The Impact of Libraries on Academic Achievement
An Annotated Bibliography

Kimberly Zettwoch
INFO 522
McCain
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Impact of Libraries

Introduction and Scope

The following bibliography covers the impact of libraries on academic achievement. Articles include various studies that have been conducted to find positive correlations between specific aspects of libraries, specific actions of librarians, and the relationship between librarians and teachers. A number of the articles included have found similar results, thus proving the positive impact that libraries have on academic achievement. This has been a topic of interest and study since the 1950s. The articles in this bibliography were published from 1990-2008.

Description of User-Group

Often librarians have been stereotyped and remembered as “keepers of the books” or the “shushers.” Libraries were places to be seen and not heard. The library was not typically thought of as an integral part of learning or as having an impact on academic success. (Roberson, T., Schweinle, W. & Applin, M., 2004) Libraries have had the role to “disseminate knowledge about the happenings and phenomenon in the world” (Ullah, S.Z., & Faroog, M. S., 2008). However dozens have studies have been conducted over the past 50 years to prove that librarians and libraries are much more than this. (Lance, K.C., Rodney, M. J., & Hamilton-Pennell, C. 2000) In the 1960s, researchers began to seek evidence that quality library service would result in higher academic achievement. (Roberson, T., Schweinle, W. & Apollin, M., 2004). Some of these early studies from 1965-1970 focused solely on the presence of a library with a professional library or lack of a organized library service as an indicator for academic success. Assumptions have also been made that library usage is a sole impact on academic success. High achieving students use the most library materials and low/failing students use less. (De Jager, K., 1997) As research in this area has expanded, librarians are now seen as being in the important and unique position to help students learn valuable information literacy skills which will aid them in achieving higher academic success. (Lance, K.C., Rodney, M. J., & Hamilton-Pennell, C. 2000)
## Review of Literature

Studies on the topic of the impact of libraries on academic achievement have been an area of interest for over 50 years. (Martinez, G., 2008) However earlier studies did not have the means to find substantial results as have the studies since the 1990s. The most significant studies are thought to have been published in the mid to late 90s (Roberson, T., Schweinle, W. & Applin, M., 2004). Prior to this time, objective measures had been very hard to obtain and some researchers even felt impossible to obtain. These studies were conducted both in the United States and in Australia. (De Jager, K., 1997) Some early study results appeared limited and not as substantial as future results would prove. These earlier studies focused on a small number of specific librarian practices and not the library program as a whole. A study performed by Farris and Hancock (1991) did find a positive correlation between academic achievement and the use of library materials by students who were assisted and encouraged by the librarian. However the information provided by this type of focus continued to be an area of interest in the future. In a study conducted by Ullah and Faroog in 2008, through a series of surveys given to 480 teachers of high school students, it was further proved that free reading of library materials does continue to have a positive impact on reading comprehension, vocabulary, spelling ability, grammar usage and writing style. Typically children who read more, have a higher literacy development. They have an increased interest in studying, have better study habits, and better skills for researching needed information. These abilities acquired through library use and with the help of a librarian, all foster academic achievement. (Ullah, S.Z., & Faroog, M. S., 2008)

Perhaps one of the most referenced researchers on this topic is Keith Curry Lance. He has conducted a number of studies, beginning with his Colorado Study the early 1990s. In his this study Lance was able to successfully show a positive correlation between libraries and academic achievement. Through a sampling of 124 schools in Colorado, Lance was able to produce a progressive list of factors that would create a positive impact on academic success. These factors included librarians collaboration with teachers, materials selected by
libraries for the collection, librarians training teachers, and librarians teaching research skills to students.

(Lance, K. C, & Others., 1990)

Lance continued to conduct studies in additional states and found similar findings. A 1997 study he conducted in Alaska expanded the scope of research to include additional factors affecting the impact of libraries on academic achievement. These factors include longer library hours, high of library staffing, high levels of staff activity, high student usage. Based on student scores on the California Achievement Tests (CAT5) on language arts and mathematics, schools with libraries having the above characteristics had higher scoring students. (Lance, K.C., Rodney, M. J., & Hamilton-Pennell, C., 2000) Interesting enough, in 1997 the ALA also published Information Power: Reading Partnerships for Learning. This was a collection of professional guidelines for school librarians that would allow them to have an impact on student learning. (Small, R. V., Snyder, J., & Parker, K. 2009) Lance again proved these results by conducting The Second Colorado Study in 2000. The study expanded on the first Colorado Study by including information technology, specifically access to internet and databases. Results proved that libraries that provide greater access to internet and databases have a greater impact on academic achievement. (Lance, K.C., Rodney, M. J., & Hamilton-Pennell, C., 2000)

Similar studies have continued to research the results of the studies conducted by Lance. The most found characteristics of a library having a positive impact on academic achievement are staffing levels, student/teacher access to the library, librarian’s level of collaboration and involvement with the curriculum, large up-to-date collections, and access to technology. In general research has proven that solid library programs increase academic achievement and higher library skills improve academic achievement (Farmer, L. S. J., 2006).

In the study by Smith (2001), while all of these characteristics were reflected in the results, different levels in school were shown to affect the importance of each level. Academic achievement in elementary school was impacted most by library budget, library volumes available and access to computers and software. Academic achievement in middle/junior high school was impacted most by identifying important materials and
information skill instruction. Academic achievement in high school was impacted most by library staff, library hours, volumes available and librarians who plan with teachers. These results were based on scores on the Texas Assessment of Academic Skills and even proved the same in various Texas schools, despite differences in economic status. (Smith, E. G., 2001) In a 1996 study by McQuillan, the battery used to rank academic success was scores on the SAT, a nationally given standardized test, of students from all 50 states and the District of Columbia. Despite such a vast demographic sampling of students, McQuillan was also able to show that higher library budgets, higher access to computer software, lower teacher to student ratio, high public library circulation, and higher numbers of books per student all have a positive impact on academic achievement. (McQuillan, J., 1996)

Results similar to Lance were found by Small, who conducted a two year long, three phase study. Phase I of the study began in 2008 with a survey sent to approximately 4200 schools in the State of New York. 1,612 responded. The focus of this phase was to identify aspects of libraries that had an impact on academic achievement. In addition to further proving the results of Lance, Small was able to show a positive correlation between the certification of the librarian and higher ELA scores on New York State standardized tests. (Small, R. V., Snyder, J., & Parker, K., 2009) Phase II expanded the results to focus on the actual teaching methods used by librarians to foster academic achievement. Surveys were given to 47 librarians, 137 teachers and 1153 students from Phase I, who volunteers to participate in Phase II. Students who were given higher instruction in computer related technology and research skills had higher academic success. Students of teachers who had been given specific curriculum based materials by the librarian had higher academic success. (Small, R. V., Snyder, J., & Parker, K., 2009) In the third and final stage of this study, Small focused on the role of motivation from librarians on the impact on academic achievement. 10 schools from Phase II were selected to participate in the final survey. It was shown that when librarians promote reading & writing, new genres of reading, concepts, authors and who motivate students to read, higher test scores on standardized tests are found. Student confidence increased when they are shown how to select books, take ownership in reading choices and have
skills to locate information. This increased confidence allows for better learning and again results in higher test scores. (all, R. V., Shanahan, K. A., & Stasak, M., 2010)

A final aspect of the impact of libraries on academic achievement explored in the articles of this bibliography is the role of the library as part of the community. Epstein’s theory of *Overlapping Spheres of Influence* explains the roles that family, school and community all have in helping children feel supported and motivated to learn. Positive partnerships between these three spheres results in an environment that allows students to succeed in school. By collaborating with the community, librarians are able to provide literacy experiences, including conversations, reading together, read-alouds, etc. that will help to prepare children for school and increase academic success. In a study by Martinez in 2008, the community role of the library and its impact on academic achievement was explored. Martinez surveyed 26 librarians from 4 different counties in Maryland. By identifying key phases from the interviews, commonalities and differences in outreach services were identified. To increase early literacy development and to impact academic achievement story times & literacy rich activities in schools, daycares, hospitals, community centers, and book mobiles are being provided by these librarians. By providing these services, as well as printed materials, learning, reading and increased visits to the library are being promoted. These factors are all positive indicators of impacting academic success. Martinez, G., 2008)

As previously stated, research in the impact of libraries on academic achievement has been conducted for over 50 years. In more recent years, the focuses of the studies have evolved to reflect the changing world of education. Student success is now gauged by rigorous standardized tests scores. Focus is on what the students have learned, rather than what is being taught. Advancing technology continues to play a part in the education of children and libraries must adapt to these changes. Research on this topic continues to be important. The need for effective collaboration between schools and libraries is at an all time high to help students in today’s world succeed academic.

**Bibliography**
Entry 1:


**Complete Published Abstract:** Presents a study conducted to access the extent and value of student library use at the University of Cape Town, Africa. Includes results of similar studies in Australia and the United States; links between library usage and academic performance.

**Annotation:** I chose this article because it contained original research involving use of the library on the part of the patron and not research involving strategies used by librarians. Library use is another aspect of a library that can impact academic achievement. This study was of particular interest also in that it appears to be one of the earlier studies that successfully proved a positive correlation between library use and academic success. The conductors of this study were hoping prove more successful than past studies which were unable find objective measures of the impact of libraries on academic success.

**Search Strategy:** I performed a search in LISTA (Library, Information Science & Technology Abstracts) as it is a database of library research related articles. I started with a key word search as this was my initial search.

**Database:** LISTA (Library, Information Science & Technology Abstracts)

**Method of Searching:** Key Word Search using “academic achievement” and “library use.”

**Search String:**

   academic achievement and library use

   Result 7

Entry 2:


**Complete Published Abstract:** This study examines possible factors related to school library programs that correlate with student academic achievement. Analyzing library programs as a system, the investigator adapted the American Association of School Librarians (AASL) principles for library media programs in conjunction with standardized tests. For the population examined (60 southern California schools), the measure that correlated most closely with library program principles was standardized reading scores. Specifically, the degree to which information access/delivery principles were implemented correlates significantly with student reading scores. The study results identified key indicators within the library program that impact student academic achievement: access to high-quality library facilities and resources, and collaborative planning with professional library staff. (Contains 1 note and 6 tables.)

**Annotation:** I chose this article because it contained original research regarding the impact of library programs on academic achievement of students. This study varied some other studies in its focus on the specific aspects of a library program, such as facilities and resources. Other studies have focused specifically on librarians and library use by students. The actual library itself is an equally important factor to examine.
Search Strategy: I performed a search in Eric using Dialog. Eric is a reputable source for documents involving the field of education. After having performed key work searches, I used the expand option to find controlled vocabulary for “academic” and then “library.” I then searched for the descriptors “library services” and “academic achievement” I also limited the document type, DT=Research

Database: Eric – Education Resource Information Center [Dialog File 1]

Method of Searching: Controlled Vocabulary Search using descriptors “library services” and “academic achievement.” Document type was limited to “Research”

Search String:

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s academic achievement/de, s library services/de, s dt=research
s s1 and s2 and s3
 t s4/3/1-19
4/3/5
```

Entry 3:


Complete Published Abstract: Describes a study that explored the possible relationship between the use of school library materials, participation in paperback books clubs, and the reading achievement of rural sixth graders. Results suggest the importance of the elementary school library media specialist in encouraging reading and assisting with student selection of books. (five references) (LRW)

Annotation: I chose this article because it contained original research regarding very basic responsibilities of a librarian. It is particularly interesting that this study chose to focus on the simple tasks of book selection and reading encouragement as factors that impact academic achievement. Many other studies focus on numerous amounts of varying factors, including technology and physical description of the library.

Search Strategy: I performed a search in Eric using Dialog. I performed an expand search for “reading” and found “reading achievement.” I then searched for the descriptors, “reading achievement” and “library role.” I also limited the document type, DT=Research

Database: Eric – Education Resource Information Center [Dialog File 1]

Method of Searching: Controlled Vocabulary Search using descriptors “reading achievement” and “library role.” Document type was limited to “Research”

Search String:

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s reading achievement/de, s library role/de, s dt=research
s s1 and s2 and s3
 t s4/3/1-4
4/3/4
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Entry 4:


**Complete Published Abstract:** This study provides evidence of the positive impact of library media centers (LMCs) on academic achievement in 221 Colorado public schools during the 1988-1989 school year. The importance of the library media specialist’s instructional role is also verified. In contrast to previous research on the relationship, this study uses schools rather than students as units of analysis, considers service outputs as well as resource inputs and rules out the effects of selected school and community conditions which might have explained away this relationship. Highlights of the findings include: (1) where LMCs are better funded, academic achievement is higher, whether their school and communities are rich or poor and whether adults in the community are well or poorly educated; (2) better funding for LMCs fosters academic achievement by providing students access to more library media staff and larger and more varied collections; (3) among predictors of academic achievement, the size of the LMC staff and collection is second only to the absence of at risk conditions, particularly poverty and low education attainment among adults; (4) library media expenditures and staffing tend to rise and fall with total school expenditures and staffing; (5) students whose library media specialists participate in the instructional process are higher academic achievers. Also included in the report are a current and comprehensive bibliography on this subject and a timeline chronicling the evolution of such studies. (Author/KRN).

**Annotation:** I chose this article because it contained original research on the impact of school media centers on academic achievement. It presented many positive correlations between specific aspects of library programs, as well as the library itself, and the level of academic achievement seen in students. This study involved a large number of public schools and also was one of the first studies to examine the specific aspects such as library budget, library staff, and collaboration with teachers.

**Search Strategy:** I performed a search in Eric. I had previously performed an expand search for “library.” In addition to “library role” I found the term “library services”. I then searched for descriptors “library services” and “academic achievement” I also limited the document type, DT=Research

**Database:** Eric – Education Resource Information Center [Dialog File 1]

**Method of Searching:** Controlled Vocabulary Search using descriptors “library services” and “academic achievement.” Document type was limited to “Research”

**Search String:**

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s academic achievement/de, s library services/de, s dt=research
s s1 and s2 and s3
t s4/3/1-19
4/3/15
```

Entry 5:

Complete Published Abstract: In 1993, the Colorado State Library published “The Impact of School Library Media Centers on Academic Achievement.” This follow up study focuses attention on the library media specialist and the services she or he provides throughout the building, rather than just the library media center as a specific place, and emphasizes the fact that better library media services lead to better student performance on standards-based tests. In addition to confirming and updating the findings of the first Colorado study, this project expands on the original study’s results by measuring the impact on academic achievement of specific leadership and collaboration activities of library media specialists; principal and teacher engagement in library media programs; and information technology, particularly networked computers offering licensed databases and the Internet/World Wide Web. On all three counts, this study showed a positive impact. This study, put into perspective with past research as well as the American Association of School Librarians’ new standards, “Information Power.” It contains reports of the findings in a variety of readily usable formats including: an executive summary, a brochure, and a brief report that includes similar studies completed recently for Alaska and Pennsylvania. Appendices include a bibliography; list of participants; sample survey form; the brochure; and a section of “Fast Facts” and PowerPoint Slides. Includes 40 tables and 2 figures. (AEF)

Annotation: I chose this article because it was original research conducted by Keith Curry Lance, a well-referenced researcher on the topic of the impact of libraries on academic achievement. He is cited in many studies that have followed his series of studies. He conducts studies on large samples of libraries and students, using a survey method that has continued to provide accurate and definitive results.

Search Strategy: I performed a search in Eric. I had previously performed an expand search for “library.” In additional to “library role” I found the term “library services”. I then searched for descriptors “library services” and “academic achievement” I also limited the document type, DT=Research

Database: Eric – Education Resource Information Center [Dialog File 1]

Method of Searching: Controlled Vocabulary Search using descriptors “library services” and “academic achievement.” Document type was limited to “Research”

Search String:

s academic achievement/de, s library services/de, s dt=research
s s1 and s2 and s3
4/3/1-19
4/3/9

Entry 6:


Complete Published Abstract: This study is an assessment of the impact of Alaska school librarians on academic achievement in the state’s public schools. In examines the direct relationship between such staffing and student performance and identifies selected activities of library media staff that affect test scores. Other
conditions of library media center operation were also considered as potential predictors of academic achievement. During the 1997-98 school year, library media centers in 211 Alaska public schools were surveyed about their staffing levels, hours of operation, staff activities, usage, technology, policies, and cooperation with public libraries. Each library media predictors that might create indirect effects on academic achievement were also examined. Recommendations for raising student achievement levels are included. Appendices include a bibliography, list of participants, copy of questionnaire, a brochure entitled “A School Librarian Can Make a Difference!” and early results briefs. Although the findings, conclusions, and recommendations reported in this work are substantially the same as those of its original edition, this edition corrects typographical and transcript errors, eliminates unnecessary and misleading methodological information, clarifies ambiguous statements, corrects misinterpretation of statistical details, and contains citations accidentally left of the original bibliography. (MES)

Annotation: I chose this article because it was additional original research conducted by Keith Curry Lance, a well-referenced researcher on the topic of the impact of libraries on academic achievement. He had conducted studies 10 years prior to this one and his continued efforts again add insight on the topic. He continues to be referenced in additional research studies and his study method has been duplicated by other researchers.

Search Strategy: I performed a search in Eric. I had previously performed an expand search for “library.” In additional to “library role” I found the term “library services”. I then searched for descriptors “library services” and “academic achievement” I also limited the document type, DT=Research

Database: Eric – Education Resource Information Center [Dialog File 1]

Method of Searching: Controlled Vocabulary Search using descriptors “library services” and “academic achievement.” Document type was limited to “Research”

Search String:

s academic achievement/de, s library services/de, s dt=research
s s1 and s2 and s3
4/3/1-19
4/3/11

Entry 7:


Complete Published Abstract: Librarians have been working with families for years within and outside of libraries, providing access to print, motivating young children to read, and making connections with school. Through interviews, observations, and an analysis of outreach documents from libraries in urban, suburban, and rural counties, this study sought to investigate was practices librarians were exercising to support children in preparing for school and one in school. The focus of this article is on librarians’ outreach efforts to assist young children in school. (Contains 1 table and 1 figure.)

Annotation: I chose this article because it was original research on the actual strategies that librarians are using to help assist with academic achievement. This study varies from other studies on the topic in the way that it focuses on public libraries as a part of the community that helps students to achieve academic success. The
researchers explore the means in which the libraries outreach services are factors that affect the impact on academic success.

**Search Strategy** I performed a search in Eric. I explored the thesaurus to find terms that covered my topic of interest. I also found “school readiness” and I used “library role” from a previous search in the thesaurus. I then performed a key word search.

**Database:** Eric – Education Resource Information Center

**Method of Searching:** Key Word Search using “school readiness” and “library role.”

**Search String:**

“school readiness” search in thesaurus descriptors
AND
“library role” search in thesaurus descriptors
Result 1

**Entry 8:**


**Complete Published Abstract:** Assesses the impact of libraries on one measure of high school reading proficiency, the verbal section of the Scholastic Aptitude Test (SAT). Data on per pupil expenditures, computer software, teacher to student ratio, public library circulation, and books per student in the school library media center were analyzed from all 50 United States and the District of Columbia. (LRW)

**Annotation:** I chose this article because it contains original research on the impact of libraries on academic achievement. Unlike other studies on this topic, the sample included all 50 states and the battery for measuring academic achievement was a standardized test that is taken by students in all 50 states, not just a state issued exam.

**Search Strategy:** I performed a search in Eric using Dialog. I performed an expand search for “reading” and found “reading achievement.” I then searched for the descriptors, “reading achievement” and “library role.” I also limited the document type, DT=Research

**Database:** Eric – Education Resource Information Center [Dialog File 1]

**Method of Searching:** Controlled Vocabulary Search using descriptors “reading achievement” and “library role.” Document type was limited to “Research”

**Search String:**

s reading achievement/de, s library role/de, s dt=research
s s1 and s2 and s3
s 4/3/1-4
4/3/2
Entry 9:


Complete Published Abstract: This article describes recent curricular changes being made to the Educational Administration program at the University of Southern Mississippi to include information regarding the value of quality school library programs and the effective management of such programs. Faculty involved in the course changes are also conducting a two-part study to determine the current status of public school libraries in Mississippi, their impact on academic achievement, and how the perceptions of teachers, principals and librarians shape the function and use of those libraries. The results of the first phase of this study are described.

Annotation: I chose this article because it reported an original study focusing on the attributes of the libraries and not the academic achievement of the school. It was unique in that the study was not performed to obtain markers of academic achievement. This information was known prior to the study. Researchers were attempting to find common attributes in libraries of high performing schools and contrast them with attributes of libraries of low performing school.

Search Strategy: I performed a search a title search through Summon on the Hagerty Library website. I saw this article referenced in another article I was reading for this bibliography. Full text was available through Informaworld

Database: Summon - Informaworld

Method of Searching: Title Search using Survey of the influence of Mississippi school library programs on academic achievement.

Search String:
Survey of the influence of Mississippi school library programs on academic achievement in title.

Entry 10:


Complete Published Abstract: This article reports the results of the third and final phase of a two-year research study on the impact of New York State’s school libraries on student achievement and motivation. Results of phase I and phase II are briefly reviewed to provide context for phase III methods and findings. Phase III comprised (1) qualitative research that included focus groups and interviews held in then selected school with school librarians, classroom teachers, building principals, students, and parents; and (2) a more ethnographic approach to exemplary school libraries, including observations over a period of ten weeks and interviews with principals and classroom teachers. Results are reported in the areas of Learning and Motivation (including Research and IL Skills Development/Motivation and Reading Skills Development/Motivation),
Librarian-Teacher Collaboration, Technology Use, Inclusion, Administrative Support, Outreach, and Library Environment. The article culminates with implications for practice.

Annotation: I chose this article because it contained original research on the topic and was a continuation of a study being conducted on the impact of libraries on academic achievement. This study reported the third and final phase of the study. After having identified aspects of libraries that impact academic achievement, the researchers conducted a more concise study on the actual extent to which these aspects do affect academic achievement.

Search Strategy: After finding the article *The Impact of New York’s school libraries on student achievement and motivation, Phase 1*, I wanted to know if the author had published any additional phases to her research. I performed a search in Eric.

Database: Eric – Education Resource Information Center

Method of Searching: Author Search using “small, ruth v.”

Search String:
small, ruth v in author
Result 1

Entry 11:

Complete Published Abstract: In recent years, a number of statewide research studies have been conducted to determine the impact of school library media centers and their school library media specialists (SLMSs) on student achievement. Research studies in eighteen states have clearly established the relationship between well-staffed, well-funded school libraries on student achievement test scores. This article reports the results of the first phase of the New York State School Library Impact Study, funded by the U.S. Institute of Museum and Library Services, which investigates the effect of school libraries in New York State on student achievement and extends previous statewide library impact studies, using multiple research methods, to explore (1) the influence of the SLMS on technology use, (2) the relationship between principals and their SLMSs and (3) the level of service to students with disabilities. Results are expected to provide guidance for effective school library programs and services and increase our understanding of the complex and multidimensional ways in which school libraries influence student learning. (Contains 2 figures and 12 tables.)

Annotation: I chose this article because it contained original research attempting to expand on previous studies conducted on the impact of libraries on academic achievement. Similar studies have been conducted, however these researches intend on conducting a multi-phase study which will explore specific aspects of libraries and practices of librarians and the impact each has on academic achievement, specifically in the areas of technology and collaboration to assist students with special needs.
Search Strategy: I performed a search in Eric. I had previously performed an expand search for “library.” In addition to “library role” I found the term “library services”. I then searched for descriptors “library services” and “academic achievement” I also limited the document type, DT=Research

Database: Eric – Education Resource Information Center [Dialog File 1]

Method of Searching: Controlled Vocabulary Search using descriptors “library role” and “academic achievement.” Document type was limited to “Research”

Search String:

s academic achievement/de, s library role/de, s dt=research
s s1 and s2 and s3

Entry 12:


Complete Published Abstract: This article reports the results of the second phase of a three-phase study on the impact of the New York State's school libraries' services and resources on student achievement and motivation. A representative sample of more than 1,600 classroom teachers, students, and school library media specialists (SMLs) from 47 schools throughout New York State participated in the second phase, the in-depth survey. The survey was divided into three sections: Likert-type multiple-choice item, Likert-type rating item, and critical incident item. Results reveal that (1) all groups perceive greater emphasis on skills for finding information than on skills for using or evaluating information; (2) elementary students perceive the SLMS as more autonomy supportive than middle or high school students; (3) students are largely unaware of librarian-teacher collaboration; (4) 69 percent of students visit their school library at least once a week, and most to do research; (5) students perceive "maintaining a neat and orderly collection" and "maintaining a quiet study environment" as the two most important services provided by the LMS; and (6) there is a lack of library services to students with disabilities. Additional findings are reported. (Contains 17 tables and 1 figure.)

Annotation: I chose this article because it contained original research on the topic and was a continuation of a study being conducted on the impact of libraries on academic achievement. This study reported the second phase of the study. This phase of the study was unique in that it reported on the impact of the certification of the librarian on academic success. Not only does the presence of a library affect academic achievements, the qualifications do as well. The sample included schools from New York City, where not all librarians have the proper certification, despite New York being one of the few states that requires library certification on the secondary level (Master’s Degree).

Search Strategy: After finding the article “The Impact of New York’s school libraries on student achievement and motivation, Phase 1, I wanted to know if the author had published any additional phases to her research. I performed a search in Eric.

Database: Eric – Education Resource Information Center
Method of Searching: Author Search using “small, ruth v.”

Search String:
small, ruth v in author
Result 2

Entry 13:


Complete Published Abstract: This study of Texas school libraries had three objectives; examine school library resources, services, and use, on the basis of School Library Programs: Standards and Guidelines for Texas and determine the need for updating these standards and guidelines so that they better serve communities across the state; determine the impact that school libraries have on student performance as measured by the percent of students who met minimum expectations on the Texas Assessment of Academic Skills (TAAS); and highlight library practices in the best performing schools. Data were collected from a random sample of 600 Texas school libraries. The survey data were supplemented with data from the 1999-2000 Texas Education Agency’s Public Education Information Management System on school characteristics and student TAAS performance and with community economic data extracted from the Federal Reserve Boards’ Federal Financial Institutions Examination Council Web site. The study employed more than 200 school, library, and community variables in examining the relationship between libraries and TAAS performance. This study report consists of five main sections with finding subdivided under each section as follows: (1) Executive Summery and Summery of Findings (Overview, and Study Highlights); (2) Study Objectives and Methodology (Libraries and Student Performance; Recent Research, and Study Methodology); (3) School Library Standards and Library Performance (Library Program Management, Library Financial Resources, Curriculum Integration, Library Collections, Technology Resources, and Library Facilities and Usage); (4) The Relationship between Library Resources and Activities and Student Performance (Library Program Development, Leadership: Library Staff Involvement with Administrators, Teachers and Colleagues, Library Staff Teaching Activities: Collaboration, Library Technology, School Technology Access to Library Resources, Association among Library Variables: Factor Analysis, Contribution of Library Resources and Activities to TAAS Performance, Graphic Analysis; The Relationship between TAAS Performance and Library and School Variables, and Library Programs in Schools with High and Low TAAS Performance); and (5) Student Performance in Schools without Librarians (Student Performance on TAAS and Demographic Analysis). The questionnaire is appended. (AEF)

Annotation: I chose this article because it contains original research on the impact of libraries on academic achievement. This study was unique in that the researchers were able to determine school level specific aspects of libraries that influence impact on academic achievement. The results varied for elementary schools, middle/junior high schools and high schools. Similar studies have presents general results that spread across all levels of school.

Search Strategy: I performed a search in Eric. I searched for the keywords “library services” and “student performance.” I then used the limits on the side of the screen to limit the thesaurus descriptor to “library services” and to limit the publication type to “reports – research.”

Database: Eric – Education Resource Information Center
**Method of Searching:** Key word searching using “library services” and “student performance”

**Search String:**
- library services
- AND
- student performance
- Limit thesaurus descriptor to “library services”
- Limit publication type to “reports – research”
- Result 2

**Entry 14:**


**Complete Published Abstract:** The purpose of this research was to get insight about perceptions of school teachers about the importance of libraries. Sample was consisted of 480 school teachers (male= 240 and female=240) from 60 public sector boys and girls high schools of Lahore District. A questionnaire consisting of 18 items was developed and pilot tested on 90 school teachers. The reliability coefficient value was a=0.8981. Finally, the data were analyzed by using descriptive statistics and t-test to compare the means at p<0.05 level of significance. The results indicated that both male and female teachers are equally in favor of using libraries by students for their better academic achievement. (Contains 2 tables.)

**Annotation:** I chose this article because the original research involved the classroom teacher’s perception of the impact of libraries on academic success. Instead of focusing on standardized test scores to measure academic achievement, this study focused on various skills that allow for higher academic achievement, such as study habits, language skills, problem solving, etc. Teachers involved in this study completed a questionnaire that provided insights about the process of learning for academic success that could not be obtained from test results.

**Search Strategy:** I performed a search in Eric I used the Eric Thesaurus to locate the controlled vocabulary for academic achievement. I found that “academic achievement” was used for “academic success.” I also performed a controlled vocabulary search for “library” and found the descriptor “library role.”

**Database:** Eric – Education Resource Information Center

**Method of Searching:** Controlled Vocabulary Search using descriptors “academic achievement”, “library role” and “school libraries.”

**Search String:**
- “academic achievement” search in thesaurus descriptors
- AND
- “library role” search in thesaurus descriptors
- Result 7

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**Conclusion and Personal Statement**
This Library Science topic means a great deal to me personally. I am a certified elementary school teacher who used to teach kindergarten. I felt proud that I was contributing to society by providing children with an education and I always attempted to instill a love of learning in all of my students. Several years ago I was laid off and not able to return to the teaching field. This was devastating to me. I took a job in the business field and after a mere 2 years was completely burnt out and frustrated by the lack of importance I felt regarding my job. Did making fixtures to hang clothes on in stores really have an impact on society? Although I didn’t feel this at the time, I was lucky to be laid off again due to the failing economy. Being laid off is what then led me to start pursuing a second Masters in Library Science.

I now work as a children’s librarian and have begun to feel again some of the importance and value I lost while being a business stooge. Completing this bibliography has only helped me to realize that I have indeed made the correct choice in returning to school to be a librarian. I have always known the benefits of reading, but I wasn’t fully aware of the role that a children’s librarian can have in impacting the academic success of children. It’s encouraging to know that with every literacy-based program I hold, or with every new volume of a reference book that I purchase for the collection, that I am doing some good for the children. I will continue to push for additional computers and software for my department and plan on making some immediate recommendations to my director to implement some additional outreach programs in the community. Planning weekly or even monthly story time visits to local preschools and child-care centers, without means to bring the children to the library, would bring the library to the children. Unfortunately my library does not currently have a very positive relationship with the school, due to some past staffing issues. These staffing issues have recently been resolved and it’s the perfect time for a fresh start to build a relationship similar to those discussed in the research, to ensure both school and library are working together to impact academic achievement.

The one thing I am left wondering whether the impact a public librarian has on academic achievement can really be compared to that of a school media specialist. I don’t wish to return to the school setting, but I hope to take all of the information I learned from completing this bibliography and implementing as many of
the ideas that I can in the public library setting. I feel with the information I now possess, I can ensure that my current position and library setting, plays the most effective role as possibly in positively impacting the academic success of the children who I work with.

I certify that:

- This paper/project/exam is entirely my own work.
- I have not quoted the words of any other person from a printed source or a website without indicating what has been quoted and providing an appropriate citation.
- I have not submitted this paper / project to satisfy the requirements of any other course.

Signature: Kimberly Zettwoch
Date: December 5, 2010