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## West Waterloo High School Students' Attitudes Concerning the Instructional Materials Center

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## West Waterloo High School Students' Attitudes Concerning the Instructional Materials Center

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### Abstract

The purpose of this study was to analyze specific aspects of the West Waterloo High School IMC program. The analysis was accomplished by surveying a random sample of students' attitudes and evaluating these attitudes.

WEST WATERLOO HIGH SCHOOL STUDENTS' ATTITUDES CONCERNING  
THE  
INSTRUCTIONAL MATERIALS CENTER

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A Research Paper  
Presented to the  
Faculty of the Library Science Department

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Karen Mukai  
April 1978

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Date *May 12, 1978*

The purpose of this study was to analyze specific aspects of the West Waterloo High School IMC program. The analysis was accomplished by surveying a random sample of students' attitudes and evaluating these attitudes.

Items on the questionnaire were grouped into five categories, including (1) IMC staff helpfulness, (2) IMC materials, (3) IMC workspace, (4) best aspects of the IMC, and (5) worst aspects of the IMC.

Results of the questionnaire showed an average mean of 3.32 for IMC staff helpfulness, 3.19 for IMC materials, and 3.35 for IMC workspace as compared with predicted means of 3.0. These results were all significant at the .01 level. There was a significant difference between juniors and seniors concerning IMC staff; however, there was no significant difference among sophomores, juniors, and seniors concerning IMC materials and workspace.

"The best aspect of the IMC" according to all grade levels was the good variety of materials. Other aspects which were frequently cited as being "the best aspect of the IMC" included a quiet area for work, good magazines, the informal lounge area, and the friendly helpful staff.

"The worst aspect of the IMC" according to all grade levels was that students were required to be too quiet. Other aspects which were frequently cited as being "the worst aspect of the IMC" included overcrowding, poor help given by staff, too much noise, poor selection of materials, and not enough materials.

The ultimate use of the study's results was to determine where the West High IMC professional energies should be concentrated. Since none of the evaluated areas received an extremely low rating, there is no particular aspect of the IMC demanding immediate attention. Certainly, the West High IMC should continue to strive to maintain the current level of activities and work to improve all aspects of its total program.

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## INTRODUCTION

Compiled bibliographies.

Read reviews.

Selected materials.

Attended meetings.

Helped students.

At the end of the day, the week, the month, or the year there was frequently nothing tangible to show that the West Waterloo High School Instructional Materials Center (IMC) was better than it was yesterday, last week, last month, or last year. In assessing the progress, direction and purpose of the IMC program, periodic surveys and evaluations have been beneficial. As a result of surveys and evaluations it has been determined where energies should be concentrated and priorities established. This type of analysis has been very important in order for the IMC to continue to pursue the established goals.

In the summer of 1977, the author decided to survey and evaluate the West Waterloo High IMC activities during the first semester of the 1977-78 school year. There were several reasons why an analysis was needed. Some of these reasons were common to all phases of education and all materials centers; while other reasons were unique to West High School.

All phases of education and all materials centers were facing similar pressures. Daniel's paper most accurately described such



pressures.<sup>1</sup> First, financial resources had been reduced considerably and there was high competition for existing funds. Inflation reduced spending power and declining enrollments reduced the amount of aid to schools. Second, the accountability concept forced teachers and media specialists to set goals and exhibit evidence that these goals were being met. The administration, school board and community were demanding justification for resources designated to the IMC. Evidence of progress and effective time-budgeting was needed. The resulting measurements were useful indicators that some activities produced bigger returns than others in terms of time expended. Third, administrators were requiring evidence of precision and performance management. The operation of an IMC became more of a science and therefore resulted in a demand for quantitative-based decision-making. The need existed for accurate information in order to make management decisions. The role of the media specialist became that of a decision-maker, involving highly complex activities which required the maximum use of resources. Fourth, it was necessary for educators to measure their impact upon the community and total environment. Through an awareness of strengths and weaknesses, the media specialist was able to establish priorities and concentrate energies to bring about the greatest impact.

Additional reasons for analysis were unique to West High. First, a thorough assessment had not been made for a considerable time. The last evaluation, completed in 1974, was by the North Central Association. Second, due to economic cutbacks, the IMC staff was reduced

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<sup>1</sup>Evelyn H. Daniel, "Performance Measures for School Librarians: Complexities and Potential," Advances in Librarianship: Volume 6, ed. M.J. Voigt (New York: Academic Press, 1976), pp. 6-9.

by one professional position and an additional part-time aide was added to the staff. Those staff changes necessitated a realignment of job responsibilities and priorities. Consequently, an evaluation has helped determine where energies should be concentrated.

At the time of the study, the following situation existed at West High School in Waterloo, Iowa. West High operated on a traditional schedule with a six period day. The West High student population was approximately 1500 students in grades ten, eleven, and twelve. There were four administrators, ninety-three full or part-time teachers and sixteen aides. The West High IMC was centrally located on the main floor of the building, directly across the hall from the principal's office. In addition to the main work area, there were two rooms for equipment storage and an office for the IMC staff. The IMC seated 160 students and there were provisions to view and listen to non-print materials. The 1977-78 staff included two media professionals, two full-time aides, and two part-time aides. The IMC contained 15,055 books, 1,166 filmstrips, 4,165 slides, 2,341 transparencies, 554 records, 390 cassette tapes, 916 art and study prints, 35 audio tapes and 90 periodicals.

Students had freedom in their utilization of the IMC facility. Students came to the IMC from classes or the study halls with pass slips issued by teachers. Students remained in the IMC for the class period or returned to their classroom or study hall when their work was completed. Release-time students (students who were not scheduled for a particular class period) used the IMC without a pass slip.

Library policy was carried out by the following regulations. Students who came to the IMC were expected to use media center materials.

When checking out materials, students signed their name and homeroom number to the cards accompanying the IMC materials. (The students at West High were not issued library cards.) Loan periods were four weeks for books; one class period or overnight for reference, reserve, and non-print materials; and two days for periodicals.

### Statement of the Problem

The purpose of this study was to analyze specific aspects of the West High IMC program. This analysis was accomplished by surveying students' attitudes and evaluating these attitudes. This study investigated the problem: What were the West High School students' attitudes concerning the IMC staff helpfulness, IMC materials, IMC workspace, and IMC best and worst features? What did the responses on the attitude questionnaire suggest as areas of weaknesses in the IMC program? What did the responses on the attitude questionnaire suggest as areas of strengths in the IMC program?

The following hypotheses were tested:

1. West High students' attitudes concerning IMC staff helpfulness are that the IMC staff is "usually helpful" when students need help in locating information, operating audiovisual equipment, using IMC resources, producing audiovisual materials, and selecting materials. When all student ratings are averaged, the resulting attitude is "usually helpful" (rating 3.0).

- a. There is no significant difference between sophomore, junior and senior responses.

2. West High students' attitudes concerning IMC materials is that the IMC "usually has what I need" in terms of books, audiovisual materials, periodicals and recreational materials. When all student

ratings are averaged, the resulting attitude is "usually has what I need" (rating 3.0).

a. There is no significant difference between sophomore, junior and senior responses.

3. West High students' attitudes concerning IMC workspace are that the IMC is "a good place to go" to work alone, work in small groups, work with audiovisual materials and work to produce audiovisual materials. When all student ratings are averaged, the resulting attitude is "a good place to go" (rating 3.0).

a. There is no significant difference between sophomore, junior and senior responses.

Students' responses concerning the IMC's best and worst features were examined and any reoccurring responses, particular trends, or unique aspects were reported.

#### Definition of Terms

Instructional Materials Center (IMC). "An expanded concept of the school library."<sup>2</sup> "An area . . . in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, school personnel and the school community."<sup>3</sup> The term accurately describes West Waterloo High School facility.

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<sup>2</sup>Carlton W.H. Erickson, Administering Instructional Media Programs (New York: Macmillan Company, 1968), p. 515.

<sup>3</sup>American Association of School Librarians, American Library Association and Association for Educational Communications and Technology, Media Programs: District and School (Chicago, ALA, 1975), p. 111.

IMC Materials. All items located in the IMC and available for students' use such as books, magazines, newspapers, career materials, vertical file articles, microfilm, tapes, filmstrips, films, records, transparencies, slides, and art and study prints.

IMC Staff Helpfulness. The attitude of adults in the IMC to assist students as described by items numbered one through six in the questionnaire. (See Appendix B)

IMC Workspace. Those areas within the IMC which students can utilize for individual work, group work, audiovisual use, and production activities.

Media Specialist. "A person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program."<sup>4</sup>

Attitude. "A set of affective reactions toward the attitude object, derived from the concepts or beliefs that the individual has concerning the object, and predisposing the individual to behave in a certain manner toward the attitude object."<sup>5</sup>

#### Limitations of the Study

There were several limitations in this study. First, this research was limited to sophomore, junior and senior students who attended West High School during the first semester of the 1977-78 school year. Second, in order to obtain a random sample of West Waterloo High School students, the questionnaire was administered during

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<sup>4</sup>Ibid., p. 109.

<sup>5</sup>Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill, 1967), p. 13.

the homeroom period because students are assigned at random to homerooms. Third, students' attitudes were measured by a questionnaire which surveyed students' attitudes only in the areas of IMC staff helpfulness, IMC materials, IMC workspace, best aspects of the IMC, and worst aspects of the IMC. The questionnaire was not intended to survey attitudes about other aspects of the IMC program. Fourth, this questionnaire was subject to the same limitations of all attitudinal surveys. These limitations are discussed further on pages 20 and 21 of this paper.

#### Assumptions

Throughout this study, several assumptions were made. The author assumed that students were able to identify their attitudes about the IMC and translate their attitudes about the IMC into the proper responses on the questionnaire. The author assumed that students' responses were truthful. The author also assumed that student attitudes play a role in establishing IMC program priorities and therefore, a need existed to determine student attitudes. A student's attitude, in part, determines student behavior and an unfavorable student attitude results in a decline in the IMC usage and identifies weaknesses in the IMC program.

## REVIEW OF RELATED LITERATURE

Researchers have agreed that surveys, analysis and evaluation are an important aspect of the IMC usage because the results can promote growth and development of the IMC program. A considerable amount of information exists concerning the importance and necessity of user surveys.

However, many researchers have been dissatisfied with most evaluation instruments. De Prospro and Altman discussed the problems of traditional library surveys which began as early as 1876. These reports have traditionally included budget, size of the collection, number of staff, number of professionals, volumes added and number of pieces of equipment.<sup>6</sup> De Prospro and Altman expressed dissatisfaction with reports centering around numbers, the lack of analysis concerning quantities, and the absence of any search for possible relationships among the figures. The data collected, they concluded, indicates a potential rather than the amount of service actually provided.

Childers also discussed his dissatisfaction with user surveys that have been previously used and their ineffectiveness.<sup>7</sup> Like De Prospro and Altman, Childers deplored the traditional statistics required by reports and surveys. He believed statistics have been

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<sup>6</sup>Ernest R. De Prospro and Ellen Altman, "Library Measurement: A Management Tool," Library Journal, vol. 98, December 15, 1973, p. 3606.

<sup>7</sup>Thomas Childers, "Statistics That Describe Libraries," Advances in Librarianship, ed. M.J. Voigt (New York: Academic Press, 1975), pp. 110-111.

mistakenly related to input rather than results or impact upon the client. He also believed that statistics describe the resources through which the services may be provided rather than actual client services. In addition, Miller wrote concerning the futility of previous surveys:

Conscientious librarians . . . spend a great deal of time counting, adding and subtracting what the library-media collection has or does not have so that at any given moment accurate figures can be available . . . But numbers alone do not a library-media program make. . . . It now seems relevant to stop asking how much and to start asking how used, obviously a much more difficult question.<sup>8</sup>

Circulation figures have been extensively collected in user surveys. However, McDiarmid believed that circulation figures have been over-rated. "The fact that a book is taken out of the library does not necessarily mean that it has been read," according to McDiarmid.<sup>9</sup> In addition, variations in the length of circulation period, type of materials included, and the inclusion of renewals results in incomparable circulation statistics. De Prospro and Altman also discussed the abuse and over-reliance on circulation figures as the primary indicator of library performance. They contended that over-emphasizing one aspect of service is a questionable procedure and that circulation figures do not provide a great deal of information concerning the library.<sup>10</sup>

Many professionals working in library-media centers have been dissatisfied with previous evaluation instruments. The American

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<sup>8</sup>Rosalind Miller, "Stop Counting the Books! IMC is Here," Clearinghouse, vol. 49, January 1976, p. 227.

<sup>9</sup>E.W. McDiarmid, Jr., The Library Survey: Problems and Methods (Chicago, American Library Association, 1940), p. 124.

<sup>10</sup>De Prospro and Altman, op. cit., p. 3606.



Library Association and Public Library Association described professional's ambivalence towards library statistics. Librarians have said that collected statistics are not people or user-oriented.

Librarians need and want better and more appropriate ways of 'measuring' the services they offer through some kind of user-orientation rather than the current 'thing-oriented' approach.<sup>11</sup>

Several reasons have been given concerning the lack of user-oriented surveys. De Prosopo and Altman stated that most librarians were unable to complete sophisticated studies because of the required mathematical expertise.<sup>12</sup> Martin believed there are additional difficulties in developing user surveys.

For one thing, many library users do not want to be identified as unskilled and inept in utilizing bibliographical and information sources. In addition, users may be uncertain or vague about what materials actually exist, and therefore have no criterion for determining whether or not they are locating what is available. Finally, most users regard library service not so much as a product for which they pay directly and for which they expect value received, but more as a kind of dividend or gift; thus, their expectations from libraries are not high, they are grateful for small favors, and are not disposed to dwell on shortcomings in service.<sup>13</sup>

Another reason, Daniel wrote, is that user surveys are not easily tabulated and do not lend themselves to statistical manipulations.<sup>14</sup>

Christison designed a unique evaluation instrument which evaluates the success of the school IMC in serving its students. The

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<sup>11</sup>Ernest R. De Prosopo, Ellen Altman, and Kenneth E. Beasley, Performance Measures for Public Libraries (Chicago Public Library Association and American Library Association, 1973), p. 29.

<sup>12</sup>De Prosopo and Altman, op. cit., p. 3606.

<sup>13</sup>Lowell A. Martin, "User Studies and Library Planning," Library Trends, vol. 24, January 1976, pp. 485-586.

<sup>14</sup>Daniel, op. cit., p. 9.

instrument avoided the use of traditional statistics and circulation figures. Instead, it surveyed student attitudes concerning staff, materials and equipment, and the IMC facility. According to Christison, the results of this test instrument provided useful information for the media specialist because it measured IMC services through student responses. Christison's instrument originated with a pilot study that asked fifth-grade students and teachers in 30 elementary schools to suggest criteria they would use for the evaluation of their media center. Responses were sorted and categorized. The resulting instrument was then submitted to 253 fifth-grade students and 196 elementary teachers in Madison, Wisconsin to measure student attitudes concerning staff, materials and equipment, and the IMC facility.<sup>15</sup>

In another study, Wilder investigated the activities of public libraries in five Indiana cities of varying sizes. His work involved one city with a population of more than 500,000, two cities with a population between 50,000 and 100,000 and two cities with a population of less than 10,000. One portion of his paper referred to school libraries and students' feelings about the helpfulness of the school library staff.<sup>16</sup> At the high school level, 23% of the students indicated the school library staff was very helpful, 42% reported the school library staff was moderately helpful, and 35% reported the school

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<sup>15</sup>Milton Christison, "Instruments for the Evaluation of Instructional Materials Centers," Planning and Operating Media Centers, (Washington, D.C.: Association for Educational Communications and Technology, 1975), p. 49.

<sup>16</sup>Philip S. Wilder, Jr., Library Usage by Students and Young Adults (U.S. Educational Resource Information Center, ERIC Document ED 046 472, September 1970), pp. 21-22.

library staff was barely or not at all helpful. Wilder reported that high school students were generally dissatisfied with the helpfulness of their school librarian. However, Wilder's survey dealt with a nonrepresentative sample of school children.

The Office of Education published a report of case studies involving special-purpose grant programs.<sup>17</sup> These case studies involved high school students from Memet, California and Topeka, Kansas; junior high school students from Coos Bay, Wisconsin and Scotia, New York; middle school students from Lexington, North Carolina; and elementary school students from Patchogue, New York, Reidsville, North Carolina, and Prairie Village, Kansas. These programs represented elementary and secondary schools which were awarded specific amounts of money to improve their IMC facility and program. Following the improvements, the results were evaluated by teachers, students, and media specialists. A portion of the report included a collection of secondary students' attitudes concerning their IMC. In citing the best liked items, over half of the students mentioned the good selection of printed materials and audiovisual materials. Over one-third of the students rated the pleasant and comfortable atmosphere of their IMC as "best". Many students involved in the study found it difficult to identify aspects which they "liked least". However, they requested more materials, indicating specific form, content and variety. Over half of the students were critical of the facilities, saying they were not large

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<sup>17</sup>U.S. Department of Health, Education and Welfare, Emphasis on Excellence in School Media Programs: Descriptive Case Studies Special-Purpose Grant Programs (Washington, D.C.: U.S. Government printing, 1969), pp. 193-195.

enough to accommodate enough students. Students noted the crowded conditions created noise, which was distracting for working students. The third most frequent criticism cited by students concerned school policies and services which made it difficult to use the media center as frequently or effectively as they desired.

With the exception of attitude research completed by Christison, Wilder and the Office of Education, there was no available reported research specifically related to students' attitudes and the IMC. Most research of this nature appeared to be "in-house" and applicable to only one particular IMC due to the specific characteristics of the community, student body, IMC facility, IMC program, and IMC staff. However, within the last fifty years, considerable research has been completed related to the concepts of attitudes.

Researchers have discovered various dimensions of attitudes. First, attitudes vary in intensity, existing on a continuum from positive to neutral to negative.<sup>18</sup> Those attitudes which were found at either extremes of the continuum were the most intense and those found near the central portion of the continuum were neutral. Neutral attitudes indicated no attitude toward the object in question. No individual had all neutral attitudes or did an individual's positive attitudes balance his negative attitudes and result in a neutral attitude. Second, attitudes are learned through interaction with people, objects, and situations.<sup>19</sup> Third, referents of attitudes are concrete or abstract objects and the result of direct or indirect contact.<sup>20</sup>

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<sup>18</sup>Shaw and Wright, *op. cit.*, p. 7.

<sup>19</sup>*Ibid.*, p. 8.      <sup>20</sup>*Ibid.*, p. 4.

Fourth, attitudes exhibit varying degrees of interrelatedness to one another.<sup>21</sup> Those attitudes which were closely related form clusters. Fifth, attitudes are relatively stable and enduring.<sup>22</sup> However, like all learned reactions, attitudes were subject to changes or modifications. Knower measured attitude modification toward prohibition and discovered changes in the directions anticipated following oral arguments and distribution of printed materials.<sup>23</sup> Other studies indicated that changes in attitudes can persist for long periods of time. Peterson and Thurston demonstrated that changes in attitudes persisted for as long as a year and a half following the viewing of a particular movie.<sup>24</sup> Remmers and his students made similar findings related to changed attitudes. Following a study of labor unions, capital punishment, conservation measures, and social insurance, high school students showed a significant shift in attitudes in the direction planned. In addition, these changes existed for at least a school year.<sup>25</sup>

There are additional dimensions to attitudes. The sixth dimension of attitudes concerns the referent. An attitude refers to a specific object, implying a direct relationship between a particular person and a particular aspect of his environment.<sup>26</sup> Seventh, an attitude is an evaluative measure of an aspect of the environment and

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<sup>21</sup>Ibid., p. 9.      <sup>22</sup>Ibid., p. 9.

<sup>23</sup>H.H. Remmers, Introduction to Opinion and Attitude Measurement (Westport, Conn.: Greenwood Press, 1954), p. 6.

<sup>24</sup>Ibid., p. 6.      <sup>25</sup>Ibid., p. 6.      <sup>26</sup>Ibid., p. 8.

serves as a predisposition for overt responses.<sup>27</sup> It was possible that two persons with similar attitudes did not react in the same manner. However, it is likely, although not certain, that attitudes cause an individual's behavior to take a particular form. Eighth, attitudes are not directly observable.<sup>28</sup> Instead, attitudes are inferred or deduced from other observable data. Overt action towards an object or person reflects an individual's attitude and, therefore it is possible to be reported.

Attitudes are acquired in a variety of ways. First, some attitudes are the result of imitating adult attitudes. According to Lambert and Lambert, the most basic attitudes are learned in infancy because of interactions with our parents.<sup>29</sup> Second, Lambert and Lambert also believed in the principle of transfer which explains another way of learning attitudes.<sup>30</sup> When a close relationship exists between a teacher and a learner, attitudes are transferred along with thoughts and beliefs. An individual, of course, does not accept every attitude contacted. Instead, an individual incorporates those attitudes which seem appropriate to the satisfaction of his needs.<sup>31</sup> Third, group affiliations of an individual help in the formation of attitudes. Attitudes are the result of conformity to pressures of the group, common group experiences, common exposure to information, and the like-mindedness of the group. Some researchers believe that group interaction

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<sup>27</sup>Ibid., p. 4.      <sup>28</sup>Ibid., p. 4.

<sup>29</sup>J.D. Halloran, Attitude Formation and Change (Great Britain: Leicester University Press, 1967), p. 35.

<sup>30</sup>Ibid., p. 35.      <sup>31</sup>Ibid., p. 35.

is the major factor in the process of attitude formation.<sup>32</sup> Turner referred to another aspect of group attitude formation.<sup>33</sup> Turner believed that an individual sees his role performance observed and evaluated by certain audience groups. Consequently, an individual strives to meet the evaluations and expectations which those group members hold. Fourth, the most logical method of forming attitudes involves gathering facts, information and knowledge.<sup>34</sup> However, in modern complex societies, it is difficult for an individual to gather facts on a first-hand basis. Consequently, an individual often relies on authorities to supply facts, information, and knowledge.

Determining an individual's attitude is not an easy process. Many individuals are reluctant to express their attitudes, especially on controversial items. Individuals exhibit the greatest reluctance when questioned directly and least reluctance when using an anonymous questionnaire.<sup>35</sup> The most common measure of attitude is a pencil and paper instrument--a measurement technique which does not make direct use of overt behavior.<sup>36</sup> Another difficulty in obtaining an individual's attitude is that some individuals may not be aware of their true feelings toward a given object. Another difficulty is the nature of some individuals to react in an opposite manner to their true feelings.

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<sup>32</sup>Ibid., p. 40.      <sup>33</sup>Ibid., p. 42.

<sup>34</sup>Shaw and Wright, op. cit., p. 4.

<sup>35</sup>Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1967), pp. 3-4.

<sup>36</sup>Charles A. Kiesler, Barry E. Collins, and Norman Miller, Attitude Change: A Critical Analysis of Theoretical Approaches (New York: John Wiley & Sons, Inc., 1969), p. 9.

An additional difficulty is an individual's desire to give the "right answers," rather than true feelings.

In summary, this author believed that research indicates that surveys, analysis and evaluations can promote growth and development of the IMC program. However, past research has centered around the compilation of numerical statistics which did not evaluate the actual services provided to students. Due to the various dimensions of attitudes and the unique characteristics of attitude formation, surveying particular student attitudes provided a method of evaluating IMC services. This writer chose to administer an anonymous paper-and-pencil questionnaire in order to obtain the most uninhibited answers possible using a random sample.



## METHODOLOGY

The total population of the study consisted of tenth, eleventh, and twelfth grade students at West High School. During the first nine weeks of the 1977-78 school year, West High School's average daily attendance was 95.15% for sophomore students, 94.22% for junior students, and 94.70% for senior students. Consequently there was no follow-up to reach those students who were absent when the questionnaire was administered since this was an insignificant number of students.

The questionnaire developed by Milton Christison for his doctoral dissertation<sup>37</sup> served as the basis for this author's questionnaire. Items on the questionnaire were grouped into five categories, including (1) IMC staff helpfulness, (2) IMC materials, (3) IMC workspace, (4) best aspects of the IMC, and (5) worst aspects of the IMC. There were six questions related to the hypothesis concerning the IMC staff, six questions related to the hypothesis concerning IMC materials, and four questions related to the hypothesis concerning IMC workspace. Students were instructed to check the response for each statement that was nearest their opinion. Open-ended statements were related to the hypothesis concerning the best and worst aspects of the IMC.

The questionnaire was administered during the homeroom period because students were randomly assigned to a homeroom group according

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<sup>37</sup>Milton Christison, "An Examination of Selected Variables Associated With Elementary Instructional Materials Centers," (PhD dissertation, University of Wisconsin, 1973).

to grade level. A classroom teacher and homeroom students met together once a week for fifteen minutes to handle administrative activities, although frequently there was no specific activity to accomplish. The random student assignment and the lack of directed activity made the homeroom period the best time to administer the questionnaire.

There were nineteen homerooms at each grade level. A random sample of fifteen homerooms was selected involving five tenth grade, five eleventh grade, and five twelfth grade homerooms. Because students were randomly assigned to a homeroom, a sample of five homerooms from each grade level produced a representative response. There was a special education homeroom at West High School which included students from all grade levels. Because of the uniqueness of this special education homeroom, it was not included in this study.

The following homerooms were randomly selected to be included in the final survey:

Sophomore Room No.	Junior Room No.	Senior Room No.
207	223	206
220	233	224
307	311	230
315	324	314
326	337	329

The sample was selected from the homeroom list which was in the West High Faculty Handbook 1977-1978.<sup>38</sup> In this list, the homerooms were listed in ascending numerical order according to grade level. The selection was made by choosing every third homeroom on the list, beginning with the

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<sup>38</sup>West High School, Faculty Handbook 1977-1978 (Waterloo, Iowa: West High School, 1977), pp. 31-32.

seventh homeroom on the list for each grade level.

In order to establish the validity of the questionnaire, an additional homeroom from each grade level was selected with the random sample. The first homeroom listed for each grade level was selected for the validation survey. Those homerooms selected were:

Sophomore	Junior	Senior
room 20	room 109	room 101

The validation questionnaires were administered by the author on November 7, 1977 to the sophomore homeroom; November 14, 1977 to the junior homeroom; and November 21, 1977 to the senior homeroom. At this time the author determined if there was adequate time for students to complete the questionnaire, if the wording was clear, and if students understood the response method. During the administration of the survey, students from each homeroom frequently asked two questions. First, students asked how to respond to questions which involved staff, materials or workspace which they had not utilized or experienced. They were told to answer only those questions which involved materials or situations which they had experienced. Second, other students indicated they had never been to the West High IMC and they felt they could not honestly reply to any of the questions. They were told to leave the questionnaire blank if they had never been to the West High IMC, although they should check "0-1 times each week" in section I of the questionnaire.

All homeroom teachers in the survey were contacted and all agreed to administer the questionnaire to their homeroom on December 6, 1977. Homeroom teachers were provided with identical verbal instructions concerning administration of the homeroom questionnaire and given an

opportunity to ask questions.

All questionnaires were administered by the homeroom teacher during the same period. On Monday, December 6, 1977, each randomly selected homeroom teacher received a packet of materials. This packet included an instruction sheet for the homeroom teacher (Appendix A) and forty WEST HIGH IMC QUESTIONNAIRES (Appendix B). To facilitate tabulation, sophomore students were given questionnaires printed on gold paper, junior students were given questionnaires printed on green paper, and senior students were given questionnaires printed on blue paper. Each homeroom teacher's packet was identified in order that as the materials were returned, they could be checked against the homeroom list. In this way, any difficulties which might arise, could be traced back to the particular homeroom.

When students completed the questionnaire, the author tabulated the results. The mean average was determined for IMC staff helpfulness, IMC materials, and IMC workspace. Students' responses concerning the IMC's best and worst features were examined and any recurring responses, particular trends, or unique aspects were reported. The results of the tabulation identified strengths and weaknesses in the West High IMC program. Those questions which received a mean rating of 4.0 to 5.0 indicated a strength in the program. Those questions which received a mean rating of 2.0 to 4.0 indicated an average program. Those questions which received a mean rating of 1.0 to 2.0 indicated a weakness in the program.

## RESULTS

Three hundred and twenty-seven questionnaires were completed and tabulated. This number represents 21.8% of the total West High student population. If a questionnaire had an answer or answers which were spoiled (such as two numbers circled or a circle appearing between two numbers) only that question's response was omitted from the tabulation. The remainder of the questionnaire was utilized. As indicated earlier, not all students answered all questions. Any questions which were answered were included in the tabulation.

The first hypothesis tested was that the IMC staff was "usually helpful" when students needed help in locating information, operating audiovisual equipment, using IMC resources, producing audiovisual materials, and selecting the materials. The hypothesis further stated that when all student attitude ratings were averaged, the resulting attitude was "usually helpful" (rating 3.0). Tables 1 - 3 display the number of responses and the mean response for each grade level.

Table 1

Number of Responses and the Mean to Six Response  
Statements about IMC Staff by Sophomores

Questionnaire Rating	No. of Responses	X*
1- Never helpful	43	43
2	32	64
3- Usually helpful	293	879
4	111	444
5- Always helpful	110	550
Total	589	1980

$$\bar{X} = 3.36$$

\*Questionnaire rating multiplied by number of responses.

Table 2

Number of Responses and the Mean to Six Response  
Statements about IMC Staff by Juniors

Questionnaire Rating	No. of Responses	X
1- Never helpful	43	43
2	66	132
3- Usually helpful	271	813
4	115	460
5- Always helpful	81	405
Total	576	1853

$$\bar{X} = 3.22$$

Table 3

Number of Responses and the Mean to Six Response  
Statements about IMC Staff by Seniors

Questionnaire Rating	No. of Responses	X
1- Never helpful	32	32
2	59	118
3- Usually helpful	188	564
4	102	408
5- Always helpful	105	525
Total	486	1647
$\bar{X} = 3.39$		

The average mean concerning IMC Staff for sophomore, junior and senior students was 3.32, as compared with a predicted mean of 3.0.

The statistic referred to as Chi Square is utilized in the analysis of surveys which yield categorical data. The formula employed compares the observed data with the expected results to determine if the difference between the observed and expected figures was significantly greater than chance expectations.

In the following table, the expected frequency is based upon a population's normal distribution. In a normal distribution, 10% of the population would respond with rating 1, 20% would respond with a rating 2, 40% would respond with rating 3, 20% with rating 4, and 10% would respond with rating 5. Applying the Chi Square formula, an  $X^2$  of 220.79 was obtained concerning IMC staff.

Table 4

Expected and Observed Frequencies of Responses  
by Sophomores, Juniors, and Seniors to  
Six Statements about the IMC Staff

Questionnaire Rating	Expected Frequency	Observed Frequency
1	165.1	118
2	330.2	157
3	660.4	752
4	330.2	328
5	165.1	296
Total	1651.0	1651
$\chi^2 = 220.79$		

In order to evaluate Chi Square, a table which lists the degrees of freedom (df) must be consulted. Such a table is found in Appendix G of the book, Introductory Statistics for the Behavioral Sciences.<sup>39</sup> In Appendix G, the column .05 indicates that 5% of the  $\chi^2$  values will exceed the tabled value, providing the responses have occurred randomly. The .01 column indicates that 1% of the  $\chi^2$  values will exceed the tabled value, providing the responses have occurred randomly.

The number indicating the degrees of freedom is determined by subtracting one from the number of categories. In the survey, the number of categories was five. Consequently, with a degree of freedom of 4, the observed value of 220.79 was greater than the tabled value of 13.28 at the .01 level. Since the obtained value of Chi Square was greater than 13.28, the author concludes that the results were

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<sup>39</sup>Robert K. Young and Donald J. Veldman, Introductory Statistics for the Behavioral Sciences (New York: Holt, Rinehart and Winston, 1972), p. 544.



significant. Therefore, this portion of the first hypothesis was rejected since the observed mean of 3.32 is significantly higher than 3.0 at the .01 level of significance.

Portion 1 a. of the first hypothesis stated that there was no significant difference among sophomore, junior and senior responses concerning IMC staff. In order to determine this aspect, an F Test was utilized.

The F Test was developed by Sir Ronald A. Fisher, a British statistician, in the early 1920's. One of the purposes of the F Test is to simultaneously test the equality of more than two population means. This technique is frequently referred to as the method of analysis of variance, that is, analyzing the amount of difference between two or more populations. Theoretically, the F Test "may also be defined as the ratio of two independent Chi Square variables, each divided by the corresponding degrees of freedom."<sup>40</sup>

By applying the formula, the following figures were obtained.

Table 5  
Analysis of Variance  
IMC Staff

Source	df	ss	ms	F
Between	2	7.13	3.565	3.116*
Within	1648	1885.9	1.144	
Total	1650	1893.03		

\*Significant at the .05 level of probability

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<sup>40</sup> Stephen P. Shao, Statistics For Business & Economics (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972), p. 427.

In order to evaluate the F Test, a table which lists the values of F must be consulted. Such a table is found in Appendix D of the book, Introductory Statistics for the Behavioral Sciences.<sup>41</sup> The table indicates that when the degrees of freedom are equal to 2 and 1648, the F score of 3.116 is significant at the .05 level.

Even though the hypothesis is rejected, the F Test does not indicate that the sophomore mean, the junior mean, and the senior mean all differ significantly from each other. The Scheffé Test is useful for testing the significant difference between means from two or more populations.<sup>42</sup>

Table 6 indicates that the result of 0.16 was obtained when the Scheffé formula was used. In comparing the means of sophomores, juniors, and seniors, the author discovered that only the junior and senior means have a difference greater than 0.16.

Table 6

Scheffé Test  
IMC Staff

Sophomore Mean	3.36		
Junior Mean	3.22		
Senior Mean	3.39		
Difference Between	.14	.03	.17

<sup>41</sup>Young and Veldman, op. cit., pp. 539-541.

<sup>42</sup>John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (Chicago: Holt, Rinehart & Winston, Inc., 1969), pp. 239-240.

As a result, it was determined that the significant difference occurred between junior and senior students. Seniors' ratings of the IMC staff were significantly higher than juniors' ratings.

The second hypothesis tested was that the IMC "usually has what I need" in terms of books, audiovisual materials, periodicals and recreation materials. The hypothesis further stated when all student attitude ratings were averaged, the resulting attitude was "usually has what I need" (rating 3.0).

The following means were obtained for each grade level.

Table 7

Number of Responses and the Mean to Six Response Statements about IMC Materials by Sophomores

Questionnaire Rating	No. of Responses	X
1- Never has what I need	40	40
2	59	118
3- Usually has what I need	290	870
4	111	444
5- Always has what I need	78	390
Total	578	1862
$\bar{X} = 3.22$		

Table 8

Number of Responses and the Mean to Six Response Statements about IMC Materials by Juniors

Questionnaire Rating	No. of Responses	$\bar{X}$
1- Never has what I need	35	35
2	56	112
3- Usually has what I need	291	873
4	127	508
5- Always has what I need	59	295
Total	568	1823
$\bar{X} = 3.21$		

Table 9

Number of Responses and the Mean to Six Response Statements about IMC Materials by Seniors

Questionnaire Rating	No. of Responses	$\bar{X}$
1- Never has what I need	35	35
2	67	134
3- Usually has what I need	209	627
4	110	440
5- Always has what I need	46	230
Total	467	1466
$\bar{X} = 3.14$		

The average mean for sophomores, juniors and seniors was 3.19, as compared with a predicted mean of 3.0.

The Chi Square test was utilized to determine whether the reported IMC materials data was significant and at what level of significance. As in Table 5, the following expected frequency is based upon a population's normal distribution. Applying the formula, a Chi

Square of 115.02 was obtained concerning IMC materials.

Table 10

Expected and Observed Frequencies of Responses  
by Sophomores, Juniors, and Seniors to  
Six Statements about the IMC Materials

Questionnaire Rating	Expected Frequency	Observed Frequency
1	161.3	110
2	322.6	182
3	645.2	790
4	322.6	348
5	161.3	183
Total	1613.0	1613
$\chi^2 = 115.02$		

In Appendix G,<sup>43</sup> the observed value of 115.02 was greater than the tabled value of 13.28 at the .01 level. Since the obtained value of Chi Square was greater than 13.28, the author concludes that the results were significant. Therefore this portion of the second hypothesis was rejected since the observed mean of 3.19 is significantly higher than 3.0 at the .01 level of significance.

Portion 2 a. of the second hypothesis stated that there was no significant difference among sophomore, junior and senior responses concerning IMC materials. In order to determine this aspect, the F Test was again utilized.

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<sup>43</sup>Young and Veldman, op. cit., p. 544.

Table 11 displays the results obtained by applying the formula.

Table 11  
Analysis of Variance  
IMC Materials

Source	df	ss	ms	F
Between	2	1.98	0.990	0.972
Within	1610	1639.67	1.018	
Total	1612	1641.65		

Using Appendix D of Introductory Statistics for the Behavioral Sciences,<sup>44</sup> the table indicates that an F score of 0.972 is not significant at the .05 level. Consequently, the second part of the second hypothesis was not rejected, since there was no significant difference among sophomores, juniors, and seniors.

The third hypothesis tested was that the IMC is "a good place to go" to work alone, work in small groups, work with audiovisual materials and work to produce audiovisual materials. The hypothesis further stated, when all student ratings were averaged, the resulting attitude was "a good place to go" (rating 3.0). Tables 12 to 14 display the number of responses and the mean response for each grade level.

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<sup>44</sup>Young and Veldman, op. cit., pp. 538-541.

Table 12

Number of Responses and the Mean to Four Response Statements about IMC Workspace by Sophomores

Questionnaire Rating	No. of Responses	X
1- A poor place to go	40	40
2	38	76
3- A good place to go	150	450
4	71	284
5- The best place to go	107	535
Total	406	1385
$\bar{X} = 3.41$		

Table 13

Number of Responses and the Mean to Four Response Statements about IMC Workspace by Juniors

Questionnaire Rating	No. of Responses	X
1- A poor place to go	44	44
2	31	62
3- A good place to go	165	495
4	97	388
5- The best place to go	91	455
Total	428	1444
$\bar{X} = 3.37$		

Table 14

Number of Responses and the Mean to Four Response Statements about IMC Workspace by Seniors

Questionnaire Rating	No. of Responses	X
1- A poor place to go	44	44
2	30	60
3- A good place to go	111	333
4	56	224
5- The best place to go	<u>74</u>	<u>370</u>
Total	315	1031

The average mean for sophomores, juniors and seniors was 3.35, as compared with a predicted mean of 3.0.

The Chi Square test was utilized once again to determine whether the reported workspace data was significant and at what level of significance. As in Tables 4 and 10, the following expected frequency is based upon a population's normal distribution. From the Chi Square formula, a Chi Square of 293.35 was obtained concerning IMC workspace.

Table 15

Expected and Observed Frequencies of Responses by Sophomores, Juniors, and Seniors to Four Statements about IMC Workspace

Questionnaire Rating	Expected Frequency	Observed Frequency
1	114.9	128
2	229.8	99
3	459.6	426
4	229.8	224
5	114.9	272
Total	<u>1149.0</u>	<u>1149</u>

$$X^2 = 293.35$$



In Appendix G,<sup>45</sup> the observed value of 293.35 was greater than the tabled value of 13.28 at the .01 level. Since the obtained value of Chi Square was greater than 13.28, the author concludes that the results were significant. This portion of the first hypothesis was rejected since the observed mean of 3.35 is significantly higher than 3.0 at the .01 level of significance.

Portion 3 a. of the third hypothesis stated that there was no significant difference among sophomore, junior and senior responses concerning IMC workspace. In order to determine this aspect, the F Test was again utilized.

By applying the formula, the following figures were obtained.

Table 16  
Analysis of Variance  
IMC Workspace

Source	df	ss	ms	F
Between	2	3.53	1.77	0.396
Within	1146	5120.07	4.47	
Total	1148	5123.6		

Using Appendix D of Introductory Statistics for the Behavioral Sciences,<sup>46</sup> the table indicates an F ratio of 0.396 is not significant. Consequently, the second part of the third hypothesis was not rejected since there was no significant difference among sophomores,

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<sup>45</sup>Young and Veldman, op. cit., p. 544.

<sup>46</sup>Young and Veldman, op. cit., pp. 538-541.

juniors and seniors.

All student responses concerning the best and worst aspects of the IMC were categorized. Some students wrote more than one best or worst aspect; while others left this space blank. Responses were included in the tabulation only if ten or more students made the same or similar comments.

Table 17

Number of Student Responses to the Statement About the  
"Best Aspects of the IMC"

	Number of Responses			
	Sophomore	Junior	Senior	Total
Quiet Area	18	8	4	30
Good Variety of Materials	38	22	15	75
Good Magazines	5	11	3	19
Informal Area-Lounge Area	5	6	1	12
Friendly, helpful staff	13	6	7	26
Total	79	53	30	162

The best aspect according to all grade levels was the good variety of materials. This was recorded by 75 students or 46.30% of the total best aspect responses. Examples of typical comments referring to the best aspect were: "The selection of books, because you can find almost anything you want"; "The quantity or quality of reference books and pleasure books"; and "You usually can find what you want and if they don't have it, they find you something that will work almost as well".

Thirty students or 18.52% of the total best aspect responses indicated the best aspect of the IMC was the quiet atmosphere. Students' comments included: "It's a quiet place to study if you need

to concentrate"; "The peacefulness"; "It's quiet when I'm reading"; and "The IMC is very comfortable and quiet enough to work in even though people do talk".

Twenty-six students or 16.05% of the total best aspect responses felt the IMC's staff was friendly and helpful. Their comments included: "The staff is helpful"; "The individual help you get from the staff"; "The workers are pretty nice and helpful"; "An affable staff"; and "The staff is usually friendly and willing to help".

Nineteen students or 11.73% of the total best aspect responses rated the magazines as a best aspect of the IMC. Students' responses included: "They have a wide selection of magazines"; "They usually have the magazines I'm looking for"; and "The magazines and comfortable chairs".

Twelve students or 7.41% of the total best aspect responses wrote favorable comments concerning the sofas and over-stuffed chairs which are located in an informal area near the fiction books, magazines and newspapers. Comments related to the best aspect included: "You can lounge in the IMC on the couches"; and "The fiction area and the comfortable chairs".

Table 18

Number of Student Responses to the Statement About the  
"Worst Aspects of the IMC"

	Number of Responses			
	Sophomore	Junior	Senior	Total
Too quiet; Can't Talk	20	23	18	61
Too Crowded	10	2	3	15
Poor help by Staff	5	14	3	22
Too Noisy	3	5	2	10
Poor Selection of Materials	8	8	9	25
Not enough Materials	5	2	5	12
Total	51	54	40	145

Sixty-one or 42.07% of the total worst aspect responses reported the worst aspect of the IMC was that students were unable to talk as much or as loud as they wished. Typical comments referring to the worst aspect included: "You can't talk to your neighbor"; "The staff is too strict, you can't even whisper"; "They need a place where students can talk while working because it is sometimes necessary and they won't let you talk"; and "The librarians are always coming around to the tables and getting all over you about talking".

Twenty-five students or 17.24% of the total worst aspect responses indicated the worst aspect of the IMC was the poor selection of materials. In addition, twelve students or 8.28% of the total worst aspect responses reported that they felt there were not enough materials in the IMC. Their comments referring to the worst aspect included: "No good books, not a big enough selection"; and "It isn't very up-to-date on new books and topics". In responding to the worst aspect, a student wrote "The selection of books. The IMC needs to

expand itself by purchasing good contemporary novels. It is very lacking in challenging books. Most new books seem to be 'how-to' books or autobiographies".

Twenty-two students or 15.17% of the total worst aspect responses felt the assistance they received was of poor quality. These students complained: "Not enough help"; "It's hard to get help when the IMC is crowded"; and "Workers aren't always there when you need them".

Fifteen students or 10.34% of the total worst aspect responses wrote negative comments relating to overcrowding in the IMC. "Too many people are wandering around"; "Too many people come in just to fool around or use it as a place to go while skipping class"; "Too many people"; "There is no place to sit (it's always full of people)"; "When there is a whole class up there, it gets pretty full and alot of times there is no where to sit"; and "Sometimes it's too crowded" were sample comments related to overcrowding.

## CONCLUSIONS

Results of the study showed that a random sample of West High students rated the IMC staff somewhat above average. The average mean of 3.32 was significantly different at the .01 level from the expected mean of 3.0. In comparing the individual class means, the seniors rated the IMC staff the highest. The reason is probably related to the fact that seniors are best acquainted with the staff after three years at West High and the seniors feel most comfortable in requesting assistance. In addition, seniors may be the most serious students, realizing that this is their last year in high school. Since they may do the most serious work, they may be requesting the most help. Following the seniors, the sophomores' IMC staff mean was next highest. This could be explained by the fact that each junior high IMC has only one librarian and one aide, while at the West High IMC there are two librarians and three aides. Because of the increased staff numbers, sophomores may feel that the IMC staff is better able to give assistance.

The significant difference on IMC staff means occurred between the junior and senior students. There appears to be no obvious reason for this significant difference. However, in drawing other conclusions from the study's data, the junior class frequently rates the IMC the lowest of the three classes and is the most dissatisfied with the IMC services and activities.

Results of the study showed that significant results were also obtained concerning IMC materials. These results were also significantly

different from the expected mean of 3.0 at the .01 level. The students rated the IMC materials at 3.19 which is somewhat above average. In comparing the three classes, the sophomore mean was the highest. An explanation may be based on the fact that each junior high IMC is smaller than the West High IMC and consequently, sophomores may be impressed with the amount of materials available. The seniors' IMC materials mean was the lowest of all three groups. The rating may be the result of their familiarity with the high school library and their disenchantment following three years of high school. In addition, most seniors have greater mobility than sophomores. As a result, seniors may have greater access to the library at the University of Northern Iowa, as well as the Public Library.

The students showed no significant difference among the three grades concerning IMC materials. The author had hoped that a trend would be evident as students became more familiar with the West High IMC. It was hoped that students would become more aware of the valuable resources available or conversely, the lack of needed resources. It is interesting to note that the highest mean began with sophomores at 3.22, followed by juniors at 3.21 and seniors at 3.14. Perhaps a trend expressing dissatisfaction at higher grade levels does exist, even though the difference among the means was not significant.

Significantly different results at the .01 level were also obtained concerning IMC workspace. Sophomores rated the workspace the highest with an average mean of 3.41 as compared with the expected mean of 3.0. Again, the author traces this to the fact that most junior high libraries are quite small as compared with the West High IMC. Seniors rated the workspace lowest and the author believes this is also due to

their familiarity with West's IMC. Seniors have become aware that the IMC has no workspace for small groups of students to work together. This fact is frustrating to students and staff alike.

There was no significant difference among the three grade levels concerning IMC workspace. Again, the author was looking for a trend which might distinguish itself and which could be related to increased satisfaction or dissatisfaction with the IMC workspace. It is notable that sophomores have the highest mean at 3.41, followed by juniors at 3.37 and seniors at 3.27. Even though the difference among the three classes was not significant, a trend expressing dissatisfaction at higher grade levels does seem to exist.

In analyzing the "best aspects of the IMC", sophomores were frequently the class which recorded the most favorable comments and seniors recorded the lowest number of favorable responses. In comparing the three classes, sophomores gave the highest rating for the good variety of materials. This rating was probably the result of their comparison between the smaller, more restricted junior high libraries and the West High IMC. Seniors rated this the lowest of the best aspects. The seniors' comments were probably the result of their dissatisfaction with materials in more advanced areas or the lack of depth for a particular topic. Another best aspect which was rated highest by the sophomores as compared to seniors was the quiet atmosphere in the IMC. Seniors also rated this best aspect the lowest. As compared with juniors and sophomores, seniors rated the lounge area the lowest, probably because they use that area least. Many seniors have released time and elect to leave the building rather than remain in the IMC or study hall. However, juniors and sophomores do not have



released time privileges and have more opportunity to use the lounge area. Consequently, they would rate this best aspect higher.

All classes were unanimous in their selection of the "worst aspect of the IMC". They complained that the IMC is too quiet or they couldn't talk as much as they would like. Juniors were the most adamant with 23 complaints; however, seniors and sophomores followed closely with 18 and 20 comments respectively.

Sophomore students were most upset by the IMC's crowded conditions. Ten sophomores complained about overcrowding as compared with only two complaints by juniors and three by seniors. Perhaps sophomores were not familiar with the high numbers of students which utilize the West High IMC. Junior comments indicated their dissatisfaction with the help they received from the IMC staff. These junior comments correspond to junior students' unfavorable ratings to statements concerning the IMC staff which appeared on the first portion of the questionnaire. Other responses to the "worst aspect of the IMC" were evenly rated and at quite low response levels.

No attempt was made during the administration of the questionnaire to keep students from discussing the questionnaire or looking at each other's papers. As a result, a particular homeroom frequently had several questionnaires in which the same "best aspect" or "worst aspect" was recorded on several questionnaires. Evidently, the students exchanged ideas when they completed the questionnaire. Perhaps one student encouraged others to write a particular comment, or one student's comment gave other students the idea to write the same comment. Consequently, the author believes the results would have been different had students been more restricted during the administration

of the questionnaire.

Tabulation of the questionnaires indicated that 134 students came to the IMC 0 to 1 time each week. Yet, 73 of the students wrote both positive and negative comments, 20 wrote only positive statements, 10 wrote only negative comments, and 30 wrote no comments about the IMC. Only 9 students left the rating scale blank, while 125 students completed all or most of the items on the rating scale. Because these students spend so little time in the West High IMC, it is difficult to believe that they can form any valid opinions about the West High IMC. The author believes these opinions must be the result of rumors they have heard from their peers or attitudes carried over from junior high school. The author seriously doubts whether these students can give a serious evaluation of the IMC.

The ultimate use of the study's results was to determine where the West High IMC professional energies should be concentrated. Since none of the evaluated areas received an average mean rating of 1.0 or 2.0, there is no particular aspect of the IMC demanding immediate attention. Certainly, the West High IMC should continue to strive to maintain the current level of activities related to staff, materials, and workspace. The IMC staff should not become complacent with this evaluation. The West High IMC staff should work to improve all aspects of its total program.

Future evaluations will continue to be needed to assess the progress, direction and purpose of the IMC program. Surveys and evaluations assist in determining where energies should be concentrated and priorities established. There are various advantages and

disadvantages to all surveys and evaluations. However, the author believes a student evaluation is the most accurate and beneficial because the student evaluation reflects the attitudes and opinions of the primary IMC user--the student.

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APPENDIX A

WEST HIGH IMC QUESTIONNAIRE

Instruction Sheet

- A. Give each student a questionnaire.
- B. Read the following instructions to all students:

The IMC (library) staff is attempting to evaluate the IMC and they would like your opinions.

The first section asks how many times you go to the IMC each week. This may be with a class, on a teacher's pass, or from study hall and the student center. Think only about this year. Fill in the best answer: 0-1 times a week, 2-4 times a week, or 5 or more times a week. Remember--this survey is only concerned with this school year. (Pause here for students to "x" the correct response.)

Next, read each statement in the second section carefully, decide upon your opinion, and circle the correct number in the rating scale. A rating of 5 is the highest rating, indicating you are very satisfied with the present IMC service. A rating of 1 is the lowest rating, indicating you are very unsatisfied with the present IMC service. A rating of 3 is average. Ratings of 4 and 2 indicate slightly above or below average ratings. Please circle only one rating for each statement. These questions are continued on the back of the paper.

The third section of the questionnaire is designed for you to write in the best and the worst features of the IMC. In these

spaces, write the things which you like the best and the least about West High's IMC.

Please be serious and truthful in your evaluation in order that we can accurately evaluate the IMC. It is not necessary for you to sign your name to the questionnaire.

- C. Re-emphasize the importance of writing in responses to the best and worst aspects of the IMC. Check to see that students answered questions on both sides of the paper.
- D. At the end of the homeroom period, collect the questionnaires and return them to Karen Mukai in the IMC.

APPENDIX B

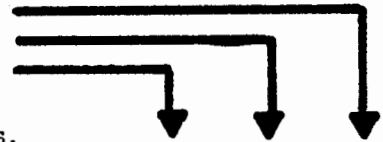
WEST HIGH IMC QUESTIONNAIRE<sup>47</sup>

I. How many times during this school year (Fall 1977) have you gone to the IMC? Mark an "x" next to the best answer.

- 0-1 times each week
- 2-4 times each week
- 5 or more times each week

II. The following questions are designed to identify how well you feel your school IMC serves you. Please answer each question by circling the number that comes closest to expressing your opinion.

always helpful  
usually helpful  
never helpful



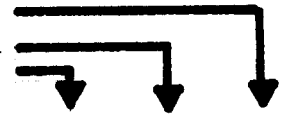
1. When I need help in locating materials, the IMC staff is . . . . . 1 2 3 4 5
2. When I need help in operating audiovisual equipment (record player, filmstrip projector, tape recorder, etc), the IMC staff is . . . . . 1 2 3 4 5
3. When I need help in using the card catalog, Readers' Guide, or vertical file, the IMC staff is . . . . . 1 2 3 4 5
4. When I need help in producing audiovisual materials, the IMC staff is . . . . . 1 2 3 4 5
5. When I need help in selecting the best book from the collection, the IMC staff is . . . . 1 2 3 4 5
6. When I need help in selecting the best audiovisual item (filmstrip, record, etc), the IMC staff is . . . . . 1 2 3 4 5

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<sup>47</sup>Christison, op. cit., p. 50.

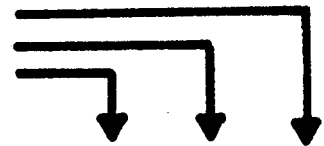


always has what I need  
 usually has what I need  
 never has what I need



- 7. When I look for library books, the IMC . . . . . 1 2 3 4 5
- 8. When I look for audiovisual materials  
 (records, films, filmstrips, etc),  
 the IMC . . . . . 1 2 3 4 5
- 9. When I want to use an audiovisual item  
 (record, film, filmstrip, etc) and need  
 the equipment to do so, the IMC . . . . . 1 2 3 4 5
- 10. When I look for magazines or newspapers,  
 the IMC . . . . . 1 2 3 4 5
- 11. When I look for recreation materials  
 (books, tapes, records, filmstrips,  
 etc), the IMC . . . . . 1 2 3 4 5
- 12. When I look for vertical file materials,  
 the IMC . . . . . 1 2 3 4 5

the best place to go  
 a good place to go  
 a poor place to go



- 13. When I need a place to work alone, the  
 IMC is . . . . . 1 2 3 4 5
- 14. When I need a place to work in small  
 groups, the IMC is . . . . . 1 2 3 4 5
- 15. When I need a place to use audiovisual  
 materials, the IMC is . . . . . 1 2 3 4 5
- 16. When I need a place to produce  
 audiovisual materials, such as a  
 tape or a transparency, the IMC is . . . . . 1 2 3 4 5

III. Please respond to the following statements. Describe your feelings as completely as possible.

The best things about the IMC are:

The worst things about the IMC are:

APPENDIX C

Questionnaire Responses by Homerooms

IMC STAFF

Sophomores

Rating	HR* 207	HR 220	HR 307	HR 315	HR 326	Total
1 Never Helpful	12	7	2	16	6	43
2	4	6	7	8	7	32
3 Usually Helpful	66	44	69	64	50	293
4	21	13	20	38	19	111
5 Always Helpful	9	36	24	28	13	110
TOTAL	112	106	122	154	95	589

Juniors

Rating	HR 223	HR 233	HR 311	HR 324	HR 337	Total
1 Never Helpful	5	4	7	4	23	43
2	14	13	24	11	4	66
3 Usually Helpful	35	73	52	46	65	271
4	13	22	15	47	18	115
5 Always Helpful	5	23	13	20	20	81
TOTAL	72	135	111	128	130	576

Seniors

Rating	HR 206	HR 224	HR 228	HR 314	HR 239	Total
1 Never Helpful	6	2	8	3	13	32
2	14	19	5	6	15	59
3 Usually Helpful	47	28	46	37	30	188
4	14	11	33	36	8	102
5 Always Helpful	29	8	37	31	0	105
TOTAL	110	68	129	113	66	486

\*Homeroom

## Questionnaire Responses by Homerooms

## IMG MATERIALS

## Sophomores

Rating	HR*	HR	HR	HR	HR	Total
	207	220	307	315	326	
1 Never has what I need	7	3	8	12	10	40
2	7	13	10	24	5	59
3 Usually has what I need	62	53	62	66	47	290
4	18	19	24	37	13	111
5 Always has what I need	<u>13</u>	<u>18</u>	<u>20</u>	<u>19</u>	<u>8</u>	<u>78</u>
TOTAL	<u>107</u>	<u>106</u>	<u>124</u>	<u>158</u>	<u>83</u>	<u>578</u>

## Juniors

Rating	HR	HR	HR	HR	HR	Total
	223	233	311	324	337	
1 Never has what I need	2	8	10	4	11	35
2	7	16	14	10	9	56
3 Usually has what I need	35	69	66	46	75	291
4	24	33	12	35	23	127
5 Always has what I need	<u>12</u>	<u>12</u>	<u>10</u>	<u>9</u>	<u>16</u>	<u>59</u>
TOTAL	<u>80</u>	<u>138</u>	<u>112</u>	<u>104</u>	<u>134</u>	<u>568</u>

## Seniors

Rating	HR	HR	HR	HR	HR	Total
	206	224	228	314	329	
1 Never has what I need	6	6	10	3	10	35
2	21	13	14	4	15	67
3 Usually has what I need	52	35	64	36	21	208
4	26	8	27	42	7	110
5 Always has what I need	<u>11</u>	<u>5</u>	<u>11</u>	<u>16</u>	<u>3</u>	<u>46</u>
TOTAL	<u>116</u>	<u>67</u>	<u>126</u>	<u>101</u>	<u>56</u>	<u>466</u>

\*Homeroom

## Questionnaire Responses by Homeroom

## IMC WORKSPACE

## Sophomores

Rating	HR*	HR	HR	HR	HR	Total
	207	220	307	315	326	
1 A poor place to go	3	3	6	12	16	40
2	8	6	9	9	6	38
3 A good place to go	29	37	33	35	16	150
4	18	10	14	24	5	71
5 The best place to go	<u>16</u>	<u>19</u>	<u>24</u>	<u>27</u>	<u>21</u>	<u>107</u>
TOTAL	74	75	86	107	64	406

## Juniors

Rating	HR	HR	HR	HR	HR	Total
	223	233	311	324	337	
1 A poor place to go	5	7	8	5	19	44
2	6	9	7	7	2	31
3 A good place to go	27	36	36	30	36	165
4	22	18	11	27	19	97
5 The best place to go	<u>6</u>	<u>24</u>	<u>17</u>	<u>25</u>	<u>19</u>	<u>91</u>
TOTAL	66	94	79	94	95	428

## Seniors

Rating	HR	HR	HR	HR	HR	Total
	206	224	228	314	329	
1 A poor place to go	7	4	13	7	13	44
2	7	5	8	5	5	30
3 A good place to go	36	22	24	16	13	111
4	10	6	17	17	6	56
5 The best place to go	<u>20</u>	<u>9</u>	<u>16</u>	<u>23</u>	<u>6</u>	<u>74</u>
TOTAL	80	46	78	68	43	315

\*Homeroom