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## Media programs in selected public elementary schools in Oklahoma

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Media programs in selected public elementary schools in Oklahoma

by

Margaret Lucille (Elliott) Baird

A Dissertation Submitted to the  
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## INTRODUCTION

American education is in a process of change. The past decade has brought about educational innovations which affect patterns of teaching and learning. These innovations are evidenced in such curriculum changes as individually guided instruction, ungraded classrooms, team teaching, and computer assisted instruction. Since the beginning of the 1970's, there has been more emphasis on the individual learner and a trend toward involving children along with administrators, teachers, parents, and patrons in decision-making processes. There has also been added emphasis placed upon getting the most for the education dollar as part of an accountability movement.

The trend toward greater learner options is accepted as part of the current scene as one that affects school library and audiovisual services. A wide variety of learning resources is required in order to make learning more interesting and teaching more effective. Increased use of multi-media resources and techniques has resulted in a demand for media centers at the elementary school level.

Despite the fact that educational leaders acknowledge the need to maintain educational media centers and services at the level of the single school (Brown, Norberg, and Srygley, 1972), the actual development of centralized libraries/media centers administered by professionally trained librarians, or media specialists, has been limited in elementary schools.

In tracing growth of school libraries in America, Cole (1959) pointed out that, since 1914 when the American Library Association added the school library section, the development of central high school libraries

has been quite rapid, but elementary school library progress has been considerably slower. Room libraries were built up in some elementary schools, and a collection of fifty books was regarded as adequate. Although the number of books regarded as being essential had increased, Cole reported that, in 1959, room library collections for elementary schools were still in the majority even though a few centralized elementary school libraries did exist. It was not until the Elementary and Secondary Education Act of 1965 provided funding for purchase of library materials and audiovisual equipment that centralized elementary collections showed any real growth. As late as 1966, according to the United States Office of Education statistics, only 31.4 per cent of the elementary schools in the nation had centralized library-media facilities (Hostrop, 1973, p. 55).

#### Need for the Study

It is necessary to evaluate the media program in the school in order to determine what is being done, how well it is being done, and what changes should be made to improve the program. Secondary schools, in meeting accreditation requirements, have been involved in the evaluation of their library and audiovisual programs for many years. Except for the Southern Association of Colleges and Schools, there has been no regional evaluation of elementary schools, although the North Central Association is now ready to begin accrediting elementary schools.

In order to measure the adequacy of a media program, there must be a set of standards or criteria with which to compare the program. The American Library Association published the first set of standards for school libraries in 1920. These were known as the Certain Standards.

These standards were revised in 1945 and in 1960. In 1969, the Department of Audiovisual Instruction of the National Education Association joined with the school librarians in developing a set of joint standards which dealt with the unified media approach (American Association of School Librarians, 1969). Both the 1960 and the 1969 standards contain quantitative measures which have served as guides in most states for evaluating existing library conditions and in formulating long-range goals for library development. Many states, including Minnesota, Nebraska, Iowa, and Oklahoma, have formulated their own standards based on these national guidelines.

The 1969 standards have been superseded by the publication of Media Programs: District and School (American Association of School Librarians and Association for Educational Communications and Technology, 1975). These standards are both quantitative and qualitative in nature. Although these 1975 standards "delineate guidelines and recommendations for media programs and resources essential to quality education," (p. 1) they do not provide instruments for collecting evaluative data. There is a need for a data collection instrument that can be used in measuring the adequacy of the centralized library or media center in elementary schools. Such an instrument must be valid, reliable, and applicable to elementary schools. The availability of such an instrument will make it possible for each of the state education agencies to assess the status of elementary school media programs in the state and enable these agencies to make plans for overcoming the weaknesses found in the elementary schools in their state. The state studies can be useful to regional and national library/media

and education organizations in their research and planning in the area of elementary school media programs.

Need for a study of elementary school media programs in Oklahoma was expressed by the school library consultant in the Oklahoma State Department of Education during a personal interview with this investigator on May 28, 1975.

#### Statement of the Problem

The problem in this study was to evaluate the media programs in selected public elementary schools in Oklahoma and to investigate the influence of selected variables within and between the schools. The variables investigated were school organization, media staffing patterns, media in-service categories, teacher experience and training, and the annual per pupil media budget.

One of the purposes of this study was to answer questions about the status of media programs in the public elementary schools in Oklahoma. Questions the study sought to answer were in the area of the types of media programs found, annual per pupil media budgets, media in-service programs, recent improvements in media services, media staffing patterns, and qualifications of media personnel.

The study was designed to test seven hypotheses. These hypotheses are stated in their null form to facilitate evaluation:

1. There are no significant differences between the group means of the graded and nongraded school's adequacy rating scores as measured by "Form for Data Collection Regarding Elementary School Library Media Programs."

2. There are no significant differences between the group means of the graded and nongraded school's acceptance and implementation scores as measured by "Form for Data Collection Regarding Elementary School Library Media Programs."
3. There are no significant differences between the student responses on the "Student Media Attitude Scale" in graded and nongraded schools.
4. There are no significant differences between student responses on the "Student Media Attitude Scale" in schools with different media staffing patterns.
5. There are no significant differences between teacher responses on the "Teacher Media Attitude Scale" and the different media in-service categories found in the schools.
6. There are no significant differences between the teacher responses on the "Teacher Media Attitude Scale" and the following teacher variables:
  - A. Teaching experience
  - B. Highest degree completed
  - C. Semester hours completed in media
7. There are no significant differences in the degree to which selected media principles are implemented between schools in which the annual per pupil media budget is less than \$4.00 and those schools in which the budget is more than \$4.00.

#### Basic Assumptions

In planning and carrying out this study, the investigator made the following assumptions:

1. The instruments used in the collection of the data were valid and applicable to the Oklahoma public elementary schools, and the reliability of these instruments could be determined by using them in further studies.
2. The sample was a true random selection of the population.

3. The centralized library/media center at the school building level is the most efficient method of organizing media services.
4. This investigation can serve to identify strengths and weaknesses in the elementary school media programs in Oklahoma.

#### Definition of Terms

For the purpose of clarification, the following terms used in the study are defined:

1. Elementary School is the organizational unit beginning with kindergarten or first grade and progressing through grades or levels that the individual system identifies as elementary.
2. Graded School is used to identify those schools which responded "graded" to item 10, page 1 of the instrument, "Form for Data Collection Regarding Elementary School Library Media Programs."
3. Nongraded School is used to identify those schools which responded "nongraded" to item 10, page 1 of the instrument, "Form for Data Collection Regarding Elementary School Library Media Programs."
4. Media Center refers to a learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers (American Association of School Librarians, 1969). Other terms used to refer to the media center include instruc-



tional materials center, educational media center, learning resources center, and school library.

5. Media Program refers to the instructional and support services furnished to students and teachers by a media center and its staff.
6. Media Specialist refers to the person responsible for developing, administering, and implementing the media program at the school building level. Other terms used to refer to this position include media professional, school librarian, and media center director. In Oklahoma, the minimum requirement for this position is the appropriate teacher certification.
7. Media Support Personnel refers to nonprofessional clerical or technical positions not requiring certification. These positions are sometimes referred to as media technicians, media aides, library clerks, or library aides.
8. Adequacy of the Media Program has reference to the rating of the media program from poor to superior as measured by an instrument devised by the investigator for use in this study. The criteria used in this instrument was based on Media Programs: District and School (American Association of School Librarians and Association for Educational Communications and Technology, 1975).

#### Delimitations

This investigation was limited to selected public elementary schools in Oklahoma.

## REVIEW OF LITERATURE

This chapter is divided into the following sections: Development of school media programs, role of the media program and media staff, role of the administration and school organization, role and attitudes of teachers, student media attitudes, evaluation of media programs, related Oklahoma studies, and summary.

With the exception of the article by Cole (1959), which provided background material on the history of school libraries, the review is limited to literature related to elementary school media programs published since 1965. This cut-off date was selected because 1965 was the year in which the Elementary and Secondary Education Act was passed. This ESEA act provided the funds which led to the growth of the library/media center concept in the elementary schools in America.

#### Development of Elementary School Media Programs

In tracing the development of elementary school media programs the investigator has selected from the body of available literature, publications contributed by those persons who, because of their experience and expertise, are considered to be authorities in the field of elementary school librarianship and educational media.

Lowrie (1970) attributed the growth of elementary school media programs over the past three decades to research in child growth and development, to new methods of teaching, and to changes in the concepts of school library service, and expressed the opinion that the library in the elementary school (p. 12) "... has more than justified its existence in situations where it has been allowed to come to fruition."

Sullivan (1968) reviewed the importance of the National Defense Act of 1958, which was the beginning of financial support for school libraries, but indicated that the major source of new funds for school libraries was the Elementary and Secondary Education Act of 1965. It was through this 1965 act that the Knapp School Library Project was funded. The Knapp Project played a major role in the development of library/media programs in elementary schools.

Devitt (1973) concurred with the importance of demonstration programs such as the Knapp Project and concluded that the effects of a federal grant may go far beyond the school system involved. Devitt reached this conclusion as the result of a survey of all school superintendents and librarians in the state of Maine, in which the respondents revealed that visits to a federally-funded center had led them to improve their own libraries in the areas of atmosphere, cooperation between teachers and library staff, size of audiovisual materials collections, and changes in priorities in their own libraries.

Sullivan (1968) pointed out that any history of school library development would have to recognize the decade of the 1960's as a time of ferment, asserting that Standards for School Library Programs, published in 1960, was the prime cause of this ferment. While these standards, at best, were a compromise between the ideal and the practical, they were a step in the right direction.

In the preface of a book by Gaver (1969), Phyllis Hochstettler, then president of the American Association of School Librarians, attributed development of elementary school libraries during the 1960's to the 1960

standards, the Knapp Project, and the Encyclopaedia Britannica Library Award. This award was designed purposely to focus special attention on the elementary school library which Hochstettler described as being either nonexistent or woefully inadequate in many communities throughout the nation.

Standards for School Media Programs (American Association of School Librarians, 1969) provided the school systems with quantitative recommendations for the major resources and facilities and equipment for school libraries serving all grade levels, kindergarten through grade twelve. The 1969 standards recommended for media a sum equivalent to six percent of the current national average per pupil expenditure for operational costs based on the average daily attendance. These standards also recommended that print and nonprint media and equipment be made readily accessible to teachers and students. In reviewing this section of the standards, Prozano (1971) maintained that the development of separate library and audiovisual departments in schools has been a major obstacle in preventing the expansion of traditional library programs and stated (p. 25), " ... despite years of continuous operation of library and audiovisual programs in the school, the unified media approach provides an opportunity to create a new educational perspective."

Media Programs: District and School (American Association of School Librarians and Association for Educational Communications and Technology, 1975, p. 2) is designed to be used by media professional and teachers. "It is also offered as an authoritative guide to school administrators, supervisors, business managers, boards of education, and school architects

who seek responsible criteria for establishing, maintaining, and evaluating media programs." This publication includes recommendations at both the district and school building levels in the areas of personnel, operation of the media program, collections, and facilities. These 1975 standards served as the basis for determining the criteria in the evaluative instrument developed for use in this present study of elementary school media programs in Oklahoma.

Several states have developed guidelines for the libraries or media centers in their schools. The state school library and media associations have had input through the library/media divisions of their respective state education agencies in drawing up a set of guidelines based on the 1960 and 1969 national standards. Along with these guidelines, some states have developed data collection forms for determining the status of library/media programs in their states. The following states have published guidelines and/or data collection instruments which were reviewed by this investigator: Iowa (Iowa State Department of Public Instruction, 1969), Nebraska (Nebraska State Department of Education, 1975), Texas (Texas Education Agency, 1974), Minnesota (Minnesota State Department of Education, 1966), and Oklahoma (Oklahoma Library Association and Oklahoma Education Association, 1973).

Iowa developed a set of guidelines for elementary school media centers based on the 1969 standards which breaks the criteria down into three phases to be met over a period of time. Although these state guidelines are thorough, they make no provision for measuring how well the schools in Iowa meet the criteria set forth in the guidelines. The same weakness is evident in the Oklahoma and Texas standards for elementary school media

programs. Minnesota developed a yearly school library report form to be completed by both elementary and secondary schools. This form as well as the state guidelines are outdated as they are based on the 1960 national standards. The Nebraska Guide includes criteria based on the 1969 national standards and a set of forms for collecting evaluative data from school libraries and media centers from the kindergarten level through grade twelve. Although this evaluative instrument is thorough and designed with a rating scale which could be used in statistical treatment of the data, this evaluative tool is so lengthy and cumbersome that it would take hours to complete. For example, the materials inventory section alone is seventeen pages in length.

Ward and Beacon (1973, p. 61) cited the following passage from the Joint Committee of the California Association of School Librarians and the Audio-Visual Education Association of California to explain the role of standards in the development of school media programs:

The purpose of standards is to provide guidelines for present and potential media programs that will aid schools in achieving educational goals. Schools which have not yet achieved their objectives can use the standards as a guide for charting goals to be reached in progressive steps over a period of time. Schools with innovative curriculum and instructional techniques will need to go beyond the quantitative standards. A media program is never static because the educational program on which it is based continues to change. The standards should serve as one of the instruments for continuous evaluation of the educational program.

#### Role of Media Programs and Media Staff

Turk (1975) observed that the key factor in organizing school media programs is the librarian's, or the administrator's, philosophy of service. A separate audiovisual and library collection reflects, according

to Turk, a concept of service limited to providing resources solely as teaching aids. On the other hand, the educational philosophy behind the development of a unified media center is one that encourages students to develop habits of individualized instruction.

The following rationale for turning the traditional school library into a unified media program was presented by Ward and Beacon (1973, p. 48):

Probably the centralization of materials is not going to result in much financial saving to the school as the arrangement will increase the demand for materials and the efficiency with which these can be provided and will markedly increase the use made by both students and teachers. Thus, the same amount of money will be spent, but the service and the quality of the teaching will be improved. A staff of the same size may be needed, but it will be better utilized combined in a center.

Hughes (1970) maintained that the key to planned and proper use of multimedia is accessibility of equipment and materials, and recommended that all materials be cataloged and readily accessible to teachers and students.

Adams and Hurlburt (1972) argued that the measure of a quality center is not in its holdings, but in how these materials and services are used. These authors asked three provocative questions (p. 52):

Could it be possible in an era when more library books are available than ever before that elementary and secondary school students are actually deprived of the opportunity to read? Could it happen ... that collecting, protecting, and shelving trade or library books is more important than letting students use them? Is it conceivable that thousands of children will be restricted to a maximum of only thirty-two library books during the school year?

Adams and Hurlburt admitted that in many schools, especially elementary schools, the answer to these questions is "yes." Further review of the literature supported this answer in reporting on the still common practice of restricting elementary children to weekly or biweekly trips to the

library and limiting the number of books checked out to one or two.

Stanavage (1972) defined the role of the media personnel as being one directly involved with the total professional staff to help them incorporate the resources of the media center directly into the total instructional program of the school.

Since the teaching of reading is one of the main tasks of the elementary school, literature related to the role of the media specialist in the reading program is included in this review. Two elementary media specialists (Fite and Fite, 1973, p. 20) offered the following explanation of the role of the media specialist in the reading program:

Because of a commitment to the values of media in the learning process, to the integrated use of media in the curriculum and to the total involvement of the learner in the use of the media center, the media specialist is involved in the reading program. The kinds of services and the degree of participation on the part of the media specialist may differ from school to school and from center to center; however, the act of dedication of this kind of service and responsibility must be considered as a constant.

From her experience in teaching graduate courses in children's literature to classes made up of both librarians and teachers, Fenwick (1970) is convinced that neither the librarian nor the teacher of reading has a clearcut definition of the librarian's role in the school reading program. This role, according to Sterenson (1973), includes the librarian as a reading specialist who works closely with the classroom teacher in arousing in the students an interest in reading. Sterenson defined the role of the media specialist as being part of the whole educative process and as part of the curriculum committee when revision is in the process so that the newest and most effective materials can be included to support the curriculum.



LaBudde and Smith (1973) conducted a study to determine the school librarian's perception of the amount and quality of communication that occurs between the librarian and the reading teacher. Results of their survey showed that neither reading teachers nor librarians seem prepared to seek and establish a cooperative working relationship. In order to overcome this weakness, LaBudde and Smith recommended that preservice education of school librarians include a course in reading and that preservice education for reading teachers needs to emphasize ways the reading teacher can extend her work through the school librarian.

Yarling (1971) postulated that, except for the classroom itself, nothing contributes more to successful reading programs than does a well-established, well-equipped, and well-staffed school library. The results of Yarling's study, sponsored by the Knapp Foundation, implied the following four points that seem to contributed most to making libraries most useful to the reading teacher (p. 8-9):

1. A centralized library should be easily accessible.
2. The librarian should be qualified for the job and assigned to to each elementary school.
3. The library should be the focal point of the school.
4. An essential ingredient of good libraries is the personal attributes of the librarians who react positively to children as a child's opinion of the library is related to his opinion and imagery of the librarian.

Cleary (1968) investigated the effects of a strong librarian-centered reading guidance program on the reading habits and skills of elementary students. Although Cleary (p. 9) hypothesized, "There is a significant difference in the reading habits and skills of elementary school pupils

exposed to a librarian-centered reading guidance program as compared with those elementary pupils, comparable in all respects, who are not exposed to a librarian-centered reading guidance program," the research did not support the hypothesis.

Wooden (1970), Corwine (1973), Wilson (1972), and Hardman (1971) conducted studies of the role and identification of critical tasks performed by media specialists. Only the Hardman study, which found the primary role of the media specialist to be one of working with people, made any real contribution to the field of knowledge in this area.

Wiederick (1973) reported similar perceptions of the role and functions of the school library between fifth and sixth grade teachers, librarians, and elementary principals in a study of thirteen schools. The purpose of this study was to determine if use of the library by fifth and sixth grade students was significantly related to these perceptions. The data did not show significant relationships, but a significant association between library use and teachers' perceptions of the role and function of the library was found for eight of the thirteen schools.

In a study which was especially pertinent to the present study, Collins (1969) surveyed the principal, librarian, and teachers to determine the degree of acceptance and implementation of media services in the elementary schools in Montgomery County, Maryland. Collins reported that, although most participants tended to give high acceptance ratings to the concepts, teachers were more conservative than principals and librarians in the extent they believed that the concepts were being implemented. Findings by this investigator in pilot testing a revised version of the instrument used by Collins supported the trend toward high acceptance

ratings, but indicated that librarians were the most conservative group in their perceptions as to the degree that these media principles were being implemented in their school. This finding led the investigator to ask that the principal and media specialist act as a team in completing this section of the survey instrument for collection of data regarding elementary school media programs in Oklahoma.

#### Role of the Administration and School Organization

The executive secretary of the Commission on Secondary Schools, North Central Association (Stanavage, 1972), is convinced that the amount of money spent to build and maintain a superior learning materials center is determined by the conviction of the school's administration and staff that the center is crucial to the teaching/learning process. Stanavage stressed that just having adequate or even magnificent facilities does not assure that the media center is being used for active learning.

Taylor (1969, p. 83) emphasized the role of the school administrator in the media program in these words:

The prime mover of the I M C (Instructional Materials Center) growth must be the chief school administrator. Even though others may originate an idea, his commitment must be obtained at its beginning and sustained during its implementation.

Lowrie (1970) supported the importance of the building principal to the success of the media program in the school.

Although there were several references in the literature to the principal as the key person in the success of the school media program, the investigator found only two studies that dealt specifically with this problem. Fielden (1971) surveyed elementary principals in Dallas, Texas and

reported that the majority of the principals viewed the library in a positive manner and were thoroughly knowledgeable of current trends in elementary school libraries.

Hellene (1973) hypothesized that there were no differences in the behaviors of principals in schools with well-developed school media programs contrasted with schools with underdeveloped media programs as these behaviors were perceived by principals, teachers, or media staff. The result of this study showed that principals in the well-developed category rated higher in establishing evaluation procedures, integrating the school media program into the instructional program, encouraging student and teacher use, providing flexible scheduling, involving media specialists in class activities, encouraging teachers to use media in individualizing instruction, requiring all day service, involving media specialists in curriculum planning, expecting harmonious relationships, developing professional libraries, and in working for budgets and other specific media program needs.

Polette (1973, p. 8) defined the closed school as one in which the principal is the supreme authority, and faculty members and students have little part in any decision-making process. This media specialist described closed schools as being ones in which:

Classrooms are self-contained and materials are few. The library or materials center is a model of order, if it exists at all, and consists almost entirely of books. If any non-book materials are found in the center, they are exclusively for the use of faculty members.

Since the investigator hypothesized that there would be significant differences found between the media programs in the graded and nongraded

elementary schools in Oklahoma, articles and studies were sought which dealt with the role of school organization in the elementary school media programs.

For the purpose of distinguishing between graded and nongraded schools, the following definitions from the Dictionary of Education (Good, 1973) are cited:

Graded School (p. 263): A school in which the materials of instruction are organized according to grade or year level of difficulty and interest and in which the pupils are organized into grades or year groups according to their progress in school work.

Nongraded School (p. 387): A school that has gone far beyond elementary annual promotions, grouping students subject by subject on the basis of achievement, or making local curriculum revisions as a contribution to the nongraded approach; uses "team teaching," flexible scheduling, technical devices, and independent study, large-group instruction, and small-group instruction.

Ann Hall (1973) surveyed librarians and teachers in graded and non-graded schools in Fairfax, Virginia to determine the differences in library operations between these groups. Hall concluded that it appeared that librarians accepted the nongraded concept better than did the teachers, and that the nongraded plan placed a greater emphasis on providing media services to both teachers and students than did the graded plan. Data gathered by Pillon (1967) in a nation-wide survey of elementary schools found that there was very little difference in funds, materials, quarters, personnel, and services between libraries in nongraded elementary schools and libraries in graded elementary schools. Other findings in the study indicated that not all of the schools which purported to be nongraded were in fact nongraded, and that some of the schools which had attempted to convert to the nongraded concept discontinued the nongraded plan because of insufficient library materials. Pillon (1973) stressed the

importance of the attitudes of faculty and administrators toward the media center in the nongraded as well as the graded school, and termed the attitude of the school principal the key to the success of the media program.

#### Role and Attitudes of Teachers

Wood (1969) reported on a project undertaken in southern Alabama for the purpose of finding ways of convincing educators that desirable innovations, particularly those involving the use of media, could be accomplished without sizeable monetary expenditures. This ESEA Title III funded project began with a five-day workshop aimed at overcoming resistance from teachers who were afraid of new educational practices and saw any change as a threat to old established patterns of teaching. A media center, containing both book and nonbook materials, was set up in a room formerly used as a classroom. Statistical records from the first year of operation indicated that all materials and services were used extensively.

The importance of the classroom teacher as well as the librarian in building good reading habits in children was presented in comic strip fashion by Kellman and Doty (1969), showing how ridiculous it is to stock the library with books and then to so limit the access that children are discouraged from developing an interest in reading. Kellman and Doty advocated that teachers allow time for free reading and reading with the children and discussing children's literature with the children.

Three elementary administrators (Jones, Jones, and Powers, 1967) recommended that an in-service program be implemented to make teachers more aware of the changing role of the librarian from custodian of books

to professional team member. The point was made that beginning teachers could be more easily motivated and could cause some of the less ambitious, root-bound teachers to become more daring. This supposition led the investigator to feel that more research is needed in the area of the influence of in-service and teacher experience on teacher attitudes toward the media program in the school.

In pointing out the need for in-service training of teachers in the area of media selection and utilization, Prozano (1971, p. 229) stated:

It is still recognized as fairly obvious that teachers as a group are lacking in basic know-how of audiovisual media utilization practices. What is not generally recognized is a corresponding lack of know-how relative to printed media and printed media practices.

Prozano (p. 320) asserted that the two vital objectives of the inservice program are greater teacher competency and needed teacher inputs into the media system.

Ruark (1969, p. 49) expressed the need for in-service in this way, "Teacher in-service must be supplied leading to improved selection, utilization, and broad applications of instructional materials." Swarthout (1966) and Ritter (1971) studied the effect of in-service training on teacher utilization of library/media services. Both researchers indicated the need for improvement in the quality and frequency of in-service workshops.

Lowrie (1970, p. 213) made the following recommendations for improving media competency of elementary school personnel:

1. Programs for preparation of elementary teachers should include children's literature courses and should recognize the need for presenting library competencies directly related to the use of materials in the teaching program. This remains the number one problem in teacher use of the media center.

2. Elementary school librarians should have a background in elementary education and understanding of current curriculum trends in order to relate library materials to the needs of teachers and students. A thorough understanding of the role of non-print materials as well as some skill in the use of audiovisual equipment and media must also be a part of their professional education.
3. The education of elementary school administrators should include the elementary school media center program and the responsibility of the administrator to the program. Such courses should relate particularly to budget requirements and hiring of personnel as well as the administrator's responsibility to encourage the teachers' use of the library.

A search of Dissertation Abstracts International yielded studies which dealt with factors which affect teacher attitudes toward and utilization of media services. Guedry (1972) reported that special education classes used media more frequently and that elementary teachers used more media than did secondary teachers. This study found a positive relationship between the use of media and teachers with advanced degrees and teaching experience, but found no positive relationship between in-service training and the degree of media utilization.

The study conducted by Ishikawa (1972) supported his hypothesis that there would be significant differences found in teacher attitudes toward school libraries between schools with different levels of library service. The study did not find significant differences in teachers' attitudes toward the library in relation to the professional characteristics and preservice training of the teachers.

As part of the Knapp Library Development Project (Sullivan, 1968), an instrument was devised for determining attitudes of prospective teachers toward the importance of the library and librarians in the elementary school. This instrument was administered to three groups of college



students in teacher education before each group was oriented to the project and then six weeks later when each participant had completed work at Mount Royal Elementary School. A comparison of the results taken from both scales showed that all groups had made a statistically significant gain in attitude toward the importance of the library in the elementary school.

Findings from the four studies imply that more research should be conducted to determine what factors influence teacher media attitudes.

#### Student Media Attitudes

The review of the literature yielded some studies which dealt with the role of the student in the media program. One of these studies (Milne, 1970) was based on a survey of elementary librarians in a school district in Washington conducted to determine which library services to elementary students the librarians considered essential and if these essential services were being performed. The study found that students received the services which the librarians considered essential for successful use of the resources in the library.

Four of the studies dealt with the relationship between media program variables and student scores on achievement tests. Rood (1971) compared standardized achievement test scores of fifth and sixth grade students to a set of educational media variables and found no significant correlation. Gaver (1967) conducted a study which attempted to convince educators of the importance of centralized libraries in the elementary schools. This study compared achievement test scores in reading and related skills of elementary school children who had access to a centralized library with

those who did not have such access. Scores were treated in terms of relationship to the measurement of educational achievement of the students and their ability to differentiate between schools having varying categories of library provision. The measures differentiated in favor of the centralized library category in most, though not all, cases in the sample.

Martha Hall (1969) conducted a study similar to Gaver's to determine if there was any difference in the kinds and numbers of library activities carried on when the library facilities were markedly different. The results of Hall's study were not similar to Gaver's findings. Hall found that library activities were no greater in the schools which had centralized libraries than in those schools with room collections only. Hall explained these findings by postulating that the teachers in this school system were not library oriented in their thinking and teaching, and that the principals were not well-informed on the role of the library in the elementary school.

DeBlauw (1973) studied the effect of a multimedia program on the achievement of students in a school district in Iowa and attempted to measure and describe the attitudes of students and professional staff toward the media program. The small number of increases in the rate of achievement growth across all grade levels indicated that the multimedia program achieved its cognitive goals with only limited success, but the findings of the attitudinal study indicated that the program had been highly successful in gaining the approval of students and professional staff members.

Kennard and Johnson (1970) conducted a study of the attitudes of students and parents toward the learning center operations in one school district. All the children in grades two through five in fifteen elementary schools were included in the stratified random sample. The items in the questionnaire administered to the children was designed to assess whether the students perceived that their Learning Center activities were helpful to them and whether student activities performed in the center were geared to the objectives of the program. Parents of each child in the pupil survey were included in the parent survey designed to assess whether the parents perceived that the Learning Centers were beneficial to the learning experiences of their children. The results were highly positive in the direction of the items stated in the questionnaires.

Cyr (1970) argued against the use of achievement tests to measure the success of a school media program, and supported this opinion by pointing out that the media center is concerned with motivation of students, inspiration of reading for enjoyment and personal satisfaction, and helping teachers to stimulate student learning.

#### Evaluation of Media Programs

Davies (1969, p. 219) offered the following reasons for evaluating the school media program:

1. To recognize and interpret its accomplishments.
2. To determine its need.
3. To plan its future.

Brown, Norberg, and Srygley (1972) described the school media program as a subsystem of an instructional system and advocated that it should be

so evaluated. These authors (p. 412) discussed methodology which would be appropriate in such an evaluation:

Its adequacy should be measured by empirical evidence of the learning results produced by the instructional system and by evidence to show how well the media program contributed to the functioning of the instructional system. Other procedures such as statistical data gathering on utilization, normative surveys, and subjective appraisals by student and teacher clients also provide useful means of evaluation.

In reviewing the literature, the investigator sought instruments which could be used in evaluating elementary school media programs. In addition to the instruments referred to in the introductory chapter of this paper, the literature search yielded two recent publications which contain evaluative instruments for school media programs. The Liesener (1974) instruments, while designed to collect a great deal of data, do not lend themselves to statistical treatment for hypothesis testing, and, therefore, served only as background in this present study. The other publication (National Study of School Evaluation, 1973) was the result of a three-year project involving hundreds of elementary educators. The purpose of this project was to develop an instrument for evaluating elementary schools. Section H of this instrument contains criteria for evaluation of media services. These evaluative criteria were invaluable to this investigator in the development of the instrument for collecting data for evaluating media programs in the public elementary schools in Oklahoma.

Grinstead (1973) used one of the Liesener instruments, "Inventory of School Library/Media Center Services," as an interview schedule in a study of the effects of accreditation on the services offered by elementary school library/media centers in Kentucky. The study revealed no significant differences between the library/media services in elementary

schools accredited by the Southern Association of Colleges and Schools, and those accredited only by the State Board of Education. Results of Grinstead's study pointed out the need for revision of both the state and regional accrediting agencies to include more emphasis on the provision of services as well as resources for the provision of these services.

A report from the U.S. Department of Health, Education, and Welfare (1969) presented descriptive case studies of media programs in eight public schools where demonstration projects had received funds under Title II of the Elementary and Secondary Education Act. This report was based upon survey instruments which were developed to collect data from principals, media specialists, selected teachers, selected students in these eight schools, including three elementary schools. Instruments used sought information about community setting, school setting, school media program, faculty attitudes toward the media program, and student attitudes toward the media program. The study concluded that the Title II grants have influenced changes in media center materials collection and utilization by teachers somewhat more than the grants influenced the areas of curriculum and instruction, pupil behavior, and school and community attitudes.

Several studies were reported in which the 1960 and 1969 national standards served as the basis for the evaluative criteria for measuring the adequacy of library/media programs in elementary schools. Davis (1971) found that when she compared the public elementary school media centers in Baltimore County, Maryland, to the 1969 standards that the quantitative standards were not usually met by these elementary school media programs.

State-wide surveys were conducted by Guise (1972), Blackwell (1972), Croft (1972), and Pillon and Little (1974) to determine how the Arkansas, Missouri, Oklahoma, and Indiana school libraries compared with the national standards. These researchers, as well as the Ohio State Library (1973) and the Utah Board of Education (1972), all reported that the school library/media programs in these states failed to meet the 1969 standards. These studies were used as a basis for increased emphasis on library/media programs at the state level.

In the middle of the 1960's, the Department of Audiovisual Instruction decided that an instrument was needed that could be used by a school administrator to appraise the media program in his school. Fulton (1966) reported on a project supported and funded by the Department of Health, Education, and Welfare through the University of Oklahoma for the purpose of developing and validating one or more instruments which could be self-administered and which would yield necessary information for determining the functional status of educational media programs in elementary and secondary schools of all sizes and in colleges and multi-purpose institutions of higher education. The result of this project was an evaluative instrument known as "Fulton's Evaluative Checklist." This checklist has been used by audiovisual coordinators in the states of Minnesota and Oregon in state-wide evaluation of their audiovisual media programs.

A study to ascertain the level of sophistication of the educational media programs provided in the unified public school districts in Kansas (Kansas State Department of Education, 1972) used King's (1969) revision

of the Fulton Checklist. The Kansas study concluded that many of the districts did not have adequate budget provision for educational media and that there was not a wide variety of instructional materials being used in the Kansas schools. One of the recommendations to come out of this study was that local school systems should provide for periodic self-evaluation of their media programs on a definitely planned basis.

Stryer (1972) investigated media center functions within individualized instructional programs in selected elementary schools in Connecticut and evaluated the media centers in relation to the school program. Findings indicated that media centers were involved to a greater extent in the schools which had strong individualized programs than in the other selected schools.

Daniel (1974) conducted a study which led to the conclusion that the school library/media center was not being used to its full potential. As a result of this study, Daniel recommended additional research be undertaken to determine what functional contributions from the school media center might be most reasonable for the future needs of education.

#### Related Oklahoma Studies

Teague (1966) used "Fulton's Evaluative Checklist" in his evaluation of educational media programs in Oklahoma public schools. The Teague study showed that educational media programs were more adequately provided for in large schools than in smaller schools. The most serious deterrent to effective educational media programs in the smaller schools appeared to be the lack of adequate numbers of qualified media personnel.

King (1969) used a revised form of "Fulton's Evaluative Checklist" in

his study of the relationship between teacher utilization of educational media and the level of sophistication of the educational media program in selected Oklahoma public schools. Findings indicated that a positive relationship does exist between well-established media programs and teacher utilization of educational media. King (p. 158) made the following recommendations for improving educational media programs in Oklahoma:

1. Local school systems provide for periodic self-evaluation of their educational media programs on a definitely planned basis.
2. Steps be taken to achieve a greater commitment of the school administration and faculty to the provision and use of a wide range of media and services.
3. The school administration and faculty work in closer coordination with the educational media staff to integrate all facets of educational media into the school instructional program.
4. In-service education in educational media utilization be provided for teachers in all schools.
5. Pre-service teacher preparation programs be strengthened by requiring all prospective teachers to take a course in educational media methods and materials or by including educational media experiences in the teacher education sequence courses.
6. Oklahoma institutions of higher learning that are involved in teacher preparation make an effort to provide services which will help in-service teachers utilize educational media materials such as workshops, institutes, and summer courses.

Allen (1974) conducted a study of Oklahoma colleges and universities to determine the status of the educational media programs in these institutions. The instrument used to collect qualitative data was "The Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities" developed by Fulton (1966). The weakest area reported was in educational media utilization and in-service education of instructors. Since public school teachers tend to



teach as they have been taught in college, this weakness could account for the weakness found by King (1969) in the utilization of educational media by the public school teachers in Oklahoma.

A questionnaire based on Standards for School Media Programs (American Association of School Librarians and the Department of Audiovisual Instruction, 1969) was constructed by Croft (1972) for collecting data from a stratified random sample of public elementary schools in Oklahoma for the purpose of assessing the status of centralized resources centers. The questionnaire was used to collect data from 125 schools on media staff and services; selection, accessibility and organization of materials; availability of materials for group and individual use; resource center facilities; and the support given to the resources center programs. The following findings reported by Croft (p. 76-80) are especially pertinent to the present study of media programs in the public elementary schools in Oklahoma:

1. The majority (70.5%) of the public elementary schools in Oklahoma do not have centralized resources centers.
2. There are few certified librarians employed full-time in Oklahoma public elementary schools.
3. Very few (1.6%) of the schools reporting centralized resources centers attained the recommendation for books of 20 volumes per pupil.
4. The rating of available audiovisual resources revealed no schools with excellent collections. Of the 29.5% reporting centralized resources centers, 11.5% rated their holdings as moderate and over 15% rated their audiovisual resources as poor.
5. None of the schools reporting centralized resources centers met the Standards for School Media Programs recommended allocation of six percent of the total per pupil cost for printed and audiovisual materials. The largest expenditure reported was in the \$4.01-\$5.00 range by 1.6% of the schools.

6. Of the 29.5% of the schools reporting centralized resources collections, 2.45% rated their resources center facilities as excellent, 12.3% as moderate, and 14.75% rated themselves as poor.

### Summary

Although establishment of libraries in the elementary schools can theoretically be traced to the nineteenth century, the centralized media concept did not become widely accepted until the 1960's. This growth can be attributed to the Elementary and Secondary Education Act of 1965, demonstration projects, and the national standards for school library and media programs.

Since 1965 numerous studies have been conducted concerning the role of the media program and media staff in the elementary school, the role of school administrators and faculty in the media program, the role of the media program in relation to student achievement scores and attitude scales, and the status of the elementary school media program in various states. Many of these studies have not been conclusive because the instruments used to collect the data were often lengthy and cumbersome and were not constructed or administered so that they yielded data that could be statistically treated for hypothesis testing.

The review of the literature has served the investigator in three area of this study. It has provided useful background material, has enabled the investigator to refine the study topic and formulate testable hypotheses, and has yielded two instruments which were revised for use in the study and aided in the development of the third instrument used in this study.

## METHODS AND PROCEDURES

This study was designed for the purpose of evaluating media programs in selected public elementary schools in Oklahoma and investigating the influence of selected variables upon these programs. This chapter is divided into three major sections: Data Collection Methods, Data Collection Procedures, and Treatment of the Data.

### Data Collection Methods

The review of the literature revealed a need for the evaluation of media programs in elementary schools. The search for valid, reliable instruments for collecting the data for evaluating elementary school media programs involved an ERIC search, a review of Dissertation Abstracts International, and correspondence with library/media consultants in the state education agencies in Iowa, Minnesota, Texas, Nebraska, and Oklahoma. This effort yielded two instruments which were revised for use in this investigation. The third data collection instrument was developed by the investigator based on the review of the literature and materials from these state agencies.

After the data collection instruments were devised, the next step was to test the validity and clarity of the instruments prior to using them to collect data from the total population. In this way, apparent weaknesses were discovered and corrected. A panel of experts was selected to critique the instruments and offer suggestions for improvement. This panel consisted of three state school library media supervisors, three education professors, one library science instructor, and two elementary teachers. Although most of the criticism offered by the panel was

favorable, some suggestions for improving the clarity and implementation of the instruments were offered. The investigator revised the instruments to incorporate these suggestion.

#### Student media attitude scale

An instrument for gathering student attitudes toward the media program in their school was found in the Nebraska Guide (Nebraska State Department of Education, 1975). This instrument was revised for use in this study by rewording some of the questions to make the instrument clearer and more applicable for administering to elementary students. Major revisions included the rephrasing of item 2 in order to elicit a positive response rather than a negative response. Item 8 was broken down into two items, one dealing with materials and the other with equipment. Since items 11 and 12 were asking the same question, item 11 was dropped. Additional open-ended questions were added to be used in the pilot study phase in order to ascertain if there were additional items which should be included on the final form of this instrument. The rating scale was changed from a "yes", "no", "sometimes" response to a five point scale, rating from 1 (never) to 5 (always). A sample of this instrument, as used in the pilot study, is shown in Appendix E.

The revisions made in this instrument, "Student Media Attitude Scale," were approved by the panel of experts.

#### Teacher media attitude scale

The Nebraska Guide (Nebraska State Department of Education, 1975) provided a teacher questionnaire for assessing the role of teachers in the

school media program. Some of the items were revised and additional items were added to make the instrument more applicable to elementary teachers. The rating scale was revised to provide a response scaled from 1 (never) to 5 (always).

The original teacher questionnaire was made up of 15 items, and the revised instrument consists of 21 items. The following revisions were made. Item 2 was broken down into two separate items, item 3 was broken down into two items, item 6 was revised to measure teacher attitude toward the in-service program, slight revision in the wording was made in several items to improve clarity, and the last four items were added to measure teacher attitudes toward the role of the teacher in motivating students to use the media center resources. Sources of ideas used in formulating the last four items were LaBudde and Smith (1973), Kellman and Doty (1969), and Pillon (1973). The revisions were made with the approval of the panel of experts.

An elementary teacher profile was devised by the investigator as a preliminary section of the instrument for gathering data on teacher media attitudes to measure such variables as grade level taught, teaching experience, undergraduate major, highest degree completed, and media training. Sources of ideas for development of the teacher profile were Lowrie (1970), King (1969), DeBlauw (1973), Guedry (1972), and Ishikawa (1972). Both sections of this instrument, "Teacher Media Attitude Scale," shown in Appendix F, were critiqued by the panel of experts.

Form for data collection regarding elementary school library media programs

The instrument devised by the investigator to be administered to the principal and the person responsible for the media program in the elementary school building is divided into five sections. The development of each section of the instrument, "Form for Data Collection Regarding Elementary School Library Media Programs," is discussed separately beginning with Section A.

Section A was developed to gather data on the size of the school enrollment, age of the building, number of faculty members, school organization, and media services offered in the school. Sources used by the investigator in devising this section of the instrument were the U.S. Department of Health, Education, and Welfare (1969) and Croft (1972).

Section B was developed by the investigator to elicit responses concerning the support given to the library/media program in the area of staffing, annual budget, and in-service training of the faculty in the area of media utilization. This section was also designed to find out about any recent improvements that had been made in the media program in the school. Sources of ideas for formulating this section were the National Study of School Evaluation (1973), Croft (1972), and the 1975 standards (American Association of School Librarians and Association for Educational Communications and Technology, 1975).

Section C of the instrument is a revised form of "Principles," an instrument found in Section H of the publication, Elementary School Evaluative Criteria (National Study of School Evaluation, 1973).

After receiving permission from the executive secretary of the

National Study of School Evaluation to use "Principles" in the study, the investigator added item 17 to measure the degree of acceptance and the degree of implementation of media production capabilities in the school building.

The panel of experts concurred with the addition of item 17 and suggested that the term "learning media" be changed simply to "media" in order to be consistent with the term used in the 1975 media standards. Other suggestions for revision of the original instrument made by the panel were to delete the term "learning media" from item 4 and to add the explanation "such as group viewing and listening as well as independent study" to item 7. The investigator made the suggested revisions.

Section D of the instrument was devised by the investigator to collect data on media personnel variables in order to assess the influence of these variables on the media attitudes of students. This profile was developed to gather data from the elementary media specialist in such areas as academic preparation, experience, and professional growth. Sources consulted in formulating this section of the instrument were Croft (1972), the Nebraska Guide (Nebraska State Department of Education, 1975), Lowrie (1970), and the 1975 media standards (American Association of School Librarians and Association for Educational Communications and Technology, 1975).

Section E of the instrument, "Form for Data Collection . . .," was developed by the investigator for the purpose of evaluating the adequacy of the media program in graded and nongraded elementary schools in Oklahoma. Criteria for measuring the library or media center in both a quantitative and qualitative way were based on Media Programs: District

and School (American Association of School Librarians and Association for Educational Communications and Technology, 1975). The Nebraska Guide (Nebraska State Department of Education, 1975) and Guide Lines for Elementary Library Media Centers in Oklahoma (Oklahoma Library Association and Oklahoma Education Association, 1973) were also used by the investigator in the development of this section of the data collection instrument.

Section E was designed to collect local building data concerning the library/media center facilities, resources, and media production capabilities. The instrument provides criteria based on the most recent national standards against which the respondent was asked to rate the adequacy of the library/media center facilities, resources, and media production services in his school building. The five point rating scale used in measuring the adequacy of the media program rates from 1 (poor or missing) to 5 (superior, or exceeds standards).

The panel of experts critiqued all five sections of the "Form for Data Collection Regarding Elementary School Library Media Programs." The suggestions offered by the panel were incorporated into the final revision of this instrument, shown in Appendix D. Before this form was used in the state-wide survey, directions for completing the instrument were included on the front cover, and the return address was printed on the back cover. Each page of this form was photographically reduced in size in order that two pages would fit on one sheet of paper. The final copy was printed on three sheets of buff paper with printing on both sides. The form was then folded in half for ease in mailing.



### The pilot study

A pilot study was conducted for the purpose of further validation and refinement of the data collection instruments before they were used to collect data from the total population. The selection of elementary schools for the pilot study was made from a list furnished by the Coordinator of Library and Learning Resources in the Oklahoma State Department of Education. This list was made up of elementary schools in Oklahoma which the coordinator knew to have centralized libraries or media centers.

In the fall of 1975, a copy of the letter shown in Appendix B was mailed to the principals of thirteen elementary schools in public school systems in central Oklahoma. A copy of the letter was also sent to the coordinator of library media services in one school system in which four of the schools were located. Nine of the thirteen schools, representing four graded schools and five nongraded schools, agreed to participate in the pilot study. Appointments were made with the principal in each of these schools for an evaluative visit to the school.

The pilot study was designed to collect data from four groups within each of the participating schools. These sources of data were the building principal, the library/media center director, classroom teachers, and a sample of fifth grade students or, in the nongraded schools, an equivalent sample. The data collection instruments, "Form for Data Collection Regarding Elementary School Library Media Programs," to be completed by the principal and media director, and "Teacher Media Attitude Scale," to be completed by each teacher, were mailed to the principal about two weeks prior to the scheduled visit.

On the day of the scheduled visit, the investigator talked with the principal, collected the completed instruments, and rated the media program using the rating scale in Section E of "Form for Data Collection . . . ." The media director had already rated the media program using the same rating scale. A comparison was made between the two evaluations and differences were discussed with the media director. There was little variance between the two media program adequacy ratings.

The "Student Media Attitude Scale" was administered on the day of the visit to one classroom of fifth graders or an equivalent sample. In the initial letter to the principal, he was asked to select one classroom of fifth grade students or an equivalent sample to participate in the study. In five of the schools the investigator orally administered the student questionnaire, and in four of the schools the students completed the instrument independently after the investigator read the instructions orally. There were no apparent differences between the responses from the two types of administration.

Feedback from the principal and the media center director during the pilot test phase of the study and a careful examination of the data led to further revision of the "Student Media Attitude Scale." Item 4 was deleted because it was more a statement of fact than an attitude measure which tended to be answered in the same way by the total classroom sample. The responses to the open-ended questions led to the development of the question, "How often do you use media other than books from your media center?" This question became item 13 on the final version of "Student

Media Attitude Scale." A sample of this instrument in its final form is shown in Appendix F.

#### Data Collection Procedures

A state-wide survey of the public elementary schools in Oklahoma was conducted in the spring of 1976 to assess the status of elementary school media programs in the state and to test seven hypotheses.

The population sampled included all of the public elementary schools listed in the Oklahoma Educational Directory (Oklahoma State Department of Education, 1975). The total number of elementary schools listed was 1107. The schools were listed alphabetically by county. The number of teachers and the name of the principal were included.

In determining the sample size, the researcher decided that it would be more feasible to send out a greater number of survey forms than would be required for hypotheses testing than it would be to send out follow-up letters so late in the school term to elicit additional responses. Therefore, 400 schools were selected to be included in the survey.

The sampling technique used was the random sample. The procedure used to select the random sample was to number the 1107 elementary schools listed in the Oklahoma Educational Directory (Oklahoma State Department of Education, 1975) beginning with the first elementary school listed and ending with the last elementary school listed.

These numbers were then written on slips of paper and put into a bowl. Four hundred numbers were then drawn from the bowl, and these numbers were matched with the corresponding numbers in the directory. A list of these 400 sample schools, along with the address and the name of the principal, was made. The name of the principal was included so that the cover letter and the envelope could be addressed to the principal by name.

The survey method was chosen as the most appropriate and economical method of data collection. The procedure used was to mail a copy of "Form for Data Collection Regarding Elementary School Library Media Programs" to each of the elementary principals in the 400 sample schools. A cover letter was drafted to inform the principal of the nature of the study and to solicit his cooperation.

Directions on the front cover of the survey form instructed the principal to complete pages 1 and 2. If the school had a central library or media center, the principal was instructed to work with the person in charge of the library or media center in completing pages 3 and 4 of the form. If the school had no central library or media center, the principal was asked to complete these pages alone. If the school had a central library or media center, the principal was instructed to pass the form along to the person in charge of the library or media center for completion of pages 5 through 9. The principal was then asked to fold, staple, and return the survey form to the address printed on the stamped back cover of the form.

The cover letter informed the principal that additional survey forms

would be sent in the next few weeks to those schools which respond that they have central libraries or media centers. The cover letter also explained that these forms were to be completed by one teacher from each grade level in the school and by one classroom or equivalent sample of fifth grade students. A sample of the cover letter which was mailed along with the instrument, "Form for Data Collection Regarding Elementary School Library Media Programs," is shown in Appendix C.

A second cover letter was drafted to be mailed along with the instruments, "Teacher Media Attitude Scale" and "Student Media Attitude Scale," to be completed by a sample of teachers and students in the schools which had indicated on "Form for Data Collection ..." that they have a central library or media center. The cover letter and enough student and teacher forms to collect the required sample were mailed to 76 of the elementary schools which returned the first survey form. A stamped self-addressed envelope was provided for return of these completed forms. A sample of this cover letter and the teacher and student forms are shown in Appendix F.

#### Treatment of the Data

When the last data collection forms were received, the data were coded and taken to the Iowa State Computer Center where the coded data were punched onto IBM cards for machine analysis. The Statistical Package for the Social Sciences was employed in generating the data for analysis.

The major statistical method employed in reporting the descriptive data was the frequency table. A single-classification analysis of

variance treatment was utilized in testing each of the null hypotheses stated in the introduction of this paper.

Evaluation of the results obtained from the analysis of variance treatment for each of the seven null hypotheses was made using the F test at the .05 and .01 levels of significance. If the F value reached or exceeded the .05 level, the decision was made to reject the null hypotheses.

When significant F values were obtained, the Student-Newman-Keuls and the Scheffe procedures (Glass and Stanley, 1970) were used to test for differences between group means to determine which groups in fact were different.

## FINDINGS

This study was designed for the purpose of evaluating media programs in selected public elementary schools in Oklahoma and investigating the influence of selected variables on these media programs.

The findings in this investigation are based on three survey forms completed by four groups within the responding schools. The respondents were categorized as elementary principals, elementary media specialists, elementary teachers, and fifth grade students. The elementary principals responded to Section A and Section B, and the elementary media specialists responded to Section D and Section E of the survey instrument entitled "Form for Data Collection Regarding Elementary School Library Media Programs." In schools with centralized libraries or media centers, the principal and the media specialist acted as a team in completing Section C of this form. In schools with no central library or media center, the principal was the only respondent to Section C. Elementary teachers responded to the survey form entitled "Teacher Media Attitude Scale," and the students responded to the survey form entitled "Student Media Attitude Scale."

Table 1 provides a summary of the survey forms mailed and returned. As indicated in this table, a total of 400 survey forms were mailed to elementary principals for completion by the principal and the media specialist in each of the 400 sample schools. The number of schools responding to the survey, "Form for Data Collection . . .," was 144 for a total of 36 percent of the sample, or 13 percent of the total population of the 1107 public elementary schools in Oklahoma. A higher percentage of

Table 1. Number of survey forms mailed and the number and percent of these forms returned

Survey form	Number of schools surveyed	Number of schools responding	Percent of schools responding	Number of forms returned
Form for Data Collection	400	144	36.0	144
Teacher Media Attitude Scale	76	57	75.0	418
Student Media Attitude Scale	69	50	72.5	1183
TOTALS	<u>545</u>	<u>251</u>	<u>45.06</u>	<u>1745</u>

these forms might have been returned if a follow-up effort had been made. The basis for this assumption is that on some of the forms which were received after the suggested return date, the media specialist had indicated that the forms had not been brought to her attention at an earlier date.

The survey forms for teacher and student responses were mailed only to schools which had indicated on "Form for Data Collection" that they had a central library or media center in their building. The teacher sample included at least one teacher from each grade or level represented in the school for a total of 418 teachers in 57 schools as noted in Table 1.

The student forms were mailed only to those schools which had reported a central library or media center and which were so organized that a fifth grade classroom or an equivalent sample could be taken. As shown in Table 1, the student responses totaled 1183 for an average of 23.66 students from each of the 50 responding schools.



The remainder of this chapter is devoted to exploring the compilations of descriptive statistics and the appropriate summarizations and to reporting on the statistical analyses derived from the analysis of variance treatment for the purpose of testing the null hypotheses set out in the introductory chapter of this paper.

### Descriptive Analysis

Questions that this study sought to answer were in the areas of the media programs found, annual per pupil media budgets, media in-service programs conducted, recent improvements made in the media programs, media program staffing patterns, and the qualifications held by the media personnel in the elementary school libraries and media centers in Oklahoma.

The major statistical method employed in reporting the descriptive data was the frequency distribution. The following tables include the frequency count and the percentage of the sample which fall into the various media program categories. The mean has been included in those tables where this measure of central tendency adds to the analysis of that data. Additional descriptive tables from this study are shown in Appendix G.

Table 2. Distribution by type of media program

Type of media program	Frequency count	Percent of sample
None	39	27.1
Central library only	17	11.8
Central AV only	18	12.5
Separate library/AV	11	7.6
Unified media center	59	41.0
TOTALS	144	100.0

Table 3. Distribution by type of media budget

Type of media budget	Frequency count	Percent of sample
No budget reported	45	31.3
Print budget only	20	13.9
AV budget only	1	0.7
Unified media budget	78	54.2
Totals	144	100.0

Table 4. Distribution according to amount of per pupil media budget

Amount reported	Frequency count	Percent of sample
None	45	31.3
\$ .01 - \$ 3.99	47	32.6
\$ 4.00 - \$ 17.00	52	32.1
Totals	144	100.0

Mean = \$ 3.30

Assuming the findings in the sample are representative of the total population of public elementary schools in Oklahoma, Tables 2 through 8 demonstrate the present status of elementary school media programs in Oklahoma. Table 2 indicates that 27.1 percent of the public elementary schools sampled have no centralized media program and 72.9 percent have some form of centralized media program. This 72.9 percent represents four types of media program organization. The unified media center concept is found in 41 percent of the schools, the centralized library only in 11.8 percent, central audiovisual services only in 12.5 percent, and

separate library and audiovisual services are found in 7.5 percent of the public elementary schools in the sample.

The findings shown in Table 3 indicate that 78 percent of the public elementary schools sampled have a unified budget for both print and audiovisual media. The annual per pupil budget, as shown in Table 4, averages \$3.30 for the 99 schools reporting on this item; 31.3 percent of the schools did not report their annual per pupil media budget.

Table 5. Distribution according to media in-service program category

Media in-service category	Frequency count	Percent of sample
No formal program	92	63.9
Media demonstration only	18	12.5
Media workshop only	20	13.9
Combination of demo/wkshop	14	9.7
Totals	144	100.0

Table 6. Distribution according to media program improvement category

Category	Budget	Staff	Facilities	Utilization	Policies
"No" responses	87	104	74	72	110
"Yes" responses	57	40	70	72	34
Totals	144	144	144	144	144
Percent "No"	60.4	72.2	51.4	50.0	76.4
Percent "Yes"	39.6	27.8	48.6	50.0	23.6
Totals	100.0	100.0	100.0	100.0	100.0

Table 5 indicates that 63.9 percent of the public elementary schools in Oklahoma have no formal program for upgrading the media competency of their faculties. Improvements in the media program were made in the past five years in the following areas, as shown in Table 6: Budget, 39.6 percent; staff, 27.8 percent; facilities, 48.6 percent; utilization, 50 percent; and policies, 23.6 percent.

Table 7. Distribution according to media staffing category

Media staff category	Frequency count	Percent of sample
No staff	58	40.3
Nonprofessional only	31	21.5
Part-time professional	27	18.8
Full-time professional	28	19.4
Totals	144	100.0

Table 7 indicates that 40.3 percent of the public elementary schools sampled have no media staff, and that 21.5 percent are operating with only noncertified library or media aides. A professional media staff whose other school assignments limit their time in the library or media center to less than a full schedule was found in 18.8 percent of the schools. Full-time media specialists were found in only 19.4 percent of the public elementary schools in the sample.

Table 8 indicates that of the 59.7 percent of the elementary schools reporting a media staff, 13.2 percent of the media programs are operated by persons with no college degree. The B.A. or B.S. is the highest degree held by the media personnel in 20.8 percent of the schools. A master's

Table 8. Distribution of media personnel according to qualifications

Qualification	Frequency count	Percent of sample	Cumulative frequency	Cumulative percentage
<b>Highest degree:</b>				
No staff	58	40.3	58	40.3
No degree	19	13.2	77	53.5
BA - BS	30	20.8	107	74.3
Master's	34	23.6	141	97.9
Ed Specialist	3	2.1	144	100.0
<b>Library Science hours:</b>				
No staff	58	40.3	58	40.3
None	28	19.4	86	59.7
1 - 8	26	18.1	112	77.8
9 - 15	4	2.8	116	80.6
16 or more	28	19.4	144	100.0
<b>AV education hours:</b>				
No staff	58	40.3	58	40.3
None	25	17.3	83	57.6
1 - 4	32	22.2	115	79.9
5 - 10	22	15.3	137	95.1
11 - 15	2	1.4	139	96.5
16 or more	5	3.5	144	100.0
<b>Language Arts hours:</b>				
No staff	58	40.3	58	40.3
None	18	12.5	76	52.8
1 - 6	10	6.9	86	59.7
7 - 12	19	13.2	105	72.9
13 or more	39	27.1	144	100.0

Table 8 (continued)

Qualification	Frequency count	Percent of sample	Cumulative frequency	Cumulative percentage
<b>Children's Lit hours:</b>				
No staff	58	40.3	58	40.3
None	21	14.6	79	54.9
1 - 6	43	29.9	122	84.7
7 or more	22	15.3	144	100.0
<b>Last media course:</b>				
No staff	58	40.3	58	40.3
No media course	19	13.2	77	53.5
In the last year	12	8.3	89	61.8
1 - 3 years ago	29	20.1	118	81.9
4 - 6 years ago	10	6.9	128	88.9
7 or more years ago	16	11.1	144	100.0
<b>Last media workshop:</b>				
No staff	58	40.3	58	40.3
Never	31	21.5	89	61.8
In the last year	27	18.8	116	80.6
1 - 2 years ago	16	11.1	132	91.7
More than 2 years ago	12	8.3	144	100.0

degree was reported in 23.6 percent of the schools, and 2.1 percent have a media specialist with the sixth year Education Specialist degree.

Table 8 indicates that the media staff in 19.4 percent of the schools has had no courses in library science, 17.3 percent have had no audiovisual courses, 12.5 percent have had no courses in language arts, and 14.6 percent have had no courses in children's literature. This table shows that in 13.2 percent of the schools the media staff have had no media courses and

that 21.5 percent of the media personnel in the schools sampled have never participated in a media workshop.

### Hypotheses Testing

Seven null hypotheses were developed for testing purposes in determining whether there were significant differences between the media programs in the graded and nongraded schools, between student media attitudes and media program staffing variables, between teacher media attitudes and selected teacher variables and in-service variables, and between media budget variables and the degree of media program implementation. The decision to reject these hypotheses was made when the significant differences were found for three or more items.

#### Hypothesis one

Null hypothesis one states the following:

There are no significant differences between the group means of the graded and nongraded school's adequacy rating scores as measured by "Form for Data Collection Regarding Elementary School Library Media Programs."

Table 9. Distribution of graded and nongraded schools in the sample

School organization	Frequency count	Percent of sample
Graded	116	80.6
Nongraded	28	19.4
Totals	144	100.0

Since significant differences at the .01 level are indicated on Tables 10, 11, 12, and 13 between the composite rank averages for adequacy of media program facilities, resources, and local production capabilities in the graded and nongraded schools, null hypotheses one must be rejected.

Table 10. Analysis of variance between media program adequacy ratings for graded and nongraded schools on composite rank averages for physical facilities

Source	df	SS	MS	F ratio
Between schools	1	28.5716	28.5716	18.038**
Residual	142	224.9248	1.5840	
Total	143	253.4964		

\*\* Denotes a highly significant F value at the .01 level of confidence.

Table 11. Analysis of variance between media program adequacy ratings for graded and nongraded schools on composite rank averages for physical facility recommendations

Source	df	SS	MS	F ratio
Between schools	1	40.2507	40.2507	14.213**
Residual	142	402.1450	2.8320	
Total	143	442.3958		

\*\* Denotes a highly significant F value at the .01 level of confidence.

Table 12. Analysis of variance between media program adequacy ratings for graded and nongraded schools on composite rank averages for resources

Source	df	SS	MS	F ratio
Between schools	1	25.5261	25.5261	15.981**
Residual	142	226.8147	1.5973	
Total	143	252.3408		

\*\* Denotes a highly significant F value at the .01 level of confidence.

### Hypothesis two

Null hypothesis two states the following:

There are no significant differences between the group means of the graded and nongraded school's acceptance and implementation scores as measured by "Form for Data Collection Regrading Elementary School Library Media Programs."



Table 13. Analysis of variance between media program adequacy ratings for graded and nongraded schools on composite rank averages for local production capabilities

Source	df	SS	MS	F ratio
Between schools	1	26.2874	26.2874	12.322**
Residual	142	302.9287	2.1333	
Total	143	329.2161		

\*\* Denotes a highly significant F value at the .01 level of confidence.

Table 14. Analysis of variance between graded and nongraded schools on media principle acceptance items

Item	Source	df	SS	MS	F ratio
2	Between schools	1	5.4456	5.4456	5.425*
	Residual	112	112.4143	1.0037	
	Total	113	117.8599		
4	Between schools	1	3.4939	3.4939	5.062*
	Residual	110	75.9260	0.6902	
	Total	111	79.4199		

\* Denotes a significant F value at the .05 level of confidence.

Significant differences at the .05 level of confidence are indicated on Table 14 between graded and nongraded elementary schools on items 2 and 4 of the media principle acceptance responses.

Significant differences at the .05 level for item 12 and at the .01 level for items 1, 2, 3, 4, 7, 11, 14, and 15 on media principle implementation are indicated between graded and nongraded schools on Table 15. Since significant differences were found on both Tables 14 and 15, it is necessary to reject null hypothesis number 2.

Table 15. Analysis of variance between graded and nongraded schools on media principle implementation items

Item	Source	df	SS	MS	F ratio
1	Between schools	1	15.3076	15.3076	11.291**
	Residual	109	147.7737	1.3557	
	Total	110	163.0813		
2	Between schools	1	17.0593	17.0593	10.821**
	Residual	112	176.5637	1.5765	
	Total	113	193.6230		
3	Between schools	1	13.0872	13.0872	9.785**
	Residual	114	152.4651	1.3374	
	Total	115	165.5522		
4	Between schools	1	11.3491	11.3491	9.716**
	Residual	114	133.1597	1.1681	
	Total	115	144.5088		
7	Between schools	1	16.0840	16.0840	9.887**
	Residual	112	182.2058	1.6268	
	Total	113	198.2898		
11	Between schools	1	13.2258	13.2258	7.190**
	Residual	113	207.8701	1.8396	
	Total	114	221.0959		
12	Between schools	1	12.3750	12.3750	4.381*
	Residual	109	307.8594	2.8244	
	Total	110	320.2344		
14	Between schools	1	12.2283	12.2283	7.638**
	Residual	113	180.9023	1.6009	
	Total	114	193.1306		

\* Denotes a significant F value at the .05 level of confidence.

\*\* Denotes a highly significant F value at the .01 level of confidence.

Table 15 (continued)

Item	Source	df	SS	MS	F ratio
15	Between schools	1	10.5152	10.5151	6.952**
	Residual	109	164.8545	1.5124	
	Total	110	175.3696		

Hypothesis three

Null hypothesis three states the following:

There are no significant differences between the student responses on the "Student Media Attitude Scale" in graded and nongraded schools.

Table 16. Analysis of mean/building student responses between graded and nongraded schools on "Student Media Attitude Scale" by item

Item	Source	df	SS	MS	F ratio
9	Between schools	1	3.1183	3.1183	5.033*
	Residual	49	30.3582	0.6196	
	Total	50	33.4764		

\* Denotes a significant F value at the .05 level of confidence.

As indicated in Table 16, significant differences were found between the student responses on the "Student Media Attitude Scale" from graded and nongraded schools only for item 9. Since significant differences were found for fewer than three items, null hypothesis number three can not be rejected.

Hypothesis four

Null hypothesis four states the following:

There are no significant differences between student responses on the "Student Media Attitude Scale" in schools with different media staffing patterns.

Table 17. Analysis of mean/building responses on the "Student Media Attitude Scale" between schools with four different media staffing patterns

Item	Source	df	SS	MS	F ratio
1	Between schools	3	11.3816	3.7939	4.251**
	Residual	47	41.9485	0.8925	
	Total	50	53.3301		
2	Between schools	3	4.7576	1.5859	2.855*
	Residual	47	26.1074	0.5555	
	Total	50	30.8650		
3	Between schools	3	5.6318	1.8773	4.756**
	Residual	47	18.5522	0.3947	
	Total	50	24.1841		
5	Between schools	3	3.5320	1.1773	3.825*
	Residual	47	14.4656	0.3078	
	Total	50	17.9976		
6	Between schools	3	2.5004	0.8335	2.803*
	Residual	47	13.9772	0.2974	
	Total	50	16.4776		
9	Between schools	3	9.5503	3.1834	6.253**
	Residual	47	23.9260	0.5091	
	Total	50	33.4763		
10	Between schools	3	2.2195	0.7398	2.833*
	Residual	47	12.2742	0.2612	
	Total	50	14.4937		

\* Denotes a significant F value at the .05 level of confidence.

\*\* Denotes a highly significant F value at the .01 level of confidence.

Table 17 (continued)

Item	Source	df	SS	MS	F ratio
11	Between schools	3	5.5459	1.8486	3.166*
	Residual	47	27.4431	0.5839	
	Total	50	32.9890		
13	Between schools	3	5.6228	1.8743	4.316**
	Residual	47	20.4114	0.4343	
	Total	50	26.0342		

Table 17 indicates that items 2, 5, 6, 10, and 11 are significantly different between schools with different media staffing patterns. Highly significant differences were found for items 1, 3, 9, and 13. When the Student-Newman-Keuls procedure was employed to determine which group means were different, the only significant differences which showed up were for items 1, 9, 10, 11, and 13. For item 1, the differences were between the noncertified staff and the part-time professional, and between the part-time and the full-time professional staff. When the more stringent Scheffe test was applied, the differences were significant only between the part-time and the full-time professional staff.

For item 9, the Student-Newman-Keuls procedure found no significant differences between the means for no staff, part-time professional, and full-time professional, but found a significant difference between these three staffing patterns and the noncertified staff. When the Scheffe test was used, no significant differences were found between any of the group means.

When the Student-Newman-Keuls procedure was applied to the group means for item 10, the significant differences were found to be between no staff and the three other groups. The Scheffe test showed the only significant differences as between no staff and the full-time professional staff.

Both the Student-Newman-Keuls and Scheffe tests found significant differences on item 11 between the noncertified staff and the part-time professional staff.

For item 13, both of these multiple range tests found significant differences between the means in schools with no staff and those with a full-time professional media staff.

In view of the significant differences found in the analysis of variance procedure, shown in Table 17, and the significant differences found between the means with the multiple range tests, shown in Appendix H, null hypothesis number four can be rejected.

#### Hypothesis five

Null hypothesis five states the following:

There are no significant differences between teacher responses on the "Teacher Media Attitude Scale" and the different media in-service categories found in the schools.

Of the 22 items on the "Teacher Media Attitude Scale" only two were found to be significantly different between schools which have different types of media in-service programs. Both the Student-Newman-Keuls procedure and the Scheffe methods defined these differences as being between the means for the schools having no formal media in-service program and those having the media workshop in-service only for item 12, and between no

Table 18. Analysis of variance between mean/building teacher responses and in-service program variables by item

Item	Source	df	SS	MS	F ratio
12	Between schools	3	3.6846	1.2282	4.544**
	Residual	46	12.4325	0.2703	
	Total	49	16.1171		
20	Between schools	3	2.2646	0.7549	3.907*
	Residual	46	8.8872	0.1932	
	Total	49	11.1519		

\* Denotes a significant F value at the .05 level of confidence.

\*\* Denotes a highly significant F value at the .01 level of confidence.

Table 19. Analysis of variance between teacher media attitude responses and teaching experience by item

Item	Source	df	SS	MS	F ratio
15	Between teachers	3	15.6563	5.2188	3.211*
	Residual	398	646.9570	1.6255	
	Total	401			
16	Between teachers	3	17.2695	5.7565	4.234**
	Residual	406	552.0547	1.3597	
	Total	409	569.3243		

\* Denotes a significant F value at the .05 level of confidence.

\*\* Denotes a highly significant F value at the .01 level of confidence.

formal program and media demonstration only for item 20, as shown on Table 18. The other category, shown earlier on Table 5, is a combination of media demonstration and workshop. Since only two items were found to be significantly different, null hypothesis number 5 can not be rejected.

Hypothesis six

Null hypothesis six states the following:

There are no significant differences between the teacher responses on the "Teacher Media Attitude Scale" and the following teacher variables:

- A. Teaching experience
- B. Highest degree completed
- C. Semester hours completed in media

The student-Newman-Keuls and the Scheffe procedure found no significant differences between group means for item 15, reported on Table 19. The Student-Newman-Keuls test found significant differences on item 16 between teachers having from 1 to 5 years of teaching experience and those teachers having thirteen or more years of teaching experience. The more stringent Scheffe test found the differences to be significant only between teachers with from 1 to 5 years of teaching experience and those with more than 20 years of teaching.

Though the significant differences found on item 15, as indicated on Table 19, appear to be spurious, the differences found for item 16 are significant at the .01 level of confidence. Since significant differences were found for fewer than three items, null hypothesis number 6A can not be rejected.

Table 20. Analysis of variance between teacher media attitude responses by item and the highest degree completed by the teacher

Item	Source	df	SS	MS	F ratio
1	Between teachers	1	3.2344	3.2344	4.736*
	Residual	412	281.3945	0.6830	
	Total	413	284.6289		

\* Denotes a significant F value at the .05 level of confidence.



Table 20 (continued)

Item	Source	df	SS	MS	F ratio
12	Between teachers	1	11.4409	11.4409	9.815**
	Residual	403	469.7595	1.1657	
	Total	404			
17	Between teachers	1	9.1953	9.1953	6.111*
	Residual	406	610.9219	1.5047	
	Total	407	620.1172		
18	Between teachers	1	7.9297	7.9297	4.352*
	Residual	404	736.2031	1.8223	
	Total	405	744.1328		

\*\* Denotes a highly significant F value at the .01 level of confidence.

In view of the significant differences shown in the above table, null hypothesis number 6B can be rejected.

Table 21. Analysis of variance between teacher media attitude responses by item and the semester hours completed in media

Item	Source	df	SS	MS	F ratio
1	Between teachers	3	6.4727	2.1576	3.201*
	Residual	415	279.7344	0.6741	
	Total	418	286.2070		
2	Between teachers	3	8.7109	2.9036	3.287*
	Residual	404	356.8789	0.8834	
	Total	407	365.5898		
8	Between teachers	3	10.8242	3.6081	3.041*
	Residual	386	458.0234	1.1866	
	Total	389	468.8477		

\* Denotes a significant F value at the .05 level of confidence.

Table 21 (continued)

Item	Source	df	SS	MS	F ratio
12	Between teachers	3	12.9724	4.3241	3.725*
	Residual	406	471.3232	1.1609	
	Total	409	484.2957		

The Student-Newman-Keuls and the Scheffe procedures were employed for the purpose of determining where the significant differences reported in Table 21 lay. The four group means investigated were teachers who had completed the following number of semester hours in media: No hours, 1 - 4 hours, 5 - 10 hours, and more than 10 hours. For item 1, the Student-Newman-Keuls test found the differences to be between teachers having no media hours and those having either 1 - 4 hours or more than 10 hours. When the Scheffe test was applied, these differences did not hold up. Neither test found significant differences between any of the groups for items 2 and 8. For item 12, the Keuls method found the differences to be significant between means for the more than 10 hours group and each of the three other groups. Though Scheffe indicated a large rise between the means for the more than 10 hours group and the 5 - 10 hours group, the test was too stringent to show these differences as significant. These mean scores are shown in Appendix H.

Since significant differences were found between the teacher responses for the four groups, part C of null hypothesis number six is rejected.

Hypothesis seven

Null hypothesis seven states the following:

There are no significant differences in the degree to which selected media principles are being implemented between the schools in which the annual per pupil media budget is less than \$4.00 and those schools in which the budget is more than \$4.00.

Table 22. Analysis of variance between media implementation responses and the per pupil media budget category

Item	Source	df	SS	MS	F ratio
5	Between schools	1	5.9294	5.9294	6.303*
	Residual	115	108.1904	0.9408	
	Total	116	114.1199		
6	Between schools	1	5.3291	5.3291	5.946*
	Residual	110	98.5908	0.8963	
	Total	111	103.9199		
13	Between schools	1	6.4685	6.4685	5.756*
	Residual	114	128.1091	1.1238	
	Total	115	134.5776		

\* Denotes a significant F value at the .05 level of confidence. All three of the F values approach the .01 level.

Since significant differences approaching the .01 level of confidence were found, as shown on Table 22, for three media implementation items between schools whose per pupil media budgets are more than \$4.00 annually and those schools whose per pupil media budgets are less than \$4.00 annually, null hypothesis number seven can be rejected.

## DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The problem in this study was to evaluate the media programs in selected public elementary schools in Oklahoma and to investigate the influence of selected variables upon these programs. Questions which the study sought to answer were in the area of types of media programs found, annual per pupil media budgets, media in-service programs, recent improvements made in the media programs, media staffing patterns, and the qualifications of the media personnel. The major purpose of the study was to test seven hypotheses designed to investigate the differences between media programs found in graded and nongraded schools and to measure the influence of media staffing patterns upon the media attitudes of students, the influence of in-service programs and teacher training and experience upon the media attitudes of teachers, and the influence of the annual media budget upon the implementation of media services.

An instrument, "Form for Data Collection Regarding Elementary School Library Media Programs," was constructed to gather data on variables found between schools in regard to the school setting, library/media support, the degree of acceptance and implementation of selected media principles, media personnel qualifications, and media program adequacy ratings as to facilities, resources, and local production capabilities. This instrument was used to survey 400 randomly selected public elementary schools in Oklahoma. Responses were received and tabulated for 144 of these schools.

Two additional survey forms, "Teacher Media Attitude Scale" and "Student Media Attitude Scale," were mailed to schools which indicated on

"Form for Data Collection ..." that they had either a central library or a media center. There were 418 teacher responses from 57 schools, and 1,183 student responses from 50 schools.

#### Status of Elementary Media Programs in Oklahoma

The analysis of the descriptive data in the study resulted in findings which are somewhat different from the findings reported by Croft (1972) as the result of a 1970 survey of public elementary schools in Oklahoma. Though the present study was not a replication of the Croft study, the findings do imply that improvements have been made in elementary school media programs in Oklahoma since the 1970 survey was conducted.

Croft found that 29.5 percent of the schools had a centralized media program, whereas the 1976 study found that 72.9 percent have some form of central media program. A unified media program was found in 41 percent of the schools, central audiovisual collections only in 12.5 percent, central library collections only in 11.8 percent, separate audiovisual and library collections in 7.5 percent, and no centralized media program in 27.1 percent of the schools. If the 1970 and 1976 samples were equally representative of the total population, this means that there has been real growth in centralized media programs over the past five years in the Oklahoma elementary schools.

Croft found full-time media professionals in 3.2% of the schools sampled; the present study found that 19.4 percent of the schools employ a full-time media professional. Findings also indicated that the professional media staff have the following qualifications:

1. 23.6 percent of the schools reported that their media staff hold the Master's degree and 2.1 percent hold the Education Specialist degree.
2. 19.4 percent have completed 16 or more semester hours in library science, 2.8 have completed 9 to 15 hours, and 18.1 percent have completed from 1 to 8 hours.
3. 3.5 percent have completed 16 or more semester hours in audio-visual education, 1.4 percent have completed 11 to 15 hours, 15.3 percent have completed 5 to 10 hours, and 22.2 percent have completed from 1 to 4 hours.
4. 38.2 percent have up-dated their media skills by participating in media workshops; 18.8 percent of the media staff reported that they had participated in a media workshop in the past year.

In the 1970 survey the largest media budget reported was \$5.00 per pupil. The per pupil media budget reported in the 1976 survey ranged from \$.34 to \$17.00, with the average being \$3.30. Although the average expenditure for media reported in 1976 is larger than that reported in 1970, it is still far below the amount required to build and maintain an adequate collection of print and audiovisual media.

#### Differences Found between Graded and Nongraded Schools

Two instruments were used for collecting the data for measuring the differences between media programs in graded and nongraded elementary schools in Oklahoma. "Form for Data Collection Regarding Elementary School Library Media Programs" gathered data from 116 graded schools and 28 nongraded schools. Comparisons were made between the media program adequacy rating scores for the schools which reported that they had a central library or media center. The analysis of variance treatment was used to determine if there were significant differences between the graded and nongraded schools on the composite mean scores for items rating the

media program in terms of physical facilities (objective measure), physical facilities (subjective measure), resources, and local production capabilities. Since the differences which were found for all these composite scores not only reached, but exceeded the .01 level of confidence, one can conclude that these differences are highly significant.

Although it was hypothesized that there would be significant differences found between the graded and nongraded schools on the responses to 17 items for acceptance and implementation of media principles, only two of the items for acceptance proved to be significantly different. These were:

- Item 2: The media services are designed to enable a pupil to examine and select materials to achieve his objective in his own learning style at a particular time.
- Item 4: Materials and equipment are selected according to locally developed criteria which give emphasis to the basic school objectives, the overall school program, and individual pupil needs.

Media implementation item 12 was found to be significantly different between the graded and nongraded schools. This item states, "A person professionally qualified in the operation of a media center directs the services." The following media implementation items were all found to be significantly different between the graded and nongraded schools at the .01 level of confidence:

- Item 1: The media staff facilitates individualized and group learning.
- Item 2: The media services are designed to enable a pupil to examine and select materials to achieve his objective in his own learning style at a particular time.

- Item 4: Materials and equipment are selected according to locally developed criteria which give emphasis to the basic school objectives, the overall school program, and individual pupil needs.
- Item 7: The media facilities are arranged in such a way that diverse activities, such as group viewing and listening as well as independent study, can be carried on simultaneously.
- Item 11: Media center materials are cataloged, arranged, and administered in such a way that any pupil or staff member can obtain and use the resources at any time and in any way that enables the individual to achieve his objectives.
- Item 14: The media staff, both professional and nonprofessional, is adequate to provide effective services to pupils and faculty.
- Item 15: A continuous staff development program is designed to offer all professional members of the media staff specialized preparation in the organization and administration of library and audiovisual services.

Analysis of the responses to the "Student Media Attitude Scale" found significant differences between graded and nongraded schools only for item 9, "Are you allowed to create audiovisual media such as slides, tapes, or transparencies?" The building mean scores for all items except 6, 7, and 8 were found to be somewhat higher for the nongraded than for the graded schools surveyed; the means for 6, 7, and 8 were higher for the graded schools.

- Item 6: Have you been asked to help choose materials for the media center?
- Item 7: Does the school allow you to take home materials other than books from the media center?
- Item 8: Does the school allow you to take home viewing and listening equipment from the center?

Implications from these responses on item 6 would make it appear that channels of communication between the media specialist and students may be more open in the graded school than in the nongraded school. In discussing



this weakness with the media specialist in the pilot test schools, the media specialist agreed that this was an area that needs improvement and were open to suggestions.

It also appears from the responses to items 7 and 8 that, while the nongraded schools tend to have more audiovisual media and equipment, very few have policies which allow this material and equipment to circulate freely. The reason for this strict circulation policy is perhaps due to the limited number of filmstrip and slide viewers and inexpensive tape players found in the schools.

This study showed that the media programs in the nongraded schools were more advanced than were the media programs in the graded schools.

#### Media Attitudes of Elementary Students

In order to determine if the way students feel toward the media program in their school is influenced by the media staffing pattern found in the school, an analysis of variance treatment was utilized. The four media staffing patterns compared were no staff, noncertified staff, part-time professional, and full-time professional staff. Significant differences were found between these staffing patterns for five items, and highly significant differences were found for four items on the responses to "Student Media Attitude Scale."

When the two multiple range tests were employed to determine which of these staffing patterns accounted for these differences in student media attitudes, the differences were found to be between the part-time and the full-time professional media staff for item 1, between the library or media center with no staff and those with a full-time

professional staff for item 10, between noncertified staff and part-time professional for item 11, and between no staff and full-time professional staff for item 13. Item 1 measures student attitudes toward the amount of free access they have to the media center; item 10 measures audiovisual media attitudes; item 11 measures the communication about new materials; and item 13 measures to what degree the student uses the media other than books.

One might assume that the student mean responses by building would be progressively higher from no staff to full-time professional media staff, but this was the case only for item 3, "Do you get help in the media center if you need it?" For five of the thirteen items the part-time professional staff received the lowest rating, and for six more items the part-time professional rated higher only than the no staff category. For item 7, "Does the school allow you to take home materials other than books from the media center?" the ratings were progressively lower from no staff to full-time professional staff.

One implication that can be drawn from the findings on student media attitudes is that having the library or media center open all day, even if it is operated by a noncertified aide, is preferable to having the center open only part time even if it is operated by a person with teacher or media certification.

#### Teacher Media Attitudes

Though it was hypothesized that there would be significant differences found between the media attitudes of teachers with different levels of teaching experience, the findings supported this hypothesis only for

the items 15 and 16 or the "Teacher Media Attitude Scale."

Item 15: Do your students demonstrate the ability to retrieve media center resources?

Item 16: Do you participate in library skills instruction with your students?

As the number of years of teaching experience went up, the ratings on item 15 went down. This implies that more research is needed to answer the question, "Do newer teachers encourage their students to use the library/media center more than do the more experienced teachers?" On the other hand, teachers with more than twenty years teaching experience rated item 16 significantly higher than did the teachers with less than five years of teaching experience.

Ratings on the "Teacher Media Attitude Scale" were higher for teachers who hold advanced degrees than for teachers who hold the undergraduate degree only, except for items 8, 13, 20, and 21 which were slightly higher for the undergraduate degree category. The mean scores were significantly higher for teachers with advanced degrees for items 1, 12, 17, and 18.

The investigator hypothesized that there would be significant differences found between teachers who had no semester hours in media, those who have completed only a course or two, and those who have completed more than ten semester hours in media in their responses to "Teacher Media Attitude Scale." Findings which supported this hypothesis were for items 1, 2, 8, and 12 only.

Investigation of the influence of in-service programs to upgrade the media competency of faculty and to allow for teacher input into the media program found that the majority of the schools surveyed held no formal

in-service program during the past year. Findings on the "Teacher Media Attitude Scale" indicate that in schools which held some type of media in-service training, the teachers tended to be more critical of their media resources and services, rating these areas lower than did those teachers in schools with no formal in-service media training. The teachers who had participated in media workshops or demonstrations rated the items on the use and production of audiovisual materials higher than did those teachers who had not been involved in media in-service programs.

Responses to the "Teacher Media Attitude Scale" imply that:

1. Newer teachers are not receiving any more preservice training in media than did the teachers who finished their teacher training program in previous years.
2. Teachers with advanced degrees use the library/media center more than do teachers with the undergraduate degree only, encourage students to produce more media, and are more critical of the financial support which schools give to media programs.
3. Teachers with advance degrees do not utilize television as much as do teachers with undergraduate degrees only, nor do they allow their students as much opportunity to do free reading or spend as much time reading to their class or sharing children's literature with them. This shows a weakness in the area of reading and children's literature courses offered as part of the master's program for elementary teachers.
4. The teacher responses to "Do you allow your students time during the school day to do free reading?" were all higher than the investigator had anticipated. The mean scores ranged from 3.93 to 4.47 on a scale from 1 to 5.

#### Influence of the Media Budget

Significant differences were found between schools in which the annual per pupil media budget for the 1975-76 school year was less than \$4.00 and those schools in which the budget was more than \$4.00 for three of the media implementation principles.

- Item 5: The materials and equipment are adequate in quantity.
- Item 6: The materials and equipment are adequate in quality to meet the stated objectives of the educational program.
- Item 13: Adequate financial provision is made for the continuous development of media services.

Although the group means were higher for the schools which spent more than \$4.00 per pupil for most items, the group means for schools which spent less than \$4.00 per pupil were higher for items 1, 7, 9, and 12 on Section C of the "Form for Data Collection Regarding Elementary School Library Media Programs." This implies that there are factors other than the media budget which affect the degree to which these media principles are implemented in the school.

#### Recommendations

The following recommendations are made for continued growth of the unified media program concept in the public elementary schools in Oklahoma, and for improving the adequacy of the existing media programs as well as those which may be established in the future:

1. Preservice teacher preparation programs be strengthened in the area of media selection and utilization.
2. Programs for certification of elementary principals be revised to include courses to prepare the administrator for responsibility to the media program in the school building.
3. Increased leadership be provided by the State Department of Education in expanding and upgrading the in-service programs held for the purpose of building competency in the selection and utilization of all types of media by elementary teachers.
4. A plan for periodic self-evaluation of the media programs in the elementary schools in Oklahoma be implemented by the State Department of Education.

5. Increased pressure from the State Department of Education, the Oklahoma Education Association, and the Oklahoma Library Association be brought to bear upon the regional universities in the state to expand and improve the courses offered for certification of elementary school media specialists.

#### Recommendations for Further Study

Further research of elementary school media programs in the following areas might be of value to educators:

1. A replication of this study of elementary school media programs in Oklahoma in a few years to assess the progress made and to investigate the effects of North Central accreditation of elementary schools on the media programs in those schools.
2. A study of elementary school media programs in other states, or a regional or national study, using the instrument, "Form for Data Collection Regarding Elementary School Library Media Programs," developed by the investigator for use in this study.
3. A study to investigate further the influence of pre-service and in-service teacher training in media selection and utilization on the elementary school media programs.

## SUMMARY

The purpose of this investigation was to answer questions about the status of media programs in the public elementary schools in Oklahoma and to determine the influence of selected variables on these media programs.

"Form for Data Collection Regarding Elementary School Library Media Programs," developed by the investigator, was mailed to 400 randomly selected public elementary schools in Oklahoma to gather data from the principal and media specialist on the school setting; support given to the school media program; the degree to which selected media principles are accepted and implemented in the school; media personnel variables; and local building data concerning the library/media center facilities, resources, and local production capabilities. Completed forms were returned by 144 schools.

Two additional instruments, "Student Media Attitude Scale" and "Teacher Media Attitude Scale," revised from questionnaires found in Nebraska Guide (Nebraska State Department of Education, 1975), were mailed to the schools which had reported on the first survey form that they have a centralized library or media center.

The data obtained were used to answer questions about the status of media programs in the Oklahoma elementary schools. The major statistical method utilized in reporting the descriptive data was the use of frequency tables.

The single-classification analysis of variance treatment was utilized in testing the seven null hypotheses in this study. When significant F

values were obtained, the Student-Newman-Keuls and the Scheffe procedures were used to test for differences between group means to determine which group means accounted for these differences.

The following null hypotheses were tested to determine the influence of school variables, teacher variables, and student attitude variables on the elementary school media program:

- Hypothesis 1: There are no significant differences between the group means of the graded and nongraded school's adequacy rating scores as measured by "Form for Data Collection Regarding Elementary School Library Media Programs."
- Hypothesis 2: There are no significant differences between the group means of the graded and nongraded school's acceptance and implementation scores as measured by "Form for Data Collection Regarding Elementary School Library Media Programs."
- Hypothesis 3: There are no significant differences between the student responses on the "Student Media Attitude Scale" in graded and nongraded schools.
- Hypothesis 4: There are no significant differences between student responses on the "Student Media Attitude Scale" in schools with different media staffing patterns.
- Hypothesis 5: There are no significant differences between teacher responses on the "Teacher Media Attitude Scale" and the different media in-service categories found in the schools.
- Hypothesis 6: There are no significant differences between the teacher responses on the "Teacher Media Attitude Scale" and the following teacher variables:
- A. Teaching experience
  - B. Highest degree completed
  - C. Semester hours completed in media
- Hypothesis 7: There are no significant differences in the degree to which selected media principles are implemented between schools in which the annual per pupil media budget is less than \$4.00 and those schools in which the budget is more than \$4.00.



The analysis of variance revealed highly significant F values in all cases between media program adequacy rating scores in the graded and the nongraded schools, resulting in the rejection of null hypotheses number one. The analysis of variance treatment resulted in the rejection of null hypotheses numbers 2, 4, 6B, 6C, and 7. Null hypotheses 3, 5, and 6A could not be rejected on the strength of the data collected.

The survey found that 72.9 percent of the public elementary schools in Oklahoma have some form of centralized media program, though only 41 percent have a unified media center administering both print and audio-visual materials and services.

Analysis of the survey data revealed the need for the employment of additional full-time certified media specialists, increased financial support for elementary school media programs, and increased emphases on pre-service and in-service teacher training in the area of library and audiovisual media competency.

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MEMBERS OF THE PANEL OF EXPERTS

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Janet Gee, elementary teacher  
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**APPENDIX B: SAMPLE OF LETTER MAILED TO SCHOOLS SELECTED FOR PILOT STUDY  
AND LIST OF PILOT TEST SCHOOLS**

Dear *Mr. Brown:*

A study has been designed to evaluate the library/media programs in selected public elementary schools in Oklahoma and to investigate the relationship of selected variables to the adequacy of these programs. Since no adequate data collection instruments were available for this study, the investigator developed a set of instruments.

A fieldtest has been planned for the purpose of validating these instruments and measuring the reliability between the rating of the library/media center by local personnel and the rating of the library/media center by an outside evaluator. Later, a state-wide survey will be made. It is the intention of the investigator to make instruments which are valid, reliable, and applicable, available to school systems, state education agencies, accrediting agencies, and other organizations interested in assessing the adequacy of library/media programs in elementary schools.

Your school, because it has centralized elementary library facilities, has been selected to take part in this fieldtest. The fieldtest schools will be mailed the data collection instruments to be filled out by the elementary principal, the library/media personnel, and each classroom teacher. I will then visit each of these schools, pick up the completed instruments, evaluate the library/media center, and administer a student media attitude scale to one class of fifth graders which has been selected for the study.

All the data will be treated as confidential and individual responses will not be identified. A copy of the completed study will be provided to the schools which participate in the fieldtest.

If you are willing to participate in this study, please reply promptly, and let me know what date(s) within the next two months would be convenient for the evaluative visit. Your cooperation in this project will be greatly appreciated. If you ~~have~~ any questions, feel free to call me at the following number: 405-924-7846. Sheila Alexander indicates that the survey would provide information which would be useful to her in setting goals for the further development of media programs in the elementary schools in Oklahoma.

Sincerely yours,

*Lucille Baird*

Lucille Baird, Ph D Candidate  
Curriculum and Instructional Media  
Iowa State University

*Sheila Alexander*  
Sheila Alexander, Coordinator  
Library and Equipment Section  
State Department of Education  
Oklahoma City, Oklahoma 73105

PILOT TEST SCHOOLS

<u>School</u>	<u>Principal</u>	<u>Media Specialist</u>
Lindsay Elementary School Lindsay, Oklahoma	E. Joe Sharp	Veda Margaret Moore
Tuttle Elementary School Tuttle, Oklahoma	A. M. Reynolds	Vicky Frenzel
Will Rogers Elementary School Edmond, Oklahoma	Vernon McGuire	Clarice Roads
Henryetta Elementary School Henryetta, Oklahoma	Keith Flanary	Ruth Gossage
Apollo Elementary School Putnam City Schools Bethany, Oklahoma	Dr. Dean L. Kopper	Gail Dillard
<u>Norman Public Schools</u> <u>Norman, Oklahoma</u>		Anne Rounds, Coordinator Library-Media Services
Cleveland Elementary	Mickey Herron	Jo Ann Weatherford
Eisenhower Elementary	Judi Ford	Aarone Corwin
Kennedy Elementary	Frances Terry	Jennifer Fulkerson
Monroe Elementary	Maxine White	Nancy Myers

**APPENDIX C: SAMPLE OF COVER LETTER MAILED WITH "FORM FOR DATA COLLECTION REGARDING ELEMENTARY SCHOOL LIBRARY MEDIA PROGRAMS"**

105 Cornell Drive  
Durant, Oklahoma 74701  
March 2, 1976

Dear *M. Johnson*:

A study is being conducted to evaluate the library media programs in the public elementary schools in Oklahoma and to investigate the influence of selected variables on these programs.

Your school has been selected to participate in this study. As principal, you are in the position to contribute information which can aid in the analysis of the elementary school library media programs in the State. Will you please give a portion of your valuable time in seeing that the enclosed forms are completed and returned by April 8?

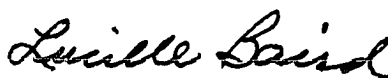
If your school has a central library or media center, you will be sent additional forms to be completed by one teacher in each grade level and by one classroom of fifth grade students. These additional forms will be mailed to you after April 8.

Your cooperation in this study will be greatly appreciated. The Library and Learning Resources Division of the State Department of Education, Sheila Alexander, Coordinator, is cooperating in this study and will utilize the results.

Sincerely yours,



Sheila Alexander, Coordinator  
Library & Learning Resources  
State Department of Education  
Oklahoma City, Oklahoma



Lucille Baird, PhD Candidate  
Curriculum & Instructional Media  
Iowa State University



APPENDIX D: SAMPLE OF "FORM FOR DATA COLLECTION REGARDING ELEMENTARY  
SCHOOL LIBRARY MEDIA PROGRAMS"

FORM FOR DATA COLLECTION REGARDINGELEMENTARY SCHOOL LIBRARY MEDIA PROGRAMSDirections:

1. Please complete the information on this form, fold and staple the stamped-addressed survey form, and return it to Lucille Baird, 105 Cornell Drive, Durant, Oklahoma 74701 by April 8.
2. The form should be completed by the following:
  - a. Pages 1 and 2 should be completed by the principal of this elementary building.
  - b. If this elementary building has a central library or media center, pages 3 and 4 should be completed by the building principal and the person in charge of the library or media center, acting as a team.
  - c. If this elementary building does not have a central library, the principal should complete pages 3 and 4.
  - d. If this elementary building does not have a central library or media center, OMIT pages 5 - 9.
  - e. If this elementary building does have a central library or media center, pages 5 - 9 should be completed by the person in charge of the library/media center in this building.
3. Information should be included for this elementary school building only.
4. Information should concern the current school year, 1975-76.

ALL REPLIES WILL BE TREATED AS CONFIDENTIAL.

THANK YOU FOR YOUR COOPERATION.

## Section A: ELEMENTARY SCHOOL PROFILE

DIRECTIONS: To be filled out by elementary building principal. Please include data for this elementary building only.

School building name \_\_\_\_\_

School system name \_\_\_\_\_

1. In what year was the present building constructed? \_\_\_\_\_
2. Has the building been remodeled since its construction? Yes \_\_\_\_ No \_\_\_\_  
If yes, when? \_\_\_\_\_ Type of remodeling done: \_\_\_\_\_  
\_\_\_\_\_
3. What is the current enrollment of this school building? \_\_\_\_\_
4. What grades or age levels are included in this elementary building? \_\_\_\_\_  
\_\_\_\_\_
5. What is the number of classroom units or teaching spaces in this building?  
\_\_\_\_\_
6. Does this elementary school building have a centralized library collection?  
Yes \_\_\_\_ No \_\_\_\_ A centralized audiovisual collection? Yes \_\_\_\_ No \_\_\_\_  
A unified media collection consisting of both library and audiovisual  
materials? Yes \_\_\_\_ No \_\_\_\_
7. Is the library/media center collection cataloged? Yes \_\_\_\_ No \_\_\_\_
8. How many hours per day is the library/media center open for use by elemen-  
tary students? \_\_\_\_\_ How many hours per week? \_\_\_\_\_
9. Indicate the total number (full time equivalent) of the following staff  
members in this elementary school building: Administrators \_\_\_\_\_  
Classroom teachers \_\_\_\_\_ Guidance counselors \_\_\_\_\_  
Library/media professionals \_\_\_\_\_ Special teachers \_\_\_\_\_
10. Check the curriculum patterns followed in your elementary school.  
Self-contained \_\_\_\_\_ Team  
classroom \_\_\_\_\_ teaching \_\_\_\_\_ Departmentalized \_\_\_\_\_  
Graded \_\_\_\_\_ Nongraded (open-concept) \_\_\_\_\_

## Section B: ELEMENTARY SCHOOL LIBRARY/MEDIA SUPPORT INVENTORY

**DIRECTIONS:** To be completed by the elementary building principal. Please include data for this elementary building only.

1. Fill in the spaces which are applicable to the library/media staff in your elementary school building.

	FULL TIME	PART TIME	
Staff members	Number	Number	% of school day
Professional (certified)			
Nonprofessional (Noncertified clerks and aides)			

2. What is the annual budget for the library/media center collection purchases in your elementary building? \_\_\_\_\_  
 What amount is budgeted for the print collection? \_\_\_\_\_  
 What is the amount budgeted for the purchase and rental of the nonprint collection? \_\_\_\_\_
3. The annual budget for the library/media center collection represents an expenditure of \_\_\_\_\_ per pupil.
4. Check each of the following items which describes the in-service programs held, or planned, during the current school year for the purpose of upgrading the media competency of the faculty and staff in this elementary school:  
 No formal program \_\_\_\_\_ 1 media workshop \_\_\_\_\_  
 2 or more media workshops \_\_\_\_\_ 1 media demonstration \_\_\_\_\_  
 2 or more media demonstrations \_\_\_\_\_
5. Check the types of improvements in library/media services that have been completed in your school building in the past five years:  
 Budget \_\_\_\_\_ Staff \_\_\_\_\_ Facilities \_\_\_\_\_ Utilization \_\_\_\_\_  
 Policies \_\_\_\_\_

## Section C: ELEMENTARY SCHOOL LIBRARY/MEDIA PRINCIPLES

NOTE: If this elementary school has a centralized library, this form should be completed by the person responsible for the library/media services and the building principal acting as a team. If there is no centralized library, the principal is asked to complete this form.

DIRECTIONS: Indicate by circling the appropriate number in the first column to the right of each principle the extent to which that principle is accepted by the school, and indicate by circling the appropriate number in the second column the extent to which that principle is being implemented in the school. Use the following rating scale:

DEGREE OF ACCEPTANCE

1. Unacceptable
2. Questionable
3. Accept with reservations
4. Accept in general
5. Endorse completely

DEGREE OF IMPLEMENTATION

1. Not implemented
2. Weakly implemented
3. Average implementation
4. Strongly implemented
5. Fully implemented

NOTE: The term "media" refers to both print and audiovisual materials and services.

PRINCIPLES	DEGREE OF ACCEPTANCE	DEGREE OF IMPLEMENTATION
1. The media staff facilitates individualized and group learning.	1 2 3 4 5	1 2 3 4 5
2. The media services are designed to enable a pupil to examine and select materials to achieve his objective in his own learning style at a particular time.	1 2 3 4 5	1 2 3 4 5
3. The media services are easily accessible at all times to teachers and pupils.	1 2 3 4 5	1 2 3 4 5
4. Materials and equipment are selected according to locally developed criteria which give emphasis to the basic school objectives, the overall school program, and individual pupil needs.	1 2 3 4 5	1 2 3 4 5
5. The materials and equipment are adequate in quantity.	1 2 3 4 5	1 2 3 4 5
6. The materials and equipment are adequate in quality to meet the stated objectives of the educational program.	1 2 3 4 5	1 2 3 4 5
7. The media facilities are arranged in such a way that diverse activities, such as group viewing and listening as well as independent study, can be carried on simultaneously.	1 2 3 4 5	1 2 3 4 5

PRINCIPLES	DEGREE OF ACCEPTANCE					DEGREE OF IMPLEMENTATION				
	1	2	3	4	5	1	2	3	4	5
8. Pupils and educational staff evaluate new teaching-learning aids, materials, and equipment as potential additions to the media center.	1	2	3	4	5	1	2	3	4	5
9. Teachers and pupils are given continuous training in the use of materials and equipment.	1	2	3	4	5	1	2	3	4	5
10. Members of the media staff establish a climate that encourages pupils in self-directed use of resources to achieve pre-scribed objectives.	1	2	3	4	5	1	2	3	4	5
11. Media center materials are cataloged, arranged, and administered in such a way that any pupil or staff member can obtain and use the resources at any time and in any way that enables the individual to achieve his objectives.	1	2	3	4	5	1	2	3	4	5
12. A person professionally qualified in the operation of a media center directs the services.	1	2	3	4	5	1	2	3	4	5
13. Adequate financial provision is made for the continuous development of media services.	1	2	3	4	5	1	2	3	4	5
14. The media staff, both professional and nonprofessional, is adequate to provide effective services to pupils and faculty.	1	2	3	4	5	1	2	3	4	5
15. A continuous staff development program is designed to offer all professional members of the media staff specialized preparation in the organization and administration of library and audiovisual services.	1	2	3	4	5	1	2	3	4	5
16. The teaching staff of the elementary school is responsible for stimulating the effective utilization of media and equipment by pupils.	1	2	3	4	5	1	2	3	4	5
17. The media program provides expertise and facilities for the production of educational media not otherwise available such as filmstrips, slides, transparencies, and recordings.	1	2	3	4	5	1	2	3	4	5

This instrument, in revised form, is used by permission of the National Study of School Evaluation (ELEMENTARY SCHOOL EVALUATIVE CRITERIA, pp. 104-105).

## Section D: ELEMENTARY SCHOOL LIBRARY/MEDIA PERSONNEL PROFILE

**DIRECTIONS:** This form and the survey form are to be filled out by the person in charge of the library/media center in this elementary building.

TITLE OF PERSON FILLING OUT THIS FORM \_\_\_\_\_

Respond to the following items by checking the data that applies in your case.

1. Library/media responsibility
 

<input type="checkbox"/> Director of media center	<input type="checkbox"/> Audiovisual specialist
<input type="checkbox"/> Head librarian	<input type="checkbox"/> Media specialist (both print & nonprint)
<input type="checkbox"/> Other (please specify) _____	
  
2. Other school responsibility
 

<input type="checkbox"/> Classroom teacher	<input type="checkbox"/> Principal
<input type="checkbox"/> Counselor	<input type="checkbox"/> Library/media specialist in another building
<input type="checkbox"/> Curriculum coordinator	
<input type="checkbox"/> Other (please specify) _____	
<input type="checkbox"/> No other school responsibility	
  
3. Number of years of classroom teaching experience
 

<input type="checkbox"/> 0	<input type="checkbox"/> 1-4	<input type="checkbox"/> 5-9	<input type="checkbox"/> 10 or more
----------------------------	------------------------------	------------------------------	-------------------------------------
  
4. Number of years of library/media experience
 

<input type="checkbox"/> 0	<input type="checkbox"/> 1-4	<input type="checkbox"/> 5-9	<input type="checkbox"/> 10 or more
----------------------------	------------------------------	------------------------------	-------------------------------------
  
5. Number of years in your present position
 

<input type="checkbox"/> Less than 3	<input type="checkbox"/> 3-6	<input type="checkbox"/> More than 6
--------------------------------------	------------------------------	--------------------------------------
  
6. Highest degree obtained
 

<input type="checkbox"/> Bachelor	<input type="checkbox"/> Master	<input type="checkbox"/> Education Specialist
<input type="checkbox"/> Doctorate		
  
7. Semester hours in library science
 

<input type="checkbox"/> 0	<input type="checkbox"/> Less than 9	<input type="checkbox"/> 9-15	<input type="checkbox"/> 16 or more
----------------------------	--------------------------------------	-------------------------------	-------------------------------------
  
8. Number of semester hours in audiovisual education
 

<input type="checkbox"/> 0	<input type="checkbox"/> Less than 5	<input type="checkbox"/> 5-10	<input type="checkbox"/> 11-15
<input type="checkbox"/> 16 or more			
  
9. Semester hours in reading or language arts
 

<input type="checkbox"/> 0	<input type="checkbox"/> 1-6	<input type="checkbox"/> 7-12	<input type="checkbox"/> More than 12
----------------------------	------------------------------	-------------------------------	---------------------------------------
  
10. Semester hours in literature for children
 

<input type="checkbox"/> 0	<input type="checkbox"/> 1-6	<input type="checkbox"/> 7 or more
----------------------------	------------------------------	------------------------------------
  
11. How many years has it been since you took a media course (library or audiovisual)?
 

<input type="checkbox"/> Less than 1	<input type="checkbox"/> 1-3	<input type="checkbox"/> 4-6	<input type="checkbox"/> More than 6
--------------------------------------	------------------------------	------------------------------	--------------------------------------
  
12. How long has it been since you participated in a media workshop?
 

<input type="checkbox"/> Less than 6 months	<input type="checkbox"/> 6 months - 1 year
<input type="checkbox"/> 1-2 years	<input type="checkbox"/> More than 2 years
<input type="checkbox"/> I have never participated in a media workshop.	

## Section E: SURVEY OF ELEMENTARY LIBRARY/MEDIA CENTER

**NOTE:** To be completed by the person in charge of the library/media services in this elementary school.

**DIRECTIONS:** Rate the adequacy of the library/media facilities in your elementary school by entering the appropriate rank (1, 2, 3, 4, or 5) in the rating column. Use the following rating scale:

- 1 - Poor or missing
- 2 - Limited
- 3 - Moderate (approaches standards)
- 4 - Good (meets standards)
- 5 - Superior (exceeds standards)

PHYSICAL FACILITIES	STANDARDS	RATING
Circulation and distribution	1000 sq. ft.	
Reading, browsing, listening, viewing	to seat 15% of the enrollment	
Small group listening and viewing	150 sq. ft. per area	
Conference areas	3 rooms of 150 sq. ft.	
Work space	300 sq. ft.	
Equipment storage and maintenance area	300 sq. ft.	
Media production laboratory	800 sq. ft.	
Professional collection area	600 sq. ft.	
Stacks	400 sq. ft.	
Magazine and newspaper storage area	400 sq. ft.	

RECOMMENDATIONS (CRITERIA)	RATING
The library/media center is conveniently and centrally located in relation to other learning areas.	
The library/media center is readily accessible to faculty work areas.	
Location of the library/media center permits outside accessibility for extended hours.	



RECOMMENDATIONS (CRITERIA)	RATING
Furniture in the library/media center is functional, aesthetically pleasing, and suitable for the elementary child.	
The library/media center has adequate lighting and temperature control.	
The electrical power and outlets are sufficient.	
Arrangement of the center is functional and provides for efficient work flow, traffic flow, and supervision.	

**DIRECTIONS:** Fill in the library/media collection data and rate the adequacy of the resources in your elementary school by entering the appropriate rank in the rating column.

- 1 - Poor or missing
- 2 - Limited
- 3 - Moderate (approaches standards)
- 4 - Good (meets standards)
- 5 - Superior (exceeds standards)

TYPE OF MEDIA/ EQUIPMENT	STANDARDS*	NUMBER AVAILABLE THROUGH CENTER	RATING
Books**	8000 or 16-24 per pupil		
Periodicals and newspapers	50 titles		
Vertical file materials			
Filmstrips (sound and silent)	500 items or 1 per pupil		
Slides and transparencies	2000 items or 4 per pupil		
Graphics (posters, art and study prints, maps and globes)	800 items		
Visual materials (16mm and super 8mm sound films, video tapes and television reception)	Access to 3,000 titles, with sufficient dupli- cates, plus sufficient funds for film rental		

\* Based on school with enrollment of 500 or less.

\*\* Exclude textbooks.

TYPE OF MEDIA/ EQUIPMENT	STANDARDS*	NUMBER AVAILABLE THROUGH CENTER	RATING
Super 8mm films (silent)	500 items or 1 per pupil		
Audio recordings (tapes, cassettes, discs)	1,500 items or 3 per pupil		
Games	400 items		
Models and sculpture	200 items		
Video playback and reception equipment	2 units with 1 assigned to center		
Filmstrip projectors	10		
Filmstrip viewers	30		
Slide projectors	6		
Slide viewers	10		
Overhead projectors	10		
16mm and 8mm sound projectors	4 units with 2 assigned to center		
Super 8mm equipment	20 cartridge loaded projectors and suf- ficient open real projectors to accom- modate available films		
Audio equipment	30 audio reproduc- tion units; 1 set of earphones for each unit; 1 portable listening unit for 25 users		
Opaque projectors	1 in media center		
Projection screens	1 permanently mounted in each teaching station		

**DIRECTIONS:** Rate the adequacy of the local production capabilities available through your elementary library/media center, or available to elementary teachers and students through your school system, by entering the appropriate rank in the rating column.

- 1 - Poor or missing
- 2 - Limited
- 3 - Moderate (approaches standards)
- 4 - Good (meets standards)
- 5 - Superior (exceeds standards)

LOCAL PRODUCTION EQUIPMENT	STANDARDS	RATING
Copy machine	1 per media center	
Ditto machine	1 per media center	
Dry mount press	1 per building	
Transparency maker	1 thermal unit unless included in copy machine	
Typewriter for graphics production	1 typewriter with large size type and carbon ribbon	
Paper cutter (30" or 36")	1 in media center	
Video equipment		
Film production equipment		
Audio tape production and duplication equipment		
Cameras (still)		

APPENDIX E: SAMPLE OF "STUDENT MEDIA ATTITUDE SCALE" USED IN PILOT STUDY

STUDENT MEDIA ATTITUDE SCALE

Name of school building \_\_\_\_\_ Grade level \_\_\_\_\_

Name of school district \_\_\_\_\_

**DIRECTIONS:** Please answer each of the following questions by putting a check in the column that expresses how you ~~feel~~ about the media center in your school.

**NOTE:** The media center in your school may be called the library or resources center. The term "media" refers to both print and audiovisual materials and services.

	Never	Seldom	Occasionally	Often	To a Great Extent
	1	2	3	4	5
1. Are you allowed to go to the media center whenever you have free time?					
2. Are you able to get into the media center and use it without feeling crowded?					
3. Do you get help in the media center if you need it?					
4. Does your class go to the media center every week at the same time on the same day?					
5. Does the media center have the materials you need?					
6. Do you get instruction in how to find materials in the media center?					
7. Have you ever been asked to help choose materials for the media center?					
8. Does the school allow you to take home materials other than books from the media center?					
9. Does the school allow you to take home viewing and listening equipment from the media center?					
10. Are you allowed to create audiovisual materials for use in your classes?					
11. Do you get help from the media staff in creating these materials?					

STUDENT MEDIA ATTITUDE SCALE  
(page 2)

	Never	Seldom	Occasionally	Often	To a Great Extent
	1	2	3	4	5
12. Does using media make your classes more interesting?					
13. Do you know when new books or materials are available in the media center?					
14. Do you like to go to the media center?					

15. What do you like about the media center?

16. What things do you not like about the media center?

17. Which of the following materials do you use often in the media center?  
Check those you use as often as once a week.

Books	Newspapers	Magazines	Tapes & Records	Games & kits	Filmstrips, Slides, Transparencies	Video & films

18. Are there any materials that you would like to use that are not available in your media center? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, what types of materials?

19. Which of the following media have you produced with equipment from the media center in your school? Check each type of media you have produced.

Posters	Audiotapes	Slides or filmstrips	Transparencies	Video tapes	8mm films

20. Do you ever use or check out materials from a public library? Yes \_\_\_\_\_  
No \_\_\_\_\_

**APPENDIX F: SAMPLE OF SECOND COVER LETTER AND FINAL VERSION OF "STUDENT MEDIA ATTITUDE SCALE" AND "TEACHER MEDIA ATTITUDE SCALE"**

105 Cornell Drive  
Durant, Oklahoma 74701  
March 9, 1976

Dear *Mr. Johnson*:

Thank you for your cooperation in completing the form for data collection regarding elementary school library media programs. In order to study the media attitudes of elementary teachers and students, your further cooperation is asked.

Please select one teacher from each of the grade levels included in your elementary building to complete the two-page form entitled "Elementary Teacher Profile" and "Teacher Media Attitude Scale."

Please select one classroom of fifth grade students to complete the form entitled "Student Media Attitude Scale." I suggest that you have someone other than the classroom teacher or librarian to administer this form by being sure that the students understand the directions.

Return these completed forms by April 22 to the address on the enclosed envelope.

All replies on these forms as well as those you have already completed will be treated as confidential. Thank you for your cooperation in the study of elementary school library media programs in Oklahoma.

Sincerely,

*Lucille Baird*

Lucille Baird, Ph D Candidate  
Curriculum & Instructional Media  
Iowa State University





Name of school building \_\_\_\_\_

Name of school system \_\_\_\_\_ Grade level taught \_\_\_\_\_

CHECK THE APPROPRIATE BLANK IN EACH OF THE FOLLOWING AREAS:

- (1) Number of years of teaching experience (including this year):  
 1-5 \_\_\_\_\_ 6-12 \_\_\_\_\_ 13-20 \_\_\_\_\_ More than 20 \_\_\_\_\_
- (2) Highest degree held: Bachelor \_\_\_\_\_ Master \_\_\_\_\_ Educational Specialist \_\_\_\_\_  
 Doctorate \_\_\_\_\_
- (3) Undergraduate major: Elementary Education \_\_\_\_\_ Other \_\_\_\_\_
- (4) College semester hours taken in media (library science and/or audiovisual):  
 0 \_\_\_\_\_ 1-4 \_\_\_\_\_ 5-10 \_\_\_\_\_ More than 10 \_\_\_\_\_

**DIRECTIONS:** To be completed by one elementary classroom teacher in each grade level in this elementary school. Answer each of the following questions by putting a check in the column which expresses your feeling on each of the 22 items concerning the library/media program in your school.

**RATING SCALE:** Never 
1
2
3
4
5
Always
→

**NOTE:** The term "media" refers to both print and audiovisual resources and services.

- 1. Are relevant materials available from the media center for your use?
- 2. Do you feel the resources available are adequate to meet the needs of students and teachers?
- 3. Do you feel that the media staff is adequate to meet the needs of students and teachers?
- 4. Is the professional collection useful to you?
- 5. Is the professional collection adequate for your needs?
- 6. Are your requests for new materials considered by the media staff?
- 7. Are your requests for new equipment considered by the media staff?

	1	2	3	4	5

\* Continued on the back of the sheet.



APPENDIX G: ADDITIONAL DESCRIPTIVE TABLES

Table 23. Hours per week library/media center is open to students

Hours per week	Absolute frequency	Relative frequency
None	62	43.1
Up to 15	10	6.9
16 to 29	14	9.7
30 or more	58	40.3
Total	144	100.0

Table 24. Sample schools according to enrollment

Enrollment	Absolute frequency	Relative frequency
Not reported	2	1.4
1 - 99	18	12.5
100-225	41	28.5
226-300	28	19.4
351-500	27	18.8
More than 500	28	19.4
Total	144	100.0

Table 25. Sample schools according to age of building

Year constructed	Absolute frequency	Relative frequency
Not reported	4	2.8
Before 1945	42	29.2
1945-1965	63	43.7
After 1965	35	24.4
Total	144	100.0

Table 26. Sample means for acceptance and implementation of media principles by item

Item	Acceptance mean score	Implementation mean score
1	3.083	2.438
2	3.194	2.576
3	3.451	2.958
4	3.382	3.104
5	3.056	2.674
6	3.125	2.701
7	2.750	2.438
8	2.819	2.403
9	2.825	2.417
10	2.993	2.528
11	3.125	2.618
12	2.694	2.215
13	2.924	2.465
14	2.825	2.326
15	2.333	1.882
16	3.063	2.694
17	2.611	2.063

APPENDIX H: MEAN SCORE RANKS RESULTING FROM THE STUDENT-NEWMAN-KEULS TEST

Table 27. Significant mean differences between teacher responses relative to media training levels by item shown in Keuls procedure

Item	Subset	Group mean		
1	1	Grp 3 4.0000	Grp 1 4.2714	Grp 2 4.3576
	2	Grp 2 4.3576	Grp 0 4.6341	
12	1	Grp 0 1.9268	Grp 1 1.9360	Grp 2 2.1342
	2	Grp 3 2.7646		

Table 28. Significant mean differences between teacher responses relative to teaching experience levels by item shown in Keuls procedure

Item	Subset	Group mean		
12	1	Grp 4 1.7851	Grp 2 2.0234	Grp 1 2.0657
	2	Grp 2 2.0234	Grp 1 2.0657	Grp 3 2.2410
16	1	Grp 1 3.1971	Grp 2 3.4496	
	2	Grp 2 3.4496	Grp 3 3.6145	Grp 4 3.7705



Table 29. Significant mean/bldg teacher responses among inservice programs by item as determined by the Keuls procedure

Item	Subset	Group mean		
12	1	Grp 0 1.8100	Grp 1 2.0718	Grp 3 2.1675
	2	Grp 1 2.0718	Grp 3 2.1675	Grp 2 2.6100
20	1	Grp 1 3.9345	Grp 3 4.1612	Grp 2 4.2600
	2	Grp 3 4.1612	Grp 2 4.2600	Grp 0 4.4671

Table 30. Significant mean/bldg student responses relative to media staffing patterns by item as determined by the Keuls procedure

Item	Subset	Group mean		
1	1	Grp 2 2.3075	Grp 0 2.8550	Grp 1 3.2990
	2	Grp 0 2.8850	Grp 1 3.2990	Grp 3 3.3474
9	1	Grp 0 1.0850	Grp 2 1.5294	Grp 3 2.0756
	2	Grp 1 2.6500		
10	1	Grp 0 3.1900		
	2	Grp 1 4.2110	Grp 2 4.2131	Grp 3 4.2878

Table 30 (continued)

Item	Subset	Group mean		
11	1	Grp 2 3.0837	Grp 3 3.5643	Grp 0 3.8100
	2	Grp 3 3.5643	Grp 0 3.8100	Grp 1 3.9990
13	1	Grp 0 1.7100	Grp 2 2.5925	Grp 1 2.8980
	2	Grp 1 2.8980	Grp 3 3.1413	