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A Study of the Library Use Practices of High School Students in
Three East Tennessee Counties

A dissertation
presented to
the faculty of the Department of Educational Leadership
and Policy Analysis
East Tennessee State University

In partial fulfillment
of the requirements for the degree
Doctor in Education

by
Carrie A. Clabo

May 2002

Dr. Ron Lindahl, Chair
Dr. Russell West
Dr. Russell Mays
Dr. Harold Daniels

Keywords: Public Library, School Library, Library Use, Librarian, Media, Audiovisual,
Internet, Media Specialist

ABSTRACT

A Study of the Library Use Practices of High School Students in Three East Tennessee Counties

by

Carrie A. Clabo

The purpose of the study was to examine how and why high school students use the library and its resources. It examined how teachers influence students' use of library resources. The participants were 11th-grade students attending public high schools in 3 east Tennessee counties. Participants completed a survey based on library use. Although 350 students were invited to participate in the study, only 130 returned the permission slip, resulting in a 37% response rate. Eleven respondents were asked to participate in a short interview to supplement and add qualitative clarification to the findings. The findings were descriptive in nature, although basic analyses were calculated to identify any relationships between the different variables.

A literature review examined the historical development of the library, the purpose of the library, challenges to the role of the library, research in the library science field, influences on library use, library use and academic achievement, studies of library users and nonusers, and lifestyle variables relating to library use.

The study's identification of library use patterns and high school students' attitudes about their use of the library could assist librarians in making long-range plans for their libraries. These plans could include the identification of materials to purchase, areas in which students need assistance in completing projects, or recreational materials to read. Ultimately, the findings could assist librarians in the development of cooperative programs between school and public libraries to reduce the overlapping of information while increasing student use of the library.

The study found most students visited the library at an early age with their mothers, although not on a regular basis. They were more likely to visit the school library than the public library; the primary reason being to locate information to complete school assignments. Parents and English teachers were the most influential in encouraging library use, although teachers had more influence on female students than male students. Female students also visited the library on a more frequent basis.

DEDICATION

This book is dedicated to my family, especially my parents.
They may not always understand me, but they still love me.

and

to my Savior, Jesus Christ

“I can do all things through Christ, who strengtheneth me.”
Philippians 4:13

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CHAPTER 1

INTRODUCTION TO THE STUDY

Although the public library is considered one of the primary public services available to all citizens, an examination of literature discussing the use of libraries reveals that this is not necessarily true, especially in regard to the availability of resources for children and adolescent users (Razzano, 1985). Unfortunately, a pattern of increasing monetary competition among public service agencies (Crist, Daub, & MacAdam, 1994; Josey, 1987; McClure, Bertot, & Beachboard, 1996) led many libraries to reduce the services available to their young users because of perceived demographic and social trends (Razzano). Examples of these perceived trends include increased life expectancies that lead to the need for different types of library services, the expansion of electronic and visual media over print media, and the lessening of the need for public libraries because of the privatization of the knowledge industry. Related trends include illiteracy and declining academic achievement, increasing numbers of working and single mothers, youth employment patterns, and a decreasing population of children (Bonanno, 1997; Craver, 1994; Fasick, 1998; Richman & Stagner, 1986; Willett, 1995).

Although it is not clear how the future will affect libraries, it is known that many supervisors and librarians in the area of young adult services lost their positions during the 1970s and 1980s because of budget cutbacks, and these positions have not been replaced (Willett, 1995). In a 1988 survey, researchers found that 45% of responding libraries did not have a young adult librarian or coordinator on staff (Fasick, 1998). This 1988 survey supported the findings of a 1979 Delphi study in which experts agreed that although young adult services should continue and expand, only 41% of the respondents predicted that this expansion would occur (Downen, 1979). In 1993, it was found that only 11% of public libraries had a young adult librarian, whereas young adults comprised 25% of the clientele and used more materials than

expected, based on population demographics (Flum & Weisner, 1993; Jones, 1992; Nichols & Nichols, 1998; Zweizig, 1973).

Unfortunately, in many instances youth services are perceived as dispensable. Reasons cited have included a lack of recognition as to the importance and legitimacy of young adult public library services by the community, shortages of staff and library personnel, the perceived relative unimportance of young people in the society, and the belief that young people are an interruption to business (Edwards, 1994; Jones, 1992; Willett, 1995; Young Adult Library Services Association & Chelton, 2000). This might have resulted from the belief that teenagers are viewed with suspicion, hostility, or ambivalence (Flum, 1988; Young Adult Library Services Association & Chelton). They have often been seen as "noisy sarcastic creatures filled with an abundance of sexual energy" (Flum, p. 4). Additionally, there has been no clear understanding of how young adult needs and services differed from the services provided for adults and children. There is also no nationally recognized definition of the age, maturation level, or social status of young adults, which makes it more difficult to provide the appropriate resources and services. Finally, unlike elder populations, young adults do not vote or pay taxes (McGuire, 1998; Willett; Young Adult Library Services Association & Chelton).

In addition to a lack of understanding about the role of young adult library services, there is also a lack of research concerning and justifying the importance of youth services in a library, including an examination of the library's multiple roles in different communities, how and why adolescent library patrons make use of library resources, the resources they use, and how effectively their needs are being met. This lack of knowledge and understanding may have contributed to decreased funding and resources (Ekechukwu, 1972; Garland, 1992; Jenkins, 2000; Mancall & Drott, 1983; Razzano, 1985; Wiegand, 1999). School libraries also face decreased state and federal funding. Similar to public libraries, there is a lack of knowledge as to how young adult library patrons make use of the school library (Burks, 1996; Craver, 1994).

The lack of knowledge and understanding in both the public library and school library setting is unfortunate, because today's children form the basis of a library's future users and supporters (Jones, 1992; Zweizig & Dervin, 1977). In fact, Razzano (1985) found that a larger percentage of the children of former child library users visited and used the library on a regular basis, whereas a smaller percentage of the children of parents who did not visit the library in their youth visited and used the library.

Background to the Problem

According to Ekechukwa (1972), "Children of today, like adults, live in a society which has undergone massive social, industrial, and economic changes brought about in a relatively short time by industrialization, urbanization, and automation" (p. 1). This has led to an increase in the importance of technology and the knowledge and information industry (Bonanno, 1997; Craver, 1994; Fasick, 1998; Hodowanec, 1979; Marland, 1999; White, 1999). The result is a world in which the type of information needs and available information sources are changing on a daily basis, and where it is becoming more difficult for both public and school libraries to attract users who need assistance in locating information on a daily or regular basis (Bonanno; British Columbia Library Association, 1990; Ekechukwu; Zweizig & Dervin, 1977). This could be a result of users' beliefs that the library does not have the appropriate resources to answer everyday questions (Bolton, 1982; Zweizig & Dervin). This is especially important in regard to adolescent users who find their information needs and retrieval methods changing according to school assignments or the availability of resources located in their school, public, and home libraries. Student retrieval methods also change on a daily basis as a result of their exposure to a variety of outside influences and technologies (Craver, 1994; Mancall & Drott, 1983), including the Internet and other multimedia formats. However, because of their need to participate in a society that is becoming increasingly more information and technologically oriented, it will be increasingly necessary for students to become information literate and learn to use a vast array of

resources and technologies (Bonanno; Craver, 1995; Garlow, 1995; Mancall & Drott). Information literacy is characterized by the ability to understand when information is needed, how to locate and evaluate the relevance of the needed information, and the ability to organize and use it effectively (Bonanno; Craver, 1994, 1995; Kuhlthau, 1991). Because the future of libraries may someday depend upon their adolescent users, librarians need to look for methods to attract and provide needed information for all patrons, including research materials, electronic media, multimedia resources, special programs, and books and magazines for pleasure reading. In order to ensure that libraries are prepared to meet the needs of their young adult patrons, research needs to be conducted that will provide information about how and why they use the library.

The purpose of this study was to examine how and why high school students use the library and its resources. It also looked at how teachers influence students in regard to their use of library resources. Relationships between the different variables were also examined, including the gender of the participants, their age when they first visited the library, and the teachers' use of library resources in classrooms.

Five research questions were developed to act as a guide in completing this study. They are listed below:

1. What are the demographic characteristics of the library patrons who participated in this study?
2. Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?
3. Are there differences in library use between high school juniors who regularly visited the library as a child and those who did not regularly visit the library as a child?
4. Is the student's use of library resources, such as books and audiovisual materials, related to the teacher's use of library materials and resources during class?

5. Are there differences in why and how male and female students use the library? If so, what are the differences?

Significance of the Study

Traditionally, the public library has been viewed and supported as both a service organization designed to provide library users with access to a wide variety of recreational and educational information and as a fundamental part of society (Berelson, 1949; Curley, 1990; Kachel, 1997). Similarly, the purpose of the school library has been to provide students and teachers with access to resources and instructional materials that support the school's curriculum. Like the public library, the school library is facing declining support and funding. A changing society, with its changing needs and the development of information gathering agencies and new technologies designed to meet the information needs of individuals and businesses, has led to a deterioration of the public's current awareness of and belief in the usefulness of the public library (Mancall & Drott, 1983; Zweizig & Dervin, 1977). A lack of measurable and objective research that might justify library services and the development of new goals and programs has failed to provide an accurate understanding of the role of both the public and school libraries (Fitzgibbons, 1982; Gehlken, 1994; Mancall & Drott; Wiegand, 1999). Other possible consequences of the lack of research are the inequities identified in the proportion of funding, personnel, and resources available in the young adult and children's collection when they are compared to the number of materials circulated to the library's adolescent clientele. These findings were initially identified in Berelson's (1949) study (Berelson; Fitzgibbons; Flum & Weisner, 1993; Zweizig, 1973).

As shown by Zweizig and Dervin (1977), there have been studies conducted over the past 50 years that examine the characteristics of adult library users and their use of the library, particularly the public library (Berelson, 1949; Bolton, 1982; Campbell & Metzner, 1950; Gallup, 1976; Lange, 1988). Researchers have looked at how many adults use the library, how

many materials are circulated, and how many reference questions are asked and answered. Basic demographic information relating to library users has also been collected, including age, gender, occupation, education, socioeconomic status, race, family size, and marital status.

Although they are increasing in number, similar studies on adolescent library users have not been conducted on a widespread basis, which has resulted in a lack of research (Fasick, 1998; Fitzgibbons, 1982; Mancall & Drott, 1983). It has also been suggested that studies that identify only basic demographic information do not adequately provide answers to the most serious questions, such as what type of resources the library can provide that are not available anywhere else, how libraries can make these resources available to users on a regular basis, and how students use library resource services (Ekechukwu, 1972; Fitzgibbons; Mancall & Drott; Zweizig & Dervin, 1977). There is also a lack of information concerning a community's library use on a national level (Collins & Chandler, 1997). It is important to look at how school libraries and public libraries differ in their approach to providing information to students, the overlapping of information provided by both institutions, and how they complement each other in providing a large number of unique resources.

Other areas that lack research include: how socioeconomic status influences the library habits of children, young adults, and adults; the replication of previously conducted studies on new or different populations; and the extent to which young adults use the library for purposes other than school assignments and recreational reading. Additional research concerning the influence of library use on academic achievement would also be beneficial, although there has been increased interest and study in this area (Lance, Welborn, & Hamilton-Pennell, 1993; Willett, 1995). Finally, there is a lack of knowledge about library services to young adults in both school and public libraries, and the library's role and influence on surrounding communities. This ultimately led to questions about the historical role of the library and its changing role in the future (Gehlken, 1994; Jenkins, 2000; Wiegand, 1999). Unfortunately, this is only a brief list of the areas that need to be studied. In addition to this lack of research, there

are problems with the research that has been conducted, including the quality of the research, the use of nonrandom samples and inadequate instruments, lack of methodological understanding, and the lack of researcher expertise (Aaron, 1982; Latrobe, 1998; Stroud, 1982).

Thus, the significance of this study was its potential to identify patterns of library use by high school students based on their attitudes about their use of the library and their past experiences with libraries. The results of this study could assist both public and school librarians in making long range plans for their libraries, such as the identification of the types of materials to purchase or identifying areas in which students need assistance, and the identification of user data not currently available. Additionally, this study could assist librarians in adjusting the manner in which they assist their students in completing projects or simply finding recreational materials to read. Finally, the findings could assist librarians in the development of cooperative programs between school and public libraries to reduce the overlapping of information resources while increasing student use of the library.

Assumptions and Delimitations

This study was limited in terms of the participants and geographic boundaries. The participants were high school juniors who attended school in three different east Tennessee counties. The researcher assumed the participants would truthfully express their opinions about the school and public libraries.

Definitions

The terms identified below are defined as they were used in this study because their common use may not differentiate between the identified terms.

Librarian. Refers to professional public library personnel.

Library. Refers to both the public and school libraries.

Resources. Refers to all forms of media, including books, audiovisual resources and equipment, electronic media, human resources, media staff, speakers, and other programs.

School librarian. Refers to professional school library personnel, also known as media specialists.

Overview of the Study

The purpose of this study was to identify library use patterns of adolescents. It was also designed to identify variables that influence library use and any relationships between the variables. The first chapter contains an introduction to the study and an explanation of the purpose and significance of the study. The second chapter contains a description of the historical development of the library and its purpose. It also includes a discussion of the challenges to the role of the library. Finally, it provides a look at research in the library science field, including the variables that influence library use, library users, nonusers and how academic achievement is influenced by library use. The third chapter includes a description of the methods used to complete this study, including a discussion of the research design, population and instrumentation. Chapter 4 provides the data analysis showing the study's findings. A discussion of the findings and conclusions follows in Chapter 5, which also includes recommendations for further study and practice.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study was to examine why and how high school students use the library and its resources. It also looked at how teachers influence students' use of the library. The information examined in this literature review includes dissertations, government studies, university studies, and journal articles dealing with library use of adults, young adults, and children. Several sources were used to locate these studies, including the *Educational Resources Information Center* (ERIC), *Dissertation Abstracts International*, *Library Literature*, *Infotrac*, various databases, and the bibliographies of previously located studies. The topics considered include the historical development of the library, the purpose of the library, challenges to the role of the library, research in the library science field, influences on library use, library use and academic achievement, studies of library users and nonusers, and lifestyle variables relating to library use.

Historical Development

Public Libraries

The history of the library in the United States can be traced to the private libraries of the 17th and 18th centuries and the social and subscription libraries of the 1730s, which were available on a fee or subscription basis. They were generally only available to men. A 1949 study identified the establishment of 1,085 social libraries between the years of 1733 and 1850 (Johnson & Harris, 1976). Only 21 of those social libraries served juvenile or youth clientele, while 48 possibly served young adults. Several college libraries were also opened during the 17th and 18th centuries, including Harvard College, Yale College, and the College of New Jersey (Jenkins, 2000; Johnson & Harris; Willett, 1995).

In 1803, the Bingham Library for Youth opened in Salisbury, Connecticut. This was one of the earliest known instances in which municipal funds were given to a library. In 1827, the cities of Lexington and Arlington also gave municipal funds to support juvenile libraries. In 1834, a town library was opened in Peterborough, New Hampshire. Although the collection was open to all age groups, approximately half of the books were directed toward young readers. Between 1825 and 1890, Sunday school libraries were formed through the availability of donations or private funding. School district libraries were formed in the late 1830s when taxation laws were passed by state legislatures to provide for the development of libraries in schools that would make their resources available to the surrounding communities. However, inadequate funding and facilities led to their decline by the 1870s. Between 1849 and 1851, both New Hampshire and Massachusetts passed legislation for the funding and development of public libraries, and in 1854, Boston became the first major city to open a public library (Jenkins, 2000; Johnson & Harris, 1976; Willett, 1995).

It was not until 1876 and 1877 that children's services were made available to the public through the Pawtucket Public Library (Ekechukwu, 1972; Willett, 1995). The availability of library services varied, however, as was shown in an 1893 survey that found that 74 of 146 public libraries were serving children under the ages of 12 or 14, 16 libraries were serving children and young adults under ages 15 or 16, and 36 libraries had no age limits (Johnson & Harris, 1976). In some instances, public libraries provided books to schools and teachers for students to use. In 1896, the Pratt Institute in Brooklyn and the Providence (Rhode Island) Public Library opened separate rooms for their children's services. Unfortunately, the information known about the development of children's services is focused in urban areas; little is known about the development of children's libraries in rural areas (Johnson & Harris; Willett).

The period between 1870 and 1914 was marked in both the United States and Europe by growing concern for the welfare of children, who made up a large proportion of the population in both areas. This concern led to social reforms concerning children and the expansion of public

library services, including the development of children's library rooms through cooperative activities between Boston librarians and settlement workers. By 1924, children's services were well established in a variety of locations, although it was not until after World War I that young adult services were introduced in the public libraries of New York, Baltimore, and Cleveland (Willett, 1995). Public libraries have grown to provide access to a variety of information sources including books, reference materials, periodicals, videotapes, audiotapes, and computers. They also provide access to summer reading programs, reading readiness activities, lectures, films, literacy development, writing contests, dramas, reader's theater, demonstrations, crafts, and homework assistance (Collins & Chandler, 1997; McGuire, 1998; Mediavilla, 1998).

School Libraries

Although school libraries were slowly becoming more prevalent after 1900, school library standards were not introduced until 1925 (Ekechukwu, 1972; Johnson & Harris, 1976; Wiegand, 1999; Woolls, 1999). Unfortunately, few elementary schools had libraries or librarians. Available books and resources were placed in individual classrooms, which limited their accessibility (Woolls). By 1958, 50% of schools had libraries and 42% had school librarians (Willett, 1995). They did not receive federal support and funding until the Library Services Act of 1956, the National Defense Education Act (NDEA) of 1958, the Library Services and Construction Acts of 1964 and 1965, the Higher Education Act of 1965, and the Elementary and Secondary Education Act (ESEA) of 1965 (Ekechukwu; Willett). This development was not welcomed by everyone, however, as many experts in the library field stated that the development of school libraries would bring about the decline of public libraries (Ekechukwu). Discipline problems, inadequate materials, and a lack of understanding and training on the part of school librarians and administrators also led to restrictions and resource limitations within school libraries. Examples of limitations included restrictions on the number of books and reference materials that could be checked out by students, and reading room restrictions. There were also

questions about what types of materials young adult users should have access to in the library. During this same time period, elementary school libraries were increasing in numbers and *Standards for School Library Programs* was published by the American Library Association (Johnson & Harris; Kimmel, 1980; Willett; Woolls). In 1958, 50% of public schools had a library; that number increased to 93% by 1985 (Wiegand).

During their early years, recreational reading and influencing the love of reading were major reasons for the development of school libraries (Loertscher, 1990). However, by the 1970s and 1980s, school libraries were defined as centralized and technologically advanced communication centers through which books, journals, audiovisual materials, electronic media, computers, and other educational resources were disseminated to teachers and students (Adams, 1972; Galvin, Kimmel, & White, 1980; Gehlken, 1994; MacDonald, 1997; Yesner & Jay, 1998). Their primary purpose was to foster learning and educational activities, support the school's curriculum and teachers, provide reference services, and ensure that students and teachers use information effectively (American Library Association & Association for Educational Communications, 1988; Anderson, 1990; Fenwick, 1976; Gehlken; Kachel, 1997; Mancall & Drott, 1983; Willett, 1995). They are also referred to as school library media centers.

The American Library Association and the Association for Educational Communications and Technology (1988) published *Information Power* to provide libraries with basic guidelines for assisting students in preparing for the 21st Century. It also examined challenges faced by school libraries, although public libraries face similar, if not the same, challenges. These challenges included providing a diverse population access to a variety of information and technological resources, promoting literacy and reading enjoyment, and providing expertise in the use of information and different technologies. An updated *Information Power: Building Partnerships for Learning* was published in 1998 by the American Library Association. This new edition emphasized the development of information literacy, information literacy standards, and supported the growth of lifelong learning.

Loertscher (1988) identified three phases, or revolutions, in the development of school libraries. The first revolution began shortly after World War II, when the role of the school library changed from a storehouse for books to a place where both print and nonprint materials were made accessible with the assistance of professional staff members. The second revolution began in the late 1970s, when teachers and librarians began working together to develop modules to assist students in using the school library to the fullest extent. The third revolution began in the late 1980s, with school librarians, teachers, and school administrators working together to review current library practices in an effort to identify policy changes needed to take school libraries into the future. School libraries continue to evolve and adapt to societal changes. In 1991, the Second White House Conference on Library and Information Services identified children and youth services as its highest priority, including funding and assistance for children's services in both public and school libraries (Flum & Weisner, 1993; Woolls, 1999). This was reinforced in then President Clinton's 1996 State of the Union Address, when he discussed the need for every classroom and library in the country to be connected to the information superhighway (McClure et al., 1996).

Purpose of the Library

Public Libraries

Traditionally, public libraries have held an honorable position as community institutions (Birdsall, 1985; Curley, 1990) designed to provide a large number of information resources and materials to a continually changing population, none of whom can be excluded from using its resources (Berry, 1987; Ercegovic, 1997; Josey, 1987). A 1995 poll showed that 67% of Americans used the public library during the previous year (Wiegand, 1999). A similar response was found by the Gallop Organization (American Library Association, 2000). According to Fasick (1998), public libraries were developed "to decrease social divisions and give children from working class families, many of whom are also racial or ethnic minorities, a chance to

compete at the same level with other children” (p. xv). They also play a major role in educating children and fostering their desire to become life-long seekers of knowledge (Berelson, 1949; Birdsall; Ekechukwu, 1972; Ercegovac; Estabrook & Horak, 1992; Fasick). In addition to assisting in the educational process, the public library provides information resources and assistance, recreational and enrichment materials, homework assistance, study space, literacy tutoring, summer reading programs, college and career information, and cultural resources (Collins & Chandler, 1997; Jones, 1992; Kachel, 1997; Mediavilla, 1998; Willett, 1995). These roles affect services to both adult and young adult library users. However, the children’s department addresses these areas differently than the adult departments, and this difference is evident in their collection of materials and how the collection is made available to library users (Fasick).

According to Fasick (1998), the goals and techniques employed in young adult services have been consistent for over 100 years, including the support of formal education and the promotion of self-development through recreational reading and activities. Many public librarians also consider that libraries assist in enhancing the cognitive, affective, and social development of every library user, especially the young library user. Additionally, the public library can assist young adult patrons in developing an understanding of themselves as individuals and citizens of the local community and nation. Public libraries also assist in developing the educational knowledge and skills required to participate in professional and personal relationships (Mediavilla, 1998; Willett, 1995).

According to Shearer (1993), the general public does view the educational role as an important part of the public library; however, they identify other roles as more important. The most popular is as a center for popular literature. The next two are as a reference center and a preschooler’s introduction to learning. These differing viewpoints in regard to the educational purpose of the library were found surprising when considering the public library’s claim to be a “university of the people” (Shearer, 1993, p. 196) and the large numbers of students who use

public libraries to complete educational assignments. The different roles could also result from a lack of evidence supporting the educational role of the library and increasing competition from private information agencies (Zweizig, 1973).

School Libraries

The purpose of the school library is similar to the purpose of the public library. School libraries, also known as school library media centers, are described as centralized information and technology centers designed to support the school's curriculum and provide resources that meet the educational and recreational needs of both the faculty and the students. As technology and information literacy have changed and increased in importance, the school library has changed to provide access to and instruction in the use of a variety of technologies and electronic media (Craver, 1994; Haycock, 1999c; Kachel, 1997; Kuhlthau, 1991; Loertscher & Lien Ho, 1986; MacDonald, 1997; McDougald & Bowie, 1997; Yesner & Jay, 1998). The school library is also responsible for making students aware of future employment opportunities and the importance of education and lifelong learning (Craver, 1995). The programs and resources provided by the school library include homework assistance, study sites, computer and Internet access, interactive and electronic media, telefacsimilie, and copy machines (Burks, 1993; Craver, 1994; Woolls, 1999). According to the American Library Association (1999), 96 % of public schools and 80 % of private schools have a school library media center. School library media centers at all levels are visited by 47 million students each week.

Challenges to the Role of the Library

Throughout its history, the library has been viewed as a fundamental part of society, and as one of the most important services supported by taxes. At the same time, it has faced a variety of challenges to its existence (American Library Association, 2000; Curley, 1990). This is most obvious in relation to its young adult services, and although it is doubtful that children's

or young adults' library services will be completely eliminated, their roles in the library and the continuing availability of these services are not guaranteed (Fasick, 1990).

Unfortunately, from as early as the 1960s, both public and school libraries have continually been asked to assess and justify their existence and usefulness (Budd, 1986; Crist et al., 1994; Fasick, 1998; Goldstein, as cited in Ekechukwu, 1972; Zweizig & Dervin, 1977). Each library faces opposition in both the government and public sector who consider that the government should not support domestic programs, including libraries (Fasick; Josey, 1987). In reality, libraries have never received more than 2% of the expenditures for the municipal government, while, according to some surveys, they serve up to 50% of the population (Josey). In addition to the belief that the federal and state governments should not support libraries, all federally and state funded agencies continue to face budget constraints and competition for the monies that are available (Ford, 1990; Garland, 1989; Willett, 1995). Additionally, libraries must deal with the rising costs of books, audiovisual materials, and new technologies; consequently, librarians must judiciously spend their funds in a manner that is most beneficial to the library and its users (Garland). In addition to facing a budget crisis, both public and school libraries must deal with rapidly changing technologies, changing student demands, changing academic standards, illiteracy, changing demographic and employment trends, personnel shortages, economic changes, changing federal guidelines dictating library services, and a stereotypical view of what libraries can offer its clientele (Burks, 1996; Craver, 1994; Flum & Weisner, 1993; Gehlken, 1994; Haycock, 1990; MacDonald, 1997).

Research in the Library Science Field

According to Carter (1981), research is “the systematic quest for facts related to some situation, concept, or idea about which there is concern and about which there is insufficient understanding” (p. 128). Unfortunately, there is a lack of research in the area of children and young adult's library services and library use, and as a result, there is no clear understanding of

how different library services influence children and young adults (Aaron, 1972a; Fitzgibbons, 1982; Jenkins, 2000; Pratt, 1998). In general, there is little information in regard to public library use on a national level (Collins & Chandler, 1997). There are also problems with the studies that are available. The first problem is the quality of research, which could result from the researcher's lack of knowledge concerning research methods. Other problems include biased or nonrandom samples, limited methodologies, lack of validity, the inability to generalize studies, and inefficient instruments. Finally, the research is noncumulative and fragmentary, with the majority of research in the form of dissertation research that has little follow-up (Aaron, 1982; Latrobe, 1998; Stroud, 1982).

The types of research methodologies used in this field have led to concern about reliability. Between 1925 and 1972, the research methods used most often included survey research, historical research, operations research, citation analysis, experimental research, and theory (Fitzgibbons, 1982; Stroud, 1982). Surveys continued to be popular throughout the 1970s. In the 1980s, 77% of the research studies used surveys, although increasing numbers of studies were beginning to use interviews and case studies. Between 1989 and 1995, there was decreased use of the survey format, historical methods, and citation analysis, while there was increased use of case studies and experimental methods (Callison, 1997; Latrobe, 1998; Powell, 1999).

In response to increased interest and concern about library services to children and young adults, the number of studies in this area has grown, although there is still a lack of research concerned with high school students (Aaron, 1982; Fasick & Fitzgibbons, 1981; Fitzgibbons, 1982; Mancall & Drott, 1983). Jenkins (2000) stated, "In considering the historiography of youth services librarianship, one is struck by how often a call for further research in this area has been sounded and how limited the response to that call has been" (p. 102). Of the research that has been conducted, a wide variety of topics have been examined. They include:

1. use and user studies,
2. reading interests,
3. library user habits and behaviors,
4. program evaluations,
5. public and school library cooperative programs,
6. student and teacher use of school library media programs,
7. evaluation of library skills,
8. influence of the school library media program,
9. students' recreational use of the library,
10. why students do or do not use the school library,
11. extent of student library use,
12. preschool programs,
13. summer reading programs,
14. use of school library media centers,
15. school library media specialist,
16. reference and information services,
17. childhood use of the library as it relates to adult library use,
18. student attitudes and perceptions about public and school libraries,
19. the accessibility of the library and its resources,
20. types of service,
21. reading preferences,
22. impact of library access on student learning,
23. resources and funding, and
24. the planning, development and evaluation of the public library and the school library media programs (Aaron; Barron, 1977; Fitzgibbons; Latrobe, 1998; Stroud, 1982; Willett, 1995).

Influences on Library Use

Demographic Influences

Because of the variety of research studies that have dealt with the use of school or public libraries, only those areas that dealt with young adults are discussed in detail. The first area addresses those factors or people who encourage young adults to use the library and its resources. Unfortunately, there is no clear indication of exactly what variables promote library use. As early as 1949, Berelson (1949) identified education as the single most important variable affecting library use. Zweizig (1973) found that age, economic status, educational level, book reading, and the number of books in the home were positively related to library use. These findings have been supported by similar results in a variety of user studies incorporating similar variables (Campbell & Metzner, 1950; Hodowanec, 1979; Zweizig & Dervin, 1977). Pratt (1998), however, found little or no relationship between book circulation levels and a community's educational level, income, or age of the population.

In a related area, Miller (1981) conducted a study that examined to what extent children have access to libraries and their different resources, while looking more specifically at the question of whether children should have the right to access and use all library resources. The researcher also discussed studies that examined where school age children locate needed information, the reason why school age children did or did not use the library, and the extent to which their needs were being met.

There have also been studies (Enujioké, 1994; Powell, Taylor, & McMillen, 1984; Razzano, 1985) that addressed how parents and/or other authority figures influenced children's use of libraries. The majority of library users who visited the library as a child continued to visit the library as an adult, while individuals who did not visit the library as a child were less likely to develop this habit. Other considerations of these studies were how children would physically visit the library, and when, how often, and for what purpose they would visit the library (Powell

et al., 1984). Additional areas of study included students' attitudes about library accessibility and services, preschool and summer programs, and reference services.

School Related Influences

Other studies have looked for additional variables that have an influence on library use, especially for children and young adults. In a 1993 study completed in various high schools located in the Dallas-Fort Worth, Texas area, Burks (1993) identified school assignments and the use of the library's copy machine as the biggest factors influencing school library use by both students and teachers. This supported findings from a 1980 study by Drott and Mancall, who attempted to identify patterns of library use among high school students in the process of completing independent study projects. Additionally, they found that students used several different libraries to locate information, including school, public and home libraries, although the majority used their home libraries to complete school projects (Drott & Mancall). In turn, Chelton and Rosinia (1993) identified three reasons why young adult students use the public library. They were the need for materials or resources to meet personal needs, completion of school assignments, and a place to meet friends.

Another factor that has been found to influence library use among young adult patrons is the extent to which teachers encourage use of the library and its resources. Blazek (1975) identified a positive relationship between the teacher's influence and the student's use of nonrequired materials. Brandt's (1982) study showed that a teacher's use and promotion of library resources was a critical factor in how and to what extent students used the library. Similar results were found in studies by Burks (1993), Jay (1970), Mancall and Drott (1983), and Miller (1976). Burks (1997) found that teacher requirements were the most common reason given by students when asked about their use of the school library. The researcher also found that schools in which a large number of teachers used the school library had a larger number of students who used the school library and read books for pleasure.

Several studies designed to identify the extent to which teachers influenced their students' library use also examined the extent to which teachers used the library, along with the variables that affect teachers' library use. While studying the relationship between the development of elementary school libraries and certain environmental factors, Tielke (1968) found that as early as the 1960s teachers did not understand the importance of the school library, which could have resulted from a lack of commitment on the part of the school district and a lack of appropriate inservice programs. Burks (1993) found that over half of the teachers in her study considered it inconvenient to use the library. Other factors that inhibited teachers' library use included lack of time, inaccessibility, inadequate materials, instructional constraints, unfamiliarity with the collection, lack of understanding about its role in education, and no commitment to the library and its success (Ducat, as cited in Burks, 1993; Jay, 1970; King, 1969; Ogman, 1977; Tibbs, 1974).

Teachers who used a large amount of nonprint media as a student teacher were more likely to use the library (Beilke, 1974; Ishikawa, 1972). Also, teachers who had received inservice or media specialist training were more likely to use the library (Ishikawa). The age, quantity, and quality of the collection also had an influence on the extent to which teachers used the library and its resources (Ishikawa; Mancall & Drott, 1983). Burks (1993) found that there was a positive relationship between the teacher's educational degree and length of teaching experience with his or her use of the library. This positive relationship contradicts the findings of Ishikawa.

Not only do teacher recommendations, instructional practices, and school assignments positively relate to their students' use of the school library, they also influence their use of the public library (Mancall & Drott, 1980). Parental influence is another factor that was found to encourage library use. In a study that examined the relationship between childhood experiences and adult library use, it was found that 80% of the respondents who had visited the library within the past year began visiting the library as a child with their parents. The findings also indicated

that these childhood library visitations occurred on a regular basis and that the parents read frequently in the home (Powell et al., 1984). An earlier Gallup Organization (1976) study on the role of libraries in America had similar results indicating that children of library users grow up to be library users.

Not surprisingly, the lack of interest and support by the teacher has been identified as a hindrance to students' use of library resources (Gross, 1999; Lathrop, 1988). Just as studies demonstrate that teachers had a positive influence on students' library use, they also indicate that teachers could inhibit the use of the library through their failure to give assignments requiring the use of the library and its resources (Burks, 1993; Ducat, as cited in Burks, 1993; Gross, 1999; Jay, 1970; Mancall & Drott, 1983). Other factors that were found to limit student library use included inaccessibility, lack of time, lack of motivation, restrictive pass systems, limited number of resources, reading habits, administrative policies, inadequate facilities, and the lack of knowledge concerning how to use the library (Burks, 1993; Ducat, as cited in Burks, 1993; Hodowanec, 1979; Jay; Rutland, 1971; Welch & Donohue, 1994).

Overall, various factors influenced young adult use of both public and school libraries. Teachers and parents were two of the biggest influences on young adult library use. Other influential variables included the availability and quality of resources, reference sources, staff, hours, traveling distance, and rules and regulations governing book circulation and standards of behavior. Regardless of why students use the library, what is important is that they do use the library because of their need to learn how to live and function in an increasingly information oriented society (Garlow, 1995; Mancall & Drott, 1980).

Library Use and Academic Achievement

During recent years, research concerning the extent to which library access and use influences a student's academic achievement has increased in importance. According to Lance, Welborn, and Hamilton-Pennell (1993), there were fewer than 50 research studies that examined

the impact of school library media centers on academic achievement prior to their study through the Colorado Department of Education. Studies indicated a positive relationship between access to a professionally staffed school library media center and students' academic achievement (British Columbia Library Association, 1990; Haycock, 1999b, 1999e; Lance, Rodney, & Hamilton-Pennell, 2000; Lance et al., 1993; Loertscher & Lein Ho, 1986). In relation to increased academic achievement, students who have access to a funded, professionally staffed, and well stocked school library media center performed better on standardized tests and were better able to locate and use library resources to create research projects (Gilliland, 1986; Haycock, 1999b; Krashen, 1993; Lance et al., 1993). They also exhibited increased motivation and reading ability, and more voluntary reading (Haycock, 1999a; Krashen, 1993). In addition to library access, the size of the school library collection, frequency of library use, independent reading time, and adequate funding proved important in determining and predicting students' academic achievement (Anderson, 1990; Haycock, 1999d; Krashen, 1993; Krashen, 1995; Lance et al., 1993). It was also found that a technologically advanced school library media center increased the quantity and quality of jobs available to that school's graduates (Craver, 1995). In addition to the importance of school libraries, access to public libraries encouraged children to read more, made reading easier, and encouraged students to return to the library (Ramos & Krashen, 1998). Access to both public and school libraries also were significant predictors of reading comprehension (Krashen, 1995). Similarly, McQuillan (1998) identified a significant relationship between access to reading materials and reading comprehension.

Studies of Library Users and Nonusers

Library user studies identify the characteristics of library users and nonusers. They identify how many people used the library, who does or does not use the library, and how and why people use the library. Library use studies, in turn, examine the nature and extent to which library services and resources are used by library patrons (D'Elia, as cited in Burks, 1993;

Willett, 1995). Although both types of research are beneficial to the library science field, studies identifying information about library users and their actual information seeking behaviors provide more useful data. User satisfaction and its measurement are also primary criteria needed to evaluate the library's performance (Clark & Benson, 1985; Ford, 1977; Zweizig, 1973).

One of the first library use studies was conducted in 1933. Adams' study was designed to provide objective data about the type and extent of library use by students and teachers. In a nationwide survey, Adams found that (a) school libraries were inadequately used; (b) the most popular activities were reading newspapers and magazines for recreational purposes; and (c) teachers in the social studies, English and science departments comprised almost all of the use of reference materials (Adams, as cited in Burks, 1993).

A similar study completed in three parochial secondary schools (Ducat, as cited in Burks, 1993) was designed to identify the characteristics of library users and nonusers, along with factors affecting library use by both teachers and students, and the nature and extent of their use. Ducat found:

1. Library use was conditioned by the emphasis teachers placed on the use of library resources to complete assignments, which were primarily textbook oriented.
2. Teachers lacked an interest in the library's collection, which influenced the students' use of the collection.
3. Generally, students did not associate the school library with recreational reading.
4. Only a small percentage of students made regular and frequent visits to the school library, with a greater proportion of them being more advanced students.
5. Students did not use the school library because they did not need its resources to complete assignments and because they lacked time.
6. The public library was used as a complement to the school library by most students, although a small percentage used it as a substitute for the school library (Ducat, as cited by Burks, 1993).

Burks (1993) conducted a research study similar to Ducat's study. In a comparison of the findings, several similarities were identified:

1. Students' lack of use of the school library media center and its resources was influenced by the teachers' unfamiliarity with the library's collection and its development.
2. Only a small percentage of the students visited the school library media center on a regular basis.
3. Students did not see a need to use the school library media center and did not have time to use it.
4. Above average students used the school library media center more than average or below average students.
5. Academic assignments were the primary motivators for the use of the school library media center.

The Philadelphia Project, a study that took place between 1968 and 1970, was funded by a grant from the Office of Education. This multiphase study included school and public libraries in Philadelphia. The purposes of this study were to identify resources needed by both elementary and secondary students, evaluate the collections in regard to both students' needs and national standards, and, based on the results, identify the roles of both school and public libraries in providing materials and joint planning. The findings of this study showed (a) a large demand for a variety of materials; (b) library users from a lower socioeconomic level requested more audio visual materials than did library users from a higher socioeconomic level; (c) reading interest declined as students aged, although use of the public library increased; (d) location affected library use; and (e) approximately one half of students found materials they needed. Collections were lacking in needed resources, with a special need for materials meeting the needs of library users from a lower socioeconomic level (Aaron, 1972b; Benford, 1971).

Mancall and Drott (1983) examined how students used library materials in their completion of school assignments. They found that: (a) typical students used two or three libraries to complete projects, although they preferred to use their home library; (b) students did ask for help; and (c) student training affected their use of different libraries. The researchers also found that student age and the availability of transportation influenced which library students used.

Hodges, Gray, and Reeves (1985) examined high school students' attitudes about the school library media program. They found that a high percentage of 12th grade students did use the school library outside of class time. Hodowanec (1979) conducted a similar user study dealing with the library user's extracurricular activities and habits and the relationship to how library users search for, locate, and retrieve information. Hodowanec found that these activities were dependent on the users' immediate environment, including the educational level, age, socioeconomic status, ease of accessibility, and the purpose of the search.

Few recent surveys have been conducted on library use. A 1991 survey by Brick indicated that 32% of adults had used the public library within the past month, whereas 63% of them had used the public library within the past year (as cited in Collins & Chandler, 1997). In 1996, the National Household Education Survey incorporated several questions about public library use in its ongoing educational survey. The questions addressed library use by any member of the household. The study showed that 44% of the households had individuals who had used the public library in the past month, whereas 65% had members who had used the library within the past year. The study also indicated that households with children under 18 used the public library more often than did households without children. The most common use was to borrow or drop off a book or videotape (Collins & Chandler). In 1998 the Gallup organization surveyed 1,000 adults to measure library use. Of the respondents, 64% stated that they had used the library within the past year; 35% had children; and 65% of those had visited the public library with their children (American Library Association, 2000).

Lifestyle Variables Relating to Library Use

As early as 1949, Berelson found that children's use of the public library varied from community to community and was partially related to the relationship between the public library administrators, the school administrators, and the status of the school library. In 1980, Lucas examined the relationship between library use, reading interests, life interests, physical activities, and human relationships. He was especially interested in whether the range of reading interests increased in response to participation in life interest activities. The study showed that there was a relationship between reading patterns and the size of the library's collection, its accessibility and ease of use, quality of the library staff, location, and hours of operation (Lucas, 1980). The findings were supported by Bolton (1982) who stated, "The more active an individual tends to be, the more likely it is that he or she will use library facilities" (p. 967). In addition to these variables, other factors that influenced library use by all patrons included the variety of materials, circulation policies, reference services, computer services, and meeting rooms for business and personal reasons (Lange, 1988; Miller, 1981). Zweizig and Dervin (1977) related these activities to five behavior clusters, or types of library use, which were comprised of groups of multiple variables. They were: (a) child-related use; (b) relaxation; (c) use of library materials and facilities; (d) books and easy access of information; and (e) programs, phone use, and copy machine. Although each of these variables is applicable to young adult library users, Fitzgibbons (1982) identified school-related activities as the primary reason for young adult students to use the library and its resources. Garland (1989) supported this belief by identifying the books with the highest circulation as those books that are related to the school curriculum.

In a related study, Miller (1976) surveyed high school students in selected Michigan schools to identify their attitudes about accessibility to library materials. Miller found that the variables that most influenced the students' opinions were status as a media center or library user, school size, and academic rank.

The variables that influenced students' attitudes about the school library also influenced the use and nonuse of the library. Miller (1981) conducted small group interviews with a group of seniors to identify their opinions concerning the accessibility of resources located in secondary schools in Philadelphia. In this study, Miller also addressed several factors identified as influencing the use or nonuse of the school library and its resources. The findings included the following factors:

1. Library materials were more accessible to younger students.
2. Collections were inadequate in meeting the needs of seniors.
3. The failure of teachers to make assignments necessitating the use of the school library was a primary cause of the seniors' nonuse of the library.
4. Advertisement of the school library and its resources was inadequate.
5. The school librarian's personality was not a factor relating to the accessibility of resources.
6. Although there were enough audiovisual materials to support classroom instruction, they were not easily accessible.
7. Additional print materials were needed to support the total school curriculum, although there were enough print materials available to support instruction within the classroom.

One result of Miller's study was the identification of the need for additional materials and resources. This result was identified in several other studies, including Mancall and Drott (1983) and Burks (1993). Mancall and Drott's study included a discussion of four types of library use studies that dealt with the need for library resources. They identified the four categories as:

1. comparisons of actual collections with suggested national or state standards;
2. book selection practices;
3. comparisons of collections with master lists; and
4. descriptions of use based on surveys of both librarians and users. (p. 16)

Although each category was unique, each provided information about resource selection and how library personnel stated that these resources were used; however, none of the studies identified how the students actually did use these resources. Regardless of this failure to identify students' actual resource needs, library personnel based the library's collection development on what they considered the students needed to support the school's curriculum. In reality, documented data were needed to identify the types of materials students were using and their adequacy in meeting the students' needs (Mancall & Drott).

Related to the adequacy of the school library's collection, studies have also been conducted concerning students' preferences in regard to using the public library or school library. One study indicated that almost twice as many students preferred to use the public library (Ekechukwu, 1972). Fitzgibbons (1982) had similar results, with two thirds of the respondents expressing dissatisfaction with the school library and half of the respondents liking everything about the public library. Reasons cited for dissatisfaction with the school library included the inability to locate readable books, failure to receive needed assistance, and a negative attitude about the school's rules and regulations. Burks (1993) had similar results and identified several reasons for students preferring the public library, including the availability of more books to complete school assignments and for recreational reading. The public library's location, facility, and climate were also preferred by the students.

Summary

This study was designed to examine how and why high school students use the library, regardless of whether it was the public or school library. This is an area of growing interest as competition for federal and state funding becomes more critical. The literature review began with a brief look at the historical development of libraries, which can be traced to the 17th century. This was followed by an explanation of the purpose of the library, both school and public. Challenges to the role of the library, research in the library science field, influences on

library use, library use and academic achievement, and studies of library users and nonusers were also examined. Lifestyle variables related to library use concluded the chapter. Many of the variables identified through the literature review are incorporated in the design of the study, as can be seen in Chapter 3.

CHAPTER 3

METHODOLOGY

The purpose of this study was to examine how and why high school students use the library and its resources. It also looked at how teachers influence their students' library use and how the different variables relate to each other. Five research questions were developed to act as a guide in completing this study. They were:

1. What are the demographic characteristics of the library patrons who participated in this survey?
2. Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?
3. Are there differences in library use between high school juniors who regularly visited the library as a child and those who did not regularly visit the library as a child?
4. Is the student's use of library resources, such as books and audiovisual materials, related to the teacher's use of library materials and resources during class?
5. Are there differences in why and how male and female students use the library? If so, what are the differences?

As shown in the literature review, there have been studies designed to identify user characteristics, patterns of library use, and why people use the library and its resources. Although the majority of these studies dealt with adult library users, each year more studies are being conducted on the use of library services by children and young adults. Because there is little consistency and replication in this field, it is hoped that this study will add to the knowledge base.

Research Design

This quantitative study was designed to use the descriptive and causal-comparative methods to identify and examine how high school juniors use the library and its resources. The causal-comparative method, also known as ex post facto research, is used to “discover possible causes and effects of a behavior pattern or personal characteristic by comparing individuals in whom it is present with individuals in whom it is absent or present to a lesser degree” (Gall, Borg, & Gall, 1996, p. 380). This method was selected because the participants were already in existing groups and because possible causal variables had already influenced other variables (Crowl, 1993; Gall et al.). A student questionnaire was the primary source of data. However, because of the low response rate, qualitative survey interviews were conducted to supplement the quantitative analysis (Gall et al.).

Population and Sample

The population of this study consisted of all 11th grade students attending high schools located in three east Tennessee counties. Each of the schools was a public high school including grades 9 through 12. The junior class was selected because the majority of the students should have had two years to visit and use the school library’s resources. Juniors were also selected because their responses could possibly be used to improve their library experiences during their senior year.

Each of the schools was operated by the county school system. Table 1 shows the study’s total population and the sample size. Each school had a varied socioeconomic and ethnic population. This study used a cluster sample of intact classroom groups in the English department. The participating classrooms were selected by the principal with the teachers' agreement. The school superintendents, school principals, students, and parents were required to grant written permission before the students participated in the study. Unfortunately, the response rate was very low (see Table 1). A possible cause was the time period in which the

questionnaire was administered--late in the school year. A second possible cause was the intimidating Informed Consent form that students and their parents or guardians were required to sign before they were allowed to participate in the study.

Table 1

Participating Schools

School	Population	Sample Size	Responses	(%) Response Rate
A	249	70	10	14
B	90	40	5	13
C	422	60	26	43
D	329	60	32	53
E	191	60	24	40
F	179	60	33	55

Instrumentation

The instrument used in this study was developed after an examination of similar studies that identified variables considered important in the description of library users and their patterns of library use. With approval, the survey administered by Burks in her 1993 study was adapted for use in this study. The student questionnaire was designed to identify how and why high school students use the public library and school library. It also addressed the influence teachers were perceived by students to have on their library use.

The majority of the questionnaire (see Appendix A) was multiple choice and multiple answer in format. Questions 1, 2, and 3 asked basic demographic information. Questions 6 and

14 looked at how often students visit the public library and school library. Questions 7 to 9, 15 to 17, and 21 to 50 were concerned with who influenced library use and why students used the library. Questions 10 and 18 dealt with the type of materials students use at the library, while questions 4, 5, 12, 20, and 21 addressed where they located information, books and other resources and if they sought assistance of any sort. Questions 11 and 19 addressed why students do not visit the library. Questions 21 and 22 identified which library the students preferred to use and why. Questions 51 and 52 requested recommendations for both public and school libraries.

A panel of experienced high school librarians critiqued the questionnaire to identify any weaknesses and to offer suggestions concerning the instrument's content validity. They were selected because of their familiarity with students of the appropriate age group and the educational curriculum. Minor modifications were made to the questionnaire following the review by the panel. After making the appropriate changes, the questionnaire was field tested with high school students to identify any additional changes and verify that participants could understand and interpret the questions correctly. Few changes were made as a result of the field test. The changes included the addition of variables to questions addressing why a student visits either the school or public library, and the order in which variables were listed. The same students then reviewed the revised questionnaire to ensure readability and verify content validity. Their responses were not included in the data analysis.

Data Collection

Schools were initially identified based upon their location. Each county's school superintendent's office was contacted by phone to identify the correct procedures for requesting permission to conduct the study. Next, an introductory letter and permission form were sent to two of the school superintendents requesting permission to conduct the survey in their school system (see Appendix B). One county did not require permission from the school

superintendent, and all requests were referred directly to the school principal. Upon receiving permission from the school superintendent, introductory phone calls were made to the school principals. Introductory letters and permission forms to conduct the survey were then sent to the school principals (see Appendix C). Follow-up phone calls and school visits were conducted on an as needed basis. Unfortunately, because of the factors mentioned previously the response rate was very low.

The student questionnaires were administered by the classroom teacher on one day in each school. Parent and student permission forms, distributed in advance, were collected prior to students completing the survey (see Appendix D). The questionnaires were administered in English classrooms selected by the principal with the teacher's approval. Because of the low response rate, 11 students who had completed the survey were selected to participate in a survey interview to offer further insights into the survey's results. Additional permission forms to participate in the survey interview were completed by the participants and their parents or guardians.

Data Analysis

The findings of the study were analyzed using the Statistical Package for the Social Sciences (SPSS) software program, which is designed to analyze and display data (Gall et al., 1996). The data were initially analyzed using crosstabulation tables to identify basic demographic information and patterns. Chi-square and Phi statistics were used to examine the relationships and differences between the different variables identified in the survey and to address the research questions. These variables included age, gender, past library use, current library use, types of library resources used by the students, the reasons why students use the library, and the extent to which teachers used library materials within the classroom.

Frequency tables were used to identify characteristics of the study's participants in response to the study's first research question. Chi-square and Phi statistics were used to analyze

the relationships examined in the different research questions. Questions 2, 6, and 14 addressed the second research question. The information in questions 3 through 6, 12, 14, and 20 addressed research question three. Questions 6, 13, 14, and 23 through 50 addressed research question four. The information identified in questions 1 through 22 addressed the fifth research question.

Summary

Chapter 3 provided a description of the study's basic methodology and its various components. It was a quantitative study designed to study why and how high school juniors use the library and its resources, with some qualitative data collected to supplement and help interpret the quantitative data. It also examined how teachers influenced their student's library use. The population was composed of 11th grade students attending high schools in three different East Tennessee counties. Each participant completed a survey designed to identify patterns of library use and the students' attitudes about the library, with selected students participating in a short interview. Chapter 4 provides an analysis of this study's findings, while Chapter 5 provides a discussion of the findings and recommendations for practice and further study.

CHAPTER 4

RESULTS

The purpose of the study was to examine how and why high school students use the library and its resources. It also examined how teachers are perceived to influence their students' use of the library. The survey used in this study was adapted from Burks' 1993 study. Survey interviews were conducted to expand on the study's findings.

The study's population consisted of 11th grade students attending public high schools in three East Tennessee counties. These schools were identified as A, B, C, D, E, and F. A cluster sample of intact classroom groups was selected by the school principals to participate in the study. The six schools had a combined population of 1,460 11th-grade students. Three hundred fifty students were invited to participate in the study. Because of the failure to return parent consent forms, only 130 students (37%) were eligible to participate in the study. Because of the low response rate, 11 students from the participating schools were interviewed to provide further insight into their use of the library and its resources. Findings are presented as responses to the individual research questions.

Research Question #1

What are the demographic characteristics of the library patrons who participated in this study?

The first research question addressed the demographic characteristics of the participants. Of the participants, 70 (53.8%) were female and 60 (46.2 %) were male. The vast majority (70.4%) had at least visited the library as a child younger than six years old (see Table

2). At the same time, 66.9% stated that they did not visit the library regularly, or at least once per month as a child.

Table 2

Frequency Distribution of Participants' Age When They First Visited the Public Library

<u>Student's Age</u>	<u>f</u>	<u>%</u>
Younger than 3 years old	44	35.2
4-6 years old	44	35.2
7-10 years old	12	9.6
11-15 years old	9	7.2
Never	16	12.8
Total	125*	100.0

*5 participants did not respond to this question

As shown in Table 3, 84.6% of the participants located materials to complete school assignments in the school library, with 40% using their home library and 32.3% using the public library. Only a small percentage (8.5%) used a classroom library. Because the respondents could select more than one location in which they located information, the percentages reflect the total number of participants who identified each choice as a place they go to locate materials. In the survey interviews, students reinforced these findings by stating that both the public and school libraries have been of benefit to their education, and that they use both libraries to locate educational and research materials to complete school assignments. None of the interviewed students indicated that they located educational materials in either a classroom or home library,

although computers within the home were used to locate information. The school library was preferred because of its location and convenient hours.

Table 3

Frequency Distribution Identifying Where Students Locate Materials to Complete School Assignments

<u>Location</u>	<u>f</u>	<u>%</u>
School Library	110	84.6
Home Library	52	40.0
Public Library	42	32.3
Classroom Library	11	8.5

Because the responding students could select more than one response in regard to where they located books for recreational purposes, the findings indicate that the students used more than one source for locating books. The resulting percentages show the total number of participants who identified each choice as a place where they locate books for recreational purposes. As shown in Table 4, 30.8% of the study's participants used the public library to locate books for recreational reading. Only 2.3% used a classroom library to locate books, while 43.8% used a book store to locate books for recreational reading and 30% obtained books from the school library or friends. Over one fourth (28.5%) of the participants stated that they did not read enough to say where they located books. Over half of the interviewed students stated that access to public or school libraries had not affected their recreational reading habits, although one student did say she visited the public library quite frequently because she "like[s] to read, use

the computer, and generally hang out." Locating and reading a variety of magazines and books that are not easily accessible were the only specific items mentioned by the interviewed students in regard to forms of recreational reading.

Table 4

Frequency Distribution Identifying Where Students Locate Books for Recreational Reading

<u>Location</u>	<u>f</u>	<u>%</u>
Book Store	57	43.8
Public Library	40	30.8
Friends	39	30.0
School Library	39	30.0
I do not read enough to say	37	28.5
Internet	27	20.8
Home Library	21	16.2
Class Library	3	2.3
Other	3	2.3

In a comparison of how often the participating students visited the public library and the school library during the school year, Table 5 shows that students visited the school library much more frequently than they visited the public library. The largest percentages (63%) visited the school library between 3 and 12 times during the school year, while only 28.5% visited the public library this often. Approximately half (46.9%) of the students did not visit the public library at all during the school year. The interviewed students generally visited the public library

on an as needed basis, although two students indicated that they visited the public library on a weekly or biweekly basis. Another student stated that he visited the library once, a "very long time ago," while another said her visits to the public library were "slim to none, only when something couldn't be found at the school library." They visited the school library on a much more frequent basis, ranging from daily to once per month. One student indicated he only visited the library "once or twice a year," and that he "got a book in class once," but he "didn't read it."

Table 5

Frequency and Percentage of Visits to the Public and School Libraries during the Previous School Year

<u>Number of Visits</u>	<u>Public Library</u>		<u>School Library</u>	
	<u>f</u>	<u>%</u>	<u>F</u>	<u>%</u>
None	61	46.9	3	2.3
1-2 Visits	29	22.3	16	12.3
3-5 Visits	26	20.0	41	31.5
6-12 Visits	11	8.5	41	31.5
>12 Visits	3	2.3	29	22.3
Total	130	100.0	130	100.0

As shown in Table 6, the participants identified several reasons for visiting both libraries. In relation to the public library, 50.8% of the students indicated their primary reason was to locate books for school assignments, whereas 36.2% of the students indicated they went there to use reference materials, possibly also for school assignments. Additional reasons for using the public library were (a) locating books for recreational reading (22.3%), (b) quiet study areas (16.9%), (c) magazine collection (13.8%), and (d) preferred it to the school library (16.9%). Reasons given by the interviewed students included teacher requirements, computer or Internet access, access to magazines and information needed for research, school assignments or projects, and book reports.

Locating books for school assignments (71.5%) was the primary reason given for visiting the school library. The second most frequently given reason was teacher requirements (53.8%). Additional reasons were the (a) magazine collection (22.3%), (b) reference materials (44.6%), (c) computer (32.3%) or Internet (29.2%) access, and (d) convenience (20.0%). One student indicated he visited the school library on a weekly basis to read the newspaper, while another stated he visited the library on a weekly basis because he "got bored in class." Additional reasons given by the interviewed students were for meetings and access to newspapers.

Table 6

Frequency Distribution Identifying Reasons Why Students Use Libraries

<u>Reason for Use</u>	<u>Public Library</u>		<u>School Library</u>	
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Pleasant and enjoyable atmosphere	15	11.5	7	5.4

Table 6 (continued)

<u>Reason for Use</u>	<u>Public Library</u>		<u>School Library</u>	
	<u>f</u>	<u>%</u>	<u>F</u>	<u>%</u>
I like it better	22	16.9	6	4.6
Locate books for recreational reading	29	22.3	22	16.9
Fewer rules restricting use of materials	13	10.0	2	1.5
Locate books for school assignments	66	50.8	93	71.5
Quiet study areas	22	16.9	16	12.3
Magazines	18	13.8	29	22.3
I don't really know	16	12.3	7	5.4
Reference materials	47	36.2	58	44.6
I just like it	8	6.2	7	5.4
Meet friends	3	2.3	16	12.3
Family Activities	0	0	0	0
Helpful Library Staff	8	6.2	10	7.7
Teacher Requirements	13	10.0	70	53.8
Computer accessibility	13	10.0	42	32.3
Internet Access	10	7.7	38	29.2
More convenient	13	10.0	26	20.0
Other	14	10.8	7	5.4

As shown in Table 7, the number of assignments requiring library use during the previous school year ranged from none to more than 10. English teachers were most frequently identified as recommending and encouraging the use of library resources to complete school assignments, although science and social studies teachers were also mentioned (see Appendix E). The interviewed students did not indicate the number of assignments requiring library use, whereas their library use was based on an as needed basis.

Table 7

Frequency Distribution Identifying the Number of Assignments Requiring Library Use

<u>Number of Assignments</u>	<u>f</u>	<u>%</u>
None	7	5.4
1-2 Assignments	64	49.2
3-5 Assignments	45	34.6
5-10 Assignments	11	8.5
More than 10 Assignments	3	2.3
Total	130	100.0

This study also addressed how students located information if they could not easily find the needed materials. As shown in Table 8, students stated their first option would be to request assistance from the librarian in both the public (62.3%) and school (66.2%) libraries. They identified the Internet as their second option for locating information with 40.8% using the Internet in the public library and 32.3% using the Internet in the school library. Because the

students could identify more than one method for locating data, the findings indicated that the students did incorporate more than one strategy to locate library resources and needed information. The percentages are based on the total number of students who selected that method to locate the needed information.

Table 8

Frequency Distribution Identifying How Students Locate Library Resources or Needed Information

<u>Methodology for Locating Information</u>	<u>Public Library</u>		<u>School Library</u>	
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Browse along shelves	12	9.2	14	10.8
Ask friend for help	9	6.9	22	16.9
Give up and leave	12	9.2	17	13.1
Ask staff for assistance	81	62.3	86	66.2
Visit another library	18	13.8	14	10.8
Use the Internet	53	40.8	42	32.3
Other	5	3.8	3	2.3

As shown in Table 9, teachers (51.5%) and parents or guardians (34.6%) were identified as most influential in encouraging public library use. Siblings (2.3%), friends (6.9%), grandparents (6.2%), and an aunt or uncle (3.1%) were the least likely to encourage library use. This finding was reinforced in that most students first visited the public library with a parent or guardian. In the student interviews, over half of the interviewed students stated that their mother

took them for their first visit to the public library. One student stated that her “mom took her to the library to get books once a week.” A large percentage of teachers (90%) encouraged the use of the school library; however, only 6.9% of parents encouraged the use of the school library. Like the public library, siblings (0%), friends (2.3%), grandparents (.8%), and an aunt or uncle (.8%) were the least likely to encourage library use. A small percentage (16.9%) of school librarians encouraged students to use the school library, whereas only 10% encouraged students to use the public library. Because the responding students could identify more than one individual who encouraged library use, the frequencies and percentages are based on the total number of students who selected that response.

Table 9

Frequency Distribution Identifying Individuals Who Encouraged Library Use

<u>Encouraged Library Use</u>	<u>Public Library</u>		<u>School Library</u>	
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Parent or Guardian	45	34.6	9	6.9
Sibling	3	2.3	0	0.0
Friend	9	6.9	3	2.3
Aunt or Uncle	4	3.1	1	.8
Grandparent	8	6.2	1	.8
Teacher	67	51.5	117	90.0
Librarian	13	10.0	22	16.9
Other	17	13.1	5	3.8

The study also addressed which library the students preferred to visit--the public or school library. As shown in Table 10, the largest percentage (41.5%) preferred to visit the school library. The second largest percentage (23.8%) stated that they did not like to visit either library. The public library was preferred by 18.5%, while 16.2% liked both libraries. The interviewed students supported these findings by indicating their preference for the school library. Several reasons were given for this preference, including its "more laid back [or] relaxed" atmosphere. Another student reasoned "you can get away with a lot more at school" Several final reasons were that the "librarians are a lot nicer" and they "know what you are talking about, are faster, and more aware of needs and collection."

Table 10

Frequency Distribution Identifying Which Library Students Preferred to Visit

<u>Preferred Library</u>	<u>f</u>	<u>%</u>
I do not like to visit either library	31	23.8
Public Library	24	18.5
School Library	54	41.5
I like to visit both libraries	21	16.2
Total	130	100.0

As shown in Table 11, when asked why they preferred a certain library, the surveyed students most frequently selected responses were the convenient location (30%) and convenient hours (26.2%). Atmosphere (20.8%) and teacher recommendations (20%) were also mentioned

frequently. The responses mentioned the least were recommendations by a friend (2.3%), parent recommendations (3.1%), and the audiovisual collection (1.5%).

Table 11

Frequency Distribution Identifying Why Students Prefer to Visit a Certain Library

	<u>f</u>	<u>%</u>
Teacher Recommendation	26	20.0
Atmosphere	27	20.8
Magazine Collection	13	10.0
Parent Recommendation	4	3.1
Rules Regulation Restricting Use	13	10.0
Audiovisual Collection	2	1.5
Friend Recommendation	3	2.3
Book Collection	23	17.7
Internet Access	22	16.9
Convenient Hours	34	26.2
Convenient Location	39	30.0
Library Staff	23	17.7

Research Question #2

Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?

Research Question #2 addressed the relationship between the age of the student when he or she first visited the library and the number of visits the students made to either type of library during the current school year. In the survey, the responses addressing the students' ages were divided into five categories: (a) never, (b) younger than 3 years old, (c) 4 to 6 years old, (d) 7 to 10 years old, and (e) 11 to 15 years old. The responses addressing how often the students visited the public or school libraries were also divided into five categories. They were (a) none, (b) 1 to 2 times, (c) 3 to 5 times, (d) 6 to 12 times, or (e) more than 12 times. Because of the low response rate, the findings were recoded into fewer categories. Instead of identifying the age of the student when he or she first visited the library, the categories were recoded into two categories indicating that they did or did not visit the library as a child. The number of categories indicating how often they visited the school or public libraries was also reduced to two, with the first indicating that they did not visit either library during the school year, and the second showing that they did visit one of the libraries during the school year.

In order to determine if there was a relationship between library use as a child and the students' library use during the school year, chi-square and Phi statistics were calculated to ascertain any significant relationship between the variables and the strength of the relationship. Based on the results shown in Table 12, there was not a significant relationship between the use of the library as a child and the use of the public library during the previous school year ($X^2 = .008$, $p = .928$, $\Phi = -.008$). In contrast, there was a relationship between the use of the library as a child and the use of the school library during the previous school year ($X^2 = 4.266$, $p = .040$, $\Phi = .184$); although, based on the magnitude of Phi, it was not considered a strong relationship. The resulting findings showed that high school students who used the library as a child reported higher use rates than did students who did not use the library as a child.

Table 12

Crosstabulation and Statistical Analysis of Library Use as A Child and Library Use during the Previous School Year.

<u>Library Use during Previous School Year</u>	<u>Use of Library as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>No use</u>		<u>Use</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Public Library</u>							
No use	7	43.7	49	45.0	.008	.928	-.008
Use	<u>9</u>	<u>56.3</u>	<u>60</u>	<u>55.0</u>			
Total	16	100.0	109	100.0			
<u>School Library</u>							
No use	5	31.2	13	11.9	4.226	.040*	.184
Use	<u>11</u>	<u>68.8</u>	<u>96</u>	<u>88.1</u>			
Total	16	100.0	109	100.0			

*p<.05

Research Question #3

Are there differences in library use between high school juniors who regularly visited the library as a child and those who did not regularly visit the library as a child?

To identify any differences between students who regularly visited the library as a child and those who did not regularly visit the library as a child, several variables were analyzed. The first was the regular or monthly use of the library as a child, followed by where students locate materials to complete school assignments, where students locate books for recreational reading, and how often students visited the library. Additional variables included why students used

either the public or school library, the types of materials used by the students, and how students locate materials in the public or school libraries.

Chi-square and Phi statistics were used to analyze the relationship between the different variables. As shown in Table 13, the analysis of the first two variables resulted in only one significant, yet not very strong, relationship between the regular use of the library as a child and the use of the public library to locate materials for school assignments during the previous school year ($X^2 = 8.027$, $p = .005$, $\Phi = .248$). The frequency of students who used the public library during the school year and those who did or did not regularly use the library as a child was equally divided at 21 (16.2%). In all other comparisons with who used the school library, home library, and class library, the number of students who did not regularly use the library as a child exceeded the number of students who did use the library as a child.

The next variable to be analyzed in relation to the regular use of the library as a child was where students located books for recreational reading. The possible locations included (a) the public library, (b) bookstore, (c) Internet, (d) friends, (e) school library, (f) home library, (g) class library, (h) other, or (i) I do not read enough to say. Based on the findings presented in Table 14, the only significant relationship ($X^2 = 5.430$, $p = .020$, $\Phi = .204$) was identified between the regular use of the library as a child and the use of the public library as a source for locating books to be used in recreational reading; however, based on the magnitude of Phi, the relationship was not considered strong.

Next, the relationship between the regular use of the library as a child and the number of student visits to the public and school libraries during the previous school year was analyzed using chi-square and Phi tests. As shown in Table 15, there was not a significant relationship ($X^2 = .143$, $p = .706$, $\Phi = -.033$) between the regular use of the library as a child and the use of the school library as a high school junior. However, there was a significant relationship ($X^2 = 7.187$, $p = .007$, $\Phi = .235$) between the regular use of the library as a child and the use of the public library during the previous school year. Although the relationship was not considered

very strong based on the magnitude of Phi, it did show that the students who did not visit the library regularly as a child were more likely not to use the public library during the school year. The students who did regularly visit the library as a child were more likely to visit both the public and school library.

Table 13

Crosstabulation and Chi-Square Analysis Showing the Relationship between Students Who Regularly Visited the Library as A Child and Where Students Locate Materials to Complete School Assignments

<u>Where Students Locate Materials to Complete School Assignments</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>School Library</u>							
Yes	33	76.7	77	88.5	3.058	.080	-.153
No	<u>10</u>	<u>23.3</u>	<u>10</u>	<u>11.5</u>			
Total	43	100.0	87	100.0			
<u>Home Library</u>							
Yes	21	48.8	31	35.6	2.091	.148	.127
No	<u>22</u>	<u>51.2</u>	<u>56</u>	<u>64.4</u>			
Total	43	100.0	87	100.0			
<u>Class Library</u>							
Yes	3	7.0	8	9.2	.183	.669	-.038
No	<u>40</u>	<u>93.0</u>	<u>79</u>	<u>90.8</u>			
Total	43	100.0	87	100.0			

Table 13 (continued)

<u>Where Students Locate Materials to Complete School Assignments</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Public Library</u>							
Yes	21	48.9	21	24.1	8.027	.005*	.248
No	<u>22</u>	<u>51.1</u>	<u>66</u>	<u>75.9</u>			
Total	43	100.0	87	100.0			

*p<.05

Table 14

Crosstabulation and Statistical Analysis Showing the Relationship between the Regular Use of the Library as A Child and Where Students Locate Books for Recreational Reading

<u>Where Students Locate Books for Recreational Reading</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Public Library</u>							
Yes	19	44.2	21	24.1	5.430	.020*	.204
No	<u>24</u>	<u>55.8</u>	<u>66</u>	<u>75.9</u>			
Total	43	100.0	87	100.0			

Table 14 (continued)

<u>Where Students Locate Books for Recreational Reading</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Bookstore</u>							
Yes	23	53.5	34	39.1	2.426	.119	.137
No	<u>20</u>	<u>46.5</u>	<u>53</u>	<u>60.9</u>			
Total	43	100.0	87	100.0			
<u>Internet</u>							
Yes	10	23.3	17	19.5	.241	.623	.043
No	<u>33</u>	<u>76.7</u>	<u>70</u>	<u>80.5</u>			
Total	43	100.0	87	100.0			
<u>Friends</u>							
Yes	14	32.6	25	28.7	.200	.655	.039
No	<u>29</u>	<u>67.4</u>	<u>62</u>	<u>71.3</u>			
Total	43	100.0	87	100.0			
<u>School Library</u>							
Yes	17	39.5	22	25.3	2.782	.095	.146
No	<u>26</u>	<u>60.5</u>	<u>65</u>	<u>74.7</u>			
Total	43	100.0	87	100.0			
<u>Home Library</u>							
Yes	10	23.3	11	12.6	2.393	.122	.136
No	<u>33</u>	<u>76.7</u>	<u>76</u>	<u>87.4</u>			
Total	43	100.0	87	100.0			

Table 14 (continued)

<u>Where Students Locate Books for Recreational Reading</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Class Library</u>							
Yes	1	2.3	2	2.3	.000	.992	.001
No	<u>42</u>	<u>97.7</u>	<u>85</u>	<u>97.7</u>			
Total	43	100.0	87	100.0			
<u>I do not read enough to say</u>							
Yes	9	20.9	28	32.2	1.790	.181	-.117
No	<u>34</u>	<u>79.1</u>	<u>59</u>	<u>67.8</u>			
Total	43	100.0	87	100.0			
<u>Other</u>							
Yes	0	0.0	3	3.4	1.518	.218	-.108
No	<u>43</u>	<u>100.0</u>	<u>84</u>	<u>96.6</u>			
Total	43	100.0	87	100.0			

*p<.05

Table 15

Crosstabulation and Statistical Analysis Showing the Relationship between the Regular Use of the Library as A Child and Number of Visits to the Library during the Previous School Year

<u>Number of Visits During Previous School Year</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Public Library</u>							
No Visit	13	30.2	48	55.2	7.187	.007*	.235
Visit	<u>30</u>	<u>69.8</u>	<u>39</u>	<u>44.8</u>			
Total	43	100.0	87	100.0			
<u>School Library</u>							
No Visit	7	16.3	12	13.8	.143	.706	-.033
Visit	<u>36</u>	<u>83.7</u>	<u>75</u>	<u>86.2</u>			
Total	43	100.0	87	100.0			

*p<.05

Finally, the relationship between the regular use of the library as a child and how students locate information if the needed resources cannot be located in the public library was examined. The options for locating materials included (a) browsing along the shelves, (b) asking a friend for help, (c) giving up and leaving the library, (d) asking staff for assistance, (e) visiting another library, (f) using the Internet, or (g) other methods. As shown in Table 16, the results of this study showed only one significant relationship between the regular use of the library and asking library staff for assistance, with those students who did not regularly visit the library as a child more likely to ask for assistance than those who did visit the library as a child. Based on the

magnitude of Phi, however, it was not considered a strong relationship ($X^2 = 4.013$, $p = .045$, $\Phi = .176$).

Table 16

Crosstabulation and Statistical Analysis of Regular Library Use as A Child and How Students Locate Needed Resources if They Cannot be Located in the Public Library

<u>Locate Needed Resources</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Browse along shelves</u>							
Yes	5	11.6	7	8.0	.441	.507	.058
No	<u>38</u>	<u>88.4</u>	<u>80</u>	<u>92.0</u>			
Total	43	100.0	87	100.0			
<u>Ask a friend for help</u>							
Yes	3	7.0	6	6.9	.000	.986	.001
No	<u>40</u>	<u>93.0</u>	<u>81</u>	<u>93.1</u>			
Total	43	100.0	87	100.0			
<u>I give up and leave</u>							
Yes	1	2.3	11	12.6	3.657	.056	-.168
No	<u>42</u>	<u>97.7</u>	<u>76</u>	<u>87.4</u>			
Total	43	100.0	87	100.0			
<u>I ask staff for assistance</u>							
Yes	32	74.4	49	56.3	4.013	.045*	.176
No	<u>11</u>	<u>25.6</u>	<u>38</u>	<u>43.7</u>			
Total	43	100.0	87	100.0			

Table 16 (continued)

<u>Locate Needed Resources</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>I visit another library</u>							
Yes	8	18.6	10	11.5	1.220	.269	.097
No	<u>35</u>	<u>81.4</u>	<u>77</u>	<u>88.5</u>			
Total	43	100.0	87	100.0			
<u>I use the Internet</u>							
Yes	21	48.9	32	36.8	1.732	.188	.115
No	<u>22</u>	<u>51.1</u>	<u>55</u>	<u>63.2</u>			
Total	43	100.0	87	100.0			
<u>Other</u>							
Yes	1	2.3	4	4.6	.402	.526	-.056
No	<u>42</u>	<u>97.7</u>	<u>83</u>	<u>95.4</u>			
Total	43	100.0	87	100.0			

*p.<.05

As shown in Table 17, three variables related to how students locate needed information if it could not be located in the school library were significantly related to the regular use of the library as a child. Students who used the library regularly as a child were less likely to give up and leave when they could not locate the information resources they sought ($X^2 = 4.013$, $p = .045$, $\Phi = -.176$), were less likely to visit another library ($X^2 = 4.105$, $p = .043$, $\Phi = .178$), and were more likely to use the Internet ($X^2 = 4.145$, $p = .042$, $\Phi = .179$) to locate this information. Based on the magnitude of Phi, the relationship in each situation was not considered strong.

Table 17

Crosstabulation and Statistical Analysis of Regular Library Use as A Child and How Students Locate Materials in the School Library

<u>How Students Locate Materials in the School Library</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Browse along shelves</u>							
Yes	7	16.3	7	8.0	2.030	.154	.125
No	<u>36</u>	<u>83.7</u>	<u>80</u>	<u>92.0</u>			
Total	43	100.0	87	100.0			
<u>Ask a friend for help</u>							
Yes	8	18.6	14	16.1	.129	.719	.032
No	<u>35</u>	<u>81.4</u>	<u>73</u>	<u>83.9</u>			
Total	43	100.0	87	100.0			
<u>I give up and leave</u>							
Yes	2	4.7	15	17.2	4.013	.045*	-.176
No	<u>41</u>	<u>95.3</u>	<u>72</u>	<u>82.8</u>			
Total	43	100.0	87	100.0			
<u>I ask staff for assistance</u>							
Yes	29	67.4	57	65.5	.048	.827	.019
No	<u>14</u>	<u>32.6</u>	<u>30</u>	<u>34.5</u>			
Total	43	100.0	87	100.0			
<u>I visit another library</u>							
Yes	8	18.6	6	6.9	4.105	.043*	.178
No	<u>35</u>	<u>81.4</u>	<u>81</u>	<u>93.1</u>			
Total	43	100.0	87	100.0			

Table 17 (continued)

<u>How Students Locate Materials in the School Library</u>	<u>Regular Use as a Child</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Yes</u>		<u>No</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>I use the Internet</u>							
Yes	19	44.2	23	26.4	4.145	.042*	.179
No	<u>24</u>	<u>55.8</u>	<u>64</u>	<u>73.6</u>			
Total	43	100.0	87	100.0			
<u>Other</u>							
Yes	0	0.0	3	3.4	1.518	.218	-.108
No	<u>43</u>	<u>100.0</u>	<u>84</u>	<u>96.6</u>			
Total	43	100.0	87	100.0			

*p.<.05

Research Question #4

Is the student's use of library resources, such as books and audiovisual materials, related to the teacher's use of library materials and resources during class?

Frequency distributions showing the extent to which teachers encourage and arrange the use of the library and its resources can be located in Appendix E. Survey questions examining the use of the libraries by both the students and teachers were analyzed using chi-square. Specific questions included (a) how often the students visited either library, (b) how or if teachers used library resources in the classroom, and (c) the number of assignments requiring the use of library resources. In the statistical analyses of the relationship between the number of visits to both the public (see Table 18) and school libraries (see Table 19) and the use of library

resources by math, science, social studies, and English teachers, only one significant relationship ($X^2=7.107$, $p=.029$) was identified between the use of library resources by English teachers and the number of student visits to the school library. Students who acknowledged that English teachers used library materials in the classroom were more than twice as likely to use the school library than students who were undecided or disagreed that English teachers used library resources in the classroom. The crosstabulation of the use of library resources by subject area teachers and the number of student visits to the public and school libraries showed the highest correlations between the use of library resources by English teachers and the number of student visits to the school library (60%) and the public library (36.8%). Students indicated teachers in other subject areas were less likely to use library resources in the classroom. Findings indicate that students were also more likely to visit the school library than the public library to locate information. In regard to both libraries, the smallest correlation was between the use of library resources by math teachers and the number of student visits to the school library (9.5%) and the public library (7.1%).

The statistical analyses of the number of assignments requiring library use and the use of the library resources by the subject area teachers also revealed no significant relationships (see Table 20). The findings did show in a crosstabulation of the subject area teachers' use of library resources and the number of assignments requiring library use that the largest number of assignments requiring library use was given by English teachers (32.8%). This was followed by social studies teachers (18.4%), and science teachers (17.6%), while the fewest were given by math teachers (4.7%). These findings were supported by the interviewed students, who stated that English teachers were the only teachers to encourage and require library use.

Table 18

Crosstabulation and Analysis of the Relationship between the Number of Student Visits to the Public Library and the Teacher's Use of Library Resources

<u>Teacher's Use of Library Resources</u>	<u>Number of Visits</u>				<u>X²</u>	<u>p</u>
	<u>None</u>	<u>%</u>	<u>≥1</u>	<u>%</u>		
<u>Math Teacher</u>						
Agree	8	13.6	9	13.4	.683	.711
Undecided	14	23.7	12	17.9		
Disagree	<u>37</u>	<u>62.7</u>	<u>46</u>	<u>68.7</u>		
Total	59	100.0	67	100.0		
<u>Science Teacher</u>						
Agree	22	37.3	21	31.8	2.381	.304
Undecided	18	30.5	15	22.7		
Disagree	<u>19</u>	<u>32.2</u>	<u>30</u>	<u>45.5</u>		
Total	59	100.0	66	100.0		
<u>English Teacher</u>						
Agree	39	66.1	46	69.7	.288	.866
Undecided	8	13.6	9	13.6		
Disagree	<u>12</u>	<u>20.3</u>	<u>11</u>	<u>16.7</u>		
Total	59	100.0	66	100.0		
<u>Social Studies Teacher</u>						
Agree	20	33.9	22	33.3	.006	.997
Undecided	17	28.8	19	28.8		
Disagree	<u>22</u>	<u>37.3</u>	<u>25</u>	<u>37.9</u>		
Total	59	100.0	66	100.0		

*p<.05

Table 19

Crosstabulation and Analysis of the Relationship between the Number of Student Visits to the School Library and the Teacher's Use of Library Resources

<u>Teacher's Use of Library Resources</u>	<u>Number of Visits</u>				<u>X²</u>	<u>p</u>
	<u>None</u>	<u>%</u>	<u>≥1</u>	<u>%</u>		
<u>Math Teacher</u>						
Agree	5	27.8	12	11.1	5.160	.076
Undecided	5	27.8	21	19.5		
Disagree	<u>8</u>	<u>44.4</u>	<u>75</u>	<u>69.4</u>		
Total	18	100.0	108	100.0		
<u>Science Teacher</u>						
Agree	8	44.4	35	32.7	1.332	.514
Undecided	5	27.8	28	26.2		
Disagree	<u>5</u>	<u>27.8</u>	<u>44</u>	<u>41.1</u>		
Total	18	100.0	107	100.0		
<u>English Teacher</u>						
Agree	10	55.6	75	70.1	7.107	.029*
Undecided	6	33.3	11	10.3		
Disagree	<u>2</u>	<u>11.1</u>	<u>21</u>	<u>19.6</u>		
Total	18	100.0	107	100.0		
<u>Social Studies Teacher</u>						
Agree	8	44.4	34	31.8	1.283	.526
Undecided	5	27.8	31	28.9		
Disagree	<u>5</u>	<u>27.8</u>	<u>42</u>	<u>39.3</u>		
Total	18	100.0	107	100.0		

*p<.05

Table 20

Crosstabulation and Analysis of the Relationship between the Students' Number of Assignments and the Teacher's Use of Library Resources

<u>Teacher's Use of Library Resources</u>	<u>Number of Assignments</u>				<u>X²</u>	<u>p</u>
	<u>None</u>	<u>%</u>	<u>≥1</u>	<u>%</u>		
<u>Math Teacher</u>						
Agree	11	16.2	6	10.4	2.087	.352
Undecided	16	23.5	10	17.2		
Disagree	<u>41</u>	<u>60.3</u>	<u>42</u>	<u>72.4</u>		
Total	68	100.0	58	100.0		
<u>Science Teacher</u>						
Agree	21	31.3	22	37.9	1.049	.592
Undecided	20	29.9	13	22.4		
Disagree	<u>26</u>	<u>38.8</u>	<u>23</u>	<u>39.7</u>		
Total	67	100.0	58	100.0		
<u>English Teacher</u>						
Agree	44	65.7	41	70.7	.977	.614
Undecided	11	16.4	6	10.3		
Disagree	<u>12</u>	<u>17.9</u>	<u>11</u>	<u>19.0</u>		
Total	67	100.0	58	100.0		
<u>Social Studies Teacher</u>						
Agree	19	28.4	23	39.7	1.785	.410
Undecided	21	31.3	15	25.9		
Disagree	<u>27</u>	<u>40.3</u>	<u>20</u>	<u>34.4</u>		
Total	67	100.0	58	100.0		

*p<.05

Research Question #5

Are there differences in why and how male and female students use the library? If so, what are the differences?

In order to address this question, the students' gender and several other variables were crosstabulated and analyzed using chi-square and Phi tests. The additional variables included (a) whether the students did visit the public and school libraries, (b) who influenced and encouraged library use, (c) which library each student preferred to use, and (d) where they locate materials.

In the first analysis, as shown in Table 21, students' gender was analyzed in relation to whether the students did or did not visit the public library. A significant relationship was identified in regard to the public library ($X^2 = 7.651$, $p = .006$, $\Phi = -.243$), with female students visiting more often than male students. Although the relationship was significant, it was considered a weak relationship based on the magnitude of Phi. In regard to the school library, there was not a significant relationship ($X^2 = 1.234$, $p = .267$, $\Phi = -.097$) between the number of visits by female and male students.

Table 21

Crosstabulation and Relationship of Students' Gender with How Often They Visit the Library

	<u>Gender</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Female</u>		<u>Male</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<hr/> <u>Public Library Visits</u>							
No Visits	25	35.7	36	60.0	7.651	.006*	-.243
Visits	<u>45</u>	<u>64.3</u>	<u>24</u>	<u>40.0</u>			
Total	70	100.0	60	100.0			

Table 21 (continued)

	<u>Gender</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Female</u>		<u>Male</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>School Library Visits</u>							
No Visits	8	11.4	11	18.3	1.234	.267	-.097
Visits	<u>62</u>	<u>88.6</u>	<u>49</u>	<u>81.7</u>			
Total	70	100.0	60	100.0			

*p<.05

In Table 22, the crosstabulation and analysis of gender in relation to who influences and encourages both public and school library use identified few significant relationships. In regard to the public library, no significant relationships were found; however, it was found through the survey interviews that the student's mother and teachers were the most influential in encouraging the use of both libraries, although one student did say "No teachers would give you time to find everything needed."

In regard to the use of the school library, only one significant relationship was identified between the student's gender and the extent to which teachers recommend the use of the school library ($X^2 = 5.503$, $p = .019$, $\Phi = -.206$). This relationship, however, was considered weak according to the magnitude of Phi. Like the public library, the teachers were found to be more highly influential in encouraging female students' use of the school library. This was supported by 26.9% of the female respondents, who stated that they had been given assignments requiring library use, while only 18.5% of the male respondents had been given assignments.

Table 22

Crosstabulation and Data Analysis of the Relationship between Gender and Individuals who Encourage Library Use

<u>Individuals Who Encouraged Library Use</u>	<u>Gender</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Female</u>		<u>Male</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Public Library</u>							
<u>Parent or Guardian</u>							
Yes	29	41.4	16	26.7	3.111	.078	-.155
No	<u>41</u>	<u>58.6</u>	<u>44</u>	<u>73.3</u>			
Total	70	100.0	60	100.0			
<u>Teacher</u>							
Yes	36	51.4	31	51.7	.001	.978	.002
No	<u>34</u>	<u>48.6</u>	<u>29</u>	<u>48.3</u>			
Total	70	100.0	60	100.0			
<u>Librarian</u>							
Yes	8	11.4	5	8.3	.344	.558	-.051
No	<u>62</u>	<u>88.6</u>	<u>55</u>	<u>91.7</u>			
Total	70	100.0	60	100.0			
<u>School Library</u>							
<u>Parent or Guardian</u>							
Yes	5	7.1	4	6.7	.011	.915	-.009
No	<u>65</u>	<u>92.9</u>	<u>56</u>	<u>93.3</u>			
Total	70	100.0	60	100.0			

Table 22 (continued)

<u>Individuals Who Encouraged Library Use</u>	<u>Gender</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Female</u>		<u>Male</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>School Library</u>							
Yes	67	95.7	50	83.3	5.503	.019*	-.206
No	<u>3</u>	<u>4.3</u>	<u>10</u>	<u>16.7</u>			
Total	70	100.0	60	100.0			
<u>Librarian</u>							
Yes	13	18.6	9	15.0	.293	.588	-.047
No	<u>57</u>	<u>81.4</u>	<u>51</u>	<u>85.0</u>			
Total	70	100.0	60	100.0			

p<.05

As shown in Table 23, there was also a significant relationship ($X^2 = 14.701$, $p = .002$) between the gender of the students and which library the students prefer to visit, with female respondents being more likely to visit both libraries. Based on the frequency of use, 21.5% of female students and 20% of male students preferred to use the school library, while 16.9% of male students did not like to visit either library, and 11.5% of female respondents preferred to visit both libraries. The interviewed students did not indicate a preference for using either library, although both had been of benefit to their educational experiences. With the exception of two students, neither library was of benefit to their recreational reading habits. Only six of the interviewed students would visit either library if they were not required to visit for some purpose.

Table 23

Crosstabulation and Statistical Analysis of Student Gender and Which Library They Prefer to Use

<u>Library Students Preferred to Visit</u>	<u>Gender</u>			
	<u>Female</u>		<u>Male</u>	
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>
Neither library	9	12.9	22	36.7
Public Library	18	25.7	6	10.0
School Library	28	40.0	26	43.3
Both libraries	15	21.4	6	10.0
Total	70	100.0	60	100.0

$X^2=14.701, p=.002$

Finally, students were asked to identify where they located resources to complete school assignments and recreational reading materials. As shown in Table 24, the statistical analysis of gender and where students locate resources for school assignments and books for recreational reading, identified only two significant relationships. They were between gender and locating books at the public library for school assignments ($X^2=7.718, p=.005, \Phi=-.244$) and between gender and locating books for recreational reading at the public library ($X^2=8.090, p=.004, \Phi=-.249$). In both cases, the magnitude of Phi indicated a weak relationship. Also in both cases, female students were more than twice as likely to use the public library to locate resources for school assignments and books for recreational reading than male students. Of the students who used the school library to locate books to complete school assignments and for recreational

reading purposes, female respondents were more likely to use the school library than male respondents.

Table 24

Crosstabulation and Statistical Analysis of Student Gender and Where Students Locate Materials for School Assignments and Recreational Reading

	<u>Gender</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Female</u>		<u>Male</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Locate Books for School Assignments</u>							
<u>School Library</u>							
Yes	63	90.0	47	78.3	3.378	.066	-.161
No	<u>7</u>	<u>10.0</u>	<u>13</u>	<u>21.7</u>			
Total	70	100.0	60	100.0			
<u>Home Library</u>							
Yes	24	34.3	28	46.7	2.063	.151	.126
No	<u>46</u>	<u>65.7</u>	<u>32</u>	<u>53.3</u>			
Total	70	100.0	60	100.0			
<u>Class Library</u>							
Yes	5	7.1	6	10.0	.340	.560	.051
No	<u>65</u>	<u>92.9</u>	<u>54</u>	<u>90.0</u>			
Total	70	100.0	60	100.0			
<u>Public Library</u>							
Yes	30	42.9	12	20.0	7.718*	.005	-.244
No	<u>40</u>	<u>57.1</u>	<u>48</u>	<u>80.0</u>			
Total	70	100.0	60	100.0			

Table 24 (continued)

	<u>Gender</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Female</u>		<u>Male</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Locate Books for Recreational Reading</u>							
<u>Public Library</u>							
Yes	29	41.4	11	18.3	8.090	.004*	-.249
No	<u>41</u>	<u>58.6</u>	<u>49</u>	<u>81.7</u>			
Total	70	100.0	60	100.0			
<u>Bookstore</u>							
Yes	30	42.9	27	45.0	.060	.806	.022
No	<u>40</u>	<u>57.1</u>	<u>33</u>	<u>55.0</u>			
Total	70	100.0	60	100.0			
<u>Internet</u>							
Yes	14	20.0	13	21.7	.055	.815	.020
No	<u>56</u>	<u>80.0</u>	<u>47</u>	<u>78.3</u>			
Total	70	100.0	60	100.0			
<u>Friends</u>							
Yes	25	35.7	14	23.3	2.358	.125	-.135
No	<u>45</u>	<u>64.3</u>	<u>46</u>	<u>76.7</u>			
Total	70	100.0	60	100.0			
<u>School Library</u>							
Yes	24	34.3	15	25.0	1.327	.249	-.101
No	<u>46</u>	<u>65.7</u>	<u>45</u>	<u>75.0</u>			
Total	70	100.0	60	100.0			

Table 24 (continued)

	<u>Gender</u>				<u>X²</u>	<u>p</u>	<u>Phi</u>
	<u>Female</u>		<u>Male</u>				
	<u>f</u>	<u>%</u>	<u>f</u>	<u>%</u>			
<u>Home Library</u>							
Yes	12	17.1	9	15.0	.110	.741	-.029
No	<u>58</u>	<u>82.9</u>	<u>51</u>	<u>85.0</u>			
Total	70	100.0	60	100.0			
<u>Class Library</u>							
Yes	3	4.3	0	0.0	2.632	.105	-.142
No	<u>67</u>	<u>95.7</u>	<u>60</u>	<u>100.0</u>			
Total	70	100.0	60	100.0			
<u>Other</u>							
Yes	3	4.3	0	0.0	2.632	.105	-.142
No	<u>67</u>	<u>95.7</u>	<u>60</u>	<u>100.0</u>			
Total	70	100.0	60	100.0			

Student Recommendations

The survey's final questions asked the students what recommendations they would make for the public and school libraries. Their responses addressed six areas: (a) librarians, (b) library collections, (c) computers and computer access, (d) library education and school assignments, (e) public relations, and (f) the atmosphere. Recommendations from the interviewed students are incorporated with the recommendations identified on the surveys.

Librarians

In both the public and school libraries, the first area of concern was the librarian. For both libraries, students expressed concern about the need for a "less strict" and "nicer" staff, who exhibit respect for teenage patrons. They also requested more assistance.

Library Collections

The libraries' collections, especially books, were the second area of concern. Suggestions for the public library included the need for (a) a larger selection of books; (b) more up-to-date books; (c) a wider selection of mystery, Black American, and local interest books; and (d) more reference materials. Suggestions for the school library collection addressed the need for (a) newer selections; (b) more books and multiple copies; (c) audiotapes; (d) a larger variety of books; (e) more magazines; (f) subject area selections, including fiction, mystery, cars, reptiles, rock climbing, mountains, and mountain climbing; and (g) more reference materials.

Computers and Computer Access

The third area of concern was the need for increased access to computers and newer and more powerful computers. One student suggested that the public library provide Internet access and training.

Library Education and School Assignments

The fourth area of concern was related to the educational program, or more specifically, the completion of school assignments. In regard to the public library, there was only one recommendation for the library to be a "study place," not a "hang out." In regard to the school libraries, students made several recommendations, including the following:

1. More library education that assists in using the library
2. Incorporate library use into class time and assignments

3. Increased accessibility
4. To make it more challenging and interesting to use the library.

One student commented, "If students get more into reading and get familiar with the library, students will like to read and comprehend more."

Public Relations

The fifth area of concern was the simple need for teachers and librarians to encourage students to visit and use the library. This was expressed in regard to both the public and school libraries. One student stated, "I believe that teachers should encourage students to visit the library more often."

Atmosphere

The final area of concern was the atmosphere. Recommendations for the public library were:

1. More accessibility and longer hours
2. More parking
3. Music
4. Fewer rules
5. Less quiet
6. Extra room for visual reference or TV accessibility
7. Increased size
8. More reading areas
9. Better atmosphere
10. Better equipment
11. Free copies

In regard to the school library, recommendations included:

1. More windows
2. Extended hours
3. Fun activities and programs
4. Fewer rules
5. Music
6. Better atmosphere
7. Food and drink
8. Free copies

Chapter 5 includes a summary of the study's findings, along with a description of the analysis and methods used to reach these findings. Findings, conclusions, and recommendations for practice and further study are also presented.

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to examine how and why high school students use the library and its resources. It also explored how teachers influence students' use of library resources. The participants were 11th grade students attending public high schools in three East Tennessee counties. A cluster sample of intact classroom groups in each school's English department was selected by the school's principal, with the classroom teacher's agreement. Participating students completed a survey based on their library use. Although 350 students were invited to participate in the study, only 130 returned the informed consent form, resulting in a 37% response rate. Eleven respondents were asked to participate in a survey interview to enrich and supplement the study's findings.

The student questionnaire was designed to identify how and why high school students use the public library and school library. It also addressed the influence teachers were perceived by students to have on their library use. The actual instrument was multiple choice and multiple answer in format. It was developed after an examination of similar studies that identified variables considered important in the description of library users and their patterns of library use. With her approval, the survey administered by Burks in her 1993 study was adapted for use in this study. The findings were primarily descriptive in nature, although basic analyses were completed to identify any relationship between the different variables.

The findings of the study were analyzed using the Statistical Package for the Social Sciences (SPSS) software program, which is designed to analyze and display data (Gall et al., 1996). The data were initially analyzed using frequency and crosstabulation tables to identify basic demographic information or patterns. Chi-square and Phi were used to examine the relationships between the different variables identified in the survey. These variables included

age, gender, past library use, current library use, types of library resources used by the students, the reasons why students used the library, and the extent to which teachers used library materials within the classroom.

Findings

Research Question #1

What are the demographic characteristics of the library patrons who participated in this study?

Frequency distributions were used to demographically characterize the study's participants, which were comprised of 53.8% females and 46.2% males. Whereas 70.4% of the participants stated that they had first visited the library before the age of 6, only 66.9% indicated that they had visited the library on a regular basis. Over half of the interviewed students also stated that they had visited the library at a young age, but not on a regular basis. Parents or guardians, especially mothers or grandmothers, were most frequently mentioned in regard to taking the students to the library at a young age. Parents or teachers were also the most frequently mentioned individuals in regard to encouraging the use of the public library, which was similar to the findings of Burks (1993), Mancall and Drott (1980) and Powell et al. (1984). Teachers were also identified as encouraging the use of the school library, also similar to the findings of Brandt (1982), Burks (1997) and Mancall and Drott (1983).

Students were much more likely to visit the school library than the public library. The largest percentage of students visited the school library more than 3 times during the previous school year, but did not visit the public library during the same time period. Students also indicated a preference for visiting the school library because of the convenient location and more convenient hours. This was contradictory to the findings of Ekechukwu (1972), Fitzgibbons (1982), and Burks (1993). Interviewed students verified these findings, with each student stating that he or she did visit the school library on a weekly or biweekly basis, but only two of them

visited the public library on a regular basis. Although students indicated a preference for using the school library, the study also found, as did Mancall and Drott (1983), that students would use several different libraries to locate materials needed to complete school assignments.

The primary reason for visiting both libraries was to locate books or materials to complete school assignments or research. Completing school assignments was also identified by Burks (1993) and Mancall and Drott (1980) as one of the primary reasons for using the school library, whereas Chelton and Rosinia (1993) identified school assignments as one of the primary reason for using the public library. Using reference materials was identified as the second most frequent reason for using the library. Other reasons included locating books for recreational reading, quiet study areas, magazine and newspaper collections, meetings, and teacher requirements. Computer or Internet access, along with convenience, were also reasons for using the school library.

In both libraries, students indicated that they would most frequently ask the librarian for assistance in locating needed information if it was not readily accessible. The second most frequently used method to locate information was through the use of the computer or Internet. In the public library, the students' third most frequent response would be to visit another library, which was one of the last responses in regard to the use of the school library. For recreational reading purposes, 43.8% purchased books at a bookstore, whereas students who used the public (30.8%) or school (30%) libraries were almost equally divided. Over 28% stated that they did not read enough to say where they located books. Similarly, all but one of the interviewed students stated that they did use the school library to locate books to complete assignments, whereas only two used the public library to locate books for recreational reading.

Research Question #2

Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?

Studies conducted in the 1970s and 1980s found that age did influence library use; however, Pratt (1998) found little or no relationship between age and book circulation level (Hodowanec, 1979; Pratt, 1998; Zweizig & Dervin, 1977). This study examined the relationship between the age of the student when he or she first visited the library and the number of visits the students made to either type of library during the school year. In order to analyze if there was a relationship between these two variables, chi-square and Phi tests were used to identify any significant relationship between the variables and the strength of the relationship. Based on the results, there was not a significant relationship between the use of the library as a child and the use of the public library during the previous school year ($X^2 = .008$, $p = .928$, $\Phi = -.008$). In contrast, there was a relationship between the use of the library as a child and the use of the school library during the previous school year, although it was not a strong relationship ($X^2 = 4.266$, $p = .040$, $\Phi = .184$). Students who used the library as a child were more likely to use both libraries, especially the school library.

Research Question #3

Are there differences in library use between high school juniors who regularly visited the library as a child and those who did not regularly visit the library as a child?

To identify any significant differences between students who regularly visited the library as a child and those who did not regularly visit the library as a child, several variables were analyzed. They were where students located materials to complete school assignments, where students located books for recreational reading, how often students visited the library, why students used the library, the types of materials used by the students, and how students locate information in the public or school libraries. Chi-square and Phi statistics were used to analyze the relationship between the different variables.

The analysis of the first two variables resulted in only one significant relationship between the regular use of the library as a child and the use of the public library during the

previous school year ($X^2 = 8.027$, $p = .005$, $\Phi = .248$) to locate materials for school assignments. The second analysis compared the regular use of the library as a child with where students located books for recreational reading. The only significant relationship, although it was weak, ($X^2 = 5.430$, $p = .020$, $\Phi = .204$) was identified between the regular use of the library as a child and the use of the public library as a source for locating books to be used in recreational reading.

There was not a significant relationship ($X^2 = .143$, $p = .706$, $\Phi = -.033$) between the regular use of the library as a child and how often the student visited the school library. However, there was a slightly significant relationship ($X^2 = 7.187$, $p = .007$, $\Phi = .235$) between the regular use of the library as a child and the use of the public library during the previous school year. The findings indicated that the number of students who visited the library as a child was closely related to the number of students who did visit the public and school libraries during the school year. The students who did not visit the library regularly as a child were less likely to use the public library during the school year.

Finally, the relationship between the regular use of the library as a child and how students locate information if it is not easily located in the library was examined. Only one significant relationship was identified between the regular use of the library and asking the public library staff for assistance, although it was not very strong ($X^2 = 4.013$, $p = .045$, $\Phi = .176$). Students who did not use the library regularly as a child were more likely to ask for assistance than students who did use the library regularly as a child. In regard to the school library, students who used the library as a child were less likely to give up and leave the library ($X^2 = 4.013$, $p = .045$, $\Phi = -.176$) without asking for assistance if they could not easily locate the information they sought; they were also less likely to visit another library ($X^2 = 4.105$, $p = .043$, $\Phi = .178$). They were more likely to use the Internet ($X^2 = 4.145$, $p = .042$, $\Phi = .179$).

Research Question #4

Is the student's use of library resources, such as books and audiovisual materials, related to the teacher's use of library materials and resources during class?

According to Blazek (1975), Brandt (1982), Burks (1993), and Mancall and Drott (1980), the teacher's use of the library and its resources had a positive influence on the student's use of the library. For this question, frequency distributions, chi-square and Phi were used to analyze several variables, including (a) how often the students visited either library, (b) how or if teachers used library resources in the classroom, and (c) the number of assignments requiring the use of library resources. English teachers were most frequently mentioned in regard to giving assignments requiring library use, with only 5.4% of the participating students not having at least one assignment requiring library use during the school year. Over half (68.0%) of the students agreed that English teachers were the most likely to require the use of library resources, with math teachers (13.5%) being the least likely to require the use of library resources. Math teachers were also the least likely to encourage school library use (6.3%), arrange school library use (3.9%), and recommend school library materials (3.9%). There were similar results in regard to the public library. Science teachers and teachers in the social sciences fields were very similar in their encouragement and recommendation of library resources. In the statistical analyses of the relationship between the number of visits to both the public and school libraries and the use of library resources by math, science, social studies, and English teachers, only one significant relationship was identified between English teachers who used library resources in the classroom and students who visited the school library. Students who indicated English teachers used library resources in the classroom were more than twice as likely to visit the school library than students who did not indicate that the English teachers used library resources in the classroom. The analysis of the subject area teacher's use of library resources in the classroom and the number of assignments requiring library use by the students also revealed no significant

relationships. Overall, the findings did indicate that teachers who encouraged library use or used library resources in the classroom did have an influence on the students' use of the library.

Research Question #5

Are there differences in why and how male and female students use the library? If so, what are the differences?

To address this question, students' gender and several other variables were crosstabulated and analyzed using chi-square and Phi. The additional variables included (a) whether the students did visit the public and school libraries, (b) who influenced and encouraged library use, (c) which library each student preferred to use, and (d) where they locate materials.

The students' gender was analyzed in conjunction with whether the students did or did not visit either library. A significant relationship was identified in regard to the public library ($X^2 = 7.651$, $p = .006$, $\Phi = -.243$), with female students visiting more often than male students. There was not a significant relationship ($X^2 = 1.234$, $p = .267$, $\Phi = -.097$) in the school library between the number of visits by male and female students. The crosstabulation and analysis of gender with who influenced and encouraged both public and school library identified few significant relationships. In the public library there were no significant relationships; however, it was found through this analysis and the survey interview that the student's mother and teacher were the most influential in encouraging the use of the public library. In regard to the school library, one significant, but negative, relationship was identified between gender and the extent to which teachers recommend the use of the school library ($X^2 = 5.503$, $p = .019$, $\Phi = -.206$). Like the public library, the teachers were found to be more highly influential in encouraging the female students' use of the school library. This was supported by 26.9% of the female respondents stating that they had been given assignments requiring library use, whereas only 18.5% of male students stated that they had been given assignments requiring library use.

In regard to which library students preferred to visit, only one significant relationship ($X^2 = 14.701$, $p = .002$) was identified, with female students being more likely to visit both libraries. Although based on the frequency of use, 21.5% of female students and 20% of male students preferred to use the school library, 16.9% of male students did not like to visit either library. Interviewed students did not indicate a preference for either library, although they did indicate that both were of benefit to their education. They were not of benefit to their recreational reading habits.

Finally, students were asked to identify where they located materials to complete both school assignments and for recreational reading. The analysis identified only two significant relationships. They were between gender and locating books at the public library for school assignments ($X^2=7.718$, $p=.005$, $\Phi=-.244$) and between gender and locating books for recreational reading at the public library ($X^2=8.090$, $p=.004$, $\Phi=-.249$) with female students being more than twice as likely to use the public library than male students. In both cases female students were much more likely to use both libraries than male students to locate resources to complete school assignments and locate books for recreational reading. All students were much more likely to visit the school library.

Student Recommendations

Student recommendations were divided into six areas. The first, librarians, was based on only negative descriptions about the public and school librarians. Students expressed the need for more respectful, helpful, and congenial librarians. The second area of concern, the library collection, included the need for larger collections with more up-to-date materials, subject area suggestions, and reference materials. The third area of concern was the need for access to newer and more powerful computers. The fourth area addressed the need for student training in the use of the library and its resources. The lack of encouragement by teachers and librarians in regard

to library use was the fifth area of concern, while the final area of concern referred to the need for improving the library's atmosphere.

Conclusions

Traditionally, public libraries have been regarded as community institutions designed to provide information resources and materials, educational and reading programs, and cultural resources to a continually changing society (Berry, 1987; Collins & Chandler, 1997; Ercegovic, 1997; Jones, 1992; Josey, 1987; Kachel, 1997; Mediavilla, 1998; Willet, 1995). This is similar to the study's findings that indicated the public library's most important service is to provide assistance in locating needed information. As one student said, "Let people who cannot necessarily buy one [book], get one [book] and check a book out; anybody is welcome." The purpose of the school library is similar to the purpose of the public library. They are described as centralized information and technology centers providing information and resources to support the school's curriculum, along with the educational and recreational needs of the school's faculty and students (Craver, 1994; Haycock, 1990c; Kachel; Kuhlthau, 1991; Loertscher & Lien Ho, 1986; MacDonald, 1997; McDougald & Bowie, 1997; Yesner & Jay, 1998). Similar findings were identified in this study. Students' responses indicated the purpose of the school library was to provide materials and resources to meet classroom needs and student needs, along with reference and research materials, and computer and Internet access.

When interviewed students were asked to describe the school and public libraries, several characteristics applied to both libraries. They included books, computer or Internet access, research or school projects, quiet, provision of information, and useful work. Terms that differentiated between the two libraries referred primarily to the public library's size, the need for larger book and video collections, and more magazines. Terms used to characterize the school library were reading, work, assignments, overdue fines, and money for copies, along with convenience and ease of use.

More specifically, the results of this study indicate the majority of the students visited the library at a young age, primarily with their mothers. However, most of them did not visit on a regular basis. The regular use of the library as a child was related to their use of the school library during the previous school year. They did visit the school library more frequently than they visited the public library, although both were used on an as-needed basis or to meet teacher requirements. They also did not limit their use to one library, with their visits to each library again based on individual needs. Students who used the library on a regular or monthly basis as a child were more likely to ask for assistance in locating information, and more likely to use the internet if they could not easily locate the needed information. They were less likely to leave or visit another library. With one exception, this study did not indicate any type of relationship between the students' use of the library and its resources and the teachers' use of library resources. However, English teachers did have more of an influence on female student's library use than male students' library use. Female students were also more likely to visit and use the library's resources than male students. English teachers and parents, especially mothers, were the most influential in encouraging library use, especially the public library.

Recommendations for Practice

Based on the study's findings, several recommendations are proposed to encourage continuing research in this field and changing practices in both public and school libraries:

1. Public and school libraries should provide extended hours and services to meet the needs of their young adult patrons.
2. Young adult advisory boards should be created to enhance the relationship between the library and its young adult patrons and assist in expanding the collection and services required to meet the unique needs of the young adult population.

3. Individual libraries should analyze the ratio of young adult patrons to the materials available to assist the needs of that age group. Appropriate actions to overcome any identified deficiencies should be incorporated into the library's long range plans.
4. Both public and school libraries should examine the requests for and use of copy machines, computers, Internet, and other electronic media to determine the need for each item. Appropriate actions should be taken to provide access to each item on an as needed basis.
5. Public libraries should develop long range plans to encourage the regular use of the library by children, young adults and the surrounding communities. Because of the growing number of single parent families and growing number of grandparents raising grandchildren, plans should be made to attract and encourage the use of the library by the various age groups. Specific programs should be based on local interests.
6. Teachers in all subject areas and librarians should work together to encourage library use. Possibilities could include cross curriculum projects incorporating all subject areas. School-wide festivals celebrating a regional heritage could also be developed to incorporate several subject areas into a community-wide planning process.
7. Public and school libraries should work cooperatively in providing library resources and encouraging library use. They should also develop both short and long range plans; they should identify how materials could be shuttled between the two locations to ensure access; and they should make the availability and location of resources easily identifiable for students.
8. Special programs should be developed to attract young adult patrons to both school and public libraries, with special attention given to male students.

Recommendations for Further Research

1. Additional research in this field is needed to guide the funding to both the public and school libraries.
2. Additional research is needed to identify the best methods for librarians to assist their young adult patrons.
3. Additional research is needed in how young adult patrons and librarians view and interact with one another with the goal of improving the relationship between the two groups.
4. Additional research is needed on the relationship between the availability and use of a quality library collection and academic achievement.
5. Additional research is needed on the possible implications of various reading programs, such as *Accelerated Reader* and *Reading Counts*, on library use and collection sizes at different age levels.
6. Additional research is needed on both local and regional levels to identify the library needs of young adult patrons. The research should focus on the difference between what librarians perceive to be the needs of this age group and the actual needs of this age group.

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APPENDICES

APPENDIX A

Student Questionnaire

Instructions: Please complete each question by checking the answer(s):

Please check one:

1. I am: ___ female ___ male
2. Approximately, how old were you when you first visited the **public** library?
- ___ never ___ younger than 3 years ___ 4-6 years
 ___ 7-10 years ___ 11-15 years ___ 16-18 years
3. Did you visit the library at least once per month as a child? ___ Yes ___ No

Check all that apply:

4. Where do you locate materials to complete school assignments?
- ___ school library ___ home library ___ class library ___ public library
5. Where do you locate books for recreational reading?
- ___ public library ___ book store ___ Internet ___ friends
 ___ school library ___ home library ___ class library
 ___ other, please specify _____
 or ___ I don't read enough to say

Please answer the following questions regarding the **PUBLIC LIBRARY:**

6. How often have you visited the public library during this school year?
- ___ none ___ 1-2 times ___ 3-5 times ___ 6-12 times ___ more than 12 times
7. Why do you use the public library?
- ___ pleasant and enjoyable atmosphere ___ I like it better than school library
___ to locate books for recreational reading ___ fewer rules restricting use of materials
___ to locate books for school assignments ___ quiet study areas

- | | |
|--|--|
| <input type="checkbox"/> to look at magazines | <input type="checkbox"/> I don't really know |
| <input type="checkbox"/> to use reference materials | <input type="checkbox"/> I just like it |
| <input type="checkbox"/> to meet friends | <input type="checkbox"/> family activities |
| <input type="checkbox"/> helpful library staff | <input type="checkbox"/> required by teacher |
| <input type="checkbox"/> computer accessibility | <input type="checkbox"/> Internet access |
| <input type="checkbox"/> more convenient than school library | <input type="checkbox"/> Other, please specify _____ |

Check all that apply:

8. Who first visited the public library with you?

- | | | |
|--|--|----------------------------------|
| <input type="checkbox"/> Mother, Father, or Guardian | <input type="checkbox"/> Brother or Sister | <input type="checkbox"/> Friend |
| <input type="checkbox"/> Aunt or Uncle | <input type="checkbox"/> Grandparent | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Librarian | <input type="checkbox"/> Other, please specify _____ | |

9. Who encourages you to use the public library?

- | | | |
|--|--|----------------------------------|
| <input type="checkbox"/> Mother, Father, or Guardian | <input type="checkbox"/> Brother or Sister | <input type="checkbox"/> Friend |
| <input type="checkbox"/> Aunt or Uncle | <input type="checkbox"/> Grandparent | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Librarian | <input type="checkbox"/> Other, please specify _____ | |

10. Approximately how many times have you used the following materials in the public library during the past year?

- | | |
|--|--|
| <input type="checkbox"/> magazines | <input type="checkbox"/> newspapers |
| <input type="checkbox"/> books for recreational purposes | <input type="checkbox"/> video and other audiovisual materials |
| <input type="checkbox"/> copy machine | <input type="checkbox"/> books to complete assignments |
| <input type="checkbox"/> reference materials | <input type="checkbox"/> computer |
| <input type="checkbox"/> other, please specify _____ | |
| or <input type="checkbox"/> I do not use the public library | |

11. If you answered **Question 10** that you do not use the public library, why not?

- | | | |
|---|---|---|
| <input type="checkbox"/> I do not like it | <input type="checkbox"/> I do not know how to use it | <input type="checkbox"/> work/job |
| <input type="checkbox"/> I do not want to | <input type="checkbox"/> I prefer to use the Internet | <input type="checkbox"/> Other, please specify: _____ |
| <input type="checkbox"/> not required to by teacher | <input type="checkbox"/> I use school library | |
| <input type="checkbox"/> I use home library | <input type="checkbox"/> closed during the hours I could visit it | |
| <input type="checkbox"/> too far from my home | <input type="checkbox"/> I do not like to read | |

12. If you cannot find the materials that you are looking for in the public library, what do you do?

- | | | |
|--|--|--|
| <input type="checkbox"/> I browse along the shelves | <input type="checkbox"/> I ask a friend for help | <input type="checkbox"/> I give up and leave |
| <input type="checkbox"/> I ask staff for assistance | <input type="checkbox"/> I visit another library | <input type="checkbox"/> I use the Internet |
| <input type="checkbox"/> other, please specify _____ | | |

13. During this school year, how many times have teachers given you assignments that required library use? (school or public)

none 1-2 times 3-5 times 5-10 times more than 10 times

Please answer the following questions regarding the **SCHOOL LIBRARY**:

14. How often have you visited the school library during this school year?

none 1-2 times 3-5 times 6-12 times more than 12 times

Check all that apply:

15. Why do you use the school library?

- | | |
|---|---|
| <input type="checkbox"/> pleasant and enjoyable atmosphere | <input type="checkbox"/> I like it better than public library |
| <input type="checkbox"/> to locate books for recreational reading | <input type="checkbox"/> fewer rules restricting use of materials |
| <input type="checkbox"/> to locate books for school assignments | <input type="checkbox"/> quiet study areas |
| <input type="checkbox"/> to look at magazines | <input type="checkbox"/> I don't really know |
| <input type="checkbox"/> to use reference materials | <input type="checkbox"/> I just like it |
| <input type="checkbox"/> to meet friends | <input type="checkbox"/> family activities |
| <input type="checkbox"/> helpful library staff | <input type="checkbox"/> required by teacher |
| <input type="checkbox"/> computer accessibility | <input type="checkbox"/> Internet access |
| <input type="checkbox"/> more convenient than school library | <input type="checkbox"/> Other, please specify _____ |

16. Who first visited the school library with you?

- | | | |
|--|--|--|
| <input type="checkbox"/> Mother, Father, or Guardian | <input type="checkbox"/> Brother or Sister | <input type="checkbox"/> Friend |
| <input type="checkbox"/> Aunt or Uncle | <input type="checkbox"/> Grandparent | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Librarian | | <input type="checkbox"/> Other, please specify _____ |

17. Who encourages you to use the school library?

- | | | |
|--|--|----------------------------------|
| <input type="checkbox"/> Mother, Father, or Guardian | <input type="checkbox"/> Brother or Sister | <input type="checkbox"/> Friend |
| <input type="checkbox"/> Aunt or Uncle | <input type="checkbox"/> Grandparent | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Librarian | <input type="checkbox"/> Other, please specify _____ | |

18. Approximately how many times have you used the following materials in the school library **during the past year**?

- | | |
|--|--|
| <input type="checkbox"/> magazines | <input type="checkbox"/> newspapers |
| <input type="checkbox"/> books for recreational purposes | <input type="checkbox"/> video and other audiovisual materials |
| <input type="checkbox"/> copy machine | <input type="checkbox"/> books to complete assignments |
| <input type="checkbox"/> reference materials | <input type="checkbox"/> computer |
| <input type="checkbox"/> other, please specify: | <input type="checkbox"/> I do not use the school library |

19. If you answered **Question 18** that you do not use the school library, why not?

- I do not like it I do not know how to use it work/job
 I do not want to I prefer to use the Internet Other, please specify:
 not required to by teacher I use public library _____
 I use home library closed during the hours I could visit it
 too far from my home I do not like to read

20. If you cannot find the materials that you are looking for in the school library, what do you do?

- I browse along the shelves I ask a friend for help I give up and leave
 I ask staff for assistance I visit another library I use the Internet
 other, please specify _____

21. Which library do you prefer to visit?

- public library school library I like to visit both libraries
 I don't like to visit either library

22. If you prefer to visit one library more than another, why? (check all that apply)

- teacher recommendation atmosphere magazine collection
 parent recommendation rules/regulations restricting use audio visual collection
 friend recommendation book collection Internet access
 convenient hours convenient location library staff

Instructions: After reading each item, indicate the extent to which you believe each statement is true:

KEY

SA = Strongly Agree **A** = Agree **U** = Undecided **D** = Disagree **SD** = Strongly Disagree

Use of School Library:

23. My math teacher encourages me to use the school library. **SA** **A** **U** **D** **SD**
 24. My math teacher arranges for my class to visit the school library. **SA** **A** **U** **D** **SD**
 25. My math teacher recommends materials for my use in the school library. **SA** **A** **U** **D** **SD**

 26. My science teacher encourages me to use the school library. **SA** **A** **U** **D** **SD**
 27. My science teacher arranges for my class to visit the school library. **SA** **A** **U** **D** **SD**
 28. My science teacher recommends materials for my use in the school library. **SA** **A** **U** **D** **SD**

 29. My English teacher encourages me to use the school library. **SA** **A** **U** **D** **SD**

- | | | | | | |
|--|-----------|----------|----------|----------|-----------|
| 30. My English teacher arranges for my class to visit the school library. | SA | A | U | D | SD |
| 31. My English teacher recommends materials for my use in the school library. | SA | A | U | D | SD |
| 32. My social studies teacher encourages me to use the school library. | SA | A | U | D | SD |
| 33. My social studies teacher arranges for my class to visit the school library. | SA | A | U | D | SD |
| 34. My social studies teacher recommends materials for my use in the school library. | SA | A | U | D | SD |

Instructions: After reading each item, indicate the extent to which you believe each statement is true:

KEY					
SA = Strongly Agree A = Agree U = Undecided D = Disagree SD = Strongly Disagree					

Use of Public Library:

- | | | | | | |
|--|-----------|----------|----------|----------|-----------|
| 35. My math teacher encourages me to use the public library. | SA | A | U | D | SD |
| 36. My math teacher arranges for my class to visit the public library. | SA | A | U | D | SD |
| 37. My math teacher recommends materials for my use in the public library. | SA | A | U | D | SD |
| 38. My science teacher encourages me to use the public library. | SA | A | U | D | SD |
| 39. My science teacher arranges for my class to visit the public library. | SA | A | U | D | SD |
| 40. My science teacher recommends materials for my use in the public library. | SA | A | U | D | SD |
| 41. My English teacher encourages me to use the public library. | SA | A | U | D | SD |
| 42. My English teacher arranges for my class to visit the public library. | SA | A | U | D | SD |
| 43. My English teacher recommends materials for my use in the public library. | SA | A | U | D | SD |
| 44. My social studies teacher encourages me to use the public library. | SA | A | U | D | SD |
| 45. My social studies teacher arranges for my class to visit the public library. | SA | A | U | D | SD |
| 46. My social studies teacher recommends materials for my use in the public library. | SA | A | U | D | SD |
| 47. My math teacher uses any type of library materials during class. | SA | A | U | D | SD |
| 48. My science teacher uses any type of library materials during class. | SA | A | U | D | SD |
| 49. My English teacher uses any type of library materials during class. | SA | A | U | D | SD |
| 50. My S/Studies teacher uses any type of library materials during class. | SA | A | U | D | SD |

51. What recommendations do you have to improve your **public library** for students like yourself?

52. What recommendations do you have to improve your **school library** for students like yourself?

APPENDIX B

Superintendent Permission Form

Dear _____

(Superintendent)

As one of the requirements for the Doctor of Education degree at East Tennessee State University, I am planning to complete a study of how and why high school juniors use libraries and their resources. I also hope to identify who influences the students as to which library (school or public) they use and how often they use the library. This letter is to request your permission for one class of 11th grade students at _____ school to participate in this study. The students would need to complete a 52-item survey sometime during May 2001.

In my career as a school library media specialist and throughout my education, I have firmly believed that a strong library media center is a necessary part of a school. It acts as both a storage facility to a variety of information resources and a communication center through which these resources are made available to teachers and students. Unfortunately, through federal and state budget cuts, both library media centers and public libraries are losing resources and personnel needed to meet the needs of one of humanity's strongest resources--its youth. Hopefully the results of this study will assist both public and school librarians meet the needs of future library users. The study will include juniors from high schools located in three East Tennessee counties.

Attached please find a brief description of the study.

If you have any questions, please feel free to contact me at (phone number).

Sincerely,

Carrie Clabo

School Library Media Specialist

APPENDIX B (continued)

School Permission Form

PROJECT TITLE:

A Study of the Library Use Practices of High School Students in Three East Tennessee Counties.

PRINCIPAL INVESTIGATOR:

Carrie A. Clabo, School Library Media Specialist, Pigeon Forge Primary School

OBJECTIVES:

The objectives of this study are:

- (1) to examine how and why high school students use the library and its resources,
- (2) to examine how or if teachers influence their students' library usage,
- (3) to examine students' attitudes about the library and its resources, and
- (4) to identify any similarities or differences in how the participants use the library and its resources.

SUMMARY:

This project is a quantitative study designed to examine how and why 11th grade students use the library and its resources. It will also look at how teachers influence their students' utilization of library resources. Data will be gathered through a 52-item questionnaire dealing with each student's library usage. Four research questions form the basis of this study; they are:

- (1) Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?
- (2) Are there differences in library usage between students who regularly visited the library as a child and those who did not regularly visit the library as a child?
- (3) Is the student's utilization of library resources, such as books and AV materials, related to the teacher's usage of the library and its resources?
- (4) Are there differences in why and how male and female students use the library? If so, what are the differences?

The results of this study could assist both public librarians and school library media specialist in making long-range plans for their libraries, adjusting the manner in which they assist their students in completing projects or finding recreational materials to read. It could also assist in the development of cooperative programs between public and school libraries and reduce the overlapping of information resources.

Carrie A. Clabo has permission to conduct this study at _____

Signature

Date

APPENDIX C

Principal Permission Form

Dear _____
(Principal)

As one of the requirements for completing the Doctor of Education degree at East Tennessee State University, I am planning to complete a study of how and why high school juniors use libraries and their resources. I also hope to identify who influences the students as to which library (school or public) they use and how often they use the library. This letter is to request your permission for one class of 11th grade students at _____ School to participate in this study. The students would need to complete a 52-item survey sometime during May 2001.

In my career as a school library media specialist and throughout my education, I have firmly believed that a strong library media center is a necessary part of a school. It acts as both a storage facility to a variety of information resources and a communication center through which these resources are made available to teachers and students. Unfortunately, through federal and state budget cuts, both library media centers and public libraries are losing resources and personnel needed to meet the needs of one of humanity's strongest resources--its youth. Hopefully the results of this study will assist both public and school librarians meet the needs of future library users. The study will include juniors from high schools located in three East Tennessee counties.

Attached please find a brief description of the study.

If you have any questions, please feel free to contact me at (phone number).

Sincerely,

Carrie Clabo

School Library Media Specialist

APPENDIX C (continued)

School Permission Form

PROJECT TITLE:

A Study of the Library Use Practices of High School Students in Three East Tennessee Counties.

PRINCIPAL INVESTIGATOR:

Carrie A. Clabo, School Library Media Specialist, Pigeon Forge Primary School

OBJECTIVES:

The objectives of this study are:

- (1) to examine how and why high school students use the library and its resources,
- (2) to examine how or if teachers influence their students' library usage,
- (3) to examine students' attitudes about the library and its resources, and
- (4) to identify any similarities or differences in how the participants use the library and its resources.

SUMMARY:

This project is a quantitative study designed to examine how and why 11th grade students use the library and its resources. It will also look at how teachers influence their students' utilization of library resources. Data will be gathered through a 52-item questionnaire dealing with each student's library usage. Four research questions form the basis of this study; they are:

- (1) Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?
- (2) Are there differences in library usage between students who regularly visited the library as a child and those who did not regularly visit the library as a child?
- (3) Is the student's utilization of library resources, such as books and AV materials, related to the teacher's usage of the library and its resources?
- (4) Are there differences in why and how male and female students use the library? If so, what are the differences?

The results of this study could assist both public librarians and school library media specialist in making long-range plans for their libraries, adjusting the manner in which they assist their students in completing projects or finding recreational materials to read. It could also assist in the development of cooperative programs between public and school libraries and reduce the overlapping of information resources.

Carrie A. Clabo has permission to conduct this study at _____

Signature

Date

APPENDIX D

Parent Permission Form

Dear Parent/Guardian,

As one of the requirements for the Doctor of Education degree at East Tennessee State University, I am planning to complete a study of how and why high school juniors use the library and its resources. I also hope to identify how students are influenced in regard to their library use patterns. This letter and informed consent form is to request your permission for your son or daughter to participate in this study. Each participant will complete a 52-item survey addressing how he or she uses the public and/or school library and its resources. The survey should take 20 to 30 minutes to complete. Responses will be anonymous, with the only identifying factors being the school and student gender. In the final report, the school's name and location will also be confidential. Upon completion of the study, individual surveys will be stored in a secure location for a minimum of ten years. Please read the attached informed consent form for a complete description of the study. Each page of this form should be initialed by both the student and parent/guardian. On the final page, both the student and parent/guardian should sign and date the informed consent form.

Thank you,

Carrie A. Clabo

APPENDIX D (continued)

**East Tennessee State University
Veterans Affairs Medical Center
INSTITUTIONAL REVIEW BOARD**

PRINCIPAL INVESTIGATOR: Carrie A. Clabo

TITLE OF PROJECT: A Study of the Library Use Practices of High School Students in Three East Tennessee Counties

PURPOSE: The purpose of this research study is to examine how and why high school students use the library and its resources. It will also look at how teachers influence students in regard to their use of library resources. Relationships between the different variables will also be examined, including the gender of the participants, their age when they first visited the library, and the use of library resources in the classroom. Several research questions served as guides for this study. They are:

1. Is the age of the student when he or she first visited the library related to how often he or she visited the library during the current school year?
2. Are there differences in library use between students who regularly visited the library as a child and those who did not regularly visit the library as a child?
3. Is the teachers' use of library resources, such as books and audiovisual materials, in the classroom related to the students' use of the library and its resources?
4. Are there differences in why and how male and female students use the library? If so, what are the differences?

The study will be conducted at three high schools in three different East Tennessee counties. The results of this study could assist both public and school librarians in making long-range plans for their libraries, adjusting the manner in which they assist their students in completing projects or finding recreational materials to read. It could also assist in the development of cooperative programs between public and school libraries and reduce the overlapping of information resources.

DURATION: The duration of each student's participation will be 20 to 30 minutes.

PROCEDURES: The first step was to request permission from each county school superintendent to conduct this study in one of the district high schools. After receiving this permission, the principal of each school was approached with the same request. Upon receiving the principals' permission to conduct the study, each prospective student and their parent and/or guardian will be asked to sign the informed consent. Next, each student will be asked to complete a 52-item questionnaire concerning their use of either the school or public libraries and their respective resources. Selected students will also be asked to complete a short interview.

POSSIBLE RISKS/DISCOMFORTS: No known risk factors or discomforts have been identified.

POSSIBLE BENEFITS AND/OR COMPENSATION: No student benefits or forms of compensation are included in this study. Each school will receive a completed study including findings from the researcher.

CONTACT FOR QUESTIONS: If you have any questions, problems, or research-related medical problems at any time, you may call Carrie A. Clabo at xxx/xxx-xxxx, or Dr. Ron Lindahl at xxx/xxx-xxxx. You may call the Chairman of the Institutional Review Board at xxx/xxx-xxxx for any questions you may have about your rights as a research subject.

CONFIDENTIALITY: Every attempt will be made to see that my study results are kept confidential. A copy of the records from this study will be stored in a locked file cabinet for at least 10 years after the end of this research. The results of this study may be published and/or presented at meetings without naming me as a subject. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the East Tennessee State University/V. A. Medical Center Institutional Review Board, the Food and Drug Administration, and the ETSU Department of Educational Leadership and Policy Analysis (ELPA) have access to the study records. My records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

COMPENSATION FOR MEDICAL TREATMENT: East Tennessee State University (ETSU) will pay the cost of emergency first aid for any injury that may happen as a result of your being in this study. They will not pay for any other medical treatment. Claims against ETSU or any of its agents or employees may be submitted to the Tennessee Claims Commission. These claims will be settled to the extent allowable as provided under TCA Section 9-8-307. For more information about claims call the Chairman of the Institutional Review Board of ETSU at xxx/xxx-xxxx, or the Chairperson of the V. A. Medical Center.

VOLUNTARY PARTICIPATION: The nature demands, risks, and benefits of the project have been explained to me as well as are known and available. I understand what my participation involves. Furthermore, I understand that I am free to ask questions and withdraw from the project at any time, without penalty. I have read, or have had read to me, and fully understand the consent form. I sign it freely and voluntarily. A signed copy will be given to me upon request.

Your study record will be maintained in strictest confidence according to current legal requirements and will not be revealed unless required by law or as noted above.

_____/_____
SIGNATURE OF VOLUNTEER/DATE

_____/_____
SIGNATURE OF PARENTS OR GUARDIAN/DATE

_____/_____
SIGNATURE OF INVESTIGATOR/DATE

APPENDIX E

Table: Distribution of Responses to the "Extent of Library Use"

Distribution of Responses to the "Extent of Library Use"

	<u>f</u>	<u>%</u>
<hr/>		
Math teacher encourages school library use		
Strongly Agree	2	1.6
Agree	6	4.7
Undecided	19	14.7
Disagree	52	40.3
Strongly Disagree	50	38.8
Total	<hr/> 129	100.0
Math teacher arranges school library use		
Strongly Agree	3	2.3
Agree	2	1.6
Undecided	14	10.9
Disagree	48	37.2
Strongly Disagree	62	48.1
Total	<hr/> 129	100.0
Math teacher recommends school library materials		
Strongly Agree	1	.8
Agree	4	3.1
Undecided	18	14.1
Disagree	54	42.2
Strongly Disagree	51	39.8
Total	<hr/> 128	100.0
Science teacher encourages school library use		
Strongly Agree	7	5.4
Agree	44	34.1
Undecided	29	22.5
Disagree	36	27.9
Strongly Disagree	13	10.1
Total	<hr/> 129	100.0

Distribution of Responses to the "Extent of Library Use" (continued)

	f	%
<hr/>		
Science teacher arranges school library use		
Strongly Agree	10	7.8
Agree	36	27.9
Undecided	19	14.7
Disagree	43	33.3
Strongly Disagree	21	16.3
Total	129	100.0
<hr/>		
Science teacher recommends school library materials		
Strongly Agree	5	3.9
Agree	46	35.7
Undecided	26	20.2
Disagree	34	26.4
Strongly Disagree	18	14.0
Total	129	100.0
<hr/>		
English teacher encourages school library use		
Strongly Agree	81	62.8
Agree	41	31.8
Undecided	2	1.6
Disagree	4	3.1
Strongly Disagree	1	.8
Total	129	100.0
<hr/>		
English teacher arranges school library use		
Strongly Agree	73	56.6
Agree	42	32.6
Undecided	6	4.7
Disagree	5	3.9
Strongly Disagree	3	2.3
Total	129	100.0
<hr/>		
English teacher recommends school library materials		
Strongly Agree	69	53.5
Agree	42	32.6
Undecided	9	7.0

Distribution of Responses to the "Extent of Library Use" (continued)

	f	%
Disagree	7	5.4
Strongly Disagree	2	1.6
Total	129	100.0
Social Studies teacher encourages school library use		
Strongly Agree	19	14.7
Agree	45	34.9
Undecided	28	21.7
Disagree	21	16.3
Strongly Disagree	16	12.4
Total	129	100.0
Social Studies teacher arranges school library use		
Strongly Agree	20	15.5
Agree	38	29.5
Undecided	27	20.9
Disagree	26	20.2
Strongly Disagree	18	14.0
Total	129	100.0
Social Studies teacher recommends school library materials		
Strongly Agree	16	12.4
Agree	38	29.5
Undecided	32	24.8
Disagree	27	20.9
Strongly Disagree	16	12.4
Total	129	100.0
Math teacher encourages public library use		
Strongly Agree	1	.8
Agree	3	2.4
Undecided	17	13.5
Disagree	40	31.7
Strongly Disagree	65	51.6
Total	126	100.0

Distribution of Responses to the "Extent of Library Use" (continued)

	f	%
<hr/>		
Math teacher arranges public library use		
Strongly Agree	1	.8
Agree	2	1.6
Undecided	17	13.5
Disagree	40	31.7
Strongly Disagree	66	52.4
Total	126	100.0
<hr/>		
Math teacher recommends public library materials		
Strongly Agree	1	.8
Agree	5	4.0
Undecided	16	12.7
Disagree	39	31.0
Strongly Disagree	65	51.6
Total	126	100.0
<hr/>		
Science teacher encourages public library use		
Strongly Agree	4	3.2
Agree	23	18.3
Undecided	26	20.6
Disagree	35	27.8
Strongly Disagree	38	30.2
Total	126	100.0
<hr/>		
Science teacher arranges public library use		
Strongly Agree	3	2.4
Agree	12	9.5
Undecided	26	20.6
Disagree	44	34.9
Strongly Disagree	41	32.5
Total	126	100.0
<hr/>		
Science teacher recommends public library materials		
Strongly Agree	3	2.4
Agree	18	14.3

Distribution of Responses to the "Extent of Library Use" (continued)

	f	%
Undecided	29	23.0
Disagree	37	29.4
Strongly Disagree	39	31.0
Total	126	100.0
English teacher encourages public library use		
Strongly Agree	29	23.0
Agree	54	42.9
Undecided	22	17.5
Disagree	10	7.9
Strongly Disagree	11	8.7
Total	126	100.0
English teacher arranges public library use		
Strongly Agree	18	14.3
Agree	30	23.8
Undecided	23	18.3
Disagree	30	23.8
Strongly Disagree	25	19.8
Total	126	100.0
English teacher recommends public library materials		
Strongly Agree	26	20.6
Agree	46	36.5
Undecided	25	19.8
Disagree	14	11.1
Strongly Disagree	15	11.9
Total	126	100.0
Social Studies teacher encourages public library use		
Strongly Agree	12	9.5
Agree	21	16.7
Undecided	25	19.8
Disagree	40	31.7
Strongly Disagree	28	22.2
Total	126	100.0

Distribution of Responses to the "Extent of Library Use" (continued)

	f	%
<hr/>		
Social Studies teacher arranges public library use		
Strongly Agree	7	5.6
Agree	14	11.1
Undecided	24	19.0
Disagree	47	37.3
Strongly Disagree	34	27.0
Total	<hr/> 126	100.0
Social Studies teacher recommends public library materials		
Strongly Agree	9	7.1
Agree	15	11.9
Undecided	27	21.4
Disagree	45	35.7
Strongly Disagree	30	23.8
Total	<hr/> 126	100.0
Math teacher uses library materials during class		
Strongly Agree	6	4.8
Agree	11	8.7
Undecided	26	20.6
Disagree	40	31.7
Strongly Disagree	43	34.1
Total	<hr/> 126	100.0
Science teacher uses library materials during class		
Strongly Agree	10	8.0
Agree	33	26.4
Undecided	33	26.4
Disagree	24	19.2
Strongly Disagree	25	20.0
Total	<hr/> 125	100.0
English teacher uses library materials during class		
Strongly Agree	33	26.4
Agree	52	41.6

Distribution of Responses to the "Extent of Library Use" (continued)

	f	%
Undecided	17	13.6
Disagree	11	8.8
Strongly Disagree	12	9.6
Total	125	100.0
Social Studies teacher uses library materials during class		
Strongly Agree	9	7.2
Agree	33	26.4
Undecided	36	28.8
Disagree	23	18.4
Strongly Disagree	24	19.2
Total	125	100.0

VITA

CARRIE A. CLABO

Personal Data: Date of Birth: June 24, 1964
 Place of Birth: Fort Lauderdale, Florida
 Marital Status: Single

Education: University of Tennessee, Knoxville, Tennessee
 Bachelor of Science Degree in English Education
 1986

 University of Tennessee, Knoxville, Tennessee
 Masters Degree in Library and Information Sciences
 1988

 Lincoln Memorial University, Harrogate, Tennessee;
 Educational Specialist Degree
 1997

 East Tennessee State University, Johnson City, Tennessee;
 Educational Leadership and Policy Analysis, Ed. D.,
 2002

Professional Pigeon Forge Primary School, Pigeon Forge, Tennessee
Experience School Library Media Specialist
 1988 - Present

Honors and Phi Kappa Phi Honor Society
Awards: Kappa Delta Pi Honor Society