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DEPARTMENT OF EDUCATIONAL STUDIES

**THE EFFECTIVE SECONDARY SCHOOL LIBRARY:
THE PUPILS' VIEW**

DOROTHY HALDANE McLELLAND

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ABSTRACT

The research ascertained perceptions of pupils regarding the factors contributing to effective secondary school libraries and considered how far their opinions can be allied to the recommendations of published national guidelines when framing a library policy.

A literature search revealed little relevant research on school library evaluation. Most projects concentrated on managers' point of view rather than highlighting pupils' contribution to policy development. Guidelines published by the Library Association, the Convention of Scottish Local Authorities and the Scottish Consultative Council on the Curriculum were studied for information on research bases and on suggestions for pupil input but it was found that neither aspect was given significant emphasis.

There was little guidance on appropriate methodology in the documents dealing with school libraries. Higher education projects yielded more helpful information and it was decided to use the Multiple Constituencies/ Stakeholder method which was already tested in New Zealand and the UK. A qualitative approach, this incorporates some quantitative methods which are used to indicate customers' preferences.

Themes relevant to pupils' interests were identified by studying the published Standards and Guidelines and by individual interviews and discussion groups in six East Renfrewshire schools. 241 pupils completed a questionnaire consisting of 37 statements, each being rated on a scale of one to seven. The resulting data yielded information on preferences, from which factors important to pupils were extrapolated, including a comparison of views of younger and older pupils and of boys and girls. Many of the Guidelines' recommendations were acceptable to pupils but issues relating to the teaching of information skills, reading promotion and pupil involvement in library administration were less appropriate.

The value of the project for school and library management, school inspection, future evaluation of the Standards and Guidelines was assessed.

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Eastwood High School, Newton Mearns

Mearns Castle High School, Newton Mearns

St. Luke's High School, Barrhead

St. Ninian's High School, Giffnock

Williamwood High School, Giffnock

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CHAPTER 1: INTRODUCTION

1.1 Background

In recent years, an important facet of national debate about education has been the self-evaluation of quality in schools. The Scottish Executive encourages teachers and parents to consider the outcomes of teaching and learning methods and of school management in a more formal way than had been done before. This study is intended to add to the debate on secondary school effectiveness and its self-evaluation through consideration of the library as a department which is an integral part of the school provision, and thus to be assessed in the context of the school curriculum and ethos.

School libraries share an important characteristic with all kinds of libraries: they depend for their existence and justification on a parent institution which is, in this case, the school. The Library Association (1998) states (p.2):

“The school library resource centre is not merely a physical space in which various media are stored; it is a concept, a tangible expression of the school’s ethos and values, its approaches to equality of opportunity, the moral and spiritual development of children and young people and its educational purposes. It has the potential to introduce young people to the world of literature and information and to enable them to develop skills that will enhance their lives as adults. The school library can provide staff and pupils alike with an unrivalled resource with which to support learning in school.”

The library’s principal function, therefore, is to support the work of the school, with funding and staffing determined for that purpose. It would be futile, therefore, to gauge its effectiveness without first taking into consideration the aims of the school. Nevertheless, although the library is a whole-school resource, accountable initially to the Senior Management Team for provision of an appropriate, effective and high quality service, the literature review carried out for this study reveals that few Scottish documents aimed at teachers-as-managers have paid much attention to its role.

1.2 School library evaluation

In the past 30 years, there have been some references to the library in documents issued by the predecessors of the Scottish Executive Education Department (SEED). For example, the Stimpson Report (SED 1976) on non-teaching staff in secondary schools, by devoting a chapter to the role of the library/resource centre and its librarian, influenced the development of school libraries in Scotland. More recent documents have included little on the topic. An HMI report on effective secondary school (SED 1988) simply indicated that management should ensure that the library is viewed as a school resource. The packs on Management Training for Headteachers (SOED 1990) included a unit on monitoring school effectiveness but ignored the contribution of the school library. The role of the library featured quite prominently in a report on information and study skills in Scottish secondary schools (SOED 1991), but the reports of HMI inspections of schools carried out before 2001 do not necessarily refer to the standard of library service. As the Scottish Library Association reported (2001), this has changed from 2001 onwards, since HMI will treat the School Library in the same way as a subject department, reporting their findings to the Head Teacher. In preparation for inspection, schools are asked to complete a library profile and to make relevant development plans available to Inspectors. The profile includes information on staffing, organisation, management and quality assurance and strengths of provision. The Chartered Institute of Library and Information Professionals in Scotland (formerly the Scottish Library Association) intends to monitor the impact of a development which it considers to be very important and which, the Institute anticipates, will lead to a more structured and evaluative inspection.

Developments in school library service have also been influenced by more general government publications, a prime example being a series of documents on quality assessment. The most comprehensive is *How good is our school?: self-evaluation using performance indicators* (HM Audit Unit 1996) which sets out to guide schools in planning evaluation. As the document explains, schools are accountable to society and are involved in agreeing aims and policies to promote pupils' learning. It further suggests that self-evaluation is at the heart of a good quality assurance system, which

depends on the school knowing

- what it is aiming to do
- whether it is meeting its aims successfully
- what needs to be maintained or improved
- whether changes are working

As part of this policy, the school should ask not only how well it is doing in the school as a whole and in the classroom, but also in departments. It may not be possible to compare the role and functions of the library directly with those of a subject department, since it does not follow a specific curriculum but adapts to the requirements of various disciplines within the school and is more informal in its contribution to teaching and learning. School libraries aim to provide a rich learning environment in terms of an appropriate range of resources and also to develop the learning skills of pupils. These aims are embedded in the context of the school's academic curriculum and also the wider curriculum which promotes skills in communication, numeracy, problem solving, information technology and working with others. Even the teaching of library and information skills carried out within the library itself is intended to relate to the needs of the specific subject areas which use its resources. The standards and guidelines for school libraries discussed in this thesis support this view. The Library Association (1998) pointed out that developing literacy both reinforces and requires good library use, that there is considerable focus within the curriculum on the skills and processes of learning as well as on content and that information, study and research skills may be cross-curricular. Similarly, the Convention of Scottish Local Authorities (COSLA) Standards (1999) describe the library as a centre where pupils can learn to develop information skills, including ICT skills, in the context of purposeful research. It also plays a key role in promoting literacy skills through the promotion of reading within the curriculum and for recreation.

It can be argued, therefore, that the library is an essential service provided by school funds for the benefit and support of pupils and so should be included in the programme of self-evaluation to ensure effectiveness in carrying out its functions.

1.3 Pupils' input to evaluation

The present study is a continuation of research completed in 1996 for the degree of MSc in the University of Strathclyde and it aims to explore further some issues raised by this work (McLelland 1996, 1997). The thesis was a study of the value and feasibility of using performance indicators as a means of measuring a library's effectiveness, focusing particularly on the views of librarians and teachers. As part of the conclusion, it suggested that an extension of the study should include other groups which use the school library, particularly pupils at various stages in their secondary education. Although guidelines for school libraries in the UK have been published since this research was carried out, it will be shown they have had little input from arguably the most important group of users (or stakeholders): the pupils. Similarly, there is scant acknowledgement of the role pupils can play in contributing to the policy for library provision.

Since pupils are the principal users, it would seem obvious that expectations of a library service from their perspective should be ascertained, and this belief is supported by an important document which suggests that children have the right to be consulted. The Convention on the Rights of the Child was adopted in 1989 and ratified by all countries in the world, apart from the USA and Somalia. Article 17 states that the child has a right of access to information, thus clarifying the role of all those working in the field of the mass media, including those concerned with the provision of children's books and other media. Article 12, dealing with children's rights to express their views freely in all matters affecting them, can be allied to Article 17, not only in the need to have necessary information for this purpose. It demonstrates that institutions are obliged to include the participation of children when taking decisions and formulating policy. The Convention obliges adults to take a child-perspective and to communicate and co-operate with them (Koren 1998).

SEED recommends communication and co-operation with pupils, as did its predecessor, the Scottish Office Education Department (SOED), and has published examples of pupil questionnaires to be used in this activity (SOED 1992). It has also been reported (Buie 2001) that from session 2001-2 the Inspectorate of Education

(HMIe) will conduct a survey of pupil opinion as part of a school inspection. Considered an important innovation, the move is designed in part to meet requirements set out in the Standards in Scotland's Schools etc. Act 2000, which specifies that school development plans should consult with pupils in attendance at the school and "seek to involve them when decisions require to be made concerning the everyday running of the school". The new questionnaire seems to go beyond everyday concerns, however, since the Chief Inspector has stated that "it will touch on things like the nature of the curriculum, the advice they get, the quality of learning and teaching, the nature of homework, and their views about discipline in the school". It has been stated (Ritchie 2002) that the new initiative on the inspection of school libraries will incorporate this practice.

Nevertheless, these initiatives draw on pupils' existing knowledge and experience of library services and suggest that they will look for responses to questions formulated by the evaluators. The research carried out for this thesis attempted a more radical viewpoint by encouraging pupils to move away from acceptance of the familiar to a consideration and evaluation of those services which would benefit them most.

That it is possible to go further in involving pupils is demonstrated by the American Library Association which, in its guidelines for school library media programs (American Association of School Librarians 1988), acknowledges that as partners in the learning process, students should have opportunities for regular participation in planning for school library media program activities. Students may serve on advisory councils and help in planning, evaluating and promoting school library media services. Whenever possible, students should have opportunities to participate in the selection and evaluation of materials, in the development of policies for use of the school library media center and its materials, and in the creation of new activities that serve learning needs. This displays a new and wider dimension to pupil involvement in the planning of library services.

1.4 Aim and objectives

The present study, therefore, has the following aim and objectives:

Aim

To ascertain to what extent the published standards and guidelines relating to school libraries accord with pupils' views and how both may be used in framing a policy for development of the library service.

Objectives

- To survey pupils in one local authority to ascertain their perceptions of the factors which comprise a good school library.
- Using the results of the above studies, to consider to what extent guidelines published by the International Federation of Library Associations, the Library Association, the Convention of Scottish Local Authorities and the Scottish Consultative Council on the Curriculum correspond with pupil perceptions.
- To consider the significance of any differences which may come to light between pupils' perceptions and published guidelines
- To recommend how any such differences may be resolved within the framing of library policy for the benefit of pupils as stakeholders

1.5 The research: its audience, approach and participants

The target audience for this research, dealing as it does with policy and management aspects of a secondary school, is the policy makers and managers of school library services, the Inspectorate (both HMIE and local), public library authorities (where appropriate), and an individual school's senior management team and librarian.

It was realised that the study would be essentially policy research, which is the process of conducting research on, or analysis of, a problem in order to provide policy-makers with pragmatic action-oriented recommendations for alleviating the problem. As Anderson (1990) explains, a legitimate purpose of policy research is the understanding of a problem in its context, and “most studies attempt to go beyond definition to the development of decision-alternatives and recommendations based on probable consequences of a potential decision”. Anderson makes a relevant point when he states that policy research is an attempt to provide information to decision-makers, the effects of which form the true test of its validity. The true effects, however, may not be known for some time.

In the proposed study, by questioning pupils’ expressed needs, the possibility of decision-making on strategies for library development would be offered. The effects of the possible strategies would also be forecast as a result of data gathered and, although not in itself action research, the process could be presented to school librarians as a starting-point for intervening in an existing situation, leading to their gauging the effects of policy change.

This study had to fit into schools’ annual and daily timetables, which could be especially difficult for pupils in Fifth and Sixth Years. As a consequence, a major constraint on the research was the time available to carry it out, especially since it involved interviews, discussion groups and questionnaires. The logistics of the study, therefore, led to the use of six secondary schools in one local authority as bases for the research.

Permission was given by the Director of Education of East Renfrewshire to contact the Headteachers of the seven secondary schools within the district’s Education Authority and access to pupils was granted by all of them. Although they are responsible to the Headteacher, school librarians are employed by the Community and Leisure Department and are part of the public library staffing. Permission to involve them was, therefore, sought and granted by the Chief Librarian. In the end, one school librarian was not able to arrange access, and so only six schools were included in the study. Because of confidentiality required by the Data Protection

Act, these schools are identified in the thesis only by letter in the range A to F. The smallest school had 590 pupils and the largest 1700 pupils.

East Renfrewshire District lies just outside the southern boundaries of Glasgow, with a population of 88,000. It has a consistently high reputation for the quality of educational provision, and three of the schools are always highly placed in the Scottish Executive's league tables. It is true that many of the pupils are from fairly affluent home backgrounds, but all six schools have a wide catchment area, taking in children from privately owned housing, from local authority housing estates and from rural areas. It must be acknowledged that there were no inner-city schools included and it cannot be claimed that the sample is a microcosm of all Scottish education authorities. For the purposes of this research, however, there was the advantage, firstly, of accessing a small group of similarly resourced schools, whose pupils could demonstrate possibly divergent opinions on the factors which comprise an effective library. Secondly, it was an opportunity for testing the relationship between the guidelines and the situation in an individual local education authority which had a cohesive educational and curricular context.

The study reviews the literature on evaluation of library effectiveness and on techniques for evaluation, including a study of standards and guidelines which particularly pertain to school libraries. The chosen methodology is then described and discussed. Thereafter, the results of the research are described in detail and are followed by a discussion which incorporates suggestions for development strategies. The final chapter assesses the value of the research and its relevance for school and library management, for the Inspectorate and also to the process of evaluating standards and guidelines.

It should be noted that the term "library" refers not only to the traditional book-based service but also to services variously described as resource centres, multi-media centres and learning centres.

CHAPTER 2: LITERATURE REVIEW

2.1 Content and methodology

One problem which became evident in the course of the literature search is that little library literature is research-based. Furthermore, there can be confusion about the concept of research literature, with any published literature, irrespective of origins or intentions, often being classed as research. Grey literature, such as conference papers and posters, undergraduate dissertations and Masters theses, is sparsely disseminated, so that many research results do not reach a wider audience. Also, research in librarianship tends to be carried out by individuals rather than by teams supported by appropriate funding. This situation is often due to practising librarians' preference for information about practical problems rather than projects which contribute to a theoretical development of, for example, library management. As Eldredge (2004) notes, this has had the effect of preventing many research results from reaching a wider audience, with librarianship journals more likely to publish a study if it has produced dramatic results or is more favourable than critical towards the described programme.

This means that for the present study research which presents negative results was difficult to locate, although it could have been helpful in providing warning signals, particularly in the design of the methodology. It can be seen, too, that there is a preponderance of localised survey-type research which, nevertheless, has gradually moved concepts of evaluation forward, especially with regard to user opinion. This could be called the foothills of library management research but a few mountains can be seen in the rarer larger-scale studies.

Educational and librarianship databases, both print and electronic, were searched for relevant material, the principal ones being Library and Information Science Abstracts (LISA), British Education Index (BEI) and Educational Resources Information Center (ERIC). In an effort to trace Grey Literature, a call for current information was made via several electronic discussion groups on educational librarianship and on performance measurement in libraries, thus obtaining some useful responses.

Through attendance at meetings and conferences, contacts were made with other practitioners and researchers who had written papers and reports in the field. Additionally, an extensive personal collection of books and other material on educational librarianship was trawled for appropriate references.

This review discusses five aspects of the research which had an important bearing on its development and implementation. The first section discusses the rationale for evaluating the effectiveness of library services in general and recent approaches to doing so. Secondly, some attempts at evaluating the effectiveness of secondary school libraries are assessed. The third section deals with studies of pupils' views on their school library. In the fourth section, published standards and guidelines for school libraries are discussed. Finally, techniques for evaluation used in public libraries and in higher education libraries are explored for approaches which might be helpful in the present research. Where appropriate, key points which helped to shape this research are noted. Although there is some overlap, it can be seen that there is a mixture of pure research, reports of studies and surveys which are aimed at practitioners wishing to solve particular problems, and publications which draw on previous studies to give an overview of a specific aspect of library management.

2.2 Evaluation of library effectiveness in general

A study of the literature shows that quality assessment of libraries of all types (public, academic, special and school) has been considered for some years, especially in the USA, and it is from there that much influential thinking on evaluation has come. A useful, although brief, checklist of "landmarks" in the literature gives the earliest reference as 1948 (Cullen 1997), but the generally acknowledged starting-point is an article by Orr (1973) in which he considered the relative advantages and disadvantages of qualitative and quantitative measures of library effectiveness. In an attempt to differentiate between the terms "quality" and "value", he proposed that quality should refer to the question "how good is the service?" and value to "how much good does it do?". Probably because the latter proposition refers to such long-term evaluation, only a few researchers have considered undertaking it and have

concentrated on the assessment of quality, regarding this as the key factor.

Within recent years, efforts to determine the effectiveness of library services has taken two major approaches. One approach has concentrated on measuring library performance as objectively as possible by collecting data on such factors as the number of items acquired, the number borrowed, and the number of people registered to use the service. By relating this data to the cost of, for example, premises, staffing and material purchased, indications of efficiency can be computed. Comparisons can be made with previous years to gauge development of the service, taking into account such factors as the upward or downward cost of, for example, salaries, electricity, or the average price of books. Benchmarking techniques, which enable managers to compare one another's services (and particularly the processes which make up these services) demand access to such data to determine how far efficiency and quality march together. The most elaborate example of this was Keys to Success (Office for Arts and Libraries 1990), which aimed to help public libraries determine performance indicators and the statistical methods required to gauge performance. Education libraries have not followed this example to such an extent, but early standards for school libraries were slanted to the collection of statistics and comparison with recommended quantitative measures.

A second approach, which has been selected as the focus for this thesis, has influenced thinking in the library quality / effectiveness debate by concentrating on user studies, especially an understanding of the behaviour of the library's clientele. As Hernon and Altman (1996) point out, thinking of library users as customers is a new concept for many librarians, but the trend is now to "empower the user".

Powell (1988) wrote that

"the performance of a library measured in terms of how well it is meeting the needs of its users, it has been suggested, is one of the most meaningful ways of judging the quality and effectiveness of a library's services ... User studies focus not on what *libraries* do but on what *people* do, or wish they could do if they could obtain the necessary information" .

This thesis takes as its starting-point the view that Powell's statement can legitimately refer to secondary school pupils as users of their school library.

2.3 Evaluation of school libraries

If it is true that an understanding of pupils' library needs is important in evaluating the effectiveness of the school library, the researcher would expect a body of appropriate research to be available for study and guidance. It is noticeable, however, that in their book on quality management for information and library managers, Brophy and Coulling (1996) cite, very briefly, studies relating to government, public and academic libraries, but include no reference to school libraries. Certainly, suggestions for evaluation criteria for school libraries have been produced by a variety of educational and library bodies or individuals, but the resultant body of literature demonstrates that research is, at best, patchy and has not yet resulted in an accepted methodology.

Much of the earliest research on school library evaluation was carried out in the USA, with articles in the library press debating and describing possible approaches. That there are difficulties as well as potential benefits in evaluating performance was pointed out as early as the 1970s by Daniel (1976). She identified two, possibly conflicting, aspects of evaluation: the external one which emphasises accountability, and the internal one which enables the librarian to examine the library operation systematically, so that the activities and services most appropriate to the needs of the school are identified.

The external aspect is exemplified in an overview of the situation carried out by Marchant and colleagues (1984) from the Brigham Young University in Utah, USA. This was a brief survey of the literature of research into learning resulting from quality school library service. Concerned that the library is often scheduled for cutbacks when budgets are tight, the authors wanted to show principals, superintendents and teachers that a good school library enhanced the quality of education. Twenty studies published since the 1950s were reviewed, covering the areas of academic achievement and educational effect in general; language, reading and

library skills; mathematics; science; and social studies. It was proposed that these confirmed experienced librarians' views that good school libraries enrich learning. Specific areas in which the effect appeared greatest were identified: the verbal component of the Scholastic Aptitude Test, and overall academic achievement. Also tied to library service but, the reviewers believed, with less substantial evidence, were the quality of reading, problem-solving skills, use of newspapers, word study skills, verbal expression, improved self-concept, critical thinking, and the curriculum areas of science, mathematics and social studies.

Aimed at a similar audience and more up-to-date, evidence was presented in research published in 1993 which was the first significant attempt to isolate and assess the impact of school libraries on student achievement (Lance, Welborn and Hamilton-Pennell 1993). Based on data collected by the Colorado Department of Education during the 1988-89 school year, the researchers studied the influence of community, school and media center variables on standardised test scores in reading, language and information skills. A number of factors were incorporated in the survey, the principal ones being data on the community and the size of the at-risk student population, teacher-pupil ratio, the qualifications of the teaching staff, the total expenditure per student for the school, the size of the school library collection, the level of involvement of school library staff in assisting students and teachers to use the library facilities and collection, the level of library use, the use of microcomputers in the school and the total expenditure on the library for each school

The study found that more school library staff and larger collections contributed to higher academic achievement as measured by the test scores and that among school and community predictors of academic achievement, the combination of good staffing and larger library collections factors were second only to the absence of at-risk conditions, particularly poverty and low educational attainment amongst adults. Students who scored higher in the tests tended to come from schools where the librarian's instructional role was more prominent. It was also noted that funding for the school library rose and fell in parallel with other areas of school expenditure. The researchers concluded that not only was the level of investment in the school library the best predictor of academic achievement, it was also a major contributory factor in

countering social at-risk factors.

There are various aspects of the study which can be criticised. It was, for example, a local study which may not be applicable outside Colorado. The size of the sample, at 16% of students, was small, although it did use a range and variety of schools. It excluded differences in teaching styles and methods. Nevertheless, the Colorado study was an important piece of research by providing evidence that the school library can have a direct effect on academic achievement, especially on reading and literacy levels. Its facts and figures have been accepted in the USA as presenting a formidable argument for adequate provision and funding of libraries in schools.

In contrast to this study, until the initiation of a recent project carried out in Robert Gordon University and discussed later (Williams and Wavell 2001 a, b), little research on effectiveness has been carried out in the UK, even although in England some school library services have been affected by the requirement to consider contracting out services and by the decision of some schools to opt out of local authority control. They have been forced to assess and cost their services and, by formulating performance indicators, to demonstrate accountability for cost-effectiveness. Also in England, several reports giving an overview of school libraries were issued by the former Department of Education and Science, such as a survey of secondary school libraries in six local education authorities (DES 1989a) and a pamphlet entitled "*Better libraries: good practice in schools*", which includes both a list of factors which determine a library's success and suggestions for evaluation. (DES 1989b). However, the research basis for these reports is not evident.

The Library and Information Services Council For England's Working Party on School Library Services published a report on school libraries in 1984 which stated in the first chapter that they were convinced that school libraries and school library services had a vital role to play in the process of teaching children to learn. They were disturbed by evidence that this role was not recognised everywhere and by evidence of both underuse and lack of library resources in schools. It was not explained what this important evidence was, apart from a general reference to

surveys undertaken by various national and local bodies. The report then concentrated on describing the optimum conditions for the management, stock and siting of school libraries, but nowhere did it suggest methods of measuring their effectiveness in qualitative terms.

The role of libraries and librarians was considered in reports by the Library and Information Services Committee (Scotland) and the Scottish Library Association, both of which appeared in 1985, but although there are discussions in both reports about the factors which lead to an effective library service, there are no suggestions regarding evaluation of effectiveness, nor are there indications as to how these principles were reached.

A collection of case studies of school libraries which was published in 1985 had the purpose of creating a model of good practice from the collected data. The introduction explained that the cases were selected as examples which conformed as nearly as possible to all the recommended guidelines. The validity of the guidelines was not, however, discussed (McDonald (ed) 1985).

It can be seen, therefore, that a number of studies are available for consultation by school managers and librarians who are interested in gauging the effectiveness of their library service. The drawback is that, in general, results which are stated to be based on evidence gathered in research is simply offered in the form of a model to be emulated. Original research is sparsely represented in databases and, apart from the Colorado study, it is unusual for the research data to be presented and conclusions to be drawn directly from them. They are compiled by providers and managers, such as librarians and teachers, and so could be more accurately described as “working party” reports. It is noticeable that there is little obvious input from pupils, who are the principal customers. In the case of the British studies, it is obvious that their findings and recommendations contributed to the standards and guidelines discussed below, since they are referred to in these documents. For the researcher, therefore, there is little guidance on procedure, but the studies are interesting and useful in two aspects which may be viewed, paradoxically, as negative. Firstly, they show the dangers of presenting information without setting out supporting evidence, thus

making it impossible for readers to assess either its validity or its utility in their own situation. Secondly, in the light of current thinking on the importance of consulting all stakeholders, they highlight the lack of input from pupils, whose needs form the rationale for the provision of libraries in schools.

2.4 The pupils' viewpoint

It cannot be claimed that pupil opinion of libraries has never been surveyed, but the emphasis has been on their attitudes to existing provision, rather than ascertaining what would be their "ideal" service. This attitude is exemplified in the IFLA/ UNESCO School Library Manifesto, ratified in December 1999, which takes no account of recommendations for consultation put forward in the Convention on the Rights of the Child, although reference is made to the United Nations Universal Declaration of Human Rights and Freedoms. The manifesto sets out briefly the mission of the school library, funding legislation and networks, the goals of the school library, staffing, and operation and management. It states that co-operation must be encouraged with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups, but there is no mention of participation by pupils in the decision-making process. This is a serious omission (IFLA 1999).

There have been reports of small school-based surveys intended initially for internal use but published to help practitioners who wished to carry out a similar survey in their own school or to assess how the results could apply in their own situation. They could not, therefore, be classified as pure research. A typical example is one reported in 1994 when, to help in framing policy, a librarian wanted to define the perceptions of staff and students by use of a questionnaire. The responses were used to rank uses in order of importance, the conclusion being that the perceptions corresponded with previously determined aims (Wright 1994). A similar study (Manson 1999) asked pupils about their use of the library, how successful they were in finding what they wanted, and home computer use, with each question having multiple choices. Pupils were also asked to write down one thing they particularly liked about the library and how the library had helped them at school. Apart from

the vagueness of some questions (for example, does the phrase “what you want” refer to books, magazines, information?), this type of survey is only of limited value in yielding some statistical information and, as the librarian recognised, many questions arose from the survey which would require to be followed up.

Another small-scale study was carried out in Scotland (Devoy 1999), investigating pupils’ perceptions of librarians and including a question intended to measure what pupils thought was the most important factor in effective school libraries.

Unfortunately, this question proved to be difficult for pupils, as they were asked to tick only one possibility from a selection. The majority thought that they could select all that they felt applied, as in previous questions, so that the responses were invalid and not included in the conclusions. As Devoy acknowledged, it would have been productive to allow selection of several answers.

It can be seen, therefore, that many of these studies have been limited, both in scale and in value, possibly being of interest as examples of the kind of survey an individual librarian might consider undertaking but not offering an understanding of the wider aspects of evaluation. Although pupil opinion was sought, this was usually with reference to aims which were already agreed as being appropriate by the school management and the librarian.

Even in larger scale studies, a similar attitude to pupils’ views is the norm. For example, an investigation into the key issues affecting the use of libraries questionned approximately 100 pupils at each of four London schools, asking them when and how often they visited the school library, the types of books they liked reading, the subjects for which they used the library most, help required from library staff and the value of information sourced electronically (Spreadbury & Spiller 1999).

An attempt at consultation with pupils is contained in a study of the sixth form and libraries in 26 schools (Rudduck and Hopkins 1984), which was wider than the title suggests, having the aim of reconceptualising academic sixth form education in respect of its relation to books and libraries. The perceptions of teachers, librarians and students were documented by way of interviews, covering academic study in the

sixth form, pedagogy, books, libraries and the idea of independent learning. It was found that students thought of the library as “just a sort of refuge”, “a haven”, “a base camp”, “a second home”, “a bit of a punishment”, “the only place where you can be yourself” or “a place to work quietly”, and it was noted that “The students did not talk much about the library as a repository of knowledge and information”. Although there are many quotations from students relating to such topics as learning one’s way around the library, and the relationship between the main library and departmental libraries, there were only hints that the researchers recognised the need to involve students in improving library services. For example, they suggested that a possible response to the problem of shortage of books would be for students to take the initiative in urging purchase but they realised that few students seemed to have, or to exploit it if they had it, the right to recommend academic books. Their assessment of the project argued that dependence on what the teacher offered was enforced by circumstances as well as by habit. Library resources were, in general, depressingly poor, and so students did not, as they wrote, nurture intellectual autonomy. Librarians, however, tacitly acted as agents for the status quo and did not attempt to change attitudes towards the library. The only recommendation is couched in general terms:

“Librarians might want to consider, in partnership with teachers, what training students need apart from a geographical and technical introduction to the paraphernalia of the library or resource centre. Beyond that we have to leave the task of reassessing the educational significance of the the library to librarians even as we have left the task of reassessing pedagogy to the teachers”

Ten years later, Heeks and Kinnell (1994) reported on the changing and significant role played by the library in supporting delivery of the National Curriculum in England and claimed that staff and student questionnaires were illuminating in revealing both patterns of use and attitudes. The student questionnaire, administered in 12 secondary schools in ten local authorities, consisted of eight simple questions, ascertaining how often the students visited the library and for what purpose, how easy it was to find things, and how often the students found what they wanted.

They were also asked to tell about one thing they particularly liked about the library and to suggest one improvement they would like made to their library. It was then possible to compute the results, showing that the pursuit of school work was the chief purpose of library visits, that book borrowing, followed by computer use, was the most frequent use of the library, and that the success rate experienced in searches was high. However, as with most surveys of this type, the main results show reactions to existing services. Only the question on possible improvements seems to yield some information about a more effective library, possibly because it allowed a free choice. The responses, not all of which would relate to one school alone, showed a demand for a larger library, with more recent books and also for the provision of games, cassettes, magazines, computer programmes and video/TV facilities. New furniture and decoration were also requested, as were better organisation, better signs and guiding, new loan conditions and longer opening hours. For the present research, these responses offered some pointers in framing interview, discussion and questionnaire themes.

It was reported that observation carried out in the libraries of all the project schools showed the rich variety of student use and revealed much about their attitude to the library, the librarian and school expectations. Nevertheless, the account of these observations is mostly a commentary on activity with only a few quotations portraying student opinions. Although an interesting study which attempted to be innovative by involving students as well as staff, the research tools were too simple to yield rich data. It should be noted, however, that the project was showing how librarians responded to new curricular programmes and the lessons which could be learned from such developments, rather than extending the methodology for ascertaining effectiveness. In an account of the project, Peggy Heeks (1994) made an important conclusion when listing the critical success factors which were extrapolated from the research. These were positive relationships with school managers, dependable service of quality, skilled leadership, and customer focus which, she wrote, “means more than reviewing use: it means designing the whole library service with a customer orientation, whether this manifests itself in library layout and guiding, stock selection or library publicity. Above all, it means staying close to customers”.

Some of the information gathered from pupils in this study was supported by another carried out in 1999 by the School of Information Studies, University of Central England in Birmingham (Bates 2000). The aims of this research project were “to investigate how individual secondary school librarians approached the promotion of reading and to assess the impact of promotional strategies on children’s reading. The project also explored children’s reading habits, preferences and how they choose what to read”. A total of 155 pupils, aged 11 and 13, were surveyed, based in three schools, using a series of open ended questions designed to elicit pupils’ opinions about strategies employed to promote reading for pleasure. However, the stated aims were supplemented by the inclusion of questions which gathered opinions about the library in general. A notable omission in the research is the views of older pupils, although it is a generally held view among librarians in both school and public libraries that a decline in children’s voluntary reading takes place between the ages of ten and sixteen. The explanation for this bias to the younger age-group is that the research was carried out in the summer term, when senior pupils were on study leave. Therefore, it cannot be regarded as a comprehensive survey and would require to be completed by further research.

The major findings were that in order to encourage reading, a wide range of up-to-date stock and multiple copies of books aimed at the teenage market should be bought, with pupils being involved in their selection. Extended opening hours would make access to the books easier, but computers with internet access would bring more pupils, especially boys, into the library. If the surroundings were bright, colourful and comfortable, the library would be more attractive. It was also noted that many pupils appreciated both the peaceful atmosphere in the library and the librarian’s friendly assistance. It was felt, however, that better marketing and publicity within the library was needed. These were views which also contributed to the choice of themes explored in the present research.

The most recent research, dealing with the impact of the school library resource centre on learning, was carried out at The Robert Gordon University in Aberdeen between August 1999 and February 2001 (Williams and Wavell 2001 a,b). Funded

by Resource (The Council for Museums, Archives and Libraries), it was the most extensive investigation within the United Kingdom of libraries' impact on learning in its broadest sense. In this way, it contrasts with the Colorado project, which was solely an examination of academic achievement. There is also a difference in methodology, since it used qualitative approaches, such as focus groups and questionnaires, to interact with pupils rather than dealing with data obtained from standardised test scores. It is a rare example of funded research intended to extend knowledge, to present objective data and also produce information which could be drawn upon by practitioners.

The stated aim of the study was to assess the impact of a School Library Resource Centre (SLRC) on learning. There were three main objectives, the first being to develop frameworks describing pupils', teachers' and librarians' perceptions of the ways in which the SLRC contributed to the learning experience and also of the direct and indirect benefits to learning from a SLRC. Using the framework as a starting point, the second objective was to identify learning outcomes which could be used as indicators of SLRC impact and the third was to assess the impact of a SLRC on specific aspects of learning.

Concentrating on the Scottish educational system, two phases of the research were arranged: focus group discussions with teachers and pupils as users, and semi-structured interviews with librarians-as-managers which identified perceptions of how the resource centre can contribute to learning. The perceived learning experiences identified in the first phase were examined against learning categories described in various documents issued by the Scottish Office Education Department on the curriculum and assessment. This resulted in categorisation under headings of motivation to learn, progression, independence and interaction with one another. It was, however, recognised that this classification was a simplification of a complex process and in the course of the research they were found to be interrelated and interdependent.

Ten schools were involved in the focus groups, with six of them going on to participate in the second phase, which was a series of case studies covering a broad

spectrum of activities involving the resource centre and most year groups. During the case studies, evidence for the four identified categories was sought, together with methods of monitoring impact.

Several methods were identified as being potentially useful tools for monitoring the impact of the resource centre in learning, including observation of pupils at work in the centre, examination of reader records (thus giving an indication of how resources were used in relation to particular courses or activities), examination of work in progress and also, if appropriate, written work, and discussion with pupils about their work both during and at the end of activities. Pupils were, therefore, involved in the research at three stages: in the beginning as participants in focus groups, as members of groups taking part in the case studies and as respondents to questionnaires. The emphasis, nevertheless, is on the potential outcomes from the teachers' and librarians' points of view.

It was noted that the quality of discussion in the pupils' focus groups was variable, but the researchers felt that enough information was gathered to give useful perceptions. In each case, at the end of the discussion pupils were asked to complete an individual SLRC Use Sheet, which was divided into two sections, the first asking for examples of how the pupil used the SLRC and the services of the librarian. The second part asked the pupils to describe how they felt the SLRC and librarian might help their learning. In reality, the pupils found it difficult to distinguish between their use and learning. However, pupil use was identified as use of resources to gather information, although it was noted that computer and internet access was mentioned as a separate category by most respondents. The SLRC was also used as a study area and for accessing careers information. Personal use, for pleasure, relaxing and socialising as well as reading fiction, newspapers and magazines was listed. Finally, inter-library loans and extra-curricular activities were included. The librarians gave advice, taught new skills, helped with extra-curricular activities, helped pupils to find information and to choose fiction and, in general, helped pupils with their work.

It is briefly noted that in the lower school use of the SLRC was more for pleasure,

making new friends and playing on the computers. Older pupils were more aware of the need to study and the use of support material for their work.

In the executive summary of the final report, it is noted that pupils participating in the focus groups found the concept of how the SLRC might contribute to learning difficult to grasp, and found it difficult to distinguish between library use and their learning. With prompting by the researcher, some were able to identify a range of potential learning impacts, described in the focus group discussions as “helping learning”. The impacts are categorised as improved work and therefore improved marks; information to enable completion of work; wider general knowledge; development of skills, specified as ICT, study and library skills; developing an understanding of the need to work and the need for resources; confidence to work independently; enabling decision making; developing interpersonal skills; motivation through help by the librarian; enjoyment; and opportunity to borrow books. Younger pupils thought that the library could help them to make friends, an aspect which was interpreted as helping to develop interpersonal skills.

However, this list is the result of interpretation during analysis and it is noteworthy that, unlike the teachers’ and librarians’ focus groups, feedback was not given to pupils. Although it is nowhere explicitly stated in the report, the problem of explaining the basic concept of the study resulted in less direct pupil involvement in later stages of the project. Instead, the pupil contribution was limited to observation of their activities in the library and to the completion of questionnaires as part of the case studies. In fact, the pupils became objects of study rather than active participants.

Some of the case studies which followed the focus groups were subject-based, such as English, French, Geography and Biology. The stated aims were a mixture of acquiring specific subject knowledge allied to appropriate library/study skills. The other case studies were more general and dealt with reading for pleasure, library/study skills through the medium of a health studies topic, special events (such as a book week) and the use of pupil librarians. These had aims which were more firmly orientated to helping pupils’ confidence in using the library and its resources. The questionnaires issued to pupils after the case studies were completed dealt

principally with the impact of carrying out at least some of the work in the library.

As an example, the questionnaire for the French study covered such topics as enjoyment, using new resources, learning new skills and using the library independently as well as in class-time. Pupils were also asked for opinions on interaction with classmates, and on how well they were able to contribute information or ideas to the group. They were asked to write down the most important thing they did to help them find the information they needed, whether this was from a library resource, from the librarian or from a friend. They were also asked to consider one thing that they felt they needed to improve in order to find information more easily, the possibilities ranging from better computer skills to concentrating more and talking less. In one question, they were asked if they felt that their knowledge of France and the French had increased and the final question asked if they would like to go back to the SLRC to do something else.

Although worded in different ways, all the subject-based case questionnaires covered similar ground. For the more general case-studies, no questionnaires were issued, the exception being Reading for Enjoyment. This questionnaire explored the influence of the library on choice of books, number of books borrowed and read (these two aspects are separated), and enjoyment of different genres of books. Pupils were also asked about discussing books read with family, friends, teachers and the librarian. They were finally asked if they thought the school library might have helped their learning in other ways, with the responses citing English language, understanding of words, and science or simply “other things”.

It is noticeable that the feedback from the case-studies, whether by study of pupil questionnaires or by discussions with teachers and librarians, was intended to inform the researchers and other professionals of the impact of the use of the library. It was assumed that the resources and facilities offered by the library, as well as the programmes of library/study skills teaching were appropriate. The pupils' views were used to gauge how well the aims framed for each case-study by the teachers and librarians had been fulfilled, rather than being insights into the library service as a whole.

This can be judged to be a missed opportunity. Other weaknesses were admitted in the final report. For example, the researchers noted that the immaturity of some of the information users meant that some of them were unable to understand the purpose of the focus groups or, within the case studies, the questionnaires which attempted to ascertain the influence the resource centre had had on their investigations. The teachers' focus groups showed that most teachers, even when they had thought about the learning potential of the resource centre, did not develop this awareness beyond their own subject area and build it into an integrated approach across the curriculum. When planning the case studies, it became necessary to alter the intended approach, since it had become obvious in the focus groups that teachers and librarians had difficulties in identifying specific learning indicators. Rather than being an evaluation of the learning experience in the resource centre in relation to planned goals and previously identified indicators, each case study became a more open observation of the learning experiences of pupils, thus enabling more specific examples of learning and indicators to be identified. This change in direction, therefore, meant that the outcomes of the research were less detailed and more basic than anticipated.

In their conclusion, the researchers recommended greater dialogue between teachers and librarian to explore the implications of learning in the resource centre context and to examine in detail intentions and expectations when using the centre. In particular, they stated that there must be a shared understanding of the resource centre's contribution to the whole learning picture and more specifically an in-depth understanding of the information handling process and how it related to curriculum goals. It is significant that although pupils' views were included in the initial research methodology, greater dialogue with them was not included in the recommendations.

That there is unfinished business within the research is acknowledged in the statement that further work would be necessary to refine and develop the findings into a more practical package, to ensure that learning experiences were easily understood. It was also hoped that this extension would offer greater guidance in the use and appropriateness of the indicators of impact and methods of data collection.

For the reasons recognised by the researchers, therefore, it cannot be stated that the conclusions of the study are novel and, as has been noted, the perceptions of pupils were explored in a narrow way. The strength of the research lies in its presentation of supporting evidence, in contrast with other studies discussed above. Other useful aspects are the discussion of possible methodology and the suggested indicators, which mesh with evaluative techniques undertaken in other departments of a school.

This study by Williams and Wavell is complemented and extended by the present research in its use of an alternative method of data collection. More importantly, it addresses one of its weaknesses by putting pupils in the forefront when attempting to determine library effectiveness.

2.5 Standards and guidelines for secondary school libraries

Parallel with these reports and surveys, sets of standards published by professional bodies have attempted to specify the desiderata for the ideal school library. Resulting from the deliberations of working parties made up of experienced professional librarians and teacher-librarians, they have set out desired levels for provision of premises, furniture and stock, generally with an emphasis on the quantitative aspects of provision. For example, a school of a certain size should have a minimum of so many books per head, a certain level of staffing and a minimum amount of seating. Although they were not intended to be performance measurement tools, standards and guidelines have been used as such by both librarians and managers and it is generally considered by librarians that they are helpful in giving a contemporary review of service patterns, quantities and values. They are also offered to education managers as models of library service which represent good practice.

In an article which discusses the use, rather than the basis for standards and guidelines, McElroy (1989, p.96) has indicated that, used constructively, guidelines can identify a library's susceptibilities and can improve resource levels of finance,

space and personnel, thus fulfilling the traditional role of such documents. Additionally, they claim to present a framework for action and implied criteria for judging performance. However, Tilke (1997), previously the Library Association's Advisor on School and Youth Libraries has pointed out that, virtually without exception, the progenitor of reports, guidelines and policy statements was a working party consisting of librarians, headteachers, teachers and advisory staff who may have been invited to take part because they had views similar to those of school library service staff. The result, therefore, is a set of professional librarians' viewpoints which give a clear, though partial, view of the role of school libraries.

Although it refers only to England and Wales, a mapping study of standards and guidelines, including those for schools, was undertaken by the Council for Museums, Archives and Libraries (Resource, 2001) and is interesting in displaying the attitudes of some users. It was reported that some organisations were very positive about standards and their application, since they provided a professional structure to underpin good practice and helped to focus on important issues. There were also some negative attitudes. For example, there were too many potentially relevant standards published, they were sometimes seen as being difficult to digest or out-of-date and it was also felt that evaluation of standards should be put in place. A number of factors were identified which facilitated the successful implementation of new standards or guidelines, including the involvement of practitioners in their development, the need for them to be driven by desired outputs or outcomes and followed by the provision of additional resources and training.

Doubts had been cast on national guidelines in another project carried out in England which set out to investigate the effect of school libraries on teaching and learning and to suggest suitable performance indicators in this area. (Streatfield & Markless 1994). The researchers' findings were based on observation of library activities and interviews in "project schools" with teachers, school managers, librarians and governors. They also carried out semi-structured group interviews with children and individual interviews with some library monitors. Approximately 200 children were, as the researchers wrote, "quizzed" fairly briefly about their use of the library, their reading habits and their favourite and most hated lessons. In spite of this input, there

is no evidence in the report that pupil opinion was considered as important as the information gathered from adults.

Nevertheless, this programme led the researchers to question what they perceived as the unitary, or sole, model of an effective school library as championed by the Library Association, Schools Library Services, Her Majesty's Inspectorate, Local Education Authority inspectors and other professionals. Although they did not quarrel with the principles set out by these bodies, the researchers wondered whether the effective school library is necessarily this ideal school library, or whether different models of library provision are appropriate for different schools. They suggested that most school libraries are really variations on two basic types: a scaled-down version of the public library, with the reference and lending collections separated, and the learning resource centre, which has more emphasis on non-book materials and on individual study spaces.

However, through conversations with teachers, the researchers further identified four main types of school, and their corresponding library provision. The first is the traditional/didactic school, with emphasis on formal teaching. The library is essentially a book store, seen as an adjunct of the English department, with pupils using it mainly for fiction. Secondly, there is the nominally flexible school, with formal teaching and some "independent" work. The library is seen as a source of information and material, principally for lending, and used by pupils to ask the librarian for help in answering questions set by the teacher. Then there is the developmental school, where a variety of teaching and learning approaches are used and the library is regarded as a source of support and help by stocking audio-visual and other non-book material as well as books. Pupils are taught information skills. Increasingly, the library becomes a centre for IT access within the school. The fourth type is the resource-based school, where the emphasis is on cross-curricular exploitation of centrally-housed resources and on encouraging independent learning. The library resource centre features strongly in school development plans, will be open beyond normal school hours by a large clientele and is regarded by pupils as a gateway to outside resources.

In the context of the present research, the noteworthy conclusion is that, even without significant attention being paid to pupils' views, each library service responds to the needs of its own school and, importantly, to its pupils, and it is unlikely that national guidelines will be completely appropriate for any of them. Implicit in the findings is the question of the utility of such guidelines, since they are generally based on the opinions of "managers" rather than "customers" and are intended to be applicable in any circumstance, but there is no suggestion that further consultation with pupils as "customers" might yield significant data to support or refute this view.

However, the importance of this possibility is supported by Altman and Hernon (1998):

"Many librarians maintain that only they, the professionals, have the expertise to assess the quality of library service. They assert that users cannot judge quality, users do not know what they want or need, and professional hegemony will be undermined if they kowtow to users. Such opinions about service, in fact, are irrelevant. The only thing that matters is the customers' opinions, because without users there is no need for libraries except to serve as warehouses. After all, customers (present, potential and former ones) believe that the library's reason for being open is to meet their needs".

In the light of the above discussion, three sets of standards/guidelines, available at the time as evaluation tools for secondary school library managers in Scotland, were examined for the present study, concentrating on two particular aspects. The first is their research basis. In this connection, it is interesting to note that a document on library performance indicators published by the International Standards Organisation (ISO 1996) excluded indicators for some areas of library service because they had not been thoroughly tested by widespread use in libraries or by explicit testing by researchers and subsequent documentation in the literature. The second aspect relates to evidence that pupil opinion was sought and used as justification for their recommendations.

The relevant documents were published by the Library Association (LA), the Scottish Consultative Council on the Curriculum (SCCC), and the Convention of Scottish Local Authorities (COSLA).

2.5.1 Library Association Guidelines

Over the last 20 years, the Library Association has issued a series of standards, although these are now referred to as guidelines and recommendations. In the earlier documents, quantitative aspects were emphasised, with provision for a minimum of 240 pupils considered necessary, to allow for a reasonable range of services and stock. Later documents were less prescriptive and also included more discussion on the role and function of the library. Although there was still an emphasis on quantitative measurement, qualitative criteria were sometimes suggested in broad terms. The guidelines (LA 1998) current at the time of the research described in this thesis include a chapter on the management of monitoring and evaluation. A scan of the suggested measures, however, shows that research has not influenced recent thinking on the subject to any great extent.

Quoting from the Library Association's previous set of guidelines (1992), this document claims that the guidelines, as before, were based on the best practice which was already a reality in some schools. It can be noted that there is no claim for a research basis for the guidelines themselves:

“Thinking for the recommendations contained in this document is based on observation, experience and expertise in library provision throughout the UK. However, seminal research in secondary school libraries has identified a huge disparity of provision - from the excellent to the abysmally poor. These Guidelines benchmark good practice, allowing a range of service providers to evaluate their own provision and create the service pupils, parents and teachers should expect in each and every secondary school” .

The seminal research cited in the above paragraph is a survey of UK secondary school libraries (Sheffield Hallam University, 1997), which was based on a questionnaire asking librarians or those in charge of the school library to provide statistical returns relating to the school profile, library access, bookstock and other resources, borrowing, staffing, spending, curriculum development, inspection and IT. There was no input from pupils.

The Library Association guidelines were drawn up by a specially convened group of its Youth Libraries Committee, comprising eight librarians from English School Library Services and the Senior Curriculum manager of the Qualifications and Curriculum Authority. The work was supported by a focus group which consisted of eight librarians, including representatives from Scotland, Northern Ireland and Wales, and, from England, an HMI and representatives from the Department for Education and Employment and from the Department for Culture, Media and Sport.

The guidelines are arranged in three parts. Part one is aimed specifically at policy makers and those with senior management responsibilities but is still relevant to all readers. The first of its two sections deals with the school and its library, the principal topics being the library's contribution to educational standards and to literacy. The relevance of library provision to the curriculum, to information, study and research skills and to information and communication technology is also explained. Apart from individual schools, the role of other partners in education, such as local authorities, inspection agencies and central government in providing guidance and support is discussed. The second section is concerned more with the role and contribution of the library to the work of the school and how it can best be organised, briefly referring to aspects which are discussed in more detail in later sections. Examples of these are the contribution of the library and information service to overall school effectiveness, library policy, development planning, management of staffing, resources and services, accommodation, promotion of the school library, monitoring and evaluation, and information skills/skills for learning.

The second part is more technical and detailed in nature and is aimed at practitioners: chartered librarians employed in schools, teachers, and others providing library

service. There are seven sections dealing with various aspects of management which, although repeating the general list in the first part, are more prescriptive.

Part three outlines the role of the Schools Library Service, which is the support service for individual schools. Whilst the Service is referred to throughout the document, this part brings together its essential elements, for ease of reference of policy makers, education directorates and others. Its role, which includes inspection, is described, together with its aims and objectives

Each part concludes with recommendations and references, and the guidelines conclude with the 1995 version of the Unesco Declaration on School Libraries, a glossary and a bibliography. The references at the end of each section, as well as the bibliography, draw heavily on publications from such bodies as the Department for Education and Employment, the Department for National Heritage, the Office for Standards in Education, the School Library Association and Leicestershire and Hertfordshire Education Authorities.

As far as the Scottish dimension is concerned, there is a reference to a short document on information and study skills issued by SOED in 1991 and also to the 1985 publication by the Library and Information Services Committee (Scotland). Several general textbooks on managing school and children's libraries are also included. Although reference is made to some research reports there is no direct connection between their findings and the guidelines. It is seldom possible, therefore, to state that certain recommendations are supported by specific research, and the members of the working party did not claim to have undertaken any research themselves, either individually or as a group, before framing their recommendations. There is an exception to this statement in Part Two, where eleven key characteristics of effective schools listed by Ofsted (Sammon 1995) are suggested as performance indicators to identify the contribution of school libraries:

- Professional leadership
- Vision and goals, which should relate to the library's policy and development plan

- Learning environment, which is really a definition of the library
- Concentration on teaching and learning: the library enhances learning experiences
- Purposeful teaching, which involves the library in work with departments
- High expectations, which should be expressed by librarians as well as other other people
- Positive reinforcement, through support to individual pupils
- Pupils' rights and responsibilities: can be outlined in the library policy, development plan and rules
- Home-school partnership: the library supports project work and homework assignments
- Learning organization, which describes the learning resource centre, study and information centre or the library

The rationale for including this list is not explained.

In general, the focus in the guidelines is on the best way of serving pupils' needs, but there are only a few brief references to ways in which pupils themselves might be involved in the process and there is no indication that pupils were consulted for their views on the desirability of these suggestions. It is recommended that when a policy is being developed, a draft document should be circulated for consultation by a pupil council as well as by teachers; a library steering committee should encourage pupil input; trained pupil assistance in the library should be timetabled; pupils' needs should be monitored via suggestions, statistics or surveys, (particularly for fiction and recreational non-fiction), and the attitude of pupils should be included as a possible factor when evaluating the use of the library. Although the stated emphasis of the guidelines is on the concerns of service providers, rather than of users, they can be criticised for failing to suggest more strongly that pupils' directly-expressed opinions should be taken into account.

The guidelines were promoted by the Library Association at the time of their publication, but there have been no accounts of their implementation and, until the present research was undertaken, no critique of their value.

2.5.2 SCCC Performance Indicators

A significant document, especially for school libraries in Scotland, is the publication by the Scottish Consultative Council on the Curriculum, *Taking a closer look at the school library resource centre: self-evaluation using performance indicators* (1999). The indicators suggested here support the integration of library resource centres into the general development planning process in schools.

Based on *How good is our school? self-evaluation using performance indicators* (HM Audit Unit 1996), this set of materials was built on the partnership approach arising from the Quality Initiative in Scottish schools. It was designed for the use of staff in pre-five, primary, secondary and special schools. In the introduction, it is stated:

“The indicators are offered as a toolkit for senior management and for teaching and library staff in schools to use in evaluating the quality and effectiveness of their library resource centre. Authorities and schools have taken a variety of approaches in developing school library resource centres and must therefore take into account their own context and stage of development when applying the indicators... The indicators identify good practice and outline a framework of provision that schools and authorities can work towards. These materials are intended for use as part of a whole-school approach to self-evaluation. They should prove useful in auditing practice and in identifying priorities for library resource centre developments. This approach clearly supports the integration of school library resource centre development into the development planning process in schools ... Using one or two of these [indicators] will help you to focus on some of the most central issues relating to library use and development”

This document was developed by a working group, with the assistance of HMI Audit Unit, the Scottish Library Association, the Scottish Library and Information Council and the Scottish Consultative Council on the Curriculum. The group itself

consisted of nine librarians, all senior staff from education authorities and library services.

As Elizabeth Knowles, Chair of the Working Group, explained at a meeting organised by the School Library Association in November 1999 (but not resulting in published papers), two main issues underpinned the selection of indicators. Firstly, there was concern for the library's impact on pupils' learning, on literacy, on information/study skills, on independent learning and on the use of Information and Communication technology. The second issue concerned the effective management of the library. To address these issues, 13 key indicators from *How good is our school?* were identified as being particularly applicable to school library evaluation:

- 1.2 Quality of courses or programmes
- 2.3 Overall quality of attainment
- 3.2 Quality of pupils' learning
- 3.3 Meeting pupils' needs
- 5.1 Ethos
- 6.1 Provision of accommodation and facilities
- 6.2 Provision of resources
- 6.3 Organisation and use of resources and space
- 6.4 Provision of staff
- 6.5 Effectiveness and deployment of staff
- 7.2 The development plan
- 7.3 Implementing the development plan
- 7.5 Effectiveness of promoted staff and senior teachers

It is explained that for each indicator there are four possible levels of satisfactory provision:

- 4 Very good
- 3 Good - some improvement required
- 2 Fair - significant improvement required
- 1 Unsatisfactory - urgent action required

Some guidance in applying the indicators is offered, but for detailed advice it is obviously expected that reference should be made to the “parent” document. For each indicator, illustrations of Level 4 and Level 2 awards are given and then suggestions on how the level might be gauged, such as indicating some features which might be looked for, and some ways of finding out.

The most striking performance indicator in this respect is 3.3: Meeting pupils’ needs. A Level 4 performance is illustrated by reference to such activities as consultation between the librarian and teaching staff to ensure that outcomes, tasks, activities and resources are very well matched to the needs and aptitudes of pupils. It is also expected that the pace of learning enables pupils to achieve appropriate outcomes and that the purposes of activities and contexts of library use are relevant and meaningful to pupils’ experiences, interests and future development. Pupils undertaking independent study or following personal interests or goals have access to resources and support from library staff. Finally, learning support staff contribute to coursework and pupil support in library-related activities

One important point about this document is that more recognition is given to pupil opinion than in the guidelines issued by the Library Association or by COSLA, which is discussed below. In the following areas, it is made explicit:

- 2.3 Overall quality of attainment: discussion with pupils.
- 3.2 Quality of pupils’ learning: Discussions with library staff, teaching staff and pupils.
- 3.3 Meeting pupils’ needs: Discussion with pupils, teachers and library staff.
- 5.1 Ethos: Discussion with / survey of pupils, staff and parents.
- 6.1 Provision of accommodation and facilities: Discussion with users.
- 6.5 Effectiveness and deployment of staff: Talk to pupils.

Apart from this direct consultation, throughout the document there are hints that pupils are indirectly involved by the use of such phrases as “observation of pupils working in the library when not under the direct supervision of a teacher”, “monitor

and evaluate the use of the library catalogue”, “monitor librarian - pupil interaction”, “analyse requests and use of resources”.

The ways of finding out how well objectives have been achieved recommend discussion with pupils as just one of eight activities, the others being to review programmes and activities, look at pupils’ folders, observe activities in the library, evaluate the timetable, monitor forward plans of library and teaching staff, review library publications and review course materials and worksheets.

2.5.3 COSLA Standards

A sub-committee to draft standards for school libraries was established by the Convention of Scottish Local Authorities in 1997. It prepared and dated the final report in 1998 and published it on its web-site in 1999. (COSLA 1999). There has been little comment on its recommendations, but it is apparent that they complement the Library Association guidelines, albeit with particular reference to the Scottish educational background.

The working group which produced this report was set up as a result of recommendations in the 1995 revision of the *COSLA Standards for the public library service in Scotland*, which had identified the need for close liaison to be established between schools and public libraries and also the need for a study of school library resource services to be carried out to identify a standard for services. Its 15 members consisted of librarians, representatives (often senior executives) from local authorities, COSLA, the Scottish Library Association, head teachers and HMIs.

Dealing with secondary, pre-five, primary and special schools, the group had the task of reviewing the reports on the Schools Library Resource Services produced by the Library and Information Services Committee (Scotland) and the Scottish Library Association in 1985 in the light of later developments. It also had to examine the function of the Schools Library Resource Service both in school and from central resources support service, in relation to supporting curriculum work in schools, and

finally it was charged with preparing recommendations for the service both for an individual school and for the central resources support service

Particular attention was given to the level and range of services required by schools to meet the needs of the curriculum and the needs of teachers, advisers and the education directorate. An assessment was made of the necessary numbers of professional, non-professional and technical library staff and their training needs, particularly with reference to their involvement in curriculum development centrally within authorities and in schools and additionally to their involvement in the school's information skills programme. The working party also considered the range of resources which should be provided in schools and the central services, together with the relevance of continuing developments in information technology. The effects of Devolved School Management on central services and in-school provision was another issue, as was the need to enter into co-operative arrangements with related services, which included links with public, college and university libraries and other information providers.

The group gathered not only information about existing provision but also evidence about the changing needs of education services. Members produced issue papers, and a questionnaire to obtain statistical and structural information was circulated to each local authority. In addition, 12 visits were made to a number of authorities to see actual examples of provision, and responses to a call for evidence were received from 39 bodies as diverse as Disability Scotland, the Scottish Music Information Centre, the Scottish Sports Council and Scottish Enterprise as well as libraries and educational bodies. Unfortunately, since none of this research material was in the public domain, it was not possible to evaluate how much it influenced the published recommendations. If pupil opinion was sought, it is not discussed within the document and no evidence of input from pupils is presented.

Five of the final recommendations are listed under the heading *Monitoring and Evaluation*. Four of them refer to the need to examine the library as an integral part of inspections, the development of an integrated strategy by local authorities for library services to young people, the establishment of national mechanisms for collecting statistics to establish benchmarks, and the establishment by COSLA of a monitoring

process to co-ordinate the implementation of the recommendations. Only one recommendation in this section refers to individual schools, which are urged to adopt the performance indicators in *How good is our school?: taking a closer look at the School Library Resource Centre*. A recognition of the advantages of pupil input is included in only one instance (section 2.32), where it is stated that “pupils should be actively involved in the administration and organisation of the library. Also, the consideration of their views will help to establish a sense of ownership and develop responsibility” However, as with the rest of the document, this view is not supported by stated research outcomes.

As with the Library Association Guidelines discussed above, the COSLA document is aimed at service providers. It is, however, more general in scope, emphasising the necessity for local authorities to provide a well-staffed and otherwise well-resourced service, rather than putting forward specific recommendations for space, levels of stock, for instance. For this purpose, reference is made to the Library Association document.

2.5.4 Reviews of standards and guidelines

Apart from articles in the Scottish library press raising awareness of the publication of the Standards (Arthur 1998, Baughan 1999), there has been a dearth of comment on its contents and recommendations. Boyd (1999) wrote for a wider UK audience in an article when she gave her personal views on where the document could be seen to be breaking new ground. Central to the document, she thought, was the list of learner entitlements which were based on the increasing emphasis on learning skills within the curriculum. She also noted that several of the recommendations mirrored the Library Association guidelines, namely the appointment of professional librarians, establishment of whole-school policies, the designation of a senior member of staff with responsibility for the library, provision of a wide range of resources including ICT, and a regular review of funding. Additionally, three of the recommendations were outstanding in encouraging new developments: a review by the Scottish Parliament of the statutory position of school libraries; adoption of the

new performance indicators; the inclusion of relevant courses in librarianship degree courses. As yet, there has been no impartial evaluation of the standards.

These recommendations from various sources represent the received wisdom of librarians and teachers and it should be recognised that they are all based on the lengthy and thoughtful experience of the progenitors, but the question which can be posed at this point is: how valid are they as recommendations for an effective library service which can be taken seriously (if they were ever to read them) by pupils as well as by the providers of support and finance? It has been argued that the research basis for the three sets of current standards/guidelines is weak and that input from the pupils, as important stakeholders, is minimal. Additionally, there is little documentation suggesting that the publication of guidelines for school libraries is followed by evaluation of their usefulness to library managers.

The only feedback relates to the SCCC Performance Indicators, which is included in a research project undertaken at the University of Central England in Birmingham (McNicol & Elkin, 2003). Aiming to design a model for self-evaluation in school libraries in England, the researchers studied the SCCC document and interviewed a sample of librarians using the indicators. In general, the interviewees felt that the indicators helped them to improve the library service and, in the course of this process, were able to gain clerical assistance or secure a larger budget. However, in some areas a significant number of schools had not used the indicators. The librarians did not consider evaluation to be part of their job although the researchers point out that this attitude is becoming less common. In other cases, library staff had not received appropriate training.

In many cases, librarians reported that the indicators had been readily taken on board by Senior Management because they were familiar with the approach, as exemplified in the parent document. This means that the library can be compared with other departments which are evaluated in the same manner.

Described as feedback, the information in this report is not intended to provide a formal evaluation, but the fact that it exists only serves to highlight the lack of even

minimal information on the value of all the sets of standards/guidelines. How, then, can their validity as instruments of effectiveness be judged? Would attainment of their recommendations guarantee effectiveness?

However, since one of the objectives of the research described in this thesis was to ascertain how far the guidelines and indicators correspond with the views of pupils, the three documents provided a useful starting-point for the themes used in the instruments devised for the research.

2.5.5 Later guidelines

Published after the research for the present study was undertaken, three further sets of guidelines did not inform its planning, but their recommendations were taken into account when assessing the research results. Relevant recommendations are, therefore, noted later, but a few points can be made at this stage.

2.5.5.1 The IFLA/UNESCO School Library Guidelines

Issued in 2002, these guidelines were drafted by contributors from many countries in an attempt to satisfy the needs of all types of schools. Thus, they are very general in their recommendations, since they aim to inform decision makers at national and local levels around the world and so recognise the need to adapt them for use at local level. In short space, five areas of service are discussed, these being the library's mission and policy, resources (funding, space, furniture and equipment, print and electronic materials), staffing, programmes and activities, and promotion.

When discussing the materials collection, the document recommends specific quantitative measures, such as the provision of ten books per student, with a minimum collection of 2500 relevant and updated items. At least 60% of the stock should consist of curriculum-related non-fiction resources. This is a curious throwback to older standards for school libraries, as it is noticeable in the more recent guidelines discussed below that such a directive is now less prevalent. In similar vein, a model for a study skills and information literacy programme is set out.

Some attention is paid to current thinking on pupil/student expectations of the library, since it is averred that students are the main target group of the school library and that co-operation with other members of the school community is important only because it is in the interest of the students. Input from students is briefly recommended in the section on monitoring and evaluation, where qualitative indicators are listed as user satisfaction surveys, focus groups and consultation activities.

It is unfair to criticise these guidelines for their lack of a research basis, since they were compiled by experts as an outcome of discussion at the annual IFLA conferences and by use of email. Because of their global market, they are deliberately general. Nevertheless, they are a typical example of prescription by managers, with pupils designated as targets rather than as participants in planning the library service.

2.5.5.2 CILIP guidelines for secondary school libraries

As indicated briefly above, the Library Association guidelines were current at the time of the present research and so contributed to its methodology. Since then, a revised edition has been published by the Chartered Institute of Library and Information Professionals (CILIP 2004), which is the successor to the Library Association. Although this new edition was not relevant when the research was planned, its recommendations were noted when the results were assessed.

As with the LA document, the guidelines were drawn up by a working party and it is noteworthy that, in the introduction, it is stated that important new policy themes were considered. These were the importance of young people's participation in library development, service definition and design, and the development of school libraries based on rigorous investigation of needs and self-evaluation.

“CILIP believes that the school library must treat students as active partners - moving from engaging them in consultation on the development of services and resources to encouraging them to participate fully not just

in operational activities but in the whole range of library management activities. This way the library will truly be relevant to all learners in the school and effectively become the champion of the learner”.

In general, there is more evidence of a research basis for these guidelines than in those issued by the Library Association. Some recommendations are related to particular research, there are relevant references at the end of each section and, additionally, a bibliography included at the end of the document.

Chapter 5 of this thesis refers to recommendations which, in particular, differ from those made in the Library Association guidelines and an assessment is made of their relevance to the pupils' opinions.

2.5.5.3 Department for Education and Skills. Improve your library: a self-evaluation process for secondary school libraries and learning resource centres.

Issued in 2004, this document resembles that published in 1999 by the SCCC, both in its rationale and its format. It is intended to “provide school librarians with a clear way of assessing the quality of what they provide and measuring outcomes, providing evidence of achievement and identifying areas that could be improved. It also provides practical advice and suggestions for improving the way that the library supports pupil learning”.

Seven key questions are put forward, corresponding to those in the OFSTED framework for inspection (2001). Each is divided into strands. Areas to be addressed within each strand are identified and named as indicators. For each strand, provision is described as being at one of five levels equivalent to the Ofsted categories:

<u>Dfes</u>	<u>Ofsted</u>
Excellent/very good	Excellent
Good	Good
Intermediate	Satisfactory
Emergent	Satisfactory
Needs development	Poor

The strands, which contain key questions, are:

1. How high are standards?
2. How well are pupils' attitudes, values and personal qualities developed?
3. How effective are teaching and learning?
4. How well does LRC provision meet pupils' needs?
5. How well are pupils guided and supported?
6. How effectively does the school work with parents and the community?
7. How well is the LRC led and managed?

Guidance is offered on the means of gathering evidence for each strand and there are summary sheets setting out the indicators for each key question. More detailed guidance is available in a Support Booklet. No specific research supports the recommended evaluation tools, although a brief bibliography refers to documents discussed above, including the research carried out by Streatfield and Markless (1994) and Williams and Wavell (2001).

Several of the key questions are highlighted in the Discussion chapter of this thesis, but it can be noted here that, as in the SCCC guidelines, reference is made at some points to the value of encouraging pupil input to evaluation, with the most frequently recommended method being the preparation and analysis of user satisfaction surveys.

Key points arising from sections 2.3, 2.4 and 2.5

Following the review of the literature on school library evaluation in general and the role of published guidelines in particular, two points pertinent to the present study can be made. Firstly, seminal research on the evaluation of school library effectiveness has not been a major issue in recent years, the exceptions being, arguably, the Colorado study (Lance, Welborn and Hamilton-Pennell 1993) and the project undertaken by Williams and Wavell (2001) in Scotland. This is in contrast to the attention now being accorded to this area of management in other libraries, particularly in the Higher Education sector. There is, therefore, only a small body of published research which can be drawn on, particularly regarding methodology and its impact on desirable outcomes.

As a result, it can be noted that the guidelines for school library services which were consulted in preparation for the research are strongly geared to the views of librarians and teachers, in spite of the promotion of evaluation in education and of pupil / student input by government departments, including the Scottish Executive Education Department. These factors indicate that the relationship between the measurement of school library effectiveness and the needs of pupils as library users deserved further research, but it has to be noted that none of the documents offer specific recommendations for deciding on the aspects of the library service which pupils might usefully evaluate. For some clues on this aspect, a study of research relating to libraries in further and higher education was undertaken, as discussed below in the section on techniques for evaluation.

2.6 Techniques for evaluation

Neither existing research on school library evaluation nor published guidelines/standards, as has been seen, offers sufficient information on appropriate approaches which could be replicated to achieve the objectives of the present research. Therefore, a study of work carried out elsewhere, particularly in higher education libraries but also in public libraries, was undertaken. The criterion in this search of the literature was an approach which focused on customer opinion, rather

than that of managers, as the central point when planning appropriate library services. The influence of the study of these sources is explained further in the Methodology chapter.

Particularly in higher education, it is noticeable that the emphasis on user studies in libraries has resulted in an increasing interest in adapting techniques which were originally formulated for commercial concerns. This can be exemplified in the book by Brophy and Coulling (1996) which devotes a chapter to “quality gurus” and points out that although the quality management movement emerged as part of the management of mass-production techniques in manufacturing industry, definitions of quality can equally be applied to non-profit organisations, such as libraries.

Since they seemed to promise approaches and techniques which could be utilised in the present research, three approaches which have influenced library evaluation were studied: the theory presented as Total Quality Management, Servqual, and the Multiple Constituencies/Stakeholder Approach. Central to each of them is the idea that students are customers.

2.6.1 Total Quality Management

The key exponents of Total Quality Management (TQM) are three Americans: Philip J. Crosby, W. Edwards Deming and Joseph Juran, who developed their theories in the 1950s. Quality was defined by Crosby as “conformance to requirements”, by Deming as “a predictable degree of uniformity and dependability, at low cost and suited to the market” and by Juran as “fitness for purpose”. The applications and appropriateness of TQM in library management have been discussed predominantly by Brindley (1992), and Martin (1993).

Brindley recognised that in a commercial environment a quality approach is judged by hard results in the marketplace whereas in a public service context, a TQM programme is less straightforward. This is partly because the cost of implementing the programme in a support function (such as a library) within a public service is very difficult (and sometimes impossible) to assess in quantitative terms.

Nevertheless, she pointed out that the TQM approach is feasible in libraries because it “seeks to guarantee the consistent delivery of a specified quality of service, which is not necessarily the same as the highest quality of which the library is capable, rather what is sustainable on likely resources, and balanced with other priorities and objectives”. The key, she said, was to define that quality, with three constantly changing factors to be balanced: customer needs and perceptions of the service, corporate objectives and priorities, and library capability. Only the last of these conditions is even partly under the library management’s control, with the others requiring close, systematic and continuous study.

Although Brindley was writing principally about libraries in universities and in government departments, it can be seen that the three factors cited can also be applied to school libraries, which operate within the objectives and priorities set by the education authority and the school itself, which serve a number of “customers” (eg. managers, teachers, pupils) and which are constrained by allocations of space, equipment, staffing and finance. It should be noted that Brindley (now Chief Executive of the British Library), when Chief Librarian of Aston University in Birmingham, was a pioneer in advocating the service model of enabling access to information electronically, rather than by building up large collections of books and journals. The model does not immediately fit with the present service offered by school libraries, but with the expansion of computing capability in schools, it may well be one to which they could aspire.

The document by Martin is published as part of a series entitled “Library & Information Briefings”, the purpose being to present to librarians who were convinced of its value some practical ways of applying the TQM style of management. He emphasised the TQM philosophy of “getting it right first time” by aiming for systematic prevention of error and he stated that “in this context quality is defined as meeting the requirements of the customer ... and not as signifying excellence or high quality, although this may ultimately be the customer perception achieved” He added that “in the library context, this makes a distinct contrast with the traditional approach of identifying user needs or even what the user should need, rather than user expectations. This also clearly emphasizes the importance of market

research to the successful implementation of TQM, through understanding what users want and tailoring service design and delivery to meet their expectations” For Martin, the most important key concept of TQM was that of continuous improvement, that is, the creation of beneficial change in response to identified customer requirements. A user-orientated approach to service provision is thus necessary. He set out and detailed a quality management checklist for libraries in 4 sections. The first is Quality Unity, which entails commitment from senior management, agreed definition of quality and thesaurus of common terminology, policy statement, and strategy and operation. Secondly, Quality Planning determines who the customers are, the requirements of these customers, development of provision and services to meet these requirements, development of processes to implement this provision, and the translation of plans into operation. Thirdly, Quality Improvement implies a project approach which includes costing of benefits and establishment of controls. Finally, Quality Control. or Evaluation of Performance compares it to goals, detects discrepancies, and determines action to meet planned level of performance.

If, as Martin proposed, the identification of customer requirements is paramount, it can be argued that the most important part of the process is Quality Planning, on which all other activities of TQM depend. The starting-point, therefore, is the customer (or, in the present study, the pupil).

2.6.2 Servqual

As far as libraries are concerned, the TQM approach is theoretical rather than practical, offering a rationale for placing customer opinion in the forefront of planning and development. However, another commercially-originated theory which has been explored by library managers in a more practical way is Servqual, which is derived from the work of Parasuraman, Zeithaml and Berry (1988) and which has evolved as an instrument to measure service quality and what customers value as important. Quality is defined as “perceived quality” rather than “objective quality”, dependent on the customer’s perception of what they can expect from a service and what they believe they have received, rather than any “objective” quantitative standard as

determined by a professional group or in conventional performance measurement. Parasuraman and his colleagues defined five measurable gaps between customer expectation and perceptions:

Gap 1: the discrepancy between customers' expectations and management's perceptions of these expectations

Gap 2: the discrepancy between management's perceptions of customers' expectations and service quality specifications

Gap 3: the discrepancy between service quality specifications and actual service delivery

Gap 4: the discrepancy between actual service delivery and what is communicated to customers about it.

Gap 5: the discrepancy between customer's expected service and perceived service delivered.

The first four gaps contribute to the fifth gap, which has, until now, been the main focus of library research using the Servqual approach. The present research, however, deals more with the first gap, assuming that "management" is represented in the published standards and guidelines for school libraries. Thus, the Servqual approach, as exemplified in librarianship literature, has limited value for this research, but some relevant aspects are discussed in the chapter on Methodology..

The method has been used in a wide range of service industries, such as advertising, health care and banking as well as in professional services such as medical, law and dental practices. Interest has been evident in libraries in the USA, particularly in academic libraries, with suggested adaptations and the implications for library management being discussed by, among others, Stein (1997) and Nitecki (1996, 1997).

Joan Stein carried out research in the Inter-Library Loan Unit of the Carnegie Mellon University Libraries, Pittsburg, USA. As she explained, traditional service quality measures in such a unit have focused on quantitative measures: average turnaround time and success rates. With more emphasis being placed on a client-centred service, it became clear that these measures had to be interpreted in the more meaningful

context of user satisfaction. The decision to choose the Servqual instrument to test this theory was based on two principal considerations, these being a need for a user-based measure of service quality to guide an analysis of resource-sharing services, and the establishment of a relationship with customers which showed the library's desire to base services on users' needs and expectations. The instrument had also been thoroughly tested and shown to be applicable to academic libraries.

Stein reported that the results of the survey had been satisfactory, providing as it did a body of data which supported but in some cases refuted previously held impressions of quality service in the Inter-Library Loans Unit. She also, importantly, described how the results would be used to improve the service, such as improving communication, offering instruction on making effective use of the service, providing a time frame for performance, requesting additional resources, and investigating electronic methods of providing users with status information about their requests, and upgrading of staff training. In general, it was considered that the experiment had been successful as a tool for implementing continuous improvement. For other researchers, the report of the survey shows that users' opinions, if given a high priority, can lead to a more effective service.

Nitecki (1997) attempted to gauge the applicability of the Servqual method by accessing published analyses performed in eight libraries, including that in the Carnegie Mellon University described above, thus presenting an overview of the methodology as practised up to that time. For these studies, two questionnaires were prepared, each consisting of 22 pairs of statements. The first set measured users' expectations by asking them to rate, on a seven-point scale, how essential each item was for an excellent library. The second measured the respondent's perceptions of the actual level of service given by the library. For each pair of statements, the difference between the ranked perception minus the ranked expectation was calculated, and the average of these gap scores yielded the Servqual overall quality score. According to Nitecki, the data collected in each case, by displaying close correlations between the results in each library, confirmed the general usefulness of the Servqual methodology.

In an earlier article (1996), Nitecki had covered similar ground, but she also spelled out the advantages of Servqual in library management. These included the analysis of data at the item level, thus suggesting practical implications for improvement of the service. By repeating the exercise, quality improvement can be measured over time. The method is a means of shifting assessment of quality from the traditions of measuring collection size and incidence of usage to investigations of how the service relates to users' expectations. It can also be a way of demonstrating the value of the library in proportion to its contribution to the success of the parent institution. All of these advantages would apply to school libraries as well as to libraries in higher education.

Kinnell (1995) has pointed out that the difficulty with Servqual is the subjective nature of the concept of quality service:

“Customers express their feelings about a service generally through *attitudes* to it, while their *satisfaction* with the service is usually related to specific transactions... It is likely, therefore, that customers will vary in their expectations of a library service and also that the perception of quality will differ between service deliverer and customers. This takes us back to the quality imperative, who should define both the standards to which a service should aspire and the overall quality of that service, and how a library service can and should organize itself to achieve quality”.

2.6.3 Multiple Constituencies / Stakeholder Approach

TQM and the Servqual approach have been influential on work on another theory currently in favour. This is the Multiple Constituencies, or Stakeholder, approach to quality evaluation, which was originally applied in the public library setting (Childers and Van House 1989). Their most influential research has been a study on public library effectiveness, which identified four general approaches to defining organizational effectiveness. The first is the Goal Model, where effectiveness is measured by goal achievement, assuming that agreement on a finite set of goals is

possible. Then there is the Process or Natural Systems Model, which defines an organization as a collective engaged in activities required to maintain itself as a social unit. Effectiveness is measured both by goal attainment and by internal processes and organizational health. Third is the Open Systems or System Resource Model, which emphasises that the effective organization responds to the demands of its environment. More appropriate and interesting in the present research has been the fourth approach, that of the Multiple Constituencies Approach, which defines effectiveness as the degree to which the needs and expectations of strategic constituencies, otherwise known as stakeholders, are met. These constituencies are not necessarily the power elite. This approach may be particularly appropriate for the public sector, which needs to respond to a multitude of diverse groups with differing, possibly competing, preferences.

The Public Library Effectiveness Study concentrated on the fourth of the above models, seeking data from representatives of seven key groups of people who would be expected to influence decisions about the public library both directly or indirectly. They ranged from local officials to library managers to users, and it was hypothesized that there would be differences in the way these groups perceived the library's effectiveness. A Preference Questionnaire was used with all groups and librarian groups were also asked how their library rated compared with an "ideal" public library for the community. It had been anticipated that the greatest differences in indicator preferences would occur between constituents most external to the library, such as local officials and those most internal to the library, such as library staff and that there would be a lesser difference between such constituents as Trustees and Users. An analysis of the results showed that there was, after all, more similarities than dissimilarities among the groups. Although the User group appeared more distinct from the others, even here they correlated with other groups at moderate to high levels.

Resulting from this research, Van House and Childers produced a document (1993) which applied the results of the study to the assessment of public libraries and recommended using it to represent the library organization to the various stakeholders controlling the library's present and future.

For academic libraries, the most prominent survey using this approach was based in Victoria University of Wellington in New Zealand. Philip Calvert had already used the Childers and Van House methodology in a public libraries-based project carried out at the behest of the New Zealand Library Association (Calvert 1994). The initial purpose of this project was the development of performance measures, but this aim was not fulfilled because the research team did not, in the end, have confidence in the ability of librarians, acting alone, to determine what should be measured. They also concluded that it was not performance which should be measured, but effectiveness. As a result, it was maintained that it was, firstly, necessary to determine the social construct of libraries and secondly to use empirical evidence collected from stakeholder groups.

Calvert went on to work with Rowena Cullen in the field of academic library research, applying similar methodology to that used in the public libraries study. Their most prominent and influential work was the New Zealand University Libraries Effectiveness Study, which covered all seven universities in the country (Cullen and Calvert 1995). There were two research questions posed at the outset. Firstly, what are the key indicators of university library effectiveness, as perceived by the different constituencies in New Zealand university libraries? Secondly, are there differences among constituent groups in their preferences among key indicators of effectiveness in New Zealand university libraries?

The next stage of the study examined actual library performance as assessed by all library staff in the seven universities. Six key constituencies were identified: resource allocators, senior library staff, other library staff, academic staff, graduate students, and undergraduates. Following the Childers and Van House methodology, 500 indicators, later reduced to 99, were identified through a literature search and each stakeholder group was asked to indicate on a scale of one to five how useful they considered each to be. Ranked lists of indicators were produced for each group and then compared with one another, thus displaying the similarities and differences in what each of the key constituencies expected from their library. Many of these differences are not easily reconciled, but knowledge of expectations of each group can provide better information on which to make and justify a shift of resources from one

service area to another. The researchers, however, were encouraged by the fact that there were many expectations in common and that a clearer view of requirements had been obtained.

A large-scale UK-wide project based on this approach was carried out in Glasgow Caledonian University (Pickering, Crawford and McLelland 1996; Crawford 1997). Fifteen higher education institutions participated in the study, using the same methodology as in the New Zealand research. It enlarged this, however, by suggesting ways in which the resulting information could be used. Based on the preferences of each group, a library could undertake regular surveys of satisfaction for each one, which would also be helpful for forward planning. For example, since student groups were particularly interested in the availability of multiple copies of books, the supply of electronic textbooks could be investigated as an alternative to short-loan collections. The results could also be used by several universities as a tool for benchmarking, and recommendations for performance measures could thereby benefit.

A more localised study was carried out in seven Scottish Further Education Colleges (McCullough 1995), one of the aims being to determine exactly what the library's clients considered to be the most important aspects by which a library service should be judged and to compare their attitudes with those of college senior management and of library staff themselves. There were, therefore, only three constituent groups involved and it was found that there was remarkable unanimity across colleges and across respondent groups. The results of the survey were intended to be used by colleges in the framing of appropriate performance indicators, in the knowledge that they were measuring an aspect of the service which had been judged to be important by a representative sample of users and managers. Although small in scale, this piece of research is useful as a replication of part of the larger Glasgow Caledonian University study, particularly as it generates similar priorities. It does not, however, explore the implications and applications of these results very thoroughly, so that the impression is given that the research was carried out hurriedly and without sufficient thought about its objectives.

All the studies based on the opinions of stakeholder groups have, so far, shown that the expectations of the various groups are similar in many respects. The value lies in highlighting their differences, so that library managers can endeavour to reconcile and fulfill as many expectations as possible. Since few libraries have the resources to change everything in their services, the aim of such studies is to obtain information which can help to prioritise what is important to groups of stakeholders and use this data to design an appropriate plan for improvement and development.

2.6.4 Disadvantages and advantages of service quality models

While, as has been shown, there has been great interest in libraries in adapting service quality models evolved in commercial settings, there has been recognition that there are pitfalls in doing so. Quinn (1997), while recognising the value of research by Nitecki and others to the quality assessment debate, set out some difficulties involved, particularly in academic libraries. For example, there is the problem of defining the customer in a non-profit setting, and the use of the word "customer" can imply that the user is a passive consumer of information rather than being actively engaged in the learning process. Then there is the attitude of professional librarians, who may have strong convictions about their work which conflicts with initiatives based on consumerism or commercialism. The question is also raised as to whether reliance on user opinion diminishes the role of the librarian's professional judgement in collection development in particular and managing the library more generally. A user survey instrument such as Servqual may be capable of revealing the gap between users' expectations or wants but not necessarily their needs. This point may be important in reference to students' or pupils wants and needs. A basic paradox of educational librarianship is that by not always giving students what they want, librarians are performing a service by helping students to become more independent and self-sufficient.

It can be noted, however, that in spite of his criticisms of service quality concepts, Quinn stated that the possibilities of adapting them to the academic library environment may outweigh many of its limitations. For example, through surveys of

user needs, the collection can be made more responsive to them, improved merchandising techniques can bring appropriate books and electronic resources to their attention, and an attractive physical environment can enhance appreciation of the library and its services.

Key points arising from section 2.6

When reviewing the research on the qualitative approach and its practical applications it can be seen that there are useful points which can be related to the present study. It is agreed that a meaningful way of assessing the effectiveness of a library service is by ascertaining users' opinions, although it must be remembered that users' wants do not always coincide with their needs. However, this method must be allied to other factors, such as the parent body's aims and priorities and the capabilities of the library. Care should be taken not to diminish the experienced librarian's professional judgement, while the aim of adapting and improving library services must be kept in mind.

CHAPTER 3: METHODOLOGY

3.1 Possible approaches

Since the major element of the research was to ascertain pupils' perceptions of the factors which comprise a good school library, a methodology had to be devised which would allow the successful collection of appropriate information.

It was decided that a primarily qualitative approach was appropriate, since the purpose of the research was to study a real-life situation by recording and describing pupils' beliefs and feelings and thus to understand their perspectives. By collecting these perspectives directly, it would be possible to tease out underlying issues. Data would be drawn from the context or environment of the library itself and the researcher's knowledge of the situation, gained through prior experience of educational librarianship, would enable fuller understanding to be applied to this data. This approach also fits the social nature of libraries, where group and individual behaviour is an important factor in planning an effective service for a particular clientele.

Several categories of qualitative research were considered as possible approaches, these being ethnographic, phenomenological, a case study, action research and policy research. One factor which had to be taken into account was the amount of time required to carry out the project successfully.

Ethnographic studies seek to participate in participants' lives by integrating with a group and observing its behaviour, thereby collecting data to explain an existing situation. Apart from being time-consuming, this approach depends on acceptance of the researcher into the group being studied and so is less appropriate where an outsider is undertaking the work.

The phenomenological approach focuses on observation of participants and the inspection of patterns which emerge from the data, thus aiming to understand the

meaning events have for the persons being studied. Conclusions can be drawn about cause and effect, but the best data is drawn from large groups, in order to take the variations of behaviour into account. Again, this is a time-consuming undertaking.

A case study looks at group activity in an objective, systematic way, again with the intention of illuminating existing practice rather than influencing change. However, it can be very specific and limited in scope, whereas the proposed research was intended to study the situation in several schools and produce results with a wider application.

In general, it could be seen that these three approaches might illuminate the background and reasons for an existing situation but, although it had to be recognised that pupils' perceptions of their experience of library use might colour their views, the principal thrust of the research was to consider the possibility of projecting into a future scenario. These approaches were, therefore, rejected.

Action research came nearer to fulfilling the aims of the research since it looks to a future scenario which may be based on but not necessarily dependent on the existing situation. It is based on elements of a case study approach and involves cycles of action intended to review and improve practice. However, given the restraints on the time available and also the fact that the researcher could not directly influence developments, it was obvious that the cycle could not be completed.

The final objective of the research, as set out in the Introduction to this thesis, was to recommend how any differences between pupils' perceptions and published guidelines could be resolved.. Thus, it was realised that the study would be essentially policy research with the first step being the development of a preliminary model, followed by the formulation of specific questions and by suggestions of recommendations which, following discussion, are analysed for implementation and effects. As Anderson (1990) explains, this is less prescriptive in method than most other forms of research. He also acknowledges that policy research may be criticised because it does not follow a generalizable method whose limitations can be identified

in advance. Additionally, the true effects may not be known for some time. However, policy research attempts to provide information to decision-makers, and decisions made with the benefit of information must be better than those made in ignorance.

In the case of the present study, the model is already provided by the published standards/guidelines and the principal question is their validity vis-a-vis pupils' actual needs. To facilitate this, pupils' opinions and attitudes which related to these needs were, therefore, to be sought and examined.

Unfortunately, these can be difficult to measure. Powell (1996) set out these difficulties succinctly when he pointed out that individuals may not have an opinion on a specific issue because they had not thought about it before or that a person may not have a single attitude about a library service but may feel differently about different aspects. Additionally, opinions may not be constant. The measurement of attitudes may be affected by question wording or by interviewer behaviour. He also stated that opinions cannot be directly measured but only inferred from a person's words and behaviour, but this statement is open to doubt since, as will be shown, inferences can also be drawn from quantitative data.

The chosen methodology had to counteract these drawbacks as much as possible. As described in the Literature Review, several theories of measuring quality through surveys of library users' perceptions were studied but, for various reasons, especially the limitations of time, it was not possible to exactly replicate any of these user-centred approaches. However, it was seen that some aspects of each would provide useful pointers. In Total Quality Management, there is emphasis on the importance of market research through understanding what users want and tailoring service design and delivery appropriately. It was not possible to test three of Martin's (1993) quality components (unity, improvement and control), but the fourth component of quality planning offered insight into the requirement to determine the requirements of pupils-as-customers.

Gap One of the Servqual approach fitted the objectives of the research in its definition as the discrepancy between customers' expectations and management's perceptions of these expectations, if customers are identified as pupils and management as the authors of published standards/guidelines for school library services. This was the principal insight afforded by this approach, since it was realised from the report of the Williams and Wavell research that the methodology described by Stein (1997) and Nitecki (1997) would be too abstract for pupils to appreciate. However, it is significant for the present study that Nitecki stated that other methods of capturing customer perceptions, such as focus group interviews, should also be used. In this context, it is also important to note that more understanding is needed of the discrepancy between what customers expect of service excellence and what the service providers think they expect.

3.2 The Multiple Constituencies/Stakeholder approach

The Multiple Constituencies/Stakeholder Approach, as undertaken in universities in New Zealand by Cullen and Calvert (1995), offered the most useful model for several reasons. If younger and older pupils are regarded as two categories of "customer" and the writers of the standards/guidelines are seen as representative of managers, three groups of stakeholders are thus identified. By regarding boys and girls as separate categories in each age-group, further sub-groups of the pupil stakeholders can also be included. The two key questions posed by Cullen and Calvert fitted with the objectives of the research, since they sought to identify both key indicators of effectiveness as perceived by different groups and also the differences in perception between the groups.

Since accounts of projects undertaken using this methodology were available, models of its implementation could be studied. For the present research, the principal difference lay in the indirect use of the opinions of the managers as expressed in the standards/guidelines, rather than through a questionnaire, and consequently the impossibility of ranking recommendations in order of preference.

However, since standards/guidelines are regularly issued for libraries of all kinds, the research would have an additional advantage of gauging how far they could be used as substitutes for managers-as-stakeholders in similar research elsewhere. Two benefits which were not available to previous research of this type, were the opportunity to access complete classes in schools, thus including non-users and reluctant users as well as users, and the likelihood of obtaining a high return of completed questionnaires. The method had the added advantage of breaking new ground by testing its validity with a younger age-group and lower educational level than before. It was decided, therefore, to devise an adaptation of the Multiple Constituencies Approach, using a questionnaire tailored to suit the level of understanding of school pupils, thus enabling a fast gathering of information from a large number of respondents. Specific issues relating to the library service would be presented, thus, it was hoped, encouraging a thoughtful approach to a variety of aspects. It would result in a rating of preferences which could be used to identify priorities for both younger and older pupils when planning the library service. Therefore, pupils' views could be translated into management concerns by the school's librarian and senior management.

For this purpose, there was an advantage in using some quantitative techniques which could present, for comparison within and between schools, the opinions of a large group of pupils. Precedents for this decision can be found not only in the Multiple Constituencies/Stakeholder Approach but also in the Servqual methodology as described in the Literature Review. The usual application of these methodologies is research into users' attitudes and thus basically a qualitative method of collecting data to demonstrate preferences, rather than merely the collection of statistics of use. A similar purpose was identified in the present study, employing statistics as a method of displaying preferences. By identifying the range of opinion relating to specific themes, it would also be helpful in comparisons with these same themes as presented in the published standards/guidelines. In some schools, there is also an advantage in providing data which could be used in making a case for developing aspects of the library service.

3.3 Research Design

As noted above, the major component of the Multiple Constituencies/Stakeholder methodology is a questionnaire which lists a series of factors, or issues, and asks respondents to evaluate the importance of each one on a scale ranging from very unimportant to very important, with the purpose of producing a ranking of issues which show their importance to stakeholders. The main drawback to this method could be the inclination of respondents to assume that every issue is important by virtue of its inclusion in the list, but it was considered in previous research using this approach that a useful ranking and comparison could still be achieved. The resulting statistical data are not an end in themselves, with the purpose of producing a quantitative study, but are used as tools which are helpful in illustrating preferences.

In order to identify appropriate content of the questionnaire, two preliminary phases were undertaken.

3.3.1 Standards/Guidelines

The first phase was a study of the standards/guidelines described in the previous chapter. As noted above, these would represent the views of one group of stakeholders, namely, the managers. However, drawing on information about student preferences reported in previous Multiple Constituencies/Stakeholder research, it was decided that the aspects included should be limited to those which pupils were likely to be interested in and knowledgeable about. Thus, management aspects such as timetabling and budgeting would be omitted.

The services judged to be directly relevant to pupils were:

- Perception of the role of the library
- Accommodation
- Opening hours
- Bookstock

- Finding information
- Careers information
- Library/information skills
- ICT use
- Special events/reading promotion
- The Librarian's role
- Pupils' involvement in library administration

For the purposes of the research, these were initially grouped as four main aspects, dealing with the general purpose of the library and its accessibility, library stock and services, ICT use, and the librarian's role.

3.3.2 Interviews and Discussions

For the second phase, it was decided that, as an initial approach, some individual interviews would be helpful, with subsequent group discussions to amplify information thus gathered. These views would act partly as a pilot study to identify pupils' concerns and would give some indication of the aspects of the service which pupils thought important. It was also a means of getting a "feel" for the organisation and activities of the library, and so provide more layers and depth for understanding the situation.

It was recognised, however, that the usual methods of interviewing adults would not necessarily be helpful when dealing with young people between the ages of 12 and 18. Attendance at a one-day course on interviewing young people helped to identify some of the relevant issues, such as the interviewer's neutral stance, the importance of involving everyone in the group, being aware of different levels of response (which might include issues that respondents had not thought of before), the inadvisability of mixing pupils in different school years, and the use of incentives. The importance of preparing key themes was also stressed.

Hazel (1995) pointed out that although valuable contributions to current debates and

future policies can be made by recognising and presenting the views of young people, there are methodological difficulties, principally the adult status of the researcher, who will have to find a means of crossing the cultural and communicative divide which has characterised the paternal adult-child relationship. One recommendation, in particular, was pertinent to the present study, this being the stimulation of discussion by asking participants to propose a solution to a practical problem, thus allowing an exploration of reasons and more abstract beliefs behind the solution. Hazel also suggested that prompts by the researcher can increase the flow of data, although care should be taken to be neutral. It is also helpful if participants are reassured that there are no correct or incorrect responses to any issues which may arise.

Lewis (1992) advocated the utility of group child interviews as a method of revealing consensus views and of generating richer responses by allowing participants to challenge one another's views. She stated that many research topics in education can be understood better if both individual and consensus views are assessed. Group interviews can produce statements which are in line with group norms to a greater extent than happens on individual interviews, since individual responses are challenged and clarified and new ideas may be put forward. She also pointed out that children may be less intimidated if part of a group, particularly if the interviewer is not well-known to them. Although Lewis was discussing research techniques with children of primary school age, it could be argued that the principles would also apply to younger pupils in secondary schools and the research offered an opportunity to test these principles with older pupils.

Lowden (1997) set out some relevant principles on group interviewing, stating that groups should consist of five to eight individuals, should be informed of the purpose of the research and that abstract questions should be avoided.

Gordon and Langmaid (1988) pointed out that children between the ages of seven and 11/13 have acquired the concepts of conversation, time, space, number and so on but they can only understand them when working with concrete objects since they are

not yet capable of working with hypothetical thought. Beyond this age-group, they can deal with abstract concepts and test hypotheses. The pupils being targeted for this research were being asked to engage in hypothetical concepts and although they were aged 12 and upwards, it was realised that some way of referring to a concrete situation, particularly for younger pupils, was necessary. For this reason, it was decided to ask pupils to imagine that they were being consulted about the planning of a new school library and that their suggestions about the ideal service would be helpful.

Mauthner (1997) discussed other methodological issues, such as consent, access, privacy and confidentiality. Although children may be unable to give informed consent to participation in research, Mauthner stressed that consent should be sought from them as well as from the local authority, headteacher and parents. For the present research, consent was requested and given by the local education authority and from headteachers. The latter undertook to inform parents of the project by way of their regular newsletters. At each stage, pupils were told that there was no compulsion to take part in discussions or to complete a questionnaire.

Following the principles set out in these articles, small group discussions were arranged in two of the six schools involved in the study. Because of problems of access to schools and time constraints the first set of interviews and the first discussion group were treated as preliminary work, to be considered and modified before proceeding further.

The semi-structured interviews with individual pupils in two schools were used to explore pupils' attitudes and concerns about the library. This was done by means of spending a half-day in the library, talking to pupils who were there at that time, whether as members of a class or as individuals. As noted above, the first school visit was treated as a pilot study, to gauge how much useful information could be gathered by this means. However, pupils' views were incorporated in the final results. Fourteen pupils (four boys and ten girls) were interviewed: five in First Year, one in Second Year, one in Fourth Year, four in Fifth Year and three in Sixth Year. Most of the questions dealt with the pupils' degree of satisfaction with

existing provision, but it was possible to extrapolate areas of concern which could be presented later in the questionnaire as factors which contributed to effectiveness. As explained previously, information sought was based on four specific aspects, dealing with the general purpose of the library and its accessibility, library stock and services, ICT use, and the librarian's role. These aspects were carried forward into the second and third stages of the research.

The following questions were framed for guiding the interviews:

- What year are you in?
- Are you with a group or alone?
- Are you allowed to work with a group on a particular project, ie making your own arrangements outwith class time?
- Are the opening hours OK? If not, when would you like the library to be open. Earlier before school starts? Later after school day ends?
- Is the library open for supported study/homework clubs?
- Do you find the library a comfortable place to work?
- Do you come in at breaks or lunchtimes?
- If so, why? To read for pleasure, find information for work, meet friends, play games on computers?
- Are the resources adequate for you?
- What would you like more of?
- Can you usually find the information you want?
- Do you think the library covers all the subjects you need information for?
- What subjects do you use the library for? Most? Least? Are you happy about this? Would you like more books on subjects you use the library for least?
- Do you use books more than electronic sources or vice-versa?
- Do you have resources at home which help you with school work? eg books, internet
- Do you think the library is arranged in a helpful way? eg arrangement of books on shelves

- Do you find it easy to use the library when you are on your own? ie not with a class group
- If you are stuck, do you ask the librarian for help? If not, what do you do?
- Do you think that anyone who came in could use the library easily? ie find their way around, use the catalogue easily
- Do you use the library for personal interests?
- Do you use the library for school work?
- Do your teachers ask you to use the library to find some information?
- Do you feel that you get enough help in using the library? ie how to find books, how to use equipment If not, what would you like?
- In general, how do you think the library could be improved?
- Any other comments?

For the next part of this preliminary stage, group discussions were arranged in the same two schools by the school librarians. None of the pupils involved in the initial interviews were involved in the groups. Again, the first group formed the pilot study, resulting in some changes to the management of the discussion but, as before, useful information was gathered which proved too valuable to disregard in a small-scale project. These discussions were also semi-structured, and included data gathered from the first stage. To some extent, the groups were selected by the librarians because it was thought that they might have some useful opinions, but they were also dependent on timetabling arrangements.

Three First-Year groups, totalling 16 pupils (six boys and ten girls) and two Sixth-Year groups, totalling 14 pupils (six boys and eight girls) were organised. To make the project less abstract, pupils were asked to imagine that a new library was to be designed for the school and that they were a consultative group, helping the librarian and architect to draw up the brief for a library which would incorporate all the factors they thought would ensure an effective service. Pupils were given some prompting to encourage discussion and reflection. The discussions, which lasted about half-an-hour, were recorded but, to ensure anonymity, identities were not noted. Verbatim transcriptions were made and analysed before the next stage. The analysis used

margin coding, whereby the four themes were identified, with letters used to represent them. This is an approach recommended by Vaughn, Schumm and Sinagub (1996) as one which is useful when only a quick survey of main ideas is required rather than a collection of extensive data.

After a personal introduction, it was explained to pupils that the project was being carried out not only in this school but also in other schools in the district and that the particular focus was on finding out what pupils thought about school libraries in general and not the particular one they already used. The main interest was in finding out what they thought the ideal school library should be like in order to make it a useful and enjoyable place to be. Although the discussion was being taped, a guarantee was given that everything said would be confidential and no-one would be identified. For both younger and older groups, the initial pattern of discussion was similar, the guidance notes being as follows:

- Imagine that we are building a new library in the school and starting from scratch. You have been asked to help the planners by suggesting ways in which the library would supply the kind of stock and service that you think would be best for what you need to do in school. They might also want to know if you would like to use the library for personal interests, such as hobbies, or whether you would use the public library or bookshops for that.
- All libraries always have books in them - but in school libraries are information books more important than fiction?
- Computers - are they as important as books? If everyone had a laptop and free internet access, would you use books so much?
- What about learning how to use a library? What do you think might help people to find their way around and find information if the librarian is busy? [eg how to find a book, how to use a computer program]

- What about the actual space in the library? How would you like it to be arranged? Apart from shelves, computers, tables and chairs, what should there be? What would make the library a pleasant place to work in?
- Supposing that you did such a good job of advising the planners, that you were asked to advise about the library in a regular way. How could you do this? eg library committee, class representatives, discussions like this one, a questionnaire every year, help to run library, choose books / suggest books, suggestion box

Older pupils were also asked the following questions to help in gauging whether or not attitudes towards the library changed as they moved up the school:

- Do you think that instruction in the use of libraries and how to find information changes as you go into higher classes? How would the way a library is organised help with this? How much help do you think a librarian can give you with information you need for particular subjects or individual research?
- How much should the library cater for private study? Should there be really quiet areas for example, or a separate collection of books?
- I am also interested in how your ideas might have changed from when you were in First year. Do you think you would have made the same suggestions when you were younger? Do you think that First year pupils could also help in the planning in a useful way? Do you think that you need to have used libraries a lot before you can make useful suggestions?

3.3.3 The questionnaire

The third stage, and principal component, of the study was the questionnaire, based on themes included in the published standards / guidelines, together with information gathered from the interviews and discussion groups. The purpose was to produce a rank order of issues important to pupils with data for each issue which could then be compared with the guidelines/standards' recommendations. As noted above, care was taken to include only factors considered directly relevant to pupils' interests. A Likert scale was appropriate for this purpose, since it could afford a better analysis of attitudes, perceptions and opinions than could a simple yes/no response. It could also be used to generate quantitative data which would possibly be advantageous to a school management's proposals for policy development.

The questionnaire consisted of 37 statements (or issues) and respondents were asked to rate each one on an ordinal scale of one (very unimportant) to seven (very important). This scale was adopted as a result of a recommendation in the report of the research based in Glasgow Caledonian University (1996), where a pilot study showed that a useful spread of opinion would be obtained, since responses tended to be positive rather than negative. The questionnaire was arranged in four sections and dealt with the general purpose of the library and its accessibility, library stock and services, ICT use, and the librarian's role. Dividing the list in this way also made the questionnaire appear less daunting. Six schools took part in this part of the study.

The librarian in one of the schools used in the first stages undertook the pilot study by issuing the questionnaire to a group of pupils who were asked to provide feedback by identifying questions they could not understand or which were too vague. This resulted in a few minor changes in wording to improve pupils' understanding of the issues presented.

Because it was advantageous to target pupils who had some experience of using a school library and so could be expected to have formed some measurable opinions, it was decided that although younger pupils accessed towards the end of the session in

May and June would be in First Year, those accessed at the beginning of the following session, in September and October, would be in Second Year. Thus, they had a similar exposure to library services. Sometimes the questionnaire was issued in the library with a scheduled class and sometimes in a classroom, usually during an English class as far as the younger pupils were concerned. Older pupils were sometimes in a class but often were in a study group, either in the classroom or in the library. Some were individuals using the library for private study. On each occasion, a brief explanation of the purpose of the questionnaire was given orally to pupils and it was stressed that they were not being asked to assess their own school library but to say what they thought an ideal library would be like. They were also told that the exercise was not compulsory but, in fact, none refused to complete it.

The advantages of this method were twofold. Firstly, the groups, covering all ranges of ability, were not selected but formed an opportunity sample, depending on school timetabling and availability. Secondly, a 100% return of questionnaires was achieved.

The questionnaire took the form of 37 statements, each to be circled as appropriate on the ordinal scale of 1 (very unimportant) to 7 (very important). The final version is included as Appendix 1. All the issues presented originated in at least one source. These are noted here (but not in the original questionnaire) as

I Interviews D Discussions L Library Association Guidelines
C COSLA Standards S SCCC Performance Indicators

I THINK THAT A SCHOOL LIBRARY SHOULD:

	I	D	L	C	S
1. Help me with my school work			x	x	
2. Have a quiet area where I can study	x	x	x	x	x
3. Have a photocopier which I can use			x		
4. Have areas where groups can work together	x		x	x	x
5. Have an informal area where I can relax and read	x		x		
6. Be a place where I can meet friends	x	x			
7. Be a place where I can eat and drink	x	x			
8. Be open in the morning before school	x		x		x
9. Be open throughout the school day	x		x		x
10. Be open after school			x		x
11. Be open in the evening			x		x
12. Be open at weekends			x		x
13. Be open during the holidays			x		x

I THINK THAT A SCHOOL LIBRARY SHOULD:

14. Concentrate more on information books than on fiction		x	x	x	x
15. Include books on hobbies and personal interests	x			x	x
16. Teach me library/information skills in first year		x	x	x	x
17. Teach me library/information skills every year		x	x	x	x
18. Teach me how to find information for specific projects set by the teacher	x		x	x	x

- 19. Include information about careers x x x
- 20. Help me to find relevant information
from sources outside the school x x x
- 21. Include books which can be borrowed for
only 3 days if they are very popular x
- 22. Have many copies of books needed
for projects and assignments x
- 23. Have special events, eg, book weeks
and visits by authors x x x x

I THINK THAT A SCHOOL LIBRARY SHOULD:

- 24. Have computers which take the place of
large reference books (eg encyclopedias) x x x
- 25. Have computers which have access to the
internet x x x x
- 26. Have computers which allow me
to use CD-ROMs x x x x
- 27. Have computers which allow me to
find books which are in other libraries x x x
- 28. Have computers which allow me to
find out about higher education x
- 29. Have computers which allow me to
find out about careers x x
- 30. Have computers which allow me to
play games x x
- 31. Provide computers for personal work x

I THINK THAT THE SCHOOL LIBRARIAN SHOULD:

	I	D	L	C	S
32. Always be there whenever the library is open	x				x
33. Know about the school curriculum		x	x	x	x
34. Be able to help me use the computers	x	x	x		
35. Have a library assistant who is an adult, not a pupil		x	x		
36. Have a team of pupil helpers	x	x			
37. Ask pupils for suggestions about the library	x	x	x	x	x

3.4 Analysis

Since responses were sought on a scale of one to seven, a possible middle or neutral score of four could be identified, with a score of one, two or three being regarded as less important and five, six or seven as more important to the pupil. Where 50% or more of the pupils circled an issue listed in the questionnaire, this was taken as the most important indication of importance.

As stated above, one purpose of the questionnaire was the production of a ranking of issues, thus showing their importance to pupils vis-a-vis the published standards / guidelines. One way of doing this would be to use the median, ie, the rating which falls in the middle position. However, since there were only seven ratings and most respondents used only a spread of about four of them, it was realised that this would be impractical for the purpose of differentiating between the most important issues. Therefore, it was decided to rank the issues in order of frequency of ratings of seven

(most important), then six and so on. Where two or more issues received the same rating, the next rating was taken into account when ranking them. Once these calculations were done, it was seen that only four issues were circled seven (very important) by at least 50% of the total number of pupils. It was decided that in order to obtain a more valid insight into pupil opinion, a more helpful approach was to consider the issues circled as important to some degree (ie, 5, 6 and 7) by over 50% of pupils. This generated a longer list of issues capable of useful comparison.

Initial analysis was made on an iMac computer, using the spreadsheet component of Clarisworks. Although the imbalance of response numbers in the two categories of S1/2 and S5/6 made it impossible to make direct links between their respective rankings of issues, by scanning the rankings and by comparing them with the total responses, it was possible to reach general conclusions about high and low priorities. A comparison was also made between the responses in the six schools.

Further analysis used chi-square testing, the starting-point for which is the supposition that there is no difference between two groups and that there will be agreement by the same proportion of each group. The testing calculates the difference, if any, allowing for the size of the sample. It thus measures the distance between what would be expected and what has actually been observed, making it possible to see if there is any significance in the findings. In particular, because boys and girls follow the same curriculum, it was reasonable to expect that their opinions would be similar but it was important to verify this supposition.

Comparisons with the recommendations in the guidelines then showed how far pupils agreed with them, a practice which would enable the librarian to highlight pupil preferences when planning development of the service.

CHAPTER 4: RESPONSES TO THE QUESTIONNAIRE

4.1 Introduction

As described in the Methodology chapter, there were two preliminary phases to the research: a study of the published standards/guidelines, and interviews and discussions with pupils in two schools. Both of these contributed to the compilation of the questionnaire which was issued to pupils in six schools. This presentation of the results, follows the model of the Multiple Constituencies/ Stakeholder Approach by detailing the outcomes of the questionnaire. A fuller analysis of the findings is presented in the next chapter, together with information from the preliminary phases in order to illustrate the complexities of the study

Since the main thrust of the research was to ascertain the factors which contribute to the effectiveness of the library service, those which pupils considered important are seen as paramount to the determination of library policy by school managers and are given more prominence in this and the next chapter. When planning the service, however, managers would find it helpful to know which issues were less important and so could be given a low priority or even discarded. Neutral issues can also be informative, since they would indicate that further research would be required to determine the priority to be accorded them as part of the planning process.

4.2 Response to Questionnaire

The questionnaire was issued to 147 S1/2 pupils and 94 S5/6 pupils, making a total of 241 pupils. The numbers responding in each school were:

	S1/2	S5/6	Total	% of School Population
School A	24	12	36	7
School B	23	26	49	5
School C	24	7	31	3
School D	26	11	37	3
School E	31	20	51	4
School F	19	18	37	6

The responses from boys and girls were also studied as a separate factor. Altogether, 115 boys and 126 girls completed the questionnaire:

	S1/2		S5/6		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
School A	13	11	3	9	16	20
School B	10	13	10	16	20	29
School C	11	13	4	3	15	16
School D	11	15	5	6	16	21
School E	18	13	14	6	32	19
School F	9	10	7	11	16	21

For reference, Appendix 2 presents a summary of all responses, in terms of the actual numbers and percentage of pupils indicating their preferences on the scale of one to seven. Each question is presented separately and gives the total responses, followed by the responses for each school. S1/2 pupils and S5/6 pupils are given separately, with each group further divided by gender (B and G). Since most of the computer analysis resulted in lengthy numbers following the decimal point, the

numbers preceding the point were rounded up or down. In some cases, therefore, the total percentage is 99 or 101, rather than 100, but since the statistics were being used principally to indicate how pupils' preferences compared, this was not considered important. Much of this information is summarised in various ways throughout the next chapter.

4.3 Ranking of issues

In order to identify the issues most important to pupils, those circled 7 by all pupils surveyed, by S1/2 and by S5/6 can be ranked as follows. As explained in the previous chapter, where 2 or more issues received the same rating, the next rating was taken into account to determine the order.

RANKING OF ISSUES BY ALL PUPILS

RANK	NO.	QUESTION	%
1	25	Access to internet	69
2	26	CDROMs	57
3	29	Computers/careers	56
4	19	Information about careers	55
5	34	Librarian help with computers	48
6	24	Computers/reference books	43
7	2	Quiet area for study	43
8	28	Computers/higher education	43
9	31	Computers/personal work	42
10	22	Many copies	39
11	1	Help with school work	39
12	32	Librarian there when library open	39
13	27	Find books in other libraries	37
14	9	Open throughout day	37
15	37	Ask for suggestions	37
16	18	Teach information for specific projects	33
17	33	Librarian knows about curriculum	30
18	10	Open after school	27
19	30	Computers/games	27
20	5	Informal areas to relax & read	25
21	23	Special events	24
22	20	Relevant information from outside school	21
23	35	Adult assistant	21
24	4	Areas for group work	19
25	3	Use of photocopier	19
26	6	Place to meet friends	19
27	8	Open before school	18
28	21	Borrow books for 3 days only	16
29	15	Include books on hobbies	15
30	36	Pupil helpers	15
31	16	Library/information skills teaching/1st year	15
32	7	Place to eat and drink	14
33	11	Open in the evening	12
34	17	Library skills teaching every year	11
35	12	Open at weekends	11
36	14	Concentrate more on information books	10
37	13	Open during holidays	9

RANKING OF ISSUES BY S1/2 PUPILS

RANK	NO.	QUESTION	%
1	25	Access to internet	71
2	26	CDROMs	55
3	29	Computers/careers	50
4	34	Librarian help with computers	48
5	31	Computers/personal work	45
6	2	Quiet area for study	44
7	19	Information about careers	43
8	24	Computers/reference books	42
9	22	Many copies	41
10	32	Librarian there when library open	41
11	37	Ask for suggestions	40
12	27	Find books in other libraries	39
13	1	Help with school work	39
14	18	Teach information for specific projects	39
15	28	Computers/higher education	38
16	30	Computers/games	36
17	9	Open throughout day	33
18	23	Special events	32
19	33	Librarian knows about curriculum	31
20	5	Informal areas to relax & read	30
21	35	Adult assistant	26
22	10	Open after school	25
23	6	Place to meet friends	24
24	8	Open before school	23
25	4	Areas for group work	20
26	15	Include books on hobbies	20
27	36	Pupil helpers	18
28	16	Library/information skills teaching/1st year	18
29	20	Relevant information from outside school	17
30	3	Use of photocopier	17
31	7	Place to eat and drink	17
32	21	Borrow books for 3 days only	16
33	17	Library/information skills teaching every year	14
34	11	Open in the evening	12
35	12	Open at weekends	12
36	14	Concentrate more on information books	11
37	13	Open during holidays	7

RANKING OF ISSUES BY S5/6 PUPILS

RANK	NO.	QUESTION	%
1	19	Information about careers	74
2	25	Access to internet	67
3	29	Computers/careers	65
4	26	CDROMs	60
5	28	Computers/higher education	51
6	34	Librarian help with computers	48
7	9	Open throughout day	44
8	24	Computers/reference books	41
9	2	Quiet area for study	41
10	1	Help with school work	39
11	31	Computers/personal work	37
12	22	Many copies	35
13	32	Librarian there when library open	35
14	27	Find books in other libraries	34
15	37	Ask for suggestions	33
16	10	Open after school	30
17	33	Librarian knows about curriculum	30
18	20	Relevant information from outside school	28
19	3	Use of photocopier	24
20	18	Teach information for specific projects	23
21	5	Informal areas to relax & read	18
22	4	Areas for group work	18
23	21	Borrow books for 3 days only	15
24	35	Adult assistant	15
25	11	Open in the evening	13
26	16	Library/information skills teaching/1st year	12
27	23	Special events	12
28	30	Computers/games	12
29	13	Open during holidays	12
30	36	Pupil helpers	11
31	6	Place to meet friends	11
32	12	Open at weekends	11
33	8	Open before school	10
34	7	Place to eat and drink	10
35	14	Concentrate more on information books	9
36	15	Include books on hobbies	7
37	17	Library/information skills teaching every year	6

Overall, only four issues were circled 7 (very important) by at least half of the total number of pupils:

Question 19 Information about careers

Question 25 Access to internet

Question 26 Computers with facility for CDROMs

Question 29 Computers giving information on careers

4.4 Three categories of responses

Thus, to obtain a better insight into pupil opinion, it was realised that a more helpful approach was to collapse the responses into three categories: important (circled 5, 6, 7), neutral (circled 4) and unimportant (circled 1, 2, 3). A summary of the results is displayed in the following pages, since this was the starting point for analysis. For reference, the complete results of this exercise, which were used for further analysis, are included in Appendix 3 where, as in Appendix 2, each question is presented separately and gives the total responses, followed by the responses for each school. S1/2 pupils and S5/6 pupils are given separately, with each group further divided by gender (B and G).

It was thus possible to produce a list of issues circled as important to some extent by at least half of the pupils. This cut-off point was chosen in order to highlight the areas of interest or concern to the majority of pupils. The results for all respondents, S1/2 and S5/6 are shown on page 87.

QUESTIONNAIRE SUMMARY: 1-3,4,5-7

I THINK THAT A SCHOOL LIBRARY SHOULD							
		ALL	ALL	S1/2	S1/2	S5/6	S5/6
		TOTAL	%	TOTAL	%	TOTAL	%
1. Help me with my school work	1-3	17	7	10	7	7	7
	4	34	15	18	14	16	17
	5-7	186	77	115	78	71	75
2. Have a quiet area where I can study	1-3	15	7	12	9	3	3
	4	21	10	12	10	9	10
	5-7	194	84	112	82	82	86
3. Have a photocopier which I can use	1-3	40	19	23	18	17	18
	4	55	24	40	29	15	16
	5-7	129	58	68	54	61	66
4. Have areas where groups can work together	1-3	36	18	18	16	18	19
	4	45	20	25	19	20	22
	5-7	140	62	86	64	54	58
5. Have an informal area where I can relax and read	1-3	43	19	20	15	23	25
	4	33	15	14	12	19	20
	5-7	150	66	99	73	51	55
6. Be a place where I can meet friends	1-3	116	51	60	46	56	59
	4	38	16	22	16	16	17
	5-7	77	33	55	38	22	23
7. Be a place where I can eat and drink	1-3	124	56	71	53	53	57
	4	27	12	14	11	13	14
	5-7	69	33	43	36	26	29
8. Be open in the morning before school	1-3	74	34	40	33	34	37
	4	40	17	22	16	18	19
	5-7	112	49	70	52	42	45
9. Be open throughout the school day	1-3	14	6	10	8	4	4
	4	22	10	14	11	8	9
	5-7	197	83	115	81	82	87
10. Be open after school	1-3	46	20	32	24	14	14
	4	34	15	20	15	14	15
	5-7	153	65	87	61	66	70

QUESTIONNAIRE SUMMARY: 1-3,4,5-7

		ALL	ALL	S1/2	S1/2	S5/6	S5/6
		TOTAL	%	TOTAL	%	TOTAL	%
11. Be open in the evening	1-3	121	52	78	56	43	46
	4	39	18	20	16	19	20
	5-7	68	30	36	29	32	34
12. Be open at weekends	1-3	161	69	95	69	66	71
	4	23	10	14	10	9	10
	5-7	44	20	25	22	19	20
13. Be open during the holidays	1-3	168	71	109	76	59	64
	4	28	12	12	9	16	17
	5-7	40	17	22	16	18	19
14. Concentrate more on information books than on fiction	1-3	65	29	42	32	23	25
	4	96	41	51	36	45	48
	5-7	67	30	41	33	26	28
15. Include books on hobbies and personal interests	1-3	43	18	23	18	20	21
	4	55	24	26	19	29	31
	5-7	133	57	88	63	45	48
16. Teach me library/information skills in first year	1-3	70	31	36	29	34	36
	4	47	20	32	22	15	17
	5-7	115	48	70	50	45	47
17. Teach me library/information skills every year	1-3	115	48	61	42	54	57
	4	51	22	28	21	23	24
	5-7	66	30	49	36	17	18
18. Teach me how to find information for specific projects set by the teacher	1-3	34	14	20	15	14	15
	4	34	15	20	14	14	15
	5-7	165	70	99	70	66	70
19. Include information about careers	1-3	8	4	6	4	2	2
	4	20	8	19	13	1	1
	5-7	204	88	114	83	90	96
20. Help me to find relevant information from sources outside the school	1-3	23	11	16	13	7	7
	4	47	20	36	25	11	12
	5-7	161	69	85	62	76	82

QUESTIONNAIRE SUMMARY: 1-3,4,5-7

		ALL	ALL	S1/2	S1/2	S5/6	S5/6
		TOTAL	%	TOTAL	%	TOTAL	%
21. Include books which	1-3	93	41	63	45	30	32
can be borrowed for	4	43	19	15	12	28	30
only 3 days if they	5-7	92	41	56	43	36	38
are popular							
22. Have many copies of	1-3	17	7	12	7	5	5
books needed for	4	25	10	15	10	10	11
projects and	5-7	194	82	115	81	79	84
assignments							
23. Have special events,	1-3	64	27	22	16	42	44
eg book weeks and	4	41	18	24	17	17	18
visits by authors	5-7	127	56	92	67	35	38
24. Have computers	1-3	9	5	5	4	4	4
which take the place	4	29	12	17	12	12	13
of large reference	5-7	194	83	116	82	78	83
books							
25. Have computers	1-3	5	3	2	3	3	3
which have access to	4	11	8	6	5	5	5
the internet	5-7	216	91	130	93	86	91
26. Have computers	1-3	8	4	7	5	1	1
which allow me to use	4	12	5	9	7	3	3
CD-ROMS	5-7	216	91	126	88	90	97
27. Have computers	1-3	18	9	13	10	5	5
which allow me to	4	23	10	16	12	7	7
find books in other	5-7	194	82	112	79	82	87
libraries							
28. Have computers	1-3	15	7	11	9	4	4
which allow me to	4	18	8	14	11	4	4
find out about higher	5-7	199	85	113	80	86	92
education							
29. Have computers	1-3	15	6	13	9	2	2
which allow me to	4	9	5	7	7	2	2
find out about careers	5-7	203	89	114	84	89	97
30. Have computers	1-3	73	33	31	25	42	45
which allow me to	4	44	20	26	20	18	19
play games	5-7	108	47	75	54	33	35

QUESTIONNAIRE SUMMARY: 1-3,4,5-7

		ALL TOTAL	ALL %	S1/2 TOTAL	S1/2 %	S5/6 TOTAL	S5/6 %
31. Provide computers for personal work	1-3 4 5-7	16 21 193	7 9 83	5 13 118	4 10 86	11 8 75	11 9 80
I THINK THAT THE SCHOOL LIBRARIAN SHOULD:							
		ALL TOTAL	ALL %	S1/2 TOTAL	S1/2 %	S5/6 TOTAL	S5/6 %
32. Always be there whenever the library is open	1-3 4 5-7	32 25 174	15 11 74	20 14 103	17 11 72	12 11 71	13 12 75
33. Know about the school curriculum	1-3 4 5-7	26 32 173	12 14 75	16 24 97	12 17 71	10 8 76	10 9 81
34. Be able to help me use the computers	1-3 4 5-7	26 22 179	13 10 78	18 12 105	14 10 76	8 10 74	8 11 80
35. Have a library assistant who is an adult not a pupil	1-3 4 5-7	71 40 120	32 17 51	39 21 77	29 15 57	32 19 43	35 20 46
36. Have a team of pupil helpers	1-3 4 5-7	81 49 99	35 21 44	42 30 64	31 21 48	39 19 35	43 20 38
37. Ask pupils for suggestions about the library	1-3 4 5-7	38 26 167	17 11 72	20 11 106	16 8 77	18 15 61	19 17 65

**RANKING OF ISSUES CONSIDERED IMPORTANT TO SOME
EXTENT BY AT LEAST 50% OF ALL RESPONDENTS
IN S1/2 AND S5/6**

NO	QUESTION	S1/2			S5/6		
		ALL	BOYS	GIRLS	ALL	BOYS	GIRLS
1	Help school work	7	8	13	15	14	15
2	Quiet study area	11	11	5	8	3	-
3	Photocopier	-	-	26	19	21	19
4	Group work areas	21	4	22	21	23	22
5	Informal area	15	17	17	22	22	20
8	Open before school	-	-	25	-	-	-
9	Open all day	6	10	7	6	9	6
10	Open after school	20	24	20	17	18	18
15	Books on hobbies	19	23	21	-	20	-
16	Lib/info skills: 1st Year	-	-	27	-	-	24
18	Teach info for projects	16	18	16	18	17	16
19	Info. about careers	9	4	9	2	2	2
20	Info: outside sources	22	19	23	11	11	14
22	Many copies	5	7	8	9	8	11
23	Special events	18	20	18	-	-	-
24	Computers/ref. books	4	5	6	10	10	10
25	Access to internet	1	1	1	5	5	4
26	CDROMs	2	3	2	1	1	5
27	Books in other libraries	10	16	4	7	7	9
28	Computers/higher educ.	-	9	12	4	6	3
29	Computers/careers	8	2	10	3	4	1
30	Computers/games	24	21	-	-	-	-
31	Computers/pers. work	3	6	3	13	13	13
32	Libn there when libr open	14	15	15	16	12	17
33	Libn knows about curr.	17	14	24	12	15	7
34	Libn help with computers	13	12	14	14	16	8
35	Adult assistant	23	-	19	-	-	23
36	Pupil helpers	-	-	28	-	-	-
37	Asked for suggestions	12	13	11	20	19	21

As the above table demonstrates, seven issues were in the “top ten” of pupils, whether boys or girls, in both age groups. It can be seen that these are predominantly computer-based services, together with information about careers:

The library should be open throughout the school day

The library should include information about careers

The library should have computers which take the place of large reference books

The library should have computers which have access to the internet

The library should have computers which allow me to use CD-ROMs

The library should have computers which allow me to find out about careers

The tables display some differences amongst the groups, to be highlighted in the next chapter, which presents the information generated by these statistics in an arrangement of themes. It must be emphasised that the statistics were produced primarily to be used as guidance in identifying areas of library service important to them.

4.5 Unimportant issues

In general, it can be seen that the majority of issues, especially those referring to IT, were considered important to some extent, but there were some which can be noted as predominantly unimportant.

When scanning the issues circled 1, and thus very unimportant, it can be seen that only one of them was circled by a majority of pupils in S1/2. This referred to the opening of the library during the holidays, an idea which 56% of them rejected. However, it is interesting to note that no other issue was considered so emphatically as being very unimportant by either group.

Again relating to opening hours, there was one other issue which was given a low priority by a sizeable minority. For 47% of S1/2 pupils and 48% of S5/6 pupils,

the proposition that *The library should be open at weekends* (Qu. 12) was not appealing.

The most striking issue relates to S5/6 pupils, with 33% of them giving the lowest rating to the proposition that *The library should teach me library/information skills every year* (Qu. 17), although this is considered an important library service by the standards/guidelines.

As with the important issues, those circled 1, 2 and 3 were accumulated in the survey, and so a list of issues unimportant to some extent for over 50% of pupils can be identified. As the following table shows, they were largely confined to opening hours and to social uses of the library, apart from the rating given to the teaching of information skills every year by boys in S5/6. It should be noted, too, that 49% of girls in this age-group circled 1,2 or 3 for this issue.

ISSUES CIRCLED 1-3 BY OVER 50% OF RESPONDENTS

QUESTION	S1/2			S5/6		
	ALL	BOYS	GIRLS	ALL	BOYS	GIRLS
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
6. Place to meet friends				56 : 59	30 : 70	26 : 51
7 Place to eat & drink	75 : 53	36 : 52	3 : 55	53 : 57	27 : 63	26 : 53
11 Open in evening	81:56	40 : 56	41 : 55			
12 Open at weekends	100 : 69	49 : 68	51 : 69	66 : 71	29 : 68	37 : 73
13 Open during holidays	111: 76	55 : 77	56 : 74	59 : 64	26 : 63	33 : 65
17 Lib/info skills every year				54 : 57	29 : 68	

4.6 Neutral responses to issues

The neutral response of 4 on the scale was seldom favoured, and no issue was circled 4 by over 50% of the pupils. The most notable was the response to question 14, regarding the balance between information books and fiction where, apart from S1/2 boys' views, the neutral rating was in the majority.

Question 14: A school library should concentrate more on information books than on fiction

	S1/2			S5/6		
	1-3	4	5-7	1-3	4	5-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	46 : 32	53 : 36	47 : 32	23 : 25	45 : 48	26 : 28
BOYS	20 : 28	20 : 28	31 : 44	13 : 30	21 : 49	9 : 22
GIRLS	26 : 35	33 : 44	16 : 21	10 : 20	24 : 47	17 : 34

There was some variation to this pattern in individual schools regarding this question. For example, in School B, there were differences between the views of boys and girls and although the girls in both age-groups were consistent, the boys' views changed between S1/2 and S5/6 as shown in this table.

Question 14 (School B): A school library should concentrate more on information books than on fiction

	S1/2			S5/6		
	1-3	4	5-7	1-3	4	5-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	8 : 36	12 : 55	2 : 10	4 : 16	13 : 50	9 : 35
BOYS	5 : 55	4 : 44	0 : 0	2 : 20	3 : 30	5 : 50
GIRLS	3 : 23	8 : 62	2 : 16	2 : 12	10 : 62	4 : 25

S5/6 girls in School D were also unusual, regarding both the general trend and the views of their male colleagues:

Question 14 (School D): A school library should concentrate more on information books than on fiction

	S5/6		
	1-3	4	5-7
	raw:%	raw:%	raw:%
ALL	4 : 36	6 : 55	1 : 9
BOYS	1 : 20	4 : 80	0 : 0
GIRLS	3 : 50	2 : 33	1 : 17

In School E, there was a contrast between the views of boys and girls in S5/6, where the majority of boys were neutral and the majority of girls circled 5-7.:

Question 14 (School E): A school library should concentrate more on information books than on fiction

	S5/6		
	1-3	4	5-7
	raw:%	raw:%	raw:%
ALL	8 : 40	8 : 40	4 : 20
BOYS	8 : 57	6 : 43	0 : 0
GIRLS	0 : 0	2 : 33	4 : 67

4.7 Gender and age differences

The research was primarily intended to afford a general view of pupil opinion across an education authority. Nevertheless, it was realised that it would be useful to study two particular areas and note relevant similarities or differences:

- responses by boys and girls (Gender differences)
- opinions of younger and older pupils (Age differences)

A summary of both factors is included at this point, but attention is drawn to possibly significant areas in the next chapter, together with differences in responses from pupils in the individual schools.

By calculating the average percentage given to all issues in the questionnaire which were circled 5, 6 or 7 and thus considered important, the comparative responses of boys and girls, with reference both to the overall responses and to those in individual schools can be displayed. Because the number of respondents varied from one school to another, percentages were used as the base figures. Some differences in views between boys and girls will be noted in appropriate sections, but it can be seen that, in general, there was little difference between the responses of boys and girls. If a difference of 5% is taken as being significant, the main differences are seen to be among pupils in Schools B, E and F.

Average percentage of all issues circled 5, 6 or 7 by boys and girls

	ALL	A	B	C	D	E	F
	%	%	%	%	%	%	%
S1/2 : B	65	67	42	69	60	72	71
S1/2 : G	66	65	61	69	63	59	70
S5/6 : B	61	60	57	64	60	66	53
S5/6 : G	65	73	61	68	65	55	66

Calculated in a similar way, the following table highlights age differences amongst all the respondents, without regard to gender. Again percentages are used.

Average percentage of all issues circled 5, 6 or 7 by younger and older pupils

	ALL	A	B	C	D	E	F
	%	%	%	%	%	%	%
S1/2	65	65	52	65	59	66	68
S5/6	63	67	58	64	60	61	60

It might be expected that, with the benefit of experience, older respondents would regard more issues to be of some importance than did younger pupils, but this proved to be a false premise when all respondents are taken into account, although the difference between the groups was only 2%. Schools A, B, and D reversed this downward trend from S1/2 to S5/6, although only School B showed a difference of more than 5%. Of the three schools which did display the downward trend between the younger and older pupils, only School F had a difference of more than 5%, thus suggesting that further investigation within the school would be appropriate.

Further information on agreements and differences between the opinions of younger and older pupils is noted in the next chapter, but it is interesting to highlight these in order to trace a possible progression of viewpoint as pupils mature.

Issues circled 7 highlight some agreement as well as differences of opinion. Seven of the “top ten” preferences, with the percentage of pupils favouring them ranging from 39% to 74%, were the same:

- Question 2 Quiet area for study
- Question 19 Information about careers
- Question 24 Computers to replace reference books
- Question 25 Access to internet
- Question 26 Computers with facility for CDROMs

- Question 29 Computers giving information about careers
- Question 34 Librarian help with computers

S1/ 2 also included the following in their “top ten”

- Question 22 Many copies of books for projects: assignments
- Question 31 Computers available for personal work
- Question 32 Librarian there when library open

The three extra issues included in the “top ten” by S5/6 pupils were:

- Question 1 Help with school work
- Question 9 Open throughout the day
- Question 28 Computers giving information about higher education

In the “bottom ten” there was agreement on five issues by the two groups, with the percentage of pupils favouring them ranging from 6% to 18%

- Question 7 Place to eat and drink
- Question 12 Open at weekends
- Question 13 Open during holidays
- Question 14 Concentrate more on information books
- Question 17 Library/information skills teaching every year

Five other issues were included by S1/2 pupils in the “bottom ten”:

- Question 3 Use of photocopier
- Question 11 Open in the evening
- Question 16 Library/information skills teaching in 1st year
- Question 20 Relevant information from outside school
- Question 21 Borrow books for 3 days only

S5/6 pupils also included in their “bottom ten”:

Question 6	Place to meet friends
Question 8	Open before school
Question 15	Include books on hobbies
Question 30	Computers:games
Question 36	Pupil helpers

The information gathered by means of the questionnaire is discussed in more detail in the next chapter.

CHAPTER 5: STANDARDS/GUIDELINES AND PUPILS' OPINIONS

5.1 Introduction

The most important objective of the research was to consider how far pupil opinion corresponded with the standards / guidelines. The purpose of this chapter is to discuss noteworthy features highlighted by a scan of the results presented in the previous chapter and in the appendices. To this end, some tables set out responses in more detail or refer to individual schools and are stated as such. Chi-square tests which yielded significant results are noted. Quotations from the preliminary interviews and discussion groups which took place in two of the six schools are included to support some of the issues.

The questionnaire, concentrating as it does on factors of immediate interest to pupils, grouped together questions dealing with the general purpose of the library and its accessibility, library stock and services, ICT use, and the librarian's role. However, in the following account the interests of those using the results of the research are recognised by presenting the information generated by the statistics in an arrangement of themes corresponding to the sections of the Library Association guidelines, since these were the most wide-ranging of those considered.

The themes are:

- School Library Policy
- Management of Human Resources
- Management of Accommodation
- Management of Learning Resources
- Management of Promotion
- Management of Monitoring and Evaluation
- Skills for Learning

The information is based on the numbers and percentage of respondents to each question in the questionnaire.

For comparative purposes, reference is made to appropriate data in a document issued by the Chartered Institute of Library and Information Professionals (CILIP) in October 2002. This survey of secondary school libraries was compiled by the Survey and Statistical Research Centre at Sheffield Hallam University, with the aim of building up a picture of current secondary school library provision and identifying good practices and resourcing implications for secondary schools. Scottish schools were included in the survey, generating a 53.5% response to a questionnaire. For the present discussion, this data is used to highlight similarities and differences between national and local views.

5.2 School library policy

The Library Association guidelines (p.12) state that the school library “is a central resource which supports the school curriculum and ethos ... It is an integral part of teaching and learning and other activities in school” The COSLA standards (section 2.32) agree with this view: the library “should be integral to the development of a positive climate for learning, an important element in the school’s approach to providing effective learning opportunities for all its pupils”

Thus, although there is an emphasis in the LA and COSLA documents on the importance of the library as a learning environment which supports the school curriculum and ethos, less than half of the pupils, by circling 7, considered that the most important function of the library was to *help me with my school work* (Qu.1).

Question 1: A school library should help me with my school work (circled 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	58 : 39	37 : 39
BOYS	29 : 40	10 : 23
GIRLS	29 : 39	27 : 53

Only girls in S5/6 seemed to be the exception to this view, in marked contrast to the boys in the same group. However, a chi-square test which was carried out on the total responses of boys and girls in S5/6 showed that, at a probability of 0.022, there was, in fact, no significant relationship between the views of boys and girls.

The library was deemed important for their school work to some extent by 77% of all pupils who circled 5, 6 or 7 but there were some significant differences of opinion amongst the schools. In school B, the largest percentage of S1/2 pupils circled 4 and the same percentage circled 5, showing some neutrality, but among S5/6 the largest percentage circled 7. In contrast, this opinion was reversed in school F, with the largest percentage of S1/2 pupils circling 7 and most S5/6 pupils being neutral at 4.

Question 1: A school library should help me with my school work. (circled 1-7)

Rating	School B		School F	
	S1/2 raw:%	S5/6 raw:%	S1/2 raw:%	S5/6 raw:%
1	1 : 4	0 : 0	0 : 0	0 : 0
2	0 : 0	0 : 0	0 : 0	2 : 11
3	0 : 0	0 : 0	1 : 5	0 : 0
4	6 : 26	4 : 15	2 : 11	6 : 33
5	6 : 26	4 : 15	2 : 11	5 : 28
6	5 : 22	3 : 12	5 : 26	2 : 11
7	5 : 22	15 : 58	9 : 47	3 : 17

In no school did more than 52% of S1/2 and 58% of S5/6 consider this issue to merit a rating of 7. The highest percentage among S1/2 who considered this issue as important to some extent by circling 5, 6 or 7, ranged from 57% to 91% and among S5/6, the range was 56% to 86% , as shown in the following table.

**Question 1: A school library should help me with my school work
(circled 5 - 7)**

	A	B	C	D	E	F
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
S1/2	20 : 84	16 : 70	20 : 84	15 : 57	28 : 91	16 : 84
S5/6	9 : 75	22 : 85	6 : 86	8 : 72	16 : 80	10 : 56

Chi-square tests carried out for all schools in S1/2 and in S5/6 showed a probability of 0.068 and 0.012 respectively, thus showing that more investigation into the views of S1/2 pupils in School D would be appropriate

Comments made in the discussion groups, especially among older pupils, backed a prevalent view that the libraries were, in general, inadequately resourced, or that they were not appropriately resourced for the needs of a particular group of pupils, even in cases where the financial provision was satisfactory. There were complaints about a lack of new books and about poor quality, and it was also felt that there should be more copies of popular books.

All the standards / guidelines recommend that the librarian should attend relevant meetings within the school, particularly those dealing with curriculum decisions and with teaching/learning matters, so that appropriate resources and activities can be planned. However, as the the Sheffield Hallam University survey shows, this is not always the case. Possibly this is a reason for pupils' narrow perception of the library's role. In Scotland, librarians attended curriculum development meetings:

Not at all	53.2%
Rarely	17.3%
Sometimes	22.4%
Most of the time	7.1%

In spite of this lukewarm response, it was obvious that pupils were able to identify elements of the service which were important to them. Many pupils would have agreed with the Library Association guidelines (p.23), which recommend that pupil input to a Library Steering Committee should be encouraged, and also with the statement in the COSLA standards (section 2.32) that consideration of pupils' views would help to establish a sense of ownership and develop responsibility. The IFLA guidelines (Section 2.7) recommends that material for leisure purposes should be selected in co-operation with students to ensure it reflects their interests and culture.

Pupils thought it important or very important that *The librarian should ask pupils for suggestions about the library* (Qu. 37), thus showing that they would like to have some input into the material and services available to them.

Question 37: The school librarian should ask pupils for suggestions about the library (circled 5 - 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	112 : 77	60 : 64
BOYS	53 : 74	27 : 63
GIRLS	59 : 80	33 : 65

The nature of this contribution to the library is difficult to delineate, however, since there were mixed opinions in the discussion groups about the possibility of pupils making suggestions, most of them being doubtful if pupils would fill in questionnaires or take part in discussion groups. On the other hand, members of one First-Year discussion group thought that pupils who did not use the library could be encouraged to contribute helpful ideas.

Sixth-Year pupils in discussion groups liked the idea of having pupil representatives who could have discussions with the librarian. Although they felt that not enough pupils would be interested in discussing library matters, that only a minority would

fill in a questionnaire or use a suggestions box and that few pupils would be willing to be assistants, there was enthusiasm about suggesting books for purchase.

Interestingly, one group's discussion threw up a misconception about general school management, when some of them said that they were "not really" asked to give an opinion on this when, in fact, there are elected pupil councils.

5.3 Management of human resources

In this section of the Library Association's guidelines it is stated (p.25) that it is vital that the library's service to the school is managed effectively. Thus, the librarian needs to know and understand how the school works, what its structures and networks are and where the power bases lie.

"The librarian is responsible for the ongoing management of the library: daily administration, procedures and the timetabling of library staff and classes, and so on. Clerical and technical help are required in order to enable the librarian to carry out management and professional functions."

Given this description of the librarian's function within the school, pupils were asked their opinions about the ways in which the librarian's role impinged on their use of the library. A majority of boys and girls in both age-groups felt it important to some extent that *The librarian should always be there whenever the library is open* (Qu. 32).

Question 32: The school librarian should always be there whenever the library is open (circled 5 - 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	105 : 72	71 : 75
BOYS	51 : 72	34 : 80
GIRLS	54 : 73	37 : 73

However, the overall figure masks the fact that in some schools only a small percentage rated this issue as very important and there were some differences in the responses between boys and girls. This was particularly noticeable among S5/6 in School B, where only 23% circled 7 and where only 50% of girls, compared with 80% of boys circled 5, 6 or 7. In only two cases did the highest percentage amount to more than 50 for the top rating: 54% of S1/2 in School D and 57% of S5/6 in School C.

The Library Association guidelines (p.25) state that ideally the librarian has “an overview of the curriculum, is not identified with a specific subject area and has knowledge of relevant school policies”.

Although this issue was placed quite highly by S5/6 pupils, particularly by the girls, in those issues ranked by over half of the respondents, and although the general view of S1/2 pupils was also favourable, analysis of the questionnaire displayed some mixed reactions to the proposition that *The librarian should know about the school curriculum* (Qu. 33).

Question 33: The school librarian should know about the school curriculum (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	103 : 71	76 : 81
BOYS	52 : 73	31 : 72
GIRLS	51 : 69	45 : 88

School E showed the largest discrepancy between the two groups of pupils where, although the largest percentage of S1/2 circling 7 amounted to only 29%, this figure rose to 60% of S5/6. A Chi-square test gave a probability of 0.169, thus showing that there is a significant association between age and opinion in this school.

In every school, a large number of pupils in both groups thought it very important that *The librarian should be able to help me use the computers* (Qu. 34), with only the largest percentage of S1/2 pupils in School B circling 6, rather than 7.

Question 34: The school librarian should be able to help me use the computers (circled 5 - 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	108 : 76	74 : 80
BOYS	53 : 77	30 : 74
GIRLS	55 : 74	44 : 86

There was less interest in the suggestion that the librarian should have some kind of assistance, although this is a point made in all three sets of standards/guidelines. The SCCC performance indicators (p. 25) specifically mention that support should be available from administrative and technical staff. More girls than boys in both age-groups rated it as important to some extent that *the librarian should have a library assistant who is an adult, not a pupil* (Qu. 35) but, as is shown in the table ranking issues as important by at least 50% of respondents, this one was not placed high in the list.

Question 35: The school librarian should have an assistant who is an adult not a pupil (circled 5 - 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	81 : 57	43 : 46
BOYS	33 : 47	15 : 35
GIRLS	48 : 65	28 : 56

Overall, among the older pupils, the highest percentage (20%) circled 4, but there was a variety of responses in different schools, the most unexpected possibly being those in School D, where the highest percentage of 27% was achieved by both 1 and 7.

There was little interest in some schools in the suggestion that *The librarian should have a team of pupil helpers* (Qu. 36). It has been a practice in many schools to recruit a team of pupil assistants. This has been considered useful to the librarian not only for carrying out routine tasks, such as the issue and return of material, but also as a method of gaining feedback from pupils about the service. The perceived value of employing pupil assistants is recognised in the standards/guidelines, with the COSLA standards (section 2.32) stating that pupils should be actively involved in the administration and organisation of the library. The SCCC performance indicators (p. 17) refer to pupils volunteering to support work in the library. However, the findings of the questionnaire reinforced the impression that a minority of pupils wished to be involved in this way, the exception being a small majority of girls in S1/2.

**Question 36: The school librarian should have a team of pupil helpers
(circled 5 - 7)**

	S1/2	S5/6
	raw:%	raw:%
ALL	69 : 48	35 : 38
BOYS	31 : 43	16 : 38
GIRLS	38 : 52	19 : 38

In the preliminary survey, girls in one First-Year discussion group liked being library assistants and were knowledgeable about the pros and cons of the library's electronic management system. They also praised an older pupil who could help others to use the library's computers, but thought that assistants

“should have a wee badge saying library assistant and be walking around. So the person sees your badge and can ask for help”

There was also a suggestion that two of these assistants should have a notebook in which they could write down people’s opinions of the library and of the books and that the team should meet up from time to time. They had other ideas, too:

“People could put down their opinion of the library and put it in a box “

“Pupils could design posters, laminate them and put them up”

Among S1/2 pupils, there was some interest in all schools, with the highest percentage circling 4 in two cases, 6 or 7 in three cases, but both 1 and 5 in the remaining school. Generally, the response from S5/6 pupils was at the lower end of the scale, with the rating of 6 being given by the highest percentage (27%) in School D, but the others falling below this. In School C, the highest percentage (43%) rated this issue at 1, as very unimportant.

5.4 Management of accommodation

The Library Association and CILIP guidelines and the COSLA standards all recommend that the library should be promoted as a flexible space which, in the words of the latter document (section 2.35):

“should be able to accommodate a number of user groups at any time ... Effective practice indicates that the creation of distinct areas within the library for particular purposes helps pupils find their way around the library and encourages purposeful activity by separating different activities. Authorities and schools should consider the following when designing any library or resource area:

- Fiction area
- Non-fiction and reference area
- Study area - for individual study
- Area for class groups and project work
- Additional tutorial: small group space-rooms preferable”

The Library Association guidelines recommend that consideration should be given to informal seating areas which might include easy chairs, cushions or bean bags. It is also noted that additional space, either within the main library or close to it, would be needed for use of videos, class or group work, private study, small group work and sixth-form use.

Among the SCCC performance indicators, several refer specifically to the flexibility and convenience of accommodation. For example, it is recommended (p.13) that within the library pupils should have the opportunity to work independently or to work together on group tasks and projects. This facility is also included in the IFLA guidelines (Section 2.2).

These recommendations were all important for pupils. In one S6 discussion group it was agreed that a separate room should be available as a quiet area:

“If there is something important you’ve got to get done, the common room is no use, and then lots of First Years come in [to the library] to change books”

This view was supported by the more general opinion that *The library should have a quiet area where I can study* (Qu.2), with over 40% of both groups rating this at 7 and a total of ratings 5, 6 and 7 give the following result, which is consistently high except in two instances: S1/2 boys in School B and S5/6 girls in School E

**Question 2: A school library should have a quiet area where I can study
(circled 5 - 7)**

	ALL	A	B	C	D	E	F
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
S1/2 : B	55 : 77	12: 92	5 : 50	10 : 91	7 : 63	14 : 78	7 : 78
S1/2 : G	62 : 86	9 : 82	11 : 84	12 : 92	12 : 80	9 : 90	9 : 90
S5/6 : B	40 : 93	3 : 100	8 : 80	4 : 100	5 : 100	14 : 100	6 : 85
S5/6 : G	42 : 83	9 : 100	14 : 87	3 : 100	5 : 84	2 : 34	9 : 81

Chi-square tests were carried out for both of the seeming anomalies and it was found that with a probability of 0.769, the reasons for the views of S1/2 boys in School B would be useful. For S5/6 girls In School E, the probability was 0.305, thus showing that further enquiry would also be required here.

The rating given to the totalled 5, 6 and 7 shows that a majority thought that *The library should have an area where groups can work together* (Qu. 4), but this masks the fact that the general trend was towards the lower or neutral rating of 4 and 5, as this table shows. In no school did the majority rate this issue at 7.

Question 4: A school library should have areas where groups can work together (circled 1-3, 4-5, 6-7)

	S1/2			S5/6		
	1-3	4-5	6-7	1-3	4-5	6-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	22 : 16	61 : 43	56 : 40	18 : 19	42 : 46	32 : 34
BOYS	13 : 19	27 : 39	29 : 42	9 : 21	21 : 49	13 : 30
GIRLS	9 : 13	34 : 49	27 : 39	9 : 18	21 : 43	19 : 38

That *The library should have an informal area where I can relax and read* (Qu. 5) was also important to the pupils, almost equally to boys and girls, who circled 5,6 or 7, although, as the following table shows, there is a noticeable difference between the

attitudes of S1/2 respondents (73%) and S5/6 pupils (55%), possibly reflecting both the emphasis placed on reading development (and thus access to library books) among younger pupils and the examination pressures of older ones. It is noticeable, however, that the highest rating of all S5/6 pupils was 6.

Question 5: A school library should have an informal area where I can relax and read (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	102 : 73	51 : 55
BOYS	49 : 73	24 : 56
GIRLS	53 : 73	27 : 54

Two of the issues relating to accommodation refer to practices generally discouraged by librarians, who may be relieved to learn that they were not given a high priority by pupils, whether one looks at the totals or at individual schools. Socialising in the library was, generally, not favoured enough by either age-group for them to circle 5,6 or 7. That *The library should be a place where I can meet friends* (Qu. 6) was favoured by under half of boys and girls in either age-group.

Question 6: A school library should be a place where I can meet friends (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	56 : 38	22 : 23
BOYS	31 : 44	8 : 19
GIRLS	25 : 33	14 : 28

Only in the CILIP guidelines is there a reference to eating and drinking in the library. It is pointed out that many students concentrate better when snacking or drinking, but this does not seem to be the case as far as the majority of East Renfrewshire

pupils are concerned. The possibility that *The library should be a place where I can eat and drink* (Qu.7) appealed to only 36% of S1/2 and 29% of S5/6 respondents and is notable as being one of the few issues circled 1, 2 or 3 (i.e. as unimportant) by over 50% of all pupils. These points are displayed in the following table.

**Question 7: A school library should be a place where I can eat and drink
(circled 1-3. 4, 5-7)**

	S1/2			S5/6		
	1-3	4	5-7	1-3	4	5-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	75 : 53	15 : 11	50 : 36	53 : 57	13 : 14	26 : 29
BOYS	36 : 52	7 : 10	26 : 38	27 : 63	4 : 9	12 : 28
GIRLS	39 : 55	8 : 11	24 : 33	26 : 53	9 : 18	14 : 28

In one of the S1 discussion groups there was some disagreement on this point: “*I think there should be a social area*”, countered by “*No- the library is meant to be quiet*”.

By circling 5, 6 or 7. respondents gave some support to the suggestion (included in the COSLA standards) that *The library should have a photocopier which I can use* (Qu. 3), especially among S5/6 girls in all schools.

**Question 3: A school library should have a photocopier which I can use
(circled 5-7)**

	S1/2	S5/6
	raw:%	raw:%
ALL	76 : 54	61 : 66
BOYS	49 : 50	25 : 58
GIRLS	41 : 56	36 : 72

5.5 Management of learning resources

The Library Association guidelines state (p. 40):

“Changes in education have made many and varied demands on school library provision. The pace and nature of these changes have involved both the need for extra funds and the widening of resource boundaries. For instance, all students are now expected to be computer literate and ought to have access in the library to multimedia facilities, which need frequent updating in order to meet the increasing demands of new technology. Literacy needs also have resource implications.

Librarians should be clear about their resource requirements, which they must communicate to school managers in order to secure appropriate funding.”

5.5.1 Bookstock

The range of books stocked can be a crucial bait to encourage pupils to use the library. Due recognition is given to this area in the standards/guidelines. The Library Association guidelines (p.40) contain recommendations that the stock should meet curricular and extra-curricular needs and also leisure interests, including fiction for pleasure, and that there should be a balance of stock between fiction, non-fiction and a variety of media. One of the SCCC’s performance indicators (p. 23) refers to access to appropriate resources for pupils pursuing personal interests or goals. The COSLA standards (section 2.3) state that the library should stock a range of fiction to promote literacy, reading for pleasure and the reading habit. The IFLA guidelines (Section 2.7) recommend that the library should acquire materials for leisure purposes. The CILIP guidelines are more specific, stating that the ratio of fiction to non-fiction should be 1:4 or 1:5, depending on the priorities of the school and the school library.

It is recommended by the Library Association that pupils' needs should be monitored via suggestions, statistics or surveys, particularly for fiction and recreational non-fiction. Surveys on pupils' reading interests and preferences are commonly undertaken, both in individual schools and on a wider basis but this questionnaire simply asked a few general questions on this topic. There was no decisive response to the suggestion that *The library should concentrate more on information books than on fiction* (Qu. 14), and it can be noted that this issue received more neutral responses than any other in both groups. The largest percentage of all S1/2 and S5/6 pupils circled 4, with an even division of opinion on either side. Only boys in S1/2 did not fit this pattern.

Question 14: A school library should concentrate more on information books than on fiction (circled 1-3, 4, 5-7)

	S1/2			S5/6		
	1-3	4	5-7	1-3	4	5-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	46 : 32	53 : 36	47 : 33	23 : 25	45 : 48	26 : 28
BOYS	20 : 28	20 : 28	31 : 44	13 : 30	21 : 49	9 : 22
GIRLS	26 : 35	33 : 44	16 : 21	10 : 20	24 : 47	17 : 34

Rather than neutral, possibly the response could better be described as even-handed, as exemplified in one school where, in a discussion group, a First-Year pupil said:

“I think they are equally important. You should be able to enjoy yourself in the library as well as getting information”

In another school, two First-Year pupils in a discussion group agreed that information books were more important because

“When you are doing your homework you need to research something in the library. The fiction books are just for reading”.

Books which were a hybrid of information and fiction were enjoyed by members of one First-Year discussion group:

“I like the Horrible Histories [series]. They are fiction but give you facts as well”

A pupil in one Sixth-Year discussion group was damning when he remarked that *“the books [in the school library] are partly dated”*. This group also favoured a separate collection of books for Fifth and Sixth Year pupils, which included more new authors.

A comment in a First-Year discussion group could contradict this view:

“There seem to be certain books that are not allowed and that’s what interests us”

However, this pupil’s next remark showed agreement with the older pupil’s attitude:

“There are lots of classics, which we’re not interested in nowadays”

On the other hand, by circling 5, 6 or 7, at least 61% of S1/2 pupils thought that *The library should include books on hobbies and personal interests* (Qu. 15).

Question 15: A school library should include books on hobbies and personal interests (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	91 : 63	45 : 48
BOYS	45 : 65	26 : 60
GIRLS	46 : 61	19 : 37

Particularly in S5/6, there was a noticeable difference between the views of boys and girls. The latter were fairly evenly divided on this issue, but the majority of boys circled 5, 6 or 7.

Question 15: A school library should include books on hobbies and personal interests (circled 1-3, 4, 5-7)

	S5/6		
	1-3	4	5-7
	raw:%	raw:%	raw:%
ALL	20 : 21	29 : 31	45 : 48
BOYS	4 : 9	13 : 30	26 : 60
GIRLS	16 : 32	16 : 31	19 : 37

This statistic is supported in the list of issues ranked by at least 50% of respondents, where it can be seen that boys and girls in S1/2 and boys in S5/6 placed this one at a fairly low level and that it does not feature among those ranked by half of the girls in S5/6.

A good majority of boys and girls in each age-group thought that it was important that *The library should have many copies of books needed for projects and assignments* (Qu. 22).

Question 22: A school library should have many copies of books needed for projects and assignments (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	119 : 81	79 : 84
BOYS	58 : 82	37 : 86
GIRLS	61 : 81	42 : 82

There was less interest in the idea that *The library should include books which can be borrowed for only three days if they are very popular* (Qu. 21).

Question 21: A school library should include books which can be borrowed for only 3 days if very popular (circled 1-3, 4, 5-7)

	S1/2			S5/6		
	1-3	4	5-7	1-3	4	5-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	66 : 45	17 : 12	63 : 43	30 : 32	28 : 30	36 : 38
BOYS	33 : 46	10 : 14	28 : 39	20 : 46	10 : 23	13 : 30
GIRLS	33 : 44	7 : 9	35 : 47	10 : 20	18 : 35	23 : 46

This was an issue where some differences between the opinions of boys and girls were obvious. Although under 50% of all pupils considered this as important to some extent, over 40% of girls in both age-groups circled 5-7, whereas the majority of boys circled 1-3.

There was also some divergence among schools. Among S1/2 pupils, the largest percentage in Schools A, E and F rated this issue at 6 or 7, whereas in the other schools the largest percentage circled 1, 2 or 4. In five schools, the largest percentage in the older group were neutral and, in the case of School C, rated it as unimportant at 3.

There was some discussion about this in a Sixth-Year group, where it was agreed that there should be more copies of popular books, but that for a project, a longer loan period than three days was required.

5.5.2 ICT and electronic-based resources

Undoubtedly, this was one component of library service which was seen as most important to a majority of pupils, with six out of the eight relevant questions relating to computer access being given high ratings. Pupils were enthusiastic, both about general use and about the possibilities of accessing information and, apart from question 30, which referred to the playing of games on the computer, the largest percentage of both younger and older groups circled 7 throughout this section.

This attitude concurs with the COSLA standards (section 2.32) and the Library Association recommendations, the latter (p. 9) stating that “the library should be a centre for ICT ... [It] will be adept at harnessing and making available for the whole school the following: Internet, CD-ROM and multimedia applications and flexible access to the library (and the schools’s) resources via an automated catalogue” The SCCC performance indicators (p.15) include ways of measuring use of ICT in general and, in particular, pupils’ access to the National Grid for Learning and the World Wide Web.

In describing the outcomes of this section, it must be recognised that this is an area which continually progresses, with the expansion of computing capacity resultant on government initiatives and also with more databases and full-text material aimed at schools becoming available. Therefore, it can only be claimed that this part of the questionnaire gives a general pointer to the ways in which computers are and will be utilised in school libraries

There was general agreement among pupils that *The library should have computers which have access to the internet* (Qu. 25), with more than 50% of most pupils rating this at 7 as very important as this table shows.

Question 25: A school library should have computers which have access to the internet (circled 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	103 : 71	63 : 67
BOYS	54 : 77	31 : 72
GIRLS	49 : 65	32 : 63

In general, there was some ambivalence about the proposition that *The library should have computers which allow me to use CD-ROMs* (Qu. 26), with the highest percentage of all pupils rating it as very important although, again, the highest percentage (compared with lower ratings) was sometimes under 50%. For example, in School B, only 41% of S1/2 pupils circled 7, whereas 58% of S5/6 did so. The largest percentage of the younger group in School D also scored only 46%, compared with 55% of S5/6. There was a reversal in School F, where 68% of S1/2 circled 7 but only 44% of S5/6 did so.

Question 26: A school library should have computers which allow me to use CDRoms (circled 7)

	A	B	C	D	E	F
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
S1/2	12 : 50	9 : 41	15 : 62	12 : 46	19 : 61	13 : 68
S5/6	7 : 58	15 : 58	7 : 100	6 : 55	13 : 65	8 : 44

There was some disparity between the views of boys and girls who circled 7 regarding this issue:

**Question 26: A school library should have computers which allow me to use
CDROMs (circled 7)**

	A	B	C	D	E	F
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
S1/2 : B	7 : 54	4 : 44	8 : 73	8 : 73	14 : 78	7 : 78
S1/2 : G	5 : 45	5 : 38	7 : 54	4 : 27	5 : 38	6 : 60
S5/6 : B	3 : 100	7 : 70	4 : 100	2 : 40	10 : 71	4 : 57
S5/6 : G	4 : 44	8 : 50	3 : 100	4 : 67	3 : 50	4 : 36

On the other hand, the difference between year groups or between boys and girls is not so significant when those who also circled 5 and 6 are taken into account, thus showing that they gave the issue some, although not the highest, importance.

**Question 26: A school library should have computers which allow me to use
CDROMs (circled 5 - 7)**

	A	B	C	D	E	F
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
S1/2 : B	11 : 85	16 : 56	11 : 100	10 : 91	15 : 83	9 : 100
S1/2 : G	11 : 100	11 : 85	12 : 92	13 : 87	12 : 92	8 : 80
S5/6 : B	3 : 100	10 : 100	4 : 100	5 : 100	14 : 100	7 : 100
S5/6 : G	8 : 89	14 : 88	3 : 100	5 : 83	6 : 100	11 : 100

High scores were also given to material accessible electronically although it is noticeable that pupils in S1/2 did not give the highest importance to the view that *The library should have computers which allow me to find out about higher education* (Qu 28). The highest percentage (55%) of those who circled 7 were girls in S5/6 , as this table shows

Question 28: A school library should have computers which allow me to find out about higher education (circled 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	55 : 38	48 : 51
BOYS	27 : 38	20 : 47
GIRLS	28 : 37	28 : 55

However, all pupils thought this issue important enough to rate it in the higher end of the scale by circling 5, 6 or 7 , thus giving the following result.

Question 28: A school library should have computers which allow me to find out about higher education (circled 5 - 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	172 : 80	86 : 92
BOYS	58 : 81	38 : 89
GIRLS	59 : 79	48 : 94

Issues dealing with access to computers for more immediate use were, in general, favoured, although a rating of 7 was only given by a majority (51%) of boys in S5/6 for the proposition that *The library should have computers which take the place of large reference books* (Qu. 24). A pupil in one First-Year discussion group recognised one advantage of using CDROMs for this purpose:

“[computers] are as important [as books] because of CDROMs. Easier to store as well because for the space of say 100 books you could have all that on one CDROM”

When those circling 5, 6 and 7 are taken into account, there was more interest:

Question 24: A school library should have computers which take the place of large reference books (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	121 : 82	78 : 83
BOYS	60 : 85	35 : 82
GIRLS	61 : 81	43 : 85

Since some libraries permit pupils to do so at morning and lunch breaks, it is interesting to note that when considering that *The library should have computers which allow me to play games* (Qu. 30), the total number of pupils circling 5, 6 and 7 showed a decrease in interest between the older and younger groups and also, in general, less interest among girls, as seen in the following table.

Question 30: A school library should have computers which allow me to play games (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	78 : 54	33 : 35
BOYS	46 : 64	18 : 43
GIRLS	32 : 44	15 : 30

This latter point is particularly exemplified in School E, where 89% of boys in S1/2 circled 5,6 and 7, compared with only 18% of girls. There was a large differential also in S5/6 in the same school, with 50% of boys and no girls thinking this issue of some importance.

A reasonable number of pupils considered that *The library should provide computers for personal work* (Qu. 31), although the highest percentage circling 7 reached over

50% only in Schools A (57%) and E (58%) for S1/2. It can be anticipated that this percentage will fall in the future as computers become more common household purchases, but at the time of the survey, there was high interest in this issue among boys and girls in each age-group who circled 5,6 or 7.

In School C, it would be worthwhile investigating the difference in views of S5/6 pupils since, although 57% of these pupils circled 7, it is noticeable that 100% of girls but only 25% of boys did so.

Question 31: A school library should have provide computers for personal work (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	123 : 86	75 : 80
BOYS	58 : 83	33 : 77
GIRLS	65 : 89	42 : 82

A Sixth-Year discussion group made some shrewd comments about the place of computers as information sources in the library:

“They are essential nowadays”

“You can’t have books on everything”

“They are also attracting people to the library. A lot more pupils are using the library since computers came in”

“As it becomes more accurate, there might not be so much need for books”

“It’s easier to find things. You don’t need to go through an entire book to find one small part. It makes it faster”

It should be noted, however, that in the discussion groups, even in the one cited above, pupils did not consider that print material would become redundant. Some older pupils felt that they did not have the expertise in computer use that younger pupils were having the opportunity to acquire.

“You need books to take home. If you don’t have the internet at home and you’re doing something at school, you need the book to continue it”

“The internet is not always accurate and not always timely - not always up-to-date information, and books are sometimes more reliable”

Even some First-Year pupils in a discussion group were unsure of the advantages of computer use:

“We don’t always get the chance to go on the computer, but books are always there”

A pupil in another First-Year group thought that computers would take over from books but was contradicted by two others:

“It’s hard on the eyes, watching the flashing lights”

and (firmly)

“I’d rather read a book”.

5.5.3 Careers information

It should be noted that most of the material relating to careers, including IT-based information, is supplied and funded by a Careers Service or by the schools' Guidance Department, but since it is housed in and administered by the library, this fact is not obvious to pupils.

It is noticeable that although the Library Association guidelines (p.44) refer to the possibility of careers information being included in library collections, and the COSLA standards (section 2.31) mention it briefly, the SCCC performance indicators make no particular mention of such information. However, provision of this material was appreciated by a large number of pupils. As one pupil in a discussion group said:

“The careers library is good - well stocked. They could extend it because it's a bit cramped”

Both groups agreed that *The library should include information about careers* (Qu. 19) and indeed the largest percentage of both groups in all schools rated this issue at 7. As previously noted, this issue was rated as second most important by over half of all S5/6 pupils. In each school, more of the older group rated it highly, but there was a striking gender difference in School B, where it was rated at 5, 6 or 7 by 40% of boys and by 92% of girls in S 1/2. On the other hand, the respective percentages in S5/6 were 100% of boys and 93% of girls.

**Question 19: A school library should include information about careers
(circled 5-7)**

	S1/2	S5/6
	raw:%	raw:%
ALL	121 : 83	90 : 96
BOYS	41 : 85	41 : 98
GIRLS	60 : 80	49 : 97

Apart from the collection of printed material on careers, school libraries offer electronic access to relevant information and *have computers which allow me to find out about careers* (Qu. 29). As might be expected, high importance was given to this service by S5/6 although it can be seen that the percentage among boys fell between the younger and older groups.

Question 29: A school library should have computers which allow me to find out about careers (circled 7)

	S1/2	S5/6
	raw:%	raw:%
ALL	73 : 50	60 : 65
BOYS	42 : 60	23 : 55
GIRLS	31 : 41	37 : 73

5.5.4 External resources

The Library Association affords little guidance on the use of resources outwith the school's own stock, apart from a reference to the provision of online databases and the internet. However, the CILIP guidelines add that the librarian should be able to access resources available from external sources, not only locally but also nationally and should be able to judge the cost effectiveness of accessing these resources in relation to the demand within the school. The COSLA standards (section 22.31) state that the library should "provide access to information on resources for staff and pupils, using external agencies, such as school library services and local:national networks" The SCCC document (p.21) also includes a performance indicator for resources borrowed from outside agencies where appropriate.

There was interest, particularly among older pupils, in the idea that *The library should help me to find relevant information from sources outside the school* (Qu. 20), but there was no general agreement among schools.

Question 20: A school library should help me to find relevant information from sources outside the school (circled 5-7)

	A	B	C	D	E	F
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
S1/2 : B	8 : 61	4 : 50	7 : 63	6 : 55	15 : 83	6 : 66
S1/2 : G	5 : 45	8 : 62	7 : 53	11 : 74	8 : 61	5 : 50
S5/6 : B	3 : 100	8 : 80	4 : 100	5 : 100	12 : 86	3 : 43
S5/6 : G	8 : 88	14 : 88	3 : 100	3 : 50	4 : 67	9 : 81

In all schools, a high majority of boys and girls in both age groups thought that the proposition that *The library should have computers which allow me to find books which are in other libraries* (Qu. 27) was important enough to give a rating of 5, 6 or 7 as in the following table.

Question 27: A school library should have computers which allow me to find books in other libraries (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	114 : 79	82 : 87
BOYS	50 : 71	38 : 88
GIRLS	54 : 86	44 : 86

The results highlight some of the frustration expressed in discussions with pupils, with the necessity, according to some pupils, to bypass the school library altogether in their search for study material. For example, in one of the Sixth-Year discussion groups, there was considerable argument on this question. They were asked if they thought that they needed more help within the school library in finding information for a particular project when in Fourth, Fifth or Sixth year. The replies are revealing:

“[I went to] the local library, the Mitchell [Reference Library], or the computer at home”.

“The Mitchell doesn’t have any books about my authors but they got stuff off the internet for me”.

“A girl phoned up [The Mitchell] earlier and told them what authors we were doing and they found the information for us”.

Two questions arise from this conversation. Does the school library have access to similar databases? Why did the pupils not use the school library as the first port of call for information? It may be significant that although a sizeable majority (85%) of S5/6 in this school rated the questionnaire’s first issue (*The school library should help me with my school work*) as important to some degree, only 58% of them considered it important enough to circle seven.

A pupil in a First-Year discussion group recommended a practical approach to finding information:

“[The library] should have a list of topics. In [the community library], if you’re researching a topic, there’s a list of all the books in the library [catalogue]”

It must be noted, however, that this service is offered in at least one other school in the survey.

5.6 Management of promotion

The Library Association guidelines recommend (p. 48) that a variety of methods may be used to promote the school library and the various services it offers. One of these would be a fostering of the reading habit and the widening of pupils’ reading

through such activities as storytelling and book-talks, book fairs, library weeks and author visits.

Traditionally, school libraries have had close links with the English department's remit to encourage the promotion of literature. Reading for pleasure, as well as for information, is included in the curricula for 5-14, Standard Grade and the National Qualification in Higher English, Intermediate 1 and Intermediate 2. The four sets of standards/guidelines also support this aspect of the library's service. The COSLA standards (section 2.32), for example, recommend that "school librarians should play a pivotal role in promoting reading, both working directly with pupils and supporting teaching staff". It is suggested that this is done most effectively by "promoting reading for enjoyment through the creation of a "book-rich" environment; working with authors and storytellers; providing a range of reading activities; and monitoring pupils' personal reading". This recommendation is supported in the IFLA guidelines (Section 4.3), with the suggestion that activities to encourage reading should involve cultural as well as learning aspects.

However, among all the issues presented in the questionnaire, this one displayed the largest divergence of opinion. Younger pupils were more enthusiastic than older ones about the "extra" services offered by the library. For example, 67% of S1/2 thought it important that *The library should have special events, eg book weeks and visits by authors* (Qu. 23), as compared to 38% of S5/6, 44% of whom circled 1, 2 or 3 for this issue

Question 23: A school library should have special events eg book weeks and visits by authors (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	98 : 67	35 : 38
BOYS	46 : 65	15 : 35
GIRLS	52 : 69	20 : 40

This trend is confirmed in the table of rankings by at least 50% of respondents, which shows that for S1/2 pupils it was ranked at 20 out of 24 by boys and at 18 out of 28 by girls, whereas this issue is missing from the rankings by pupils in S5/6.

Individual schools also exemplify this trend. It was particularly striking in School E, with the largest percentage of S1/2 (71%) rating this issue at 5, 6 or 7, whereas the largest percentage of the total of S5/6 pupils (50%) rated it at 1, 2 or 3 as being unimportant. There was also a contrast between boys' and girls' views in S5/6 in this school, with 36% of boys and 83% of girls rating this issue as unimportant.

In School F, the largest percentage of S1/2 respondents (79%) rated it at 7, but a similar percentage of S5/6 (78%) rated it as 1, with boys and girls in both age-groups having similar views.

Reference to the Sheffield Hallam University survey yields information about promotional activities in Scotland in general, although no indication is given of which age-groups these are aimed at. Based on the evidence of the East Renfrewshire survey, these activities are principally for the younger pupils:

Book club	52.1%
Book week	37.0%
Web site	22.6%
Poetry day	35.6%
Newsletter	17.1%
World book day	82.9%
Other	34.2%

The other principal activities throughout the UK were identified as reading clubs, supported study, ICT/computing activities, games (mainly chess). Other significant responses related to summer school activities, breakfast clubs and literacy support. A few schools reported writers' groups, quiz nights, and clubs devoted to debate, poetry, and films.

In East Renfrewshire's discussion groups, First-Year pupils were more positive about this kind of library service, with pupils in one discussion group speaking enthusiastically about their "passport" scheme:

"You get a sticker for every book you read and you write a review of it".

"We get a period of reading every week in our English classes. We can pick a book from the library so we don't need to go to a bookshop or the community library"

Yet some younger pupils did not like posters which exhorted them to read, and Sixth-Year pupils in another school were scathing:

"We used to have a period of English when we came down here and they forced you to take out a book. It often just got stuck somewhere until you had to bring it back. It should be your own choice"

Older pupils tended to disregard obvious ploys, such as reading passport schemes, and they were less enthusiastic about special events, such as book weeks and author visits, which are arrangements generally intended to encourage an interest in reading. On the other hand, in the interviews and discussion groups there were hints that the library could undertake more active and focused promotion of books or genres since there is some interest in opportunities to look at books and to learn something about them before making a selection.

"When Ottakar's [the local bookshop] came in with a selection of books for RPR, that was good"

"That was good. They told you about the books"

"Yes that was good - and it promoted them too. There were books we don't have in school"

5.7 Management of monitoring and evaluation

The Library Association guidelines state (p. 52) that library evaluation should focus on the aims of the institution, the aims of the library, a guiding principles for library provision and services, and, importantly for the present study, agreed minimum standards and appropriate targets for library provision and services. Measures for evaluation focus on staffing, accommodation, organisation and administration, resources, use and promotion. It is recommended that specific criteria should be identified from other chapters in the guidelines, most of them being of interest to the managers rather than the pupils. However, it is only in this section that there is mention of opening hours, an aspect which can be important for pupils.

None of the standards/guidelines prescribe or recommend a pattern of opening hours, with the Library Association guidelines (p. 54) being typical in simply stating that “use will focus on opening hours that match school requirements:needs”. The research results support the advisability of this stance. In the preliminary interviews, the general consensus that the opening hours (and thus accessibility) were adequate enough for the ideal library was confirmed by the results of the questionnaire.

A high number of the total number of pupils in both groups thought that *The library should be open throughout the school day* (Qu. 9), although it is noticeable that in only two schools did this issue receive the rating of 7 by at least 50% of pupils: 55% of S1/2 in School E and 50% of S5/6 in School A. However, in general the largest percentage of boys and girls in both age-groups circled 5, 6 or 7.

**Question 9: A school library should be open throughout the school day
(circled 5-7)**

	S1/2	S5/6
	raw:%	raw:%
ALL	119 : 81	82 : 87
BOYS	58 : 80	36 : 85
GIRLS	61 : 81	46 : 91

The ranking of issues by at least 50% of respondents who circled 5, 6 or 7 shows that Question 8: *The library should be open in the morning before school* (Qu. 8) was located at 25 out of 28 preferences only by girls in S1/2 and was, therefore of less interest to the other groups, albeit a sizeable minority.

**Question 8: A school library should be open in the morning before school
(circled 5-7)**

	S1/2	S5/6
	raw:%	raw:%
ALL	75 : 52	42 : 45
BOYS	34 : 48	19 : 44
GIRLS	41 : 57	23 : 45

It can be noted that in School F, there was a spread of opinion in S1/2 over the ratings, with 18% allocated to 1, 3, 5 and 6. In the same school, however, the largest percentage (28%) of S5/6 was neutral.

Among all pupils, at least 60% agreed that *The library should be open after school* (Qu. 10), and this percentage was fairly evenly balanced within each age- group.

Question 10: A school library should be open after school (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	90 : 61	66 : 70
BOYS	43 : 60	29 : 68
GIRLS	47 : 62	37 : 73

In contrast, the idea that *The library should be open in the evening* (Qu. 11) attracted no more than 38% of any group.

Question 11: A school library should be open in the evening (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	41 : 29	32 : 34
BOYS	19 : 27	13 : 30
GIRLS	22 : 29	19 : 38

An even smaller percentage favoured the idea that *The library should be open at weekends* (Qu. 12).

Question 12: A school library should be open at weekends (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	31 : 22	19 : 20
BOYS	16 : 23	7 : 17
GIRLS	15 : 20	12 : 24

Another issue in this section: *The library should be open during the holidays* (Qu. 13), also received a very low score.

Question 13: A school library should be open during the holidays (circled 5-7)

	S1/2	S5/6
	raw:%	raw:%
ALL	23 : 16	19 : 19
BOYS	10 : 14	7 : 17
GIRLS	13 : 17	11 : 22

The pattern of ratings in both cases shows a decided bias towards the lowest and, in fact, questions 12 and 13 were among the few rated at 1, 2 or 3 by over 50% of pupils. The low score given by S5/6 might be surprising, since access to the library during the pre-examination Easter vacation might be considered attractive, but it can be seen that the general trend with the older pupils was towards the lower end of the preferences, with altogether 64% of S5/6 circling 1, 2 or 3 and 17% circling 4. It may be that this issue should have been further clarified in the questionnaire, since it is possible that some pupils thought it referred to the summer vacation only.

When an average was taken of the percentages awarded by pupils to questions 8, 11, 12 and 13, which refer to opening outwith the normal school day and immediately afterwards, the following results were obtained, thus confirming that the demand for this facility had a low priority for boys and girls in both age-groups.

Questions 8, 11, 12, 13 (averages for circled 1-3, 4, 5-7)

	S1/2			S5/6		
	1-3	4	5-7	1-3	4	5-7
	%	%	%	%	%	%
ALL	58	13	30	55	17	29
BOYS	60	12	28	54	20	27
GIRLS	56	12	32	55	14	32

It is obvious, however, that in East Renfrewshire opening outwith the normal school day and immediately afterwards was of low interest to pupils. This can be compared with the findings of Sheffield Hallam University's survey where it is stated that, compared with the UK as a whole, Scottish schools were more likely to be open before school, after school hours and during holidays, although less likely to be open at break times. Of the 149 Scottish schools included in the survey, the proportion opening at various times was:

before school	71.8%,
at break times	49.7%,
at lunch times	95.7%
lesson times	100%
after school hours	89.4%
at weekends	2.7%
during holidays	18.4%

It can be seen that the findings in East Renfrewshire regarding weekend and holiday opening are consistent with the general trend in Scotland.

5.8 Skills for learning

There are few schools which do not arrange a programme for teaching library and information skills to pupils, particularly those in First Year who may be using a large library for the first time. A progressive programme may also be offered throughout the school. It is often considered more appropriate, efficient and effective to have a stand-alone programme for younger pupils, to teach general skills applicable to any area of study, but it is acknowledged by librarians that this is an especially challenging aspect of their work since it is difficult to present the programme as both interesting and relevant.

All the standards/guidelines strongly support such programmes. Both the Library Association and the CILIP guidelines recommend that schools approach the learning-

skills curriculum in a whole-school, co-ordinated manner, with a regular curriculum audit being carried out to identify information-skills rich curricula and areas where action is needed. The IFLA guidelines (Section 5.4) point out that they provide students with a learning process that is transferable across content areas as well as from the academic environment to real life. The COSLA standards (Section 2.32) state that the importance of developing skills in accessing, handling and evaluating information is widely recognised and recommend that authorities and schools should be explicit about the key role School Library Resource Centre staff can play in developing information and study skills. Support within the library for study skills and reference skills courses is also included in the SCCC indicators, particularly in indicator 3.3: meeting pupils' needs.

Three of the issues included in the questionnaire referred to the programme of library/ information skills teaching and can be particularly interesting as reflecting the views of pupils involved in the programme at the time of the survey and those who had, presumably, benefited throughout their school career.

In the discussion groups, there was lukewarm interest in the learning of library/information skills, and one Sixth-Year group declared that they did not remember getting instruction in first year, although, in fact, they had done so. The other group thought that the instruction they received in First Year had been sufficient for their needs, but First-Year pupils in the discussion groups recommended methods which could be (and generally are) employed to help pupils find their way about the library, such as signs to indicate fiction and non-fiction books, and a list of topics.

Overall, a survey of ratings 5, 6 and 7, when totalled, shows that only 50% of S1/2 and 47% of S5/6 thought that *The library should teach me library/information skills in first year* (Qu. 16). A more detailed examination shows that the majority of pupils by circling 4 or 5 were fairly neutral. The table of issues ranked by at least 50% of respondents shows that no boys are included in that category and that girls in S1/2 ranking it as 27 out of 28 and S5/6 girls ranking it, at 24, at the bottom.

Question 16: A school library should teach me library/information skills in first year (circled 1-3, 4-5, 6-7)

	S1/2			S5/6		
	1-3	4-5	6-7	1-3	4-5	6-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	43 : 29	61 : 42	43 : 30	34 : 36	37 : 39	23 : 25
BOYS	23 : 33	23 : 32	15 : 35	21 : 49	14 : 33	8 : 19
GIRLS	19 : 26	38 : 50	18 : 24	13 : 26	23 : 46	15 : 29

There was some variation in the views of pupils in individual schools for this question. For example, in School C, no S5/6 pupils circled 6 or 7. The same age-group in School D recorded higher scores, with 60% of boys and 83% of girls circling 6 or 7. In School B, only 10% of boys and 8% of girls in S1/2 circled 6 or 7 and in School E 55% of boys but no girls in the same age-group.

There was even less interest in the proposition that *The library should teach me library/information skills every year* (Qu. 17) and the emphasis among all pupils was on the unimportant end of the scale. It can be noted that the question does not figure in the list of those ranked by at least of 50% of pupils as being of some importance. Admittedly, pupils in S1/2 had not experienced further instruction, but even among the older group, who might have been expected to assess its benefit, the largest percentage of S5/6 pupils rated the issue at 1 in Schools C (43%), E (50%) and F (39%) and at 4 in Schools A (25%), B (31%) and D (27%).

Question 17: A school library should teach me library/information skills every year (circled 1-3, 4-5, 6-7)

	S1/2			S5/6		
	1-3	4-5	6-7	1-3	4-5	6-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	62 : 42	54 : 37	30 : 20	54 : 57	32 : 34	8 : 8
BOYS	28 : 40	26 : 36	17 : 24	29 : 68	12 : 28	2 : 5
GIRLS	34 : 45	28 : 37	13 : 18	25 : 49	20 : 39	6 : 12

On the other hand, the proposition that *The library should teach me how to find information for specific projects set by the teacher* (Qu. 18) was more highly favoured by pupils in both groups and in every school the largest percentage of S1/2 and of S5/6 pupils rated this issue at some level of importance. Among S1/2 pupils circling 5, 6 or 7, School B, at 56%, had the lowest percentage of those who placed this issue in the “important” and upwards part of the scale, and School F, at 90%, the highest percentage. At the same end of the scale, S5/6 pupils ranged from 50% in School E to 83% in School D.

Question 18: A school library should teach me how to find information for specific projects set by the teacher (circled 1-3, 4-5, 6-7)

	S1/2			S5/6		
	1-3	4-5	6-7	1-3	4-5	6-7
	raw:%	raw:%	raw:%	raw:%	raw:%	raw:%
ALL	23 : 15	40 : 27	84 : 57	14 : 15	33 : 35	47 : 50
BOYS	12 : 17	22 : 29	39 : 54	5 : 12	17 : 40	21 : 49
GIRLS	11 : 15	19 : 25	45 : 60	9 : 18	16 : 32	26 : 51

Since a prerequisite for planning such an approach is the receipt of curriculum information from staff, it is interesting to note that the Sheffield Hallam University questionnaire asked if the person responsible for the library received schemes of work from subject departments. Compared with those in England and Northern Ireland, Scottish schools were the least likely to state that they received copies of schemes of work all or most of the time:

All or most of the time	3.7%
Some of the time	65.8%
Never	30.4%

A similar survey within the schools of East Renfrewshire might offer a clue to the disinterest of pupils in the acquisition of library / information skills and would be an important part of data collection for the development strategy.

In the next chapter, methods of developing school library development strategies, based on the above analysis, are explored.

CHAPTER 6: DISCUSSION

6.1 Development of strategies

As previously explained, this study is essentially policy research, with the aim of determining how far pupils' views on an effective school library coincide with the recommendations put forward in published standards/guideline. In the chapter on methodology, it was noted that Anderson (1990) defined such research as the questioning of a preliminary model, with the purpose of providing information for decision-makers and thus leading to improvement. Anderson further stated that analysis will suggest recommendations which are formulated for discussion and then analysed with respect to implementation and effects. This can involve predicting potential consequences of the recommendations and an estimation of the probability of implementation.

To complete the process, therefore, possible approaches to the development of strategies are now put forward which could lead to changes in policy where necessary. The general approach is to suggest to managers strategies which could lead to the resolution of differences for the benefit of pupils, many of whom showed a preference for choice, independence and flexibility within the service offered.

Although keeping these principles in mind, it is important to recognise that the library's development policy should be based on the agenda of the whole school and should coincide with the school's planning cycle. If the school's development plans specifically prioritise the raising of literacy levels, for example, or maximising the learning opportunities offered by ICT, there should be explicit references to ways in which the library can contribute. However, it must be recognised that some desirable areas of development will not be possible because, for example, resources, particularly money, are not immediately available. It must also be kept in mind, as noted earlier, that pupils' wants and needs may not always coincide and decision-makers would need to recognise that input from other stakeholders, such as education authorities, and schools' senior management would also be necessary. In particular,

the needs of teachers must be regarded, whether these relate to their own requirements for self-development or to their instructional role.

The natural starting-point for evaluation and policy development by school librarians and managers is a consultation of published standards/guidelines, but it is difficult for them to gauge how far this would lead to an effective library service for all pupils in their particular school. The East Renfrewshire survey presents evidence on the extent to which these standards/guidelines correspond with pupils' perceptions of an effective school library service and identifies those areas which require further investigation, either generally or in individual schools. It also presents for other authorities and schools some areas which might be of concern and which should be given priority when library policy is being determined. In any case, a school's senior management team would require to decide on the relevance of the recommendations presented. Throughout this discussion, it is recognised, therefore, that the recommendations are not prescriptive but should point to important elements of the decision-making process.

Some of these strategies derive from practice in higher education libraries, where the methodology of the research originated, and thus suggest a transfer of successful programmes to secondary school level. Support for this opinion can be found in a book on learning centre development (Oyston, ed. 2003), in which the following checklist of students' needs is put forward. It can be argued that much of this list could be equally applied to education and libraries in secondary schools:

- access to the full range of information and learning resources appropriate to individual courses of study.
- access to IT resources that now underpin almost every aspect of students' learning experience.
- the skills to use these resources effectively.
- a study environment to accommodate different modes of learning, including interaction with other students or teaching staff.
- staff support to resolve individual problems and offer more general guidance to enable students to use the resources effectively.

- an awareness on the part of students of the facilities, resources and services available and the means to influence provision
- access to these facilities, resources and services at the times of day and days of the week compatible with students study, family and work commitments.

A study of the latest guidelines for secondary school libraries (CILIP 2004) also highlights some appropriate suggestions for policy making which were not included in the earlier edition (Library Association 1998) and these are noted in the following discussion.

6.2 Implication of pupils' opinions for forward planning

When considering the implications of the East Renfrewshire survey results, it is difficult to separate them into categories, since many of them impinge on one another. For example, an expansion of IT materials and facilities would have an effect on the teaching of library/information skills, on the range and type of resources stocked and also on the planning of the library space itself. Where possible, such connections are indicated in the discussion and possible strategies proposed. It is useful, however, to follow the sequence of the survey results:

- School Library Policy
- Management of Human Resources
- Management of Accommodation
- Management of Learning Resources
- Management of Promotion
- Management of Monitoring and Evaluation
- Skills for Learning

6.2.1 School library policy

One apparent difference between the documents and the pupil perceptions was that regarding the principal role of the library. All the standards / guidelines agree that the school library should support the curriculum and ethos of the school. From the pupils' point of view, this means support for their school work. Yet, as noted previously, only 77% of all pupils thought it important to some extent that the library should fulfil this role.

Although this issue forms the nub of the whole rationale for providing library services, not all pupils accepted the view that libraries are an essential support for the curriculum in the widest sense. On the other hand, it should be noted that components of the service which contribute to this prime aim, are important to pupils. With hindsight, the explanation for the dichotomy can be explained by the wording of the first statement in the questionnaire. "Helping with school work" may be too general a concept for pupils, particularly the younger respondents in the age-group surveyed, whereas specific questions relating, for example, to computer use, careers information and provision for quiet study are more obviously applicable. It is salutary to note, also, that using the library for socialising or for playing computer games was less favoured, particularly by older pupils, thus suggesting that they realised that the library service should be geared more to curriculum-related activities.

Given this situation, it could be considered that further research within a school would be required in order to find out why many pupils did not perceive the library as contributing to their learning and then put in place strategies for effecting a change of attitude. Alternatively, if it was discovered that the curriculum and teaching methods in the school did not merit comprehensive provision, the library service could be tailored to match the school's needs. Support for this approach is contained in the project discussed earlier (Streatfield and Markless, 1994), whereby the proposition is made that national guidelines are unlikely to be appropriate for all types of school. On the other hand, such guidelines tend to assume that the library, as the Library Association guidelines state, is an integral part of teaching and learning

and other activities in the school. For the individual school, this is a challenging statement which may need to be thoroughly analysed and discussed.

It has been suggested that a solution might lie in a strategy of marketing the library's services more strongly to pupils. For example, the Library Association states that the entire school community should be aware that the library exists as a whole school resource, open to all as a central part of the life of the school, as an essential part of the learning environment, and as a crucial provider of materials for independent learning. It could be questioned if this is a true perception of marketing, which actually entails research into customers' needs, a commitment to supplying these needs and then a programme of raising awareness of an appropriate service.

The Robert Gordon University project (Williams and Wavell 2001) recognised the true concept of marketing but recommended a target other than pupils. Considering the influence that teachers have on pupils' use of the library, the research reported by this project suggested that it could be productive for librarians to market the library by targetting teachers, seeking to ascertain their needs in regard to their pupils. Focus groups indicated that teachers' ambitions for their pupils included the acquisition of information to complete a subject specific task, along with the development of library, information, ICT and reading skills, including their cross-curricular transfer. They also aimed to motivate pupils to produce a piece of work, to encourage independent learning, to develop social and interpersonal skills and, in general, to offer an enrichment of their school life. It could be argued that if the school library fulfilled teachers' ambitions (which may vary from one school to another), then pupils' needs would also be satisfied to a large extent.

The present research does not completely concur with the viewpoints of either the Library Association or of the Robert Gordon University researchers, but it could be recognised that teachers' influence is important and that their requirements should also be given priority. However, although marketing its services could result in a higher profile for the library, it could be proposed that this exercise should be preceded by a survey of pupils' views on their needs, giving information which would shape the library's policy. It can be noted that a good majority of S1/2

pupils (77%) and of S5/6 pupils (64%) thought that they should be able to offer suggestions about the library. Discussions with older pupils showed that they would like to have informal contact with the librarian regarding library matters and, in particular, to be able to suggest books for purchase. An obvious starting-point, therefore, is to involve pupils in such aspects of decision-making.

The CILIP guidelines make a good point when they state that it is important that feedback is given to pupils about their opinions and that the library should demonstrate that they are valued and acted upon. This would increase pupils' ownership of the library and encourage them to participate in future consultation. As described previously, this was an aspect of the pupil surveys which the Robert Gordon University project failed to do.

6.2.2 Management of human resources

Issues included in the questionnaire referred particularly to the librarian's role as it impinged on pupils' use of the library. As the analysis shows, it was considered important to some extent by over 70% of pupils that the librarian should be present whenever the library was open, although this was not thought to be of the highest importance. Help with computers was also very important for most pupils. However, when taking into account the other issues presented in the discussion groups and the questionnaire, it can be seen that the librarian's role and influence is wider than pupils realise. Although reference is made, in general terms, to managers throughout this study, it is the librarian who represents "the management" in the library on a daily basis in every school.

There were mixed reactions to the proposition that the librarian should know about the school curriculum, with this issue being important to some extent when the responses of all pupils are examined, but seemingly less important for S1/2 pupils in one school. It may appear that this is a less important aspect of the librarian's role than the standards/guidelines suggest. On the other hand, it could be argued that this part of the librarian's role is hidden from pupils who do not realise that it impinges

on much of the library's service. The range of resources to be purchased, the activities for promoting reading or the most effective programme for library/information skills teaching depend on the librarian's expertise and judgement in relation to the school's curriculum and teaching methods. The fault may lie with the school's management if the librarian does not possess such expertise. As the Sheffield Hallam University survey shows, librarians are not necessarily included in relevant meetings. It can be proposed, therefore, that the development strategy should investigate this position, to find out if the status quo is acceptable as a means of informing the librarian about curriculum matters.

On the question of assistance in library administration, the standards / guidelines recommend some pupil input, either in a practical or an advisory role and it has been noted that most pupils would welcome consultation by the librarian. The research showed, however, that a minority of pupils were interested in becoming involved in the administration of the library in a practical way. Older pupils generally had little interest in it. It was obvious in the discussion groups that some younger pupils could be enthusiastic assistants, an attitude reinforced by the questionnaire, in which 52% of S1/2 girls thought that there should be a team of pupil helpers.

This is an area which deserves further investigation within a development strategy, with several points being particularly considered. It can be asked what attracts pupils to become library assistants. Although the survey did not attempt to answer this question, it has highlighted a difference in perceptions between younger and older pupils and also shown that a traditional way of securing pupil assistance for the librarian may not necessarily be an appropriate constituent of the library's management policy. An alternative strategy could be considered by managers by attempting to identify the factors which attract some pupils. For example, do they like the feeling of being in a friendship group? Do some of them like the idea of having some authority within the school? Do they see possibilities of contributing to the acquisition of personal and social skills? Importantly, why has this interest waned by the time pupils reach Fifth and Sixth Year when, in fact, some of them might appreciate that a training programme with appropriate assessment and a concomitant recognition of skills acquisition could enhance career prospects?

On the other hand, it would be valuable to find out what pupils think about being served by fellow pupils, whose expertise is necessarily limited, as opposed to that offered by trained adult staff. From the school management team's point of view, it could be asked if pupil helpers provide an effective and efficient service when compared to the time needed to recruit, train and supervise them. It is noticeable that in the UK higher education libraries student assistants are usually employed only to shelve returned material. It is acknowledged that students require skilled assistance rather than an opportunity to gain personal and social skills. In the present survey, the question on adult assistance was intended to balance that on pupil assistance, with the intention of finding out which would be preferred by pupils. Marginally, adult rather than pupil assistance was preferred, but neither was particularly favoured. It could be considered within each school where the balance should lie and for what reasons, and an appropriate policy then framed.

6.2.3 Management of accommodation

Keeping in mind the caveat that respondents often refer to their actual experiences of library provision, it could be argued that in some schools, at least, there appears to be no pressing need for separate spaces for private study, for group work or for relaxation. However, it could also be noted that a fairly high interest among respondents indicates that many pupils would indeed agree with the standards/guidelines that separate areas for independent study would be an asset. A development strategy which would be open to discussion between managers and pupils, would take into account, as far as pupils are concerned, the amount of free time they are allowed for private study, the necessity for older pupils to remain in school rather than go home when they have free periods, and the school's policy regarding pupils' activities at break and at lunch-time

There was a fairly indifferent attitude to the provision of areas for group work. The principal consideration here is the structure of teaching methods within the school, in particular the interest in some subject areas to encourage group work, and also the

demand from teachers for library-based research. Again, the research by Streatfield and Markless is relevant here.

The theme of accommodation which was explored in this part of the questionnaire was also included in the survey undertaken by the University of Central England (Bates 2000), and it is interesting to note that there was also a division of opinion among pupils:

“Many pupils appreciated the quiet atmosphere in the school library and found it relaxing.... The quiet atmosphere ... was, however, seen to be a negative feature of school libraries by an equal number of pupils describing what they least liked about their school library. “

On the other hand:

“many others were not happy about the noise generated by people working on the computers and about the fact that pupils talked in the library”

Demand for a variety of usage within library accommodation could be a problem within existing libraries, since many are basically open-plan spaces, thus assuming that dedicated areas are not necessary. This is also generally true in the planning of new libraries in refurbished or rebuilt schools. Yet, the demand for quiet study areas was high among pupils in East Renfrewshire, apart from the S5/6 girls in School E, where the development strategy would require to investigate the reasons for this anomaly, especially since the boys in the same year-group were totally in favour of such a facility. Sometimes, it may be possible to utilise adjacent areas to create a quiet study or a seminar room for group use and for tutorial purposes, but here the question of supervision arises.

An additional factor to be considered would be appropriate accommodation for expanded IT facilities. Drawing on the experience of libraries in higher education, it can be seen that separate areas are essential, particularly in order to cut down on the

nuisance of noise and movement. On the other hand, pupils may also require to have easy access to the bookstock.

By circling 5, 6 or 7, over 50% of respondents gave some support to the suggestion the the library should house a photocopier for their use. This was especially favoured by 72% of girls in S5/6. As a facility for independent study, this is a suggestion included in the COSLA standards (section 2.35), but it should be noted that the question of cost was not included in the questionnaire, and surveys of higher education students suggest that charges for such a service can influence popularity.

Although more than half of all pupils wanted to have an informal area for relaxation and reading, demand for this is usually higher during lunch breaks, when it is possible to make the library available for this purpose, so that a separate section would not be essential, especially given the the low interest in using the library as an area for social gatherings. As previously described, more than 50% of all pupils thought that facilities for eating and drinking were unnecessary. Nevertheless, it should be noted that 44% of boys and 33% of girls in S1/2 favoured using the library as a place to meet friends and it could be speculated that more pupils might be attracted into the library if it incorporated or adjoined an informal area. The possibility of allying this interest to special events, as described later, could usefully be investigated.

This is an area where closer study of higher education facilities may be helpful. For example, Oyston (2003), notes that the modern academic library service will be targeted explicitly at meeting learning, not just information needs:

“The underlying shift of emphasis from teaching to learning has significant implications for the way students study and the skills they need to succeed. They must adopt more varied learning styles, such as group work, grasp the potential of e-learning and generally become more independent learners, capable of self-management”.

Consequently:

“In accommodating different styles of learning, group study facilities will not just be more extensive but will be accepted as integral, not just as an add-on to individual quiet study. As a consequence, the general study environment will be markedly different: there will be a greater acceptance of noise as the sound of students collaborating on work, not just enjoying a social chat, and tolerance of some eating and drinking in line with the working environments that students will encounter in their subsequent careers. This general approach is not for everyone, but elements of it are relevant to academic services everywhere.”.

It can be noted that the CILIP guidelines support Oyston’s views and it is worth quoting the relevant sections in full (p.25) since, compared with the Library Association’s document, they present a radical view.

On noise:

“Many students, particularly in secondary schools, need music or noisy environments to think and remember better. Conversely, there will always be some students who need near silence to concentrate and work effectively. The learning environment of the library should cater for all, perhaps with a sound system for soft background music for downtime and reflection or listening posts and portable CD players which can be used by more analytic learners to block out other noise and by auditory learners needing music to aid concentration. Alternatively, consider having quiet times advertised during the day. It is worth researching the effects of music on learning, as the wrong kind can destroy learning even for auditory learners. Used correctly, it can aid information intake and processing, spark connections, stimulate the imagination, reduce brain stress, integrate both sides of the brain and create that state of ‘relaxed alertness’ vital for learning to happen. Mozart, Vivaldi and rhythmic baroque music are all recommended. Students for whom noise is important will often need to talk and discuss with other learners”.

On eating and drinking:

“Many students concentrate better when snacking or drinking while others find it inhibits the learning process. It may be necessary to be flexible with the traditional ‘library rules’. A constant supply of water enables the brain to make more and better connections and improves memory. Serious thought should be given to installing cool water dispensers”.

A completely new strategy for accommodation may be necessary, therefore, incorporating not only the study accommodation requirements expressed in the survey but also the implications of the other issues raised by pupils. It would certainly be worthwhile when planning a new library to carry out some in-depth consultation with pupils, thus ensuring that the space meets their needs, rather than trying to adapt usage to suit a predetermined layout.

6.2.4 Management of learning resources

6.2.4.1 Bookstock

The survey showed no particular bias towards either information books or fiction by either older or younger pupils, with more neutral responses by both age-groups. In the discussion groups, the main finding related to the provision of separate fiction collections for each group. In general, the older groups liked having a collection specifically aimed at their interests, whereas younger pupils obviously felt aggrieved that they were being prevented from reading certain books. Both groups agreed that too many books which were out-of-date and an over-provision of “classics” made the library less attractive to them.

The majority of pupils thought that the library should stock books on hobbies and personal interests, although girls in S5/6 were less in favour of this. Often, the provision of this material is included as an attraction for pupils, particularly for

reluctant readers. The development strategy could usefully investigate further the reasons for the lack of interest among older girls, considering, for example, whether the books are inappropriate for them or whether their needs are satisfied by the local public library.

In fact, many librarians do undertake surveys of reading interests, which include hobbies and other out-of-school activities, and try to satisfy pupils' preferences, but there are restraints particularly on the choice of fiction. For example, the budget has to cover a wide variety of resources, including information books necessary for curriculum support. In a secondary school, there is the problem of selecting material appropriate for less mature minds as well as for young adults. Fiction recommended by teachers must also be available.

As stated previously, the survey did not explore reading interests in any detail but comments made in the discussion groups revealed that it is one which is worth investigation within the school. It is an area, too, which impinges on pupils' desire to have some involvement in the library administration, particularly the possibility of making suggestions about the resources available to them. Encouraging pupils' input to the framing of a book-supply policy would be a method of ensuring that their needs were served.

As a corollary to this section, it is interesting to note that one of the schools included in the survey featured in a short newspaper report (Buie 2001), immediately after the release of Higher examination results in August 2001. This school reversed the national trend of boys' under-performance, with the headteacher crediting the turnaround largely to the encouragement of more reading. He was quoted as saying that the school's resource librarian played an important part:

“She encourages boys in their reading by finding them more books by a particular author they have enjoyed or more books on a particular subject. Extra funding has been directed to buying books that appeal to boys”

At least 81% of boys and girls in both age-groups thought that it was important that libraries should have multiple copies of books needed for projects and assignments. In small libraries, there is always the problem of purchasing several copies of a book, only to find that they are not required the following year and so constitute surplus stock. One answer might be to return such stock to the headquarters of the School Library Service, thus making it available to the same or other schools in the future. Unfortunately, collections of books held centrally, but generally available, have become less common in recent years because of financial restraints, but the survey would suggest that a strategic plan should reconsider this policy.

The question of popular books having a restricted loan period of three days generated some differences in opinion amongst schools, between age-groups and between boys and girls. It was not possible to arrive at a consensus on this subject, although comments in one discussion group would suggest that restricted loans, if for a longer period, would be welcome. However, when a survey is made of the percentage circling 5, 6 or 7, it seems that there is a sizeable minority interested in a service which may be unknown to them at the moment, although common in further and higher education libraries. Librarians in schools may also think it worthwhile assessing the popularity of organising short-loan collections in relevant subject areas.

If the questionnaire had included a more general question, not specifying a particular loan period, the result might have been more conclusive, and it can be recommended that a more thorough investigation of this issue should be part of the development strategy. In East Renfrewshire, co-operative investigation with the public library service could be helpful, since branch libraries now offer a two-week loan period (instead of the normal four weeks) for topic books provided for school work.

6.2.4.2 ICT and electronic-based resources

Results of the research show that the published standards/guidelines offer appropriate guidance in this area, which was given a high rating by the majority of pupils. For example, all the documents stress that the library should be a centre for ICT, should provide access to on-line information and also independent access to computers.

It was noted previously that this is a growth area within schools and it is obvious from the research that pupils are interested in gaining and using computing expertise. In a Sixth-Year discussion group, it was said that younger pupils benefited from a more thorough introduction to computing than they had received, and so it is likely that as pupils move up the school they will appreciate an expansion of IT facilities in the library. Much of the opinion gathered for this research was confirmed by a study concurrently undertaken by the Research, Economic and Corporate Strategy (RECS) Unit of the Scottish Executive Education Department (Condie, Simpson, Payne & Gray, 2003). As part of the assessment of the impact of ICT initiatives, the perceptions and experiences of pupils were surveyed and it was found that for over 50% of S2 pupils, computer use inside school ranged from writing material for projects, making drawings, searching for information on a database or on the Web / internet, and using spreadsheets.

It can be noted that internet access was favoured by over 60% of all respondents in East Renfrewshire, including 71% of S1/2 pupils, and also by 65% of S2 pupils surveyed for the RECS project. Research on ICT use in secondary school libraries in Glasgow, recently carried out by Glasgow Caledonian University (McLelland and Crawford, 2003), also shows that internet sources are used by pupils at all stages but that they are often influenced by their teachers' knowledge of IT use, particularly the existence of electronic-based resources. Once teachers become more familiar with such material, the use by pupils will inevitably increase. A problem which has been identified in this instance is the restriction placed on web-sites considered unsuitable for pupils but which, in fact, contain helpful material. It is

evident that more investigation into available and appropriate resources should be undertaken as part of the IT strategy for the library.

Another part of IT use which should be regularly assessed is the availability of computers for personal use. As noted previously, over 80% of pupils considered this to be of some importance, but this attitude could change as computers become more common as household purchases.

The bookstock in all libraries in East Renfrewshire, both public and school, is linked by an electronic catalogue, thus providing the possibility of access to books in other libraries. Since this was of interest to a majority of pupils, a development strategy, could consider the possibility of continuing this service and even extending it by accessing the catalogues of, for example, the National Library of Scotland, large public reference libraries and specialised subject-based libraries.

A more contentious issue to be resolved would be the provision of games. It was found in the survey that over 60% of younger boys liked to have this possibility, but that girls and also older pupils, in general, were less interested. This is an area which could be linked in some schools with encouraging more boys to use the library, but an IT strategy would require to be based on further investigation of this issue, taking into account the need to have computers available for academic purposes.

It is evident, therefore, that it is difficult to propose a strategy for developing IT services which does not acknowledge that it would always be in a state of flux. With so many factors to be considered, the only strategy to be recommended is continual monitoring of the situation, with the additional complication being the likelihood that much of the survey data regarding accommodation and the acquisition of library/information skills, for example, could consequently be out-of-date in a very short time. Although pupils in the discussion groups thought that books still have an important place in library provision, the balance between the supply of printed and electronic material would also have to be assessed in future. At a seminar on school libraries and resource centres arranged by the Organisation for Economic Co-operation and Development, Mayfield (2001) foresaw that the library would become

more of a “gateway” to information and learning resources rather than a “warehouse”. He also wondered what would happen to the design, location and operation of the library as information technology advanced in capability and became more widely available. Unfortunately, he did not offer an answer.

The trend in libraries in higher education to supply digitised documents accessible from premises outside the library may also filter into school education. The evidence of the survey suggests that pupils will be keen to exploit such opportunities. It is important, therefore that standards and guidelines for library provision should take account of pupils’ needs and up-date their recommendations accordingly. Awareness of such possibilities should also form a strand in a development strategy, since they would have a particular impact on provision of printed material

6.2.4.3 Careers Information

Older pupils, in particular, would be interested in the recommendations that information on careers and higher education should be provided but they would give it greater emphasis than it receives in the standards/guidelines. It has been noted that much of the careers material in the library, whether printed or electronic, is supplied by outside agencies. It tends, therefore, to be general rather than targeted locally, although prospectuses for local universities and colleges are always stocked. Much of this material emanates from official sources and from employers, both private and public and is not part of the library’s financial allocation. This means that the careers section of the general library stock may contain few books or electronic resources which are published commercially.

Since the survey showed that 83% of S1/2 pupils and 96% of S5/6 pupils were interested enough in careers information to circle 5, 6 or 7 in the questionnaire, this is an area which managers should consider prioritising. Of course, this is an aspect of book selection which, like ICT, impinges on the general bookstock provision and is an example of an overlap between various categories.

6.2.4.4 External Resources

The pupils surveyed would endorse the recommendation in the standards/guidelines that currency of information was important and that access to information from outside the school should be possible. Older pupils, in particular, thought the latter issue to be important, with 82% of them circling 5, 6 or 7 in the questionnaire. It was noted above, in the discussion on IT provision, that East Renfrewshire schools have access to the complete catalogues of the district's library service, and it was also recommended that, as part of the development strategy, access to other large databases should be available. Increasingly, finding information is allied to the availability of electronic resources.

In the previous chapter, a discussion on the use of the Mitchell Library's internet resources is reported, and the opinions expressed by pupils suggest that school libraries could consider moving towards the model of the electronic library, as exemplified in further and higher education. Instead of trying to supply the material required by older pupils for a wide diversity of topics, provision could be made for access to relevant databases and to whole-text material which could be downloaded electronically on demand. Because of cost, which consists largely of copyright fees, it might be more feasible for the parent body, whether public library or education authority, to offer this facility to individual schools. There is no reason why pupils should not use large public reference libraries but it can be argued that the school is in a better position to guide pupils in the choice of material

6.2.5 Management of promotion

The results of the pupil survey showed that there were mixed feelings about programmes arranged to encourage reading. In general, younger pupils enjoyed activities which promoted reading, whereas older ones were less enthusiastic and, on the evidence of the pupil survey, it can be seen that the recommendations in the standards/guidelines regarding reading promotion tend towards those which would

interest younger pupils. The Library Association, for example advocates storytelling and book-talks, library weeks, reading trails, and focusing on a theme of the month.

In the interviews and discussion groups, there were hints that the library could undertake more active and focused promotion of books or genres. Older pupils who took part in discussion groups liked the approach to books and reading offered by the local bookshop, which organised displays and book talks but left the choice of books to them. It would seem, therefore, that more co-operation between school and shop would be beneficial, although there is no reason why librarians should not adopt this approach on a regular basis as part of the library service.

Reinforcement of this possibility is contained in the Robert Gordon University research project report (Williams and Wavell 2001):

“Poetry, science, war novels, audio material and horror stories were all borrowed in greater numbers when the librarian had some input into discussion about a subject. [The reader record] also reveals the influence of peers in the selection of books to read: clusters of borrowers from the same class were reading *Horrible Histories*, *River Boy*, *Skellig*, the *Machine Gunners*, to mention just a few, at about the same time”.

The conclusion is that pupils favour the presentation of options, rather than an all-inclusive package. The development strategy could assess how some of the ideas described in the standards/guidelines could be adapted to interest older pupils, examples being author visits, book fairs, and national/local book events. Some possible strategies are presented in the CILIP guidelines, where it is pointed out that harnessing young people’s interest in mobile phones, videos, e-mail, computer games and the internet can be a powerful motivator for encouraging the regular reading habit. This is an area which overlaps with the ICT strategy discussed above, extending it to providing opportunities for online reading discussions, playing book-related online games, videoconferencing an author visit, or developing a reading website.

The results of the survey suggest, however, that these should be offered principally as attractive possibilities open to everyone but not mandatory.

The evidence presented in this section, therefore, indicates that a strategic re-think about a programme of special events may be necessary, either to accept the situation and concentrate on younger pupils' interests, or to make them more obviously relevant to older pupils as well. The CILIP guidelines suggest that pupils should be involved in the planning of programmes, so that the widest choice is available.

6.2.6 Management of monitoring and evaluation

As explained in the previous chapter, within the standards/guidelines the aspect of monitoring and evaluation most relevant to pupils was the question of the library's opening hours, and the recommendations for appropriate, albeit unspecified, opening hours would be approved.

A large majority of both pupil groups agreed that the library should be open throughout the school day. A majority of S1/2 pupils thought it was important that the library should be open before school and 61% of all pupils would like to have the library open after school. Of course, decisions to extend opening hours can depend on several factors, such as transport facilities, after-school activities or even the hours worked by the librarian, (who may have a reduced lunch-time in order to be available during pupils' lunch intervals) but it seems that there would be a case for making the library available for a longer period in the afternoon. However, although the idea that the library should be open in the evening attracted no more than 29% of all pupils, this is a sizeable minority, especially among S5/6 pupils, 34% of whom thought this issue important to some extent, and thus it is worth investigating. The possible interest in opening hours which extend into the evening could depend to a large extent on the number of pupils living within easy reach of the school. Senior management would also require to keep in mind that it could have a bearing on the library's staffing complement.

6.2.7 Skills for learning

It was noted earlier that there can be a difference between pupils' wants and pupils' needs, and this area of school library service offers the most striking example of this proposition. If it is agreed by senior management that information and library skills are essential components of the curriculum, the onus is then placed on them, together with teachers and librarians, to ensure that the programme takes into account the factors which motivate pupils to learn these skills. There is a need to approach this problem through better co-operation between staff and pupils, thus engaging the pupils' interest.

In the standards/guidelines consulted for the research, the most detailed discussion of the topic is included in the Library Association Guidelines, which list the educational value of teaching learning and information skills, stating that it encourages life-long learning, raises literacy standards, provides for differentiation and enhances ICT proficiency. More recently, the concept has been labelled information literacy and, as such, has generated even more attention by researchers, such as Ross J. Todd, who has synthesised much of the newer thinking on the topic (Todd, 2002). As the CILIP guidelines state, "the need for these [information literacy] skills is not new [but] there is now an imperative within new curricula to develop the higher order skills in a much wider context than before, with an increasingly wide range of resources".

In fact, the issue highlighted by the survey is not the necessity for acquiring library/information skills but the partial mismatch between the standards/guidelines and the pupils' perception of the method of doing so. Pupils do not reject the idea of learning these skills, since 70% of them all agreed that appropriate skills should be acquired for specific subject areas and tasks. The heart of the matter lies in the view of how and when they should be taught, but although all the documents agree that such skills are essential, but there is no clear agreement amongst them on the method to be chosen.

It is possible that this lack of interest has some connection with a mistaken perception among managers, especially school librarians, of the ways in which the

library's remit to support the school curriculum can be approached. This attitude is not confined to East Renfrewshire but is a recurring theme in discussions relating to school librarianship. Herring (1996) recognised this in his textbook on the teaching of information skills when he wrote:

“This intense focus on the library, often in a context completely divorced from the actual curriculum, appears to have died out in today's schools but ... there does still seem to be too much focus on the mechanics of the library and not its intellectual context”

There is implicit reference to the research undertaken by Streatfield & Markless (1994) when it states that different models of a learning skills curriculum work in different schools.

This proposition is expanded by incorporating possible models suggested by Herring (1996). The first model is a separate information skills course. This has the advantage that it ensures that all topics are adequately covered, but there is a danger that pupils will not transfer the skills into their curricular work. Without courses that reinforce and develop these skills, pupils' skills may not progress. The pupil survey supports the view that this model is not to be recommended.

The second possibility is a mini information skills course followed by curricular work which reinforces and expands upon skills just learnt. Because this has a curricular element there is a greater chance that pupils will transfer skills and if the work is spread out over the age range it will provide for development of skills. However, pupils may think that the skills only apply to curricular topics covered by the work provided unless they are reinforced throughout the the rest of the curriculum.

Thirdly, Herring suggests that there could be an integrated cross curricular approach based on a whole school policy for learning skills provision. This model requires a high degree of cooperation and planning between departments and the librarian, and strong senior management support. Pupils will be provided with a systematic development of information skills in all subject areas and across the age range. The

pupil survey for the present research suggests that the second or, preferably, the third approach could be favoured, since they demonstrate, to some degree, the advantage of utilising these skills in order to identify, gather, assess and incorporate appropriate resources.

The Library Association states that, as well as the librarian, senior management and teachers have a role to play in providing successful and appropriate skills for learning. Senior management should ensure that there is a learning skills policy for the school and that the librarian has the time, support and status to enable him/her to work with teaching staff in the creation of information skills learning opportunities. It should also ensure that the development of the library and its resources is part of the development process of the school. Teachers will provide the curricular context for skills teaching, working together with the librarian in the planning, implementing and evaluating of information skills teaching, and they will consider using a variety of teaching and learning strategies to provide pupils with opportunities to practise information skills.

The IFLA guidelines support this view, stating that the school librarian should cooperate with teachers in order to link the different components of the user education programmes as closely to the curriculum as possible.

This concurs with advice given more succinctly by the The American Association of School Librarians (1999):

“The teaching of library skills as a separate curriculum must cease. Educators must acknowledge that students are active and engaged users of information resources as the means to meeting their personal and instructional information needs; therefore, teaching library skills in isolation is inappropriate and ineffective. Library media specialists have a responsibility to articulate this position to their principal, teachers and other individuals in their educational community and gain their support for this new approach”

Within the SCCC document, Performance Indicator 1.2 (Quality of courses) corresponds more closely to the pupils' viewpoint by giving the following factors to be reviewed in self-evaluation:

- planned programmes of library work related to subject/classwork, building on knowledge and skills
- Library activities complement classroom work and integrated with curriculum topics
- joint evaluation and review of library-based programmes
- involvement of library staff in classwork where appropriate
- skills and resources introduced progressively through stages and levels
- whole school policy on information skills avoids unnecessary duplication but provides reinforcement and encourages transferability of skills
- clear progression in learning outcomes of library programmes and skills courses
- forward plans and programmes of study include references to the use of the library

Performance Indicator 3.2 (Quality of pupils' learning) includes:

- there is evidence of the development of pupils' information/enquiry skills
- Information/enquiry skills are applied in practical contexts

This contrasts with the COSLA Standards (section 2.32), which deal quite briefly with the subject:

“Authorities and schools should ... be explicit about the key role School Library Resource Centre staff can play in developing information and study skills. There should be a whole-school approach to information and information and communication technology skills. An audit will ascertain which departments, including the School Library Resource Centre, are teaching which particular information skills and when in the school year this occurs.”

The traditional method is, however, advocated:

“Schools should investigate how information skills can be transferred across the curriculum. This might be done by timetabling information skills for all S1 pupils for a block of time or by spreading information skills across several departments.”

This is one part of the survey which could be usefully tested in other education authorities. In every school included in this research, basic stand-alone instruction in library/information skills is carried out in first-year classes. Although 50% of all pupils, by circling 5, 6 or 7 in the questionnaire, considered this practice to be of some importance, only 15% rated it as very important by circling 7. This would suggest that a new approach should be studied, with the objective of integrating appropriate skills into subject areas at an earlier stage.

An adaptation of some of the services offered in higher education libraries could lead to a programme which would respect, in particular, older pupils' liking for independence and choice. According to Oyston (2003), these could include:

- taught sessions, integrated into the curriculum and into specific subject-based units, rather than separated out as part of a general skills course.
- the workshop mode of delivery which allows students the opportunity to work at their own pace or as part of a group and allows different learning styles to be used.
- Classes covering key areas of information skills, where students can drop in to learn about areas they may have missed or about which they feel less confident.
- provision of a range of help sheets, handouts and printed guides to inform users about resources and their use. Additionally, guidance can be available through web pages which may also be integrated with the use of databases themselves.
- interactive learning packages which allow students to work at their own pace through a system that integrates exercises and provides feedback.

Seminars conducted by authors of fiction and of information books may also be of interest to secondary school pupils.

It may not be necessary for individual librarians to produce all the suggested material, since help sheets, web pages and interactive packages could be provided co-operatively within the education authority or be acquired (and perhaps adapted) from an outside source.

The research indicates that this aspect of the library service requires further investigation within the education authority and also within individual schools so that a policy appropriate to pupils' wants and needs can be framed.

6.2.8 Views of younger and older pupils

Information on agreement and differences of opinion between younger and older pupils has been presented in previous chapters. As far as a development strategy is concerned, the differences are the important factors to be noted, so that services can be tailored to cater for both groups. Thus, if issues considered very important were studied, a lower priority could be given to social areas in the library and to the possibility of opening outwith the normal school day. There would be little need to access material from outside sources or to have a "short-loan" collection for S1/2 work and such services could be geared towards the needs of older pupils. An assessment of the methods of teaching of library/information skills, including liaison with teachers would make this instruction more relevant to pupils at all stages. Recruitment of pupil helpers, if desired, would be aimed principally at younger pupils.

On the other hand, it can be seen that it would be judicious to have the library open throughout the school day, with the librarian present at all times to help with school work and with computer use. Computers should be available for several purposes: access to information about careers and higher education, use of CDROMs and the

internet as well as for personal work. For S1/2 pupils, especially, there should be more than one copy of a book required for projects and assignments.

6.2.9 Conclusion

It was noted in the Literature Review that studies based on the opinions of stakeholder groups have shown that the expectations of the various groups are similar in many respects. As far as the schools studied for this survey are concerned, it can be seen that this conclusion is correct and that the perceived needs of younger and older pupils and of boys and girls were largely similar. Nevertheless, these suggestions, although based on the opinions of pupils throughout the education authority, would not be recommended as necessarily appropriate in an individual school where further research and monitoring would be advisable.

The preliminary interviews and discussions, together with the questionnaire confirm that many of the recommendations made by the “managers” who drew up the standards/guidelines would be acceptable to the pupils-as-stakeholders, although there are issues which would be given a greater or lesser emphasis. There are three significant issues which stand out as being important to managers but are of lesser importance to pupils and would be rejected to some extent by them. These relate to the teaching of library/information skills, reading promotion, and pupil involvement in administration of the library. It would be necessary for the school managers, particularly the librarian, to acknowledge the pupils’ concerns and to incorporate their views into planning of the library service.

As a pupil in a First-Year discussion group said: *“If you’ve got all the opinions, that could change the Library”*

CHAPTER 7: POSSIBLE OUTCOMES OF THE RESEARCH

7.1 Introduction

Because the Multiple Constituencies, or Stakeholder, Methodology is a comparatively new research approach, it is to be expected that new studies will make some form of contribution to its application. In this case, the approach has been used to extend previous research on evaluation of library services, both in its emphasis on the importance of pupils' viewpoints and in its testing of a methodology in a new educational setting. The question can now be asked: how can the information gathered be used?

The value of the research lies in a perception of a particular aspect of the relationship between evaluation and effectiveness, this being the internal requirements of school and library management, as identified by pupils. However, it can also be valuable for illuminating the external requirements of both local and national school inspection. It contributes to the evaluation of the current standards and guidelines for school libraries which, as has been noted, has not been carried out by the bodies issuing them.

7.2 School and library management

As explained in the Introductory chapter, secondary schools are obliged to undertake self-evaluation as a means of assessing their effectiveness. If, as has been argued, the school library can be equated with a department within the school and if it is realised that it is essential to account for the money spent on staffing and resources, then it should be included in the school's programme of evaluation. The most usual method of gauging a library's effectiveness has been the application of quantitative measures, such as those still being advocated by the Scottish Library Association (2000). These centre on such indicators as the amount spent per pupil on library resources, library staffing costs per pupil, the number of resources available to users, and the number of users in the library during specific weeks of the school session.

However, schools are also obliged, as part of the evaluation process, to consult with pupils and consider how their views can be incorporated into development planning. This research has demonstrated that pupil opinion can benefit library evaluation and ensure that resources are not just counted but are directed towards an effective service.

The documents discussed in this research are intended to be used by school managers, including librarians, as signposts for the factors which should ensure an effective school library service. However, the research evidence shows that the relationship between some recommendations included in these documents and the viewpoints expressed by pupils is ambivalent. The question to be faced is whether, in certain areas, pupils' opinions are more important than published recommendations, which represent the views of experienced managers. For example, this research has highlighted the differences of opinion on the teaching of information skills, on methods of promoting reading and on the extent to which pupils can be involved in library administration.

It has been seen that one answer to this question is included in the argument put forward by Quinn (1997), as described in the chapter on methodology, when he points out that survey instruments, such as that used in the present research, may reveal pupils' wants but not necessarily their needs. Another angle on this question is offered in the research undertaken by Williams and Wavell (2001), which argues that if the library fulfills teachers' ambitions, then pupils' needs will also be satisfied. As a result of the research carried out by Streatfield and Markless (1994), a similar argument had been presented through the identification of several library models, all of which were effective if they corresponded to the aims and ethos of its parent school. In both cases, therefore, pupils' views were downgraded. It might seem, then, that pupil opinion is not particularly valuable when planning and developing the library.

This research has argued that these attitudes are mistaken, if it is agreed that pursuit of quality depends on taking into account the views of stakeholders, as recommended in such theories of quality as Total Quality Management. If pupils' views are to be

taken seriously, as the Multiple Constituencies/ Stakeholder approach advocates, it must follow that they are perfectly capable of formulating their needs, as expressed in their responses, although it must be acknowledged that these needs will vary depending on the particular ethos, teaching methods and academic standards of a particular school.

It is, therefore, important that the acceptance of an all-encompassing set of standards/guidelines is not perceived as a mandatory requirement for an effective service. If it is accepted that it is necessary to consult with pupils regarding the library service as well as subject departments, the most useful, although limited, approach is offered in recommendations published by the SCCC, which sets out, for comparison, three levels of service, allied to suggestions for consultations with pupils. However, the conclusion must be that documents such as those published by IFLA, the Library Association, COSLA and the SCCC are useful as general pointers but cannot be regarded as recommendations to be followed to the letter, principally because, as discussed below, they are not explicitly informed by research and testing.

The argument can also be made that, far from diminishing the professional role of the librarian in collection development and management in general, as Quinn (1997) feared, a greater emphasis on the expressed needs of stakeholders, including pupils, rather than a reliance on national standards and guidelines, will utilise all the librarian's expertise and judgement in developing the service. Booth and Brice (2004) sum up the relationship between the three groups thus:

“A librarian brings a professional perspective relating to whether or not the service works (the effectiveness of intervention).

A manager adds a consideration of whether the service is affordable (cost-effectiveness)

The user perspective, finally and most importantly, will consider whether the service is acceptable and fair”.

7.3 School inspection

During the course of the research, it was announced that, in future, general school inspections in Scotland should include inspection of the library which would be evaluative, rather than descriptive. As a matter of course, inspectors are expected to talk to pupils to find out their views on the management of the school and on their experience of teaching and learning in specific subject areas, although it is true that the weight given to pupils' views in this context has not been explained.

A talk given by Stuart Ritchie, HMI, at a meeting of school librarians (Ritchie 2002), confirmed that the library will be treated in the same way as a subject department and he explained the specific features which inspectors would consider when talking to pupils to find out their views on library services:

- What contribution does the Learning Resource Centre (LRC) make to motivating pupils or increasing the degree of responsibility they take for their own learning?
- How willingly and actively engaged are any pupils present?
- Are they actually using the LRC's unique facilities or is it used mainly as a study area?
- Is it ever used as a refuge for pupils "excused" other classes?
- What contribution is the LRC making to the promotion of lifelong learning?
- Is there access before and after school and at lunchtimes/intervals?
- Are there pupil helpers/extra-curricular LRC activities?
- Do pupils regard their visits to the LRC as useful?
- What is their experience of the careers library?
- Are pupils being trained how to access resources for themselves?
- Do pupils understand how to use the catalogues?
- Are there arrangements for gathering and taking account of pupils' views of the LRC?

It can be seen that many of the issues identified in this list as being important have been included in the research undertaken for this study. The results can then be

offered as evidence which Inspectors may consult in addition to the published standards/guidelines. Although these documents include essential information on aspects of library service which should be evaluated, the research has shown that they cannot be regarded as definitive advice on an appropriate service.

The preferences, as discussed in this thesis, which display the issues considered important to pupils, would make a useful starting-point for ascertaining how far the library meets pupil needs, as expressed by themselves. In particular, when considering the contribution to the curriculum of the two important areas of library/information skills teaching and the promotion of reading skills, inspectors should be alert to the possible clash between existing programmes and pupils perceptions of their needs and should be prepared to probe more deeply into the service offered.

7.4 Evaluation of standards and guidelines

As noted in the discussion of standards and guidelines, little evaluation of their effectiveness has been carried out. It cannot be claimed that this research offers an all-encompassing evaluation, based as it is in one education authority. However, it exemplifies the need to ensure that standards/guidelines should be based on extensive research which can justify their recommendations. This point returns to that made by the International Standards Organisation (ISO 1996), when it stated that performance indicators should be tested by widespread use, by explicit testing and by documentation in the literature. By offering one such critique, this survey shows that further in-depth evaluation of standards and guidelines is advisable if the needs of pupils are to be given their place when planning library services.

7.5 Extension of previous research

The research has added to the literature on the evaluation of library services, particularly in respect of gauging the link between user satisfaction and effectiveness. Previous studies based on school library management have tended to start from the

viewpoint of the providers or managers of the service, even in large-scale studies, such as that carried out by Streatfield and Markless (1994) and by Williams and Wavell (2001a), which regarded pupils as essentially objects of research rather than the central players. In this survey, the pupils' viewpoint has been brought to the forefront.

Although projects carried out by librarians in individual schools have often concentrated on pupil opinions, they are, by their nature, limited in scope and it is also noticeable that most research has aimed to find out how satisfied pupils are with an existing service. This study has ventured a stage further by studying the possibilities of providing services which are traditionally less prevalent but which might make the service more relevant to pupils' needs and thus more effective. The research has also been an example of the way in which an existing methodology can be adapted successfully to suit a different situation. The various Multiple Constituencies/Stakeholder projects which inspired the research were based on work carried out among adults within public or higher education libraries. In this instance, it has been possible to use this methodology with much younger people, at a different educational level than before, in order to collect useful information. Because a careful choice of topics relevant to pupils' needs was made, most pupils related to the proposition that their perceptions were important in achieving an effective school library. The methodology, therefore, was appropriate as a means of drawing out useful opinions, instead of simply recording reaction to existing library provision. In fact, it could be claimed that the results are even more helpful, when compared with the results of previous studies, since the questionnaire was based not only on the recommendations in the published standards/guidelines or on the perceptions of providers and managers but also on themes highlighted by interviews with pupils.

However, it is noteworthy that the findings bear out the general conclusions of the three studies discussed in the Methodology chapter (Cullen and Calvert 1995; McCullough 1995; Pickering, Crawford and McLelland 1996). In these, it was shown that the expectations of the managerial groups (represented in this research by the standards/guidelines) and user groups surveyed were similar in many respects. For library managers, the value of the research lies in the differences which are

highlighted, thus indicating areas which require special attention if all stakeholders are to have their requirements satisfied. This result has been confirmed in the school-based research. As discussed above, many areas of library service, as recommended in the documents, would be acceptable to pupils. However, there are differences in attitude, not only between managers and pupils but also between older and younger pupils, which would need to be addressed.

As demonstrated by the pupil survey, one of the problems with overview questionnaires is that the results generate a need for more information about specific services. It seems likely that libraries with an ongoing structured survey and evaluation programme will be best placed to identify such needs. Being policy research, this study has suggested strategies based on the needs of a particular group of stakeholders, but it is also recognised that for a viable development strategy the views of other stakeholder groups must also be considered.

As part of such an undertaking, librarians could study one outcome of the Stakeholder research projects undertaken in the USA, New Zealand and the UK. Now becoming more prevalent in higher education, this is an annual satisfaction survey, which builds on the information about effectiveness collected from the library's user groups. Initially, library management attempts to develop the service in accordance with the expressed needs of their users. The surveys can then indicate how far they have been successful and in what areas further development is required. In East Renfrewshire, for example, surveys would ascertain how well the library had taken into account the preferences for pupils for information skills linked to subject teaching, for more appropriate methods of promoting reading and also involving pupils in library administration. Individual schools which had decided that, for example, quiet study areas or longer opening hours were expressed pupils' needs would test their effectiveness from the pupils' point of view.

The usual method of gathering such information is by way of a simple questionnaire, on the lines of that used in the present research, but concentrating on a limited number of appropriate topics. In some cases, focus or discussion groups are organised or individual students are interviewed. If the purpose of this feedback is

clearly defined and all participants share an understanding of the purpose, satisfaction surveys, however implemented, can be successful in improving the library's effectiveness from the student's viewpoint. It has been reported by several institutions that this is the case (Crawford 2000) and it is an activity recommended in the CILIP guidelines.

7.6 Recommendations for further research

Unlike the previous studies in higher and further education, which were funded by research bodies and employed full-time staff, this research was, of necessity, smaller in scale and scope, concentrating on a few schools within one education authority and carried out within a short period of time. Nevertheless, it has demonstrated that by using the Multiple Constituencies/Stakeholder Approach useful information for use in strategic planning can be collected, and that it would be an appropriate model for complementary studies. It is also suggested that it is possible to obtain useful data from young people with a methodology which any school's management team and librarian could undertake.

The Multiple Constituencies/ Stakeholder approach is comparatively new, and so it is to be expected that future research on evaluation of school libraries may incorporate and extend its methodology. Further research could thus confirm, refine or otherwise build on the present study.

Replication of the research in other education authorities would help determine whether the pupil opinions uncovered were as valid in other schools. It would also reveal circumstances which would affect their preferences, such as curriculum (especially with regard to the views of older pupils), teaching styles, prevalence of IT facilities and, in general, resources allocated to the library service.

If the study were adapted for use among other stakeholders, especially teachers and other staff in a school, an overall picture would be given of the areas in which there are similar and different requirements. Management would take these into account when drawing up a strategy for the library.

It would be possible to undertake smaller studies on the same lines, thus giving, in particular, a deeper understanding of areas where pupils' opinions are at odds with recommendations in the standards / guidelines. For example, a new approach would be made to the acquisition of information skills through comparison of teachers' and pupils' views of the necessary outcomes and associated inputs.

Although this study was based in Secondary Schools, it could be adapted for use in Primary Schools, thus gaining the advantage of gathering information which could make library provision in these sectors more unified within an education authority. For example, pupil attitudes to information skills learning, to the uses of ICT, or to encouragement of reading skills would help the Secondary School librarian to plan a relevant strategy, especially for younger pupils.

Each of these recommendations would contribute to a corpus of research, the results of which would enable school libraries to attain their maximum effectiveness for all stakeholders. In 1988, an HMI report on effective secondary schools stated the principles that the library should be viewed as a school resource and that any resource is only as good as its real contribution to learning and teaching. This research has demonstrated that such a contribution can be enhanced by consultation with the most important users, the pupils, thus identifying the factors which, in their opinion, lead to an effective school library.

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APPENDIX 1: QUESTIONNAIRE

WHAT DO YOU THINK MAKES A GOOD SCHOOL LIBRARY?

This questionnaire is intended to find out what you think are the factors which would make a school library a useful, interesting and pleasant place for you. There are no right or wrong answers, so please feel free to express your opinion about each statement. You cannot be identified and your opinions are confidential.

ABOUT YOU

Please circle whether you are a boy or a girl and circle the year-group you are in

Girl	Boy	S1	S2	S5	S6
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FILLING IN THE FORM

You are asked to read each statement about school libraries and circle the number which indicates best how important you think it is. For example, if you think it is Very Important that the school library should be able to help you with your school work, you would circle number 7. If you think that it is Very Unimportant, you would circle number 1. You can circle one of the other numbers if you think it is quite important. The nearer your chosen number is to 7, the more important you think it is.

I THINK THAT A SCHOOL LIBRARY SHOULD:

	Very Unimportant -----Very Important						
1. Help me with my school work	1	2	3	4	5	6	7
2. Have a quiet area where I can study	1	2	3	4	5	6	7
3. Have a photocopier which I can use	1	2	3	4	5	6	7
4. Have areas where groups can work together	1	2	3	4	5	6	7
5. Have an informal area where I can relax and read	1	2	3	4	5	6	7
6. Be a place where I can meet friends	1	2	3	4	5	6	7
7. Be a place where I can eat and drink	1	2	3	4	5	6	7
8. Be open in the morning before school	1	2	3	4	5	6	7
9. Be open throughout the school day	1	2	3	4	5	6	7
10. Be open after school	1	2	3	4	5	6	7
11. Be open in the evening	1	2	3	4	5	6	7
12. Be open at weekends	1	2	3	4	5	6	7
13. Be open during the holidays	1	2	3	4	5	6	7

I THINK THAT A SCHOOL LIBRARY SHOULD:

Very Unimportant -----Very Important

14. Concentrate more on information books than on fiction	1	2	3	4	5	6	7
15. Include books on hobbies and personal interests	1	2	3	4	5	6	7
16. Teach me library/information skills in first year	1	2	3	4	5	6	7
17. Teach me library/information skills every year	1	2	3	4	5	6	7
18. Teach me how to find information for specific projects set by the teacher	1	2	3	4	5	6	7
19. Include information about careers							
20. Help me to find relevant information from sources outside the school	1	2	3	4	5	6	7
21. Include books which can be borrowed for only 3 days if they are very popular	1	2	3	4	5	6	7
22. Have many copies of books needed for projects and assignments	1	2	3	4	5	6	7
23. Have special events, eg, book weeks and visits by authors	1	2	3	4	5	6	7

I THINK THAT A SCHOOL LIBRARY SHOULD:

Very Unimportant -----Very Important

24. Have computers which take the place of large reference books (eg encyclopedias)	1	2	3	4	5	6	7
25. Have computers which have access to the internet	1	2	3	4	5	6	7
26. Have computers which allow me to use CD-ROMs	1	2	3	4	5	6	7
27. Have computers which allow me to find books which are in other libraries	1	2	3	4	5	6	7
28. Have computers which allow me to find out about higher education	1	2	3	4	5	6	7
29. Have computers which allow me to find out about careers	1	2	3	4	5	6	7
30. Have computers which allow me to play games	1	2	3	4	5	6	7
31. Provide computers for personal work	1	2	3	4	5	6	7

I THINK THAT THE SCHOOL LIBRARIAN SHOULD:

Very Unimportant -----Very Important

32. Always be there whenever the library is open	1	2	3	4	5	6	7
33. Know about the school curriculum	1	2	3	4	5	6	7
34. Be able to help me use the computers	1	2	3	4	5	6	7
35. Have a library assistant who is an adult, not a pupil	1	2	3	4	5	6	7
36. Have a team of pupil helpers	1	2	3	4	5	6	7
37. Ask pupils for suggestions about the library	1	2	3	4	5	6	7

Thank you for filling in the Questionnaire.

APPENDIX 2

**SUMMARY OF RESPONSES TO QUESTIONNAIRE :
CIRCLED 1-7**

Question 1: A school library should help me with my school work

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	147	1	1	72	1	1	75	0	0	94	0	0	43	0	0	51	0	0		
2	147	2	1	72	1	1	75	1	1	94	3	3	43	2	5	51	1	2		
3	147	8	5	72	2	3	75	6	8	94	4	4	43	1	2	51	3	6		
4	147	21	14	72	10	14	75	11	15	94	16	17	43	8	19	51	8	16		
5	147	29	20	72	17	24	75	12	16	94	22	23	43	16	37	51	6	12		
6	147	28	19	72	12	17	75	16	21	94	12	13	43	6	14	51	6	12		
7	147	58	39	72	29	40	75	29	39	94	37	39	43	10	23	51	27	53		
SCHOOL A																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	3	12	13	2	15	11	1	9	12	3	25	3	1	33	9	2	22		
5	24	4	17	13	2	15	11	2	18	12	0	0	3	0	0	9	0	0		
6	24	4	17	13	2	15	11	2	18	12	2	17	3	1	33	9	1	11		
7	24	12	50	13	6	46	11	6	55	12	7	58	3	1	33	9	6	67		
SCHOOL B																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	1	4	10	1	10	13	0	0	26	0	0	10	0	0	16	0	0		
2	23	0	0	10	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
3	23	0	0	10	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
4	23	6	26	10	3	30	13	3	23	26	4	15	10	2	20	16	2	12		
5	23	6	26	10	3	30	13	3	23	26	4	15	10	3	30	16	1	6		
6	23	5	22	10	1	10	13	4	31	26	3	12	10	1	10	16	2	12		
7	23	5	22	10	2	20	13	3	23	26	15	58	10	4	40	16	11	69		
SCHOOL C																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
2	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	2	8	11	0	0	13	2	15	7	1	14	4	1	25	3	0	0		
5	24	6	25	11	6	55	13	0	0	7	3	43	4	1	25	3	2	67		
6	24	4	17	11	1	9	13	3	23	7	2	29	4	1	25	3	1	33		
7	24	10	42	11	3	27	13	7	54	7	1	14	4	1	25	3	0	0		
SCHOOL D																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	5	19	11	1	9	15	4	27	11	3	27	5	1	20	6	2	33		
4	26	6	23	11	2	18	15	4	27	11	0	0	5	0	0	6	0	0		
5	26	4	15	11	2	18	15	2	13	11	4	36	5	3	60	6	1	17		
6	26	5	19	11	3	27	15	2	13	11	0	0	5	0	0	6	0	0		
7	26	6	23	11	3	27	15	3	20	11	4	36	5	1	20	6	3	50		
SCHOOL E																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	1	5	14	1	7	6	0	0		
3	31	1	3	18	0	0	13	1	8	20	1	5	14	0	0	6	1	17		
4	31	2	6	18	2	11	13	0	0	20	2	10	14	2	14	6	0	0		
5	31	7	23	18	3	17	13	4	31	20	6	30	14	6	43	6	0	0		
6	31	5	16	18	2	11	13	3	23	20	3	15	14	3	21	6	0	0		
7	31	16	52	18	11	61	13	5	38	20	7	35	14	2	14	6	5	83		
SCHOOL F																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	2	11	7	1	14	11	1	9		
3	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
4	19	2	11	9	1	11	10	1	10	18	6	33	7	2	29	11	4	36		
5	19	2	11	9	1	11	10	1	10	18	5	28	7	3	43	11	2	18		
6	19	5	26	9	3	33	10	2	20	18	2	11	7	0	0	11	2	18		
7	19	9	47	9	4	44	10	5	50	18	3	17	7	1	14	11	2	18		

Question 2: A school library should have a quiet area where I can study

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	144	1	1	72	0	0	72	1	1	94	0	0	43	0	0	51	0	0		
2	144	6	4	72	3	4	72	3	4	94	0	0	43	0	0	51	0	0		
3	144	6	4	72	5	7	72	1	1	94	3	3	43	1	2	51	2	4		
4	144	14	10	72	9	12	72	5	7	94	9	10	43	2	5	51	7	14		
5	144	23	16	72	12	17	72	11	15	94	22	23	43	13	30	51	9	18		
6	144	31	22	72	18	25	72	13	18	94	21	22	43	10	23	51	11	22		
7	144	63	44	72	25	35	72	38	53	94	39	41	43	17	40	51	22	43		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	2	8	13	0	0	11	2	18	12	0	0	3	0	0	9	0	0		
5	24	3	12	13	2	15	11	1	9	12	6	50	3	3	100	9	3	33		
6	24	5	21	13	3	23	11	2	18	12	2	17	3	0	0	9	2	22		
7	24	13	54	13	7	54	11	6	55	12	4	33	3	0	0	9	4	44		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	0	0	10	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
2	23	1	4	10	1	10	13	0	0	26	0	0	10	0	0	16	0	0		
3	23	1	4	10	1	10	13	0	0	26	0	0	10	0	0	16	0	0		
4	23	5	22	10	3	30	13	2	15	26	4	15	10	2	20	16	2	12		
5	23	6	26	10	3	30	13	3	23	26	6	23	10	4	40	16	2	12		
6	23	7	30	10	2	20	13	5	38	26	4	15	10	1	10	16	3	19		
7	23	3	13	10	0	0	13	3	23	26	12	46	10	3	30	16	9	56		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
5	24	3	12	11	1	9	13	2	15	7	0	0	4	0	0	3	0	0		
6	24	8	33	11	7	64	13	1	8	7	0	0	4	0	0	3	0	0		
7	24	11	46	11	2	18	13	9	69	7	7	100	4	4	100	3	3	100		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
2	26	3	12	11	1	9	15	2	13	11	0	0	5	0	0	6	0	0		
3	26	2	8	11	1	9	15	1	7	11	0	0	5	0	0	6	0	0		
4	26	2	8	11	2	18	15	0	0	11	1	9	5	0	0	6	1	17		
5	26	5	19	11	2	18	15	3	20	11	2	18	5	1	20	6	1	17		
6	26	4	15	11	3	27	15	1	7	11	4	36	5	3	60	6	1	17		
7	26	10	38	11	2	18	15	8	53	11	4	36	5	1	20	6	3	50		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	28	0	0	18	0	0	10	0	0	20	0	0	14	0	0	6	0	0		
2	28	0	0	18	0	0	10	0	0	20	0	0	14	0	0	6	0	0		
3	28	1	4	18	1	6	10	0	0	20	2	10	14	0	0	6	2	33		
4	28	4	14	18	3	17	10	1	10	20	2	10	14	0	0	6	2	33		
5	28	5	18	18	4	22	10	1	10	20	1	5	14	1	7	6	0	0		
6	28	3	11	18	1	6	10	2	20	20	6	30	14	5	36	6	1	17		
7	28	15	54	18	9	50	10	6	60	20	9	45	14	8	57	6	1	17		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
2	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
3	19	1	5	9	1	11	10	0	0	18	1	6	7	1	14	11	0	0		
4	19	1	5	9	1	11	10	0	0	18	2	11	7	0	0	11	2	18		
5	19	1	5	9	0	0	10	1	10	18	7	39	7	4	57	11	3	27		
6	19	4	21	9	2	22	10	2	20	18	5	28	7	1	14	11	4	36		
7	19	11	58	9	5	56	10	6	60	18	3	17	7	1	14	11	2	18		

Question 3: A school library should have a photocopier which I can use

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	143	8	6	71	5	7	72	3	4	93	3	3	43	0	0	50	3	6		
2	143	2	1	71	1	1	72	1	1	93	5	5	43	3	7	50	2	4		
3	143	16	11	71	5	7	72	11	15	93	9	10	43	4	9	50	5	10		
4	143	41	29	71	25	35	72	16	22	93	15	16	43	11	26	50	4	8		
5	143	34	24	71	16	23	72	18	25	93	20	22	43	11	26	50	9	18		
6	143	18	13	71	9	13	72	9	12	93	19	20	43	7	16	50	12	24		
7	143	24	17	71	10	14	72	14	19	93	22	24	43	7	16	50	15	30		
SCHOOL A																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	3	12	13	0	0	11	3	27	12	0	0	3	0	0	9	0	0		
4	24	9	38	13	7	54	11	2	18	12	1	8	3	1	33	9	0	0		
5	24	3	12	13	3	23	11	0	0	12	2	17	3	0	0	9	2	22		
6	24	3	12	13	1	8	11	2	18	12	5	42	3	1	33	9	4	44		
7	24	6	25	13	2	15	11	4	36	12	4	33	3	1	33	9	3	33		
SCHOOL B																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	1	4	10	1	10	13	0	0	26	1	4	10	0	0	16	1	6		
2	23	0	0	10	0	0	13	0	0	26	2	8	10	1	10	16	1	6		
3	23	3	13	10	1	10	13	2	15	26	7	27	10	4	40	16	3	19		
4	23	9	39	10	4	40	13	5	38	26	1	4	10	1	10	16	0	0		
5	23	3	13	10	2	20	13	1	8	26	6	23	10	2	20	16	4	25		
6	23	5	22	10	2	20	13	3	23	26	2	8	10	1	10	16	1	6		
7	23	2	9	10	0	0	13	2	15	26	7	27	10	1	10	16	6	38		
SCHOOL C																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
4	24	8	33	11	6	55	13	2	15	7	2	29	4	1	25	3	1	33		
5	24	5	21	11	1	9	13	4	31	7	2	29	4	2	50	3	0	0		
6	24	3	12	11	2	18	13	1	8	7	1	14	4	0	0	3	1	33		
7	24	5	21	11	1	9	13	4	31	7	2	29	4	1	25	3	1	33		
SCHOOL D																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	25	4	16	10	2	20	15	2	13	10	1	10	5	0	0	5	1	20		
2	25	1	4	10	1	10	15	0	0	10	0	0	5	0	0	5	0	0		
3	25	3	12	10	0	0	15	3	20	10	0	0	5	0	0	5	0	0		
4	25	6	24	10	2	20	15	4	27	10	4	40	5	3	60	5	1	20		
5	25	4	16	10	0	0	15	4	27	10	2	20	5	2	40	5	0	0		
6	25	3	12	10	2	20	15	1	7	10	2	20	5	0	0	5	2	40		
7	25	4	16	10	3	30	15	1	7	10	1	10	5	0	0	5	1	20		
SCHOOL E																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	29	1	3	18	1	6	11	0	0	20	0	0	14	0	0	6	0	0		
2	29	0	0	18	0	0	11	0	0	20	0	0	14	0	0	6	0	0		
3	29	3	10	18	1	6	11	2	18	20	1	5	14	0	0	6	1	17		
4	29	7	24	18	4	22	11	3	27	20	5	25	14	4	29	6	1	17		
5	29	10	34	18	6	33	11	4	36	20	3	15	14	3	21	6	0	0		
6	29	2	7	18	2	11	11	0	0	20	4	20	14	3	21	6	1	17		
7	29	6	21	18	4	22	11	2	18	20	7	35	14	4	29	6	3	50		
SCHOOL F																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	18	2	11	9	1	11	9	1	11	18	1	6	7	0	0	11	1	9		
2	18	0	0	9	0	0	9	0	0	18	3	17	7	2	29	11	1	9		
3	18	2	11	9	2	22	9	0	0	18	1	6	7	0	0	11	1	9		
4	18	2	11	9	2	22	9	0	0	18	2	11	7	1	14	11	1	9		
5	18	9	50	9	4	44	9	5	56	18	5	28	7	2	29	11	3	27		
6	18	2	11	9	0	0	9	2	22	18	5	28	7	2	29	11	3	27		
7	18	1	6	9	0	0	9	1	11	18	1	6	7	0	0	11	1	9		

Question 4: A school library should have areas where groups can work together

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	139	2	1	69	1	1	70	1	1	92	5	5	43	2	5	49	3	6		
2	139	8	6	69	4	6	70	4	6	92	3	3	43	1	2	49	2	4		
3	139	12	9	69	8	12	70	4	6	92	10	11	43	6	14	49	4	8		
4	139	27	19	69	11	16	70	16	23	92	20	22	43	11	26	49	9	18		
5	139	34	24	69	16	23	70	18	26	92	22	24	43	10	23	49	12	24		
6	139	28	20	69	15	22	70	13	19	92	15	16	43	6	14	49	9	18		
7	139	28	20	69	14	20	70	14	20	92	17	18	43	7	16	49	10	20		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	1	5	11	0	0	11	1	9	12	0	0	3	0	0	9	0	0		
2	22	1	5	11	0	0	11	1	9	12	0	0	3	0	0	9	0	0		
3	22	2	9	11	1	9	11	1	9	12	3	25	3	1	33	9	2	22		
4	22	6	27	11	1	9	11	5	45	12	1	8	3	0	0	9	1	11		
5	22	4	18	11	2	18	11	2	18	12	2	17	3	0	0	9	2	22		
6	22	5	23	11	4	36	11	1	9	12	4	33	3	1	33	9	3	33		
7	22	3	14	11	3	27	11	0	0	12	2	17	3	1	33	9	1	11		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	0	0	10	0	0	13	0	0	25	3	12	10	2	20	15	1	7		
2	23	3	13	10	1	10	13	2	15	25	1	4	10	0	0	15	1	7		
3	23	0	0	10	0	0	13	0	0	25	4	16	10	3	30	15	1	7		
4	23	8	35	10	4	40	13	4	31	25	5	20	10	3	30	15	2	13		
5	23	5	22	10	2	20	13	3	23	25	4	16	10	1	10	15	3	20		
6	23	3	13	10	1	10	13	2	15	25	2	8	10	0	0	15	2	13		
7	23	4	17	10	2	20	13	2	15	25	6	24	10	1	10	15	5	33		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
4	24	0	0	11	0	0	13	0	0	7	1	14	4	0	0	3	1	33		
5	24	8	33	11	7	64	13	1	8	7	2	29	4	1	25	3	1	33		
6	24	6	25	11	2	18	13	4	31	7	1	14	4	1	25	3	0	0		
7	24	8	33	11	1	9	13	7	54	7	3	43	4	2	50	3	1	33		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	1	4	11	1	9	15	0	0	10	0	0	5	0	0	5	0	0		
2	26	2	8	11	2	18	15	0	0	10	1	10	5	1	20	5	0	0		
3	26	3	12	11	2	18	15	1	7	10	1	10	5	1	20	5	0	0		
4	26	4	15	11	1	9	15	3	20	10	2	20	5	1	20	5	1	20		
5	26	10	38	11	2	18	15	8	53	10	3	30	5	2	40	5	1	20		
6	26	3	12	11	1	9	15	2	13	10	1	10	5	0	0	5	1	20		
7	26	3	12	11	2	18	15	1	7	10	2	20	5	0	0	5	2	40		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	27	0	0	17	0	0	10	0	0	20	1	5	14	0	0	6	1	17		
2	27	0	0	17	0	0	10	0	0	20	0	0	14	0	0	6	0	0		
3	27	5	19	17	4	24	10	1	10	20	1	5	14	1	7	6	0	0		
4	27	4	15	17	2	12	10	2	20	20	7	35	14	4	29	6	3	50		
5	27	5	19	17	3	18	10	2	20	20	4	20	14	3	21	6	1	17		
6	27	6	22	17	4	24	10	2	20	20	4	20	14	3	21	6	1	17		
7	27	7	26	17	4	24	10	3	30	20	3	15	14	3	21	6	0	0		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	17	0	0	9	0	0	8	0	0	18	1	6	7	0	0	11	1	9		
2	17	2	12	9	1	11	8	1	12	18	1	6	7	0	0	11	1	9		
3	17	0	0	9	0	0	8	0	0	18	1	6	7	0	0	11	1	9		
4	17	5	29	9	3	33	8	2	25	18	4	22	7	3	43	11	1	9		
5	17	2	12	9	0	0	8	2	25	18	7	39	7	3	43	11	4	36		
6	17	5	29	9	3	33	8	2	25	18	3	17	7	1	14	11	2	18		
7	17	3	18	9	2	22	8	1	12	18	1	6	7	0	0	11	1	9		

Question 5: A school library should have an informal area where I can relax and read

ALL SCHOOLS																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	141	7	5	68	3	4	73	4	5	93	10	11	43	2	5	50	8	16		
2	141	6	4	68	3	4	73	3	4	93	5	5	43	2	5	50	3	6		
3	141	9	6	68	5	7	73	4	5	93	8	9	43	4	9	50	4	8		
4	141	17	12	68	8	12	73	9	12	93	19	20	43	11	26	50	8	16		
5	141	32	23	68	14	21	73	18	25	93	14	15	43	6	14	50	8	16		
6	141	28	20	68	12	18	73	16	22	93	20	22	43	11	26	50	9	18		
7	141	42	30	68	23	34	73	19	26	93	17	18	43	7	16	50	10	20		
SCHOOL A																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	0	0	13	0	0	11	0	0	11	0	0	3	0	0	8	0	0		
2	24	2	8	13	1	8	11	1	9	11	0	0	3	0	0	8	0	0		
3	24	0	0	13	0	0	11	0	0	11	0	0	3	0	0	8	0	0		
4	24	3	12	13	1	8	11	2	18	11	2	18	3	1	33	8	1	12		
5	24	5	21	13	2	15	11	3	27	11	0	0	3	0	0	8	0	0		
6	24	2	8	13	1	8	11	1	9	11	3	27	3	0	0	8	3	38		
7	24	12	50	13	8	62	11	4	36	11	6	55	3	2	67	8	4	50		
SCHOOL B																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	21	1	5	8	0	0	13	1	8	26	2	8	10	1	10	16	1	6		
2	21	1	5	8	0	0	13	1	8	26	4	15	10	2	20	16	2	12		
3	21	2	10	8	2	25	13	0	0	26	6	23	10	2	20	16	4	25		
4	21	5	24	8	2	25	13	3	23	26	6	23	10	3	30	16	3	19		
5	21	3	14	8	1	12	13	2	15	26	3	12	10	0	0	16	3	19		
6	21	6	29	8	2	25	13	4	31	26	3	12	10	1	10	16	2	12		
7	21	3	14	8	1	12	13	2	15	26	2	8	10	1	10	16	1	6		
SCHOOL C																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	23	0	0	11	0	0	12	0	0	7	0	0	4	0	0	3	0	0		
2	23	0	0	11	0	0	12	0	0	7	0	0	4	0	0	3	0	0		
3	23	1	4	11	0	0	12	1	8	7	0	0	4	0	0	3	0	0		
4	23	4	17	11	3	27	12	1	8	7	3	43	4	2	50	3	1	33		
5	23	6	26	11	4	36	12	2	17	7	3	43	4	1	25	3	2	67		
6	23	7	30	11	2	18	12	5	42	7	0	0	4	0	0	3	0	0		
7	23	5	22	11	2	18	12	3	25	7	1	14	4	1	25	3	0	0		
SCHOOL D																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	4	17	10	2	20	14	2	14	11	1	9	5	0	0	6	1	17		
2	24	2	8	10	2	20	14	0	0	11	0	0	5	0	0	6	0	0		
3	24	2	8	10	1	10	14	1	7	11	0	0	5	0	0	6	0	0		
4	24	2	8	10	1	10	14	1	7	11	3	27	5	2	40	6	1	17		
5	24	5	21	10	1	10	14	4	29	11	0	0	5	0	0	6	0	0		
6	24	4	17	10	1	10	14	3	21	11	4	36	5	3	60	6	1	17		
7	24	5	21	10	2	20	14	3	21	11	3	27	5	0	0	6	3	50		
SCHOOL E																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	30	1	3	17	1	6	13	0	0	20	3	15	14	0	0	6	3	50		
2	30	1	3	17	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
3	30	3	10	17	1	6	13	2	15	20	1	5	14	1	7	6	0	0		
4	30	2	7	17	1	6	13	1	8	20	0	0	14	0	0	6	0	0		
5	30	7	23	17	4	24	13	3	23	20	4	20	14	3	21	6	1	17		
6	30	6	20	17	5	29	13	1	8	20	8	40	14	7	50	6	1	17		
7	30	10	33	17	5	29	13	5	38	20	4	20	14	3	21	6	1	17		
SCHOOL F																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	19	1	5	9	0	0	10	1	10	18	4	22	7	1	14	11	3	27		
2	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
3	19	1	5	9	1	11	10	0	0	18	1	6	7	1	14	11	0	0		
4	19	1	5	9	0	0	10	1	10	18	5	28	7	3	43	11	2	18		
5	19	6	32	9	2	22	10	4	40	18	4	22	7	2	29	11	2	18		
6	19	3	16	9	1	11	10	2	20	18	2	11	7	0	0	11	2	18		
7	19	7	37	9	5	56	10	2	20	18	1	6	7	0	0	11	1	9		

Question 6: A school library should be a place where I can meet friends

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	145	24	17	71	13	18	74	11	15	94	19	20	43	6	14	51	13	25			
2	145	20	14	71	5	7	74	15	20	94	15	16	43	12	28	51	3	6			
3	145	22	15	71	9	13	74	13	18	94	22	23	43	12	28	51	10	20			
4	145	23	16	71	13	18	74	10	14	94	16	17	43	5	12	51	11	22			
5	145	9	6	71	5	7	74	4	5	94	5	5	43	1	2	51	4	8			
6	145	12	8	71	5	7	74	7	9	94	7	7	43	2	5	51	5	10			
7	145	35	24	71	21	30	74	14	19	94	10	11	43	5	12	51	5	10			
SCHOOL A																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	5	21	13	2	15	11	3	27	12	2	17	3	0	0	9	2	22			
2	24	3	12	13	0	0	11	3	27	12	2	17	3	1	33	9	1	11			
3	24	2	8	13	0	0	11	2	18	12	0	0	3	0	0	9	0	0			
4	24	5	21	13	4	31	11	1	9	12	2	17	3	0	0	9	2	22			
5	24	4	17	13	3	23	11	1	9	12	0	0	3	0	0	9	0	0			
6	24	1	4	13	1	8	11	0	0	12	2	17	3	1	33	9	1	11			
7	24	4	17	13	3	23	11	1	9	12	4	33	3	1	33	9	3	33			
SCHOOL B																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	23	1	4	10	0	0	13	1	8	26	6	23	10	3	30	16	3	19			
2	23	3	13	10	3	30	13	0	0	26	6	23	10	4	40	16	2	12			
3	23	5	22	10	2	20	13	3	23	26	7	27	10	1	10	16	6	38			
4	23	6	26	10	3	30	13	3	23	26	7	27	10	2	20	16	5	31			
5	23	1	4	10	0	0	13	1	8	26	0	0	10	0	0	16	0	0			
6	23	4	17	10	1	10	13	3	23	26	0	0	10	0	0	16	0	0			
7	23	3	13	10	1	10	13	2	15	26	0	0	10	0	0	16	0	0			
SCHOOL C																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	0	0	11	0	0	13	0	0	7	1	14	4	0	0	3	1	33			
2	24	5	21	11	2	18	13	3	23	7	1	14	4	1	25	3	0	0			
3	24	4	17	11	2	18	13	2	15	7	1	14	4	1	25	3	0	0			
4	24	5	21	11	1	9	13	4	31	7	1	14	4	0	0	3	1	33			
5	24	1	4	11	1	9	13	0	0	7	1	14	4	0	0	3	1	33			
6	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0			
7	24	8	33	11	4	36	13	4	31	7	2	29	4	2	50	3	0	0			
SCHOOL D																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	9	38	10	6	60	15	3	20	11	1	9	5	0	0	6	1	17			
2	24	3	12	10	0	0	15	3	20	11	1	9	5	1	20	6	0	0			
3	24	3	12	10	2	20	15	1	7	11	4	36	5	4	80	6	0	0			
4	24	4	17	10	2	20	15	2	13	11	1	9	5	0	0	6	1	17			
5	24	1	4	10	0	0	15	1	7	11	1	9	5	0	0	6	1	17			
6	24	2	8	10	0	0	15	2	13	11	2	18	5	0	0	6	2	33			
7	24	3	12	10	0	0	15	3	20	11	1	9	5	0	0	6	1	17			
SCHOOL E																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	30	5	17	18	3	17	12	2	17	20	4	20	14	1	7	6	3	50			
2	30	4	13	18	0	0	12	4	33	20	2	10	14	2	14	6	0	0			
3	30	4	13	18	2	11	12	2	17	20	5	25	14	4	29	6	1	17			
4	30	1	3	18	1	6	12	0	0	20	3	15	14	3	21	6	0	0			
5	30	1	3	18	1	6	12	0	0	20	2	10	14	1	7	6	1	17			
6	30	3	10	18	2	11	12	1	8	20	2	10	14	1	7	6	1	17			
7	30	12	40	18	9	50	12	3	25	20	2	10	14	2	14	6	0	0			
SCHOOL F																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	19	4	21	9	2	22	10	2	20	18	5	28	7	2	29	11	3	27			
2	19	2	11	9	0	0	10	2	20	18	3	17	7	3	43	11	0	0			
3	19	4	21	9	1	11	10	3	30	18	5	28	7	2	29	11	3	27			
4	19	2	11	9	2	22	10	0	0	18	2	11	7	0	0	11	2	18			
5	19	1	5	9	0	0	10	1	10	18	1	6	7	0	0	11	1	9			
6	19	1	5	9	0	0	10	1	10	18	1	6	7	0	0	11	1	9			
7	19	5	26	9	4	44	10	1	10	18	1	6	7	0	0	11	1	9			

Question 7: A school library should be a place where I can eat and drink

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	140	51	36	69	25	36	71	26	37	92	25	27	43	9	21	49	16	33		
2	140	15	11	69	8	12	71	7	10	92	17	18	43	13	30	49	4	8		
3	140	9	6	69	3	4	71	6	8	92	11	12	43	5	12	49	6	12		
4	140	15	11	69	7	10	71	8	11	92	13	14	43	4	9	49	9	18		
5	140	14	10	69	7	10	71	7	10	92	9	10	43	2	5	49	7	14		
6	140	12	9	69	6	9	71	6	8	92	8	9	43	3	7	49	5	10		
7	140	24	17	69	13	19	71	11	15	92	9	10	43	7	16	49	2	4		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	12	50	13	5	38	11	7	64	11	5	45	3	1	33	8	4	50		
2	24	3	12	13	1	8	11	2	18	11	0	0	3	0	0	8	0	0		
3	24	1	4	13	1	8	11	0	0	11	1	9	3	0	0	8	1	12		
4	24	1	4	13	1	8	11	0	0	11	0	0	3	0	0	8	0	0		
5	24	3	12	13	2	15	11	1	9	11	3	27	3	1	33	8	2	25		
6	24	2	8	13	2	15	11	0	0	11	1	9	3	0	0	8	1	12		
7	24	2	8	13	1	8	11	1	9	11	1	9	3	1	33	8	0	0		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	5	24	9	4	44	12	1	8	25	4	16	10	2	20	15	2	13		
2	21	2	10	9	1	11	12	1	8	25	7	28	10	4	40	15	3	20		
3	21	1	5	9	0	0	12	1	8	25	5	20	10	0	0	15	5	33		
4	21	4	19	9	3	33	12	1	8	25	4	16	10	2	20	15	2	13		
5	21	4	19	9	0	0	12	4	33	25	0	0	10	0	0	15	0	0		
6	21	2	10	9	0	0	12	2	17	25	3	12	10	1	10	15	2	13		
7	21	3	14	9	1	11	12	2	17	25	2	8	10	1	10	15	1	7		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	7	29	11	3	27	13	4	31	7	0	0	4	0	0	3	0	0		
2	24	3	12	11	2	18	13	1	8	7	1	14	4	1	25	3	0	0		
3	24	2	8	11	1	9	13	1	8	7	1	14	4	1	25	3	0	0		
4	24	3	12	11	1	9	13	2	15	7	2	29	4	0	0	3	2	67		
5	24	1	4	11	0	0	13	1	8	7	1	14	4	0	0	3	1	33		
6	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
7	24	6	25	11	3	27	13	3	23	7	2	29	4	2	50	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	14	54	11	8	73	15	6	40	11	3	27	5	1	20	6	2	33		
2	26	2	8	11	1	9	15	1	7	11	2	18	5	2	40	6	0	0		
3	26	2	8	11	0	0	15	2	13	11	1	9	5	1	20	6	0	0		
4	26	1	4	11	0	0	15	1	7	11	1	9	5	0	0	6	1	17		
5	26	2	8	11	1	9	15	1	7	11	1	9	5	0	0	6	1	17		
6	26	2	8	11	0	0	15	2	13	11	1	9	5	0	0	6	1	17		
7	26	3	12	11	1	9	15	2	13	11	2	18	5	1	20	6	1	17		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	28	5	18	17	1	6	11	4	36	20	5	25	14	1	7	6	4	67		
2	28	2	7	17	1	6	11	1	9	20	3	15	14	3	21	6	0	0		
3	28	1	4	17	1	6	11	0	0	20	3	15	14	3	21	6	0	0		
4	28	4	14	17	2	12	11	2	18	20	2	10	14	2	14	6	0	0		
5	28	3	11	17	3	18	11	0	0	20	2	10	14	1	7	6	1	17		
6	28	4	14	17	3	18	11	1	9	20	3	15	14	2	14	6	1	17		
7	28	9	32	17	6	35	11	3	27	20	2	10	14	2	14	6	0	0		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	17	8	47	8	4	50	9	4	44	18	8	44	7	4	57	11	4	36		
2	17	3	18	8	2	25	9	1	11	18	4	22	7	3	43	11	1	9		
3	17	2	12	8	0	0	9	2	22	18	0	0	7	0	0	11	0	0		
4	17	2	12	8	0	0	9	2	22	18	4	22	7	0	0	11	4	36		
5	17	1	6	8	1	12	9	0	0	18	2	11	7	0	0	11	2	18		
6	17	0	0	8	0	0	9	0	0	18	0	0	7	0	0	11	0	0		
7	17	1	6	8	1	12	9	0	0	18	0	0	7	0	0	11	0	0		

Question 8: A school library should be open in the morning before school

ALL SCHOOLS																			
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS				
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	144	24	17	71	15	21	73	9	12	94	14	15	43	7	16	51	7	14	
2	144	8	6	71	4	6	73	4	5	94	10	11	43	7	16	51	3	6	
3	144	14	10	71	7	10	73	7	10	94	10	11	43	2	5	51	8	16	
4	144	23	16	71	11	15	73	12	16	94	18	19	43	8	19	51	10	20	
5	144	19	13	71	4	6	73	15	21	94	17	18	43	9	21	51	8	16	
6	144	23	16	71	12	17	73	11	15	94	16	17	43	6	14	51	10	20	
7	144	33	23	71	18	25	73	15	21	94	9	10	43	4	9	51	5	10	
SCHOOL A																			
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS				
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	1	8	11	0	0	12	3	25	3	1	33	9	2	22	
2	24	2	8	13	2	15	11	0	0	12	0	0	3	0	0	9	0	0	
3	24	3	12	13	3	23	11	0	0	12	1	8	3	0	0	9	1	11	
4	24	5	21	13	2	15	11	3	27	12	1	8	3	0	0	9	1	11	
5	24	4	17	13	0	0	11	4	36	12	4	33	3	2	67	9	2	22	
6	24	3	12	13	2	15	11	1	9	12	1	8	3	0	0	9	1	11	
7	24	6	25	13	3	23	11	3	27	12	2	17	3	0	0	9	2	22	
SCHOOL B																			
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS				
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	4	17	10	3	30	13	1	8	26	5	19	10	3	30	16	2	12	
2	23	2	9	10	1	10	13	1	8	26	2	8	10	1	10	16	1	6	
3	23	2	9	10	0	0	13	2	15	26	6	23	10	2	20	16	4	25	
4	23	9	39	10	4	40	13	5	38	26	4	15	10	0	0	16	4	25	
5	23	2	9	10	0	0	13	2	15	26	0	0	10	0	0	16	0	0	
6	23	3	13	10	1	10	13	2	15	26	6	23	10	2	20	16	4	25	
7	23	1	4	10	1	10	13	0	0	26	3	12	10	2	20	16	1	6	
SCHOOL C																			
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS				
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	5	22	11	3	27	12	2	17	7	1	14	4	0	0	3	1	33	
2	23	2	9	11	1	9	12	1	8	7	0	0	4	0	0	3	0	0	
3	23	1	4	11	1	9	12	0	0	7	0	0	4	0	0	3	0	0	
4	23	3	13	11	2	18	12	1	8	7	3	43	4	2	50	3	1	33	
5	23	4	17	11	2	18	12	2	17	7	1	14	4	1	25	3	0	0	
6	23	4	17	11	1	9	12	3	25	7	2	29	4	1	25	3	1	33	
7	23	4	17	11	1	9	12	3	25	7	0	0	4	0	0	3	0	0	
SCHOOL D																			
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS				
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	5	19	11	3	27	15	2	13	11	0	0	5	0	0	6	0	0	
2	26	0	0	11	0	0	15	0	0	11	3	27	5	1	20	6	2	33	
3	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0	
4	26	3	12	11	1	9	15	2	13	11	1	9	5	0	0	6	1	17	
5	26	3	12	11	0	0	15	3	20	11	3	27	5	2	40	6	1	17	
6	26	5	19	11	2	18	15	3	20	11	2	18	5	1	20	6	1	17	
7	26	9	35	11	5	45	15	4	27	11	2	18	5	1	20	6	1	17	
SCHOOL E																			
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS				
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	6	19	18	4	22	13	2	15	20	3	15	14	2	14	6	1	17	
2	31	1	3	18	0	0	13	1	8	20	3	15	14	3	21	6	0	0	
3	31	4	13	18	2	11	13	2	15	20	1	5	14	0	0	6	1	17	
4	31	1	3	18	0	0	13	1	8	20	4	20	14	2	14	6	2	33	
5	31	3	10	18	1	6	13	2	15	20	5	25	14	4	29	6	1	17	
6	31	5	16	18	3	17	13	2	15	20	3	15	14	2	14	6	1	17	
7	31	11	35	18	8	44	13	3	23	20	1	5	14	1	7	6	0	0	
SCHOOL F																			
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS				
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	17	3	18	8	1	12	9	2	22	18	2	11	7	1	14	11	1	9	
2	17	1	6	8	0	0	9	1	11	18	2	11	7	2	29	11	0	0	
3	17	3	18	8	1	12	9	2	22	18	2	11	7	0	0	11	2	18	
4	17	2	12	8	2	25	9	0	0	18	5	28	7	4	57	11	1	9	
5	17	3	18	8	1	12	9	2	22	18	4	22	7	0	0	11	4	36	
6	17	3	18	8	3	38	9	0	0	18	2	11	7	0	0	11	2	18	
7	17	2	12	8	0	0	9	2	22	18	1	6	7	0	0	11	1	9	

Question 9: A school library should be open throughout the school day

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	147	4	3	72	2	3	75	2	3	94	1	1	43	0	0	51	1	2		
2	147	3	2	72	1	1	75	2	3	94	2	2	43	2	5	51	0	0		
3	147	5	3	72	3	4	75	2	3	94	1	1	43	1	2	51	0	0		
4	147	16	11	72	8	11	75	8	11	94	8	9	43	4	9	51	4	8		
5	147	35	24	72	11	15	75	24	32	94	18	19	43	8	19	51	10	20		
6	147	35	24	72	19	26	75	16	21	94	23	24	43	14	33	51	9	18		
7	147	49	33	72	28	39	75	21	28	94	41	44	43	14	33	51	27	53		
SCHOOL A																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	1	4	13	0	0	11	1	9	12	0	0	3	0	0	9	0	0		
4	24	2	8	13	2	15	11	0	0	12	2	17	3	2	67	9	0	0		
5	24	6	25	13	1	8	11	5	45	12	2	17	3	0	0	9	2	22		
6	24	4	17	13	2	15	11	2	18	12	2	17	3	0	0	9	2	22		
7	24	10	42	13	7	54	11	3	27	12	6	50	3	1	33	9	5	56		
SCHOOL B																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	0	0	10	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
2	23	0	0	10	0	0	13	0	0	26	1	4	10	1	10	16	0	0		
3	23	2	9	10	1	10	13	1	8	26	0	0	10	0	0	16	0	0		
4	23	5	22	10	2	20	13	3	23	26	3	12	10	0	0	16	3	19		
5	23	6	26	10	2	20	13	4	31	26	6	23	10	1	10	16	5	31		
6	23	6	26	10	3	30	13	3	23	26	7	27	10	4	40	16	3	19		
7	23	4	17	10	2	20	13	2	15	26	9	35	10	4	40	16	5	31		
SCHOOL C																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0		
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	3	12	11	2	18	13	1	8	7	0	0	4	0	0	3	0	0		
5	24	5	21	11	2	18	13	3	23	7	0	0	4	0	0	3	0	0		
6	24	6	25	11	3	27	13	3	23	7	1	14	4	1	25	3	0	0		
7	24	8	33	11	3	27	13	5	38	7	6	86	4	3	75	3	3	100		
SCHOOL D																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0		
3	26	2	8	11	2	18	15	0	0	11	0	0	5	0	0	6	0	0		
4	26	2	8	11	1	9	15	1	7	11	1	9	5	0	0	6	1	17		
5	26	4	15	11	1	9	15	3	20	11	2	18	5	1	20	6	1	17		
6	26	9	35	11	4	36	15	5	33	11	3	27	5	2	40	6	1	17		
7	26	8	31	11	3	27	15	5	33	11	4	36	5	2	40	6	2	33		
SCHOOL E																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
3	31	0	0	18	0	0	13	0	0	20	1	5	14	1	7	6	0	0		
4	31	2	6	18	0	0	13	2	15	20	1	5	14	1	7	6	0	0		
5	31	5	16	18	2	11	13	3	23	20	4	20	14	4	29	6	0	0		
6	31	7	23	18	4	22	13	3	23	20	6	30	14	5	36	6	1	17		
7	31	17	55	18	12	67	13	5	38	20	8	40	14	3	21	6	5	83		
SCHOOL F																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	2	11	9	0	0	10	2	20	18	0	0	7	0	0	11	0	0		
2	19	1	5	9	1	11	10	0	0	18	1	6	7	1	14	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
4	19	2	11	9	1	11	10	1	10	18	1	6	7	1	14	11	0	0		
5	19	9	47	9	3	33	10	6	60	18	4	22	7	2	29	11	2	18		
6	19	3	16	9	3	33	10	0	0	18	4	22	7	2	29	11	2	18		
7	19	2	11	9	1	11	10	1	10	18	8	44	7	1	14	11	7	64		

Question 10: A school library should be open after school

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	147	17	12	72	9	12	75	8	11	94	4	4	43	2	5	51	2	4		
2	147	5	3	72	4	6	75	1	1	94	5	5	43	3	7	51	2	4		
3	147	13	9	72	8	11	75	5	7	94	5	5	43	1	2	51	4	8		
4	147	22	15	72	8	11	75	14	19	94	14	15	43	8	19	51	6	12		
5	147	24	16	72	12	17	75	12	16	94	20	21	43	11	26	51	9	18		
6	147	29	20	72	13	18	75	16	21	94	18	19	43	7	16	51	11	22		
7	147	37	25	72	18	25	75	19	25	94	28	30	43	11	26	51	17	33		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	4	17	13	3	23	11	1	9	12	2	17	3	1	33	9	1	11		
2	24	2	8	13	2	15	11	0	0	12	2	17	3	1	33	9	1	11		
3	24	1	4	13	0	0	11	1	9	12	0	0	3	0	0	9	0	0		
4	24	2	8	13	1	8	11	1	9	12	0	0	3	0	0	9	0	0		
5	24	6	25	13	4	31	11	2	18	12	4	33	3	0	0	9	4	44		
6	24	4	17	13	1	8	11	3	27	12	1	8	3	1	33	9	0	0		
7	24	5	21	13	2	15	11	3	27	12	3	25	3	0	0	9	3	33		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	1	4	10	1	10	13	0	0	26	2	8	10	1	10	16	1	6		
2	23	1	4	10	1	10	13	0	0	26	2	8	10	2	20	16	0	0		
3	23	3	13	10	2	20	13	1	8	26	2	8	10	0	0	16	2	12		
4	23	11	48	10	2	20	13	9	69	26	6	23	10	2	20	16	4	25		
5	23	2	9	10	1	10	13	1	8	26	3	12	10	1	10	16	2	12		
6	23	4	17	10	2	20	13	2	15	26	2	8	10	1	10	16	1	6		
7	23	1	4	10	1	10	13	0	0	26	9	35	10	3	30	16	6	38		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	3	12	11	1	9	13	2	15	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	2	8	11	2	18	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	3	12	11	3	27	13	0	0	7	1	14	4	1	25	3	0	0		
5	24	7	29	11	1	9	13	6	46	7	3	43	4	3	75	3	0	0		
6	24	5	21	11	2	18	13	3	23	7	2	29	4	0	0	3	2	67		
7	24	4	17	11	2	18	13	2	15	7	1	14	4	0	0	3	1	33		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	4	15	11	3	27	15	1	7	11	0	0	5	0	0	6	0	0		
2	26	2	8	11	1	9	15	1	7	11	1	9	5	0	0	6	1	17		
3	26	3	12	11	2	18	15	1	7	11	1	9	5	0	0	6	1	17		
4	26	3	12	11	0	0	15	3	20	11	1	9	5	1	20	6	0	0		
5	26	2	8	11	1	9	15	1	7	11	1	9	5	1	20	6	0	0		
6	26	3	12	11	2	18	15	1	7	11	3	27	5	1	20	6	2	33		
7	26	9	35	11	2	18	15	7	47	11	4	36	5	2	40	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	2	6	18	1	6	13	1	8	20	0	0	14	0	0	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
3	31	2	6	18	1	6	13	1	8	20	1	5	14	1	7	6	0	0		
4	31	1	3	18	0	0	13	1	8	20	2	10	14	1	7	6	1	17		
5	31	6	19	18	5	28	13	1	8	20	4	20	14	4	29	6	0	0		
6	31	10	32	18	5	28	13	5	38	20	6	30	14	3	21	6	3	50		
7	31	10	32	18	6	33	13	4	31	20	7	35	14	5	36	6	2	33		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	3	16	9	0	0	10	3	30	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	2	11	9	1	11	10	1	10	18	1	6	7	0	0	11	1	9		
4	19	2	11	9	2	22	10	0	0	18	4	22	7	3	43	11	1	9		
5	19	1	5	9	0	0	10	1	10	18	5	28	7	2	29	11	3	27		
6	19	3	16	9	1	11	10	2	20	18	4	22	7	1	14	11	3	27		
7	19	8	42	9	5	56	10	3	30	18	4	22	7	1	14	11	3	27		

Question 11: A school library should be open in the evening

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	37	26	71	20	28	74	17	23	94	15	16	43	6	14	51	9	18		
2	145	19	13	71	7	10	74	12	16	94	17	18	43	10	23	51	7	14		
3	145	25	17	71	13	18	74	12	16	94	11	12	43	4	9	51	7	14		
4	145	23	16	71	12	17	74	11	15	94	19	20	43	10	23	51	9	18		
5	145	14	10	71	7	10	74	7	9	94	13	14	43	6	14	51	7	14		
6	145	10	7	71	4	6	74	6	8	94	7	7	43	3	7	51	4	8		
7	145	17	12	71	8	11	74	9	12	94	12	13	43	4	9	51	8	16		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	10	43	12	6	50	11	4	36	12	4	33	3	1	33	9	3	33		
2	23	0	0	12	0	0	11	0	0	12	4	33	3	1	33	9	3	33		
3	23	1	4	12	0	0	11	1	9	12	1	8	3	1	33	9	0	0		
4	23	7	30	12	4	33	11	3	27	12	0	0	3	0	0	9	0	0		
5	23	3	13	12	1	8	11	2	18	12	2	17	3	0	0	9	2	22		
6	23	0	0	12	0	0	11	0	0	12	1	8	3	0	0	9	1	11		
7	23	2	9	12	1	8	11	1	9	12	0	0	3	0	0	9	0	0		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	2	9	10	1	10	13	1	8	26	4	15	10	2	20	16	2	12		
2	23	7	30	10	2	20	13	5	38	26	5	19	10	3	30	16	2	12		
3	23	7	30	10	4	40	13	3	23	26	4	15	10	1	10	16	3	19		
4	23	4	17	10	2	20	13	2	15	26	4	15	10	2	20	16	2	12		
5	23	2	9	10	1	10	13	1	8	26	2	8	10	0	0	16	2	12		
6	23	1	4	10	0	0	13	1	8	26	1	4	10	0	0	16	1	6		
7	23	0	0	10	0	0	13	0	0	26	6	23	10	2	20	16	4	25		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	4	17	11	1	9	12	3	25	7	0	0	4	0	0	3	0	0		
2	23	3	13	11	1	9	12	2	17	7	1	14	4	1	25	3	0	0		
3	23	5	22	11	4	36	12	1	8	7	1	14	4	1	25	3	0	0		
4	23	4	17	11	1	9	12	3	25	7	2	29	4	1	25	3	1	33		
5	23	2	9	11	2	18	12	0	0	7	3	43	4	1	25	3	2	67		
6	23	3	13	11	1	9	12	2	17	7	0	0	4	0	0	3	0	0		
7	23	2	9	11	1	9	12	1	8	7	0	0	4	0	0	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	7	27	11	3	27	15	4	27	11	1	9	5	1	20	6	0	0		
2	26	2	8	11	0	0	15	2	13	11	2	18	5	1	20	6	1	17		
3	26	4	15	11	2	18	15	2	13	11	1	9	5	0	0	6	1	17		
4	26	6	23	11	3	27	15	3	20	11	3	27	5	2	40	6	1	17		
5	26	4	15	11	1	9	15	3	20	11	1	9	5	1	20	6	0	0		
6	26	1	4	11	1	9	15	0	0	11	2	18	5	0	0	6	2	33		
7	26	2	8	11	1	9	15	1	7	11	1	9	5	0	0	6	1	17		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	8	26	18	7	39	13	1	8	20	5	25	14	2	14	6	3	50		
2	31	5	16	18	3	17	13	2	15	20	2	10	14	2	14	6	0	0		
3	31	6	19	18	1	6	13	5	38	20	2	10	14	1	7	6	1	17		
4	31	1	3	18	1	6	13	0	0	20	4	20	14	2	14	6	2	33		
5	31	2	6	18	2	11	13	0	0	20	3	15	14	3	21	6	0	0		
6	31	2	6	18	1	6	13	1	8	20	3	15	14	3	21	6	0	0		
7	31	7	23	18	3	17	13	4	31	20	1	5	14	1	7	6	0	0		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	6	32	9	2	22	10	4	40	18	1	6	7	0	0	11	1	9		
2	19	2	11	9	1	11	10	1	10	18	3	17	7	2	29	11	1	9		
3	19	2	11	9	2	22	10	0	0	18	2	11	7	0	0	11	2	18		
4	19	1	5	9	1	11	10	0	0	18	6	33	7	3	43	11	3	27		
5	19	1	5	9	0	0	10	1	10	18	2	11	7	1	14	11	1	9		
6	19	3	16	9	1	11	10	2	20	18	0	0	7	0	0	11	0	0		
7	19	4	21	9	2	22	10	2	20	18	4	22	7	1	14	11	3	27		

Question 12: A school library should be open at weekends

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	68	47	71	33	46	74	35	47	94	45	48	43	18	42	51	27	53		
2	145	12	8	71	6	8	74	6	8	94	9	10	43	5	12	51	4	8		
3	145	20	14	71	10	14	74	10	14	94	12	13	43	6	14	51	6	12		
4	145	14	10	71	6	8	74	8	11	94	9	10	43	7	16	51	2	4		
5	145	8	6	71	4	6	74	4	5	94	5	5	43	2	5	51	3	6		
6	145	6	4	71	3	4	74	3	4	94	4	4	43	0	0	51	4	8		
7	145	17	12	71	9	13	74	8	11	94	10	11	43	5	12	51	5	10		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	11	48	12	5	42	11	6	55	12	8	67	3	3	100	9	5	56		
2	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	23	2	9	12	2	17	11	0	0	12	1	8	3	0	0	9	1	11		
4	23	4	17	12	0	0	11	4	36	12	1	8	3	0	0	9	1	11		
5	23	1	4	12	1	8	11	0	0	12	1	8	3	0	0	9	1	11		
6	23	2	9	12	1	8	11	1	9	12	1	8	3	0	0	9	1	11		
7	23	3	13	12	3	25	11	0	0	12	0	0	3	0	0	9	0	0		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	12	52	10	5	50	13	7	54	26	10	38	10	4	40	16	6	38		
2	23	3	13	10	2	20	13	1	8	26	4	15	10	2	20	16	2	12		
3	23	3	13	10	0	0	13	3	23	26	3	12	10	1	10	16	2	12		
4	23	3	13	10	2	20	13	1	8	26	2	8	10	1	10	16	1	6		
5	23	1	4	10	1	10	13	0	0	26	2	8	10	0	0	16	2	12		
6	23	1	4	10	0	0	13	1	8	26	1	4	10	0	0	16	1	6		
7	23	0	0	10	0	0	13	0	0	26	4	15	10	2	20	16	2	12		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	7	29	11	4	36	13	3	23	7	4	57	4	2	50	3	2	67		
2	24	2	8	11	1	9	13	1	8	7	1	14	4	0	0	3	1	33		
3	24	8	33	11	4	36	13	4	31	7	2	29	4	2	50	3	0	0		
4	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
5	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
6	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
7	24	3	12	11	1	9	13	2	15	7	0	0	4	0	0	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	15	58	11	4	36	15	11	73	11	4	36	5	1	20	6	3	50		
2	26	1	4	11	0	0	15	1	7	11	1	9	5	1	20	6	0	0		
3	26	3	12	11	2	18	15	1	7	11	2	18	5	2	40	6	0	0		
4	26	3	12	11	2	18	15	1	7	11	1	9	5	1	20	6	0	0		
5	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0		
6	26	1	4	11	1	9	15	0	0	11	1	9	5	0	0	6	1	17		
7	26	2	8	11	1	9	15	1	7	11	2	18	5	0	0	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	30	14	47	18	10	56	12	4	33	20	8	40	14	4	29	6	4	67		
2	30	4	13	18	2	11	12	2	17	20	2	10	14	2	14	6	0	0		
3	30	3	10	18	1	6	12	2	17	20	3	15	14	1	7	6	2	33		
4	30	2	7	18	1	6	12	1	8	20	3	15	14	3	21	6	0	0		
5	30	2	7	18	1	6	12	1	8	20	2	10	14	2	14	6	0	0		
6	30	0	0	18	0	0	12	0	0	20	0	0	14	0	0	6	0	0		
7	30	5	17	18	3	17	12	2	17	20	2	10	14	2	14	6	0	0		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	9	47	9	5	56	10	4	40	18	11	61	7	4	57	11	7	64		
2	19	2	11	9	1	11	10	1	10	18	1	6	7	0	0	11	1	9		
3	19	1	5	9	1	11	10	0	0	18	1	6	7	0	0	11	1	9		
4	19	0	0	9	0	0	10	0	0	18	2	11	7	2	29	11	0	0		
5	19	2	11	9	0	0	10	2	20	18	0	0	7	0	0	11	0	0		
6	19	1	5	9	1	11	10	0	0	18	1	6	7	0	0	11	1	9		
7	19	4	21	9	1	11	10	3	30	18	2	11	7	1	14	11	1	9		

Question 13: A school library should be open during the holidays

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	147	82	56	72	46	64	75	36	48	93	36	39	42	12	29	51	24	47			
2	147	14	10	72	4	6	75	10	13	93	15	16	42	12	29	51	3	6			
3	147	15	10	72	5	7	75	10	13	93	8	9	42	2	5	51	6	12			
4	147	13	9	72	7	10	75	6	8	93	16	17	42	9	21	51	7	14			
5	147	7	5	72	3	4	75	4	5	93	5	5	42	0	0	51	5	10			
6	147	6	4	72	2	3	75	4	5	93	2	2	42	2	5	51	0	0			
7	147	10	7	72	5	7	75	5	7	93	11	12	42	5	12	51	6	12			
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	14	58	13	7	54	11	7	64	12	7	58	3	2	67	9	5	56			
2	24	0	0	13	0	0	11	0	0	12	1	8	3	1	33	9	0	0			
3	24	4	17	13	2	15	11	2	18	12	0	0	3	0	0	9	0	0			
4	24	1	4	13	0	0	11	1	9	12	3	25	3	0	0	9	3	33			
5	24	1	4	13	1	8	11	0	0	12	1	8	3	0	0	9	1	11			
6	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0			
7	24	4	17	13	3	23	11	1	9	12	0	0	3	0	0	9	0	0			
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	23	13	57	10	6	60	13	7	54	26	8	31	10	3	30	16	5	31			
2	23	3	13	10	1	10	13	2	15	26	5	19	10	3	30	16	2	12			
3	23	3	13	10	1	10	13	2	15	26	3	12	10	1	10	16	2	12			
4	23	3	13	10	2	20	13	1	8	26	3	12	10	1	10	16	2	12			
5	23	1	4	10	0	0	13	1	8	26	2	8	10	0	0	16	2	12			
6	23	0	0	10	0	0	13	0	0	26	0	0	10	0	0	16	0	0			
7	23	0	0	10	0	0	13	0	0	26	5	19	10	2	20	16	3	19			
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	13	54	11	8	73	13	5	38	6	2	33	3	0	0	3	2	67			
2	24	2	8	11	0	0	13	2	15	6	1	17	3	1	33	3	0	0			
3	24	3	12	11	0	0	13	3	23	6	1	17	3	0	0	3	1	33			
4	24	3	12	11	2	18	13	1	8	6	2	33	3	2	67	3	0	0			
5	24	0	0	11	0	0	13	0	0	6	0	0	3	0	0	3	0	0			
6	24	0	0	11	0	0	13	0	0	6	0	0	3	0	0	3	0	0			
7	24	3	12	11	1	9	13	2	15	6	0	0	3	0	0	3	0	0			
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	26	17	65	11	7	64	15	10	67	11	3	27	5	1	20	6	2	33			
2	26	3	12	11	1	9	15	2	13	11	3	27	5	3	60	6	0	0			
3	26	1	4	11	0	0	15	1	7	11	1	9	5	0	0	6	1	17			
4	26	3	12	11	2	18	15	1	7	11	2	18	5	1	20	6	1	17			
5	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0			
6	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0			
7	26	0	0	11	0	0	15	0	0	11	2	18	5	0	0	6	2	33			
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	31	18	58	18	14	78	13	4	31	20	9	45	14	4	29	6	5	83			
2	31	5	16	18	2	11	13	3	23	20	3	15	14	3	21	6	0	0			
3	31	1	3	18	0	0	13	1	8	20	1	5	14	0	0	6	1	17			
4	31	2	6	18	0	0	13	2	15	20	3	15	14	3	21	6	0	0			
5	31	2	6	18	1	6	13	1	8	20	0	0	14	0	0	6	0	0			
6	31	0	0	18	0	0	13	0	0	20	2	10	14	2	14	6	0	0			
7	31	3	10	18	1	6	13	2	15	20	2	10	14	2	14	6	0	0			
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	19	7	37	9	4	44	10	3	30	18	7	39	7	2	29	11	5	45			
2	19	1	5	9	0	0	10	1	10	18	2	11	7	1	14	11	1	9			
3	19	3	16	9	2	22	10	1	10	18	2	11	7	1	14	11	1	9			
4	19	1	5	9	1	11	10	0	0	18	3	17	7	2	29	11	1	9			
5	19	2	11	9	0	0	10	2	20	18	2	11	7	0	0	11	2	18			
6	19	5	26	9	2	22	10	3	30	18	0	0	7	0	0	11	0	0			
7	19	0	0	9	0	0	10	0	0	18	2	11	7	1	14	11	1	9			

Question 14: A school library should concentrate more on information books than on fiction

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	146	13	9	71	5	7	75	8	11	94	9	10	43	6	14	51	3	6			
2	146	10	7	71	3	4	75	7	9	94	6	6	43	3	7	51	3	6			
3	146	23	16	71	12	17	75	11	15	94	8	9	43	4	9	51	4	8			
4	146	53	36	71	20	28	75	33	44	94	45	48	43	21	49	51	24	47			
5	146	25	17	71	16	23	75	9	12	94	12	13	43	2	5	51	10	20			
6	146	6	4	71	5	7	75	1	1	94	6	6	43	2	5	51	4	8			
7	146	16	11	71	10	14	75	6	8	94	8	9	43	5	12	51	3	6			
SCHOOL A																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	2	8	13	0	0	11	2	18	12	1	8	3	0	0	9	1	11			
2	24	1	4	13	1	8	11	0	0	12	3	25	3	1	33	9	2	22			
3	24	1	4	13	1	8	11	0	0	12	1	8	3	0	0	9	1	11			
4	24	6	25	13	4	31	11	2	18	12	3	25	3	1	33	9	2	22			
5	24	7	29	13	3	23	11	4	36	12	3	25	3	1	33	9	2	22			
6	24	1	4	13	1	8	11	0	0	12	1	8	3	0	0	9	1	11			
7	24	6	25	13	3	23	11	3	27	12	0	0	3	0	0	9	0	0			
SCHOOL B																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	22	2	9	9	1	11	13	1	8	26	0	0	10	0	0	16	0	0			
2	22	1	5	9	0	0	13	1	8	26	1	4	10	1	10	16	0	0			
3	22	5	23	9	4	44	13	1	8	26	3	12	10	1	10	16	2	12			
4	22	12	55	9	4	44	13	8	62	26	13	50	10	3	30	16	10	62			
5	22	1	5	9	0	0	13	1	8	26	2	8	10	0	0	16	2	12			
6	22	0	0	9	0	0	13	0	0	26	1	4	10	1	10	16	0	0			
7	22	1	5	9	0	0	13	1	8	26	6	23	10	4	40	16	2	12			
SCHOOL C																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0			
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0			
3	24	2	8	11	2	18	13	0	0	7	0	0	4	0	0	3	0	0			
4	24	9	38	11	2	18	13	7	54	7	4	57	4	2	50	3	2	67			
5	24	6	25	11	4	36	13	2	15	7	1	14	4	0	0	3	1	33			
6	24	2	8	11	1	9	13	1	8	7	1	14	4	1	25	3	0	0			
7	24	2	8	11	1	9	13	1	8	7	1	14	4	1	25	3	0	0			
SCHOOL D																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	26	2	8	11	1	9	15	1	7	11	3	27	5	1	20	6	2	33			
2	26	5	19	11	2	18	15	3	20	11	1	9	5	0	0	6	1	17			
3	26	9	35	11	3	27	15	6	40	11	0	0	5	0	0	6	0	0			
4	26	7	27	11	2	18	15	5	33	11	6	55	5	4	80	6	2	33			
5	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0			
6	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0			
7	26	1	4	11	1	9	15	0	0	11	1	9	5	0	0	6	1	17			
SCHOOL E																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	31	4	13	18	2	11	13	2	15	20	4	20	14	4	29	6	0	0			
2	31	1	3	18	0	0	13	1	8	20	1	5	14	1	7	6	0	0			
3	31	4	13	18	2	11	13	2	15	20	3	15	14	3	21	6	0	0			
4	31	11	35	18	4	22	13	7	54	20	8	40	14	6	43	6	2	33			
5	31	6	19	18	5	28	13	1	8	20	4	20	14	0	0	6	4	67			
6	31	2	6	18	2	11	13	0	0	20	0	0	14	0	0	6	0	0			
7	31	3	10	18	3	17	13	0	0	20	0	0	14	0	0	6	0	0			
SCHOOL F																					
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	19	1	5	9	0	0	10	1	10	18	1	6	7	1	14	11	0	0			
2	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0			
3	19	2	11	9	0	0	10	2	20	18	1	6	7	0	0	11	1	9			
4	19	8	42	9	4	44	10	4	40	18	11	61	7	5	71	11	6	55			
5	19	4	21	9	3	33	10	1	10	18	2	11	7	1	14	11	1	9			
6	19	0	0	9	0	0	10	0	0	18	3	17	7	0	0	11	3	27			
7	19	3	16	9	2	22	10	1	10	18	0	0	7	0	0	11	0	0			

Question 15: A school library should include books on hobbies and personal interests

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	4	3	70	3	4	75	1	1	94	4	4	43	1	2	51	3	6		
2	145	7	5	70	3	4	75	4	5	94	6	6	43	0	0	51	6	12		
3	145	15	10	70	6	9	75	9	12	94	10	11	43	3	7	51	7	14		
4	145	28	19	70	13	19	75	15	20	94	29	31	43	13	30	51	16	31		
5	145	36	25	70	14	20	75	22	29	94	26	28	43	13	30	51	13	25		
6	145	26	18	70	13	19	75	13	17	94	12	13	43	10	23	51	2	4		
7	145	29	20	70	18	26	75	11	15	94	7	7	43	3	7	51	4	8		
SCHOOL A																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	0	0	11	1	9	12	0	0	3	0	0	9	0	0		
3	24	1	4	13	0	0	11	1	9	12	2	17	3	0	0	9	2	22		
4	24	6	25	13	4	31	11	2	18	12	3	25	3	1	33	9	2	22		
5	24	3	12	13	2	15	11	1	9	12	5	42	3	1	33	9	4	44		
6	24	4	17	13	1	8	11	3	27	12	2	17	3	1	33	9	1	11		
7	24	8	33	13	5	38	11	3	27	12	0	0	3	0	0	9	0	0		
SCHOOL B																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	1	4	10	1	10	13	0	0	26	1	4	10	1	10	16	0	0		
2	23	1	4	10	0	0	13	1	8	26	1	4	10	0	0	16	1	6		
3	23	5	22	10	3	30	13	2	15	26	1	4	10	0	0	16	1	6		
4	23	4	17	10	2	20	13	2	15	26	10	38	10	3	30	16	7	44		
5	23	5	22	10	2	20	13	3	23	26	6	23	10	0	0	16	6	38		
6	23	4	17	10	2	20	13	2	15	26	6	23	10	6	60	16	0	0		
7	23	3	13	10	0	0	13	3	23	26	1	4	10	0	0	16	1	6		
SCHOOL C																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
2	24	3	12	11	1	9	13	2	15	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	8	33	11	4	36	13	4	31	7	3	43	4	1	25	3	2	67		
5	24	6	25	11	3	27	13	3	23	7	1	14	4	1	25	3	0	0		
6	24	2	8	11	0	0	13	2	15	7	0	0	4	0	0	3	0	0		
7	24	5	21	11	3	27	13	2	15	7	3	43	4	2	50	3	1	33		
SCHOOL D																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	1	4	11	1	9	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	1	4	11	1	9	15	0	0	11	1	9	5	0	0	6	1	17		
3	26	2	8	11	1	9	15	1	7	11	2	18	5	0	0	6	2	33		
4	26	5	19	11	2	18	15	3	20	11	2	18	5	2	40	6	0	0		
5	26	10	38	11	3	27	15	7	47	11	3	27	5	2	40	6	1	17		
6	26	5	19	11	2	18	15	3	20	11	1	9	5	1	20	6	0	0		
7	26	2	8	11	1	9	15	1	7	11	1	9	5	0	0	6	1	17		
SCHOOL E																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	30	0	0	17	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
2	30	1	3	17	1	6	13	0	0	20	3	15	14	0	0	6	3	50		
3	30	4	13	17	0	0	13	4	31	20	2	10	14	1	7	6	1	17		
4	30	3	10	17	1	6	13	2	15	20	8	40	14	6	43	6	2	33		
5	30	8	27	17	4	24	13	4	31	20	5	25	14	5	36	6	0	0		
6	30	7	23	17	5	29	13	2	15	20	1	5	14	1	7	6	0	0		
7	30	7	23	17	6	35	13	1	8	20	1	5	14	1	7	6	0	0		
SCHOOL F																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	18	1	6	8	0	0	10	1	10	18	2	11	7	0	0	11	2	18		
2	18	0	0	8	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
3	18	3	17	8	2	25	10	1	10	18	3	17	7	2	29	11	1	9		
4	18	2	11	8	0	0	10	2	20	18	3	17	7	0	0	11	3	27		
5	18	4	22	8	0	0	10	4	40	18	6	33	7	4	57	11	2	18		
6	18	4	22	8	3	38	10	1	10	18	2	11	7	1	14	11	1	9		
7	18	4	22	8	3	38	10	1	10	18	1	6	7	0	0	11	1	9		

Question 16: A school library should teach me library/information skills in first year

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	147	16	11	72	11	15	75	5	7	94	14	15	43	9	21	51	5	10		
1	147	8	5	72	3	4	75	5	7	94	6	6	43	3	7	51	3	6		
1	147	19	13	72	10	14	75	9	12	94	14	15	43	9	21	51	5	10		
1	147	32	22	72	16	22	75	16	21	94	16	17	43	5	12	51	11	22		
1	147	29	20	72	7	10	75	22	29	94	21	22	43	9	21	51	12	24		
1	147	17	12	72	8	11	75	9	12	94	12	13	43	5	12	51	7	14		
1	147	26	18	72	17	24	75	9	12	94	11	12	43	3	7	51	8	16		
SCHOOL A																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	0	0	11	1	9	12	2	17	3	2	67	9	0	0		
2	24	2	8	13	1	8	11	1	9	12	2	17	3	1	33	9	1	11		
3	24	3	12	13	3	23	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	4	17	13	3	23	11	1	9	12	3	25	3	0	0	9	3	33		
5	24	4	17	13	1	8	11	3	27	12	2	17	3	0	0	9	2	22		
6	24	4	17	13	1	8	11	3	27	12	2	17	3	0	0	9	2	22		
7	24	6	25	13	4	31	11	2	18	12	1	8	3	0	0	9	1	11		
SCHOOL B																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	4	17	10	3	30	13	1	8	26	3	12	10	2	20	16	1	6		
2	23	3	13	10	1	10	13	2	15	26	2	8	10	1	10	16	1	6		
3	23	4	17	10	1	10	13	3	23	26	5	19	10	3	30	16	2	12		
4	23	6	26	10	3	30	13	3	23	26	7	27	10	1	10	16	6	38		
5	23	4	17	10	1	10	13	3	23	26	5	19	10	1	10	16	4	25		
6	23	1	4	10	1	10	13	0	0	26	1	4	10	1	10	16	0	0		
7	23	1	4	10	0	0	13	1	8	26	3	12	10	1	10	16	2	12		
SCHOOL C																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	4	17	11	2	18	13	2	15	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	2	8	11	1	9	13	1	8	7	4	57	4	3	75	3	1	33		
4	24	3	12	11	3	27	13	0	0	7	2	29	4	1	25	3	1	33		
5	24	8	33	11	2	18	13	6	46	7	1	14	4	0	0	3	1	33		
6	24	4	17	11	1	9	13	3	23	7	0	0	4	0	0	3	0	0		
7	24	3	12	11	2	18	13	1	8	7	0	0	4	0	0	3	0	0		
SCHOOL D																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	4	15	11	3	27	15	1	7	11	0	0	5	0	0	6	0	0		
2	26	2	8	11	1	9	15	1	7	11	0	0	5	0	0	6	0	0		
3	26	2	8	11	2	18	15	0	0	11	0	0	5	0	0	6	0	0		
4	26	8	31	11	2	18	15	6	40	11	1	9	5	1	20	6	0	0		
5	26	3	12	11	1	9	15	2	13	11	2	18	5	1	20	6	1	17		
6	26	4	15	11	1	9	15	3	20	11	5	45	5	3	60	6	2	33		
7	26	3	12	11	1	9	15	2	13	11	3	27	5	0	0	6	3	50		
SCHOOL E																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	3	10	18	3	17	13	0	0	20	5	25	14	4	29	6	1	17		
2	31	1	3	18	0	0	13	1	8	20	1	5	14	0	0	6	1	17		
3	31	5	16	18	1	6	13	4	31	20	3	15	14	2	14	6	1	17		
4	31	5	16	18	2	11	13	3	23	20	2	10	14	1	7	6	1	17		
5	31	7	23	18	2	11	13	5	38	20	4	20	14	4	29	6	0	0		
6	31	2	6	18	2	11	13	0	0	20	2	10	14	1	7	6	1	17		
7	31	8	26	18	8	44	13	0	0	20	3	15	14	2	14	6	1	17		
SCHOOL F																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	4	22	7	1	14	11	3	27		
2	19	0	0	9	0	0	10	0	0	18	1	6	7	1	14	11	0	0		
3	19	3	16	9	2	22	10	1	10	18	2	11	7	1	14	11	1	9		
4	19	6	32	9	3	33	10	3	30	18	1	6	7	1	14	11	0	0		
5	19	3	16	9	0	0	10	3	30	18	7	39	7	3	43	11	4	36		
6	19	2	11	9	2	22	10	0	0	18	2	11	7	0	0	11	2	18		
7	19	5	26	9	2	22	10	3	30	18	1	6	7	0	0	11	1	9		

Question 17: A school library should teach me library/information skills every year

ALL SCHOOLS																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	146	18	12	71	10	14	75	8	11	94	31	33	43	17	40	51	14	27		
2	146	22	15	71	9	13	75	13	17	94	7	7	43	2	5	51	5	10		
3	146	22	15	71	9	13	75	13	17	94	16	17	43	10	23	51	6	12		
4	146	30	21	71	15	21	75	15	20	94	23	24	43	9	21	51	14	27		
5	146	24	16	71	11	15	75	13	17	94	9	10	43	3	7	51	6	12		
6	146	9	6	71	4	6	75	5	7	94	2	2	43	0	0	51	2	4		
7	146	21	14	71	13	18	75	8	11	94	6	6	43	2	5	51	4	8		
SCHOOL A																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	0	0	13	0	0	11	0	0	12	2	17	3	2	67	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	2	17	3	1	33	9	1	11		
3	24	5	21	13	3	23	11	2	18	12	0	0	3	0	0	9	0	0		
4	24	6	25	13	3	23	11	3	27	12	3	25	3	0	0	9	3	33		
5	24	5	21	13	2	15	11	3	27	12	2	17	3	0	0	9	2	22		
6	24	1	4	13	0	0	11	1	9	12	1	8	3	0	0	9	1	11		
7	24	7	29	13	5	38	11	2	18	12	2	17	3	0	0	9	2	22		
SCHOOL B																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	22	3	14	9	2	22	13	1	8	26	7	27	10	4	40	16	3	19		
2	22	8	36	9	3	33	13	5	38	26	1	4	10	0	0	16	1	6		
3	22	3	14	9	1	11	13	2	15	26	7	27	10	2	20	16	5	31		
4	22	4	18	9	2	22	13	2	15	26	8	31	10	2	20	16	6	38		
5	22	4	18	9	1	11	13	3	23	26	1	4	10	1	10	16	0	0		
6	22	0	0	9	0	0	13	0	0	26	1	4	10	0	0	16	1	6		
7	22	0	0	9	0	0	13	0	0	26	1	4	10	1	10	16	0	0		
SCHOOL C																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	5	21	11	2	18	13	3	23	7	3	43	4	1	25	3	2	67		
2	24	3	12	11	2	18	13	1	8	7	1	14	4	1	25	3	0	0		
3	24	6	25	11	2	18	13	4	31	7	2	29	4	2	50	3	0	0		
4	24	6	25	11	3	27	13	3	23	7	1	14	4	0	0	3	1	33		
5	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
6	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
7	24	4	17	11	2	18	13	2	15	7	0	0	4	0	0	3	0	0		
SCHOOL D																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	26	4	15	11	3	27	15	1	7	11	2	18	5	1	20	6	1	17		
2	26	4	15	11	1	9	15	3	20	11	2	18	5	0	0	6	2	33		
3	26	2	8	11	0	0	15	2	13	11	1	9	5	1	20	6	0	0		
4	26	4	15	11	2	18	15	2	13	11	3	27	5	2	40	6	1	17		
5	26	7	27	11	4	36	15	3	20	11	1	9	5	1	20	6	0	0		
6	26	3	12	11	1	9	15	2	13	11	0	0	5	0	0	6	0	0		
7	26	2	8	11	0	0	15	2	13	11	2	18	5	0	0	6	2	33		
SCHOOL E																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	31	3	10	18	3	17	13	0	0	20	10	50	14	6	43	6	4	67		
2	31	5	16	18	1	6	13	4	31	20	0	0	14	0	0	6	0	0		
3	31	2	6	18	2	11	13	0	0	20	5	25	14	4	29	6	1	17		
4	31	7	23	18	2	11	13	5	38	20	3	15	14	2	14	6	1	17		
5	31	6	19	18	4	22	13	2	15	20	1	5	14	1	7	6	0	0		
6	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
7	31	7	23	18	6	33	13	1	8	20	1	5	14	1	7	6	0	0		
SCHOOL F																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	19	3	16	9	0	0	10	3	30	18	7	39	7	3	43	11	4	36		
2	19	2	11	9	2	22	10	0	0	18	1	6	7	0	0	11	1	9		
3	19	4	21	9	1	11	10	3	30	18	1	6	7	1	14	11	0	0		
4	19	3	16	9	3	33	10	0	0	18	5	28	7	3	43	11	2	18		
5	19	2	11	9	0	0	10	2	20	18	4	22	7	0	0	11	4	36		
6	19	4	21	9	3	33	10	1	10	18	0	0	7	0	0	11	0	0		
7	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		

Question 18: A school library should teach me how to find information for specific projects set by the teacher

ALL SCHOOLS																		
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	147	5	3	72	2	3	75	3	4	94	3	3	43	1	2	51	2	4
2	147	6	4	72	3	4	75	3	4	94	3	3	43	2	5	51	1	2
3	147	12	8	72	7	10	75	5	7	94	8	9	43	2	5	51	6	12
4	147	21	14	72	11	15	75	10	13	94	14	15	43	9	21	51	5	10
5	147	19	13	72	10	14	75	9	12	94	19	20	43	8	19	51	11	22
6	147	27	18	72	8	11	75	19	25	94	25	27	43	9	21	51	16	31
7	147	57	39	72	31	43	75	26	35	94	22	23	43	12	28	51	10	20
SCHOOL A																		
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0
2	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0
3	24	1	4	13	0	0	11	1	9	12	0	0	3	0	0	9	0	0
4	24	5	21	13	3	23	11	2	18	12	3	25	3	2	67	9	1	11
5	24	5	21	13	2	15	11	3	27	12	2	17	3	0	0	9	2	22
6	24	1	4	13	0	0	11	1	9	12	3	25	3	1	33	9	2	22
7	24	11	46	13	7	54	11	4	36	12	4	33	3	0	0	9	4	44
SCHOOL B																		
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	23	1	4	10	1	10	13	0	0	26	0	0	10	0	0	16	0	0
2	23	2	9	10	2	20	13	0	0	26	1	4	10	1	10	16	0	0
3	23	2	9	10	2	20	13	0	0	26	2	8	10	0	0	16	2	12
4	23	5	22	10	2	20	13	3	23	26	4	15	10	2	20	16	2	12
5	23	3	13	10	1	10	13	2	15	26	8	31	10	3	30	16	5	31
6	23	4	17	10	0	0	13	4	31	26	6	23	10	1	10	16	5	31
7	23	6	26	10	2	20	13	4	31	26	5	19	10	3	30	16	2	12
SCHOOL C																		
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0
2	24	2	8	11	0	0	13	2	15	7	0	0	4	0	0	3	0	0
3	24	3	12	11	3	27	13	0	0	7	1	14	4	0	0	3	1	33
4	24	3	12	11	3	27	13	0	0	7	1	14	4	1	25	3	0	0
5	24	3	12	11	2	18	13	1	8	7	1	14	4	1	25	3	0	0
6	24	8	33	11	2	18	13	6	46	7	2	29	4	0	0	3	2	67
7	24	4	17	11	1	9	13	3	23	7	2	29	4	2	50	3	0	0
SCHOOL D																		
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0
2	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0
3	26	2	8	11	1	9	15	1	7	11	0	0	5	0	0	6	0	0
4	26	2	8	11	0	0	15	2	13	11	2	18	5	1	20	6	1	17
5	26	3	12	11	3	27	15	0	0	11	3	27	5	1	20	6	2	33
6	26	7	27	11	2	18	15	5	33	11	4	36	5	2	40	6	2	33
7	26	10	38	11	5	45	15	5	33	11	2	18	5	1	20	6	1	17
SCHOOL E																		
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	31	1	3	18	1	6	13	0	0	20	2	10	14	1	7	6	1	17
2	31	0	0	18	0	0	13	0	0	20	1	5	14	1	7	6	0	0
3	31	4	13	18	1	6	13	3	23	20	2	10	14	1	7	6	1	17
4	31	5	16	18	3	17	13	2	15	20	4	20	14	3	21	6	1	17
5	31	3	10	18	1	6	13	2	15	20	3	15	14	3	21	6	0	0
6	31	4	13	18	1	6	13	3	23	20	2	10	14	1	7	6	1	17
7	31	14	45	18	11	61	13	3	23	20	6	30	14	4	29	6	2	33
SCHOOL F																		
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS			
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	19	1	5	9	0	0	10	1	10	18	1	6	7	0	0	11	1	9
2	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9
3	19	0	0	9	0	0	10	0	0	18	3	17	7	1	14	11	2	18
4	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0
5	19	2	11	9	1	11	10	1	10	18	2	11	7	0	0	11	2	18
6	19	3	16	9	3	33	10	0	0	18	8	44	7	4	57	11	4	36
7	19	12	63	9	5	56	10	7	70	18	3	17	7	2	29	11	1	9

Question 19: A school library should include information about careers

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	147	2	1	72	0	0	75	2	3	93	1	1	42	0	0	51	1	2		
2	147	3	2	72	1	1	75	2	3	93	1	1	42	1	2	51	0	0		
3	147	2	1	72	2	3	75	0	0	93	0	0	42	0	0	51	0	0		
4	147	19	13	72	8	11	75	11	15	93	1	1	42	0	0	51	1	2		
5	147	20	14	72	7	10	75	13	17	93	2	2	42	2	5	51	0	0		
6	147	38	26	72	15	21	75	23	31	93	19	20	42	7	17	51	12	24		
7	147	63	43	72	39	54	75	24	32	93	69	74	42	32	76	51	37	73		
SCHOOL A																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	4	17	13	1	8	11	3	27	12	0	0	3	0	0	9	0	0		
5	24	3	12	13	1	8	11	2	18	12	0	0	3	0	0	9	0	0		
6	24	7	29	13	2	15	11	5	45	12	2	17	3	0	0	9	2	22		
7	24	9	38	13	8	62	11	1	9	12	10	83	3	3	100	9	7	78		
SCHOOL B																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	0	0	10	0	0	13	0	0	25	0	0	9	0	0	16	0	0		
2	23	0	0	10	0	0	13	0	0	25	0	0	9	0	0	16	0	0		
3	23	2	9	10	2	20	13	0	0	25	0	0	9	0	0	16	0	0		
4	23	5	22	10	4	40	13	1	8	25	1	4	9	0	0	16	1	6		
5	23	5	22	10	2	20	13	3	23	25	0	0	9	0	0	16	0	0		
6	23	5	22	10	0	0	13	5	38	25	6	24	9	1	11	16	5	31		
7	23	6	26	10	2	20	13	4	31	25	18	72	9	8	89	16	10	62		
SCHOOL C																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
5	24	5	21	11	3	27	13	2	15	7	0	0	4	0	0	3	0	0		
6	24	7	29	11	4	36	13	3	23	7	1	14	4	1	25	3	0	0		
7	24	9	38	11	3	27	13	6	46	7	6	86	4	3	75	3	3	100		
SCHOOL D																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0		
3	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
4	26	3	12	11	1	9	15	2	13	11	0	0	5	0	0	6	0	0		
5	26	5	19	11	0	0	15	5	33	11	0	0	5	0	0	6	0	0		
6	26	5	19	11	3	27	15	2	13	11	3	27	5	2	40	6	1	17		
7	26	12	46	11	7	64	15	5	33	11	7	64	5	3	60	6	4	67		
SCHOOL E																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
3	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
4	31	3	10	18	1	6	13	2	15	20	0	0	14	0	0	6	0	0		
5	31	2	6	18	1	6	13	1	8	20	1	5	14	1	7	6	0	0		
6	31	8	26	18	3	17	13	5	38	20	3	15	14	2	14	6	1	17		
7	31	17	55	18	13	72	13	4	31	20	16	80	14	11	79	6	5	83		
SCHOOL F																				
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	1	6	7	1	14	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
4	19	2	11	9	0	0	10	2	20	18	0	0	7	0	0	11	0	0		
5	19	0	0	9	0	0	10	0	0	18	1	6	7	1	14	11	0	0		
6	19	6	32	9	3	33	10	3	30	18	4	22	7	1	14	11	3	27		
7	19	10	53	9	6	67	10	4	40	18	12	67	7	4	57	11	8	73		

Question 20: A school library should help me to find relevant information from sources outside the school

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	5	3	70	3	4	75	2	3	94	4	4	43	1	2	51	3	6		
2	145	4	3	70	3	4	75	1	1	94	1	1	43	0	0	51	1	2		
3	145	10	7	70	6	9	75	4	5	94	2	2	43	2	5	51	0	0		
4	145	36	25	70	12	17	75	24	32	94	11	12	43	5	12	51	6	12		
5	145	34	23	70	20	29	75	14	19	94	24	26	43	12	28	51	12	24		
6	145	32	22	70	15	21	75	17	23	94	26	28	43	11	26	51	15	29		
7	145	24	17	70	11	16	75	13	17	94	26	28	43	12	28	51	14	27		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	0	0	11	1	9	12	1	8	3	0	0	9	1	11		
2	24	2	8	13	2	15	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	8	33	13	3	23	11	5	45	12	0	0	3	0	0	9	0	0		
5	24	6	25	13	4	31	11	2	18	12	4	33	3	1	33	9	3	33		
6	24	4	17	13	2	15	11	2	18	12	3	25	3	1	33	9	2	22		
7	24	3	12	13	2	15	11	1	9	12	4	33	3	1	33	9	3	33		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	0	0	8	0	0	13	0	0	26	1	4	10	0	0	16	1	6		
2	21	0	0	8	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
3	21	1	5	8	1	12	13	0	0	26	1	4	10	1	10	16	0	0		
4	21	8	38	8	3	38	13	5	38	26	2	8	10	1	10	16	1	6		
5	21	5	24	8	1	12	13	4	31	26	6	23	10	3	30	16	3	19		
6	21	4	19	8	3	38	13	1	8	26	10	38	10	2	20	16	8	50		
7	21	3	14	8	0	0	13	3	23	26	6	23	10	3	30	16	3	19		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0		
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	7	29	11	2	18	13	5	38	7	0	0	4	0	0	3	0	0		
5	24	6	25	11	4	36	13	2	15	7	3	43	4	1	25	3	2	67		
6	24	5	21	11	2	18	13	3	23	7	3	43	4	2	50	3	1	33		
7	24	3	12	11	1	9	13	2	15	7	1	14	4	1	25	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	1	4	11	1	9	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	4	15	11	3	27	15	1	7	11	0	0	5	0	0	6	0	0		
4	26	3	12	11	0	0	15	3	20	11	2	18	5	0	0	6	2	33		
5	26	7	27	11	4	36	15	3	20	11	3	27	5	3	60	6	0	0		
6	26	5	19	11	1	9	15	4	27	11	3	27	5	2	40	6	1	17		
7	26	5	19	11	1	9	15	4	27	11	2	18	5	0	0	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	1	3	18	1	6	13	0	0	20	1	5	14	1	7	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
3	31	2	6	18	0	0	13	2	15	20	0	0	14	0	0	6	0	0		
4	31	5	16	18	2	11	13	3	23	20	3	15	14	1	7	6	2	33		
5	31	8	26	18	6	33	13	2	15	20	4	20	14	3	21	6	1	17		
6	31	12	39	18	6	33	13	6	46	20	4	20	14	4	29	6	0	0		
7	31	3	10	18	3	17	13	0	0	20	8	40	14	5	36	6	3	50		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
3	19	2	11	9	1	11	10	1	10	18	1	6	7	1	14	11	0	0		
4	19	5	26	9	2	22	10	3	30	18	4	22	7	3	43	11	1	9		
5	19	2	11	9	1	11	10	1	10	18	4	22	7	1	14	11	3	27		
6	19	2	11	9	1	11	10	1	10	18	3	17	7	0	0	11	3	27		
7	19	7	37	9	4	44	10	3	30	18	5	28	7	2	29	11	3	27		

Question 21: A school library should include books which can be borrowed for only 3 days if very popular

ALL SCHOOLS																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	146	25	17	71	18	25	75	7	9	94	15	16	43	10	23	51	5	10		
2	146	21	14	71	9	13	75	12	16	94	5	5	43	3	7	51	2	4		
3	146	20	14	71	6	8	75	14	19	94	10	11	43	7	16	51	3	6		
4	146	17	12	71	10	14	75	7	9	94	28	30	43	10	23	51	18	35		
5	146	16	11	71	5	7	75	11	15	94	16	17	43	6	14	51	10	20		
6	146	23	16	71	11	15	75	12	16	94	6	6	43	1	2	51	5	10		
7	146	24	16	71	12	17	75	12	16	94	14	15	43	6	14	51	8	16		
SCHOOL A			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	2	8	13	1	8	11	1	9	12	1	8	3	1	33	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	1	8	3	1	33	9	0	0		
3	24	5	21	13	3	23	11	2	18	12	0	0	3	0	0	9	0	0		
4	24	2	8	13	2	15	11	0	0	12	4	33	3	0	0	9	4	44		
5	24	3	12	13	2	15	11	1	9	12	2	17	3	0	0	9	2	22		
6	24	5	21	13	1	8	11	4	36	12	1	8	3	0	0	9	1	11		
7	24	7	29	13	4	31	11	3	27	12	3	25	3	1	33	9	2	22		
SCHOOL B			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	22	3	14	9	2	22	13	1	8	26	3	12	10	2	20	16	1	6		
2	22	6	27	9	4	44	13	2	15	26	2	8	10	1	10	16	1	6		
3	22	1	5	9	0	0	13	1	8	26	2	8	10	2	20	16	0	0		
4	22	6	27	9	3	33	13	3	23	26	8	31	10	1	10	16	7	44		
5	22	4	18	9	0	0	13	4	31	26	5	19	10	1	10	16	4	25		
6	22	1	5	9	0	0	13	1	8	26	1	4	10	0	0	16	1	6		
7	22	1	5	9	0	0	13	1	8	26	5	19	10	3	30	16	2	12		
SCHOOL C			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	4	17	11	1	9	13	3	23	7	2	29	4	2	50	3	0	0		
2	24	5	21	11	1	9	13	4	31	7	1	14	4	0	0	3	1	33		
3	24	3	12	11	2	18	13	1	8	7	2	29	4	1	25	3	1	33		
4	24	3	12	11	2	18	13	1	8	7	0	0	4	0	0	3	0	0		
5	24	3	12	11	1	9	13	2	15	7	1	14	4	1	25	3	0	0		
6	24	4	17	11	2	18	13	2	15	7	1	14	4	0	0	3	1	33		
7	24	2	8	11	2	18	13	0	0	7	0	0	4	0	0	3	0	0		
SCHOOL D			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	26	8	31	11	7	64	15	1	7	11	2	18	5	1	20	6	1	17		
2	26	4	15	11	1	9	15	3	20	11	0	0	5	0	0	6	0	0		
3	26	6	23	11	0	0	15	6	40	11	1	9	5	1	20	6	0	0		
4	26	1	4	11	0	0	15	1	7	11	4	36	5	2	40	6	2	33		
5	26	2	8	11	0	0	15	2	13	11	1	9	5	1	20	6	0	0		
6	26	3	12	11	1	9	15	2	13	11	0	0	5	0	0	6	0	0		
7	26	2	8	11	2	18	15	0	0	11	3	27	5	0	0	6	3	50		
SCHOOL E			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	31	6	19	18	5	28	13	1	8	20	5	25	14	3	21	6	2	33		
2	31	4	13	18	1	6	13	3	23	20	0	0	14	0	0	6	0	0		
3	31	4	13	18	1	6	13	3	23	20	1	5	14	1	7	6	0	0		
4	31	1	3	18	1	6	13	0	0	20	6	30	14	4	29	6	2	33		
5	31	2	6	18	1	6	13	1	8	20	3	15	14	3	21	6	0	0		
6	31	10	32	18	7	39	13	3	23	20	2	10	14	1	7	6	1	17		
7	31	4	13	18	2	11	13	2	15	20	3	15	14	2	14	6	1	17		
SCHOOL F			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	19	2	11	9	2	22	10	0	0	18	2	11	7	1	14	11	1	9		
2	19	2	11	9	2	22	10	0	0	18	1	6	7	1	14	11	0	0		
3	19	1	5	9	0	0	10	1	10	18	4	22	7	2	29	11	2	18		
4	19	4	21	9	2	22	10	2	20	18	6	33	7	3	43	11	3	27		
5	19	2	11	9	1	11	10	1	10	18	4	22	7	0	0	11	4	36		
6	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
7	19	8	42	9	2	22	10	6	60	18	0	0	7	0	0	11	0	0		

Question 22: A school library should have many copies of books needed for projects and assignments

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	146	5	3	71	2	3	75	3	4	94	2	2	43	0	0	51	2	4		
2	146	2	1	71	1	1	75	1	1	94	2	2	43	1	2	51	1	2		
3	146	5	3	71	3	4	75	2	3	94	1	1	43	1	2	51	0	0		
4	146	15	10	71	7	10	75	8	11	94	10	11	43	4	9	51	6	12		
5	146	27	18	71	14	20	75	13	17	94	17	18	43	11	26	51	6	12		
6	146	32	22	71	15	21	75	17	23	94	29	31	43	10	23	51	19	37		
7	146	60	41	71	29	41	75	31	41	94	33	35	43	16	37	51	17	33		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	4	17	13	2	15	11	2	18	12	2	17	3	0	0	9	2	22		
5	24	5	21	13	4	31	11	1	9	12	1	8	3	1	33	9	0	0		
6	24	4	17	13	0	0	11	4	36	12	4	33	3	0	0	9	4	44		
7	24	11	46	13	7	54	11	4	36	12	5	42	3	2	67	9	3	33		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
2	22	0	0	9	0	0	13	0	0	26	1	4	10	0	0	16	1	6		
3	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
4	22	2	9	9	2	22	13	0	0	26	3	12	10	2	20	16	1	6		
5	22	7	32	9	3	33	13	4	31	26	4	15	10	1	10	16	3	19		
6	22	7	32	9	3	33	13	4	31	26	5	19	10	1	10	16	4	25		
7	22	6	27	9	1	11	13	5	38	26	13	50	10	6	60	16	7	44		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	0	0	11	0	0	13	0	0	7	1	14	4	1	25	3	0	0		
5	24	5	21	11	2	18	13	3	23	7	2	29	4	1	25	3	1	33		
6	24	8	33	11	5	45	13	3	23	7	3	43	4	1	25	3	2	67		
7	24	8	33	11	2	18	13	6	46	7	1	14	4	1	25	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	1	4	11	0	0	15	1	7	11	1	9	5	0	0	6	1	17		
2	26	0	0	11	0	0	15	0	0	11	1	9	5	1	20	6	0	0		
3	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
4	26	4	15	11	1	9	15	3	20	11	3	27	5	1	20	6	2	33		
5	26	5	19	11	2	18	15	3	20	11	2	18	5	2	40	6	0	0		
6	26	3	12	11	1	9	15	2	13	11	2	18	5	1	20	6	1	17		
7	26	13	50	11	7	64	15	6	40	11	2	18	5	0	0	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	2	6	18	1	6	13	1	8	20	0	0	14	0	0	6	0	0		
2	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
3	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
4	31	4	13	18	1	6	13	3	23	20	0	0	14	0	0	6	0	0		
5	31	5	16	18	3	17	13	2	15	20	3	15	14	2	14	6	1	17		
6	31	7	23	18	4	22	13	3	23	20	8	40	14	5	36	6	3	50		
7	31	11	35	18	9	50	13	2	15	20	9	45	14	7	50	6	2	33		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
2	19	1	5	9	1	11	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	3	16	9	2	22	10	1	10	18	1	6	7	1	14	11	0	0		
4	19	1	5	9	1	11	10	0	0	18	1	6	7	0	0	11	1	9		
5	19	0	0	9	0	0	10	0	0	18	5	28	7	4	57	11	1	9		
6	19	3	16	9	2	22	10	1	10	18	7	39	7	2	29	11	5	45		
7	19	11	58	9	3	33	10	8	80	18	3	17	7	0	0	11	3	27		

Question 23: A school library should have special events eg book weeks and visits by authors

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	146	11	8	71	7	10	75	4	5	94	19	20	43	9	21	51	10	20		
2	146	5	3	71	3	4	75	2	3	94	7	7	43	3	7	51	4	8		
3	146	7	5	71	3	4	75	4	5	94	16	17	43	5	12	51	11	22		
4	146	25	17	71	12	17	75	13	17	94	17	18	43	11	26	51	6	12		
5	146	26	18	71	10	14	75	16	21	94	16	17	43	7	16	51	9	18		
6	146	25	17	71	14	20	75	11	15	94	8	9	43	3	7	51	5	10		
7	146	47	32	71	22	31	75	25	33	94	11	12	43	5	12	51	6	12		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	1	8	3	0	0	9	1	11		
2	24	1	4	13	0	0	11	1	9	12	1	8	3	0	0	9	1	11		
3	24	0	0	13	0	0	11	0	0	12	4	33	3	1	33	9	3	33		
4	24	1	4	13	1	8	11	0	0	12	4	33	3	1	33	9	3	33		
5	24	6	25	13	3	23	11	3	27	12	0	0	3	0	0	9	0	0		
6	24	3	12	13	2	15	11	1	9	12	1	8	3	0	0	9	1	11		
7	24	13	54	13	7	54	11	6	55	12	1	8	3	1	33	9	0	0		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	1	5	9	0	0	13	1	8	26	2	8	10	1	10	16	1	6		
2	22	1	5	9	1	11	13	0	0	26	2	8	10	1	10	16	1	6		
3	22	0	0	9	0	0	13	0	0	26	4	15	10	1	10	16	3	19		
4	22	8	36	9	4	44	13	4	31	26	4	15	10	2	20	16	2	12		
5	22	7	32	9	3	33	13	4	31	26	9	35	10	3	30	16	6	38		
6	22	3	14	9	1	11	13	2	15	26	3	12	10	1	10	16	2	12		
7	22	2	9	9	0	0	13	2	15	26	2	8	10	1	10	16	1	6		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
4	24	6	25	11	4	36	13	2	15	7	3	43	4	2	50	3	1	33		
5	24	1	4	11	0	0	13	1	8	7	1	14	4	0	0	3	1	33		
6	24	9	38	11	4	36	13	5	38	7	0	0	4	0	0	3	0	0		
7	24	5	21	11	2	18	13	3	23	7	3	43	4	2	50	3	1	33		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	5	19	11	4	36	15	1	7	11	2	18	5	0	0	6	2	33		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	4	15	11	3	27	15	1	7	11	2	18	5	2	40	6	0	0		
4	26	5	19	11	1	9	15	4	27	11	2	18	5	2	40	6	0	0		
5	26	2	8	11	0	0	15	2	13	11	3	27	5	1	20	6	2	33		
6	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0		
7	26	9	35	11	2	18	15	7	47	11	2	18	5	0	0	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	3	10	18	2	11	13	1	8	20	7	35	14	4	29	6	3	50		
2	31	1	3	18	1	6	13	0	0	20	1	5	14	0	0	6	1	17		
3	31	2	6	18	0	0	13	2	15	20	2	10	14	1	7	6	1	17		
4	31	3	10	18	1	6	13	2	15	20	4	20	14	4	29	6	0	0		
5	31	4	13	18	1	6	13	3	23	20	3	15	14	3	21	6	0	0		
6	31	8	26	18	6	33	13	2	15	20	2	10	14	1	7	6	1	17		
7	31	10	32	18	7	39	13	3	23	20	1	5	14	1	7	6	0	0		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	7	39	7	4	57	11	3	27		
2	19	2	11	9	1	11	10	1	10	18	3	17	7	2	29	11	1	9		
3	19	0	0	9	0	0	10	0	0	18	4	22	7	0	0	11	4	36		
4	19	2	11	9	1	11	10	1	10	18	0	0	7	0	0	11	0	0		
5	19	6	32	9	3	33	10	3	30	18	0	0	7	0	0	11	0	0		
6	19	1	5	9	0	0	10	1	10	18	2	11	7	1	14	11	1	9		
7	19	8	42	9	4	44	10	4	40	18	2	11	7	0	0	11	2	18		

Question 24: A school library should have computers which take the place of large reference books

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	146	3	2	71	2	3	75	1	1	94	2	2	43	0	0	51	2	4		
2	146	2	1	71	1	1	75	1	1	94	0	0	43	0	0	51	0	0		
3	146	2	1	71	0	0	75	2	3	94	2	2	43	1	2	51	1	2		
4	146	18	12	71	8	11	75	10	13	94	12	13	43	7	16	51	5	10		
5	146	18	12	71	7	10	75	11	15	94	18	19	43	6	14	51	12	24		
6	146	41	28	71	16	23	75	25	33	94	19	20	43	9	21	51	10	20		
7	146	62	42	71	37	52	75	25	33	94	41	44	43	20	47	51	21	41		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	5	21	13	1	8	11	4	36	12	2	17	3	1	33	9	1	11		
5	24	3	12	13	2	15	11	1	9	12	2	17	3	0	0	9	2	22		
6	24	2	8	13	2	15	11	0	0	12	3	25	3	0	0	9	3	33		
7	24	12	50	13	6	46	11	6	55	12	5	42	3	2	67	9	3	33		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	0	0	9	0	0	13	0	0	26	1	4	10	0	0	16	1	6		
2	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
3	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
4	22	5	23	9	3	33	13	2	15	26	3	12	10	2	20	16	1	6		
5	22	3	14	9	1	11	13	2	15	26	6	23	10	2	20	16	4	25		
6	22	8	36	9	3	33	13	5	38	26	3	12	10	1	10	16	2	12		
7	22	6	27	9	2	22	13	4	31	26	13	50	10	5	50	16	8	50		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	1	4	11	1	9	13	0	0	7	3	43	4	2	50	3	1	33		
5	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
6	24	9	38	11	4	36	13	5	38	7	4	57	4	2	50	3	2	67		
7	24	9	38	11	4	36	13	5	38	7	0	0	4	0	0	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	1	4	11	0	0	15	1	7	11	1	9	5	1	20	6	0	0		
4	26	6	23	11	3	27	15	3	20	11	1	9	5	0	0	6	1	17		
5	26	5	19	11	3	27	15	2	13	11	3	27	5	2	40	6	1	17		
6	26	7	27	11	4	36	15	3	20	11	0	0	5	0	0	6	0	0		
7	26	7	27	11	4	36	15	3	20	11	5	45	5	2	40	6	3	50		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
3	31	1	3	18	0	0	13	1	8	20	1	5	14	0	0	6	1	17		
4	31	1	3	18	0	0	13	1	8	20	2	10	14	1	7	6	1	17		
5	31	2	6	18	1	6	13	1	8	20	2	10	14	1	7	6	1	17		
6	31	9	29	18	2	11	13	7	54	20	6	30	14	6	43	6	0	0		
7	31	18	58	18	15	83	13	3	23	20	9	45	14	6	43	6	3	50		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
4	19	0	0	9	0	0	10	0	0	18	1	6	7	1	14	11	0	0		
5	19	3	16	9	0	0	10	3	30	18	5	28	7	1	14	11	4	36		
6	19	6	32	9	2	22	10	4	40	18	3	17	7	0	0	11	3	27		
7	19	10	53	9	7	78	10	3	30	18	9	50	7	5	71	11	4	36		

Question 25: A school library should have computers which have access to the internet

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	1	1	70	0	0	75	1	1	94	1	1	43	0	0	51	1	2		
2	145	1	1	70	0	0	75	1	1	94	1	1	43	1	2	51	0	0		
3	145	2	1	70	1	1	75	1	1	94	1	1	43	1	2	51	0	0		
4	145	7	5	70	4	6	75	3	4	94	5	5	43	2	5	51	3	6		
5	145	8	6	70	2	3	75	6	8	94	7	7	43	2	5	51	5	10		
6	145	23	16	70	9	13	75	14	19	94	16	17	43	6	14	51	10	20		
7	145	103	71	70	54	77	75	49	65	94	63	67	43	31	72	51	32	63		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	23	2	9	12	1	8	11	1	9	12	0	0	3	0	0	9	0	0		
4	23	1	4	12	1	8	11	0	0	12	2	17	3	1	33	9	1	11		
5	23	2	9	12	1	8	11	1	9	12	0	0	3	0	0	9	0	0		
6	23	5	22	12	2	17	11	3	27	12	2	17	3	0	0	9	2	22		
7	23	13	57	12	7	58	11	6	55	12	8	67	3	2	67	9	6	67		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
2	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
3	22	0	0	9	0	0	13	0	0	26	1	4	10	1	10	16	0	0		
4	22	3	14	9	3	33	13	0	0	26	2	8	10	0	0	16	2	12		
5	22	2	9	9	1	11	13	1	8	26	2	8	10	1	10	16	1	6		
6	22	5	23	9	2	22	13	3	23	26	5	19	10	1	10	16	4	25		
7	22	12	55	9	3	33	13	9	69	26	16	62	10	7	70	16	9	56		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
5	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
6	24	4	17	11	2	18	13	2	15	7	0	0	4	0	0	3	0	0		
7	24	18	75	11	9	82	13	9	69	7	7	100	4	4	100	3	3	100		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	1	4	11	0	0	15	1	7	11	1	9	5	1	20	6	0	0		
3	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
4	26	1	4	11	0	0	15	1	7	11	1	9	5	1	20	6	0	0		
5	26	1	4	11	0	0	15	1	7	11	1	9	5	0	0	6	1	17		
6	26	4	15	11	2	18	15	2	13	11	2	18	5	1	20	6	1	17		
7	26	19	73	11	9	82	15	10	67	11	5	45	5	2	40	6	3	50		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
3	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
4	31	2	6	18	0	0	13	2	15	20	0	0	14	0	0	6	0	0		
5	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
6	31	2	6	18	0	0	13	2	15	20	5	25	14	3	21	6	2	33		
7	31	26	84	18	18	100	13	8	62	20	15	75	14	11	79	6	4	67		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
4	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
5	19	1	5	9	0	0	10	1	10	18	4	22	7	1	14	11	3	27		
6	19	3	16	9	1	11	10	2	20	18	2	11	7	1	14	11	1	9		
7	19	15	79	9	8	89	10	7	70	18	12	67	7	5	71	11	7	64		

Question 26: A school library should have computers which allow me to use CDRoms

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	146	4	3	71	3	4	75	1	1	94	1	1	43	0	0	51	1	2		
2	146	2	1	71	2	3	75	0	0	94	0	0	43	0	0	51	0	0		
3	146	2	1	71	0	0	75	2	3	94	0	0	43	0	0	51	0	0		
4	146	10	7	71	5	7	75	5	7	94	3	3	43	0	0	51	3	6		
5	146	16	11	71	7	10	75	9	12	94	10	11	43	4	9	51	6	12		
6	146	32	22	71	6	8	75	26	35	94	24	26	43	9	21	51	15	29		
7	146	80	55	71	48	68	75	32	43	94	56	60	43	30	70	51	26	51		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	1	4	13	1	8	11	0	0	12	1	8	3	0	0	9	1	11		
5	24	6	25	13	4	31	11	2	18	12	1	8	3	0	0	9	1	11		
6	24	4	17	13	0	0	11	4	36	12	3	25	3	0	0	9	3	33		
7	24	12	50	13	7	54	11	5	45	12	7	58	3	3	100	9	4	44		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
2	22	1	5	9	1	11	13	0	0	26	0	0	10	0	0	16	0	0		
3	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
4	22	5	23	9	3	33	13	2	15	26	2	8	10	0	0	16	2	12		
5	22	2	9	9	1	11	13	1	8	26	4	15	10	1	10	16	3	19		
6	22	5	23	9	0	0	13	5	38	26	5	19	10	2	20	16	3	19		
7	22	9	41	9	4	44	13	5	38	26	15	58	10	7	70	16	8	50		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
5	24	3	12	11	1	9	13	2	15	7	0	0	4	0	0	3	0	0		
6	24	5	21	11	2	18	13	3	23	7	0	0	4	0	0	3	0	0		
7	24	15	62	11	8	73	13	7	54	7	7	100	4	4	100	3	3	100		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0		
4	26	2	8	11	1	9	15	1	7	11	0	0	5	0	0	6	0	0		
5	26	2	8	11	1	9	15	1	7	11	2	18	5	2	40	6	0	0		
6	26	9	35	11	1	9	15	8	53	11	2	18	5	1	20	6	1	17		
7	26	12	46	11	8	73	15	4	27	11	6	55	5	2	40	6	4	67		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	3	10	18	3	17	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
3	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
4	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
5	31	3	10	18	0	0	13	3	23	20	0	0	14	0	0	6	0	0		
6	31	5	16	18	1	6	13	4	31	20	7	35	14	4	29	6	3	50		
7	31	19	61	18	14	78	13	5	38	20	13	65	14	10	71	6	3	50		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
4	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
5	19	0	0	9	0	0	10	0	0	18	3	17	7	1	14	11	2	18		
6	19	4	21	9	2	22	10	2	20	18	7	39	7	2	29	11	5	45		
7	19	13	68	9	7	78	10	6	60	18	8	44	7	4	57	11	4	36		

Question 27: A school library should have computers which allow me to find books in other libraries

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	5	3	70	4	6	75	1	1	94	1	1	43	0	0	51	1	2		
2	145	1	1	70	1	1	75	0	0	94	1	1	43	0	0	51	1	2		
3	145	8	6	70	4	6	75	4	5	94	3	3	43	1	2	51	2	4		
4	145	17	12	70	11	16	75	6	8	94	7	7	43	4	9	51	3	6		
5	145	23	16	70	9	13	75	14	19	94	20	21	43	10	23	51	10	20		
6	145	35	24	70	15	21	75	20	27	94	30	32	43	15	35	51	15	29		
7	145	56	39	70	26	37	75	30	40	94	32	34	43	13	30	51	19	37		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	5	21	13	4	31	11	1	9	12	0	0	3	0	0	9	0	0		
5	24	5	21	13	4	31	11	1	9	12	3	25	3	0	0	9	3	33		
6	24	4	17	13	2	15	11	2	18	12	6	50	3	2	67	9	4	44		
7	24	9	38	13	2	15	11	7	64	12	3	25	3	1	33	9	2	22		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	0	0	8	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
2	21	0	0	8	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
3	21	1	5	8	0	0	13	1	8	26	2	8	10	0	0	16	2	12		
4	21	5	24	8	3	38	13	2	15	26	3	12	10	2	20	16	1	6		
5	21	5	24	8	1	12	13	4	31	26	5	19	10	1	10	16	4	25		
6	21	5	24	8	2	25	13	3	23	26	8	31	10	5	50	16	3	19		
7	21	5	24	8	2	25	13	3	23	26	8	31	10	2	20	16	6	38		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0		
5	24	5	21	11	2	18	13	3	23	7	1	14	4	0	0	3	1	33		
6	24	5	21	11	3	27	13	2	15	7	3	43	4	2	50	3	1	33		
7	24	11	46	11	4	36	13	7	54	7	3	43	4	2	50	3	1	33		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0		
2	26	1	4	11	1	9	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	5	19	11	3	27	15	2	13	11	1	9	5	1	20	6	0	0		
4	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0		
5	26	5	19	11	2	18	15	3	20	11	3	27	5	2	40	6	1	17		
6	26	6	23	11	1	9	15	5	33	11	3	27	5	2	40	6	1	17		
7	26	7	27	11	3	27	15	4	27	11	4	36	5	0	0	6	4	67		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	2	6	18	2	11	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	0	0	18	0	0	13	0	0	20	1	5	14	0	0	6	1	17		
3	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
4	31	4	13	18	2	11	13	2	15	20	2	10	14	1	7	6	1	17		
5	31	0	0	18	0	0	13	0	0	20	5	25	14	5	36	6	0	0		
6	31	10	32	18	4	22	13	6	46	20	5	25	14	3	21	6	2	33		
7	31	14	45	18	10	56	13	4	31	20	7	35	14	5	36	6	2	33		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
4	19	1	5	9	1	11	10	0	0	18	2	11	7	1	14	11	1	9		
5	19	3	16	9	0	0	10	3	30	18	3	17	7	2	29	11	1	9		
6	19	5	26	9	3	33	10	2	20	18	5	28	7	1	14	11	4	36		
7	19	10	53	9	5	56	10	5	50	18	7	39	7	3	43	11	4	36		

Question 28: A school library should have computers which allow me to find out about higher education

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	146	4	3	71	4	6	75	0	0	94	2	2	43	1	2	51	1	2		
2	146	3	2	71	1	1	75	2	3	94	1	1	43	1	2	51	0	0		
3	146	6	4	71	3	4	75	3	4	94	1	1	43	0	0	51	1	2		
4	146	16	11	71	5	7	75	11	15	94	4	4	43	3	7	51	1	2		
5	146	22	15	71	8	11	75	14	19	94	12	13	43	8	19	51	4	8		
6	146	40	27	71	23	32	75	17	23	94	26	28	43	10	23	51	16	31		
7	146	55	38	71	27	38	75	28	37	94	48	51	43	20	47	51	28	55		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	1	8	11	0	0	12	1	8	3	1	33	9	0	0		
3	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	2	8	13	2	15	11	0	0	12	0	0	3	0	0	9	0	0		
5	24	7	29	13	3	23	11	4	36	12	2	17	3	1	33	9	1	11		
6	24	5	21	13	1	8	11	4	36	12	5	42	3	1	33	9	4	44		
7	24	8	33	13	5	38	11	3	27	12	4	33	3	0	0	9	4	44		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
2	22	0	0	9	0	0	13	0	0	26	0	0	10	0	0	16	0	0		
3	22	3	14	9	2	22	13	1	8	26	1	4	10	0	0	16	1	6		
4	22	3	14	9	1	11	13	2	15	26	2	8	10	1	10	16	1	6		
5	22	5	23	9	0	0	13	5	38	26	3	12	10	2	20	16	1	6		
6	22	5	23	9	4	44	13	1	8	26	6	23	10	2	20	16	4	25		
7	22	6	27	9	2	22	13	4	31	26	14	54	10	5	50	16	9	56		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0		
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
4	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
5	24	1	4	11	0	0	13	1	8	7	2	29	4	1	25	3	1	33		
6	24	9	38	11	7	64	13	2	15	7	2	29	4	0	0	3	2	67		
7	24	11	46	11	3	27	13	8	62	7	3	43	4	3	75	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0		
4	26	7	27	11	1	9	15	6	40	11	0	0	5	0	0	6	0	0		
5	26	3	12	11	2	18	15	1	7	11	1	9	5	1	20	6	0	0		
6	26	8	31	11	3	27	15	5	33	11	4	36	5	3	60	6	1	17		
7	26	7	27	11	5	45	15	2	13	11	5	45	5	1	20	6	4	67		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	3	10	18	3	17	13	0	0	20	1	5	14	1	7	6	0	0		
2	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
3	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
4	31	2	6	18	1	6	13	1	8	20	1	5	14	1	7	6	0	0		
5	31	2	6	18	0	0	13	2	15	20	2	10	14	2	14	6	0	0		
6	31	7	23	18	5	28	13	2	15	20	5	25	14	3	21	6	2	33		
7	31	16	52	18	9	50	13	7	54	20	11	55	14	7	50	6	4	67		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
4	19	2	11	9	0	0	10	2	20	18	1	6	7	1	14	11	0	0		
5	19	4	21	9	3	33	10	1	10	18	2	11	7	1	14	11	1	9		
6	19	6	32	9	3	33	10	3	30	18	4	22	7	1	14	11	3	27		
7	19	7	37	9	3	33	10	4	40	18	11	61	7	4	57	11	7	64		

Question 29: A school library should have computers which allow me to find out about careers

ALL SCHOOLS																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	145	5	3	70	3	4	75	2	3	93	1	1	42	0	0	51	1	2		
2	145	1	1	70	0	0	75	1	1	93	0	0	42	0	0	51	0	0		
3	145	7	5	70	3	4	75	4	5	93	1	1	42	1	2	51	0	0		
4	145	10	7	70	2	3	75	8	11	93	2	2	42	2	5	51	0	0		
5	145	20	14	70	6	9	75	14	19	93	8	9	42	3	7	51	5	10		
6	145	29	20	70	14	20	75	15	20	93	21	23	42	13	31	51	8	16		
7	145	73	50	70	42	60	75	31	41	93	60	65	42	23	55	51	37	73		
SCHOOL A																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	23	4	17	12	2	17	11	2	18	12	1	8	3	1	33	9	0	0		
4	23	3	13	12	0	0	11	3	27	12	0	0	3	0	0	9	0	0		
5	23	3	13	12	2	17	11	1	9	12	1	8	3	0	0	9	1	11		
6	23	3	13	12	2	17	11	1	9	12	4	33	3	2	67	9	2	22		
7	23	10	43	12	6	50	11	4	36	12	6	50	3	0	0	9	6	67		
SCHOOL B																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	22	0	0	9	0	0	13	0	0	25	0	0	9	0	0	16	0	0		
2	22	0	0	9	0	0	13	0	0	25	0	0	9	0	0	16	0	0		
3	22	2	9	9	1	11	13	1	8	25	0	0	9	0	0	16	0	0		
4	22	2	9	9	2	22	13	0	0	25	1	4	9	1	11	16	0	0		
5	22	4	18	9	1	11	13	3	23	25	4	16	9	1	11	16	3	19		
6	22	8	36	9	3	33	13	5	38	25	5	20	9	2	22	16	3	19		
7	22	6	27	9	2	22	13	4	31	25	15	60	9	5	56	16	10	62		
SCHOOL C																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
5	24	2	8	11	0	0	13	2	15	7	1	14	4	0	0	3	1	33		
6	24	7	29	11	5	45	13	2	15	7	1	14	4	1	25	3	0	0		
7	24	13	54	11	6	55	13	7	54	7	5	71	4	3	75	3	2	67		
SCHOOL D																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	26	1	4	11	1	9	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0		
4	26	2	8	11	0	0	15	2	13	11	0	0	5	0	0	6	0	0		
5	26	6	23	11	1	9	15	5	33	11	1	9	5	1	20	6	0	0		
6	26	3	12	11	1	9	15	2	13	11	4	36	5	3	60	6	1	17		
7	26	13	50	11	8	73	15	5	33	11	5	45	5	1	20	6	4	67		
SCHOOL E																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	31	3	10	18	2	11	13	1	8	20	0	0	14	0	0	6	0	0		
2	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
3	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0		
4	31	2	6	18	0	0	13	2	15	20	1	5	14	1	7	6	0	0		
5	31	3	10	18	1	6	13	2	15	20	1	5	14	1	7	6	0	0		
6	31	4	13	18	2	11	13	2	15	20	3	15	14	3	21	6	0	0		
7	31	18	58	18	13	72	13	5	38	20	15	75	14	9	64	6	6	100		
SCHOOL F																				
S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS					
NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
4	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
5	19	2	11	9	1	11	10	1	10	18	0	0	7	0	0	11	0	0		
6	19	4	21	9	1	11	10	3	30	18	4	22	7	2	29	11	2	18		
7	19	13	68	9	7	78	10	6	60	18	14	78	7	5	71	11	9	82		

Question 30: A school library should have computers which allow me to play games

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	143	11	8	71	2	3	72	9	12	93	18	19	42	6	14	51	12	24		
2	143	5	3	71	2	3	72	3	4	93	9	10	42	5	12	51	4	8		
3	143	20	14	71	11	15	72	9	12	93	15	16	42	7	17	51	8	16		
4	143	29	20	71	10	14	72	19	26	93	18	19	42	6	14	51	12	24		
5	143	13	9	71	3	4	72	10	14	93	16	17	42	6	14	51	10	20		
6	143	13	9	71	10	14	72	3	4	93	6	6	42	2	5	51	4	8		
7	143	52	36	71	33	46	72	19	26	93	11	12	42	10	24	51	1	2		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	3	13	12	0	0	11	3	27	12	2	17	3	0	0	9	2	22		
2	23	0	0	12	0	0	11	0	0	12	2	17	3	1	33	9	1	11		
3	23	6	26	12	5	42	11	1	9	12	1	8	3	0	0	9	1	11		
4	23	3	13	12	1	8	11	2	18	12	0	0	3	0	0	9	0	0		
5	23	3	13	12	0	0	11	3	27	12	5	42	3	1	33	9	4	44		
6	23	0	0	12	0	0	11	0	0	12	1	8	3	0	0	9	1	11		
7	23	8	35	12	6	50	11	2	18	12	1	8	3	1	33	9	0	0		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	22	0	0	10	0	0	12	0	0	25	3	12	9	1	11	16	2	12		
2	22	0	0	10	0	0	12	0	0	25	3	12	9	2	22	16	1	6		
3	22	5	23	10	4	40	12	1	8	25	5	20	9	1	11	16	4	25		
4	22	4	18	10	2	20	12	2	17	25	6	24	9	1	11	16	5	31		
5	22	3	14	10	0	0	12	3	25	25	3	12	9	1	11	16	2	12		
6	22	1	5	10	1	10	12	0	0	25	3	12	9	1	11	16	2	12		
7	22	9	41	10	3	30	12	6	50	25	2	8	9	2	22	16	0	0		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	11	0	0	13	1	8	7	2	29	4	2	50	3	0	0		
2	24	3	12	11	1	9	13	2	15	7	1	14	4	0	0	3	1	33		
3	24	2	8	11	0	0	13	2	15	7	3	43	4	2	50	3	1	33		
4	24	7	29	11	2	18	13	5	38	7	0	0	4	0	0	3	0	0		
5	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
6	24	3	12	11	3	27	13	0	0	7	0	0	4	0	0	3	0	0		
7	24	8	33	11	5	45	13	3	23	7	1	14	4	0	0	3	1	33		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	2	8	11	1	9	15	1	7	11	4	36	5	1	20	6	3	50		
2	26	2	8	11	1	9	15	1	7	11	2	18	5	1	20	6	1	17		
3	26	1	4	11	0	0	15	1	7	11	1	9	5	1	20	6	0	0		
4	26	7	27	11	2	18	15	5	33	11	0	0	5	0	0	6	0	0		
5	26	4	15	11	0	0	15	4	27	11	3	27	5	2	40	6	1	17		
6	26	3	12	11	1	9	15	2	13	11	1	9	5	0	0	6	1	17		
7	26	7	27	11	6	55	15	1	7	11	0	0	5	0	0	6	0	0		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	29	3	10	18	0	0	11	3	27	20	3	15	14	1	7	6	2	33		
2	29	0	0	18	0	0	11	0	0	20	0	0	14	0	0	6	0	0		
3	29	3	10	18	0	0	11	3	27	20	4	20	14	3	21	6	1	17		
4	29	5	17	18	2	11	11	3	27	20	6	30	14	3	21	6	3	50		
5	29	1	3	18	1	6	11	0	0	20	1	5	14	1	7	6	0	0		
6	29	3	10	18	3	17	11	0	0	20	1	5	14	1	7	6	0	0		
7	29	14	48	18	12	67	11	2	18	20	5	25	14	5	36	6	0	0		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	2	11	9	1	11	10	1	10	18	4	22	7	1	14	11	3	27		
2	19	0	0	9	0	0	10	0	0	18	1	6	7	1	14	11	0	0		
3	19	3	16	9	2	22	10	1	10	18	1	6	7	0	0	11	1	9		
4	19	3	16	9	1	11	10	2	20	18	6	33	7	2	29	11	4	36		
5	19	2	11	9	2	22	10	0	0	18	4	22	7	1	14	11	3	27		
6	19	3	16	9	2	22	10	1	10	18	0	0	7	0	0	11	0	0		
7	19	6	32	9	1	11	10	5	50	18	2	11	7	2	29	11	0	0		

Question 31: A school library should have provide computers for personal work

ALL SCHOOLS		S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	143	3	2	70	2	3	73	1	1	94	3	3	43	1	2	51	2	4	
2	143	2	1	70	2	3	73	0	0	94	2	2	43	2	5	51	0	0	
3	143	2	1	70	0	0	73	2	3	94	6	6	43	2	5	51	4	8	
4	143	14	10	70	8	11	73	6	8	94	8	9	43	5	12	51	3	6	
5	143	18	13	70	10	14	73	8	11	94	13	14	43	7	16	51	6	12	
6	143	39	28	70	16	23	73	23	33	94	27	29	43	11	26	51	16	31	
7	143	65	45	70	32	46	73	33	45	94	35	37	43	15	35	51	20	39	
SCHOOL A		S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0	
2	23	1	4	12	1	8	11	0	0	12	0	0	3	0	0	9	0	0	
3	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0	
4	23	1	4	12	1	8	11	0	0	12	2	17	3	1	33	9	1	11	
5	23	2	9	12	2	17	11	0	0	12	2	17	3	1	33	9	1	11	
6	23	6	26	12	1	8	11	5	45	12	4	33	3	1	33	9	3	33	
7	23	13	57	12	7	58	11	6	55	12	4	33	3	0	0	9	4	44	
SCHOOL B		S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	21	0	0	9	0	0	12	0	0	26	0	0	10	0	0	16	0	0	
2	21	0	0	9	0	0	12	0	0	26	1	4	10	1	10	16	0	0	
3	21	0	0	9	0	0	12	0	0	26	2	8	10	1	10	16	1	6	
4	21	3	14	9	2	22	12	1	8	26	1	4	10	1	10	16	0	0	
5	21	2	10	9	1	11	12	1	8	26	4	15	10	2	20	16	2	12	
6	21	8	38	9	4	44	12	4	33	26	8	31	10	1	10	16	7	44	
7	21	8	38	9	2	22	12	6	50	26	10	38	10	4	40	16	6	38	
SCHOOL C		S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0	
2	24	1	4	11	1	9	13	0	0	7	0	0	4	0	0	3	0	0	
3	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0	
4	24	2	8	11	1	9	13	1	8	7	2	29	4	2	50	3	0	0	
5	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0	
6	24	9	38	11	4	36	13	5	38	7	1	14	4	1	25	3	0	0	
7	24	9	38	11	4	36	13	5	38	7	4	57	4	1	25	3	3	100	
SCHOOL D		S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	26	3	12	11	2	18	15	1	7	11	2	18	5	0	0	6	2	33	
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0	
3	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0	
4	26	3	12	11	2	18	15	1	7	11	0	0	5	0	0	6	0	0	
5	26	7	27	11	3	27	15	4	27	11	2	18	5	2	40	6	0	0	
6	26	4	15	11	1	9	15	3	20	11	4	36	5	2	40	6	2	33	
7	26	9	35	11	3	27	15	6	40	11	3	27	5	1	20	6	2	33	
SCHOOL E		S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	31	0	0	18	0	0	13	0	0	20	0	0	14	0	0	6	0	0	
2	31	0	0	18	0	0	13	0	0	20	1	5	14	1	7	6	0	0	
3	31	1	3	18	0	0	13	1	8	20	2	10	14	1	7	6	1	17	
4	31	2	6	18	1	6	13	1	8	20	1	5	14	0	0	6	1	17	
5	31	4	13	18	2	11	13	2	15	20	3	15	14	2	14	6	1	17	
6	31	6	19	18	2	11	13	4	31	20	5	25	14	4	29	6	1	17	
7	31	18	58	18	13	72	13	5	38	20	8	40	14	6	43	6	2	33	
SCHOOL F		S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	
1	18	0	0	9	0	0	9	0	0	18	1	6	7	1	14	11	0	0	
2	18	0	0	9	0	0	9	0	0	18	0	0	7	0	0	11	0	0	
3	18	0	0	9	0	0	9	0	0	18	2	11	7	0	0	11	2	18	
4	18	3	17	9	1	11	9	2	22	18	2	11	7	1	14	11	1	9	
5	18	1	6	9	1	11	9	0	0	18	2	11	7	0	0	11	2	18	
6	18	6	33	9	4	44	9	2	22	18	5	28	7	2	29	11	3	27	
7	18	8	44	9	3	33	9	5	56	18	6	33	7	3	43	11	3	27	

Question 32: The school librarian should always be there whenever the library is open

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	7	5	71	3	4	74	4	5	94	3	3	43	3	7	51	0	0		
2	145	3	2	71	0	0	74	3	4	94	1	1	43	0	0	51	1	2		
3	145	14	10	71	7	10	74	7	9	94	8	9	43	4	9	51	4	8		
4	145	16	11	71	10	14	74	6	8	94	11	12	43	2	5	51	9	18		
5	145	24	17	71	7	10	74	17	23	94	21	22	43	11	26	51	10	20		
6	145	21	14	71	13	18	74	8	11	94	17	18	43	9	21	51	8	16		
7	145	60	41	71	31	44	74	29	39	94	33	35	43	14	33	51	19	37		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	3	12	13	2	15	11	1	9	12	1	8	3	1	33	9	0	0		
4	24	2	8	13	1	8	11	1	9	12	1	8	3	0	0	9	1	11		
5	24	5	21	13	1	8	11	4	36	12	7	58	3	2	67	9	5	56		
6	24	5	21	13	4	31	11	1	9	12	1	8	3	0	0	9	1	11		
7	24	8	33	13	4	31	11	4	36	12	2	17	3	0	0	9	2	22		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	1	5	9	0	0	12	1	8	26	0	0	10	0	0	16	0	0		
2	21	0	0	9	0	0	12	0	0	26	0	0	10	0	0	16	0	0		
3	21	2	10	9	1	11	12	1	8	26	2	8	10	0	0	16	2	12		
4	21	2	10	9	2	22	12	0	0	26	8	31	10	2	20	16	6	38		
5	21	6	29	9	2	22	12	4	33	26	5	19	10	3	30	16	2	12		
6	21	2	10	9	0	0	12	2	17	26	5	19	10	3	30	16	2	12		
7	21	8	38	9	4	44	12	4	33	26	6	23	10	2	20	16	4	25		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
4	24	2	8	11	2	18	13	0	0	7	0	0	4	0	0	3	0	0		
5	24	3	12	11	2	18	13	1	8	7	2	29	4	1	25	3	1	33		
6	24	4	17	11	2	18	13	2	15	7	1	14	4	1	25	3	0	0		
7	24	11	46	11	4	36	13	7	54	7	4	57	4	2	50	3	2	67		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	1	20	6	0	0		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
4	26	3	12	11	2	18	15	1	7	11	2	18	5	0	0	6	2	33		
5	26	4	15	11	0	0	15	4	27	11	2	18	5	1	20	6	1	17		
6	26	5	19	11	2	18	15	3	20	11	2	18	5	1	20	6	1	17		
7	26	14	54	11	7	64	15	7	47	11	4	36	5	2	40	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	2	6	18	1	6	13	1	8	20	1	5	14	1	7	6	0	0		
2	31	1	3	18	0	0	13	1	8	20	1	5	14	0	0	6	1	17		
3	31	6	19	18	2	11	13	4	31	20	3	15	14	2	14	6	1	17		
4	31	4	13	18	2	11	13	2	15	20	0	0	14	0	0	6	0	0		
5	31	3	10	18	2	11	13	1	8	20	4	20	14	4	29	6	0	0		
6	31	2	6	18	2	11	13	0	0	20	2	10	14	2	14	6	0	0		
7	31	13	42	18	9	50	13	4	31	20	9	45	14	5	36	6	4	67		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	1	5	9	0	0	10	1	10	18	1	6	7	1	14	11	0	0		
2	19	1	5	9	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
3	19	2	11	9	2	22	10	0	0	18	2	11	7	1	14	11	1	9		
4	19	3	16	9	1	11	10	2	20	18	0	0	7	0	0	11	0	0		
5	19	3	16	9	0	0	10	3	30	18	1	6	7	0	0	11	1	9		
6	19	3	16	9	3	33	10	0	0	18	6	33	7	2	29	11	4	36		
7	19	6	32	9	3	33	10	3	30	18	8	44	7	3	43	11	5	45		

Question 33: The school librarian should know about the school curriculum

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	6	4	71	3	4	74	3	4	94	5	5	43	3	7	51	2	4		
2	145	4	3	71	2	3	74	2	3	94	1	1	43	1	2	51	0	0		
3	145	7	5	71	3	4	74	4	5	94	4	4	43	1	2	51	3	6		
4	145	25	17	71	11	15	74	14	19	94	8	9	43	7	16	51	1	2		
5	145	29	20	71	17	24	74	12	16	94	31	33	43	13	30	51	18	35		
6	145	30	21	71	11	15	74	19	26	94	17	18	43	6	14	51	11	22		
7	145	44	30	71	24	34	74	20	27	94	28	30	43	12	28	51	16	31		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
3	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	5	21	13	3	23	11	2	18	12	1	8	3	1	33	9	0	0		
5	24	7	29	13	3	23	11	4	36	12	4	33	3	1	33	9	3	33		
6	24	5	21	13	2	15	11	3	27	12	3	25	3	0	0	9	3	33		
7	24	6	25	13	4	31	11	2	18	12	4	33	3	1	33	9	3	33		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	0	0	9	0	0	12	0	0	26	3	12	10	1	10	16	2	12		
2	21	0	0	9	0	0	12	0	0	26	0	0	10	0	0	16	0	0		
3	21	0	0	9	0	0	12	0	0	26	4	15	10	1	10	16	3	19		
4	21	9	43	9	4	44	12	5	42	26	2	8	10	2	20	16	0	0		
5	21	6	29	9	3	33	12	3	25	26	9	35	10	3	30	16	6	38		
6	21	4	19	9	1	11	12	3	25	26	3	12	10	2	20	16	1	6		
7	21	2	10	9	1	11	12	1	8	26	5	19	10	1	10	16	4	25		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	3	12	11	2	18	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	1	4	11	0	0	13	1	8	7	0	0	4	0	0	3	0	0		
3	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
4	24	0	0	11	0	0	13	0	0	7	1	14	4	1	25	3	0	0		
5	24	5	21	11	3	27	13	2	15	7	3	43	4	0	0	3	3	100		
6	24	5	21	11	2	18	13	3	23	7	2	29	4	2	50	3	0	0		
7	24	10	42	11	4	36	13	6	46	7	1	14	4	1	25	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
2	26	1	4	11	1	9	15	0	0	11	1	9	5	1	20	6	0	0		
3	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
4	26	2	8	11	1	9	15	1	7	11	0	0	5	0	0	6	0	0		
5	26	5	19	11	4	36	15	1	7	11	4	36	5	2	40	6	2	33		
6	26	7	27	11	0	0	15	7	47	11	3	27	5	1	20	6	2	33		
7	26	11	42	11	5	45	15	6	40	11	3	27	5	1	20	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	2	6	18	1	6	13	1	8	20	1	5	14	1	7	6	0	0		
2	31	1	3	18	0	0	13	1	8	20	0	0	14	0	0	6	0	0		
3	31	5	16	18	3	17	13	2	15	20	0	0	14	0	0	6	0	0		
4	31	7	23	18	3	17	13	4	31	20	2	10	14	2	14	6	0	0		
5	31	2	6	18	1	6	13	1	8	20	3	15	14	3	21	6	0	0		
6	31	5	16	18	3	17	13	2	15	20	2	10	14	1	7	6	1	17		
7	31	9	29	18	7	39	13	2	15	20	12	60	14	7	50	6	5	83		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	1	5	9	0	0	10	1	10	18	1	6	7	1	14	11	0	0		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	2	11	9	0	0	10	2	20	18	0	0	7	0	0	11	0	0		
4	19	2	11	9	0	0	10	2	20	18	2	11	7	1	14	11	1	9		
5	19	4	21	9	3	33	10	1	10	18	8	44	7	4	57	11	4	36		
6	19	4	21	9	3	33	10	1	10	18	4	22	7	0	0	11	4	36		
7	19	6	32	9	3	33	10	3	30	18	3	17	7	1	14	11	2	18		

Question 34: The school librarian should be able to help me use the computers

ALL SCHOOLS																				
S1/2 ALL				S1/2BOYS				S1/2GIRLS				S5/6 ALL			S5/6BOYS			S5/6GIRLS		
NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	142	7	5	69	4	6	73	3	4	92	2	2	41	1	2	51	1	2		
2	142	4	3	69	2	3	73	2	3	92	2	2	41	1	2	51	1	2		
3	142	9	6	69	4	6	73	5	7	92	4	4	41	3	7	51	1	2		
4	142	14	10	69	6	9	73	8	11	92	10	11	41	6	15	51	4	8		
5	142	12	8	69	8	12	73	4	5	92	3	3	41	2	5	51	1	2		
6	142	28	20	69	16	23	73	12	16	92	27	29	41	13	32	51	14	27		
7	142	68	48	69	29	42	73	39	53	92	44	48	41	15	37	51	29	57		
SCHOOL A																				
S1/2 ALL				S1/2BOYS				S1/2GIRLS				S5/6 ALL			S5/6BOYS			S5/6GIRLS		
NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	23	1	4	12	0	0	11	1	9	12	0	0	3	0	0	9	0	0		
2	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
3	23	1	4	12	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
4	23	2	9	12	0	0	11	2	18	12	0	0	3	0	0	9	0	0		
5	23	3	13	12	2	17	11	1	9	12	0	0	3	0	0	9	0	0		
6	23	4	17	12	2	17	11	2	18	12	5	42	3	2	67	9	3	33		
7	23	12	52	12	7	58	11	5	45	12	7	58	3	1	33	9	6	67		
SCHOOL B																				
S1/2 ALL				S1/2BOYS				S1/2GIRLS				S5/6 ALL			S5/6BOYS			S5/6GIRLS		
NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	21	1	5	9	0	0	12	1	8	25	0	0	9	0	0	16	0	0		
2	21	2	10	9	1	11	12	1	8	25	1	4	9	1	11	16	0	0		
3	21	0	0	9	0	0	12	0	0	25	1	4	9	0	0	16	1	6		
4	21	5	24	9	2	22	12	3	25	25	5	20	9	2	22	16	3	19		
5	21	1	5	9	1	11	12	0	0	25	2	8	9	1	11	16	1	6		
6	21	7	33	9	3	33	12	4	33	25	5	20	9	1	11	16	4	25		
7	21	5	24	9	2	22	12	3	25	25	11	44	9	4	44	16	7	44		
SCHOOL C																				
S1/2 ALL				S1/2BOYS				S1/2GIRLS				S5/6 ALL			S5/6BOYS			S5/6GIRLS		
NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	24	1	4	11	1	9	13	0	0	6	0	0	3	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	6	0	0	3	0	0	3	0	0		
3	24	1	4	11	0	0	13	1	8	6	0	0	3	0	0	3	0	0		
4	24	5	21	11	3	27	13	2	15	6	1	17	3	1	33	3	0	0		
5	24	1	4	11	0	0	13	1	8	6	0	0	3	0	0	3	0	0		
6	24	4	17	11	3	27	13	1	8	6	1	17	3	1	33	3	0	0		
7	24	12	50	11	4	36	13	8	62	6	4	67	3	1	33	3	3	100		
SCHOOL D																				
S1/2 ALL				S1/2BOYS				S1/2GIRLS				S5/6 ALL			S5/6BOYS			S5/6GIRLS		
NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	0	0	11	0	0	15	0	0	11	0	0	5	0	0	6	0	0		
3	26	1	4	11	0	0	15	1	7	11	1	9	5	1	20	6	0	0		
4	26	0	0	11	0	0	15	0	0	11	2	18	5	1	20	6	1	17		
5	26	4	15	11	3	27	15	1	7	11	0	0	5	0	0	6	0	0		
6	26	4	15	11	3	27	15	1	7	11	3	27	5	2	40	6	1	17		
7	26	17	65	11	5	45	15	12	80	11	4	36	5	1	20	6	3	50		
SCHOOL E																				
S1/2 ALL				S1/2BOYS				S1/2GIRLS				S5/6 ALL			S5/6BOYS			S5/6GIRLS		
NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	30	3	10	18	3	17	12	0	0	20	1	5	14	1	7	6	0	0		
2	30	2	7	18	1	6	12	1	8	20	1	5	14	0	0	6	1	17		
3	30	3	10	18	1	6	12	2	17	20	1	5	14	1	7	6	0	0		
4	30	0	0	18	0	0	12	0	0	20	2	10	14	2	14	6	0	0		
5	30	2	7	18	1	6	12	1	8	20	1	5	14	1	7	6	0	0		
6	30	7	23	18	3	17	12	4	33	20	6	30	14	4	29	6	2	33		
7	30	13	43	18	9	50	12	4	33	20	8	40	14	5	36	6	3	50		
SCHOOL F																				
S1/2 ALL				S1/2BOYS				S1/2GIRLS				S5/6 ALL			S5/6BOYS			S5/6GIRLS		
NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%		NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%
1	18	1	6	8	0	0	10	1	10	18	0	0	7	0	0	11	0	0		
2	18	0	0	8	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	18	3	17	8	2	25	10	1	10	18	1	6	7	1	14	11	0	0		
4	18	2	11	8	1	12	10	1	10	18	0	0	7	0	0	11	0	0		
5	18	1	6	8	1	12	10	0	0	18	0	0	7	0	0	11	0	0		
6	18	2	11	8	2	25	10	0	0	18	7	39	7	3	43	11	4	36		
7	18	9	50	8	2	25	10	7	70	18	10	56	7	3	43	11	7	64		

Question 35: The school librarian should have an assistant who is an adult not a pupil

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	144	22	15	70	16	23	74	6	8	94	13	14	43	10	23	51	3	6		
2	144	8	6	70	4	6	74	4	5	94	10	11	43	4	9	51	6	12		
3	144	12	8	70	4	6	74	8	11	94	9	10	43	6	14	51	3	6		
4	144	21	15	70	13	19	74	8	11	94	19	20	43	8	19	51	11	22		
5	144	21	15	70	7	10	74	14	19	94	11	12	43	2	5	51	9	18		
6	144	23	16	70	9	13	74	14	19	94	18	19	43	7	16	51	11	22		
7	144	37	26	70	17	24	74	20	27	94	14	15	43	6	14	51	8	16		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	23	3	13	12	2	17	11	1	9	12	2	17	3	2	67	9	0	0		
2	23	0	0	12	0	0	11	0	0	12	3	25	3	0	0	9	3	33		
3	23	0	0	12	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
4	23	4	17	12	3	25	11	1	9	12	1	8	3	0	0	9	1	11		
5	23	4	17	12	2	17	11	2	18	12	2	17	3	0	0	9	2	22		
6	23	5	22	12	2	17	11	3	27	12	3	25	3	1	33	9	2	22		
7	23	7	30	12	3	25	11	4	36	12	1	8	3	0	0	9	1	11		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	1	5	9	1	11	12	0	0	26	2	8	10	2	20	16	0	0		
2	21	2	10	9	1	11	12	1	8	26	4	15	10	2	20	16	2	12		
3	21	1	5	9	0	0	12	1	8	26	4	15	10	2	20	16	2	12		
4	21	4	19	9	4	44	12	0	0	26	3	12	10	0	0	16	3	19		
5	21	7	33	9	1	11	12	6	50	26	3	12	10	1	10	16	2	12		
6	21	4	19	9	1	11	12	3	25	26	4	15	10	2	20	16	2	12		
7	21	2	10	9	1	11	12	1	8	26	6	23	10	1	10	16	5	31		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	2	8	11	1	9	13	1	8	7	1	14	4	1	25	3	0	0		
3	24	3	12	11	2	18	13	1	8	7	1	14	4	1	25	3	0	0		
4	24	3	12	11	0	0	13	3	23	7	1	14	4	1	25	3	0	0		
5	24	5	21	11	3	27	13	2	15	7	2	29	4	0	0	3	2	67		
6	24	2	8	11	0	0	13	2	15	7	1	14	4	0	0	3	1	33		
7	24	7	29	11	4	36	13	3	23	7	1	14	4	1	25	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	5	19	11	4	36	15	1	7	11	3	27	5	1	20	6	2	33		
2	26	2	8	11	1	9	15	1	7	11	1	9	5	1	20	6	0	0		
3	26	5	19	11	1	9	15	4	27	11	0	0	5	0	0	6	0	0		
4	26	4	15	11	2	18	15	2	13	11	2	18	5	1	20	6	1	17		
5	26	2	8	11	0	0	15	2	13	11	2	18	5	1	20	6	1	17		
6	26	2	8	11	1	9	15	1	7	11	0	0	5	0	0	6	0	0		
7	26	6	23	11	2	18	15	4	27	11	3	27	5	1	20	6	2	33		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	8	26	18	6	33	13	2	15	20	3	15	14	3	21	6	0	0		
2	31	2	6	18	1	6	13	1	8	20	1	5	14	0	0	6	1	17		
3	31	3	10	18	1	6	13	2	15	20	3	15	14	3	21	6	0	0		
4	31	3	10	18	2	11	13	1	8	20	7	35	14	3	21	6	4	67		
5	31	3	10	18	1	6	13	2	15	20	0	0	14	0	0	6	0	0		
6	31	6	19	18	3	17	13	3	23	20	3	15	14	2	14	6	1	17		
7	31	6	19	18	4	22	13	2	15	20	3	15	14	3	21	6	0	0		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	3	16	9	2	22	10	1	10	18	3	17	7	2	29	11	1	9		
2	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
3	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
4	19	3	16	9	2	22	10	1	10	18	5	28	7	3	43	11	2	18		
5	19	0	0	9	0	0	10	0	0	18	2	11	7	0	0	11	2	18		
6	19	4	21	9	2	22	10	2	20	18	7	39	7	2	29	11	5	45		
7	19	9	47	9	3	33	10	6	60	18	0	0	7	0	0	11	0	0		

Question 36: The school librarian should have a team of pupil helpers

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	144	16	11	71	14	20	73	2	3	93	20	22	42	10	24	51	10	20		
2	144	9	6	71	4	6	73	5	7	93	12	13	42	6	14	51	6	12		
3	144	20	14	71	7	10	73	13	18	93	7	8	42	3	7	51	4	8		
4	144	30	21	71	15	21	73	15	21	93	19	20	42	7	17	51	12	24		
5	144	21	15	71	6	8	73	15	21	93	15	16	42	6	14	51	9	18		
6	144	22	15	71	11	15	73	11	15	93	10	11	42	5	12	51	5	10		
7	144	26	18	71	14	20	73	12	16	93	10	11	42	5	12	51	5	10		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	1	4	13	0	0	11	1	9	12	3	25	3	2	67	9	1	11		
2	24	2	8	13	1	8	11	1	9	12	1	8	3	0	0	9	1	11		
3	24	4	17	13	2	15	11	2	18	12	1	8	3	0	0	9	1	11		
4	24	8	33	13	5	38	11	3	27	12	2	17	3	1	33	9	1	11		
5	24	1	4	13	0	0	11	1	9	12	4	33	3	0	0	9	4	44		
6	24	2	8	13	1	8	11	1	9	12	1	8	3	0	0	9	1	11		
7	24	6	25	13	4	31	11	2	18	12	0	0	3	0	0	9	0	0		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	2	10	9	1	11	12	1	8	25	3	12	9	1	11	16	2	12		
2	21	2	10	9	1	11	12	1	8	25	4	16	9	2	22	16	2	12		
3	21	6	29	9	1	11	12	5	42	25	1	4	9	0	0	16	1	6		
4	21	9	43	9	4	44	12	5	42	25	7	28	9	1	11	16	6	38		
5	21	2	10	9	2	22	12	0	0	25	5	20	9	2	22	16	3	19		
6	21	0	0	9	0	0	12	0	0	25	1	4	9	1	11	16	0	0		
7	21	0	0	9	0	0	12	0	0	25	4	16	9	2	22	16	2	12		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	2	18	13	0	0	7	3	43	4	1	25	3	2	67		
2	24	2	8	11	1	9	13	1	8	7	1	14	4	1	25	3	0	0		
3	24	4	17	11	2	18	13	2	15	7	0	0	4	0	0	3	0	0		
4	24	4	17	11	3	27	13	1	8	7	1	14	4	0	0	3	1	33		
5	24	3	12	11	1	9	13	2	15	7	1	14	4	1	25	3	0	0		
6	24	5	21	11	1	9	13	4	31	7	0	0	4	0	0	3	0	0		
7	24	4	17	11	1	9	13	3	23	7	1	14	4	1	25	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	6	23	11	6	55	15	0	0	11	2	18	5	1	20	6	1	17		
2	26	1	4	11	0	0	15	1	7	11	0	0	5	0	0	6	0	0		
3	26	3	12	11	1	9	15	2	13	11	2	18	5	1	20	6	1	17		
4	26	4	15	11	0	0	15	4	27	11	1	9	5	0	0	6	1	17		
5	26	6	23	11	1	9	15	5	33	11	1	9	5	1	20	6	0	0		
6	26	4	15	11	2	18	15	2	13	11	3	27	5	1	20	6	2	33		
7	26	2	8	11	1	9	15	1	7	11	2	18	5	1	20	6	1	17		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	4	13	18	4	22	13	0	0	20	5	25	14	3	21	6	2	33		
2	31	2	6	18	1	6	13	1	8	20	2	10	14	2	14	6	0	0		
3	31	3	10	18	1	6	13	2	15	20	2	10	14	2	14	6	0	0		
4	31	3	10	18	1	6	13	2	15	20	5	25	14	4	29	6	1	17		
5	31	5	16	18	1	6	13	4	31	20	0	0	14	0	0	6	0	0		
6	31	7	23	18	5	28	13	2	15	20	4	20	14	2	14	6	2	33		
7	31	7	23	18	5	28	13	2	15	20	2	10	14	1	7	6	1	17		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	18	1	6	9	1	11	9	0	0	18	4	22	7	2	29	11	2	18		
2	18	0	0	9	0	0	9	0	0	18	4	22	7	1	14	11	3	27		
3	18	0	0	9	0	0	9	0	0	18	1	6	7	0	0	11	1	9		
4	18	2	11	9	2	22	9	0	0	18	3	17	7	1	14	11	2	18		
5	18	4	22	9	1	11	9	3	33	18	4	22	7	2	29	11	2	18		
6	18	4	22	9	2	22	9	2	22	18	1	6	7	1	14	11	0	0		
7	18	7	39	9	3	33	9	4	44	18	1	6	7	0	0	11	1	9		

Question 37: The school librarian should ask pupils for suggestions about the library

ALL SCHOOLS			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	145	14	10	71	8	11	74	6	8	94	5	5	43	1	2	51	4	8		
2	145	4	3	71	1	1	74	3	4	94	5	5	43	2	5	51	3	6		
3	145	4	3	71	4	6	74	0	0	94	8	9	43	5	12	51	3	6		
4	145	11	8	71	5	7	74	6	8	94	16	17	43	8	19	51	8	16		
5	145	25	17	71	11	15	74	14	19	94	9	10	43	4	9	51	5	10		
6	145	29	20	71	12	17	74	17	23	94	20	21	43	8	19	51	12	24		
7	145	58	40	71	30	42	74	28	38	94	31	33	43	15	35	51	16	31		
SCHOOL A			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	0	0	13	0	0	11	0	0	12	0	0	3	0	0	9	0	0		
2	24	1	4	13	0	0	11	1	9	12	0	0	3	0	0	9	0	0		
3	24	1	4	13	1	8	11	0	0	12	0	0	3	0	0	9	0	0		
4	24	4	17	13	2	15	11	2	18	12	2	17	3	0	0	9	2	22		
5	24	6	25	13	3	23	11	3	27	12	1	8	3	0	0	9	1	11		
6	24	2	8	13	2	15	11	0	0	12	3	25	3	1	33	9	2	22		
7	24	10	42	13	5	38	11	5	45	12	6	50	3	2	67	9	4	44		
SCHOOL B			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	21	3	14	9	0	0	12	3	25	26	1	4	10	0	0	16	1	6		
2	21	1	5	9	1	11	12	0	0	26	1	4	10	0	0	16	1	6		
3	21	2	10	9	2	22	12	0	0	26	2	8	10	1	10	16	1	6		
4	21	3	14	9	3	33	12	0	0	26	6	23	10	4	40	16	2	12		
5	21	4	19	9	2	22	12	2	17	26	3	12	10	0	0	16	3	19		
6	21	3	14	9	0	0	12	3	25	26	7	27	10	3	30	16	4	25		
7	21	5	24	9	1	11	12	4	33	26	6	23	10	2	20	16	4	25		
SCHOOL C			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	24	2	8	11	1	9	13	1	8	7	0	0	4	0	0	3	0	0		
2	24	0	0	11	0	0	13	0	0	7	0	0	4	0	0	3	0	0		
3	24	1	4	11	1	9	13	0	0	7	1	14	4	0	0	3	1	33		
4	24	1	4	11	0	0	13	1	8	7	2	29	4	1	25	3	1	33		
5	24	6	25	11	2	18	13	4	31	7	1	14	4	1	25	3	0	0		
6	24	6	25	11	2	18	13	4	31	7	2	29	4	1	25	3	1	33		
7	24	8	33	11	5	45	13	3	23	7	1	14	4	1	25	3	0	0		
SCHOOL D			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
2	26	0	0	11	0	0	15	0	0	11	2	18	5	1	20	6	1	17		
3	26	0	0	11	0	0	15	0	0	11	1	9	5	0	0	6	1	17		
4	26	1	4	11	0	0	15	1	7	11	2	18	5	2	40	6	0	0		
5	26	7	27	11	3	27	15	4	27	11	0	0	5	0	0	6	0	0		
6	26	9	35	11	4	36	15	5	33	11	2	18	5	0	0	6	2	33		
7	26	9	35	11	4	36	15	5	33	11	3	27	5	2	40	6	1	17		
SCHOOL E			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	31	7	23	18	7	39	13	0	0	20	0	0	14	0	0	6	0	0		
2	31	2	6	18	0	0	13	2	15	20	1	5	14	1	7	6	0	0		
3	31	0	0	18	0	0	13	0	0	20	1	5	14	1	7	6	0	0		
4	31	2	6	18	0	0	13	2	15	20	4	20	14	1	7	6	3	50		
5	31	1	3	18	0	0	13	1	8	20	3	15	14	3	21	6	0	0		
6	31	4	13	18	1	6	13	3	23	20	1	5	14	1	7	6	0	0		
7	31	15	48	18	10	56	13	5	38	20	10	50	14	7	50	6	3	50		
SCHOOL F			S1/2 ALL			S1/2BOYS			S1/2GIRLS			S5/6 ALL			S5/6BOYS			S5/6GIRLS		
	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%	NO.	TOTAL	%		
1	19	2	11	9	0	0	10	2	20	18	3	17	7	1	14	11	2	18		
2	19	0	0	9	0	0	10	0	0	18	1	6	7	0	0	11	1	9		
3	19	0	0	9	0	0	10	0	0	18	3	17	7	3	43	11	0	0		
4	19	0	0	9	0	0	10	0	0	18	0	0	7	0	0	11	0	0		
5	19	1	5	9	1	11	10	0	0	18	1	6	7	0	0	11	1	9		
6	19	5	26	9	3	33	10	2	20	18	5	28	7	2	29	11	3	27		
7	19	11	58	9	5	56	10	6	60	18	5	28	7	1	14	11	4	36		

APPENDIX 3

**SUMMARY OF RESPONSES TO QUESTIONNAIRE :
CIRCLED 1-3, 4, 5-7**

Question 1: A school library should help me with my school work

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	7	5	9	7	7	8	
4	14	14	15	17	19	16	
5-7	78	81	76	75	74	77	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	4	8	0	0	0	0	
4	12	15	9	25	33	22	
5-7	84	76	91	75	66	78	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	4	10	0	0	0	0	
4	26	30	23	15	20	12	
5-7	70	60	77	85	80	87	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	8	9	8	0	0	0	
4	8	0	15	14	25	0	
5-7	84	91	77	86	75	100	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	19	9	27	27	20	33	
4	23	18	27	0	0	0	
5-7	57	72	46	72	80	67	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	3	0	8	10	7	17	
4	6	11	0	10	14	0	
5-7	91	89	92	80	78	83	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	5	0	10	11	14	9	
4	11	11	10	33	29	36	
5-7	84	88	80	56	57	54	

Question 2: A school library should have a quiet area where I can study

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	9	11	6	3	2	4
4	10	12	7	10	5	14
5-7	82	77	86	86	93	83
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	8	0	0	0	0
4	8	0	18	0	0	0
5-7	87	92	82	100	100	100
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	20	0	0	0	0
4	22	30	15	15	20	12
5-7	69	50	84	84	80	87
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	9	8	0	0	0
4	0	0	0	0	0	0
5-7	91	91	92	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	20	18	20	0	0	0
4	8	18	0	9	0	17
5-7	72	63	80	90	100	84
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	6	0	10	0	33
4	14	17	10	10	0	33
5-7	83	78	90	80	100	34
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	10	11	10	6	14	0
4	5	11	0	11	0	18
5-7	84	78	90	84	85	81

Question 3: A school library should have a photocopier which I can use

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	18	15	20	18	16	20
4	29	35	22	16	26	8
5-7	54	50	56	66	58	72
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	0	27	0	0	0
4	38	54	18	8	33	0
5-7	49	46	54	92	66	100
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	17	20	15	39	50	31
4	39	40	38	4	10	0
5-7	44	40	46	58	40	69
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	9	16	0	0	0
4	33	55	15	29	25	33
5-7	54	36	70	72	75	66
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	32	30	33	10	0	20
4	24	20	27	40	60	20
5-7	44	50	41	50	40	60
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	13	12	18	5	0	17
4	24	22	27	25	29	17
5-7	62	66	54	70	71	67
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	22	33	11	29	29	27
4	11	22	0	11	14	9
5-7	67	44	89	62	58	63

Question 4: A school library should have areas where groups can work together

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	19	13	19	21	18
4	19	16	23	22	26	18
5-7	64	65	65	58	53	62
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	19	9	27	25	33	22
4	27	9	45	8	0	11
5-7	55	81	27	67	66	66
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	13	10	15	32	50	21
4	35	40	31	20	30	13
5-7	52	50	53	48	20	66
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	9	8	0	0	0
4	0	0	0	14	0	33
5-7	91	91	93	86	100	66
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	24	45	7	20	40	0
4	15	9	20	20	20	20
5-7	62	45	73	60	40	80
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	19	24	10	10	7	17
4	15	12	20	35	29	50
5-7	67	66	70	55	63	34
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	11	12	18	0	27
4	29	33	25	22	43	9
5-7	59	55	62	62	57	63

Question 5: A school library should have an informal area where I can relax and read

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	15	15	14	25	19	30
4	12	12	12	20	26	16
5-7	73	73	73	55	56	54
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	8	9	0	0	0
4	12	8	18	18	33	12
5-7	79	85	72	82	67	88
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	20	25	16	46	50	43
4	24	25	23	23	30	19
5-7	57	50	61	37	20	37
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	8	0	0	0
4	17	27	8	43	50	33
5-7	78	72	84	57	50	67
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	33	50	21	9	0	17
4	8	10	7	27	40	17
5-7	59	40	71	63	60	67
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	12	23	20	7	50
4	7	6	8	0	0	0
5-7	76	82	69	80	92	50
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	10	11	10	34	28	36
4	5	0	10	28	43	18
5-7	85	89	80	39	29	45

Question 6: A school library should be a place where I can meet friends

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	46	38	53	59	70	51
4	16	18	14	17	12	22
5-7	38	44	33	23	19	28
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	41	15	72	34	33	33
4	21	31	9	17	0	22
5-7	38	54	18	50	66	44
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	39	50	31	73	80	69
4	26	30	23	27	20	31
5-7	34	20	46	0	0	0
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	38	36	38	42	50	33
4	21	9	31	14	0	33
5-7	41	54	31	43	50	33
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	62	80	47	54	100	17
4	17	20	13	9	0	17
5-7	24	0	40	36	0	67
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	43	28	67	55	50	67
4	3	6	0	15	21	0
5-7	53	67	33	30	28	34
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	53	33	70	73	100	54
4	11	22	0	11	0	18
5-7	36	44	30	18	0	27

Question 7: A school library should be a place where I can eat and drink

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	53	52	55	57	63	53	
4	11	10	11	14	9	18	
5-7	36	38	33	29	28	28	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	66	54	82	54	33	62	
4	4	8	0	0	0	0	
5-7	28	38	18	45	66	37	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	39	55	24	64	60	66	
4	19	33	8	16	20	13	
5-7	43	11	67	20	20	20	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	49	54	47	28	50	0	
4	12	9	15	29	0	67	
5-7	37	36	39	43	50	33	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	68	81	60	54	80	33	
4	4	0	7	9	0	17	
5-7	28	18	33	36	20	51	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	29	18	45	55	49	67	
4	14	12	18	10	14	0	
5-7	57	71	36	35	35	34	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	77	75	77	66	100	45	
4	12	0	22	22	0	36	
5-7	12	25	0	11	0	18	

Question 8: A school library should be open in the morning before school

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	33	37	27	37	37	36	
4	16	15	16	19	19	20	
5-7	52	48	57	45	44	45	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	24	46	0	33	33	33	
4	21	15	27	8	0	11	
5-7	54	38	72	58	67	55	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	35	40	31	50	60	43	
4	39	40	38	15	0	25	
5-7	26	20	30	35	40	31	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	35	45	25	14	0	33	
4	13	18	8	43	50	33	
5-7	51	36	67	43	50	33	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	23	27	20	27	20	33	
4	12	9	13	9	0	17	
5-7	66	63	67	63	80	51	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	35	33	38	35	35	34	
4	3	0	8	20	14	33	
5-7	61	67	53	45	50	34	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	42	24	55	33	43	27	
4	12	25	0	28	57	9	
5-7	48	50	44	39	0	63	

Question 9: A school library should be open throughout the school day

ALL SCHOOLS		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		8	8	9	4	7	2
4		11	11	11	9	9	8
5-7		81	80	81	87	85	91
SCHOOL A		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		8	8	9	0	0	0
4		8	15	0	17	67	0
5-7		83	77	91	84	33	100
SCHOOL B		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		9	10	8	4	10	0
4		22	20	23	12	0	19
5-7		69	70	69	85	90	81
SCHOOL C		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		8	9	8	0	0	0
4		12	18	8	0	0	0
5-7		79	72	84	100	100	100
SCHOOL D		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		12	18	7	9	0	17
4		8	9	7	9	0	17
5-7		81	72	86	81	100	67
SCHOOL E		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		0	0	0	5	7	0
4		6	0	15	5	7	0
5-7		94	100	84	90	86	100
SCHOOL F		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		16	11	20	6	14	0
4		11	11	10	6	14	0
5-7		74	77	70	88	72	100

Question 10: A school library should be open after school

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	24	29	61	14	14	16	
4	15	11	60	15	19	12	
5-7	61	60	62	70	68	73	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	29	38	18	34	66	22	
4	8	8	9	0	0	0	
5-7	62	54	73	66	33	77	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	21	40	8	24	30	18	
4	48	20	69	23	20	25	
5-7	30	40	23	54	50	56	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	20	27	15	0	0	0	
4	12	27	0	14	25	0	
5-7	67	45	84	86	75	100	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	35	54	21	18	0	34	
4	12	0	20	9	20	0	
5-7	55	45	61	72	80	66	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	12	12	16	5	7	0	
4	3	0	8	10	7	17	
5-7	83	89	77	85	86	83	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	27	11	40	6	0	9	
4	11	22	0	22	43	9	
5-7	63	67	60	72	57	81	

Question 11: A school library should be open in the evening

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	56	56	55	46	46	46	46
4	16	17	15	20	23	18	18
5-7	29	27	29	34	30	38	38
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	48	50	45	75	100	66	66
4	30	33	27	0	0	0	0
5-7	22	17	27	25	0	33	33
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	69	70	69	49	60	43	43
4	17	20	15	15	20	12	12
5-7	13	10	16	35	20	43	43
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	52	54	50	28	50	0	0
4	17	9	25	29	25	33	33
5-7	31	36	25	43	25	67	67
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	50	45	53	36	40	34	34
4	23	27	20	27	40	17	17
5-7	27	27	27	36	20	50	50
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	61	62	61	45	35	67	67
4	3	6	0	20	14	33	33
5-7	35	34	39	35	49	0	0
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	54	55	50	34	29	36	36
4	5	11	0	33	43	27	27
5-7	42	33	50	33	28	36	36

Question 12: A school library should be open at weekends

ALL SCHOOLS		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		69	68	69	71	68	73
4		10	8	11	10	16	4
5-7		22	23	20	20	17	24
SCHOOL A		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		57	58	55	75	100	67
4		17	0	36	8	0	11
5-7		26	42	9	16	0	22
SCHOOL B		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		78	70	85	65	70	62
4		13	20	8	8	10	6
5-7		8	10	8	27	20	31
SCHOOL C		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		71	82	62	100	100	100
4		8	9	8	0	0	0
5-7		20	9	31	0	0	0
SCHOOL D		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		74	54	87	63	80	50
4		12	18	7	9	20	0
5-7		16	27	7	27	0	50
SCHOOL E		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		70	72	67	65	50	100
4		7	6	8	15	21	0
5-7		24	23	25	20	28	0
SCHOOL F		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		63	78	50	73	57	82
4		0	0	0	11	29	0
5-7		37	22	50	17	14	18

Question 13: A school library should be open during the holidays

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	76	77	74	64	63	65	
4	9	10	8	17	21	14	
5-7	16	14	17	19	17	22	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	75	69	82	67	100	56	
4	4	0	9	25	0	33	
5-7	21	31	9	8	0	11	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	83	80	84	62	70	55	
4	13	20	8	12	10	12	
5-7	4	0	8	27	20	31	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	74	73	76	67	33	100	
4	12	18	8	33	67	0	
5-7	12	9	15	0	0	0	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	81	73	87	63	80	50	
4	12	18	7	18	20	17	
5-7	8	9	7	18	0	33	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	77	89	62	65	50	100	
4	6	0	15	15	21	0	
5-7	16	12	23	20	28	0	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	58	66	50	61	57	63	
4	5	11	0	17	29	9	
5-7	37	22	50	22	14	27	

Question 14: A school library should concentrate more on information books than on fiction

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	32	28	35	25	30	20
4	36	28	44	48	49	47
5-7	33	44	21	28	22	34
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	16	18	41	33	44
4	25	31	18	25	33	22
5-7	58	54	63	33	33	33
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	37	55	24	16	20	12
4	55	44	62	50	30	62
5-7	10	0	16	35	50	24
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	20	27	16	0	0	0
4	38	18	54	57	50	67
5-7	41	54	31	42	50	33
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	62	54	67	36	20	50
4	27	18	33	55	80	33
5-7	12	27	0	9	0	17
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	22	38	40	57	0
4	35	22	54	40	43	33
5-7	35	56	8	20	0	67
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	21	0	40	12	14	9
4	42	44	40	61	71	55
5-7	37	55	20	28	14	36

Question 15: A school library should include books on hobbies and personal interests

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	18	17	18	21	9	32
4	19	19	20	31	30	31
5-7	63	65	61	48	60	37
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	8	18	17	0	22
4	25	31	18	25	33	22
5-7	62	61	63	59	66	55
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	30	40	23	12	10	12
4	17	20	15	38	30	44
5-7	52	40	61	50	60	44
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	9	15	0	0	0
4	33	36	31	43	25	67
5-7	54	54	53	57	75	33
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	27	7	36	0	67
4	19	18	20	18	40	0
5-7	65	54	74	45	60	34
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	6	31	25	7	67
4	10	6	15	40	43	33
5-7	73	88	54	35	50	0
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	23	25	20	34	29	36
4	11	0	20	17	0	27
5-7	66	75	60	50	71	36

Question 16: A school library should teach me library/information skills in first year

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	29	33	26	36	49	26	
4	22	22	21	17	12	22	
5-7	50	45	53	47	40	54	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	24	31	18	34	100	11	
4	17	23	9	25	0	33	
5-7	59	47	72	42	0	56	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	47	50	46	38	60	24	
4	26	30	23	27	10	38	
5-7	25	20	31	35	30	37	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	25	27	23	57	75	33	
4	12	27	0	29	25	33	
5-7	62	45	77	14	0	33	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	31	54	14	0	0	0	
4	31	18	40	9	20	0	
5-7	39	27	46	90	80	100	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	29	23	39	45	43	51	
4	16	11	23	10	7	17	
5-7	55	66	38	45	50	34	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	16	22	10	39	42	36	
4	32	33	30	6	14	0	
5-7	53	44	60	56	43	63	

Question 17: A school library should teach me library/information skills every year

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	42	40	45	57	68	49
4	21	21	20	24	21	27
5-7	36	39	35	18	12	24
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	21	23	18	34	100	11
4	25	23	27	25	0	33
5-7	54	53	54	42	0	55
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	64	66	61	58	60	56
4	18	22	15	31	20	38
5-7	18	11	23	12	20	6
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	58	54	62	86	100	67
4	25	27	23	14	0	33
5-7	17	18	15	0	0	0
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	38	36	40	45	40	50
4	15	18	13	27	40	17
5-7	47	45	46	27	20	33
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	32	34	31	75	72	84
4	23	11	38	15	14	17
5-7	45	55	31	10	14	0
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	48	33	60	51	57	45
4	16	33	0	28	43	18
5-7	37	33	40	22	0	36

Question 18: A school library should teach me how to find information for specific projects set by the teacher

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	15	17	15	15	12	18
4	14	15	13	15	21	10
5-7	70	68	72	70	68	73
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	8	9	0	0	0
4	21	23	18	25	67	11
5-7	71	69	72	75	33	88
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	22	50	0	12	10	12
4	22	20	23	15	20	12
5-7	56	30	77	73	70	74
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	24	27	23	14	0	33
4	12	27	0	14	25	0
5-7	62	45	77	72	75	67
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	9	21	0	0	0
4	8	0	13	18	20	17
5-7	77	90	66	82	80	83
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	12	23	25	21	34
4	16	17	15	20	21	17
5-7	68	73	61	55	57	50
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	5	0	10	27	14	36
4	5	0	10	0	0	0
5-7	90	100	80	72	86	63

Question 19: A school library should include information about careers

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	4	6	2	2	2
4	13	11	15	1	0	2
5-7	83	85	80	96	98	97
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	8	0	0	0	0
4	17	8	27	0	0	0
5-7	79	85	72	100	100	100
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	9	20	0	0	0	0
4	22	40	8	4	0	6
5-7	70	40	92	96	100	93
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	8	0	0	0
4	8	9	8	0	0	0
5-7	88	90	84	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	7	9	0	17
4	12	9	13	0	0	0
5-7	84	91	79	91	100	83
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	3	0	8	0	0	0
4	10	6	15	0	0	0
5-7	87	94	77	100	100	100
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	5	0	10	6	14	0
4	11	0	20	0	0	0
5-7	85	100	70	94	86	100

Question 20: A school library should help me to find relevant information from sources outside the school

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	13	17	9	7	7	8	
4	25	17	32	12	12	12	
5-7	62	66	59	82	82	80	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	12	15	9	8	0	11	
4	33	23	45	0	0	0	
5-7	54	61	45	91	100	88	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	5	12	0	8	10	6	
4	38	38	38	8	10	6	
5-7	57	50	62	84	80	88	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	12	18	8	0	0	0	
4	29	18	38	0	0	0	
5-7	58	63	53	100	100	100	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	23	45	7	9	0	17	
4	12	0	20	18	0	33	
5-7	65	55	74	72	100	50	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	9	6	15	5	7	0	
4	16	11	23	15	7	33	
5-7	75	83	61	80	86	67	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	16	11	20	12	14	9	
4	26	22	30	22	43	9	
5-7	59	66	50	67	43	81	

Question 21: A school library should include books which can be borrowed for only 3 days if very popular

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	45	46	44	32	46	20
4	12	14	9	30	23	35
5-7	43	39	47	38	30	46
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	31	27	16	66	0
4	8	15	0	33	0	44
5-7	62	54	73	50	33	55
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	46	66	31	28	50	12
4	27	33	23	31	10	44
5-7	28	0	47	42	40	43
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	50	36	62	72	75	67
4	12	18	8	0	0	0
5-7	37	45	30	28	25	33
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	69	73	67	27	40	17
4	4	0	7	36	40	33
5-7	28	27	26	36	20	50
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	45	40	54	30	28	33
4	3	6	0	30	29	33
5-7	51	56	46	40	42	33
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	27	44	10	39	57	27
4	21	22	20	33	43	27
5-7	53	33	70	28	0	45

Question 22: A school library should have many copies of books needed for projects and assignments

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	7	8	8	5	4	6
4	10	10	11	11	9	12
5-7	81	82	81	84	86	82
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	0	0	0
4	17	15	18	17	0	22
5-7	84	85	81	83	100	78
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	4	0	6
4	9	22	0	12	20	6
5-7	91	78	100	84	80	88
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	18	8	0	0	0
4	0	0	0	14	25	0
5-7	87	81	92	86	75	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	7	18	20	17
4	15	9	20	27	20	33
5-7	81	91	73	54	60	50
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	6	24	0	0	0
4	13	6	23	0	0	0
5-7	74	89	53	100	100	100
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	21	33	10	12	14	9
4	5	11	0	6	0	9
5-7	74	55	90	84	86	82

Question 23: A school library should have special events eg book weeks and visits by authors

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	18	13	44	40	50
4	17	17	17	18	26	12
5-7	67	65	69	38	35	40
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	9	49	33	55
4	4	8	0	33	33	33
5-7	91	92	91	16	33	11
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	10	11	8	31	30	31
4	36	44	31	15	20	12
5-7	55	44	61	55	50	56
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	9	16	0	0	0
4	25	36	15	43	50	33
5-7	63	54	69	57	50	67
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	34	63	14	36	40	33
4	19	9	27	18	40	0
5-7	47	27	60	45	20	67
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	19	17	23	50	36	83
4	10	6	15	20	29	0
5-7	71	78	61	30	35	17
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	11	11	10	78	86	73
4	11	11	10	0	0	0
5-7	79	78	80	22	14	27

Question 24: A school library should have computers which take the place of large reference books

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	4	5	4	2	6
4	12	11	13	13	16	10
5-7	82	85	81	83	82	85
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	16	0	0	0	0
4	21	8	36	17	33	11
5-7	70	76	64	83	67	89
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	4	0	6
4	23	33	15	12	20	6
5-7	77	67	85	85	80	88
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	9	16	0	0	0
4	4	9	0	43	50	33
5-7	84	81	84	57	50	67
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	7	18	20	17
4	23	27	20	9	0	17
5-7	73	72	74	73	80	67
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	3	0	8	5	0	17
4	3	0	8	10	7	17
5-7	94	100	85	85	93	67
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	0	0	0
4	0	0	0	6	14	0
5-7	100	100	100	94	86	100

Question 25: A school library should have computers which have access to the internet

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	3	1	3	3	4	2
4	5	6	4	5	5	6
5-7	93	93	92	91	91	93
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	9	8	9	0	0	0
4	4	8	0	17	33	11
5-7	87	83	91	83	67	89
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	4	10	0
4	14	33	0	8	0	12
5-7	86	67	100	88	90	87
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	8	0	0	0
4	0	0	0	0	0	0
5-7	96	100	92	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	7	18	20	17
4	4	0	7	9	20	0
5-7	92	100	87	73	60	83
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	0	0	0
4	6	0	15	0	0	0
5-7	94	100	85	100	100	100
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	0	0	0
4	0	0	0	0	0	0
5-7	100	100	100	100	100	100

Question 26: A school library should have computers which allow me to use CDROMs

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	5	7	4	1	0	2
4	7	7	7	3	0	6
5-7	88	86	90	97	100	92
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	8	0	0	0	0
4	4	8	0	8	0	11
5-7	92	85	100	92	100	89
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	5	11	0	0	0	0
4	23	33	15	8	0	12
5-7	73	56	85	92	100	88
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	8	0	0	0
4	0	0	0	0	0	0
5-7	96	100	92	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	7	9	0	17
4	8	9	7	0	0	0
5-7	88	91	87	91	100	83
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	10	17	0	0	0	0
4	3	0	8	0	0	0
5-7	87	83	92	100	100	100
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	5	0	10	0	0	0
4	5	0	10	0	0	0
5-7	89	100	80	100	100	100

Question 27: A school library should have computers which allow me to find books in other libraries

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	10	13	6	5	2	8
4	12	16	8	7	9	6
5-7	79	71	86	87	88	86
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	8	0	0	0	0
4	21	31	9	0	0	0
5-7	75	61	91	100	100	100
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	5	0	8	8	0	12
4	24	38	15	12	20	6
5-7	71	62	77	81	80	82
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	9	8	0	0	0
4	4	9	0	0	0	0
5-7	88	82	92	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	27	45	13	9	20	0
4	4	0	7	0	0	0
5-7	69	55	80	91	80	100
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	10	11	8	5	0	17
4	13	11	15	10	7	17
5-7	77	78	77	85	93	66
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	6	0	9
4	5	11	0	11	14	9
5-7	95	89	100	83	86	82

Question 28: A school library should have computers which allow me to find out about higher education

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	9	11	7	4	4	4
4	11	7	15	4	7	2
5-7	80	81	79	92	89	94
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	16	0	8	33	0
4	8	15	0	0	0	0
5-7	83	69	100	92	67	100
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	14	22	8	4	0	6
4	14	11	15	8	10	6
5-7	73	67	77	88	90	88
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	9	15	0	0	0
4	0	0	0	0	0	0
5-7	88	91	85	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	7	9	0	17
4	27	9	40	0	0	0
5-7	69	91	53	91	100	83
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	13	17	8	5	7	0
4	6	6	8	5	7	0
5-7	81	78	84	90	86	100
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	0	0	0
4	11	0	20	6	14	0
5-7	89	100	80	94	86	100

Question 29: A school library should have computers which allow me to find out about careers

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	9	8	9	2	2	2
4	7	3	11	2	5	0
5-7	84	89	80	97	93	99
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	17	17	18	8	33	0
4	13	0	27	0	0	0
5-7	70	83	55	92	67	100
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	9	11	8	0	0	0
4	9	22	0	4	11	0
5-7	82	67	92	96	89	100
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	0	8	0	0	0
4	4	0	8	0	0	0
5-7	92	100	84	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	9	7	9	0	17
4	8	0	13	0	0	0
5-7	85	91	80	91	100	83
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	13	11	15	0	0	0
4	6	0	15	5	7	0
5-7	81	89	69	95	93	100
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	0	0	0
4	0	0	0	0	0	0
5-7	100	100	100	100	100	100

Question 30: A school library should have computers which allow me to play games

ALL SCHOOLS		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		25	21	28	45	43	48
4		20	14	26	19	14	24
5-7		54	64	44	35	43	30
SCHOOL A		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		39	42	36	42	33	44
4		13	8	18	0	0	0
5-7		48	50	45	58	66	56
SCHOOL B		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		23	40	8	44	44	44
4		18	20	17	24	11	31
5-7		59	40	75	32	44	25
SCHOOL C		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		25	9	38	86	100	67
4		29	18	38	0	0	0
5-7		46	73	23	14	0	33
SCHOOL D		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		19	18	20	64	60	67
4		27	18	33	0	0	0
5-7		54	64	47	36	40	33
SCHOOL E		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		21	0	55	35	29	50
4		17	11	27	30	21	50
5-7		62	89	18	35	50	0
SCHOOL F		S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
		%	%	%	%	%	%
1-3		26	33	20	33	29	36
4		16	11	20	33	29	36
5-7		58	56	60	33	43	27

Question 31: A school library should have provide computers for personal work

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	4	6	4	11	12	12	
4	10	11	8	9	12	6	
5-7	86	83	89	80	77	82	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	4	8	0	0	0	0	
4	4	8	0	17	33	11	
5-7	92	83	100	83	67	89	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	0	0	0	12	20	6	
4	14	22	8	4	10	0	
5-7	86	78	92	84	70	94	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	8	9	8	0	0	0	
4	8	9	8	29	50	0	
5-7	84	82	84	71	50	100	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	12	18	7	18	0	33	
4	12	18	7	0	0	0	
5-7	77	64	87	82	100	67	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	3	0	8	15	14	17	
4	6	6	8	5	0	17	
5-7	90	94	84	80	86	67	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	0	0	0	17	14	18	
4	17	11	22	11	14	9	
5-7	83	89	78	72	72	73	

Question 32: The school librarian should always be there whenever the library is open

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	17	14	18	13	16	10
4	11	14	8	12	5	18
5-7	72	72	73	75	80	73
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	17	23	9	8	33	0
4	8	8	9	8	0	11
5-7	75	69	82	83	67	89
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	14	11	17	8	0	12
4	10	22	0	31	20	38
5-7	76	67	83	61	80	50
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	17	9	23	0	0	0
4	8	18	0	0	0	0
5-7	75	73	77	100	100	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	9	20	0
4	12	18	7	18	0	33
5-7	88	82	93	73	80	67
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	17	47	25	21	33
4	13	11	15	0	0	0
5-7	58	72	39	75	79	67
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	21	22	20	17	28	9
4	16	11	20	0	0	0
5-7	63	67	60	83	72	91

Question 33: The school librarian should know about the school curriculum

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	11	12	10	11	10
4	17	15	19	9	16	2
5-7	71	73	69	81	72	88
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	8	0	0	0	0
4	21	23	18	8	33	0
5-7	75	69	82	92	67	100
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	27	20	31
4	43	44	42	8	20	0
5-7	57	56	58	65	60	69
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	17	18	15	0	0	0
4	0	0	0	14	25	0
5-7	83	82	85	86	75	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	4	9	0	9	20	0
4	8	9	7	0	0	0
5-7	88	82	93	91	80	100
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	26	22	31	5	7	0
4	23	17	31	10	14	0
5-7	52	61	38	85	79	100
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	0	30	6	14	0
4	11	0	20	11	14	9
5-7	74	100	50	83	71	91

Question 34: The school librarian should be able to help me use the computers

ALL SCHOOLS							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	14	15	14	8	11	6	
4	10	9	11	11	15	8	
5-7	76	77	74	80	74	86	
SCHOOL A							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	9	8	9	0	0	0	
4	9	0	18	0	0	0	
5-7	83	92	73	100	100	100	
SCHOOL B							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	14	11	17	8	11	6	
4	24	22	25	20	22	19	
5-7	62	67	58	72	67	75	
SCHOOL C							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	8	9	8	0	0	0	
4	21	27	15	17	33	0	
5-7	71	64	77	83	67	100	
SCHOOL D							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	4	0	7	18	20	17	
4	0	0	0	18	20	17	
5-7	96	100	93	64	60	67	
SCHOOL E							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	27	28	25	15	14	17	
4	0	0	0	10	14	0	
5-7	73	72	75	75	72	83	
SCHOOL F							
	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS	
	%	%	%	%	%	%	%
1-3	22	25	20	6	14	0	
4	11	12	10	0	0	0	
5-7	67	62	70	94	86	100	

Question 35: The school librarian should have an assistant who is an adult not a pupil

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	35	24	35	46	24
4	15	19	11	20	19	22
5-7	57	47	65	46	35	56
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	13	17	9	42	67	33
4	17	25	9	8	0	11
5-7	70	58	82	50	33	56
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	19	22	17	38	60	25
4	19	44	0	12	0	19
5-7	62	33	83	50	40	56
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	36	23	29	50	0
4	12	0	23	14	25	0
5-7	58	64	54	57	25	100
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	46	55	40	36	40	33
4	15	18	13	18	20	17
5-7	38	27	47	45	40	50
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	42	44	38	35	43	17
4	10	11	8	35	21	67
5-7	48	44	54	30	36	17
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	22	10	22	29	18
4	16	22	10	28	43	18
5-7	68	56	80	50	29	64

Question 36: The school librarian should have a team of pupil helpers

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	31	36	28	43	45	40
4	21	21	21	20	17	24
5-7	48	43	52	38	38	38
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	23	36	42	67	33
4	33	38	27	17	33	11
5-7	38	38	36	42	0	56
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	48	33	58	32	33	31
4	43	44	42	28	11	38
5-7	10	22	0	40	56	31
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	33	45	23	57	50	67
4	17	27	8	14	0	33
5-7	50	27	69	29	50	0
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	39	64	20	36	40	33
4	15	0	27	9	0	17
5-7	46	36	53	55	60	50
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	33	23	45	50	33
4	10	6	15	25	29	17
5-7	62	62	62	30	21	50
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	6	11	0	50	43	55
4	11	22	0	17	14	18
5-7	83	67	100	33	43	27

Question 37: The school librarian should ask pupils for suggestions about the library

ALL SCHOOLS	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	16	18	12	19	19	20
4	8	7	8	17	19	16
5-7	77	74	80	64	63	65
SCHOOL A	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	8	8	9	0	0	0
4	17	15	18	17	0	22
5-7	75	77	72	83	100	78
SCHOOL B	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	33	25	15	10	19
4	14	33	0	23	40	12
5-7	57	33	75	62	50	69
SCHOOL C	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	12	18	8	14	0	33
4	4	0	8	29	25	33
5-7	83	82	85	57	75	33
SCHOOL D	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	0	0	0	36	20	50
4	4	0	7	18	40	0
5-7	96	100	93	45	40	50
SCHOOL E	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	29	39	15	10	14	0
4	6	0	15	20	7	50
5-7	65	61	69	70	79	50
SCHOOL F	S1/2 ALL	S1/2BOYS	S1/2GIRLS	S5/6 ALL	S5/6BOYS	S5/6GIRLS
	%	%	%	%	%	%
1-3	11	0	20	39	57	27
4	0	0	0	0	0	0
5-7	89	100	80	61	43	73