

## **ABSTRACT**

The purpose of this study is to assess the library user education programmes provided in schools, with special reference to the schools in Sri Lanka. The study identifies the competencies of the principals, the teachers and the teacher librarians on user education programmes. The study also ascertains the types of user education programmes, which is currently provided in the schools in Sri Lanka, the various user education methods used, and the types of implementation problems faced when providing user education programmes in schools. The adequacy of library resources, information skills that students prefer, use of the computers, students' level of information skills and respondent's suggestions for improvement of the user education programmes in schools in Sri Lanka are also investigated. The study uses the postal questionnaire for data collection. Two hundred and fifty copies of the questionnaire are distributed to the principals, the teachers, the teacher librarians and students in Gampaha, Kalutara and Colombo districts in Western province in Sri Lanka. An analysis of the data shows that the schools in Sri Lanka do provide basic user education programmes, such as the reading guidance programmes and curriculum integrated user education programme. The most problematic situations in Sri Lankan schools are inadequate school library equipments, insufficient library materials, inadequate time to conduct the information skills programmes, no planning for the user education programmes, and insufficient financial assistance to support the user information skills programmes. Most of students feel that the library facilities, materials, and arrangement of the library are not adequate to

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improve their information skills and they are not trained in the use of multimedia tools, drama production, publishing, television, radio and magazines production. The study indicates that the use of computers is very low in the schools in Sri Lanka. The respondents therefore suggest that technology literacy programmes should be incorporated in user education programmes.