
Title	School library perspectives survey report 2018
Author(s)	Chin Ee, Loh and Shamala Sundaray

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School Library Perspectives Survey Report 2018

Chin Ee, Loh
Shamala Sundaray

National Institute of Education,
Nanyang Technological University



An Institute of



National Institute of Education
Nanyang Technological University
Singapore

SUG5/17 LCE School Library Perspectives Survey
Report 2018

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REPORT ON SCHOOL LIBRARY PERSPECTIVES SURVEY

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SUG5/17 LCE REPORT

A Nation-wide Study of Principals, School Media Library Coordinators and Teachers' Perspectives of their School Libraries

School Library Perspectives Survey Report 2018

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For more about reading and school libraries, please refer to the project website: <https://www.readingculturesg.org>

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PRINCIPAL INVESTIGATOR
Assistant Professor Chin Ee, Loh
English Language and Literature Group,
National Institute of Education

RESEARCH FELLOW
Dr Shamala Sundaray

RESEARCH ASSISTANTS
Agnes Paculdar
Zhong Hao, Wan

DESIGN AND LAYOUT
Ease Communications

PHOTOGRAPHY
Zhong Hao, Wan

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Introduction

International research has pointed to the importance of having trained manpower manage the library. The School Library Manifesto by the International Federation of Library Associations and Institutions (IFLA) states that

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by staffing as adequate as possible, working together with all members of the school community, and liaising with the public library and others. (IFLA, 2015: 60)

This suggests that the school librarian should have adequate training and that his or her role is to collaborate with other staff members to encourage student learning. The presence of trained librarians is correlated to academic achievement, notably in English Language Arts (ELA) (Lance, 2002; Lance and Hofshire, 2012; Small et al., 2009; Todd and Kuhlthau, 2005). More recently, a study in New York State achievement showed casual links between the presence of trained school librarians and student achievement in English and Mathematics (Radlick and Stefk-Mabry, 2018).

Some ways that professionally trained school librarians help include the selection of materials for their library collection to support the school's general curriculum (Small et al., 2009) and the development of information literacy skills for project learning (Harada et al., 2008). School librarians enabled to take on active leadership roles in their schools are able to create conducive environments for reading, collaboration and development of information literacy skills (Lance, 2002). Enabling the school librarian to make important decisions about learning and the direction of the school library in supporting and amplifying learning is important given the changing contexts of twenty-first century learning with its focus on connectedness, collaboration, technology and innovation.

However, despite clear evidence for the important role played by trained school librarians, policies and practices with regard to staffing school libraries are uneven across countries and school districts, in part due to unclear knowledge about the role and work of school librarians. Public and educators' perceptions of traditional school library work may be dated, neglecting the important role of school librarians in scaffolding access to books and technology in this digital age (Hochman, 2016; Montiel-Overall, 2010). In addition, principal support is particularly important for enabling the work of school librarians (Oberg, 1995; Henri, Hay & Oberg, 2002). In a survey study conducted in seven Singapore schools in 2003, Mokhtar and Majid (2005) found that teachers generally did not use their school libraries and its resources effectively. This was because of the perceived lack of educational materials in the library and lack of knowledge about library work on the part of the teachers. Understanding school leaders and teachers' perspectives about the usefulness of their school library is a crucial first step to think about how to utilize the potential of the school library as a space of extended and independent learning for students.

The Study

In this study, we seek to understand how the presence of a trained or professional librarian (PL) contributes to the learning within Singapore school libraries by examining principals, library coordinators and teachers' perspectives of their school libraries.

Within the Singapore context, a limited number of Integrated Programme (IP) or specialized schools are staffed by professional librarians¹. Most school libraries are managed by library coordinators (LC), who are subject-teachers tasked to manage the library on top of their teaching. All schools are supported by a library assistant who is a technical staff trained to manage the day-to-day administrative duties in the library.

In this study, we refer to schools staffed with professional librarians as PL schools and schools staffed by library coordinators as No PL schools.

This study aims to elicit school leaders', library coordinators' and teachers' perspectives of their school libraries through a comprehensive survey. The research questions guiding this survey are:

1. What are principals, teachers and library coordinators' usage and perception of their school libraries?
2. What differences in usage and perceptions are there among schools with professional librarians and without professional librarians?

A **Professional Librarian (PL)** is trained and certified with a BA or Masters in Library and Information Science or Teacher-Librarianship. Typically, a PL's job is to focus on the work of the library to develop library resources (including book and e-resources), information literacy skills and programmes to support teaching and learning. The PL, who is based in the library, may conduct information literacy classes, recommend books to students and provide research assistance. International schools and selected Singapore IP schools are staffed with full-time professional librarians.

A **Library Coordinator (LC)** is a teacher in a Singapore school who has been given the task of managing the library, on top of his or her usual teaching. In some schools, a LC has a Media Resource Library (MRL) team of two to four teachers to support his or her work. A LC may also be the Library CCA teacher in some schools. Out of the 13 No PL schools the research team visited, five schools had a MRL committee.

Methods

Materials

An online survey comprising 47 questions, an additional 16 questions for school leaders and an additional 24 questions for library coordinators, as well as 12 demographic questions, was created and disseminated using the survey platform, Qualtrics.¹

Procedure

An email invitation containing the hyperlink to the survey and a QR code were sent to each schools' liaison personnel between 15th January and 7th February 2018. The liaison personnel subsequently forwarded the email invitations to all academic staff members of their schools. The QR codes were displayed on the screen during the briefing of the study protocol by the researchers. After subsequent reminders, the survey was closed on 15th March 2018.

Participants

Invitations were sent to 32 schools out of which fourteen schools agreed to participate in the online survey. Due to the specialized nature of one school, it was excluded from the final data analysis. The 13 schools were made up of eight government, two independent, one autonomous and two government-aided schools. As there are 150 secondary schools in Singapore, the survey captured perspectives from 9% of Singapore schools. Two of the IP schools were staffed by professional librarians (PL schools) and other schools were managed by library coordinators (No PL schools). All schools were supported by library assistants.

A total of 763 school leaders and teachers completed the survey online. Of the 763 participants, 126 were school leaders (eight principals, 14 vice-principals and 104 HoDs), 54 were senior teachers, 582 were teachers and one who was a member of the media resource committee, but had no leadership or teaching role. This participant's responses were included in the data analyses due to the close working links between school libraries and the media resource committees. Of the 763, seven were library coordinators, one was a library CCA teacher, one was both a library coordinator and library CCA teacher, and two, including the one mentioned earlier, were members of the media resource committee.

In total, there were 125 respondents from PL schools and 638 respondents from No PL schools.

¹A pilot survey with 66 questions and 12 demographic questions was conducted at two secondary schools. The present survey was modified based on the findings of the pilot survey.

Data Analysis

The survey questions were organized under 11 measures: Library Usage, Library and Studying, Library and Reading, Diversity of Collection, Library and Information Literacy Skills, Learning Environment, Support for Library, Collaborative Opportunities, Professional Development, Principals' and HODs' Library Support and Perception of Library Needs, and Library Coordinators' Knowledge and Needs. Selected descriptive data for each measure is provided in this report with 'professional librarian' (PL) and 'No professional librarian' (No-PL) as the criterion. For the full report, please write to the project team.

School Library Visits and Interviews

Schools that participated in the survey were asked if they would like the research team to evaluate the physical space of their school libraries. Eight schools took up the offer and visual reports were generated for each school. In addition, a study visit was made to one library where the librarian provided a tour of the library. Interviews were conducted with the library coordinators and librarian at these schools. The interviews provided more nuanced understandings of the functioning of each library and the needs of each school library.

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Key Findings and Recommendations

1. **Teachers in schools with professional librarians were more likely to use their library and use it for reading and curriculum development.** In addition, teachers in schools with professional librarians were more likely to collaborate with the librarian to find relevant materials for their students and develop lessons using the library resources to enhance learning.

For example, we observed that up-to-date magazines in different subject areas can inform teachers about the latest news and collaborations. We also observed teachers in one IP school working with the professional librarian to design lessons. As teachers are expected to keep in touch with the latest development in their subject-areas and more broadly, a future-ready school library must factor in the teachers' needs for reading, learning and curriculum development.

2. **Teachers in schools staffed with professional librarians are more likely to perceive their school libraries to have a wide variety of up-to-date fiction, non-fiction, magazines and e-resources, and supporting programmes to promote reading.** Given the importance of the book collection in drawing students to the library (Loh, Ellis, Paculdar & Wan, 2017), future-ready school libraries must spend more time and effort to keep their resources current and relevant to the student's reading and learning needs.

The findings from this study suggest that schools with professional librarians are better equipped to maintain and refresh their library collection to meet the reading and learning needs of their users. It is important to recognize that time and expertise are required for effective book selection and accord library staff the time and training to support their capacity to select books for reading and learning and run reading-related programmes.

3. **Schools with professional librarians were more likely to provide information literacy instruction to the students compared to schools without professional staffing.** Information literacy is an important skill for students across different ages, proficiencies and interests given the 21st century focus on self-directed and independent learning but is currently not covered holistically or systematically across the curriculum in Singapore schools.

International schools and schools in other countries (e.g., Australia, United States, the Netherlands) often consider information literacy training part of the school library curriculum. It may be time to consider how the school library can be a central instructional hub for instructing and providing access to information literacy learning to prepare students to be future-ready learners.

4. **Across all schools, teachers felt that more discussion spaces were required for their school libraries.** This suggests that teachers recognize the need for collaborative and independent self-directed learning and would like more spaces to support students learning.

The school library is typically the only supervised, air-conditioned space in school available to students after school for independent learning. Any redesign of future-ready school libraries should consider the central role of collaboration, including the use of technology (moveable whiteboards, projectors, laptops, charging points etc.) that is required to support collaboration and independent self-directed learning.

5. **Teachers in schools with professional librarians perceived their students to use the library more for reading and borrowing, research work and collaboration.** These kinds of learning behaviours are essential for future learning for the 21st century.

Teachers in schools without professional librarians felt more acutely the need for discussion spaces, computers, books and chairs. This suggests that there is a need to reconsider the space and equipment in school libraries to see how students' needs for more studying and discussion spaces, books, equipment such as computers and projectors can be better met. Equipment needs to be maintained and updated, and trainers should be available to help students learn how best to use the resources to access books and information.

6. **Across all schools, school leadership and library coordinators felt that they could benefit from more professional development opportunities for library staff.** More than 60% of the school leaders and library coordinators felt that their school would benefit from a full-time trained teacher-librarian dedicated to managing the library and managing the learning related to the library.

More professional development opportunities related to expanding the role of the school library in encouraging reading and learning across all subject-areas should be provided for library staff and teachers involved in the library. More importantly, *dedicated* library staff with the professional expertise to make decisions, run programmes and support students should be allocated to the library, whether in the form of full-time professional librarians or teachers with a reduced teaching load so they can concentrate on the library work. Dedicated professionally trained personnel can improve the library collection, space and work and amplify the learning across all subject-areas.

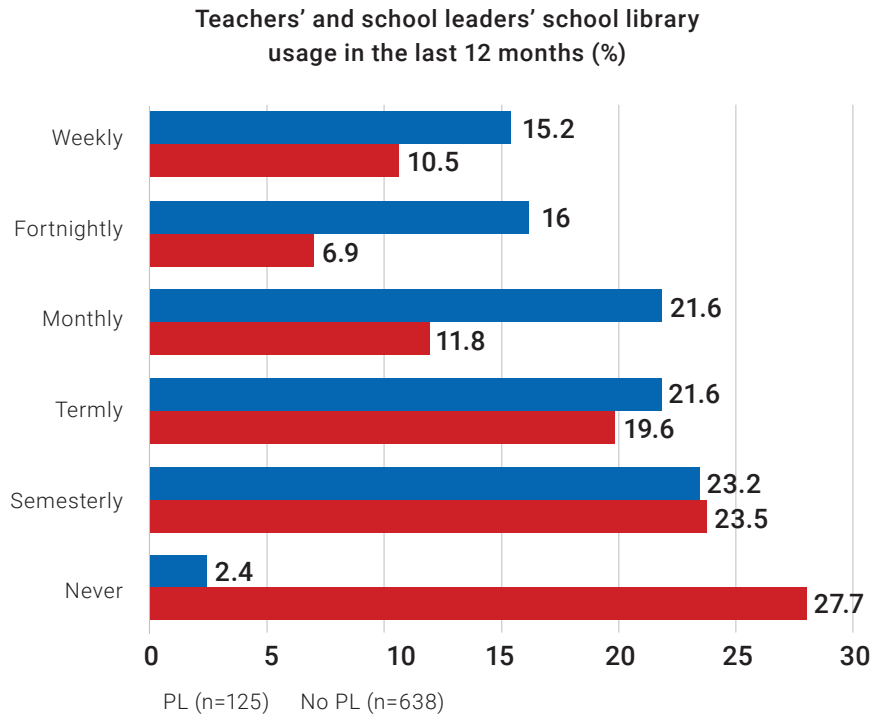
For a detailed literature review of the role of future-ready school libraries, please refer to our report *Envisioning the School Library of the Future: A 21st Century Framework*.

Detailed Findings

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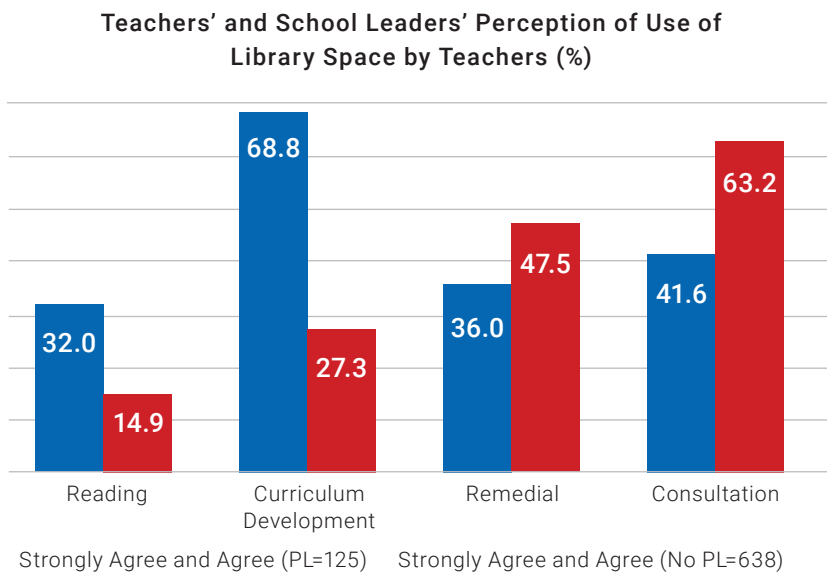
1. Teachers' Self-Reported Library Usage

While the majority of the teachers had visited their school libraries in the range of 'once a week' (11.3%) to 'once a semester' (23.5%) in the last 12 months, 23.6% had not made a single visit. PL respondents tended to visit their library more regularly and No PL respondents were more likely to report that they have never visited their school library.



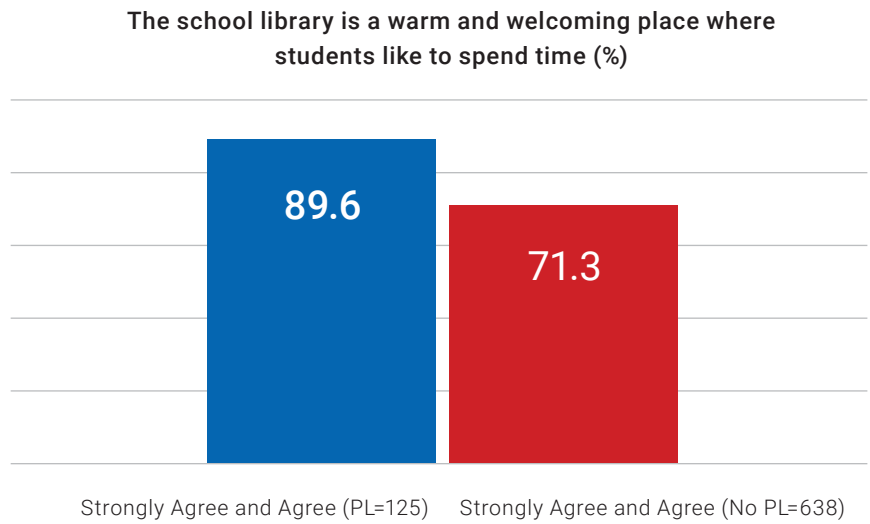
2. Teachers' Perception of Library Use by Teachers

PL respondents perceived the library as a useful space for reading and curriculum development whereas No PL respondents were more likely to see the school library as a space for consultation and remedial.



3. Teachers' Perception of the Learning Environment

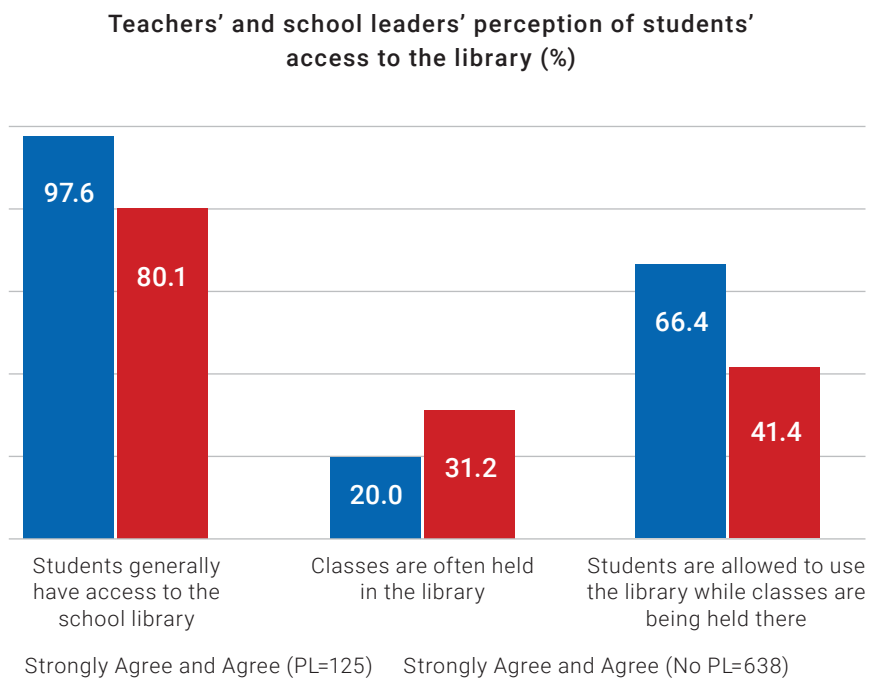
The school library was generally regarded positively in terms of being a conducive and welcoming learning environment for students by PL and No PL respondents. Despite this, 18.3% more PL respondents strongly agreed or agreed that their library was a warm and welcoming place for their students.



4. Teachers' Perception of Students' Access to the Library

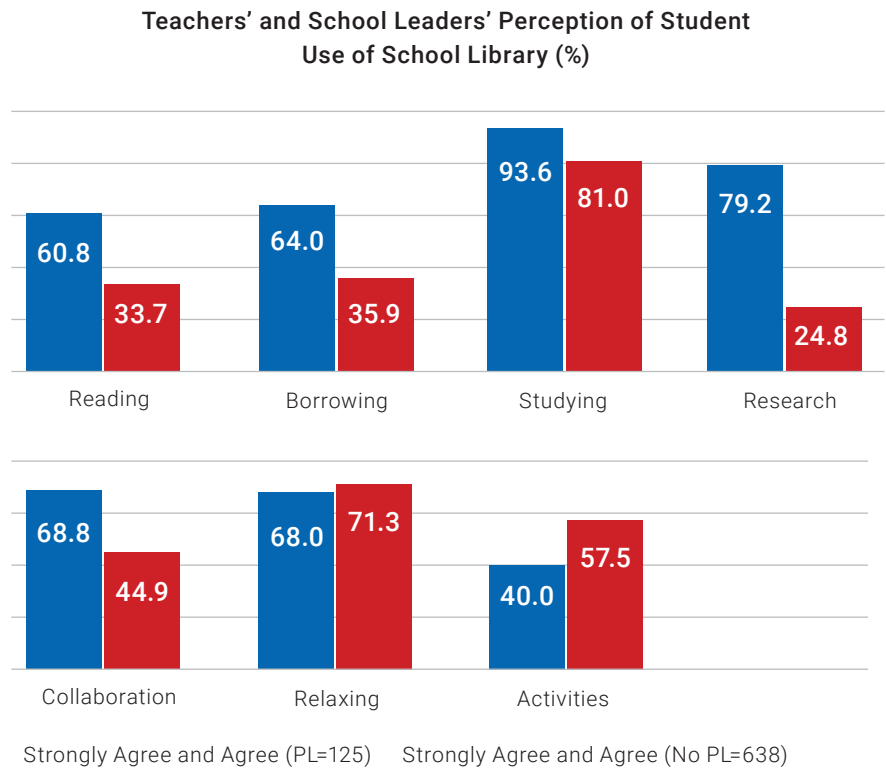
Most teachers felt that students had reasonable access to the library. However, more classes are held in No PL libraries and this may deprive students' of their use of the library.

It is also important to note that more students could continue to use the PL school library while classes were conducted compared to No PL schools. It is important to ensure continued access to library resources while classes are being conducted. Classes involving group or individual work are less likely to disrupt library access compared to lectures or large-group classes.



5. Teachers' Perception of Student Usage of the Library

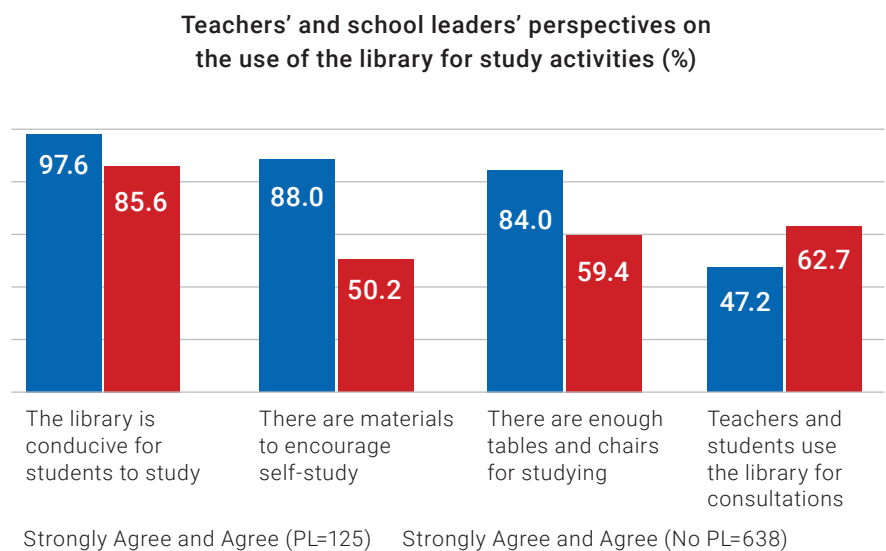
Although all school libraries were perceived to be used for studying, relaxing and activities, PL teachers perceived their school libraries to be better used for reading, borrowing, research and collaboration. Students in No PL schools were perceived to use the library more for relaxing and activities.



6. Teachers' Perception of Library Support for Independent Study

Although all schools support studying, PL schools were perceived to have more spaces and resources to support independent studying with sufficient tables and chairs and materials to encourage self-study.

No PL schools were more likely to use the library for consultations.



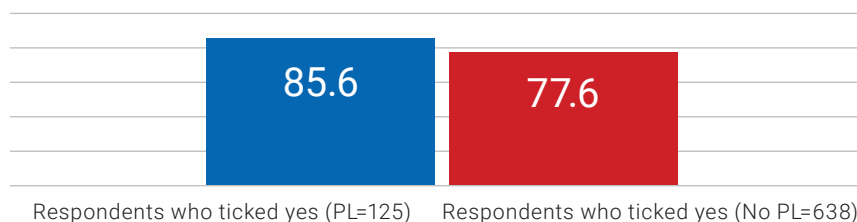
7. Schools' Reading Culture

78.9% of the total respondents declared they were readers, suggesting that the majority of secondary school teachers read.

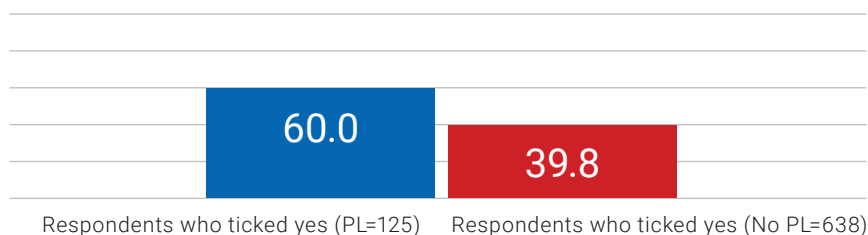
PL respondents were more likely than No PL respondents to perceive that their school was a reading school.

Teachers' perceptions may be based on their student profile or on the school reading programmes. Case study analysis can reveal more details useful for each specific school.

Teachers who are readers (%)



School leaders and teachers' perspectives on whether their school is a reading school (%)



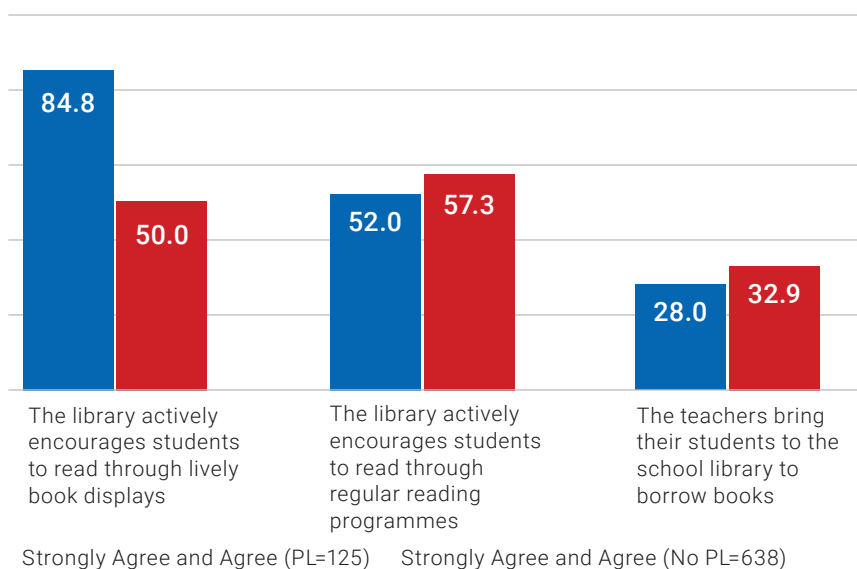
8. Teachers' Perception of School Library Support for Reading

84.8% PL vs 50% No PL schools strongly agreed or agreed that the school library supported reading through lively book displays.

About 50% from PL and No PL schools felt that the school library supported reading through reading programmes

32.9% No PL teachers brought their students to the school library to borrow books, in comparison to 28% from PL schools. No PL teachers may perceive their students to require more encouragement to read and/or the book collection in PL schools may be sufficiently attractive and relevant to draw students into the library.

Teachers' and School Leaders' Perception of School Library Support for Reading (%)



9. Teachers' Perception of the Book Collection in their School Libraries

Respondents in PL schools felt that their school libraries had a wide range of up-to-date book and media collection, including access to e-journals and magazines. On the other hand, respondents from No PL schools were less likely to agree that their book and media collection was sufficient.

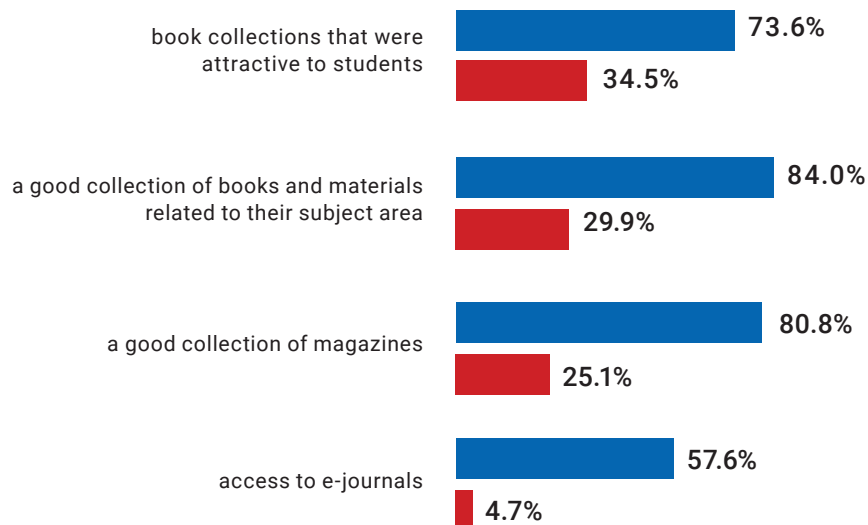
Diversity of Book and Media Collection



PL 64-68% **26-33%** **NO PL**

Teachers and school leaders agreed or strongly agreed that the fiction and non-fiction collections were up to date

Teachers and School Leaders agreed or strongly agreed that their school libraries had:



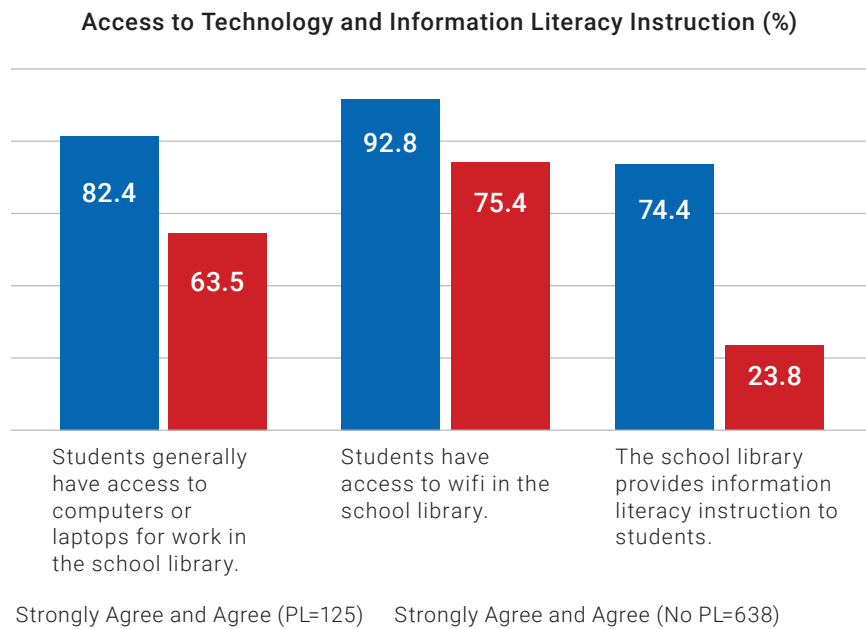
Strongly Agree and Agree (PL=125) Strongly Agree and Agree (No PL=638)

10. Teachers' Perception of Access to Computers and Information Literacy Instruction

While 82.4% of PL respondents perceived that their students had access to computers in the school library, only 63.5% of No PL respondents thought so.

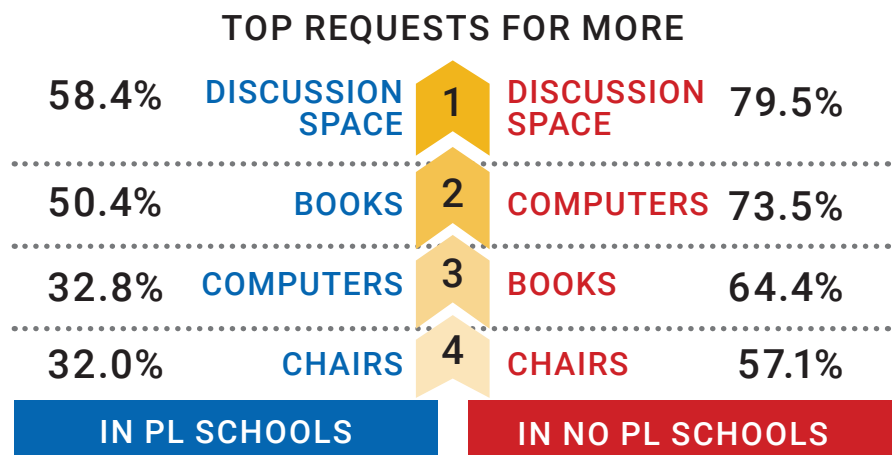
92.8% of PL respondents perceived their students to have wifi in the school library in comparison to 75.4% from No PL schools.

For the provision of information literacy instruction, 74.4% of PL respondents agreed or strongly agreed that the school library fulfilled this role. However, only 23.8% of No PL respondents felt that their school libraries engaged in information literacy instruction.



11. Teachers' Top Requests for the School Library

Across all schools, teachers felt that more discussion spaces were required. However, it seems that No PL respondents felt more sharply the need for more discussion spaces, computers, books and chairs for their school libraries.



The school leaders as well as the library coordinators (including MRC members) (LCs) (n = 136) were presented with statements to elicit their views on the teachers' and external organisations' collaborative opportunities with the school library and about the professional development needs of library coordinators.

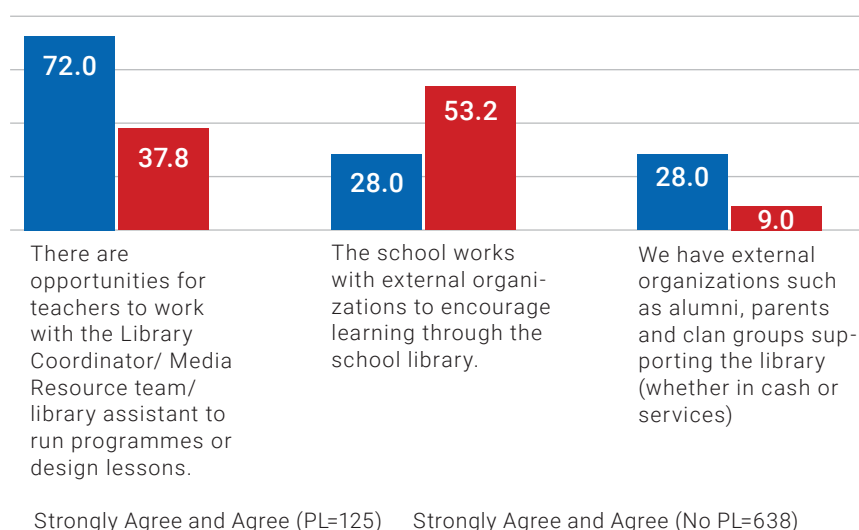
12. Teachers' Perception of Collaborative Opportunities

62% of PL schools compared to 37.8% of No PL respondents felt that there were opportunities for the LC or MRL committee to collaborate with teachers.

No PL schools were more likely to collaborate with external collaborators. PL schools were more likely to have support from external organizations such as alumni, parents or clan groups.

From our research and visits to school, it is likely that No PL schools collaborate with the National Library Board to have the NLB team bring in programmes, books or talks. PL schools were more self-sufficient as they have a librarian on the staff.

Teachers' and School Leaders' Perception of School Library Support for Reading (%)



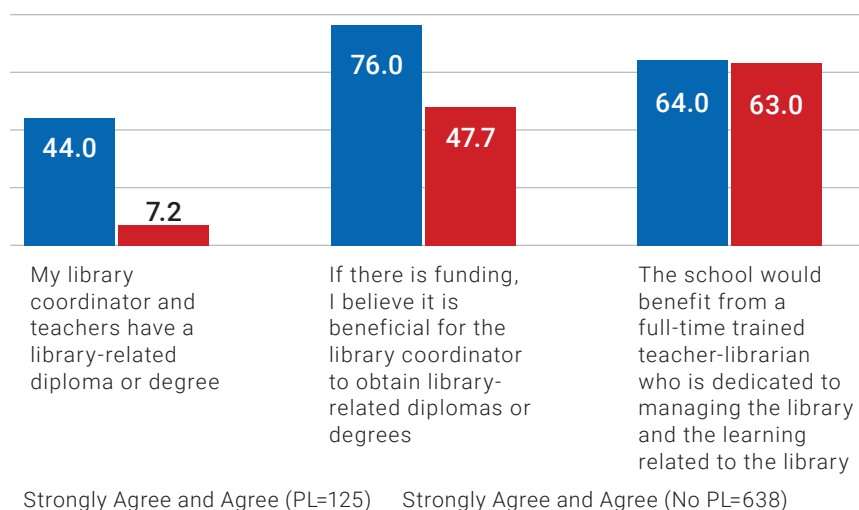
13. Professional Development

76% of PL school leaders and LCs strongly or agreed that it would be beneficial for the library coordinators to obtain library-related qualifications if funding was available, in comparison to 47.7% of No PL school leaders and LCs. It may be that PL school leaders' exposure to the work of their professionally trained librarians provide an example of how training can improve the library for reading and learning.

More than 60% of the PL and No PL school leaders and LCs agreed or strongly agreed that their schools would benefit from a full-time trained librarian.

Overall, school leaders were uncertain about the training that their LCs had attended.

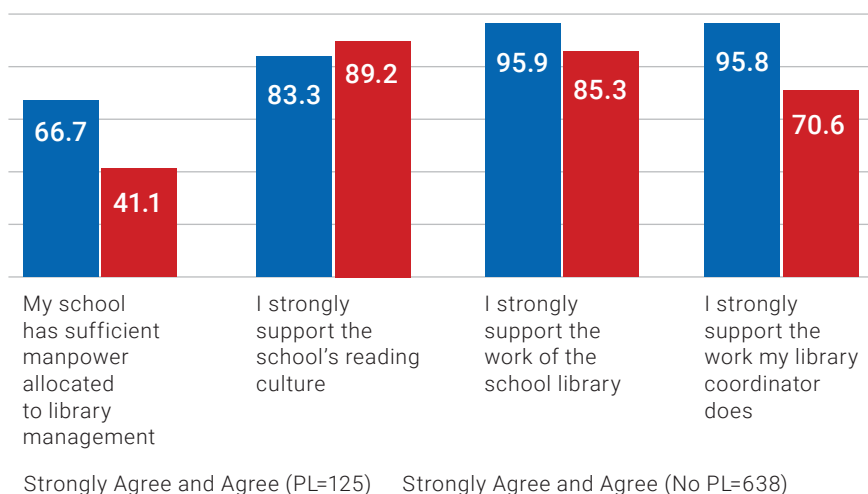
School leaders and LCs' (n = 136) view of the training opportunities available for the school and the library coordinator (%)



14. Principals' and HODs' Support for Library

Almost all PL school leaders and most No PL school leaders who had completed the survey were supportive of the work undertaken by the library coordinator (95.8% and 70.6%, respectively) and by the library (95.8% and 85.3%, respectively). School leaders were generally very supportive of the school's reading culture.

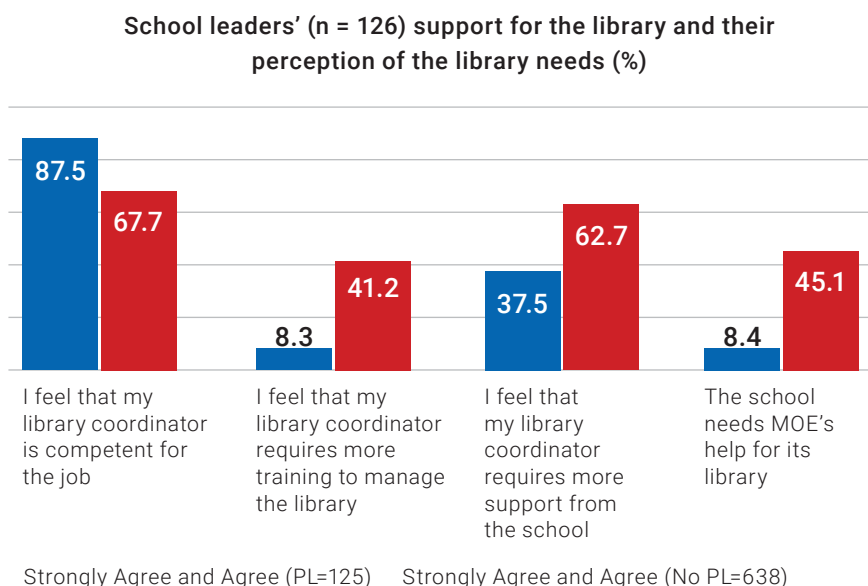
However, it seems that schools felt that more manpower was required to support the library, particularly in No PL schools.



15. Principals' and HODs' Perception of Library Needs

No PL schools were more likely than PL schools to feel that they needed MOE's help for their school libraries, perhaps because PL schools had professional librarians trained to managed the library independently.

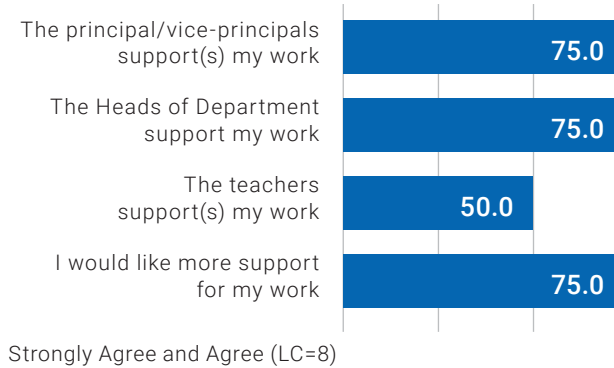
Overall, No PL school leaders were more likely to feel that the LC can benefit from more training to manage the library and more support from the school.



Library coordinators (LC) were asked additional questions to elicit their knowledge on library management, their needs and the support they receive. Only 8 LCs from No PL schools has completed the survey.

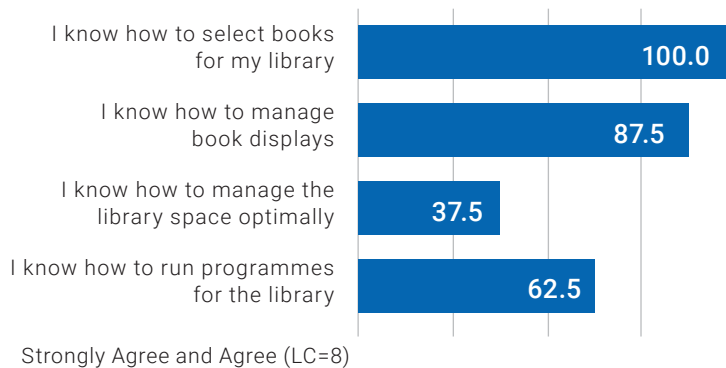
16. Perceived Support for Library Coordinators

Most of the LCs felt supported by their principals and HODs but were less certain of teachers' support. However, 75% stated that they would like more support for their work, suggesting a lack of school knowledge and support for their work.



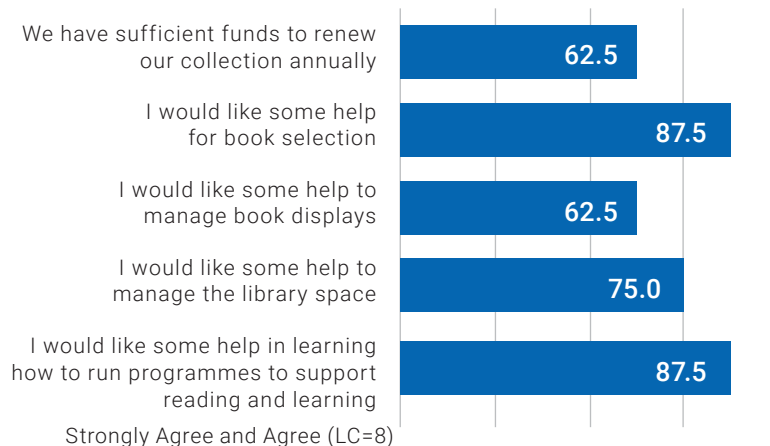
17. Library Coordinators' Perceived Ability to Manage the School Library

Most of the LCs surveyed agreed or strongly agreed that they were able to select books, manage book displays and run programmes for the library, although they were not as certain about their ability to manage the library space optimally.



18. Library Coordinators' Needs

However, despite the LCs' perceived confidence in their ability to manage the school library, the majority of the LCs felt that they required training for book selection and display, programming and managing the library space optimally.



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Appendix

1. Teacher Self-Reported Library Usage (%)

	Visited library once a week	Visited library once a fortnight	Visited library once a month	Visited library once a term	Visited library once a semester	Never visited the library
PL (n=125)	15.2	16.0	21.6	21.6	23.2	2.4
No PL (n=638)	10.5	6.9	11.8	19.6	23.5	27.7

2. Teachers' Perception of Library Use by Teachers (%)

Statement	PL (n=125)					No PL (n=638)					
	SA	A	NS	D	SD	SA	A	NS	D	SD	
The library is well used by teachers for											
Reading	3.2	28.8	34.4	29.6	4.0	2.2	12.7	33.2	37.6	14.3	
Curriculum Development	12.8	56.0	20.8	7.2	3.2	3.0	24.3	34.8	29.3	8.6	
Remedial	8.0	28.0	31.2	18.4	14.4	8.8	38.7	28.1	20.5	3.9	
Consultation	12.8	28.8	24.8	18.4	15.2	13.5	49.7	19.7	13.6	3.4	
Classes	7.2	28.0	33.6	20.8	10.4	9.6	37.1	27.6	21.2	4.5	
Detention	1.6	4.8	34.4	31.2	28.0	1.3	6.3	28.5	40.6	23.4	

3. Teachers' Perception of the Library's Learning Environment (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
The school library is a warm and welcoming place where students like to spend time.	32.8	56.8	8.8	1.6	0	9.1	62.2	16.9	10.3	1.4

4. Teachers' Perception of Students' Access to the Library (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
Students generally have access to the school library (i.e. from 8 am to 5 pm, five days a week)	47.2	50.4	1.6	0.8	0	13.8	66.3	12.2	6.9	0.8
Classes are often held in the library.	7.2	12.8	51.2	22.4	6.4	5.5	25.7	39.0	26.6	3.1
Remedial Students are allowed to use the library while classes are being held there.	16.8	49.6	29.6	3.2	0.8	4.4	37.0	43.6	12.7	2.4

SA : Strongly Agree A : Agree NS : Not Sure D : Disagree SD : Strongly Disagree

5. Teachers' Perception of Student Usage of the Library (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
The library is well used by teachers for										
Reading	8.8	52.0	27.2	11.2	11.2	2.8	30.9	33.1	28.2	5.0
Borrowing	6.4	57.6	32.0	3.2	3.2	3.1	32.8	37.3	22.6	4.2
Studying	40.0	53.6	4.0	2.4	2.4	21.8	59.2	12.7	5.6	0.6
Research work	22.4	56.8	18.4	1.6	1.6	3.6	21.2	42.6	25.7	6.9
Collaboration or group work	20.8	48.0	23.2	7.2	7.2	4.5	40.4	34.3	17.1	3.6
Relaxing	17.6	50.4	29.6	1.6	1.6	13.8	57.5	20.5	7.1	1.1
Activities (e.g. school programmes)	5.6	34.4	51.2	6.4	6.4	8.8	48.7	29.8	11.1	1.6

6. Teachers' Perception of Library Support for Independent Study (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
The library is conducive for students to study.	42.4	55.2	0.8	0.8	0.8	15.4	70.2	6.6	6.9	0.9
There are materials to encourage self-study	34.4	53.6	11.2	0.8	0	5.5	44.7	34.0	14.4	1.4
There are enough tables and chairs for studying.	30.4	53.6	5.6	9.6	0.8	8.3	51.1	10.0	26.8	3.8
Teachers and students use the library for consultations	13.6	33.6	20.8	23.2	8.8	9.9	52.8	19.3	15.5	2.5

7. Schools' Reading Culture (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
I am a reader.	85.6					77.6				
Our school is a reading school.	10.4	49.6	22.4	16.8	0.8	3.6	36.2	25.5	30.4	4.2

SA : Strongly Agree A : Agree NS : Not Sure D : Disagree SD : Strongly Disagree

8. Perception of School Library Support for Reading (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
The library actively encourages students to read through lively book displays.	21.6	63.2	10.4	2.4	2.4	4.5	45.5	25.1	22.3	2.7
The library actively encourages students to read through regular reading programmes.	8.8	43.2	32.0	13.6	2.4	8.9	48.4	19.9	19.6	3.1
The teachers bring their students to the school library to borrow books.	4.0	24.0	41.6	21.6	8.8	3.1	29.8	37.3	24.3	5.5

9. Teachers' Perception of the Book Collection in their School Libraries (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
We have a wide selection of fiction.	28.8	56.8	11.2	3.2	0	4.9	44.8	42.9	6.6	0.8
We have a wide selection of non-fiction.	32.8	49.6	13.6	3.2	0.8	2.7	39	48.9	8.3	1.1
The fiction collection is current and up-to-date.	20.8	43.2	29.6	4.8	1.6	4.7	28.2	56.3	9.2	1.6
The non-fiction collection is current and up-to-date.	15.2	52.8	24.8	5.6	1.6	2.7	23	61.9	11.3	1.1

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
Our school library has a good collection of books that are attractive to students.	20.0	53.6	20.0	5.6	0.8	3.0	31.5	52.8	11.3	1.4
Our school library has a good collection of books and materials related to my subject-area.	20.8	63.2	5.6	9.6	0.8	2.5	27.4	48.7	19.0	2.4
Our school library has a good collection of magazines.	24.8	56.0	16.8	2.4	0	2.4	22.7	62.7	11.3	0.9
Our school library has a selection of e-journals.	16.8	40.8	34.4	6.4	1.6	0.8	3.9	71.5	17.7	6.1

SA : Strongly Agree A : Agree NS : Not Sure D : Disagree SD : Strongly Disagree

10. Teachers' Perception of Access to Computers, Wifi Access and Information Literacy Instruction (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
Students generally have access to computers or laptops for work in the school library.	28.8	53.6	12.8	3.2	1.6	8.3	55.2	19.6	15.8	1.1
Students have wifi access in the school library.	43.2	49.6	7.2	0	0	12.4	63.0	18.8	4.7	1.1
The school library provides information literacy instruction to students.	13.6	60.8	20.8	4.8	0	1.1	22.7	62.5	12.4	1.3

11. Teachers' Top Requests for the School Library (%)

Statement	PL (n=125)					No PL (n=638)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
The library needs more chairs.	7.2	24.8	31.2	36.0	0.8	11.6	45.5	21.5	21.5	0
The library needs more books.	7.2	43.2	26.4	23.2	0	14.9	49.5	25.5	9.9	0.2
The library needs more computers.	4.0	28.8	21.6	37.6	8.0	18.3	55.2	16.6	9.7	0.2
The library needs more discussion spaces.	14.4	44.0	17.6	22.4	1.6	23.5	56.0	13.2	7.1	0.3

12. Teachers' Perception of Collaborative Opportunities (%)

Statement	PL (n=25)					No PL (n=111)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
There are opportunities for teachers to work with the Library Coordinator/ Media Resource team/ library assistant to run programmes or design lessons.	20.0	52.0	20.0	8.0	0	3.6	34.2	29.7	27.9	4.5
The school works with external organizations to encourage learning through the school library.	4.0	24.0	56.0	16.0	0	2.7	50.5	27.0	17.1	2.7
We have external organizations such as alumni, parents and clan groups supporting the library (whether in cash or services)	4.0	24.0	56.0	16.0	0	0.9	8.1	34.2	42.3	14.4

SA : Strongly Agree A : Agree NS : Not Sure D : Disagree SD : Strongly Disagree

13. Professional Development (%)

Statement	PL (n=25)					No PL (n=111)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
My library coordinator and teachers have a library-related diploma or degree.	16.0	28.0	52.0	4.0	0	0	7.2	59.5	26.1	7.2
If there is funding, I believe that it is beneficial for the Library Coordinator to obtain library-related diplomas or degrees.	20.0	56.0	24.0	0	0	9.9	37.8	41.4	8.1	2.7
My library coordinator and teachers have attended library courses run by Civica.	0	12.0	84.0	0	4.0	0.9	24.3	68.5	5.4	0.9
My library coordinator and teachers have attended library courses run by CPDD.	0	4.0	92.0	0	4.0	0	14.4	75.7	8.1	1.8
My library coordinator and teachers have attended library courses run by MOE.	4.0	8.0	88.0	0	0	0.9	18.0	71.2	8.1	1.8
My library coordinator and teachers have attended library courses run by NLB.	8.0	8.0	84.0	0	0	1.8	35.1	55.0	7.2	0.9
The school would benefit from a full-time trained teacher-librarian who is dedicated to managing the library and learning related to the library.	24.0	40.0	24.0	12.0	0	13.5	49.5	27.0	8.1	1.8

14. Principals' and HODs' Support for Library (%)

Statement	TL (n=25)					No TL (n=111)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
My school has sufficient manpower allocated to library management.	0	66.7	25.0	8.3	0	2.9	38.2	32.4	24.5	2.0
I strongly support the school's reading culture.	33.3	50.0	8.3	8.3	0	23.5	65.7	6.9	3.9	0
I strongly support the work of the school library.	41.7	54.2	4.2	0	0	13.7	71.6	13.7	1.0	0
I strongly support the work my library coordinator does.	33.3	62.5	4.2	0	0	13.7	56.9	28.4	1.0	0

SA : Strongly Agree A : Agree NS : Not Sure D : Disagree SD : Strongly Disagree

15. Principals' and HODs' Perception of Library Needs (%)

Statement	TL (n=25)					No TL (n=111)				
	SA	A	NS	D	SD	SA	A	NS	D	SD
I feel that my Library coordinator is competent for the job.	37.5	50.0	12.5	0	0	6.9	60.8	30.4	2.0	0
I feel that my Library coordinator requires more training to manage the library.	0	8.3	37.5	45.8	8.3	6.9	34.3	52.9	4.9	1.0
I feel that my Library coordinator requires more support from the school.	0	37.5	41.7	20.8	0	7.8	54.9	33.3	3.9	0
The school needs MOE's help for its library.	4.2	4.2	66.7	20.8	4.2	8.8	36.3	46.1	8.8	0

16. Perceived Support for Library Coordinators (%)

Statement	Library Coordinators (n=8)				
	SA	A	NS	D	SD
The principal/vice-principals support(s) my work.	25.0	50.0	25.0	0	0
The Heads of Department support my work.	12.5	62.5	12.5	12.5	0
The teachers support my work.	0	50.0	37.5	12.5	0
I would like more support for my work.	12.5	62.5	25.0	0	0

17. Library Coordinators' Perceived Ability to Manage the School Library (%)

Statement	Library Coordinators (n=8)				
	SA	A	NS	D	SD
I know how to select books for my library.	12.5	87.5	0	0	0
I know how to manage book displays.	12.5	75.0	12.5	0	0
I know how to manage the library space optimally.	12.5	25.0	25.0	37.5	0
I know how to run programmes for the library.	12.5	50.0	37.5	0	0

SA : Strongly Agree A : Agree NS : Not Sure D : Disagree SD : Strongly Disagree

18. Library Coordinators' Needs (%)

Statement	Library Coordinators (n=8)				
	SA	A	NS	D	SD
We have sufficient funds to renew our collection annually.	25.0	37.5	12.5	25.0	0
I would like some help for book selection	0	87.5	12.5	0	0
I would like some help to manage book displays.	12.5	50.0	0	25.0	12.5
I would like some help to manage the library space.	25.0	50.0	0	12.5	12.5
I would like some help in learning how to run programmes to support reading and learning.	25.0	62.5	12.5	0	0

SA : Strongly Agree A : Agree NS : Not Sure D : Disagree SD : Strongly Disagree



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School Library Perspectives Survey Report 2018

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Shamala Sundaray

SUG5/17 LCE A Nation-wide Study of Principals, School Media Library Coordinators and Teachers' Perspectives of their School Libraries (School Library Perspectives Study) 2018

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