Teacher Utilization of A Middle School Media Program: A Case Study

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Teacher Utilization of a Middle School Media Program: A Case Study

by

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Baltimore City Public School System

Wilmington 1 Region

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NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE

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NOVA UNIVERSITY

DECEMBER 1989
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ABSTRACT

TEACHER UTILIZATION OF A MIDDLE SCHOOL MEDIA PROGRAM:

A CASE STUDY

by

Earnestine T. McCloud

DECEMBER 1989

The goal of this research study was to determine the effectiveness of the media center within the school environment. The components of the media center program that should be strengthened were identified. The role of the media center, teachers, and staff in facilitating media center goals and objectives were evaluated.

Permission to survey teachers of the Lemmel Middle School was granted by the assistant Superintendent of Planning and Research. The letter of introduction, the questionnaire, directions for completing the questionnaire, and self-addressed, return envelopes were placed in the teachers' mailboxes.

To facilitate in the processing of the questionnaires, the data were coded and placed onto a sheet that was ruled into columns. Each column showed how
each respondent answered certain areas of the questionnaire. The questionnaire included three areas of concentration: utilization, planning, and facilities and materials. Respondents, using a five-point rating scale, were asked to indicate preferences for all items under each of the three areas.

The results of the sign test indicated if there were two conditions different for related samples. The mean scores and the standard deviation for each question listed under the utilization area were presented in table 1. Further, a second sign test indicated the results of teachers’ preferences for audiovisual equipment or materials.

In general, the results that were either descriptive or quantitative were grouped and summarized in tabular form.

In conclusion, an effective school media program, stated by the American Association of School Librarians (1988: 21), must depend on an educational partnership between teachers and media specialist. With the cooperative efforts of these partners, the classroom teacher and media specialist can provide successful learning experiences for students. The success of an effective school media program must incorporate all partners that contribute to the educational process within the school.
The school media program should contribute to the educational process and provide the appropriate learning resources and services. An abundance of learning activities should provide for individual and group learning experience. It is therefore recommended:

1. that the results of this study first focus on the range of weaknesses within the media center program.

2. that the strategies for improving the inadequate areas of the program be outlined.

3. that the results be available for the director of library media services to promote a broader research endeavor that can benefit school media programs.

This approach might be valuable to teachers, administrators, media supervisors, and media specialists in building an awareness of how to utilize an effective media center.
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CHAPTER I

INTRODUCTION

Whenever learning takes place, the media center becomes an instructional force in the learning process. Today, as media centers have gone through fully developed periods of change, they have tried to meet the needs of patrons.

Prior to Gutenberg's printing press, most books were handwritten on parchment and stored in university libraries or homes of the wealthy. Those books were not produced for ordinary people, but for the elite. A book was merely a collector's piece to be admired rather than read. Eventually, a big change occurred after books were printed by movable metal type. As the book supply grew at a faster rate, more books became available for masses of people. Boston, said Steinberg (1961), took the lead to provide a public library as early as 1653. Benjamin Franklin opened a lending library in Philadelphia in 1753. This was a successful attempt to make books available for everyone.

With these dramatic changes came the development of several kinds of libraries with each offering specific services for users. Hardendorff (1979: 11-15) stated that the public library was created to meet
the needs of everyone from the preschooler to the adult. The college and university libraries were designed to fulfill the needs of their academic community and scholars. Yet, the special library serves the needs of a particular group of people needing specialized types of information. The state library was established to offer a number of services, such as maintaining reference collections for lawmakers and developing library service throughout the state. Various libraries developed to solely provide specific informational needs for specific patrons.

Hardendorff (1979: 11-15) continued to state that changes in school libraries have necessitated not only a change in the name from library to media center, but prompted the resources and services to also change. The traditional library functioned as a storehouse of books and a place that provided teachers the opportunity to schedule weekly visits for a skills lesson or exchange of books. Today's media center supports the curriculum by providing a wide range of communication media that includes films, filmstrips, recordings, maps, periodicals, books, instructional television, videotaping, and computerized learning. Davies (1979: 36) described how Mary E. Hall differentiated between the new and old library in supporting the curriculum. The old library was largely for reference and required reading in history and English. The new library is all
things to all departments. In other words, library skills and instruction are not taught in isolation. Based on unit goals and objectives, library instruction is integrated within the curriculum. Finally, the curriculum deserves attention since it revolves around themes of importance to students at various stages of their development.

Statement of Problem

Since 1984, the researcher of this study has been a media specialist at William H. Lemmel Middle School. Lemmel was previously a large junior high school that phased into a middle school. The population is approximately thirteen hundred students. This middle school provides a gradual transition from the self-contained classroom of the elementary school to the departmentalized programs of the high school.

As a result of this transition, the role of the media specialist in the middle school had not been fully delineated. The role of the media specialist was described to provide resources for all users, reference and information services, and instruction of library skills. Nevertheless, a problem had resulted for the media specialist.

In order for the media specialist to become a key figure in the instructional program, there were repeated efforts to change the old structure of the media specialist's role. The researcher discussed with
the principal several strategies that would offer more support to teachers, and help build the relationship essential to integrating learning resources with the classroom teacher. The principal, who wanted the media specialist to have more input in the instructional program, supported the proposed plan.

First, the media specialist developed a schedule to attend each departmental meeting twice a year. This would allow small groups of teachers of the same discipline to interact with the media specialist. The second strategy involved the media specialist participating in planning sessions with team members. This type of involvement would help teachers develop new materials and participate in the instruction in the media center and classroom. Lastly, the teachers and administrators are now aware of the skills and talent a media specialist can offer as a member of the instructional team in a middle school. However, to determine what is being achieved by the media program, the researcher of this study decided to use an evaluative technique.

A media specialist is committed to helping students learn. What students need to learn, what resources students require for their learning, what teachers require for teaching students, and what services the media specialist offers are factors that face school media programs today. Although a media
specialist attempts to identify services of a media program, barriers to the program sometimes exist.

Barriers exist when a media specialist does not have control over the school's budget for materials, when the media center expands in space without an increase in staff, and when teachers are unaware of services available in the media program.

Media specialists disagree about certain aspects of service. For example, one of the main issues is whether group instruction should be a school-wide plan for group instruction. However, Gaver (1971: 59) found that media programs in exemplary schools emphasize evaluation and synthesis of information. Thus, individual students that need to locate, select, or use media are entitled to instruction.

A crucial issue that divides media specialists is in the planning and evaluation of the school's media program. In the past, the evaluation process was informal. Teachers were asked to recommend materials needed in the collection, and to suggest ways to encourage student use of media facilities. However, with publication of the first Evaluative Criteria in 1939, the focus was on the need for evaluation of a media program in terms of a school's philosophy and objectives. Later editions of this same tool are used today for the accreditation of secondary schools.
Why evaluate the school media program? This is a means of improving the school media program. Furthermore, this is an approach to recognize and interpret the program's accomplishments and determine the program's needs. Henne (1967: 194), an expert of library media programs, said that evaluation on an annual or continuing basis is recommended for building and maintaining school library media programs of educational excellence. In conclusion, it is apparent that the real value to be derived from the researcher's evaluation lies in the corrective action that will result from the findings. If the media program is to serve teachers and students, some type of evaluative endeavor is essential for an effective media program.

Background

The school media program is designed to provide an instructional source in the total learning process. Its primary purpose is to serve users of the individual school. The media program is an integral part of school instruction. It incorporates the philosophy, goals, and objectives of the educational program. Both the educational and media programs are interconnected to create an integrated learning environment.

To examine school libraries in relation to the progressive education movement, Graham (1971) stated that it is essential to note a few accounts of libraries and librarians are available. This omission,
according to some historians, is significant since it signifies that a relationship between school and library did not exist.

Graham (1971) further stated that education includes "three principal strands." These strands are emphasis on the child and his needs, emphasis on the needs of society, and emphasis on curriculum revision. The most prominent period of this movement was 1920 to 1950.

Did educators during this Progressive Period fail to understand that the library instruction method served as a means for an individualized or child-centered school? Wilson (1943: 10) said that a lack of data prevents historians from actually reporting what was done in American classrooms. It was difficult to secure complete information concerning comparable groups of libraries over a period of years.

Historically, the establishment of goals has given purpose and direction to education. The Harvard Report (1945) presented a clear statement about American education. "Every citizen, regardless of race, creed, economic condition, or geographic location is entitled to a quality education." Subsequently, The Rockefeller Report (1958) came forth with a strong position on education. "Educational excellence in a free society and a move from a poor to an innovative educational endeavor" were the basic sentiments. The foundation
for American education was clearly established by the Harvard and the Rockefeller reports. The basic goals of education were already in place when the National Goals Report (1960) was published. The report went further in describing the program of excellence. The National Goals Report reflected on an individual's "capabilities, needs, and goals in securing excellence in America's educational endeavor." These three documents have provided the foundation for the development and implementation of educational goals on the national, state, and local levels.

Further examination of education and how it relates to a media program of today focuses on the traditional school library. In the past, it was unusual for a library to have direct involvement in the instructional process. The textbook was the only source used for teaching and learning. The library was not a place to seek supplementary resources. The traditional school library circulated books and served as a study hall. The collection was limited to mostly books and periodicals. Teachers and students used the facility occasionally, but never with a definite purpose.

Today's media center has evolved into a learning laboratory that embraces all types of media. The program is planned in conjunction with the curriculum to create an integration of media resources and
services. Unlike the traditional librarian, today's media specialist has direct involvement with teaching and learning. This involvement requires the media specialist to plan with individuals and groups of teachers, to provide a program that meets the needs and interests of all students, and to function as a consultant. In other words, Davies (1979: 14-16) stated that the role of the media specialist has shifted from a custodian of books to a participant in the teaching and learning process. To refer to the Harvard (1945), Rockefeller (1958), and National Goals Report (1960), education encompasses preparation for purposeful living, for economic effectiveness, for responsible individualism, for successful intergroup relations, for world consciousness, and above all, for self-realization and self-fulfillment.

Purpose

The purpose of this study was undertaken to determine the degree of excellence that is being achieved through the endeavors of both media specialist and teachers. Based on an analysis of the Lemmel Middle School Media Center, the researcher will delineate the ways in which a media program utilizes resources, facilities, and services. Through the case study approach, program components requiring remedial or innovative action will be identified. It was also designed to strengthen those noted weaknesses and to
increase the effectiveness of media center use and service. Furthermore, the case study approach was employed since it offered an opportunity to examine and analyze the research problems of this study.

Significance

This study will provide other media specialists in the Baltimore City Public School System with a process that can be used to conduct a self-assessment of how a media center is utilized. Perhaps more importantly, the procedures and methodology will be simple, practical, and replicable. The teachers, administrators, and students will be provided with an opportunity to receive feedback related to the media program of Lemmel Middle School.

In conclusion, the method of collecting and analyzing data can be adapted at the local building or district level. Thus, the emphasis on specific questions will make it relatively easy to adapt the questions to specific situations.

Assumption and Limitations

This study will have a number of limitations that include:

1) Lack of appropriate media staff for participation in the study.

2) Nonexistence of staff assignments of clerical and
technical personnel for participation in the
general development of the study.

3) Limited time and financial resources for an exhaustive study.

4) Non-inclusion of the total faculty for participation in the survey questionnaire.

During the course of this research study, there will be no attempt to change the staffing needs of the media center. *Standards for School Library Media Programs in Maryland* (1984: 22) recommended that a professional media staff and a clerical/technical staff include two full-time employees each for a student population ranging from 1,200 to 1,599.

**Major Issues and Research Questions**

The purpose of this study will be to determine the degree of excellence that is being achieved through the endeavors of both media specialist and teachers. Consequently, this study will be guided by two research questions.

Research Question I.

What evidence of progress was found in the study?

Research Question II.

What remedial and innovative action should be undertaken to strengthen noted weaknesses and to increase the effectiveness of the total program?
Definition of Terms

The following terms are defined in order to clarify the meaning of the research study and to reduce reading ambiguity. The *Criteria for Modern School Library Media Programs* (1978: 7) defined the terms with clarity. The definitions are presented in a simple, understandable, and concise manner. The terms in this study include:

1) Library Media Center--An area in a school where a full range of materials, equipment, and services from the media staff are accessible to students and school personnel.

2) Library Media Program--A developmental and operational plan wherein the library media center functions as a learning laboratory where the use of all media, print, and non-print is purposeful, planned, and integrated with the educational program and instructional processes to widen, deepen, intensify, and personalize learning.

3) Library Media Specialist--A member of the teaching faculty who has a broad professional preparation in educational media, is certified as a teacher, and is knowledgeable about educational processes, methodology, strategies, and designs; is conversant with curriculum and media content; and is an expert in programming for the most effective use of media to make teaching and learning more effective, efficient, and rewarding.
4) Media—All forms of communication and their accompanying technology appropriate to learning and instruction.

5) Middle School—A transitional school concerned with the most appropriate program to cope with personal and educational developmental needs of emerging adolescents.

Summary

Although each state defines its own educational goals and determines its own curriculum requirements, there are probably no two schools that would express the purpose of education in precisely the same way. Schools usually think of the makeup of the student population and the specific characteristics and needs before determining the purpose of the school.

Historically, the purpose of education in America has focused on education for all the American youth. The goals are determined within the framework of a democratic society. They incorporated every young person that was talented, average, and below average.

Today, as those same goals have been conscientiously developed in schools, the curriculum has been an instrument of which the goals of education were well-defined at every learning stage. The media specialist, in a curriculum that encompasses the educational goals, plays a major role by serving as a support in designing and implementing the instructional
processes of the school program. It can therefore be concluded that the media specialist’s involvement in the curriculum development process is central to the learning process.
CHAPTER II

REVIEW OF THE LITERATURE

For this study, a review of the literature has provided the framework for determining the characteristics of a school media program. Vandergrift and Hannigan (1986: 172) stated that a school media center is central to elementary as well as secondary school education today. Media centers today have not been able to provide effective programs to meet educational needs until the resources and services have been assessed. If the researcher at Lemmel Middle School intends to provide a program adapted to the needs and wants of students and teachers, the approach to building an effective program depends upon continuous reappraisal. Continuous reappraisal, stated Davies (1979: 313), must become an educator’s way of life.

Why evaluate the media program at Lemmel Middle School? Reviewing the literature to see how others view effective programs provided a framework for answering the above question. Davies (1979: 262) said that a school media program is evaluated to recognize and interpret its accomplishments, to determine its needs, and to plan for the future. When school boards face limited funds, stated Hodges, Gray, and Reeves
(1985: 184), school-based administrators ask whether or not services make a difference to educational outcomes. As a result of that concern, an evaluation of school-based media centers was designed to see what services are being provided in the media programs. Since similar concerns have been voiced by officials of the Baltimore City Public School System, the researcher of this study found an approach to dispel those concerns. Evaluating for an effective media program at Lemmel Middle School will help meet the emergent needs of the students and teachers.

The Media Specialist

The emerging role of the media specialist in the school program has many facets of activity. Designing the media skills program, planning curriculum with teachers, and scheduling usage of time, space, and materials are some examples of those activities. Bane (1987: 11) pointed out that the media specialist is a superperson that serves as an administrator, manager, financial wizard, computer specialist, audiovisual technician, professional librarian, and teacher.

Despite the many labels given to the media specialist, the media program is a valuable asset to the school. The media specialist, said Wehmeyer (1987: 200), is considered as consigliere, an indirect leader that employs different strategies for leadership. The consigliere, then, is a leader within the school that
interacts as a colleague with other faculty members. The consigliere does not issue directives, but informs, models, suggests, and supports. Media specialists, such as the researcher of this study, are sometimes delegated by principals to assist teachers in adopting teaching strategies. These modes of communication are the communication tactics of indirect leadership.

The media specialist is portrayed in the literature as a competent and effective member of the teaching faculty. What constitutes a quality media specialist? A leader in the field of school librarianship, stated Davies (1979: 64), is an individual that has:

Knowledge of teaching theories, methods, and practices.
Knowledge of how to select, organize, administer, and utilize instructional media and equipment.
Knowledge in depth of types and kinds of instructional media and media content.
Knowledge of the science and art of communication.
Knowledge of how to integrate the resources and services of the library media program with ongoing instructional programs.
Knowledge of how to make instructional technology a viable art.

Awareness of the role of the media specialist in the school program is what was described when Bane (1987: 11) said that a superperson can be expected to
be a specialist in many subjects. To the media specialist, the duality of this professional role places equal significance on each aspect.

The success of media programs depends on teachers and media specialists cooperatively planning and implementing instructional programs. Haycock (1985: 102-109) found evidence showing that the more teachers utilize the media center and the media specialist, the stronger the program and support become.

There are a number of factors that affect the success of a media program. The size of the budget, clerical support, and size of the facility are a few examples. Haycock (1985: 105) pointed out that the program's greatest dependency rests on teacher contact. Teacher involvement is critical for implementing a successful and viable program. Therefore, media specialists have a responsibility of not only diagnosing learning needs, designing programs to meet those needs, but being able to assess the degree to which the program has been successful.

Interpersonal Communication

Interpersonal communication as defined by Glueck (1980: 563) is used in this study to mean a process of exchanging information and transmitting meaning between two people or a small group of people. Some media specialists know the importance of this skill in the
media program. Clearly, this communication skill is crucial to the success of a media program.

To gain greater understanding of interpersonal communication, modern theorists developed a Communication Model. It was patterned after Aristotle's key elements: the speaker, the speech, and the listener. This model includes:

Sender >>>>>>>>>>> Receiver

<<<<<<<<<<< Feedback >>>>>>>>>>>

Thinking >> Encoding >> Transmitting >> Perceiving >>
Decoding >> Understanding

1. The sender has the idea for the message.
2. The sender encodes the message into the form in which it will be transmitted.
3. The message is sent either in speech or in writing.
4. The receiver must decode the message.
5. The communication process, said Glueck (1980: 563-564), is complete when the reader comprehends the message.

Positive relations must be developed in the media program for a number of reasons. First, there are the students, whether elementary, middle or high school. Second, there are the administrators and teachers. Third, there are the parents and others in the community. Various difficulties will arise for the media specialist that is inept at maintaining good relations
and active channels of communication with one or more of these groups!

Effective communication with the principal is an important key to the success of the media program. Beasley and Palmer (1986: 21) stated that the principal is the deciding factor in determining whether the media center is the heart of the school or just another room. The media specialist has to decide what information should be given to the principal. Information that is positive and reveals the most significant aspects of the program should be communicated. Two examples of how to keep the principal informed are the semester report and the media program goals and objectives. The semester report describes statistics on the use of media, activities of the media center, special displays and projects, clubs and other groups supporting the media program, and involvement in professional activities. The concluding statement reveals a brief overview of the activities scheduled for the next semester. Based on the goals and objectives of the media program, Beasley and Palmer (1986: 21) stated that long-range goals and short-term goals should be developed. Goals and objectives can be developed from a number of areas. Media skills instruction, curriculum planning, media production for students and teachers, and extracurricular activities
are examples of some areas to choose goals and objectives.

An effective relationship with students promotes growth and development. Listening attentively to what is being said, respecting students' needs, and making students feel valued and comfortable help maintain a good relationship. Karmos and Karmos (1978: 42-44) said that when talking to students about misbehavior, use "I messages" and omit the word "you." The "I message" does not attack the student as a person and helps communicate that the media specialist is a human being with legitimate needs.

Effective relationships with teachers will affect the media specialist's interaction with students. In working with teachers, Haycock (1985: 55) recommended that the following suggestions should be followed:

1. Evaluate your own strengths and weaknesses in relation with teachers.
2. Respect the teachers' expertise and respond to them as personalities, each one different from the others.
3. Avoid teacher cliques.
4. Plan informal, open discussions with teachers and share ideas.
5. Actively listen to teachers, showing them that you really listen and really care.
The same suggestions may be applied to relations with parents that perform volunteer duties or meet to discuss concerns about their children or resources in the media center.

Feedback of the Media Program

It becomes necessary for media specialists to sometimes take stock of what is being done and what needs to be done with the media program. Shapiro (1975: 106) stated that this process may either be extensive or require time and effort or be as simple as having questionnaires filled out by teachers or students. The results of such a study, with its attention to every facet of the collection and the services, are valuable in setting the media program on a more productive course.

Studies have relied on surveys to contribute to the improvement of libraries and librarianship. Hutchinson (1986: 30-33) said that surveys provide a useful indication of how satisfied users are with the services provided, and to identify areas of dissatisfaction. The utilization of library services and collections and other kinds of information relating to various facets of the profession are provided through the use of surveys. Hutchinson (1986: 30-33) also provided an example of a survey that was used to determine how other media specialists scheduled classes for lessons. The results showed weakness in coopera-
tive planning by the media specialist and teachers. Data from the survey also showed that teacher involvement in the media program was disappointing.

Using an evaluative tool such as a questionnaire to identify user needs can serve as a barometer for improving the media program. The very basis of an evaluative tool is to serve as a diagnosis for improvement of user services. It is not the intent of the evaluative tool to merely criticize or make judgment. This process, stated Knowles (1980), provides feedback of the strengths and weaknesses of the media program. In other words, evaluation should be viewed as a diagnosis of future learning needs rather than a judgment of worth.

Some departments of education at the state level design criteria and standards for school media programs. These standards serve as guidelines in helping local education agencies with self-assessment. In order to define school media programs, the Maryland State Department of Education (1986: 5-14) developed seven standards to embrace the components of the media program. The standards include:

1. Philosophy
2. Goals and Objectives
3. Instruction
4. Staffing
5. Resources and Resource Services
6. Facilities

7. Program Evaluation (a plan to be adopted by each local education agency)

Various agencies have definite objectives for using evaluative tools to gather feedback. The Maryland State Department of Education (1986: 16) said that it would use its data to assess the statewide media program. It was the objective of another study to identify the factors affecting teacher utilization. Johnson (1975: 60-61) said the major reason given by teachers for not using the media center was that it did not fulfill a need or purpose. As a result of this finding, the media specialist had informal conversations with the teachers. The communication technique did influence some teachers to use the media center.

Among the many responsibilities a media specialist has, what is most important to the principal? What aspects of the media specialist's job are significant for evaluation? Media specialists, district supervisors, and principals determined the most important responsibilities of media specialists. Three groups used a list of state competencies to determine the most significant tasks and their level of rank. Mann (1987: 20) listed the eleven tasks in descending order:

The media specialist

1. teaches library skills to students and faculty.
2. develops policies for and administers circulation, scheduling and maintenance.
3. writes and implements objectives, plans, and policies.
4. evaluates the library services.
5. keeps records and makes reports.
6. helps develop instructional programs.
7. provides bibliographic services.
8. develops and keeps to a budget.
9. develops policies and procedures for selection of materials.
10. acquires new materials and equipment.
11. oversees storage and retrieval.

In summary, researchers have specific objectives for using evaluation instruments to gather feedback. Media specialists working in different school programs place great importance on those tasks most unique to individual media programs. Nevertheless, some approach is to be used to measure media programs and to identify the current achievements. Eisenberg and Notowitz (1986: 27-33) stated that feedback can be used to address the success of the total program, and to look at the good and bad points of the program.

Computer Software in The Media Program

The evaluation and selection of printed and non-printed materials for the media center have always been an essential skill of the media specialist. In recent
years, it has become necessary for the media specialist to develop expertise in the valuation and selection of audiovisual equipment and software. Today, however, the new emphasis is on preparing the student to become an independent learner.

With the microcomputer becoming common in schools, media specialists need to be able to evaluate and select computer software packages, both for the media center and school resource collection. Computer software is becoming a familiar term, but what does it mean? Eldredge and Delp (1981: 4) defined software as a set of instructions that make it all work. This includes programs designed for specific purposes and the documentation that accompanies them. This documentation can consist of objectives, instructions for use, instructions on how to adapt the program, or any other manual of instructions associated with the computer.

There are several categories that need to be considered when computer software is evaluated. Troutner (1983: 19) outlined the categories to include content, pedagogical soundness, and technical features. The computer software search begins by deciding what content area it should cover and what purpose it will serve. Troutner (1983: 19) stated that the following questions will help in the selection process:

1. What content area do I want to cover? Be specific.
2. Will this program be used for drill and practice? in a tutorial situation? as a game or simulation? as a management tool?

3. Will the program be used by every student in the class? as a remedial tool? as an enrichment tool?

4. Will the program be used by individual students? small groups? the entire class at one time?

The selection and purchase of appropriate software for any instructional purpose is not a simple task. For example, the selection of computer software for Special Education must allow for specific needs. Screen format is especially critical. If it becomes cluttered or confusing, stated Piemonte (1984: 46), it will frustrate the exceptional child. The pacing of the text and graphic material should be controlled by the user. The instructions should be written in clear, short, and simple sentences. Using these basic guidelines allows computer software to play a meaningful role in the education of students with learning problems.

Management packages for the media program should meet specific criteria. The school’s needs should be considered before selecting management programs. A program, for example, written initially to provide a tax record-keeping system for the businessman may have terminology changed so that it can be used by a school media specialist as an acquisitions system. Clyde and
Joyce (1985: 133) said that three fields may have been adequate for the businessman, but the limit of three fields only is totally inadequate for the media specialist that needs to include details of bookseller, publisher, and ISBN (International Standard Book Number), as well as author and title.

The management needs of the media center should be considered before management packages are selected. Specific criteria for selecting management programs should be considered whether for cataloging, circulation, acquisitions, or other administrative tasks. The criteria listed by Clyde and Joyce (1985: 133) includes:

1. Volume of transactions
2. Provision for appropriate files
3. Details to be recorded
4. Size of records
5. Size of files
6. Data input
7. Access points
8. Data output
9. Automatic output

Finally, there is the question of what criteria to use in evaluating computer software. To help device a standard evaluation form tailored to the school's needs and requirements, newsletters are now available. A number of newsletters are specifically devoted to
computers in libraries, and many of the newsletters are edited by media specialists. However, finding that a piece of software has received a good review does not necessarily mean that the program will be good for a media or school program. Skapura (1987: 11) said that no two centers have the same needs, the same demands on it, or the same staffing patterns. Choosing computer software that can be previewed before purchase is a good practice. Thus it is also important to select programs that meet the needs, skills, and developmental levels of the students using them. To summarize, these facets should be considered during the evaluative process. Doll (1988: 19-23) described the facets to include:

- Does the program fit the needs of the curriculum?
- Does it work on available microcomputer equipment?
- Is the program mistake-free?
- How does it deal with incorrect answers?
- Can you turn off the sound?
- Does it take a long time to run?
- Is it very expensive?
- Does the distributor make available a backup disk?

In conclusion, the researcher of this study has presented a literature foundation to focus on the framework of this study. In developing an effective school media program, the literature recommended that a
program's effectiveness depends upon continuous reappraisal.

Lastly, every attempt was made to present accurate and well-documented information. This MFP, therefore, relies heavily upon the research efforts of others. The researcher's debt to all the authors acknowledged in the reference section is quite evident.

Summary

In summary, the emerging role of the media specialist in the school program has many facets of activity such as planning curriculum with teachers, providing information and services to teachers, students, and administrators, and teaching media use. Positive communication with all users of the media center is significant to the program. Finally, an effective media program depends on the cooperative efforts of the school educators in becoming educational partners of an effective school media program.
CHAPTER III

DESIGN PROCEDURES AND METHODOLOGY

Assumptions

Techniques have been developed that allow librarians to examine how their library users operate within their own local information environment, said Mancall and Drott (1983: 17). Essentially, no type of technique is probably more familiar in education than questionnaire surveys. Usually, surveys serve local purposes such as aiding to provide immediate answers to practical questions on which decisions will be based. By using the questionnaire survey, this MFP was designed to examine to what extent the media center is utilized. Furthermore, this instrument was used to strengthen those aspects of the media program most in need of improvement. The results of this MFP were solely for the purpose of arriving at local decisions. However, the results of this research study might be directed to professionals in the field through library media journals.

Hypotheses

In this study, the following null hypotheses were considered:
1. The classroom teacher works cooperatively with the media specialist.

2. The classroom teacher feels inadequate in selecting books for recreational reading.

Re-State The Research Questions

Although survey questionnaires were appropriate tools for collecting research data, there were some advantages and disadvantages of the questionnaire. For this study some of the advantages and disadvantages, as stated by Busha and Harter (1980: 62), were outlined:

- The questionnaire provided an opportunity for respondents to give frank, anonymous answers.
- It allowed greater economy of effort (i.e., a single instrument, duplicated and distributed to numerous respondents, produced a large amount of data.
- It was constructed so that quantitative data were relatively easy to collect and analyze.
- Because of its fixed format, it helped to eliminate variation in the questioning process.

Disadvantages of the questionnaire were outlined in this manner:

- The questionnaire might not allow respondents to qualify ambiguous questions.
- Because opinionated respondents might be more likely than other subjects to complete and return
it, use of a questionnaire might lead to a non-response bias.

- Verification of the accuracy of questionnaire responses might sometimes be difficult or even impossible.
- Most questionnaires cannot be designed to uncover causes or reasons for respondents' attitudes, beliefs, or actions.

Discussion of Population

The subjects of this study included classroom teachers of Lemmel Middle School. The subjects were selected according to the following procedure. A roster was used to ascertain the names of the personnel that were either classroom teachers, resource personnel such as speech clinicians, counselors, and psychologists, or support staff such as secretaries and educational assistants. Based on this selection process, classroom teachers were the targeted subjects for the study.

Discussion of Major Variables

And How They Will Be Treated

Two crucial factors were evident in this study: (1) the changes in the size of the faculty, and (2) the reluctance of some faculty members to request assistance in providing reading motivation activities. The size of the faculty was determined by the availability
of various programs. Lemmel is a school targeted for Chapter I funds. This program, with its appropriations funded on a year-to-year basis, provided additional mathematics and reading teachers. However, with there being no guarantee of access to funds every year, the size of the faculty was likely to increase or decrease from year to year.

The second crucial factor essential in meeting the needs of the curriculum was reading motivation activities. The school media specialist had to set the climate for an interest in ideas and books. Moreover, since students of today live in a multimedia society, the media specialist had to use several methods to motivate reading. Therefore, the reading motivation variables in this investigation involved the media specialist providing teachers with reading motivators such as book fairs, booklists, booktalks, bulletin boards, classroom collections, and exhibits.

Evaluation Design

The term evaluation is likely to bring to mind the question, "How good is it?" said Robbins-Carter and Qweizig (1985: 624). However, evaluation in the research study of this media program was measured against a checklist of items. From the checklist, the effectiveness of the media program was determined. In this study, evaluation of the media program identified aspects of the program that needed improving. The
The evaluative process served as a basis to determine the effectiveness of the media program.

The concept of evaluation in this study included planning. The first step in this approach assessed the environment of the media center. To accomplish this goal, the users of the media center were described. The second step defined the goals and objectives of the media program. The third and final approach in the evaluation design included various areas in the evaluation process.

The first area of the evaluation process determined the target area. The target area in this study determined to what degree teachers are utilizing the specific components of the media program. In the next approach, the target area was set. In short, the aspect of the media program to be evaluated was identified. The next area in the evaluation design outlined the procedures of the data gathering techniques. The facts derived from the data were recorded at this stage. As the evaluation process continues into its final stage, the results were highlighted. This area of the evaluation design identified the strengths and weaknesses of the media program. As stated by Robbins-Carter and Qweizig (1986: 112), the goal of evaluation is to improve program effectiveness, efficiency, or other characteristics. Its purpose was
not to discover what was wrong, but how to make things even better.

Instrumentation

To help reach conclusions in this study, a questionnaire was used to measure the outcome. The instrument employed in this study posed questions to gather specific research data. Single items that addressed more than one issue were eliminated. To avoid items that conveyed double meanings, two or more items were prepared to elicit the information. To further improve the quality of the questionnaire, unusual terms were avoided. Those questions that were similar in content were grouped together.

The items used in this study were based on the U.S.O.E. (United States Office of Education) questionnaire to evaluate teacher utilization of a middle school program. Twenty-five items representing the areas of utilization, planning, and use of facilities and materials formed the basis of the questionnaire used in this study.

The teachers were asked to respond to all twenty-five questionnaire items in five ways. Using a rating scale, teachers responded by circling one of five numbers: (1) missing but needed, (2) poor, (3) fair, (4) good, and (5) excellent. Finally, the scope of the research study did not just include a rating scale. In absence of verbal reaction, space was provided for
comments at the end of each subsection of the questionnaire.

Validity of Instruments

For the purpose of validation, the questionnaire was pretested on several teachers so that the difficulties and ambiguities in the questions could be eliminated. In addition, several media specialists were selected to review the questionnaire. Their area of expertise provided a competent judgment of the instrument used in the study. Furthermore, this was not a newly developed questionnaire. It was based on the U.S.O.E. Teacher Questionnaire. Adapted and used by Mancall (1983: 135), the questionnaire was a broad range of activities covering preliminary planning sessions with local school media staff before assignments were given, to arranging for the purchase of materials to support assignments, or even borrowing materials from area collections for students. Thus, the U.S.O.E. survey of teachers provided data to assess the role teachers had in providing instruction and assistance students received in their search for information.

The researcher of this study decided to adopt the U.S.O.E. questionnaire as a model for the MFP study. Fortunately, the U.S.O.E. instrument provided a tool to be adapted by the researcher for use in the MFP study.
It would also aid in helping the researcher look at what was being done or what was needed to be done.

Consent to survey the teachers at Lemmel Middle was approved by the Assistant Superintendent of Baltimore City Public School System, Center for Planning, Research, and Evaluation. The faculty handbook was used to determine the teachers that would be used in the survey. A cover letter to introduce the survey and the questionnaire were distributed to selected teachers. The letter of approval, cover letter, and questionnaire appear in the Appendix.

Sampling

The researcher identified the population of the study as the classroom teachers of Lemmel Middle School. The frame was developed by accessing a roster of the school faculty. The roster listed a total of sixty-four faculty members. Forty eight of the total were classroom teachers. The researcher established sampling procedures that would employ appropriate techniques to select a representative sample. The sampling procedures represented all faculty at Lemmel.

The researcher determined a sample that would represent all classroom teachers. Thus, to reach the desired number of classroom teachers to be sampled, the researcher used a computational formula to determine the sample standard deviation and population standard
deviation respectively. Based on the formula, \( s = \sqrt{\frac{\sum (X-x)^2}{n-1}} \), 11.31 equaled the sample standard deviation, and \( \sigma \), the population standard deviation. The denominator (n-1) was used to indicate the number of degrees of freedom in the standard deviation of a distribution. The output was based on the raw data 64 and 48. Sixty-four equaled the total faculty and 48 the total classroom teachers. Therefore, the total teachers to be sampled were thirty eight.

**Data Gathering Techniques**

In this study, the researcher used the survey questionnaire as a data gathering instrument. The instrument was carefully designed, pre-coded, and pretested. Once the questionnaire was duplicated, the next phase involved mailing them to the selected respondents. Thus, the data gathering instrument selected for this study provided an opportunity for respondents to give honest, anonymous answers to the questions that were posed in the questionnaire.

A technique that was employed to gather data for this study was the survey research technique. A questionnaire was developed and administered to classroom teachers. The respondents were queried about the media program, its facilities, its services, its instruction, and its cooperative planning role with the media specialist.
The survey research technique allowed the researcher to gather data concerning how the media center was utilized for students and teachers. Moreover, this technique provided a mechanism for collecting data to describe how teachers and the media specialist planned learning activities for students. Finally, this approach provided the researcher with data to determine how teachers described the consultation role of the media specialist.

Procedures and Methods

Teachers that participated in this study were assured that their identities would remain anonymous and all replies would be kept confidential. The process of analysis would begin with coding the data. For example, the raw data on the questionnaires would be transferred to a special form to organize the data. Before the coding began, each questionnaire was assigned a control number. These arbitrary numbers simplified the process of handling the questionnaires. Numbers 01, 02, 03 and through the total number of participants were used.

The coding sheet was ruled into columns so that there was one column for each part of each question. Each column of the sheet was identified with a different answer. The first column was for the control number. The next column showed whether the participant circled the number for media specialist in Question 1.
The next column was for students that understand the purpose of the media center, and so on. In filling out the sheet, a number from the rating scale indicated what rating was chosen by the participant. However, a "-" was used to show that the question was skipped. There was a column marked "total rating used" to record the total number of each rating used. This column included:

5 __
4 __
3 __
2 __
1 __

The first part of the instrument asked respondents to indicate preferences for eight items under the broad heading, utilization. Respondents were asked to circle the appropriate number on a five-point scale. The scale included:

(1) Missing But Needed
(2) Poor
(3) Fair
(4) Good
(5) Excellent

The first table lists the responses to items under the utilization heading. The mean score and the standard deviation for each listed item are shown. The following table focuses on how teachers saw the media
center being utilized. The table summarizes the utilization pattern of the media center.
<table>
<thead>
<tr>
<th>Description</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media specialist is able teacher.</td>
<td>4.6</td>
<td>2.15</td>
</tr>
<tr>
<td>Media specialist helps pupils understand the purpose of the media center</td>
<td>4.7</td>
<td>2.17</td>
</tr>
<tr>
<td>Media specialist conducts operations with good discipline.</td>
<td>4.5</td>
<td>2.13</td>
</tr>
<tr>
<td>Media specialist encourages pupils and teachers to request help.</td>
<td>4.9</td>
<td>2.22</td>
</tr>
<tr>
<td>Media specialist encourages pupils and teachers to request advice</td>
<td>4.6</td>
<td>2.15</td>
</tr>
<tr>
<td>Media specialist introduces reference materials to groups of pupils.</td>
<td>4.6</td>
<td>2.15</td>
</tr>
<tr>
<td>Media specialist introduces reference materials to individual pupils.</td>
<td>4.7</td>
<td>2.17</td>
</tr>
<tr>
<td>Media specialist supervises pupils at work in the media</td>
<td>4.5</td>
<td>2.13</td>
</tr>
</tbody>
</table>
TABLE 2
PLANNING BY MEDIA SPECIALIST AND TEACHERS

<table>
<thead>
<tr>
<th>% of Total Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media specialist and teachers</td>
</tr>
<tr>
<td>plan instruction.................. 4.49</td>
</tr>
<tr>
<td>Media specialist and teachers</td>
</tr>
<tr>
<td>provide instruction relevant to the instructional process........ 3.97</td>
</tr>
<tr>
<td>Teachers arrange for pupils to do special reports....................... 4.21</td>
</tr>
<tr>
<td>Teachers require pupils to use reference materials.................... 4.49</td>
</tr>
<tr>
<td>Media specialist makes arrangements for pupils to use the media center..... 4.49</td>
</tr>
</tbody>
</table>

Items relating to utilization are listed in table 1. In developing instrument items in table 1, categories were established that labeled functions the media specialist performs or should perform.

The next group of questionnaire items listed in table 2 shows how the media specialist and teachers participate in planning learning activities for students. The media specialist and teachers make up
the educational team required in serving the needs of the media program.

Encouraging reading in the media program embraces a variety of approaches that make reading meaningful and attractive. The five-point scale that was used to compare the approaches that encourage reading is listed in table 3.

Research and reference work done under the direction of media specialist and teacher forms an important element by enabling students to acquire independence and competency in their search for information and their use of materials. The questionnaire items for use of facilities and materials that will show how students find and/or assemble information, as well as how actively, effectively, and independently they use the media center, are listed in tables 4 and 5.
## TABLE 3

**APPROACHES TO ENCOURAGE READING**

(Percentage of)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book fairs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.97</td>
</tr>
<tr>
<td>Booklists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.76</td>
</tr>
<tr>
<td>Booktalks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.04</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.26</td>
</tr>
<tr>
<td>Classroom collections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.94</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.39</td>
</tr>
<tr>
<td>Exhibits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.61</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.39</td>
</tr>
</tbody>
</table>

## TABLE 4

**PERCENT DISTRIBUTION OF STUDENTS FINDING/ASSEMBLING INFORMATION**

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>25</th>
<th>50</th>
<th>75</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books for independent reading</td>
<td>4.69</td>
<td>2.34</td>
<td>1.57</td>
<td>1.17</td>
<td></td>
</tr>
<tr>
<td>Factual information</td>
<td>5.13</td>
<td>2.56</td>
<td>1.71</td>
<td>1.28</td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td>4.7</td>
<td>2.4</td>
<td>1.54</td>
<td>1.15</td>
<td></td>
</tr>
<tr>
<td>Reference works</td>
<td>4.37</td>
<td>2.18</td>
<td>1.46</td>
<td>1.10</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 5

MEDIA SPECIALIST ENCOURAGES STUDENTS TO BE

WHAT TYPE OF USER

<table>
<thead>
<tr>
<th>All respondents ( % )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active user ........... .81.48</td>
</tr>
<tr>
<td>Effective user ....... .77.77</td>
</tr>
<tr>
<td>Independent user ...... .81.48</td>
</tr>
</tbody>
</table>

The combined efforts of the media specialist and teachers are necessary for an effective school media program. However, the position of media specialist takes on an added dimension as he or she assists teachers to use the media center. This dimension is listed in table 6. The media specialist makes suggestions about all types of materials and reading guidance. This implies that the media specialist contributes to the learning program by cooperating with teachers in providing instructional assistance to help meet the needs of students.
TABLE 6
ASSISTANCE GIVEN TO TEACHERS IN USE OF MEDIA CENTER

<table>
<thead>
<tr>
<th>All respondents ( % )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisual equipment</td>
</tr>
<tr>
<td>Audiovisual materials</td>
</tr>
<tr>
<td>Instructional lessons</td>
</tr>
<tr>
<td>Reading stimulation</td>
</tr>
<tr>
<td>Reference works</td>
</tr>
</tbody>
</table>

Every new student and teacher that enters the media center for the first time is a potential carrier of information to the outside world. Therefore, it is necessary to expose the media center to new students and teachers. Orientation as a promotional tool used with teachers is listed in table 7. Students are told of the educational and recreational services offered by the media center. The instructional role of the media specialist, as well as the services available, are explained to new teachers. Establishing good rapport with new students and teachers involves getting to know them as individuals and then offering materials and services in their specific areas of interest.
TABLE 7
MEDIA CENTER INTERPRETED TO TEACHERS
DURING ORIENTATION

<table>
<thead>
<tr>
<th>All respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers            .80.</td>
</tr>
</tbody>
</table>

Statistical Tests

The sign test, a simple, nonparametric, statistical method, was conducted to ascertain whether or not two conditions were different for related samples. The test used plus and minus signs rather than quantitative data. The data for this study was represented symbolically with use of the plus and minus signs.

One test was used to determine the number of teachers that preferred book fairs to booklists as an approach to encourage reading. A second sign test ascertained if teachers preferred assistance with audiovisual equipment or audiovisual materials. Finally, a test was conducted to determine if the film library or the professional library was the preference to sources outside the media center. With each test it was determined if the specific preference was statistically significant.
Formats for Presenting Results

This chapter presented the findings in a clear, objective manner. The study required many tables and discussion to cover all the important findings. Basic quantitative results were used to summarize one or more tables that normally contained more total information than the researcher actually discussed. In the narrative, however, significant aspects of the findings were discussed.

Finally, the results were clearly pointed out to call attention to those aspects that were of significance and importance in relation to the original problem posed in the study.

Expectations

It is the objective of a school media program to be a resource for learning. The program provides a broad spectrum of learning opportunities for the student population. The teacher depends on the school media program for facilitating and improving the learning process. This is accomplished as the media specialist works directly with teachers in achieving the goals of the instructional program.

The media program is a resource for teaching. In this study, teachers were expected to find within the media program, resources that were varied in format and met the demands of the instructional program. The
media specialist and teachers, partners in the instruc­tional needs of students, were expected to plan media instruction, motivate the use of the media center, and implement the media program.

The media program investigated for this study was expected to provide key elements that included:

1. Consultant services to improve learning, instruc­tion, and the use of media resources and facilities.

2. Instruction to improve learning through the use of printed and audiovisual resources.

3. Materials for class instruction and individual exploration.

4. Strategies for motivating reading.

5. Information about new materials.


7. Access to a variety of information resources outside the school by networking with other information agencies.

In conclusion, an effective media program depends on the media specialist and teachers establishing common educational bonds to enhance a cooperative learning environment. The school media program rests on teacher contact. The involvement of teachers is critical for an effective media program. The major task of the media specialist, said Haycock (1985: 105), is to work with classroom teachers to plan,
develop, and implement units of study which integrate research and study skills.

Summary

In summary, this chapter has shown how the methodology and procedures were used to analyze the data collected from the questionnaire. It was determined through data collection that the growth of a media program was possible when the media specialist and teachers worked together. The use of data collection also helped determine to what degree the media center was being utilized. More importantly, aspects of the media program needing improvement for a more effective program were ascertained through data collection. As the data were finally analyzed, the media specialist was not described as primarily a teacher, but, as Barron (1987: 95-99) stated, a member of an education team with specific responsibilities and capable of making a unique contribution. Results of the data analysis are presented in the next chapter.
CHAPTER IV

RESULTS

To determine the effectiveness of the media center within the school environment, a five-page questionnaire was mailed to thirty-eight teachers. From the thirty-eight questionnaires mailed, the response rate was 71.05 percent. Those twenty-seven responses were 56.2 percent of the population (N=48). The population represented classroom teachers of Lemmel Middle School.

Respondents rated twenty-five questionnaire items from one (missing but needed) to five (excellent). The range of rating that was from a low of 3.70 percent to a high of 96.29 percent is listed in table 8.

TABLE 8
RANGE OF RATING

<table>
<thead>
<tr>
<th>All respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest percentage  . . . . . . . . . . . . . 3.70</td>
</tr>
<tr>
<td>Highest percentage . . . . . . . . . . . . . 96.29</td>
</tr>
</tbody>
</table>
To achieve an effective school media program, the role of the school media center and the media specialist must be recognized and understood by teachers. The role of the media specialist in the school program has many facets of activity. The growing importance of this role is indicated in table 9.

**TABLE 9**

**HOW MEDIA CENTER IS UTILIZED**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media specialist is able teacher.</td>
<td>4.6</td>
<td>2.15</td>
</tr>
<tr>
<td>Media specialist helps pupils understand purpose of media center.</td>
<td>4.7</td>
<td>2.17</td>
</tr>
<tr>
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<td>4.5</td>
<td>2.13</td>
</tr>
<tr>
<td>Media specialist encourages pupils and teachers to request help.</td>
<td>4.9</td>
<td>2.22</td>
</tr>
<tr>
<td>Media specialist encourages pupils and teachers to request advice.</td>
<td>4.6</td>
<td>2.15</td>
</tr>
<tr>
<td>Item</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Media specialist introduces reference materials to groups of pupils.</td>
<td>4.6</td>
<td>2.15</td>
</tr>
<tr>
<td>Media specialist introduces reference materials to individual pupils</td>
<td>4.7</td>
<td>2.17</td>
</tr>
<tr>
<td>Media specialist supervises pupils at work in the media center.</td>
<td>4.5</td>
<td>2.13</td>
</tr>
</tbody>
</table>

The mean showed that teachers understood how the media center is utilized and how the role of the media specialist functions. On the other hand, the standard deviation scores indicated little variability in the responses.

Planning involves the media specialist and classroom teachers working together as a team. The cooperative effort among media specialist and teachers is presented in table 10. Item one for example asked respondents to rate the extent media specialist and teachers cooperate in planning instruction. For that item, 81.48 percent gave that item an excellent rating. 81.48 percent also stated that teachers make arrangements for students to use the media center. While 66.66 percent of teachers indicated an excellent rating
for arrangements for students to use the media center, only 22.22 percent reported a good rating for the same item. Two items received fair ratings of 7.40 and 11.11 percents respectively. The findings offer evidence that media specialist and teachers have developed a close partnership in planning.

**TABLE 10**

**PLANNING BY MEDIA SPECIALIST AND TEACHERS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent with Excellent Rating</th>
<th>Percent with Good Rating</th>
<th>Percent with Fair Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media specialist and teachers cooperate in planning instruction</td>
<td>81.48</td>
<td>18.51</td>
<td>. .</td>
</tr>
<tr>
<td>Media specialist and teachers provide instruction relevant to the instructional process</td>
<td>62.96</td>
<td>37.03</td>
<td>. .</td>
</tr>
<tr>
<td>Teachers arrange for students to do special reports</td>
<td>66.66</td>
<td>29.62</td>
<td>. .</td>
</tr>
</tbody>
</table>
Teachers require students to use reference materials. . . . . . . . 77.77 14.81 7.40

Media specialist makes arrangements for students to use the media center. . . . . . . . 66.66 22.22 11.11

Teachers make arrangements for students to use the media center. . . . . . . . 81.48 18.51 . .

To encourage reading for pleasure and information is vital for motivating young people to read independently. One of the most important functions of the media center is to motivate students to read. What motivational devices can serve as a springboard to independent reading? Strategies used in the media program to encourage reading are presented in table 11.
TABLE 11
STRATEGIES THAT ENCOURAGE READING

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent with Excellent Rating</th>
<th>Percent with Good Rating</th>
<th>Percent with Fair Rating</th>
<th>Percent with Poor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book fairs</td>
<td>85.18</td>
<td>14.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booklists</td>
<td>59.25</td>
<td>33.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booktalks</td>
<td>70.37</td>
<td>22.22</td>
<td>7.41</td>
<td></td>
</tr>
<tr>
<td>Bulletin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boards</td>
<td>85.18</td>
<td>11.11</td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collections</td>
<td>59.25</td>
<td>22.22</td>
<td>11.11</td>
<td></td>
</tr>
<tr>
<td>Exhibits</td>
<td>55.55</td>
<td>40.74</td>
<td>11.11</td>
<td></td>
</tr>
</tbody>
</table>

The majority of teachers (85.18 percent) revealed that book fairs and bulletin boards are the primary strategies that encourage reading. Based on the data in column one, the respondents (70.37 percent) listed booktalks as a means of encouraging reading. Among other strategies that encourage reading, booklists and classroom collections received 59.25 percent and exhibits 55.55 percent. All categories received an excellent rating that totaled more than fifty percent.
Two reading strategies were paired to learn if both strategies were significantly different. The respondents preference for either book fair or booklists is listed in table 12. The use of plus and minus signs denotes the direction of score differences to ascertain whether an actual difference existed between the two reading strategies. The results that showed no significant difference are also illustrated in table 14.

**TABLE 12**

**PREFERENCE FOR READING STRATEGY**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Direction of Difference for Book Fair and Booklists</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>4</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>10</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>Teacher</td>
<td>Direction of Difference for Book Fair and Booklists</td>
<td>Sign</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>12</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>15</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>16</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>17</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>18</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>19</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>20</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>21</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>22</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>23</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>24</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>25</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
<tr>
<td>26</td>
<td>BF &lt; BL</td>
<td>-</td>
</tr>
<tr>
<td>27</td>
<td>BF &gt; BL</td>
<td>+</td>
</tr>
</tbody>
</table>

NOTE: A plus or minus sign is used to denote the direction of difference between the two items of the pair.

The media specialist is responsible for providing access to information and knowledge. That responsibility extends to assisting students in the use of resources. The extent to which students are provided
assistance as they interact with different materials is presented in table 13.

TABLE 13

STUDENTS ASSISTED IN USE OF MATERIALS

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Factual Info</th>
<th>Pictures Pamphlets</th>
<th>Reference Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.29</td>
<td>77.77</td>
<td>85.18</td>
<td>92.59</td>
</tr>
</tbody>
</table>

The data in table 13 showed that students were provided 96.29 percent assistance in the use of materials for independent reading. The percentage (92.59) for reference works revealed 3.7 percent less. Despite this, the survey reported that students receive 85.18 percent with assistance of pictures and pamphlets, while 77.77 percent was reported for factual information.

The total number of respondents that designated the rating of 5 (excellent) for students assisted in the use of materials is listed in table 14. The numbers ranged from 21 to 5. Despite the percentage (92.59) of students given assistance in the use of reference works in table 13, only five respondents
reported a rating of 5 (excellent) for the same category.

TABLE 14
STUDENTS ASSISTED IN USE OF MATERIALS

<table>
<thead>
<tr>
<th></th>
<th>Number with Excellent Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books for independent reading</td>
<td>19</td>
</tr>
<tr>
<td>Factual information</td>
<td>21</td>
</tr>
<tr>
<td>Pictures and pamphlets</td>
<td>15</td>
</tr>
<tr>
<td>Reference works</td>
<td>5</td>
</tr>
</tbody>
</table>

An effective media program provides teachers with access to information and assistance in the use of resources to meet the instructional needs of the school program. The extent to which teachers are given assistance in the use of materials is denoted in table 15.
### TABLE 15
TEACHERS ASSISTED IN USE OF MATERIALS

<table>
<thead>
<tr>
<th>Type of Assistance</th>
<th>Percent of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiovisual equipment</td>
<td>74.07</td>
</tr>
<tr>
<td>Audiovisual materials</td>
<td>77.77</td>
</tr>
<tr>
<td>Instructional lessons</td>
<td>81.48</td>
</tr>
<tr>
<td>Reading stimulation</td>
<td>81.48</td>
</tr>
<tr>
<td>Reference works</td>
<td>77.77</td>
</tr>
</tbody>
</table>

It was established in the sign test presented in table 16 whether or not teachers preferred assistance with audiovisual equipment or audiovisual materials. The test reported no significant difference.

### TABLE 16
TEACHERS FAVOR ASSISTANCE WITH AUDIOVISUAL EQUIPMENT OR AUDIOVISUAL MATERIALS

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Direction of Difference A/V Equipment and A/V Materials</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>4</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>Teacher</td>
<td>Direction of Difference for Book Fair and Booklists</td>
<td>Sign</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>AVE &lt; AVM</td>
<td>=</td>
</tr>
<tr>
<td>8</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>9</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>10</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>11</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>12</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>13</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>14</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>15</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>16</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>17</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>18</td>
<td>AVE &lt; AVM</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>AVE &lt; AVM</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>21</td>
<td>AVE &lt; AVM</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>23</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>24</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>25</td>
<td>AVE &gt; AVM</td>
<td>+</td>
</tr>
<tr>
<td>26</td>
<td>AVE &lt; AVM</td>
<td>-</td>
</tr>
<tr>
<td>27</td>
<td>AVE &lt; AVM</td>
<td>-</td>
</tr>
</tbody>
</table>
The media specialist provides 81.48 percent assistance with instructional lessons and reading stimulation activities. There was a 77.77 percent assistance reported in the use of audiovisual materials and reference works. However, a 77.07 percent in audiovisual equipment was reported.

It is essential that the school media program provide learning experiences for students to become effective, active, and independent users. Helping students locate answers, suggesting possible sources of information, guiding students in the selection of materials for recreational reading, and providing experiences with audiovisual equipment are important areas of media center services. A media program that encourages its students to actively pursue informational needs often results in effective and independent users. The percentage of students portrayed as a specific user is illustrated in table 17.

<table>
<thead>
<tr>
<th>STUDENTS ENCOURAGED TO BE WHAT TYPE OF USER</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active user</td>
<td>81.48</td>
</tr>
<tr>
<td>Effective user</td>
<td>77.77</td>
</tr>
<tr>
<td>Independent user</td>
<td>81.48</td>
</tr>
</tbody>
</table>
The majority of respondents said that approximately eighty percent of the students are active, effective, and independent users. Clearly, the active (81.48 percent) and independent (81.48 percent) users received the highest percentages. There was not a significant difference reported for the effective (77.77 percent) user.

Media center users are provided with a variety of print and nonprint materials. The instructional materials offer teachers and students a wide range of information sources. Furthermore, a range of new materials are needed to meet the interests of teachers and students. Teachers and students that are informed about new materials are needed to meet the interests of teachers and students. Teachers and students that are informed about new materials acquired for the media center collection are listed in table 18. The rating of excellent (81.81 percent) is a significantly higher percentage for informing users of new materials than the fair (6. percent) rating.
There is an ever-increasing amount of media center materials to be purchased. However, limited budgets prevent all of the resources from being purchased. The exchange of information gives media center users access to information beyond the school collection. The information links that extend the range of materials to users are identified in table 19.

**TABLE 19**

**ACCESS TO SOURCES OUTSIDE MEDIA CENTER**

<table>
<thead>
<tr>
<th>Source</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film library.</td>
<td>60. 40. 12. . .</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional library.</td>
<td>70. 44. 6. . .</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public library.</td>
<td>65. 36. 12. . .</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other school medical centers.</td>
<td>25. 36. 33. . .</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social agencies.</td>
<td>20. 40. 33. 4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speakers.</td>
<td>45. 28. 27. 4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The film, professional, and public libraries were reported to be the most used sources outside the media center by 65 percent of the respondents. Only 34.66 percent of the respondents ranked other school media centers, social agencies, and speakers to be good information sources.

To determine if there was a significant difference between the respondents’ choice for access to the film or professional library, the sign test was applied. The results of the test are revealed in table 20. Consequently, no difference (p < .001) existed.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Direction of Difference for Film or Professional Library</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>2</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>4</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>5</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>6</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>FL &lt; PL</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>Teacher</td>
<td>Direction of Difference for Book Fair and Booklists</td>
<td>Sign</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>9</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>10</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>11</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>12</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>13</td>
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<td>FL &lt; PL</td>
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<td>FL &gt; PL</td>
<td>+</td>
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<td>16</td>
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<td>-</td>
</tr>
<tr>
<td>17</td>
<td>FL &lt; PL</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>19</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>20</td>
<td>FL &lt; PL</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>FL &gt; PL</td>
<td>+</td>
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<tr>
<td>22</td>
<td>FL &lt; PL</td>
<td>-</td>
</tr>
<tr>
<td>23</td>
<td>FL &lt; PL</td>
<td>-</td>
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<tr>
<td>24</td>
<td>FL &lt; PL</td>
<td>-</td>
</tr>
<tr>
<td>25</td>
<td>FL &gt; PL</td>
<td>+</td>
</tr>
<tr>
<td>26</td>
<td>FL &lt; PL</td>
<td>-</td>
</tr>
<tr>
<td>27</td>
<td>FL &lt; PL</td>
<td>-</td>
</tr>
</tbody>
</table>

School media specialists must assume responsibility for helping teachers in the use of instructional technology. This level of assistance plays a key role in assisting teachers to effectively integrate instructional technology in the curriculum. Teachers
and students are frequently instructed how to use audiovisual equipment. The results of the survey in table 21 indicated that 80 percent assistance is given to teachers and students.

**TABLE 21**

**ASSISTANCE WITH AUDIOVISUAL EQUIPMENT**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>80.</td>
</tr>
<tr>
<td>Students</td>
<td>80.</td>
</tr>
</tbody>
</table>

The school media program is articulated to incoming teachers and students. Orientation informs teachers about the essential role of the media program and how the media center serves as the nucleus of the entire school. New teachers are acquainted with new materials and asked to explore needs in subject areas. Incoming students, with their varied interests, also receive orientation to the media center's resources and services. Respondents reported the extent to which teachers and students received orientation to the media center in table 22. A high percentage for teachers (80 percent) and students (80.6 percent) was reported. Each group was equally more likely to benefit from orientation.
Summary

If the respondents in this survey represent teachers in other middle school media centers, the direction towards a close partnership between media specialist and teacher has developed. The perception that the media specialist is an able teacher received a high rank. Assistance in the use of media resources was often encouraged of teachers and students. Teachers had a good to excellent assessment for utilization, planning, and use of facilities and materials of the school media program.

It was dramatically apparent that these results do, in fact, suggest that the facilities, materials, and utilization of the media center were ranked to be teacher-student oriented. Finally, most of the surveyed teachers considered themselves good to excellent users of the school media program.
CHAPTER V

DISCUSSION, IMPLICATION AND RECOMMENDATIONS

Discussion

The basic objective of this study was to determine the effectiveness of the endeavors of both media specialist and teachers at Lemmel Middle School Media Center. Further, it was to be determined how the media program utilizes resources, facilities, and services.

The first category of the questionnaire revealed how effective the media specialist was at helping students to utilize the media center. The majority of the respondents invariably acknowledged that the media specialist provided students with access, instruction, and reference services. Although items one, three, and eight received a total rank of five, items two and four received two and one respectively. Without the benefit of follow-up questions, it is somewhat difficult to ascertain how the items were interpreted. However, based on the summary of findings contained in table 13, a large percentage of students were assisted in the use of several types of media center uses. It is therefore speculated that items two and four were misinterpreted.
Results summarized in table 10 substantiate the fact that cooperative planning between media specialist and teachers is evident. The fact that 81.48 percent of responses received an excellent rank for cooperative planning and arranging for students to use the media center reflect that a premium is placed on planning. A clear inference from the results in table 10 demonstrates the existence of clear communication. Media specialist and teachers know what is expected and what direction to take.

Regarding the strategies that encourage reading, there was a significant difference in column one of table 11. The percentages range from a difference of fifteen to thirty percent. The results shown in table 11 are, therefore, not surprising. Hobbs' (1988: 13) indication that students need something that nourishes the imagination, the intellect, and the spirit is demonstrated in the results. Presumably, whether the media specialist provides book fairs, booklists, booktalks, bulletin boards, classroom collections or exhibits, teachers view that individual as a natural source for reading motivation.

Turning to the use of the facilities category, tables 13 and 15 clearly demonstrate that neither teachers nor students were reluctant to seek assistance in the media center. With the preponderance of assistance given in the media center, about 80 percent
of teachers and students received help. From this figure it can be inferred that the media specialist is actively involved with the learning process, and that the media specialist-teacher-student relationship is good.

A summary of the findings relative to access to sources outside the media center revealed that teachers use various sources of information at other locations. It is shown in table 19 that the respondents are aware of the diversity of outside media center sources that supply information. Most importantly, it is viewed that information, whatever its format or location, is important to teachers. As observed by the American Association of School Librarians (1988: 28), library media specialists facilitate access to resources outside the school by networking with other information agencies, borrowing or renting specialized materials, and/or using telecommunications devices to transmit information.

There was a significant difference (p < .001) revealed in the findings of tables 12, 16 and 20. Thus, the observed difference between the reading preferences in table 12, the audiovisual preferences in table 16, and the library preferences in table 20 showed clear evidence of a statistically significant difference.
When the critical value (probability) is smaller than the level of significance, the null hypothesis can be rejected. Consequently, at the .001 level of significance found in tables 12, 16 and 20, the null hypothesis can clearly be rejected.

Implications

Overall, the teachers in this study gave the school media program a high rating. The mission of this study was to examine the existing media program in light of utilization, planning, and facilities. As such, several implications for an effective school media program have been identified. First, a media program can not be effective without the involvement of classroom teachers. Involvement between media specialist and teachers almost guarantee that students will utilize the media center. Second, it should not be underestimated that teachers' use of the media center influences student use. Third, publicizing the media program, its resources and services works. Fourth, the effectiveness of the media program depends, to a large extent, upon the media specialist and teachers cooperatively working to make the program responsive to student needs. Fifth, many teachers use resources outside the school media center. This pattern is an indication that they utilize multi-library use. Sixth, the media specialist is an invaluable resource to teachers in the area of reading motivation. This
interpretation would imply that an effective media program uses a variety of strategies to encourage reading. Moreover, media specialist and teachers have to use an array of methods to create a climate of interest in reading. Seventh, the evidence is reasonably clear that the school media center is not recognized as a full resource for teachers. There is heavy use of the film (60 percent), professional (70 percent), and public (65 percent) libraries to provide other information sources. Eight, in regard to students becoming a specific type (active, effective, independent) of user, it is appropriate that emphasis be placed on students becoming self-sufficient users. Further, the educational setting prepares students to be self-sufficient beyond the school.

Finally, it is apparent that the school media program is being adequately utilized. Positive results reveal that direct involvement with teachers have made the media program an integral part of the instructional program. Further implications reveal that the media specialist can supplement and enhance classroom instruction, provide teachers with ideas and resources for broadening the reading scope of students, plan and integrate reference skills with classroom instruction, and make available to teachers and students assistance in the use of audiovisual equipment and materials.
It should be recognized that while this study represents a group of teachers of a particular school, local differences in other school settings may describe different teacher-student-use patterns. Nevertheless, the experience with this study indicated that a questionnaire that has direct and factual questions and concentrate on specific areas of the media program, gives teachers a direct way of measuring the effectiveness of the media program. It should be further recognized that information from this type of study represents only a part of the knowledge of the total local school situation. On the other hand, quantitative measurement provided from the questionnaire gives a baseline for determining the effectiveness of the school media program. Lastly, it is apparent that the media specialist and teachers have made the connection to assure that the students have access to knowledge. Communication between media specialist and teachers helps keep media services responsive to the needs of students.

Recommendations

Results of the survey show specific areas that can further enhance the effectiveness of the school media program. The following recommendations are addressed to the director of school media services of the Baltimore City Public Schools, to the administrator of
William H. Lemmel Middle School, and to school media specialists.

1. It is recommended that the school media program be staffed with qualified support personnel. Clerical and technical staff provide essential support to the media program. Support staff allow the media specialist to devote greater time to professional tasks. In addition, Information Power (1988: 54) indicated that a qualified library media program staff is fundamental to the implementation of effective school library media programs at the school and district levels. The quality and size of the professional and support staff are directly related to the range and level of services provided.

2. It is recommended that a handbook should be developed for every student. Handbooks should provide students with a ready reference tool. This tool should lists the different types of materials encountered in the media center. Handbooks should allow students to quickly review reference skills such as using the card catalog and periodical indexes.

3. It is recommended that a peer instruction workshop be developed for in-house teachers. Education for adults in a school is often neglected. Staying abreast of trends in materials, technology, and techniques, the media specialist should share knowledge and developments with classroom teachers. Teachers might be more
prone to learn from another familiar faculty member than from an outsider. If the media specialist wants to have a greater impact on curriculum development, the importance of formally sharing one's ideas and innovations with peers should not be overlooked.

4. It is recommended that a reading incentive program should be developed. This program should continue to encourage students to read. However, this program should enlist parental participation and a reward system for a certain number of books read by students. Parents should sign a statement agreeing to participate and indicating that the student has read the books. Media specialist and teachers should determine a present reading goal, a reward system, and a means of honoring the participating students. This endeavor might encourage and introduce students and parents to a world of books.

Suggestions for Other Studies

Locally based research can contribute to the field of school librarianship. Practices of the school media program depend to a great extent upon the characteristics of the users and the settings of media use. Consequently, there is a need for many locally based research projects that provide diverse circumstances. This source of research can contribute to a better understanding of school media programs. Our schools can not keep up with the life they are supposed to
sustain and improve said Corey (1982: 252) a number of years ago, unless media specialists, teachers, pupils, supervisors, and administrators continuously examine what they are doing.

One way to examine the changing nature of media specialist's role is to consider the extent they have developed personal approaches to the media program. Do personalities, talents, special skills and interests, and idiosyncracies become the basis of media center programs? If this question is not considered in determining the needs of the media program, will media specialists develop narrow programs and tend to overlook some major needs of teachers and students?

Communication between media specialist and principal plays an important role in the development of a media program. One might determine specific areas that communication is most effective. Edwards (1989: 31) said that principals' perceptions of librarians and school library program begin with their first school library experiences as students, and continue with their own experiences in using libraries as teachers and in dealing with librarians as administrators. Determining effective ways to ascertain the degree of communication between media specialist and principal can be observed from monthly reports, feedback from teachers, newsletters to teachers, and formal and informal observations. Media specialists are chiefly
responsible for principals' perceptions. Therefore, one means of changing those perceptions is by identifying areas of communication.

In conclusion, the instrument used in this study can be replicated in different settings by elementary, middle, junior, and senior high school media specialists. It is also apparent that this research has promise for use in in-service settings for involvement by other groups such as media educators, teachers, and administrators.
REFERENCES


APPENDIX A

SAMPLE REQUEST FOR PARTICIPATION IN SURVEYS

Dear Assistant Superintendent:

This letter is a request to participate in a survey questionnaire that will involve the faculty at William H. Lemmel Middle School. I am presently enrolled in a Doctor of Arts in Information Science program at Nova University in Fort Lauderdale, Florida. During the final year in the program, a major project is required. This project is designed to be professionally useful in the immediate school as well as the Division of Library Media Services in Baltimore City. The survey questionnaire will gather data for the major project.

Being a professional librarian for twenty-three years with eighteen of them as a media specialist in this school system, I am interested in determining what constitutes an effective media program. In other words, what measurable indicators can be identified to determine what works to make media programs effective.

Responses from the questionnaires will be kept confidential. No respondents will be identified. This
participating school will receive feedback on the results.

I am hopeful that my research will contribute to the quality of media programs in the school system. Thank you for considering my request to administer a questionnaire to the faculty of William H. Lemmel Middle School.

Sincerely yours,

Earnestine T. McCloud
APPENDIX B

SAMPLE SURVEY LETTER

Dear Colleague:

I am enrolled in a Doctor of Arts in Information Science program at Nova University in Fort Lauderdale, Florida. During the final year in the program, a major project is required. This project is designed to be professionally useful in the immediate school as well as the Division of Library Media Services in Baltimore City.

The enclosed survey questionnaire will help gather data for the major project. I am hopeful that with your consideration and input in completing the enclosed questionnaire, I will be able to determine the effectiveness of the media program at our school. Responses from the questionnaires will be kept confidential. The school will receive feedback on the results. Your cooperation will be greatly appreciated.

Sincerely yours,

Earnestine T. McCloud
APPENDIX C

INSTRUCTIONS

This questionnaire is designed to determine the effectiveness of the school media program. It will help describe the strong and weak areas of the program. DO NOT PUT YOUR NAME on the questionnaire. All replies are confidential.

Please thoroughly answer all questionnaire items. Using the rating scale located at the top of the survey, CIRCLE THE APPROPRIATE NUMBER. The completed questionnaire should be placed in the enclosed envelope and put in my mailbox. Thank you for your cooperation.
APPENDIX D

QUESTIONNAIRE

THE SCHOOL MEDIA PROGRAM

Using the rating scale below, please circle the appropriate number:

5  Excellent
4  Good
3  Fair
2  Poor
1  Missing But Needed

UTILIZATION

1. The media specialist is an able teacher.
   1  2  3  4  5

2. The media specialist helps students understand the purpose of the media center.
   1  2  3  4  5

3. The media specialist conducts operations with good discipline.
   1  2  3  4  5

4. The media specialist encourages students and teachers to request help.
   1  2  3  4  5
5. The media specialist encourages students and teachers to request advice.
   1 2 3 4 5
6. The media specialist introduces reference materials to groups of students.
   1 2 3 4 5
7. The media specialist introduces reference materials to individual students.
   1 2 3 4 5
8. The media specialist supervises students at work in the media center.
   1 2 3 4 5

Comments:

PLANNING

1. The media specialist and teachers cooperate in planning instruction.
   1 2 3 4 5
2. The media specialist and the teachers provide instruction relevant to the instructional process.
   1 2 3 4 5
3. Teachers arrange for students to do special reports.
   1 2 3 4 5
4. Teachers require students to use reference materials.
   1 2 3 4 5
5. The media specialist makes arrangements for students to use the media center.

6. The teachers make arrangements for students to use the media center.

7. The media specialist encourages reading through the use of:
   a) Book fairs. 
   b) Booklists. 
   c) Book talks. 
   d) Bulletin boards. 
   e) Classroom collections. 
   f) Exhibits. 

8. The teachers encourage students to read extensively.

Comments:

USE OF FACILITIES AND MATERIALS

1. The media specialist assists students to use the media center by finding and/or assembling:
   a) Books for independent reading. 
   b) Factual information. 

c) Pictures and pamphlets. . .
1 2 3 4 5
d) Reference works. . .
1 2 3 4 5

2. The media specialist assists teachers to use the media center by:
a) Providing audiovisual equipment. . .
1 2 3 4 5
b) Providing audiovisual materials. . .
1 2 3 4 5
c) Providing instructional lessons. . .
1 2 3 4 5
d) Providing reading stimulation. . .
1 2 3 4 5
e) Providing reference works. . .
1 2 3 4 5

3. The media specialist encourages students to be:
a) Active media center users. . .
1 2 3 4 5
b) Effective media center users. . .
1 2 3 4 5
c) Independent media center users. . .
1 2 3 4 5

4. The media specialist provides teachers and students with information about new media materials.
1 2 3 4 5
5. The media specialist provides access to sources of information outside the school media center:
   a) Film library...
      1 2 3 4 5
   b) Professional library...
      1 2 3 4 5
   c) Public library...
      1 2 3 4 5
   d) Other school media centers...
      1 2 3 4 5
   e) Social agencies...
      1 2 3 4 5
   f) Speakers...
      1 2 3 4 5

6. The media specialist provides assistance in the use of materials to:
   a) Teachers...
      1 2 3 4 5
   b) Students...
      1 2 3 4 5

7. The media specialist provides assistance in the use of audiovisual equipment to:
   a) Teachers...
      1 2 3 4 5
   b) Students...
      1 2 3 4 5
8. The media center is interpreted to students new to the school through Orientation lessons.

9. The media center is interpreted to new teachers on the faculty through Orientation sessions.

Comments: