CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1.   Introduction

This study assesses the library user education programmes in schools, with special reference to the schools in Sri Lanka. The chapter presents and discusses the findings of the study in ten sections. The first section describes the demographic characteristics of the respondents, followed by the competencies of the principals, the teachers, and the teacher librarians on user education programmes. A discussion on the types of user education programmes, which is currently provided in the schools are presented in the third section. The fourth section describes the various user education methods used by the schools. The fifth section describes the various types of implementation problems faced when providing user education programmes in schools. The sixth to ninth sections describe the adequacy of library resources, information skills that students prefer, use of the computers, and students' level of information skills. The final section describes respondent's suggestions for improvement of the user education programmes in schools

4.2.   Analysis of the Result

4.2.1. Level of Education of Respondents

The qualification of respondents comprising principals, teachers and teacher librarians is presented in Table 4.1

Table 4.1 : Respondents Level of Education

Qualifications	Principals'		Teachers		Teacher Librarians	
	Count	%	Count	%	Count	%
G.C.E(O.L)	6	15.0	0	0	4	10.0
G.C.E.(A.L)	12	30.0	8	20.0	6	15.0
Graduate	4	10.0	18	45.0	18	45.0
Postgraduate	18	45.0	14	35.0	12	30.0
Library science graduate	0	0	0	0	0	0
Certificate Library science	0	0	0	0	0	0
Total	40	100	40	100	40	100

Table 4.1 indicates that although 50% of principals, teachers and teacher librarians are either graduates or have master's degree, none have any kind of library qualifications.

Table 4.2 : Students Sampled

Forms	Count	%
G.C.E. (ordinary level)	22	27.5%
G.C.E. (Advance level)	58	72.5%
Total	80	100%

The Table 4.2 shows the students' sampled in this study. A higher percentage of the students are attending the advanced level classes.

4.2.2 School Personnel Competencies of User Education Programmes

Table 4.3 provides a summary of the rating on twelve statements by principals, teachers and teacher librarians regarding the necessary competencies of user education programmes.

Table 4. 3 : Principals, Teachers and Teacher Librarian's Ratings on Twelve Statements Related to Competencies of User Education Programmes (N=120)

	Competencies of User Education Programmes	Level of Agreement						
		SA*	A*	FA*	D*	SD*	Means	Rank order
a	Assist students in the traditional and electronic methods of identifying and assessing information in the school library	21.7	55.0	11.7	11.7	0	3.87	4
b	Assist students in interpreting information	28.3	60.0	6.7	5.0	0	4.12	1
c	Instruct students in locating information	26.7	60.0	8.3	5.0	0	4.12	2
d	Instruct students in evaluating information	21.7	50.0	20.0	6.7	1.7	3.83	7
e	Instruct students in communicating information	24.2	52.5	15.0	6.7	1.7	3.91	3
f	Provide opportunities to introduce, use and produce new technology to students	20.0	36.7	23.3	20.0	0	3.57	9
g	Incorporate information skills with classroom curriculum	16.7	45.0	20.0	11.7	6.7	3.53	10
h	Able to study and assess the information needs and interests of students	8.3	56.7	15.8	16.7	3.3	3.53	11
i	Able to design appropriate information skills programmes	23.3	51.7	15.0	6.7	3.3	3.85	6
j	Able to identify problems arising from information skills programmes.	15.0	56.7	15.0	8.3	5.0	3.68	8
k	Able to use appropriate teaching methods when providing information skills to students	15.0	40.0	25.0	15.0	5.0	3.45	12
l	Able to integrate the use of resources and library- based skills in any schools subject	29.2	45.8	13.3	5.0	6.7	3.86	5

*SA – Strongly Agree   A - Agree   FA - Fairly Agree   D - Disagree
SD – Strongly Disagree

Over 80% of the respondents strongly agree or agree that user education programmes should (b) "Assist students in interpreting information" and (c) "instruct students in locating information" Both these statements achieve the mean scores of above 4 (b&c). Over 70% of respondents also strongly agree or agree that user education programmes

should (e) "instruct students in communicating information", (a) "assist students in the traditional and electronic methods of identifying and assessing information in the school library". Teachers are (l) "able to integrate the use of resources and library- based skills in any schools subject", able to (i) "design appropriate information skills programmes", (d)"Instruct students in evaluating information" and (j) "able to identify problems arising from information skills programmes". These six statements achieve mean scores of 3.68 to 3.91. Respondents are not very positive that the programmes could (f) "provide opportunities to introduce, use and produce new technology to students" (3.57) and the teachers are (k)"Able to use appropriate teaching methods when providing information skills to students"(3.45).

In general respondents rated positive to all twelve statements listed indicating that they are aware of the basic competencies of user education programmes.

Table 4.4: Positive Ratings by Respondents

	Programme competencies	%Strongly Agree or Agree			Rank order		
		PR*	T*	TL*	*PR	T*	TL*
a	Assist students in the traditional and electronic methods of identifying and assessing information in the school library	90.0	55.0	80.0	3	11	4
b	Assist students in interpreting information	100.0	85.0	85.0	1	1	2
c	Instruct students in locating information	95.0	75.0	90.0	2	2	1
d	Instruct students in evaluating information	80.0	65.0	70.0	5	7	6
e	Instruct students in communicating information	85.0	75.0	70.0	4	2	6
f	Provide opportunities to introduce, use and produce new technology to students	60.0	55.0	55.0	9	11	11
g	Incorporate information skills with classroom curriculum	60.0	65.0	60.0	9	7	10
h	Able to study and assess the information needs and interests of students	55.0	72.5	65.0	11	5	9
i	Able to design appropriate information skills programmes	80.0	75.0	80.0	5	2	4
j	Able to identify problems arising from information skills programmes.	75.0	60.0	70.0	7	10	6
k	Able to use appropriate teaching methods when providing information skills to students	45.0	65.0	50.0	12	7	12
l	Able to integrate the use of resources and library-based skills in any schools subject	70.0	70.0	85.0	8	6	2

*PR – Principal   *T - Teachers   *TL - Teacher Librarian

Table 4.4 indicates the details of the positive rating given by principals, teachers and teacher librarians on the twelve statements. The Table shows that more than 80% of the principals and teacher librarians agree with the competencies listed and especially so with these five competencies.

    i.   Assist students in interpreting information.

    ii.   Instruct students in locating information;

    iii.   Assist students in the traditional and electronic methods of identifying and assessing information in the school library;

    iv.   Instruct students in locating information, and

    v.   Instruct students in communicating information.

The overall rank order of the statements is given in table 4.4. Tied ranks are used whenever respondents indicated that two or more items are equally important. The principals and the teachers are in agreement in giving priority to statements b and c (assists students in interpreting information and instructs students in locating information). The teachers also stress on the importance of instructions for students in communicating information and provide opportunities to use and produce new technology to students. The teacher librarians strongly agree to the statements of the need to instruct students in locating information as well assisting students in the use of traditional and electronic methods of identifying and assessing information in the school library. The three groups of respondents give less priority to the following statements.

a) Provide opportunities to introduce, use and produce new technology to students;

b) Incorporate information skills with classroom curriculum

c) Able to use appropriate teaching methods to give information skills to students.

4.2.3   User Education Programmes

Section B of the questionnaire focuses on user education programmes currently provided in the schools in Sri Lanka. Respondents are asked to respond to nine situations using a scale of 1 to 3, for which 3, is "yes", 2 is "No" and 1 is "Does not apply. The results of the ratings are given in Table 4.5

Table 4.5 : Type of User Education Programmes Provided in the Schools Sampled

	Type of User Education Programmes Provided	A* %	F* %	X* %	Mean score
a	Use of the catalogue	30.0	41.7	28.3	2.02
b	Locating library resources	48.3	36.7	15.0	2.33
c	Use of specific library resources	41.7	36.7	21.7	2.20
d	Reading guidance programmes	61.7	21.7	16.7	2.45
e	Curriculum integrated programmes	50.0	25.0	25.0	2.25
f	Project- based user education programmes	41.7	35.0	28.3	2.18
g	Field research -based user education programmes	26.7	38.3	35.0	1.92
h	Mass media based information skills programmes	23.3	40.0	36.7	1.87
i	Computer and new technology-based education programmes	10.0	31.7	58.3	1.54

*A- Yes, F – No, X – Does not apply

The majority of the respondents indicate that the user education programmes are not functioning well in the schools. About 61.7% of the schools provide reading guidance programmes and 50% indicated that they integrate user education programmes within the curriculum. The results indicate that the provisions of user education programmes are very minimal in the schools in Sri Lanka. Only 30% of respondents give instructions on the use of the catalogue, 48.3% on locating library resources, 41.7% on the use of library resources, 41.7% uses project based user education programmes, 26.7% uses field research based programmes, 23.3% uses the mass media based information skills programmes, and only 10% provide computer and new technology based user education programmes.

Table 4.6 : The programmes   (N=120)

	Type of User Education Programmes Provided	No and Does not apply			Rank order		
		P*	T*	TL*	P*	T*	TL*
a	Use of the catalogue	55.0	70.0	85.0	4	3	2
b	Locating library resources	45.0	50.0	60.0	6	8	5
c	Use of specific library resources	35.0	70.0	70.0	8	3	4
d	Reading guidance programmes	15.0	50.0	50.0	9	8	7
e	Curriculum integrated programmes	50.0	60.0	50.0.	5	6	7
f	Project- based user education programmes	45.0	60.0	45.0	6	6	9
g	Field research -based user education programmes	90.0	70.0	60.0	1	3	5
h	Mass media- based information skills programmes	75.0	80.0	75.0	3	2	3
i	Computer and new technology- based education programmes	90.0	85.0	95.0	1	1	1

*P-Principals T-Teachers TL-Teacher librarians

Table 4.6 provides information on the programmes least provided by the respondents according to their rank order. The Table indicates that the least provided programmes are computer and new technology based education programmes, mass media based information skills programmes, use of the catalogue, and use of specific library resources.

4.2.4   User Education Methods

Section C of the questionnaire focuses on the user education methods used in the schools sampled. Respondents are asked to rate ten statements using a Likert- scale ranging from Often used (3), Some times used (2) and Not used at all (1).

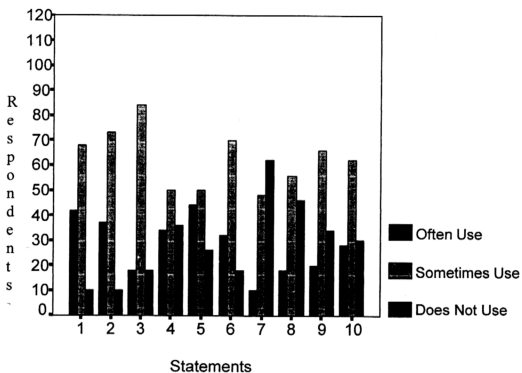**Figure 4.1: Summary of User Education Methods Used**

Figure 4.1 presents the summary of respondent's responses for the ten statements on user education methods. The majority of the respondents rated on "sometime used" for most of the statements. Table 4.7 indicates the percentage of ratings on the statements of user education methods.

Table 4.7 : Percentage Responses on User Education Methods (N=120)

	User education Methods Used	Count	%
a	Group instruction method	110	91.7
b	Both group and individual instructions.	110	91.6
c	Individual instruction using self instructional material and programmed instruction	102	85.0
d	Group instruction using guided tours	84	70.0
e	Individual instruction using practical exercises	94	78.4
f	Group instruction using team teaching, demonstration and lecture	102	85.0
g	Group and individual instructions using multimedia teaching aids (audio tape, tape/slide, video tape and film)	58	48.3
h	Use drama production, publications, television, radio and magazines as teaching tools	74	61.7
i	Use integrated teaching methods (e.g. Collaboration among subject teachers, teacher librarian, aesthetics teachers collaboratively teaching)	86	71.7
j	Use community institutions, resources persons as a teaching method to give information skills to the students	90	75.0

The majority of the respondents teach information skills using the group instruction method (91.7%), both group and individual instructions (91.6%), individual instruction using self-instructional material and programmed instruction (85%), and group instruction using team teaching, demonstration and lecture (85%).

The least used method is giving instructions by using multimedia tools and using drama production, publication, television, radio and magazines as teaching tools. The results indicate that the Sri Lankan respondents use traditional methods when conducting user education programmes.

4.2.5 Implementation Problems

Section D of the questionnaire ascertains the problems of implementing user education programmes in schools. Respondents are asked to respond to ten statements using a scale

of 1 (Not Serious at all) to 5 (Very serious). Table 4.8 indicates respondent's rating on the ten problems statements.

Table 4.8 : Rating on the Ten Problem Statements (N=120)

	Implementation problems	Count	%	Mean
a	Insufficient library materials (print and electronic)	104	87.1	4.18
b	Inadequate school library equipment (furniture, teaching materials)	106	88.4	4.15
c	No planning for the user education programmes	98	81.7	3.93
d	Inadequate guidance and support from central management	81	67.4	3.89
e	Lack supervision when organizing user education programmes.	86	76.6	3.89
f	Insufficient financial to support information skills programmes.	96	80.0	3.68
g	Inadequate time to integrate the information skills programmes with the curriculum	101	84.1	3.59
h	Lack knowledge on information technology and information skills.	95	79.2	3.53
i	Lack collaboration between subject teachers and teacher librarian in user education programmes	79	65.8	3.35
j	Current technology-based information skills are not included in the school curriculum.	88	70.1	3.10

Table 4.8 reveals that the majority of the respondents rated positively on the listed statements of implementation problems of the user education programmes. The most problematic situations are listed in the following order: inadequate school library equipment (88.4%), insufficient library materials (87.1%), inadequate time for the information skills programmes (84.1), no planning for the user education programmes (81.7%), and insufficient financial assistance to support user information skills programmes (80.0%).

The mean score of the statements indicate that the most significant implementation problems are:

a) Insufficient library materials (Books, audio video, computers and new technology base materials)

b) Inadequate school library equipments (furniture, and teaching materials)

c) Insufficient financial assistance to support information skills programmes

d) No planning for the user education programmes.

e) Inadequate time for the information skills programmes

f) Lack of knowledge about information technology and information skills.

To ascertain the most significant implementation problems, respondent's ratings are collapsed in accordance to groups of respondents (principals, teachers and teacher librarians) (Table 4.9).

Table 4.9 : Rating and Implementation Problems by Groups of Respondents

	Implementation problems	Very serious, Serious and Fairly serious			Rank order		
		*P	*T	*TL	*P	*T	*TL
a	Insufficient library materials (print and electronic)	100.0	80.0	80.0	1	3	3
b	Inadequate school library equipments (furniture, teaching materials)	85.0	95.0	85.0	3	1	2
c	No planning for the user education programmes	90.0	75.0	80.0	2	5	3
d	Inadequate guidance and support from central management	70.0	70.0	62.5	10	8	8
e	Lack supervision when organizing user education programmes.	77.5	75.0	77.5	7	5	5
f	Insufficient financial to support information skills programmes.	80.0	80.0	60.0	5	3	9
g	Inadequate time integrating the information skills programmes with the curriculum	75.0	90.0	87.5	8	2	1
h	Lack knowledge an information technology and information skills.	85.0	75.0	77.5	3	5	5
I	Lack collaboration between subject teachers and teacher librarian in user education programmes	75.0	62.5	60.0	8	9	9
J	Current technology based information skills are not included with the school curriculum.	80.0	60.0	70.0	5	10	7

*P-Principals T-Teachers TL-Teacher librarians

The principals give priority to these problems:

    a) Insufficient library materials (Books, audio video, computers and new technology base materials) (100%).

    b) No planning for the user education programmes (90%).

    c) Inadequate school library equipments (furniture, teaching materials) (85%).

d) Lack of knowledge about information technology and information skills (85%).

The teachers who are directly involved with the teaching process and implemented the user education programmes, give priority to these problems:

a) Inadequate school library equipments (furniture, teaching materials (95%).

b) Inadequate time for the information skills programmes (90%).

c) Insufficient library materials. (Books, audio video, computers and new technology base materials) (80%).

d) Insufficient money allocation to the student's information skills programmes (80%).

The teacher librarians give priority to the following problems:

a) Inadequate time for the information skills programmes (87.5%).

b) Inadequate school library equipments (furniture, teaching materials) (85%).

c) Insufficient library materials. (Books, audio video, computers and new technology base materials) (80%).

d) No planning for the user education programmes (80%).

In general, the majority of respondents agree that the 10 statements reflect the problems of implementing user education programmes in Sri Lankan schools.

4.2.6 Adequacy of Library Resources

Section two of the questionnaire focuses on the use of resources of the school libraries. The respondents are asked to respond to six statements on a scale of 1 (strongly disagree) to 5 (strongly agree). Table 4.10 provides the results of the students rating on six resource use statements.

Table 4.10: Student's Rating on Resources Use Statements (N=80)

	Resources use statements	*SA	*A	*FA	*D	*SD	Mean	Rank by mean score
i.	Library resources in my library are relevant to my educational needs.	67.5	27.5	0	5.0	0	4.58	1
ii.	Facilities and library arrangement is adequate	12.5	17.5	0	12.5	57.5	2.15	6
iii.	The library has adequate materials (print and non print)	7.5	40.0	2.5	0	50.0	2.55	5
iv.	I can request needed materials not available in my library	25.0	27.5	18.8	20.0	8.8	3.40	3
v.	Subject teachers and teacher librarian encouraged to me the library for teaching	42.5	45.0	12.5	0	0	4.30	2
vi.	I use library resources for leisure reading	5.0	12.5	30.0	45.0	7.5	2.62	4

*SA -Agree A-Agree FA -Fairly Agree D –Disagree SD –Strongly Disagree

Table 4.10 reveals that 67.5% of the respondents strongly agree that their library resources is relevant to their educational needs and 42.5% of respondents strongly agree that subject teachers and teacher librarians encouraged them to use the library. The mean ratings for these two statements are 4.5 and 4.3 respectively. There is also agreement that school librarians would obtain books not available in the school library if these are needed by them (mean=3.4). However, students are not very agreeable to the adequacy of the library facilities and materials.

4.2.7 Information Skills Students Prefer

The survey also aims to determine the students' opinion of the information skill they would like to have. The respondents are requested to give their ratings using a scale of 1 (strongly disagree) to 5 (strongly agree) to a list of statements indicating information skills situation.

Table 4.11 :Student's Rating on the Type of Information Skills they Would Like to Obtain

	Statements Medium of information	Count	%	mean
a	Would like to improve my reading skills from books talks and story telling sessions.	72	90.0	4.45
b	Would like to improve my information skills from group discussion and workshops.	76	95.0	4.52
c	Would like formal information skills programmes organized by the school library	74	92.6	4.41
d	Would like to get information skills from field visits.	69	86.3	4.25
e	Would like to get information skills from practical programmes (production drama, publication, television and radio programmes and create magazine)	74	92.5	4.47
f	Would like to get information skills from resource persons and external educational persons more than school teacher librarians and teachers	72	90.0	4.32

Table 4.11 reveals that by order of preference, over 90% of respondents would like to improve their information skills from group discussion and workshops, from formal information skills programmes organized by the school library, from practical programmes (production drama, publication, television and radio programmes and create magazine), from book talks and story telling (90%), from resource persons and external educational persons more than school teacher librarian and teachers. The results imply that the majority of the respondents like to get their information skills from the school library in a number of ways.

4.2.8   Use of Computers by Students

The students' opinions on computers skills situation in the schools are discussed in this section. The respondents are asked to respond to eight statements describing computer use situation. Table 4.12 describes the rating on computer use statements by the students.

Table 4.12 :Students Ratings on Computer Use Statements

	Use of computers	*D	and *SD	mean
a	The school library has adequate computer facilities.	12.5	81.3	1.1333
b	The computer skill is sufficient for my educational needs.	13.8	60.0	1.1864
c	The school library has Internet and CD-ROM facilities.	7.5	80.0	1.0857
d	The school library provides training on given Internet and CD-ROM searching skills	35.0	55.0	1.3889
e	Computer skills programmes are conducted by the school library.	25.0	57.5	1.3030
f	Computer skills programmes are integrated with the formal curriculum.	22.5	62.5	1.2647
g	The teacher librarian and subject teachers encourage the use of computers within the schools.	20.0	51.3	1.2807

*D-Disagree   SD-Strongly Disagree

Table 4.12 indicates that all respondents disagree on statements regarding the adequacy of computer skills programmes in their schools. About 93.8% of the respondents do not think that their schools has adequate computer facilities, or their school library gives Internet lessons and CD-ROM searching skills, or that their school library has Internet and CD-ROM facilities. Over 80% feels that computer skills are not integrated enough with the formal curriculum, or the school library conducts computer skills programmes, the computer skill is sufficient for their educational needs, or that their teacher librarians and subject teachers encourage the improvement of their computer knowledge within the

school. Respondents realise the value of knowing how to use new technologies to locate, obtain and assimilate information needed for future achievements.

4.2.9   Level of Information Literacy

This section outlines the student's opinions on statements on information literacy programmes in schools. The respondents are asked to respond to ten statements to indicate their opinions. Table 4.13 shows the responses to the statements.

Table 4.13 :Students Opinion on the Information Literacy Programmes (N=80)

	Opinion of information literacy	Level of Agree						
		*SA	*A	*FA	*D	*SD	%	Mean
a	The time allocation to library use is sufficient within the school	12.5	17.5	12.5	50.0	7.5	30.0	2.78
b	Obtain adequate information skills from the library	7.5	20.0	12.5	40.0	20.0	27.5	2.55
c	Information skills programmes organized at the national levels	52.5	40.0	7.5	0	0	92.5	4.45
d	Information skills must be taught as a formal subject.	46.3	43.8	10.0	0	0	89.3	4.36
e	The school level evaluation must be a continuing process.	43.8	42.5	13.8	0	0	86.3	4.30
f	Information skills are required in my future work.	72.5	22.5	5.0	0	0	95.0	4.68

SA- Strongly Agree   A-Agree   FA- Fairly Agree   D-Disagree   SD-Strongly Disagree

Table 4.13 indicates that the respondents generally agree to the statements listed. Over 90% of the respondents feel that information skills programmes must be organized and coordinated formally at the national level and realise that information skills is important for their future. Over 80% of respondents rated positively on the importance of learning information skills through their formal curriculum subjects and that it must be provided continuously. However, only 30% of respondents feel that enough time is allocated for library use and that they get enough information skills experiences by using the library.

4.2.10 Suggestions for Improving the User Education Programmes

Ten statements are posted to the 120 school personnel sampled (principals, teachers and teacher librarians). They are asked to rate on statements suggesting improvements to the user education programmes. Table 4.14 presents their responses.

Table 4.14 :School Personnel's suggestion for Improving User Education Programmes

	Statements	Levels of Agreement			
	Suggestions for improvement	*SA	*A	*FA	*D
a	User education programmes integrated with the curriculum	56.7	28.3	13.3	1.7
b	Supervision and instructions on user education programmes by educational authority.	69.5	20.8	8.3	1.7
c	Provision of technology literacy programmes to all teachers	78.3	20.0	1.7	0
d	Provision of new technological equipments to school libraries for effective user education programmes.	83.3	15.0	1.7	0
e	Increased allocation of library materials (both print and non print materials)	80.0	15.0	1.7	0
f	Focused user education programmes such as teaching information technology skills to students.	71.6	20.0	6.7	1.7
g	Make information skills programmes compulsory for all students .	68.3	23.3	8.3	0
h	The information skills awareness programmes must be organized for parents	56.7	28.3	13.3	1.7
i	More integration of library -based learning in the curriculum.	68.3	28.3	1.7	1.7
j	Information skills must be included at national level examinations to evaluate students' achievements.	37,5	33.3	20	9.2

*SA – Strongly Agree   A - Agree   FA - Fairly Agree   D -Disagree

Table 4.14 indicates that about 50% of the respondents strongly agree with all the statements presented except for respondents who strongly feel that the statement (d), new technological equipments must be given to school libraries for effective user education programmes, allocation for library materials (both print and non print materials) technology literacy programmes must be given to all teachers, and user education programmes should focus on teaching information technology skills to students. This

opinion supports their responses to the statement on the need to acquire technology that effect good user education methods (Table 4.7)

The responses to the statements emphasise the required needs significant to the user education programmes and future tasks of the user education programmes. Table 4.15 indicates the respondents' responses by cohort groups. The overall rank order of the statements is also provided. Tied ranks are used whenever respondents indicated that two or more items are equally important.

Table 4.15: Suggestions for Improving User Education Programmes by Cohort Groups

	Suggestions for Improvement	%Strongly agree & agree			Rank order		
		P*	T*	TL*	P*	T*	TL*
a	User education programmes integrated with the curriculum	90.0	80.0	85.0	7	9	6
b	Supervision and instructions on user education programmes by educational authority.	95.0	90.0	90.0	3	8	3
c	Provision of technology literacy programmes to all teachers	95.0	100.0	100.0	3	1	1
d	Provision of new technological equipments to school libraries for effective user education programmes.	95.0	100.0	100.0	3	1	1
e	Increased allocation of library materials (both print and non print materials)	95.0	100.0	90.0	3	1	3
f	Focused user education programmes such as teaching information technology skills to students.	100.0	100.0	75.0	1	1	9
g	Make information skills programmes compulsory for all students .	90.0	100.0	85.0	7	1	6
h	The information skills awareness programmes must be organized for parents	80.0	95.0	80.0	10	7	8
i	More integration of library -base learning in the curriculum.	100.0	100.0	90.0	1	1	3
j	Information skills must be included at national level examinations to evaluate students' achievements.	85.0	62.5	65.0	9	10	10

*P-Principals T-Teachers TL-Teacher Librarians

Table 4.15 shows that the principals and the teachers unanimously agree that the user education programmes should:

a) Focus on teaching information technology skills to students; and

b) More integration of library based learning in the curriculum

Both the teachers and teacher librarians suggested unanimously that the user education programmes should focus on:

a) Technology literacy programme for all teachers

b) Obtain technological equipment for effective implementation of the user education programmes.

All the respondents agree with the following situation:

a) Allocation must be increased in order to acquire adequate library materials (both print and non print materials)

b) The equipment of new technology must be given to school libraries for effective user education programmes.

c) All school students must follow information skills programmes

Generally, respondents place lower priority for the evaluation of information skills in the national examination as well as expecting them to learn information technology.

4.3   Summary

The first section of this chapter describes the principals, teachers and teacher librarians opinions regarding the necessary competencies of user education programmes. It indicates that over 80% of the respondents strongly agree or agree that the user education programmes should assist students in the traditional and electronic methods of identifying and assessing information in the school library and instruct students in locating information.

The second section analyses the types of user education programmes provided in the schools sampled. The majority of the respondents indicate that the user educations programmes are not functioning well and the provision of user education programmes are very minimal in the schools in Sri Lanka

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The subsequent section discusses the user education methods used in the schools sampled. The results indicate that the Sri Lankan respondents use traditional methods when conducting user education programmes.

The study identified the most significant implementation problems as: insufficient library materials, inadequate school library equipments, insufficient financial assistance, no proper planning and inadequate time for the information skills programmes.

Section six of the chapter focuses on the use of resources of the school libraries. The result reveals that students are not very agreeable to the adequacy of the library facilities and materials, and also describes the type of information skills students would like to obtain. According to the result the majority of the respondents would like to obtain their information skills from the school library in various ways.

The students' opinion on the computers skills situation in the schools is discussed in the eighth section. It indicates that all respondents disagree on statements regarding the adequacy of computer skills programmes in their schools.

Section nine outlined the student's opinion on statements of information literacy programmes in schools. About 90% of the respondents feel that information skills programmes must be organised and coordinated formally at the national level and realises that information skills is important for their future. The final section describes respondents' opinions about suggestions for improving the user education programmes.