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The school library and its contribution to learning: a study of pupils' perceptions from Year 1 to Year 6

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Abstract

This study looks at the role of the school library as an integral part of pupils' learning and development and summarises the findings of a small-scale research project into pupils' perceptions of how they believe the school library contributes to their learning. The research was conducted in the form of a questionnaire involving 83 pupils from Year 1 to Year 6 from a Cambridgeshire primary school, allowing an insight into differences in perceptions between the different age groups. The study also addresses whether the location of the school library played a role in the pupils' evaluation or if other factors were seen as more relevant. Overall, the findings demonstrate that whilst pupils' perceptions of the library and its impact on learning are generally positive, they are dependent on many factors, including age, and whilst some of the aspects are in line with existing research findings, others are surprisingly different.

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Introduction

What makes a successful school library? The answer to this question has been of interest to many different parties over past decades. In a "changing world of education" (Streatfield & Markless, 1994a, p. 7) where school libraries are undergoing constant re-evaluations and the pressures of attainment targets are counterbalanced by cutbacks in school funding, establishing a library's effectiveness and contribution to learning and progress has become a major focus of both academic and professional research.

The first section of this assignment consists of a summary and critical analysis of the most relevant research findings focusing on this particular question and establishes the background in which my own research in this area was carried out.

The second part concentrates on the research project conducted at my placement school, with a particular focus on how pupils perceived the library, especially with regards to its contribution to their learning. I also wanted to discover whether different year groups had different perceptions. The final research question looks at whether the recent relocation of the library has had any influence, positive or negative, on the children's perceptions. The findings of this research were evaluated in the context of the literature review in order to analyse how pupils' views at this particular school fit into the overall picture.

The final section of this essay focuses on the personal implications that I have drawn out of this experience, both with regards to the specific research topic itself and the general experience of carrying out research within the primary school context.

Literature Review

In this review, I concentrate initially on one of the key foci of research in the area, namely the library's impact on pupils' learning, followed by aspects that have been established in literature as having an impact on a library's effectiveness and the inclusion of pupils' perceptions in the research.

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School libraries and their impact on pupils' learning

> "The school library equips students with lifelong learning skills and develops the imagination, enabling them to live as responsible citizens."
>
> (CILIP, 2002, p. 22)

This quote from *The Primary School Library Guidelines* sums up the importance that is placed on school libraries as an integral part of pupils' learning development. However, in an educational environment that appears to place an increasing emphasis on academic achievement, finding a measure for the influence that school libraries have on pupils' learning seems to have become a major driver for research into school libraries. In this context, the US is considered one of the most prolific producers of such studies (Williams, Coles, & Wavell, 2002; Lonsdale, 2003). For example, a research foundation paper published in 2008 provided a good overview on this subject and listed 21 research studies which focused predominantly on the link between the provision of school libraries and pupils' learning and attainment in both primary and secondary schools. The conclusion, which took into account the individual results of all the studies mentioned, stated that there was strong evidence that school libraries had a major effect on pupils' achievement: "A school library program that is adequately staffed, resourced, and funded can lead to higher student achievement regardless of the socio-economic or educational levels of the community" (Scholastic, 2008, p. 10).

However, this focus on measuring pupils' learning solely through test scores and assessment data seemed to reduce the impact of the library to helping pupils to pass examinations and to improve their attainment levels. This limitation in a majority of existing research was also highlighted by Williams et al. (2002), who stated that their critical literature review "identified little research into the broader aspects of learning at primary level in relation to library provision" (p. 19). In addition, Williams et al. pointed out that findings from research studies conducted overseas might not apply to the UK, as library provisions and staffing could vary greatly in this country and that consequently more work in the field was needed as the extent of research in the UK, particularly with a focus on primary schools, was rather limited.

Whilst there exist a number of studies in the UK pre-2000 into the provision of school libraries (Fenwick, 1975; Morrison & Scott, 1994; Phtiaka, 1994; Streatfield & Markless, 1994a, 1994b), most of these studies focused on organisational aspects and only touched on the library's impact on learning. Streatfield and Markless even spoke of the "invisible learning" (Streatfield & Markless,

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1994a, p. 1) that took place inside libraries and suggested performance indicators to measure the effect of library provision. However, the study itself does not provide additional evidence to that effect.

A study which tried to evaluate this 'invisible learning' by looking at the impact of the school library on broader aspects of learning was conducted in 2001 by Williams and Wavell. They concluded that the school library "does impact on learning and on learning in its broadest sense" (Williams & Wavell, 2001, p. 134) but that the use of the library alone did not increase the students' motivation to learn and that it therefore needed to be supported, monitored and evaluated to have the greatest effect. Contrary to the US studies, however, which were able to quantify the impact of the library, Williams and Wavell's study relied on the assessment of qualitative data to evaluate the extent of the learning that took place. In addition, the research focused exclusively on secondary schools.

More recent research into a possible link between the use of school libraries and learning was conducted by Clark (2010) on behalf of the National Literacy Trust and concluded that there was "a very strong relationship between reading attainment and school library use" (p. 4). However, Clark herself states her uncertainty about the causality of these results: "while school library use is related to attainment, our research design can make no inference about causality: that is, higher attainment may lead to school library use or greater school library use may lead to higher attainment" (Clark, 2010, p. 15).

Overall, evidence in research literature seems to suggest a link between school libraries and pupils' learning, a view which is supported by Lonsdale (2003) and Williams et al. (2002) in their extensive critical reviews. However, research studies also acknowledge that the full extent of this impact could only be achieved if the library's provision was effective and a number of criteria were met (Scholastic, 2008; Clark, 2010). The next section of this review therefore looks at research into the various factors that seem to influence the effectiveness of the school library and its perception by the pupils themselves.

The influence of library service provision

Literature and research in this area has focused predominantly on aspects such as library management, staffing and organisational issues such as provision of space, resources and access.

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There are a number of government and professional publications which address these factors in particular (CILIP, 2002; DfES, CILIP, ASCEL & SLA, 2003; Ofsted, 2006; SLIC, 2009). However, these publications contain recommendations and guidelines for best practice which are predominantly based on professional experiences and observations, for example by Ofsted Inspectors and librarians, or on individual case studies rather than independent research. Nevertheless, they highlight the importance of key factors for effective libraries, for example the need for effective management, well trained and ideally specialist staff, the evaluation of reader development and the effectiveness of the library as well as the effective use of space and resources. In addition, they provide extensive practical information for the management and organisation of a school library ranging from guidelines for a library policy to ideal measurements for bookshelves, thereby helping to establish a widely recognised benchmark for provision (Greenwood, Creaser, & Maynard, 2010).

However, when attempting to establish which of these factors plays an important role in the effectiveness of the library, "[r]ecent, as well as more traditional, research on school libraries has concentrated on the views of librarians and teachers and has largely ignored the library clientele, the pupils" (Phtiaka, 1994, p. 309). One research project into successful library provision which incorporated primary pupils' views was that conducted by Greenwood, Creaser and Maynard in 2008 and funded by Booktrust (Greenwood, Creaser, & Maynard, 2008). Their aim was to establish what made some libraries so effective and they concluded that even in the most challenging circumstances, school libraries could be successful if certain criteria were met:

> "Given the right mix and conditions of effective leadership, the successful involvement of children, efficient integration into the school, sufficient resources, and practical and relevant evaluation, the library in a primary school can encourage reading for pleasure, while engaging children in using information, providing skills which will be crucial for the rest of their lives."
>
> (Greenwood et al., 2010, p. 109)

This put a clear emphasis on aspects of the library provision that concentrated more on managerial and organisational issues which could be influenced by any school and attempted to steer away from financial constraints or issues of space. Another important finding of the study was that one of the factors that determined the success of the school library was the continuous and active involvement of children. Other studies into pupils' perceptions of the school library (for example Phtiaka, 1994; Spreadbury & Spiller, 1999; Clark, 2010) also demonstrated that children were very

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aware of the status quo of their library and revealed valuable information about how they used it and their attitude towards it.

Another factor that was identified as having a considerable influence on success and effectiveness was the rules and regulations that governed accessibility to and the running of the library. Phtiaka (1994) conducted a survey of secondary school library users and concluded that the restrictive nature of rules and regulations had a major impact on pupils' use of the library: "Unfriendly atmosphere, intimidating rules and regulations and inappropriate stock badly arranged and difficult to access, seem to create serious problems for the pupils and make the use of the school library very problematic indeed" (p. 316).

This was echoed in a number of other studies and publications (Fenwick, 1975; Spreadbury & Spiller, 1999; DfES et al., 2003; Greenwood et al., 2010) which concluded that pupils were more likely to reject library services if they felt that they were not accessible or practical. As Spreadbury and Spiller (1999) pointed out: "We found that pupils were very aware of access limitations in their school. […] In all, only 28% of pupils said they were happy with existing opening hours" (p. 42). And Greenwood et al. (2010) concluded that all six primary schools that were deemed to have successful school libraries had extended opening hours, giving pupils more freedom of choice. Overall, research results indicated that ensuring a welcoming atmosphere, sensible rules and regulations and practical opening times were more influential in achieving the maximum benefit from the school library than, for example, location.

In fact, some studies suggested that the issue of location could be overcome by innovative and creative use of existing space. For example, Morrison and Scott (1994) concluded in their study on learning resources that the library didn't need to be centralised, that classroom bookshelves were generally more personalised with regards to the pupils' needs and thereby often more successful. However, they also pointed out that one negative side of this aspect was that the books were usually restricted to that particular classroom and were not available to other pupils. Furthermore, a case study in the DfES publication *School libraries: Making a difference* (DfES et al., 2003) illustrated how the quite common issue of not being able to allocate a dedicated room for the library could be turned into an advantage: "Our library is in a corridor, due to restrictions on space and it acts like a channel that runs through every aspect of school life" (p. 3).

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The research project

Whilst I have been able to witness schools which placed considerable emphasis on the library and made it the heart of their learning environment, others have had to find ways of making the most of a situation that was far from ideal. School A, a small rural primary school in Cambridgeshire with approximately 180 pupils on roll, is such a place where demands on space have led to the school library being split up and relocated from its dedicated room. The majority of the non-fiction books remained in what kept being referred to as 'the library' and which was established in a wide, open corridor. The general classification and identification system for the books was kept in place and all efforts were made to make this solution as practical and effective as possible. The majority of the fiction books, together with a small selection of non-fiction books, were divided up and placed on individual 'classroom bookshelves' (see Appendix 1 for pictures). Whilst children were free to go to the classroom bookshelves at any point in time and take books home with them, the library was generally visited for specific purposes at regulated times and books could not be taken outside of the school building.

After reading the relevant academic and professional literature, I became particularly interested in the pupils' perceptions of the library at School A, whether they believed that it contributed to their learning and whether there was any variance in these perceptions in different age groups. I also wanted to discover whether location played a role in their evaluation or if other factors were seen as more relevant.

Research design and methodology

In order to accomplish the above mentioned research aims, I decided that the best methodological approach would be the use of a questionnaire, as it would allow me to canvas a large sample with the promise of a relatively high return rate. At the same time the questionnaires could be completed in the allocated time frame and ensure that all participants answered the same questions in the same format (Munn & Drever, 2004).

As Bell (2010) points out, the design of a questionnaire is a very complicated and complex procedure and I therefore decided to adapt my questionnaire from two sources: firstly, I used the pupil questionnaire designed by Greenwood et al. (2008) and secondly, a pupil library user survey for secondary school children supplied by Evidence Base, the University of Birmingham's research

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and consultancy services (retrieved from http://www.ebase.bcu.ac.uk/projects/schoollibraries.htm). These questionnaires provided me with a basic structure and key questions which I was able to modify and adapt to suit the focus of my research project. My final questionnaire consisted of a mixture of nine open and closed questions.

Following Bell's (2010) suggestion, I placed simple closed questions including standard tick boxes at the front of the questionnaire with the aim to verify factual information as well as specific questions regarding the library. Two questions also included a 'catch all' category which allowed the children to specify information not listed, as recommended by Munn and Drever (2004). Areas of particular relevance to this study were also supplemented by open questions, allowing for qualitative data to be collected.

As a next step, Munn and Drever (2004) point out the importance of piloting and so the initial questionnaire was piloted with four children aged 6, 7, 7 and 9, as they were the age group I was most concerned about with regards to their ability to understand and interpret the questions. As a result of the piloting and the subsequent discussion with the children, I adapted several questions to avoid ambiguities.

The final version (see Appendix 2) was then administered at School A on three separate occasions in January and February 2012. The sample consisted of three mixed-year classes, one year 1/2 class, one year 3/4 class and one year 5/6 class, which covered the whole school spectrum apart from reception, and was representative for the school insofar as it comprised approximately half of the KS1/KS2 school population. The actual classes had been selected on the basis that I was already familiar with the majority of the pupils, which would reduce any anxiety or unease with regards to the research.

As it is of great advantage if the questionnaire can be introduced in person and completed immediately (Bell, 2010), I had arranged with the teachers of the year 3/4 and year 5/6 classes to administer the questionnaires myself by reading out each question in order to allow for queries to be addressed and to remain in the classroom until completion. In order to ensure the best possible return rate and quality of answers in the year 1/2 class, I administered the questionnaire in small groups of 4-6 children. The questionnaire was introduced in the same manner as in the other classes, however, the language of the introduction was adapted slightly to suit the children's

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comprehension level with a particular emphasis on the possibility to ask questions in order to clarify any issues. The questionnaire itself was identical in all three cases.

A total of 70 questionnaires were collected out of a possible 83. The unanswered questionnaires were a combination of pupils who had only recently moved to the school and felt unable to answer the questions, absent pupils and pupils who did not want to participate. The year 3 group was particularly affected by a high rate of absent pupils and provided the lowest total with only six valid questionnaires. The completed forms were then coded and analysed using Microsoft Excel. Qualitative answers were grouped into categories derived from the data (Munn & Drever, 2004) and merged where appropriate to reduce the number of codes with the aim to make the overall analysis more manageable (Denscombe, 2007).

Ethical considerations

The importance of ethical considerations when conducting research in general, but particularly when children are involved, cannot be underestimated. In order to comply with the ethical guidelines provided, I carefully followed the individual steps outlined in the Faculty's ethics checklist, which was subsequently signed off by the Personal Tutor (see Appendix 3). Initially, I reviewed the ethical guidelines of the British Educational Research Association (BERA, 2011) and then approached the head teacher with details of the research to obtain her consent through signing the template letter provided by the Faculty. This confirmed that the school had adequate permissions in place to carry out the research without the need to acquire additional consent forms from parents (see Appendix 4). In addition, my research plan explaining the intended method was approved by the personal tutor as well as the school mentor (see Appendix 5) and discussed with and verbally approved by teachers of the participating classes.

When reading the literature associated with conducting research involving children, several key areas were identified. Skelton (2008) defined them as

> "the willing participation of children and young people, their safety and comfort in their participation, respect and recognition of their value to the research, and the need for appropriate strategies of dissemination which ensure there is no harm caused but that there is positive benefit wherever possible" (p. 33).

The design of the research and the questionnaire were therefore structured and devised very carefully with these key principles in mind.

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Firstly, I ensured that the children were informed "clearly and unambiguously" about the nature of the research (Morrow & Richards, 1996, p. 101) by introducing myself and explaining the purpose of the questionnaire, who would participate in the research and what would happen with the results. I also stressed the importance that I put on children's opinions and perceptions and that their responses would be valued and respected. In order to ensure that this information was appropriate for every age group, the language was adapted as required (BERA, 2011).

Secondly, the children were informed that participation was completely voluntary with the possibility to opt out at any stage without repercussions and that the questionnaire would be anonymous and that no form identification was required (Hurley & Underwood, 2002).

Finally, the process of administering the questionnaire was explained, ensuring that all children understood that this was not an assessment of knowledge, but a survey of personal opinion. This core information was also repeated on the questionnaire itself, allowing the children to refer back to the main points if necessary. I then asked the children if they would like to proceed.

By researching ethical considerations in academic literature, following the Faculty of Education's ethics guidelines and structuring and designing my research according to the identified principles, I feel confident that I have approached my project "with greater awareness and fuller understanding of the ethical dilemmas and moral issues lurking in the interstices of the research project" (Cohen, Manion, & Morrison, 2000, p. 71).

Findings

When analysing the data from the completed questionnaires (see Appendix 6 for samples), I concentrated exclusively on evaluating information in relation to the three research questions outlined earlier, as the scope of this assignment did not allow for further explorations of findings not directly related to this focus.

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The pupils' perceptions of the library and how it helps their learning

When asked about their perceptions on how the library helped them with their learning, 30% of children believed that the library helped them with their learning whilst 11% of children didn't believe that this was the case. However, the majority of children, 59%, believed that the library helped them sometimes, thereby making the answer dependent on different circumstances (see Figure 1).

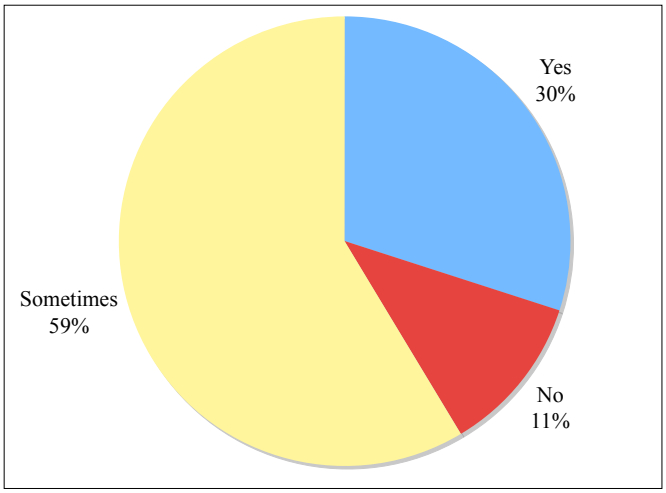

Figure 1: Do you believe the library helps you with your learning?

The qualitative responses provided with this question allowed some insight into the reasons for the children's choice of answer. It showed that a considerable number of pupils linked the library and learning with information. Typical comments for this category were, for example, "because it gives you information" or "because if you want to find out something you can read it in a book" or "if you read information you can learn from it" (see Appendix 7 for transcripts). Particularly pupils who belonged to the 'yes' category provided comments linked to information and learning (for example, "because if you are learning and the teacher asks us to get information this is where I would look" or "when we are reading any library book it could teach us something"), establishing a link between a positive perception of the library as contributing to learning and the provision of information. However, children who answered 'no' linked their answer more often to specific negative experiences of the provision such as "no good books" or "good books have been put in the bin" or the fact that they didn't use the library in the first place.

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With regards to the 'sometimes' category, it became clear that it could not be connected unequivocally to either the 'yes' or the 'no' category, but that the children had very concrete ideas about the circumstances in which the library supported them with their learning. For some, the library seemed to be positively connected with information. Others felt that the circumstances were dependent on their own knowledge and that sometimes they didn't need the library for their learning, as they already knew a lot of things or that the library was unable to provide them with what they needed for their learning. As one child commented, "because sometimes it doesn't really help me and sometimes it does".

However, these generally positive attitudes towards the library and its link with learning were somewhat contradicted when looking at the preferred method of obtaining information. As Figure 2 shows, 69% of pupils preferred to get their information from the internet, compared to only 6% from the library.

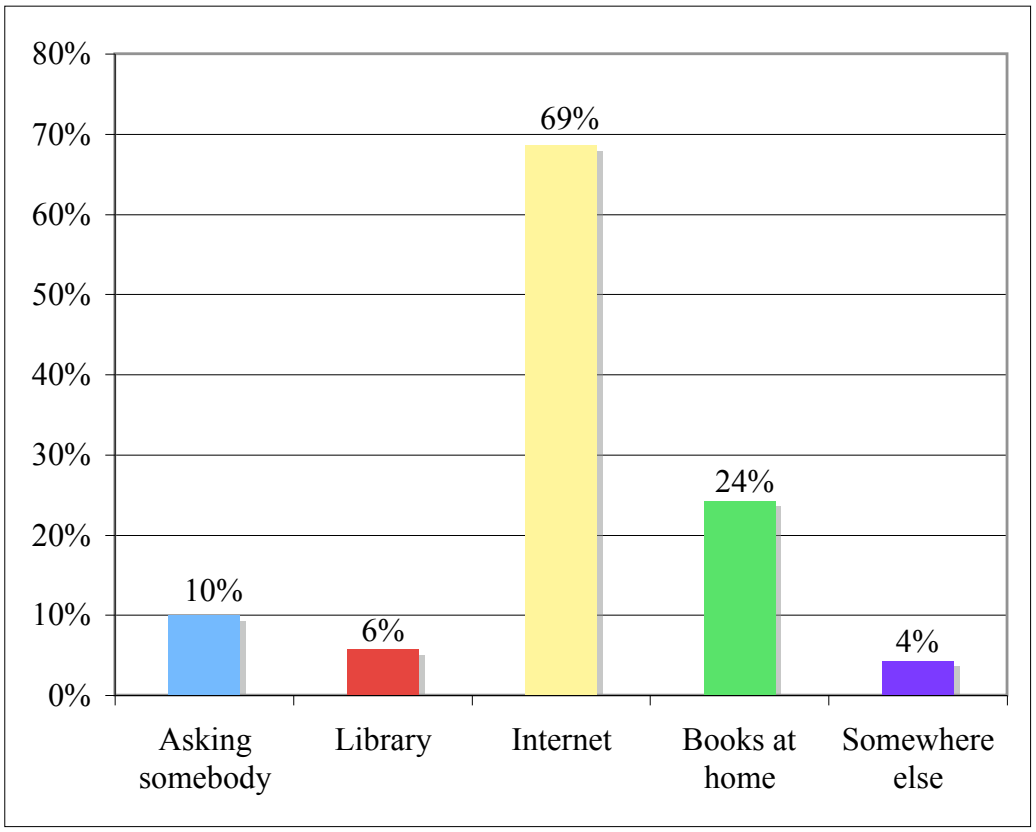

Figure 2: When you want to find out about a topic, do you get your information from…

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This indicates that whilst a considerable number of children still perceived a link between learning and the library, in practical terms the internet took precedence over the library for finding information. If, as in this case, the library was unable to provide computer access, it could lose out on a considerable percentage of potential users. This hypothesis was supported by the figures on library use (see Figure 3), which indicate that 90% of children used the library less than once a week or never.

Every day	Every week	Less often	Never
0%	10%	64%	26%

Figure 3: How often do you use the school library?

Whilst these findings do not provide an exclusive reason for the low frequentation of the library by the majority of pupils, they still indicate that in this scenario, the library was not the first choice for the pupils when they wanted to obtain information to support their learning.

Is there a difference in the pupils' perceptions of the library between year 1 and year 6?

When looking at the pupils' answers in the context of the individual year groups, the belief that the library helped them with their learning seemed to diminish as the children grew older. Whilst 40% of year 1 pupils and 46% of year 2 pupils believed that the library helped them with their learning, only 9% of year 5 and 13% of year 6 pupils were of the same opinion. Year 3 and year 4 in this case seemed to represent a watershed, with 5 out of the 6 year 3 pupils believing that the library helped them, but only 20% of year 4 pupils expressing the same opinion. However, as the definite 'yes' answers reduced, the 'sometimes' answers increased from 40% in year 1 to 91% in year 5 and 73% in year 6 (see Figure 4).

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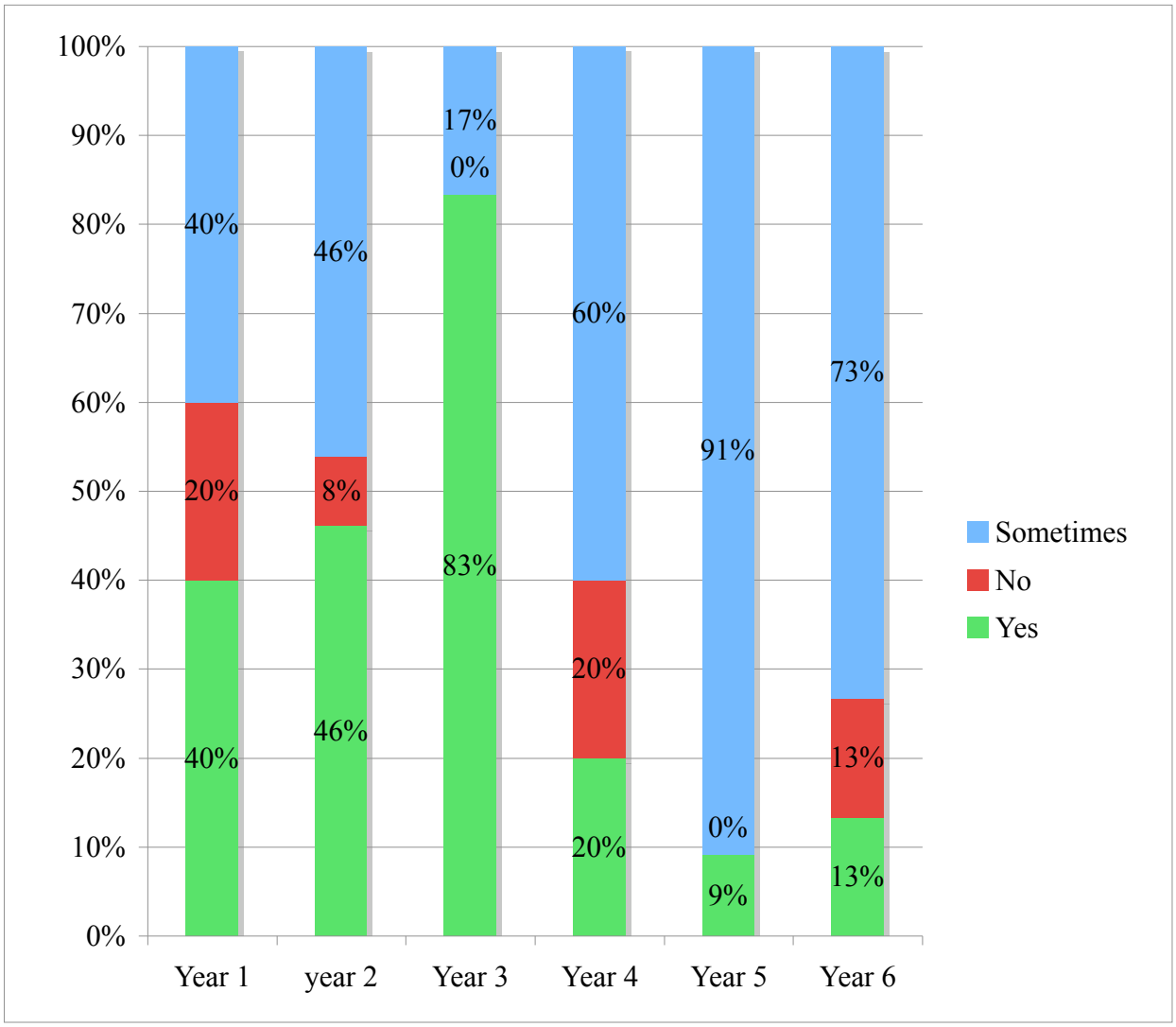

Figure 4: Do you believe the library helps you with your learning?
Distribution of answers by year group

One hypothesis for this trend is that the older children had developed more analytical and evaluative perceptions of the environment around them. They appeared to be more able to differentiate between situations when the library could be of assistance to them and when it impacted their learning. This hypothesis would be supported by the result of question 6, where the findings demonstrated that the use of books for homework/topic increased by year 6 (see Figure 5). It is therefore a possibility that children started to differentiate between specific types of learning and associated the library more with the particular learning required for homework/topic work, which tended to occur less often than the more generic learning associated with reading in general, which was named the most frequent use of books in year 1.

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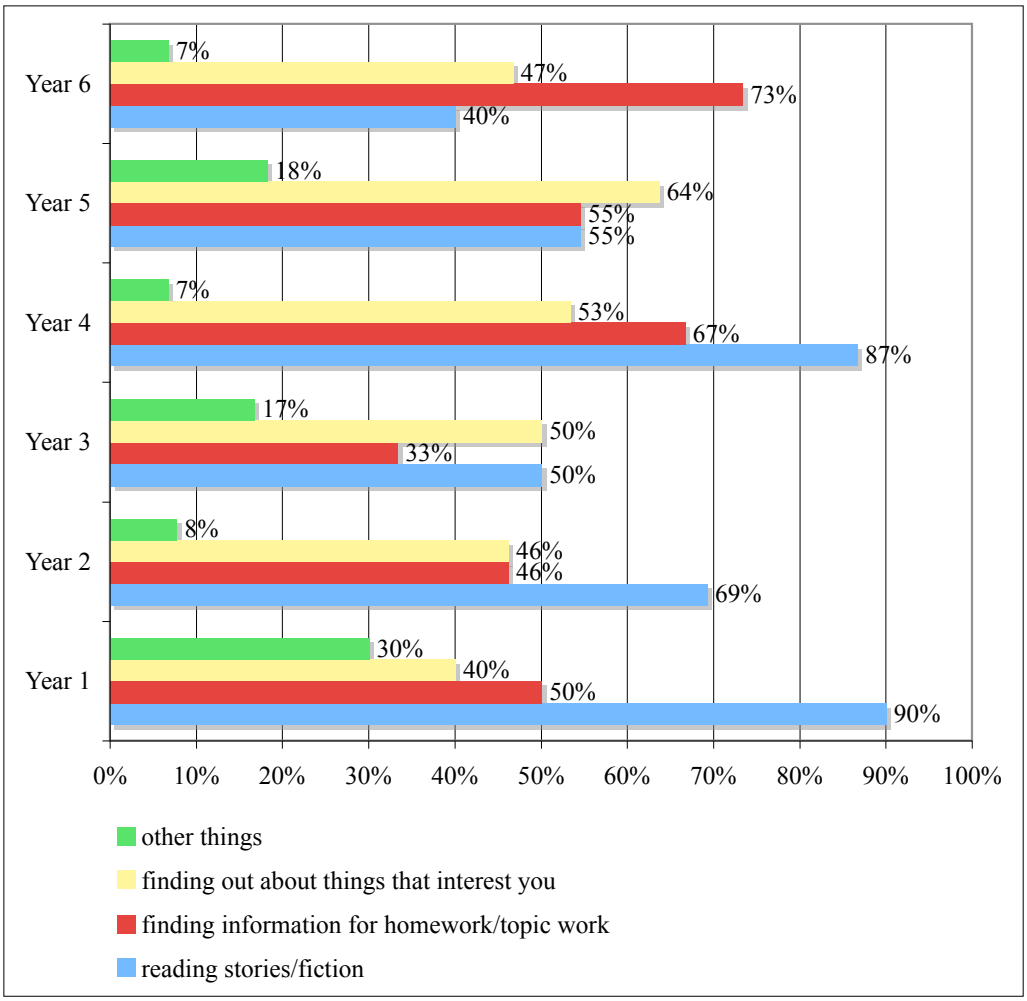

Figure 5: What do you use books from the library or the classroom bookshelf for? Distribution of answers by year group

Whilst these are not significant differences overall, they still give an indication of a shift of use of library books from year 1 to year 6. In this context, the substantial increase in the use of fiction books in year 4 might be explained by the fact that the class had just received a delivery of 90 new fiction books for their classroom bookshelf which lead to a sudden increase of use in the week that the questionnaire took place and the figures for that year group should therefore not be seen as indicative.

However, when looking at the pupils' general perceptions of the library, there is very little difference between the year groups. In all year groups, the majority of pupils' positive comments concerned the role of books in the library and indicated a positive association with books and reading, whereas the negative comments tended to cover specific organisational aspects, such as access, the referencing system, general untidiness, old stock or too many people at the same time.

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Has the pupils' perceptions changed since the relocation of the library?

When analysing the children's answers to this question, 17% of pupils indicated that they used the library more, 33% used it less and 47% used it the same (3% gave no answer). In light of the research question, whether the move had influenced how the children viewed the library, it was irrelevant whether 'the same' was seen as positive or negative. The main interpretation adopted in this case was that the move had not affected their perceptions of the library enough to make them change their pattern of use. The focus of this section will therefore be on the answers at either end of the spectrum.

According to the frequency table (Figure 6), a greater number of children used the library less than before (33%) with 17% using it more. These figures would allow the conclusion that the relocation of the library had affected some children's use more negatively than positively.

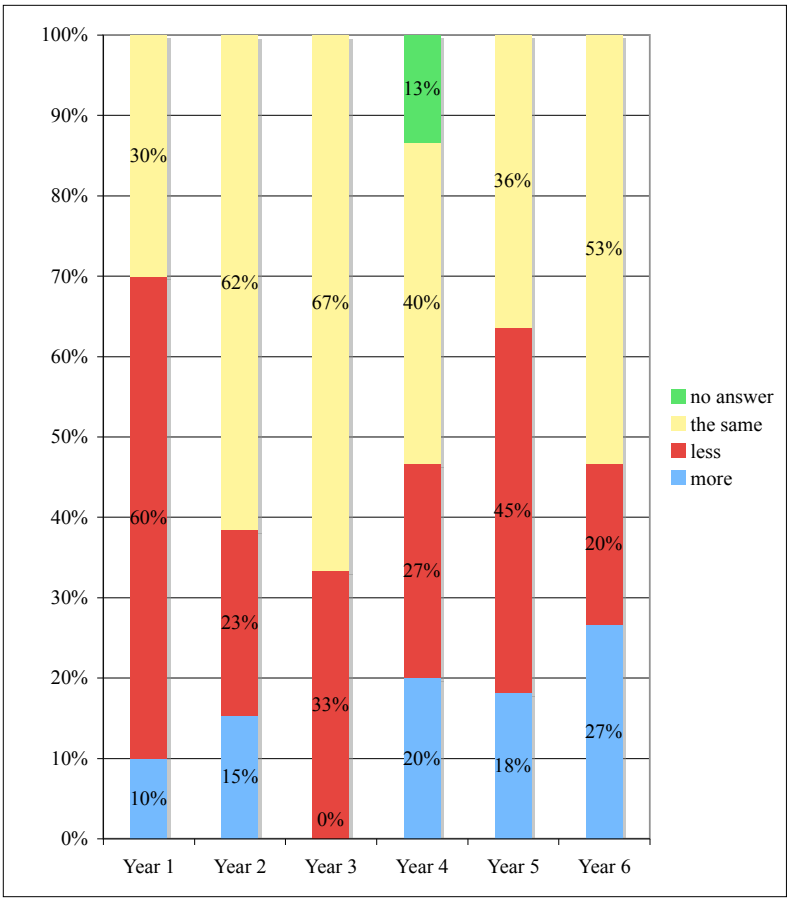

Figure 6: Since the school library moved, have you used it more, less or the same? Distribution of answers by year group

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However, looking at the explanations given for the children who answered 'more', a different pattern evolves. The majority of children up to year 4 answered that the location had a positive influence on use ("because I go past it more", "because it is closer to the classroom", "because it is closer and we are allowed to use it more often"). The latter answer also provided an indication of a shift in purpose for the library, as the answers for the upper KS2 children demonstrated, where all children who indicated that they used the library more than previously explained their answer with the fact that they started doing project work.

In contrast to this, the majority of children who indicated that they used the library less since the move, did not provide a reason for this statement (13 out of 23, compared to only 2 out of 12 who answered 'more'). However, the pupils who did provide an explanation indicated that it was predominantly because either they had no reason to use it ("I don't need to", "Well, I don't really use the library that much") or that they had no opportunity to use it ("no chance to use it", "because I'm normally at orchestra when people use it", "I used it when I do [did] lunchtime club", "because the school takes us there very rarely", "because we're not really allowed to go there"). Only three children indicated that it was because of the location of the library ("It doesn't have as much books as it used to and it doesn't have computers", "because it moved", "there isn't really any places to sit and relax and read a book in the new library, unlike the old library"). This allows for the conclusion that particularly for the older children, it was less the location of the library and more the opportunities given or the need to use the library that determined whether it was used more or less after the move.

3.4 Discussion

Summarising the findings of this research project, it appears that the pupils' perceptions of the library and its influence on their learning depended to some extent on personal attitudes towards learning and reading in general as well as experiences of the library. Comments were predominantly positive if the pupil expressed a perception of the library as a general provider of information and more negative if the pupil had personal negative experiences, either with regards to reading in general or specific issues such as access, limited book stock or organisation of the library. However, perceptions also showed variations across the year groups. The younger year groups tended to be more positive in their perceptions of the library in general and in relation to its impact on their

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learning, whereas the older year groups were more critical and self-determined in what they believed would help them learn.

Whilst the location itself was seen both as a positive and a negative aspect that influenced the pupils' use of the library, neither was significant enough to represent a predominant factor. On the whole, other factors seemed to play a far more important role in pupils' positive or negative perceptions of the library, for example the organisational factors mentioned above. This also echoes the findings discussed in the literature review, which had concluded that organisational aspects had a major influence on pupils' perceptions and their use of the library (Phtiaka, 1994; Spreadbury & Spiller, 1999).

The majority of pupils in this study believed that the library either helped their learning or sometimes helped their learning, thereby establishing a perceived link between the library and learning. This link was then further specified by references to the acquisition of information as an important part of learning in which the library played a particular role. The observed influence of organisational issues such as access and provision were also in line with the research findings discussed in the literature review (for example Greenwood et al., 2010) and emphasised that the actual location of the library, whilst having some influence on pupils' perceptions, was less relevant than other factors.

Another conclusion is that the pupils' perceptions of learning did not necessarily correspond with the definition expressed in the research studies discussed in the literature review, which linked learning predominantly to academic attainment. In this study pupils across the year groups seemed to link it more with obtaining information, allowing for the hypothesis that they considered 'information literacy' (Herring, 2006) an important aspect of their learning development. Whilst the findings do not allow any conclusions about the effect of library use on pupil attainment, it is interesting that this aspect was not mentioned in the children's evaluation.

Overall, these findings demonstrate that pupils' perceptions of the library and its impact on learning are dependent on many factors, including age, and whilst some of the aspects were in line with existing research findings, others were surprisingly different.

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Analysis and critical reflection on the research methodology

On the whole, I believe the questionnaire design worked well. In the two higher year groups, reading out the questions and letting the children fill in the questionnaires individually proved to be the most efficient and least time consuming way whilst at the same time ensuring a high return rate. Working with smaller groups in the year 1/2 class was also beneficial with regards to the quality of the answers, but it led to children talking about and adopting other children's ideas for their own answers. This could have been avoided by working with children on an individual basis, however, it would have been unfeasible in the time frame available for the completion of the project.

Another issue that arose from questionnaires completed by younger children was the fact that they sometimes struggled to write down their answers. I resolved this by offering to transcribe their answers and reading it back so that they could verify the content. The children seemed very happy with this solution and I obtained important information for the questionnaires.

Nevertheless, I am fully aware of the limitations of my selected approach. Whilst using a questionnaire allowed me to collect data from a fairly large sample, it also limited the extent to which I could explore my research questions in depth. When choosing my methodology, I accepted that it would be in the spirit of an initial survey, which would provide me with "answers to the same questions from a large number of individuals to enable the researcher not only to describe, but also to compare, to relate one characteristic to another and to demonstrate that certain features exist in certain categories" (Bell, 2010, p. 12), but that the small sample wouldn't allow me to undertake any statistical analysis of significance, as the majority of cells didn't contain the required minimum number of samples. In addition, the open questions provided me with a good range of descriptive information, but not in-depth explanations (Munn & Drever, 2004). This limitation could have been overcome by selecting individual children for more detailed interviews, however, as this would have entailed choosing a representative number of children from six different year groups, it was beyond the scope of this project.

And finally, I was faced with the issue of handling qualitative data. Whilst I was fully aware that I would be unable to use the same principles I used for the analysis of quantitative data for qualitative data (Cohen et al., 2000), I felt reassured that it was legitimate to identify and apply codes in order to "communicate and connect with the data to facilitate the comprehension of the emerging phenomena and to generate theory grounded in the data" (Basit, 2003, p. 152).

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Overall, I believe that my chosen methodology was appropriate for an entry-level research project, which provided the school and me with important insights into pupils' perceptions, which could be explored further in a future study if required.

Implications for future professional development

As mentioned above, this assignment has provided me with valuable insights into some of the factors that pupils consider important and which therefore impact on the success of a school library. Whilst issues such as location played a role, they didn't appear to be as significant as originally thought. I now feel that other aspects such as providing pupils with a purpose and the necessary motivation as well as the required skills to make the most of the library, ensuring that it is managed well and allowing the children the time to fully explore the full potential of the provision, play a more significant role in the pupils' perceptions of the library and the learning which can take place therein. Furthermore, I will be able to influence these factors far more than for example the location. It is therefore a very important implication for me that my attitude towards the library as a teacher, my enthusiasm and organisation in providing the children with the opportunity and the skills to use it can have a major impact on the benefits that the pupils will be able to obtain from this central and important part of school life.

Apart from this topic-related implication, my research has also demonstrated the importance of involving children in any undertaking that affects their environment and school life. The pupils' answers and explanations as well as their perceptions of the surroundings have demonstrated to me their awareness of what affects their life at school and the impact that it can have on their learning. Involving pupils in any kind of research provides them with a voice and an opportunity to influence their own development and well-being. The more children are involved in activities and particularly in any results and developments which derive from research such as this, the more they are able to take control of their own learning and to feel that their opinions and beliefs are valued and make a difference.

And finally, the assignment has also provided me with the knowledge and the confidence to conduct research in my future professional role. I feel that I will be able to utilise the research skills acquired during this project to explore, analyse and hopefully improve situations and procedures in my future workplace and, through that, play an important part in initiating change. Without this

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kind of change, routines and practices can become stagnant, whilst conducting research can provide the school with valuable insights into how to improve and move forward.

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Appendices

Appendix 1 – Pictures of School A's library and classroom bookshelves

Appendix 2 – Final questionnaire

Appendix 3 – Ethical checklist

Appendix 4 – Consent Letter

Appendix 5 – Research Proposal Form

Appendix 6 – Completed sample questionnaires

Appendix 7 – Transcripts of original written comments

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Appendix 1 – Pictures of School A's library and classroom bookshelves

Picture 1: School A's library

Picture 2: School A's library

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Picture 3: Classroom bookshelf – Year 5/6

Picture 4: Classroom bookshelf – Year 3/4

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Picture 5: Classroom bookshelf – Year 1/2

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Appendix 2 – Final questionnaire

Your School Library

I would like to find out what **you** think about your school library. Could you please answer the following questions as honestly as you can. You don't have to answer if you don't want to. You can also stop any time you want and nothing will happen to you if you want to stop.

There is no need for you to write your name on the sheet, I don't need to know your name. Please put a tick (√) into the boxes which you think give the best answer for you and leave the other boxes empty.

1. Are you a boy or a girl?
   boy ☐ girl ☐

2. How old are you?

5	6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☐	☐	☐

3. Which year are you in?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
☐	☐	☐	☐	☐	☐

4. How often do you use:

the school library?		**the classroom bookshelf?**	
every day	☐	every day	☐
every week	☐	every week	☐
less often	☐	less often	☐
never	☐	never	☐

5. Since the school library moved, have you used it

   more ☐
   less ☐
   the same ☐

   Can you give a reason for your answer? _____

   _____

   _____

Questionnaire adapted from Greenwood, Creaser and Maynard (2008) and Evidence Base, Birmingham

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6. Do you use books from the library or the classroom bookshelf for (*you can tick more than one answer*):

- reading stories/fiction ☐
- finding information for homework/topic work ☐
- finding out about things that interest you ☐
- other things (*please tell me more*) ☐

_____

7. When you want to find out about a topic, do you get your information from (*please tick the one you use most*):

- asking somebody you know ☐
- the school library ☐
- the internet ☐
- books at home ☐
- somewhere else (*please say where*) ☐

_____

8. Do you believe the library helps you with your learning?

- yes ☐
- no ☐
- sometimes ☐

Please give a reason for your answer? _____

_____

_____

9. Things you like about the school library:

_____

_____

_____

Things you don't like about the school library:

_____

_____

_____

Questionnaire adapted from Greenwood, Creaser and Maynard (2008) and Evidence Base, Birmingham

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Appendix 3 – Ethical checklist

University of Cambridge - Faculty of Education
Early Years and Primary PGCE
Ethics checklist for research during PGCE placements

This checklist is intended for use ONLY by Faculty of Education students undertaking initial teacher education ('trainees') for classroom-based research carried during their formal professional placements as temporary members of school staff. The context of this research is that it will be undertaken with pupils in classes for which a qualified teacher has legal responsibility who acts as 'gatekeeper' and where the trainee's intended enquiry has been discussed with and approved by the responsible teacher(s) for the class(es) concerned.

Trainee name: [redacted]

School/setting: [redacted]

Questions to be answered by the trainee -please *clearly ring* the appropriate response.

1) Do you understand why educational enquiry must be scrutinized from an ethical standpoint before any research commences?	(yes) /no
2) Have you read and do you understand the current guideline on educational research ethics issued by the **British Educational Research Association?** **(available at** http://www.bera.ac.uk/files/guidelines/ethica1.pdf **)**	(yes)/no
3) Can you confirm that *to the best of your belief* the research you plan to carry out will NOT be to the educational detriment to any pupils involved, and that there is no reason to expect it to cause any harm to any participant –including damaging any pupil's confidence, motivation, interest or self belief in school?	(yes)/no
4) Can you confirm that you will have sought any necessary permissions - for example to record lessons, or to work with pupils outside of timetabled lessons- in line with the school's policies and procedures? This might include seeking permission from parents, with guidance from school staff.	(yes)/no
5) Can you confirm that you have discussed your research plan with your mentor and other staff responsible for any specific class(es), and that they have approved your plan?	(yes)/no
6) Can you confirm that any substantial change to your research design subsequent to completing this form, will be discussed for approval with your mentor (and other school staff if necessary) and shared by email with your partnership tutor?	(yes)/no

Trainee signature and date: [redacted]

Partnership Tutor name: [redacted]

☑ I have checked that the trainee has responded 'yes' to all questions above.
☑ I have discussed issues arising from the trainee not responding 'yes' to one or more of the questions above, and am convinced that this project is ethical (as explained in notes overleaf)

Partnership Tutor signature and date:

[redacted] 10/1/2012

Note that you should append a copy of the final version of this to your work, submitting it with your research proposal form and permission letters in a separate plastic wallet attached to the assignment.

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Appendix 4 – Consent Letter

UNIVERSITY OF CAMBRIDGE
Faculty of Education

Dear Headteacher,

I am carrying out a small-scale research project as part of my Post-Graduate Certificate of Education course. The data from this research will be used in writing an essay focusing on children's ideas about factors that have an impact on their learning. The subject that I'm investigating is **'The school library and its contribution to learning: a study of pupils' perception from Year 1 to Year 6'**

In order for me to collect information about this topic I would require the children to complete a questionnaire. The questionnaires will be anonymous and any data collected will only be used for analysis by myself. All of the material will be destroyed at the end of the 2011-12 academic year. All references to the school and to the children involved in the research will be anonymised in the essay that I will write using the data.

In order for me to be able to carry out this work I need to ask you to confirm, by signing the reply at the bottom of this letter, that the school's existing permissions are sufficient for me to carry out this work.

Thank you.

Yours sincerely,

[redacted]

To [redacted]

I can confirm that the existing school permissions are adequate for you to carry out your research work with a group of children from the school.

Signed: [redacted]

Name: [redacted]

Name of School: [redacted]

Head of Faculty: Mike Younger MA *Acting Secretary of the Faculty:* Marina Ballard

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Appendix 5 – Research Proposal Form

Faculty of Education, University of Cambridge
Early Years and Primary PGCE Course

Researching Pupil Perspectives Project & Assignment
Proposal form

This form is intended to provide a starting point for discussions about your research with your personal tutor, your school mentor and other trainees.

Name.. [redacted] ....**Group**.. [redacted]

Chosen Area

- Title and general aims of proposed research. (*Your title must include both the focus and an indication of the scope of the research. In expressing your aims, make clear your broad intentions for the research – in other words, expand upon your title so that your intentions for the research are clearly expressed).*

'The school library and its contribution to learning: a study of pupils' perception from Year 1 to Year 6'

General aims:
- I want to explore if and how pupils' perception of their school library changes in different school years. –
- I'm particularly interested, if their perception of how the library can assist their general learning broadens and develops as they get older
- I'm also interested in finding out if the location of the library plays a role in the pupil's evaluation

- Note relevant aspects of school context *(What's happening in school that might prompt/connect with/hinder your research?)*

- The school has recently re-located their library from a separate room to an open space along the corridor, so I am particularly interested to see if this relocation has changed the pupils' perception of the library.

Key Academic Texts

Note here at least 3 texts that you have consulted in order to check that there is an extant body of research related to your intended work. These should include at least one relevant journal article.

Black, P., Swann, J., & Wiliam, D. (2006). School pupils' beliefs about learning. *Research Papers in Education, 21*, 151-170.

Clark, C. (2010) *Linking School Libraries and Literacy - Young people's reading habits and attitudes to their school library, and an exploration of the relationship between school library use and school attainment.* London: National Literacy Trust.

Fenwick, G. (1975). Junior School Pupils Rejection of School Library Books. *Educational Research, 17*, 143-149.

Greenwood, H., Creaser, C. and Maynard, S. (2008) *Successful primary school libraries: Case studies of good practice.* Report to booktrust. (includes version of a pupil questionnaire)

Lonsdale, M. (2003). *Impact of School Libraries on Student Achievement: a Review of the Research.* Melbourne: Autralian Council for Educational Research.

Oberg, D. (2009) Libraries in Schools: Essential Contexts for Studying Organizational Change and Culture. *Library Trends*, 58:1, pp.9-25.

Phtiaka, H. (1994) School Library: the pupil view. *Educational Review*, 46:3, p. 309-323.

Williams, D. and Wavell, C. (2001) *The Impact of the School Library Resource Centre on Learning - A report on research conducted for Resource: The Council for Museums, Archives and Libraries.* Library and Information Commission Research Report (112). Aberdeen: The Robert Gordon University for Resource: The Council for Museums, Archives and Libraries

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Faculty of Education, University of Cambridge
Early Years and Primary PGCE Course

Proposed research question (s) - absolute maximum of 3

- You should consider whether these can be addressed through investigation or exploration in the time-frame provided for work on the RPP in school (no more than 3 half days)
- You may wish to devise a 'main' question and (perhaps) others that may be addressed in the course of the research

1) What perception do pupils have of their school library and how it helps their learning?
2) Does this perception change between Year 1 and Year 6?
3) Has the pupils' perception changed since the re-location of the library?

Proposed research approach and methods

- Research approach (case study, ethnographic study, experiment etc.). Methods. Probable ages and numbers of participants. Briefly consider why the methods you intend to use are suited to your particular enquiry.

Research questionnaire in three classes, Year 1/2 class, Year 3/4 class and Year 5/6 class, approximately 90 pupils altogether. This will give me a good cross-section of pupils from all year groups at this school and will allow me to analyse pupils' perception across the school range.

- Provide at least one methodology reference.

Bell, J. (2010). *Doing your research project: a guide for first-time researchers in education, health and social science.* (5th ed.). Maidenhead: McGraw-Hill Open University Press.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education.* (5th ed.). London: Routledge/Falmer.

Munn, P., & Drever, E. (2004). *Using questionnaires in small-scale research: a beginner's guide.* (Rev.). Edinburgh: Scottish Council for Research in Education.

This proposal has been discussed with Personal Tutor and: is approved ☑

: needs minor amendments as discussed ☐

: needs to be resubmitted ☐

Signed [redacted] ..Personal Tutor Date..1./.12./.2011

Signed [redacted] ....Class Mentor Date..6/12/2011

Please bring a completed draft copy of this form to the meeting with your personal tutor that will take place during the week beginning 28 November 2011.
You are required to discuss this work and to have this form signed by your Part 1b mentor during your school visit in December 2011.

Note that you should append a copy of the final version of this to your work, submitting it with your ethical checklist and permission letters in a separate plastic wallet attached to the assignment.

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Appendix 6 – Completed sample questionnaires

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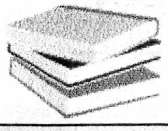
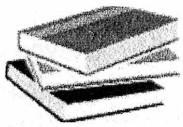


Your School Library



I would like to find out what **you** think about your school library. Could you please answer the following questions as honestly as you can. You don't have to answer if you don't want to. You can also stop any time you want and nothing will happen to you if you want to stop.

There is no need for you to write your name on the sheet, I don't need to know your name. Please put a tick (√) into the boxes which you think give the best answer for you and leave the other boxes empty.

1. Are you a boy or a girl?
   boy ☑ girl ☐

2. How old are you?

5	6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☑	☐	☐

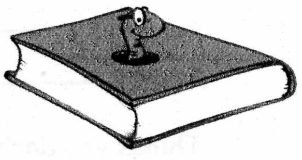
3. Which year are you in?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
☐	☐	☐	☐	☐	☑

4. How often do you use:

the school library?		**the classroom bookshelf?**	
every day	☐	every day	☐
every week	☐	every week	☐
less often	☐	less often	☑
never	☑	never	☐

5. Since the school library moved, have you used it



   more ☐
   less ☐
   the same ☑

   Can you give a reason for your answer? Because I feel that you don't need to because you have the computers.

Questionnaire adapted from Greenwood, Creaser and Maynard (2008) and Evidence Base, Birmingham

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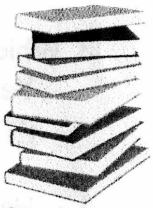
6. Do you use books from the library or the classroom book shelf for (*you can tick more than one answer*):
   - reading stories/fiction ☑
   - finding information for homework/topic work ☑
   - finding out about things that interest you ☐
   - other things (*please tell me more*) ☐

7. When you want to find out about a topic, do you get your information from (*please tick the one you use most*):
   - asking somebody you know ☐
   - the school library ☐
   - the internet ☑
   - books at home ☐
   - somewhere else (*please say where*) ☐

8. Do you believe the library helps you with your learning
   - yes ☐
   - no ☐
   - sometimes ☑



Please give a reason for your answer? because sometimes you can't find the books your looking for.

9. Things you like about the school library: That it has beanbags.

Things you don't like about the school library: It is really hard to find your books and there's not much space to move around.

Questionnaire adapted from Greenwood, Creaser and Maynard (2008) and Evidence Base, Birmingham

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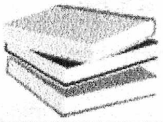
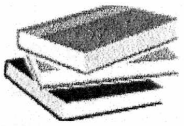


Your School Library



I would like to find out what **you** think about your school library. Could you please answer the following questions as honestly as you can. You don't have to answer if you don't want to. You can also stop any time you want and nothing will happen to you if you want to stop.

There is no need for you to write your name on the sheet, I don't need to know your name. Please put a tick (√) into the boxes which you think give the best answer for you and leave the other boxes empty.

1. Are you a boy or a girl?
   boy ☐ girl ☑

2. How old are you?

5	6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☑	☐	☐

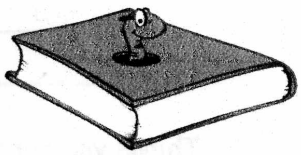
3. Which year are you in?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
☐	☐	☐	☐	☑	☐

4. How often do you use:

the school library?		**the classroom bookshelf?**	
every day	☐	every day	☐
every week	☐	every week	☐
less often	☑	less often	☐
never	☐	never	☑

5. Since the school library moved, have you used it



   more ☐
   less ☐
   the same ☑

   Can you give a reason for your answer? Because I just use it for books I need and I use it just as much as I used too.

Questionnaire adapted from Greenwood, Creaser and Maynard (2008) and Evidence Base, Birmingham

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6. Do you use books from the library or the classroom book shelf for (*you can tick more than one answer*):

- reading stories/fiction ☐
- finding information for homework/topic work ☑
- finding out about things that interest you ☑
- other things (*please tell me more*) ☐

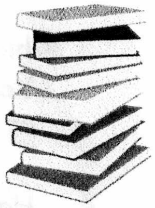
_____

7. When you want to find out about a topic, do you get your information from (*please tick the one you use most*):

- asking somebody you know ☐
- the school library ☐
- the internet ☑
- books at home ☐
- somewhere else (*please say where*) ☐

_____

8. Do you believe the library helps you with your learning



- yes ☐
- no ☐
- sometimes ☑

Please give a reason for your answer? Sometimes you don't find all the information.

9. Things you like about the school library:

that it is close, your allowed to borrow and I love books!

Things you don't like about the school library:

There not all the books I like.

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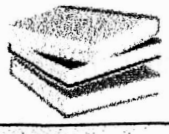

Your School Library

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There is no need for you to write your name on the sheet, I don't need to know your name. Please put a tick (√) into the boxes which you think give the best answer for you and leave the other boxes empty.

1. Are you a boy or a girl?
   boy ☐ girl ☑

2. How old are you?

5	6	7	8	9	10	11	12
☐	☐	☐	☑	☐	☐	☐	☐

3. Which year are you in?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
☐	☐	☐	☑	☐	☐

4. How often do you use:

the school library?		**the classroom bookshelf?**	
every day	☐	every day	☐
every week	☐	every week	☑
less often	☑	less often	☐
never	☐	never	☐

5. Since the school library moved, have you used it
   more ☑
   less ☐
   the same ☐

Can you give a reason for your answer? because it is closer and we are aloud to use it more often.

Questionnaire adapted from Greenwood, Creaser and Maynard (2008) and Evidence Base, Birmingham

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6. Do you use books from the library or the classroom book shelf for (*you can tick more than one answer*):
   - reading stories/fiction ☑
   - finding information for homework/topic work ☑
   - finding out about things that interest you ☐
   - other things (*please tell me more*) ☐

7. When you want to find out about a topic, do you get your information from (*please tick the one you use most*):
   - asking somebody you know ☐
   - the school library ☐
   - the internet ☑
   - books at home ☐
   - somewhere else (*please say where*) ☐

8. Do you believe the library helps you with your learning
   - yes ☐
   - no ☐
   - sometimes ☑

Please give a reason for your answer? because I know alot of things already that are also in libery books

9. Things you like about the school library:
   I like it because there all digerent books.

   Things you don't like about the school library:
   You can not go whenever you want.

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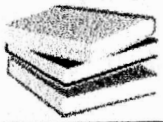

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2. How old are you?

5	6	7	8	9	10	11	12
☐	☐	☐	☑	☐	☐	☐	☐

3. Which year are you in?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
☐	☐	☑	☐	☐	☐

4. How often do you use:

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every day	☐	every day	☑
every week	☑	every week	☐
less often	☐	less often	☐
never	☐	never	☐

5. Since the school library moved, have you used it

   more ☐
   less ☐
   the same ☑

   Can you give a reason for your answer? the same because it's only in a different place you can still use it even if it's in a different place.

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_____

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- the internet ☑
- books at home ☐
- somewhere else (*please say where*) ☐

_____

8. Do you believe the library helps you with your learning

- yes ☑
- no ☐
- sometimes ☐

Please give a reason for your answer? yes because it's got all kinds of books.

_____

_____

9. Things you like about the school library:

_____

_____

_____

Things you don't like about the school library:

because I dont is that it's really hard to find books.

_____

_____

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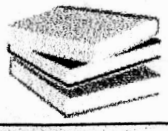

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   more ☐
   less ☑
   the same ☐

   Can you give a reason for your answer? _____

   _____

   _____

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reading stories/fiction	☑
finding information for homework/topic work	☑
finding out about things that interest you	☑
other things (*please tell me more*)	☐

_____

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the internet	☐
books at home	☑
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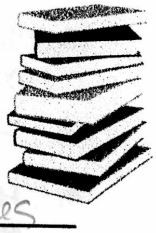

yes	☐
no	☐
sometimes	☑

Please give a reason for your answer? Because sometimes it doesn't really help me and sometimes it does

9. Things you like about the school library:

when it is just me and my friends in the library having some fun with the books.

Things you don't like about the school library:

When I see some lovely book I really want to keep them and I'm not allowed. I don't like it when there are other people there.

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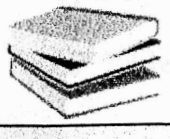
S1



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☐	☑	☐	☐	☐	☐	☐	☐

3. Which year are you in?

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
☑	☐	☐	☐	☐	☐

4. How often do you use:

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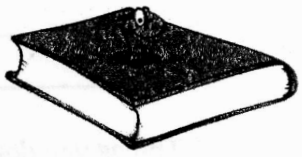
every day	☐	every day	☐
every week	☐	every week	☑
less often	☑	less often	☐
never	☐	never	☐

5. Since the school library moved, have you used it



   more ☐
   less ☑
   the same ☐

   Can you give a reason for your answer? _____

   _____

   _____

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6. Do you use books from the library or the classroom book shelf for (*you can tick more than one answer*):

- reading stories/fiction ☑
- finding information for homework/topic work ☐
- finding out about things that interest you ☐
- other things (*please tell me more*) ☐

_____

7. When you want to find out about a topic, do you get your information from (*please tick the one you use most*):

- asking somebody you know ☐
- the school library ☐
- the internet ☐
- books at home ☑
- somewhere else (*please say where*) ☐

_____

8. Do you believe the library helps you with your learning

- yes ☐
- no ☐
- sometimes ☑

Please give a reason for your answer? Because when the teacher asks us if we need to find something out I would chide books at home

9. Things you like about the school library:

the bean bag and the books games.

Things you don't like about the school library:

I don't like books that arn't in the right place and I dont like books at bedtime and scairy books.

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Appendix 7 – Transcripts of original written comments

Question 5 Code	Transcript of original written comment
location +	because I go past it more
specific purpose	I use it more because I have to take books
no reason to use	because I don't read the books from school
no reason to use	I never really actually used to use it
no opportunity	because we're not really allowed to go here
inconclusive	I use it the same because it's fun
inconclusive	I sometimes I use the
inconclusive	because when it was in the ICT because there was nobody in there that much
specific purpose	at seasons when we need to
status quo	the same because it's only in a different place you can still use it even if it's in a different place
no reason to use	because I don't really need it
no opportunity	because the school takes us there very rarely
Location -	It doesn't have as much books as it used to and doesn't have computers
status quo	The [library] has pretty much the same
location +	when we do projects and it's easier to get to
no reason to use	the classroom bookshelf has better books
no reason to use	the same because I bring in my own books
location +	because it is closer to the classroom
location +	because it is closer and we are allowed to use it more often
no reason to use	I don't need to
no opportunity	I used it when I do lunchtime club
inconclusive	because the school library is a classroom
specific purpose	because I just use it for books I need and I use it just as much as I used to
specific purpose	because we started doing project work
no opportunity	because I am normally at orchestra when people use it
no reason to use	Well I don't really use the library that much
status quo	because it is not different it is just moved
specific purpose	because we now do projects
no reason to use	I use my own books
specific purpose	because we do projects on Thursday and we need a book
specific purpose	because now I use a book every week for a computer project
Location -	there isn't really any places to sit and relax and read a book in the new library, unlike the old library
no opportunity	no chance to use it
specific purpose	because I use it for project work
specific purpose	I use it more because I now do project work and it is easier to find books
specific purpose	I did not used to do projects but now I do

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no reason to use	because I don't need to use it any more
Location -	because it moved
no reason to use	because I feel that you don't need to because you have the computers
no reason to use	I don't go so it doesn't make a difference
specific purpose	because we do the projects books every week

Question 8 Code	**Transcript of original written comment**
positive	because there are letters and words
information	because it gives good information a bit sometimes
information	because if you are learning and the teacher asks you to get information that's where I would look
don't use	because when the teacher asks us if we need to find something out I would check books at home
information	because sometimes it helps me to learn because it gives me a little bit of information
fiction vs non-fictions	because some books are fiction
information	because it gives you information
information	because we use it for information
information	sometimes because I'm not really sure
information	because you get much more information
information	because you can find anything
information	because there is information
negative	because it doesn't always help you with what you need
depends on circumstances	because sometimes it doesn't really help me and sometimes it does
information	because it gives me some information
information	because you can find out lots of information
information	because if I wanted a animal book it would probably [be] there
positive	it's good to learn to read
positive	yes because it's got all kinds of books
information	they have lots of information
negative	good books have been put in the bin
negative	sometimes because some books are rubbish
negative	because some books are boring
information	it may help you with homework
fiction vs non-fiction	because there are some fiction books
positive	because it has more books and they are more interesting
negative	because I don't always find the book I want

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don’t use	because I know a lot of things already that are also in library books
negative	because we rarely ever use it some of them facts I usually always already know
information	yes because they have got good information
don't use	because I never go there
negative	no good books
information	because if you want to find out about some thing you can read in a book
depends on circumstances	it depends on the book
depends on circumstance	because sometimes I don't understand what is the book about
fiction vs non-fiction	sometimes the books I read are stories
negative	sometimes you don't find all the information
information	because we use it to look for our projects
negative	because sometimes they don't have the book I want
information	when you want to do a project you can find information
information	because if you struggle with science you can get help but sometimes it's not there
information	because we only do projects once a week so we don't have enough time to learn loads
learning	when we are reading any library book it could teach us something
fiction vs non-fiction	some of the books are stories and some are information books
negative	we don't always use the library
fiction vs non-fiction	because I read fiction books not non-fiction
learning	we don't use the library for much other than learning; when we need a book from there it helps
don't use	I don't use it
depends on circumstances	because I sometimes know about some stuff and sometimes I don't know
depends on circumstances	Well not all of it is important for learning
information	if you read information you can learn from it
fiction vs non-fiction	because books aren't all non-fiction
information	it tells you more
negative	because sometimes you can't find the books you're looking for
negative	there sometimes isn't the book I need
information	if I not know much about that thing

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Question 9 Positive Answers Code	Transcript of original written comments	Question 9 Negative Answers Code	Transcript of original written comments
general positive	I like it because it's fun	no answer	
books	I like the book because I like reading	books	I don't like knight books because I don't like fighting
information	I like the library because it gives you information	specific aspects	I don't like the library because you have to put the books away
general positive	I like books specially his books; I like reading as well	books	I don't like bad and scary books; I specially don't like reading book at bed
specific aspects	the bean bag and the books games	specific aspects	I don't like books that aren't in the right place and I don't like books at bedtime and scary books
general positive	you get to look at things	books	I don't like the book in the library for adults
specific aspects	the system	specific aspects	it's very complicated
information	because there's a book that tells you	specific aspects	I don't like it because it's messy
general negative	nothing	no negative	nothing
books	I like it because I like reading	no answer	
don't use	I haven't been there	no answer	
information	it gives you information	specific aspects	it is really hard to find which ones you want
general positive	when it is just me and my friends in the library having some fun with the books	specific aspects	when I see some lovely book I really want to keep them and I'm not allowed; I don't like it when there are other people there
no answer	I like/I don't really know	books	I don't really like dinosaur books in the library because it sometimes doesn't really give you information
books	I like to read	no negative	nothing because I love to read
specific aspects	that they have a pieces of paper on the wall saying what they are	specific aspects	that the books are not in the correct places
books	because I like to read	no negative	no
no answer		specific aspects	because I don't is that it's really hard to find books
books	because there are interesting books	no answer	
specific aspects	it has alphabet cards	location	it is not in a room; when you are looking at books there is not enough room to pass

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general positive	everything	no negative	nothing
books	some are funny and some help you learn	no answer	
specific aspects	the shelves are organised; bookshelves: everything	general negative	pretty much everything; bookshelves: nothing
books	all the books are cool	specific aspects	you don't really get to choose books
general positive	they are useful	specific aspects	they don't always have what you are looking for
books	the types of books	no negative	nothing
information	I can use it for projects	location	it is in the middle of a corridor that people use a lot
books	I like it because there are all different books	specific aspects	you can not go whenever you want
books	has good books	specific aspects	I would like more facts books
information	it's got lots of information and any book you need	location	it's very far away; next to the staff room
general positive	I like the bookshelf and the library because they have interesting	no answer	
general positive	everything	no negative	nothing
don't use	not sure because I never use it	don't use	not sure because I never use it
books	fun book; math book that talks you about school	books	literacy books that tells you about school
information	it gives you lots of information	specific aspects	we don't always use it
location	that it is close, you're allowed to borrow and I love books	specific aspects	there not all the books I like
specific aspects	we get to pick out books that we don't have in our classroom	no answer	
specific aspects	there are things where you can make yourself comfy	no negative	nothing
books	it has lots of books that you need	specific aspects	it is very very crowded
specific aspects	it is free to anyone and you don't have a time limit	specific aspects	books are old
specific aspects	there are bean bags; there are some interesting books	specific aspects	it's very small and not much room to walk around to look at the different books
information	it helps you with work	specific aspects	some people don't put the books in order so they are hard to find
information	you find lots of information	specific aspects	but we don't always use it
books	they have good books for younger kids	general negative	everything
information	it's useful for finding a book about a topic	specific aspects	there isn't anywhere to sit; it's crowded
books	the good reading books	specific aspects	and the colour code because it's never in the right place

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books	it has a wide range of books	specific aspects	all the books are very old it's crowded sometimes
specific aspects	I can always go to the library	specific aspects	books are often in the wrong places
no answer		specific aspects	it's really messy
books	funny books	general negative	books
specific aspects	that it has beanbags	specific aspects	it is really hard to find your books and there's not much space to move around
books	that there is good books	no negative	don't have one

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