X(14)72575-4)
- Guldér, M., & Helinsky, Z. (2013). *Handbook for school libraries: Models, tools and practical examples*. Sweden: BTJ Förlag.
- Hernández, R., Fernández, C., & Baptista, P. (2007). *Metodología de la investigación*. México: McGraw-Hill
- International Federation of Library Associations and Institutions (2015). *IFLA School Library Guidelines*. Retrieved from <https://www.ifla.org/files/assets/school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf>
- Kaiser, H.F. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31-36. doi: <https://doi.org/10.1007/BF02291575>
- Kennan, M.A. (2018). School libraries in Australia: Reflections on ALIA'S Role Over the Past 50 years. *Journal of the Australian library and Information Associate*, 67(2), 155-163.
- Ley Orgánica 1/1990, de 3 de octubre de Ordenación General del Sistema Educativo. *Boletín Oficial del Estado*, 4 de octubre de 1990, # 238, pp. 28.927-28.942. Retrieved from <https://www.boe.es/boe/dias/1990/10/04/pdf/s/A28927-28942.pdf>
- Ley Orgánica 2/2006, de 3 de mayo, de Educación. *Boletín Oficial del Estado*, 4 de mayo de 2006, núm. 106, pp. 17.158-17.207. Retrieved from <https://www.boe.es/boe/dias/2006/05/04/pdf/s/A17158-17207.pdf>
- Mañá T., Navarra, M., & Baró, M. (2002). Las bibliotecas de los centros públicos de educación secundaria en la ciudad de Barcelona. *Anales de documentación: Revista de biblioteconomía y documentación*, 5, 51-80.
- Marchesi, A., & Miret, I. (2005). *Las bibliotecas escolares en España: análisis y*

- recomendaciones. Madrid: Fundación Germán Sánchez Ruipérez. <https://www.boe.es/boe/dias/1991/06/26/pdf/s/A21181-21187.pdf>
- Miret, I., Baró, M., Mañá, T., & Velloso, I. (2010). *Bibliotecas escolares, ¿entre interrogantes?: herramienta de autoevaluación*. Madrid: Fundación Germán Sánchez Ruipérez. Retrieved from http://www.lecturalab.org/uploads/website/docs/2684-2-Bibliotecas_escolares_entre_interrogantes.pdf
- Miret, I., Baró, M., Mañá, T., & Velloso, I. (2013). *Las bibliotecas escolares en España. Dinámicas 2005-2011*. Madrid: Fundación Germán Sánchez Ruipérez. Retrieved from <http://fundaciongsr.com/wp-content/uploads/2016/03/BE-estudio.pdf>
- Novoa, C. (2007). Bibliotecas Escolares de Galicia: tejiendo redes de colaboración a favor de la educación. *Educación y Biblioteca*, 161, 93-97. Retrieved from http://educalab.es/documents/235507/242734/EB19_N161_P93-97.pdf/12d022ae-8489-4f0c-9df7-333a8ffeb7dd
- Ortega, S. (2008). *Situación de las bibliotecas escolares de secundaria en la ciudad de Valencia*. PFC: Polytechnic University of Valencia.
- Ortiz, V., & Camacho, J.A. (2005). *Las bibliotecas escolares de Castilla-La Mancha: análisis de la situación actual: curso 2002-2003*. Toledo: Junta de Comunidades de Castilla-La Mancha, Consejería de Educación y Ciencia.
- Real Decreto 1004/1991, de 14 de junio, por el que se establecen los requisitos mínimos de los Centros que impartan enseñanzas de régimen general no universitarias. *Boletín Oficial del Estado*, de 26 de junio de 1991, núm. 152, pp. 21.181-21.187. Retrieved from <https://www.boe.es/boe/dias/1991/06/26/pdf/s/A21181-21187.pdf>
- Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria, *Boletín Oficial del Estado*, 8 de diciembre de 2006, núm. 293, pp. 43.053-43.102. Retrieved from <https://www.boe.es/boe/dias/2006/12/08/pdf/s/A43053-43102.pdf>
- Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria, *Boletín Oficial del Estado*, 5 de enero de 2007, núm 5, pp. 677-773. Retrieved from <http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf>
- Ryan, S. (2017). Milestones, 50 years of ALIA schools. *InCite*, 38, 11-12.
- Shaper, S. (Ed). (2014). *The CILIP guidelines for secondary school libraries*. London: Facet Publishing.
- Todd, R. (2009). School Librarianship and Evidence Based Practice: Progress, Perspectives, and Challenges. *Evidence Based Library and Information Practice*, 4(2), 78-96. doi: <https://doi.org/10.18438/B8BS62>
- Welch, S., & Comer, J. (1998). *Quantitative methods for public administration: Techniques and applications*. University of Virginia: Brooks/Cole
- Zamora, S., Monroy, L., & Chávez, C. (2009). *Análisis Factorial: una técnica para valorar la dimensionalidad de la pruebas*. Cuaderno Técnico nº 6. México: Centro Nacional de Evaluación para la Educación Superior.

Authors / Autores	To know more / Saber más
Porto-Castro, Ana María (anamaria.porto@usc.es) Professor at University of Santiago de Compostela. Department of Pedagogy and Didactics. Director of the <i>Research Educational Diagnosis and Evaluation</i> Group. Address: Faculty of Education Sciences. Rúa Prof. Vicente Fráiz Andón, s/n. Campus Vida. 15782 Santiago de Compostela (Spain).	 0000-0002-94-10-5457 
Barreiro-Fernández, Felicidad (felicidad.barreiro@usc.es) Professor at University of Santiago de Compostela. Department of Pedagogy and Didactics. Member of the <i>Research Educational Diagnosis and Evaluation</i> Group. Address: Faculty of Education Sciences. Rúa Prof. Vicente Fráiz Andón, s/n. Campus Vida. 15782 Santiago de Compostela (Spain).	 0000-0002-2853-1669 
Gerpe-Pérez, Enelina M^a (emaria.gerpe@usc.es) FPU scholarship. University of Santiago de Compostela. Department of Pedagogy and Didactics. Member of the <i>Research Educational Diagnosis and Evaluation</i> Group. Address: Faculty of Education Sciences. Rúa Prof. Vicente Fráiz Andón, s/n. Campus Vida. 15782 Santiago de Compostela (Spain).	 0000-0001-7560-4608 
Mosteiro-García, M^a Josefa (pepa.mosteiro@usc.es) Professor at University of Santiago de Compostela. Department of Pedagogy and Didactics. Member of the <i>Research Educational Diagnosis and Evaluation</i> Group. Address: Faculty of Education Sciences. Rúa Prof. Vicente Fráiz Andón, s/n. Campus Vida. 15782 Santiago de Compostela (Spain).	 0000-0001-6354-3289 



Revista ELectrónica de Investigación y EValuación Educativa
E-Journal of Educational Research, Assessment and Evaluation

[ISSN: 1134-4032]

© Copyright, RELIEVE. Reproduction and distribution of this articles it is authorized if the content is no modified and their origin is indicated (RELIEVE Journal, volume, number and electronic address of the document).

© Copyright, RELIEVE. Se autoriza la reproducción y distribución de este artículo siempre que no se modifique el contenido y se indique su origen (RELIEVE, volumen, número y dirección electrónica del documento).