

# 平成 24 年度図書館情報メディア系プロジェクト研究 研究成果報告書

種 目	国際交流費		研究代表者 氏 名	Patrick LO (Project Leader)
研究課題	東アジア地域における学校図書館担当者の役割，活動，養成教育及び教員との協働に関する意識・態度に関する比較研究  Attitudes and Self-Perceptions of School Librarians Regarding their Practices Professional Training and Collaborations with Other Classroom Teachers – a Comparative Study Between Hong Kong, Shanghai, Korea, Taipei, and Japan.			
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研究目的				
<p>The role of school or teacher librarians has been constantly evolving, to keep pace with the rapidly changing technology, as well as the educational system. School librarians are not only managers of the school libraries, they are also educators, administrators, teaching consultants, and information specialists, etc. Unfortunately, in many countries, especially in Asia, there has always been a lack of understanding on the parts of the classroom teachers and school administration about the role of the school librarians in the public school system.</p> <p>Meanwhile, many novice school librarians do not have a clear understanding of the potential contributions of the school library programmes to the students' overall development process and their achievements, as well as their contributions to the organization's operations, mission and successes as a whole. It is obvious that there still exist considerable confusions around the role of the school librarian. The changing nature of the job, seems to be partially responsible for this lack of definition. Additionally, many classroom teachers do not seem to recognize the teacher and instructional partner aspects of the school librarian. Very often, such confusions and lack of understanding are caused by their own negative perceptions about school librarianship.</p>				

However, very little research is available on the attitudes and self-perceptions of the school librarians for comparison, especially in Asia. The study is designed to examine, explore and compare how school librarians in function between Shanghai, Hong Kong, Tokyo, Seoul, Taipei, as well as how perceive their own status within the school community, by looking at their relationships with their colleagues, supervisors and other classroom teachers, as well as their role within the school community, such as job satisfaction, and views on their careers and their training, e.g.:

1. Levels of job satisfaction - examine and compare whether they are satisfied with their jobs as school librarians and feel positive about their jobs or they actually feel being stuck in their current positions until retirement.
2. Examine and compare whether they know what to expect from themselves as school librarians. And whether they always make it a priority to communicate with their administration, i.e., to ensure that they are aware of, and support, the aims, resources and manpower of the school library and its programmes.
3. Whether they understand and value the role of the school librarians, particularly the teaching and instructional partner role. If yes, do they see a major shift to an increased integration of information skills into the curriculum, involving more and more cooperative planning between the classroom teachers and the school librarians.
4. Examine and compare whether they feel regarded as important and professional members of staff or only as paraprofessionals, and whether they feel isolated from the school communities.
5. Examine and compare the ways in which professional developments conducted for the school librarians in their countries, and also the different professional developments/improvement opportunities for the school librarians in China, Hong Kong, Japan, South Korea and Taiwan.
6. Examine and compare whether there are any social, cultural, and administrative factors or opportunities that are actually affecting their attitudes and self-perceptions towards their own professions, as well as their professional developments.

#### **Research Instruments/Methodologies:**

1. **Developments of Questionnaires** – the original questionnaire developed was in the English language. The Original English Questionnaire was then translated into the respective languages (Chinese, Japanese and Korea, etc.). The overseas research partners added or modified certain questions on the translated questionnaires in order make the questionnaires appropriate and applicable to the different socio-cultural contexts and educational contexts.
2. **Questionnaire Surveys & Sampling** - the school librarians in either/both elementary or secondary schools in China, Hong Kong, Japan, South Korea and Taiwan were invited to complete a questionnaire survey. We aimed to collect NO less than 500 completed questionnaires from the school librarians located in China, Kong Kong, Japan, South Korea and Taiwan. In order words, approximately 100 completed questionnaires should be collected from each of the region mentioned above.

## 研究成果

- **Questionnaire Survey** - for Taipei, Shanghai and Hong Kong, totally 100 completed questionnaires were collected from each region. For the remaining regions, in order to fulfill the minimum 100-response quota, the 100 responses were collected from both Seoul and Pusan together. Whereas for Japan, despite the questionnaires were administered to over 800 secondary schools in both Tokyo and Osaka, only 58 completed questionnaires were collected from these 2 cities in total. The final batch of survey data was finally collected during 1<sup>st</sup> week of March, 2013.
- **Overall summary of research results** - Taiwan had an unusually largest number of male school librarians, and the male-female librarian ratio was almost 1:1. Whereas for the remaining 4 regions, the male-female librarian ratio ranged drastically from 1:2 to 1:8. For Taipei, Hong Kong and Korea – these 3 regions tended to perform better in terms of job-related qualifications; higher library circulation rates; more resourceful in terms of library technology; more proactive in conducting reading incentive programmes; more effective as curriculum facilitator, derived higher degree of job satisfaction, etc. On the other hand, Japan and Shanghai, although more libraries had large printed-book collections, they tended to be more conservative in the ways they operated the libraries; also both Japan and Shanghai seemed more behind in the areas listed above (qualifications, library circulation rates, library technology, reading activities, job satisfaction, etc.) Taipei excelled all the others (ranked at the top) in most of the areas being compared – no doubt serving as good example for the other 4 regions to follow.

## 代表的な研究発表・特許等の成果一覧、特記事項等

- Initial results of the comparative survey data between the 5 regions were presented in the format of a workshop for school librarians, together with other practicing librarians in Hong Kong, at the “教師專業交流月(2013)「課程發展與教學實踐」教育會議” held by the Hong Kong Education Bureau. For details, see: <http://www.hkltla.hk/index.php?m=News&a=detail&id=77> The Workshop was well received by the audience, and received positive evaluation/ratings from the participants and the organizers, please see attached, “香港教師中心 活動意見調查表” for details.
- Full paper based on the research findings will be ready by end of May 2013. And full paper based on this Project will be presented at the **42<sup>nd</sup> International Association of School Librarianship (IASL) Annual Conference** in Bali, Indonesia, in August, 2013 (<http://www.iasl-online.org/events/conf/2013/index.htm>) – paper proposal has been accepted by the conference committee (see attached email issued by IASL Conference Committee, Eko Wiyanti acknowledging that our paper has been accepted).
- Data collected will also be presented at the **Japan Society of Library and Information Science Meeting** on 24<sup>th</sup> May, 2013 by research team in Japan.
- Researchers in Shanghai, Taipei are currently working on their own version of their research papers in different languages.