

CHAPTER FOUR

ANALYSIS OF DATA

INTRODUCTION

The main aim of this study was to investigate the status of training and education of teacher-librarians' in Sri Lanka. Twenty-five teacher librarians, 27 school principals, and 8 education officers were used as sample to investigate the research question. The following research questions were addressed:

1. What are the duties of the teacher librarians in Sri Lanka?
2. What types of training programmes are currently provided for the teacher librarians in Sri Lanka?
3. Are there any drawbacks in the training programmes of the teacher librarians?
4. If so, what are the suggestions to enhance the training programmes for the teacher librarians in Sri Lanka?

The questionnaires were sent to the 108 selected respondents in the sample. A total of 108 questionnaires were sent to the 50 selected schools that based on the list obtained from the provincial department of education Sabaragamuwa. There are 415 schools selected for the library development project. But the sample consisted of 50 schools, some selected project schools and some schools other than the project schools.

Out of the 108 respondents in 50 schools and eight education officers, a total number of 63 questionnaires were returned to the researcher. Three incomplete questionnaires among the returned were discarded.

The chapter presents the results of the study in the following sections:

- a). The duties perform by the teacher librarians in Sri Lankan schools.
- b). The necessary training programmes for teacher librarians in Sri Lanka.
- c). The current training programmes in Sri Lanka.
- d). The training needs of teacher librarians.
- e). Essential skills for the teacher librarians.

The duties performed by the teacher librarians in Sri Lankan schools

This section attempts to examine the duties performed by the teacher librarians in Sri Lanka. This part of the study is explored in the second research question, which is, “What are the duties of the teacher librarians in Sri Lanka”?

Part A of the questionnaire asked the respondents what kind of duties they perform in their libraries. This question aimed to get answers only from the teacher librarians. Table 2 indicates the survey results.

As indicated in Table 2, the result shows that teacher librarians did not deal with main library functions such as acquisition and cataloguing. They are however involved in organizing circulation of materials, library and reading programmes, as well as teaching.

Table 2
Percentage response of the duties performed by the teacher librarians in Sri Lankan schools (N=25)

Statements	Frequency			Percentage	
	Yes	No	Total	Yes	No
1. Acquisition of materials / resources	0	25	25	0.0	100
2. Cataloguing materials	0	25	25	0.0	100
3. Circulation of materials (lending books etc.)	25	0	25	100	0.0
4. Inventory of materials	25	0	25	100	0.0
5. Organizing the reading habit programmes for students	7	18	25	28.0	72.0
6. Organizing the library programmes with community	4	21	25	16.0	84.0
7. Teaching specific subjects in the classroom other than the information science	24	1	25	96.0	4.0
8. Other duties	6	7	25	24.0	28.0

Under the last statement “other duties” in the Table 2 above, 6 out of 12 indicated that they had to perform other duties such as lending books, arrange bookshelves, cleaning the library, and other labour duties, due to lack of staff. Most of the respondents indicated they had to do labour work other than the library duties. Thirteen respondents did not answer that question. According to the statement organize the reading habit programmes for students, 28 % of the respondents answered that they help the reading habit project launched by the general education project II, Ministry of Education, but they

did not organize reading habit programmes at their school level. The respondents of 72% indicated that they did not involve in organising the reading habit programmes.

The necessary training programmes for the teacher librarians

Part B of the questionnaire was given the provision to indicate response on the necessary training programmes for the teacher librarians. Respondents were given eight statements indicating various types of training and education programmes. They were asked to respond using a scale 1 to 5, which was 'strongly agree' to 'strongly disagree'. The results are presented in Table 3.

As indicated in Table 3, a high majority of respondents (75%) strongly agreed that the teacher librarians training programmes should be in-service in training institute. The other 25% of the respondents also indicated agreeing with that statement. Majority strongly agreed that training programmes should include computer based new technology and training programmes should be fully practical (61.5% and 60% respectively). However it was quite surprising that a high majority also indicated disagreement that training programmes should be on the job, with 41.7% disagrees, 21.7% strongly disagree and 11.7% undecided. The total disagreement was 63.4%. Only 16.7% strongly agreed that training programmes should include library science subjects only, while 26.7% agreed and more than half of the respondents (56.7%) either disagree or strongly disagree.

Table 3
Percentage response for the necessary training programmes for teacher librarians (N = 60)

	Statement	SA %	A %	D %	SD %	U %
a	The teacher librarians training programmes should be In-service in a training institute	75.0	25.0	-	-	-
b	It should be on the job training	5.0	20.0	41.7	21.7	11.7
c	It should inter-grated with the school curriculum	53.3	45.0	1.7	-	-
d	The training programmes should include computer based new technology	61.5	37.0	1.7	1.7	-
e	The training programmes should include only library science subjects	16.7	26.7	41.7	15.0	-
f	Should be a fully practical training	60.0	20.0	8.3	8.3	3.3

SA = strongly agree, A = agree, D = disagree, SD = strongly disagree, U = undecided

Table 4 presents the mean and standard deviation of the necessary training programmes for teacher librarians in Sri Lanka. The statement on in-service training programmes in training institute indicated a mean score of 4.75 and a standard deviation of 0.44. But the statement that training programmes should be on the job training indicated highest average of standard deviation and a lowest mean score.

Table 4

The necessary training programmes for teacher librarians – Mean score and standard deviation (N = 60)

		Mean	Std. Deviation
a	The teacher librarians training programmes should be In-service in a training institute	4.75	0.44
b	It should be a on the job training	2.85	1.04
c	It should inter-grate with the school curriculum	4.52	0.54
d	The training programmes should include computer based new technology	4.55	0.70
e	The training programmes should include only library science subjects	3.45	0.95
f	It should be a fully practical training	4.25	1.13

Next the respondents were asked to indicate their perception on the necessary training programmes for the teacher librarians. Eight types of programmes were listed and respondents were asked to indicate whether the programmes are very essential, essential, somewhat essential or not essential.

Table 5
Training programmes for teacher librarians (N =60)

	Statements	Agreement	Frequency	Percentage
a	Participation in intensive / short courses	Somewhat essential	2	3.3
		Essential	9	15.0
		Very essential	49	81.7
b	Training programmes given by the Sri Lanka National Library Services Board	Undecided	1	1.7
		Somewhat essential	1	1.7
		Essential	29	48.3
		Very essential	29	48.3
c	Certificate in library science by Sri Lanka Library Association	Undecided	1	1.7
		Somewhat essential	3	5.0
		Essential	17	28.3
		Very essential	38	63.3
d	Undergraduate degree in library science	Not relevant	7	11.7
		Somewhat essential	7	11.7
		Essential	22	36.7
		Very essential	24	40.0
e	Undergraduate degree in information technology	Not relevant	1	1.7
		Somewhat essential	5	8.3
		Essential	18	30.0
		Very essential	36	60.0
f	Postgraduate degree in library science	Somewhat essential	6	10.0
		Essential	27	45.0
		Very essential	27	45.0
g	Postgraduate degree in information technology	Somewhat essential	4	6.7
		Essential	26	43.3
		Very essential	30	50.0
h	Any degree in computer science	Somewhat essential	4	6.7
		Essential	19	31.7
		Very essential	37	61.7

As presented in table 5, most of the respondents indicated in the questionnaire that participate the intensive / short-training programmes was very essential (81.7%). Majority also indicated that certificate course in library science by Sri Lanka Library Association was very essential (63.3%) for library education. Only a little low percentage of responds indicated undergraduate degree in library science education programmes (40.0%). However, all respondents indicated their positive agreement level (over 75 %) for all statements, indicating essential and very essential agreement levels on the questionnaire. Very few respondents indicated that 'undecided' and 'not relevant' for the training programmes held by the Sri Lanka National Library Services Board (1.7% undecided) and the certificate course in library science by Sri Lanka Library Association (1.7%), and undergraduate degree in library science (not relevant 11.75).

Table 6 presents the mean and standard deviation for the teacher librarians training and education programmes. According to the three groups of respondents, they indicated that intensive / short courses were most agreeable and most suitable training programmes for the teacher librarians. However all respondents agreed to get postgraduate degree in information technology and any degree in computer science.

Table 6
Training programmes for teacher librarians (N = 60)

	Statement	Mean	Std. Deviation
a	Participate the intensive / short courses	4.78	0.49
b	Training programmes given by the SLNLSB*	4.42	0.70
c	Certificate in library science by SLLA*	4.50	0.81
d	Undergraduate degree in library science	4.05	1.00
e	Undergraduate degree in information technology	4.48	0.72
f	Postgraduate degree in library science	4.35	0.66
g	Postgraduate degree in information technology	4.43	0.62
h	Any degree in computer science	4.55	0.62

*SLNLSB = Sri Lanka National Library Services Board, SLLA = Sri Lanka Library Association

The current training programmes in Sri Lanka

The second research question of the study was to examine “what types of training programmes are currently provided for the teacher librarians in Sri Lanka”? The third question examines the “weaknesses of training programmes”.

To ascertain the respondents’ agreement level on current training programmes, the respondents were asked to indicate their personal views of agreement from strongly agree to strongly disagree with eight statements, which was given on the questionnaire.

There are vast differences between the current training programmes and the actual training needs of the teacher librarians in Sri Lanka. A very large number of respondents indicated that current training programmes are not adequate and also not match with their training needs. There are eight statements given to respondents to indicate their agreement level, which strongly agree to strongly disagree. The most significant result of analysing the data is all the respondents indicated that negative agreement levels for the statements.

As indicated in Table 7, the figure shows that negative agreement level of the respondents. Some times the respondents indicated their non-satisfaction with the current situation of available training programmes in Sri Lanka, indicating 'undecided'. All statements in this question representing basic training events of library procedures such as acquisition, cataloguing, circulation, financial management, reference services, use technology and CD-ROMs, and how training links with school curriculum.

The first statement of the question, which is the available training of acquisition, is very important indicated frequency number 47 and 78.3 % of negative agreement level. Table 6 shows that the available training of acquisition is very important obtained 20 % of undecided score. The respondents also explained the same situations with other seven statements. All respondents indicated their negative agreement level with these all statements. Over 75 % of the respondents indicated their disagreement, (disagree and strongly disagree) for each statement of the question.

Table 7
Percentage response for the current training programmes for teacher librarians (N = 60)

	Statement	Agreement	Frequency	Percent
a	The available training in acquisition is very important	Undecided	12	20.0
		Strongly disagree	27	45.0
		Disagree	20	33.3
b	The training of cataloguing rules are sufficient to perform the teacher librarians duty	Undecided	5	8.3
		Strongly disagree	30	50.0
		Disagree	25	41.7
c	The training for the circulation rules are useful	Undecided	2	3.3
		Strongly disagree	30	50.0
		Disagree	27	45.0
d	The available training in financial management is sufficient to manage the school library	Undecided	6	10.0
		Strongly disagree	28	46.7
		Disagree	26	43.3
e	The training for the reference services is enough	Undecided	4	6.7
		Strongly disagree	30	50.0
		Disagree	26	43.3
f	The training for use equipment and technology is enough to using computers and Internet in the library	Undecided	7	11.7
		Strongly disagree	27	45.0
		Disagree	26	43.3
g	The available training programmes given enough knowledge and skills to use CD-ROMs	Undecided	6	10.0
		Strongly disagree	29	48.3
		Disagree	25	41.7
h	The library training programmes are always link with the school curriculum.	Undecided	2	3.3
		Strongly disagree	34	56.7
		Disagree	24	40.0

Some of the respondents noted that they are interested in additional training areas that are not planned in the available training programmes for teacher librarians, which are very essential to perform their duty well. Some of those suggestions are as children psychology, mass communication, and education psychology. They strongly mentioned that future training programmes should be amalgamated with the Sri Lanka National Library Services Board or suitable and respectable training institute. The respondents suggested revising available training programme to meet present training needs according to the new technological change and globalization.

As indicated in Table 8, the descriptive statistics shows how respondents indicated their disagreement level with the statements of current training programmes in Sri Lanka. All standard deviation scores for responses near to the zero standard deviation and it's referred the leeway of negative response for the given statements. The average mean of the statements was 2.35 among the eight statements.

Table 8

Mean score and standard deviation for the current training programmes (N= 60)

	Statement	Mean	Std. Deviation
a	The available training in acquisition is very important	2.18	0.81
b	The training of cataloguing rules are sufficient to perform the teacher librarians duty	2.33	0.63
c	The trainings for the circulation rules are useful	2.45	0.59
d	The available training in financial management is sufficient to manage the school library	2.33	0.66
e	The training for the reference services is enough	2.37	0.61
f	The training for using equipment and technology is enough to use computers and Internet in the library	2.32	0.68
g	The available training programmes given enough knowledge and skills to use CD-ROMs	2.32	0.65
h	The library training programmes are always link with the school curriculum	2.37	0.55

As explained in Table 9, shows cross-tabulation between current training programmes and respondents' designation. All groups of respondents highly disagreed with all statements, which were noted in the questionnaire, that evaluating current training programmes for the teacher librarians. Even though teacher librarians and principals indicated responds level undecided, education officers directly marked their disagreement for all statements given.

As presented in Table 7 and 8, frequency and percentage, mean and standard deviation, and cross-tabulation, of the responses show current training programmes are not sufficient for the teacher librarians to perform their duties well.

Table 9
The current training programmes as perceived by teacher-librarians, principals and education officers (N = 60)

	Statement	Agreement	Designation			Total
			Teacher librarian	Principal	Education officer	
a	The available training of acquisition is very important	Undecided	10	02	-	12
		Strongly disagree	09	15	03	27
		Disagree	05	10	05	20
		Strongly agree	01	-	-	01
b	The training of cataloguing rules are sufficient to perform the teacher librarians duty	Undecided	05	-	-	05
		Strongly disagree	12	14	04	30
		Disagree	08	13	04	25
c	The training for the circulation rules are useful	Undecided	02	-	-	02
		Strongly disagree	12	16	02	30
		Disagree	10	11	06	27
		Agree	01	-	-	01

Table continues

Table continued

d	The available training in financial management is sufficient to manage the school library	Undecided	04	02	-	06
		Strongly disagree	13	13	02	28
		Disagree	08	12	06	26
e	The training for the reference services is enough	Undecided	02	02	-	04
		Strongly disagree	10	16	04	30
		Disagree	13	09	04	26
f	The training to use equipments and technology is enough to use computers and Internet in the library	Undecided	02	05	-	07
		Strongly disagree	11	12	04	27
		Disagree	12	10	04	26
g	The available training programmes gives enough knowledge and skills to use CD-ROMs	Undecided	02	04	-	06
		Strongly disagree	08	15	06	29
		Disagree	15	08	02	25
h	The library training programmes are always link with the school curriculum	Undecided	-	02	-	02
		Strongly disagree	14	15	05	34
		Disagree	11	10	03	24

The training needs of teacher librarians

This particular study examined the four-research question and two questions have been analyzed. The third question is, if there any drawbacks in the training programme

for teacher librarians “what are the suggestions to enhance the training programmes”. To answer this third question, the researcher is inclined to analyze the capabilities of skills and abilities of the teacher librarians. If the training programmes can strengthen the skills of teacher librarians, it will help to make appropriate training programmes for the teacher librarians to perform their duty effectively and efficiently.

The following chapter explains the suggestions to enhance the training programmes, and this section describes the skills and abilities required for the teacher librarians to enhance the effective training programmes and avoid the restrictions in the training programmes.

To reveal the training needs of teacher librarians by the three respondent groups, (teacher librarians, school principals, and education officers) the researcher categorized the rest of the questions into five parts. These five parts represent the necessary skills and ability for teacher librarians to develop in future training programmes. The other part was arranged to examine the needs in personal qualities of teacher librarians. The six parts of question areas are as follows:

1. Skills needed in collection development,
2. Skills of traditional library works,
3. Skills in library management,
4. Skills in resource management,
5. Skills in user education,

6. Personal qualities in communication skills, and leadership style.

To analyze the data on the training needs of teacher librarians, research instruments were coded and frequencies and percentage values were used. In certain instances, descriptive statistics were employed mainly by looking at the frequencies, means, and standard deviations to explain the distributions of the data.

The skills needed in collection development

The data in Table 10 shows some of the essential skills required in collection development. In this part the study considered only positive agreements such as very essential, essential, and somewhat essential in ranked order. The agreement level of ‘not essential’ and ‘undecided’ is not presented in the tabled data, because those are not considerable scores according to very few occurrences on the responded questionnaire. However, to examine whether the respondents agreed or not with the skills of collection development, they were asked to indicate their responses on five statements. Table 10 presents the total number of the agreement level made by the survey of respondents, that are “very essential” and the “somewhat essential”.

Table 10***Percentage scores for essential skills of collection development (N =60)***

	Statement	VE	E	SE
a	The skill of providing appropriate teaching aids not available in the school for the teachers	68.3 %	30.0 %	1.7 %
b	The skill of identifying needs of materials to the library	86.7 %	13.3 %	-
c	The skill of negotiating and taking gifts for the library	61.7 %	31.7 %	6.7 %
d	The skills to appropriate principles to weed and inventoried materials and equipment	71.7 %	28.3 %	-
e	The cooperative skills with teachers and offices to develop and evaluate library resources	63.3 %	31.7 %	5.0 %

VE= very essential, E= essential, SM= somewhat essential.

To investigate the five statements stated on the questionnaire respondents were asked to use likert-scale ranked order. It is very interesting to note that all respondents stated all skills listed in the questionnaire as “very essential”, “essential” or “somewhat essential”. All respondents indicated their positive responses for all statements. The skills of ‘negotiating and taking gift for the library’ and the ‘cooperative skills with teachers and offices to develop and evaluate library resources’ were viewed as “somewhat essential” by 6.7% and 5.0% of respondents. Table 10 below shows the mean score and standard deviation for the teacher librarians’ collection development skills. Statement ‘b’

(the skills of identifying needs of materials to the library) and 'd' (the skills to appropriate principles to weed and inventory materials and equipment) received a high agreement level perceived by the respondents.

Table 11

Essential skills of collection development – mean and standard deviation scores as perceived by teacher librarians, principals and education officers (N =60)

Statement		Designation			Total
		Teacher librarian N= 25	Principal N= 27	Educatio n officer N= 08	
a. The skills of providing appropriate teaching aids not available in the school for the teachers	Mean	4.48	4.78	4.88	4.67
	Std.	0.59	0.42	0.35	0.51
	Deviation				
b. The skill of identifying needs of materials to the library	Mean	4.88	4.93	4.63	4.87
	Std.	0.33	0.27	0.52	0.34
	Deviation				
c. The skill of negotiating and taking gifts for the library	Mean	4.36	4.63	4.88	4.55
	Std.	0.76	0.49	0.35	0.62
	Deviation				
d. The skills to select appropriate principles to weed and inventoried materials and equipment	Mean	4.72	4.67	4.88	4.72
	Std.	0.46	0.48	0.35	0.45
	Deviation				
e. The cooperative skills with teachers and offices to develop and evaluate library resources	Mean	4.80	4.33	4.75	4.58
	Std.	0.41	0.68	0.46	0.59
	Deviation				

The skills in traditional library works

When investigating the teacher librarians' skills in traditional library work, it was considered only as 'very essential' and 'essential' by the sub-groups. There are some variations as presented in Table 12, on budgeting and financial activities. Some of the teacher librarians and a very few principals did not fully agreed with the 'ability to budgeting', 'keeping accounts and making reports', and 'operating the financial matters regarding library materials with higher authorities'. However they felt that the rests of the skill are very essential for teacher librarians. However, all education officers agreed with all statements.

It could probably be explained further that because of their involvement in budgeting and financial activities of school libraries are very poor; it was one of the main reasons for their ignorance of the traditional library work. However the existing training programmes has not developed these skills for the teacher librarians to be involved and to have experience in acquisition, budgeting, and making financial reports in their library management. The main reason is that the education authorities are the main source of supplying library materials to the school library. Only Sri Lanka national schools are involved with these activities and they responded that those skills are very essential to teacher librarians to perform their duty well.

It should be noted that all education officers indicated every traditional library skills as essential or very essential (100%) for teacher librarians' education and training programmes.

Table 12

Comparison of responds of traditional library works' frequency score as perceived by teacher librarians, principals, and education officers (N = 60)

	Statement	Agree level	Designation			Total
			Teacher librarian N= 25	Principal N= 27	Education officer N= 08	
a	The skills of selecting, ordering receiving and processing materials according to the requirement	E	07	07	01	15
		VE	18	20	07	45
b	The ability to budgeting and keeping accounts	E	08	11	04	23
		VE	12	14	04	30
c	Making reports and operating the financial matters regarding library materials with higher authorities	E	07	10	03	20
		VE	13	17	05	35
d	The ability to index the available materials and make the information sources in the collection fully available for subject / author / title searching	E	05	05	02	12
		VE	17	22	06	45

E = Essential, VE = Very Essential,

Table 13 presents the mean and standard deviation of the skills needed by teacher librarians as perceived by the three subgroups.

Table 13

Comparison of responds of traditional library works' mean and standard deviation score as perceived by teacher librarians, principals, and education officers (N =60)

Statement		Designation			Total
		Teacher librarian N= 25	Principal N= 27	Education officer N= 08	
a. The skills of selecting, ordering receiving and processing materials according to the requirement	Mean	4.72	4.74	4.88	4.75
	Std. Deviation	0.46	0.45	0.35	0.44
b. The ability of budgeting and keeping accounts	Mean	4.20	4.44	4.50	4.35
	Std. Deviation	1.00	0.64	0.53	0.80
c. Making reports and operating the financial matters regarding library materials with higher authorities	Mean	4.24	4.63	4.63	4.47
	Std. Deviation	1.01	0.49	0.52	0.77
d. The ability to index the available materials and make the information sources in the collection fully available for subject / author / title searching	Mean	4.56	4.81	4.75	4.70
	Std. Deviation	0.71	0.40	0.46	0.56

Skills in library management

Table 14 above revealed the library management skills needed for the teacher librarians. The respondents indicated high percentage of agreement for all six statements. The respondents were very sensitive about managing existing space for library functions perhaps, because they are experiencing this problem in managing the school libraries. In this particular study however, the skills of designing library policy and regulations received a lower rate of positive response (85%) compared to the other statements. The education authorities are responsible in designing the library policy and regulations in Sri Lanka context.

Table 14
Skills in library management as perceived by teacher librarians, principals and education officers (N =60)

	Statement	Agreement level	F	%
a	The skills to design goals for library development	Essential	23	38.3
		Very essential	36	60.0
b	The skills to manage existing space for library functions	Essential	20	33.3
		Very essential	40	66.7
c	The skills to design library policy and regulations	Essential	22	36.7
		Very essential	29	48.3
d	The skills to adopt education innovations for enhance the school achieving level	Essential	25	41.7
		Very essential	32	53.3
e	The ability to organize community involvement to share and obtain library resources to develop the library wealth and environment	Essential	15	25.0
		Very essential	44	73.3
f	The skills to manage relationship with other libraries	Essential	21	35.0
		Very essential	37	61.7

Table 15 presents the mean and standard deviation of skills in library management as perceived by the three subgroups, which are teacher librarians, principals, and education officers.

These three subgroups indicated all skills as very essential for the teacher librarians to perform their duty well. But comparison among the three subgroups did not indicate vast differences. In general, most of the respondents did not reject the given skill requirements in Table 15.

The major problem with the teacher librarians is that they received no any appropriate training or education opportunities to develop their management skills. As previously mentioned in chapter one, teacher librarians failed to get essential important skills and abilities at the training programmes to develop their career.

Table 15

Skills in library management as perceived by teacher librarians, principals and education officers: mean and standard deviation scores (N =60)

		Designation			Total
		Teacher librarian N= 25	Principal N= 27	Education officer N= 08	
a. The skills to design goals for library development	Mean	4.52	4.63	4.63	4.58
	Std. Deviation	0.59	0.49	0.52	0.53
b. The skills to manage existing space for every component	Mean	4.64	4.70	4.63	4.67
	Std. Deviation	0.49	0.47	0.52	0.48
c. The skills to design library policy and regulations	Mean	4.12	4.41	4.50	4.30
	Std. Deviation	0.88	0.84	0.53	0.83
d. The skills to adopt education innovations to enhance the school achieving level	Mean	4.16	4.52	4.75	4.40
	Std. Deviation	1.18	0.51	0.46	0.87
e. The ability to organise community involvement to share and obtain library resources to develop the library wealth and environment	Mean	4.64	4.70	4.75	4.68
	Std. Deviation	0.86	0.47	0.46	0.65
f. The skills to manage relationship with other libraries	Mean	4.24	4.74	4.88	4.55
	Std. Deviation	0.88	0.45	0.35	0.70

Resource management skills

In this section, the researcher attempted to reveal the skills in resource management developed at the teacher librarians training programmes. Five skills were considered. Table 16 presents the findings.

Table 16
The resource management skills as perceived by teacher librarians, principals, and education officers (N =60)

	Statement	Agree level	Designation			Total
			Teacher librarian N= 25	Principal N= 27	Education officer N= 08	
a	The skills to plan and use available space	Essential	4	7	2	13
		Very essential	21	20	6	47
b	The skills of organise and develop the collection	Essential	5	12	2	19
		Very essential	18	15	6	39
c	The awareness and skills of preservation and reservation resources at the library	Essential	12	8	2	22
		Very essential	13	19	6	38
d	The skills to use information technology and equipment for the users	Essential	8	5	1	14
		Very essential	15	22	7	44
e	The ability to identify and provide available resources	Essential	8	7	2	17
		Very essential	17	20	6	43

As indicated in Table 16, all principals and education officers in the sample noted that each resource management is important. However, two statements – “the skills of

organising and developing the collection” and “the skills to use information technology and equipment for the users” did not receive a positive agreement level from two teacher librarians. Both of them were ‘undecided’ regarding these two skills for unknown reasons.

Table 17 presents the mean and standard deviation for resource management skills perceived by the three subgroups. However the two statements mentioned earlier received a standard deviation of 0.87 and 0.65 respectively by the teacher librarian subgroup.

Table 17
Skills of resource management – mean and standard deviation as perceived by the three subgroups (N =60)

Statement		Designation			Total
		Teacher librarian N= 25	Principal N= 27	Education officer N=08	
a. The skills to plan and use available space	Mean	4.84	4.74	4.75	4.78
	Std. Deviation	0.37	0.45	0.46	0.42
b. The skills of organizing and developing the collection	Mean	4.56	4.56	4.75	4.58
	Std. Deviation	0.87	0.51	0.46	0.67
c. The awareness and skills of preservation and reservation resources at the library	Mean	4.52	4.70	4.75	4.63
	Std. Deviation	0.51 ³	0.47	0.46	0.49
d. The skills to use information technology and equipments for the users	Mean	4.52	4.81	4.88	4.70
	Std. Deviation	0.65	0.40	0.35	0.53
e. The ability to identify and provide available resources	Mean	4.68	4.74	4.75	4.72
	Std. Deviation	0.48	0.45	0.46	0.45

The skills in user education

The major task of the teacher librarians is to facilitate and make suitable direction for the school library users. Students especially, needed to be assisted for retrieving information. Not only that, teacher librarians should identify users' behaviours, their requirements and the appropriate teaching methods to develop their information seeking behaviours. The training programmes for the teacher librarians should provide user education methods and education psychology to strengthen the teacher librarians' profession. It also will enhance the training programmes for the teacher librarians. Table 18 indicates that all respondents felt the listed skills as important except for skills in education psychology to teach information skills and understand the students.

Table 18
Skills in user education as perceived by teacher librarians, principals, and education officers (N =60)

Statement		Designation			Total
		Teacher librarian	principal	Education officer	
A. skills to give necessary individual / group instruction methods to teach information skills	Essential	66.7	14.8	12.5	25.0
	Very essential	33.3	85.2	87.5	75.0
B. Skills to obtain reading guide instructions at the teacher librarians' training	Essential	56.0	37.5	14.3	35.0
	Very essential	44.0	62.5	28.3	65.0
C. Skills to planned teaching methods for user education activities	Essential	48.0	29.6	50.0	40.0
	Very essential	52.0	70.4	50.0	60.0
D. Skills in understand the students using education psychology for teach information	Essential	40.0	44.4	62.5	45.0
	Very essential	48.0	55.6	37.5	50.0

As indicated in Table 19, the importance of user education by the mean score and the standard deviation is presented. All respondents indicated that user education is essential at the training programme. Except for the “skills in education psychology to teach information skills and understand the students”, respondents indicated higher acceptance (0.94 mean score by teacher librarians, and 0.51 by the principals, 0.52 by education officers) for rest of the statements.

Table 19
Skills in user education as perceived by teacher librarians, principals, and education officers – mean and standard deviation (N =60)

Statement		Designation			Total
		Teacher librarian N= 25	Principal N= 27	Education officer N= 08	
A. skills to give necessary individual / group instruction methods to teach information skills	Mean	4.60	4.85	4.88	4.75
	Std. Deviation	0.50	0.36	0.35	0.44
B. Skills to obtain reading guide instructions at the teacher librarians' training	Mean	4.44	4.85	4.63	4.65
	Std. Deviation	0.51	0.36	0.52	.48
C. Skills to planned teaching methods for user education activities	Mean	4.52	4.70	4.50	4.60
	Std. Deviation	0.51	0.47	0.53	0.49
D. Skills in understand the students using education psychology for teach information	Mean	4.28	4.56	4.38	4.42
	Std. Deviation	0.94	0.51	0.52	0.72

Personal qualities

Table 20 shows that some kind of personal qualities needed for teacher librarians as professionals. Most of the teacher librarians ranked statements, a, b, c, and d as “very

essential". Principals on the other hand accepted statement a, c, d, f, and g. The education officers appreciated all skills listed. It can be clearly seen that all subgroups agreed that teacher librarians have the following qualities:

- a) able to communicate effectively (statement a and c)
- b) have professional ethics.

Table 20

***Personal qualities as perceived by teacher librarians, principals, and education officers
(N= 60)***

Statement		Designation			Total
		teacher-librarian	principal	Education officer	
a. The ability of communication with members of school is very essential for the teacher librarians	Agree	16.0	25.9	37.5	23.3
	Strongly agree	84.0	74.1	62.5	76.7
b. The skills of dealing with higher authorities are benefited to the teacher librarian	Agree	32.0	18.5	12.5	23.3
	Strongly agree	68.0	70.4	87.5	71.7
c. The communication skills are very important to provide library resources to students, teachers and others	Agree	28.0	25.9	12.5	25.0
	Strongly agree	72.0	74.1	87.5	75.0
d. The teacher librarian should have considerable professional ethics	Agree	16.0	7.4	25.0	13.3
	Strongly agree	84.0	92.6	75.0	86.7
e. The teacher librarian should have skills as a manager in the library	Agree	24.0	11.1	25.0	18.3
	Strongly agree	72.0	88.9	75.0	80.0
f. The teacher librarian should have appropriate communicating and organizing skills	Agree	52.0	18.5	50.0	36.7
	Strongly agree	48.0	81.5	50.0	63.3
g. The teacher librarian should have teaching skills to teach information skills for all	Agree	60.0	14.8	25.0	35.0
	Strongly agree	28.0	85.2	75.0	60.0
h. The teacher librarian should have administrative skills	Agree	44.0	37.0	25.0	38.3
	Strongly agree	52.0	48.1	75.0	53.3

Table 21 presents the findings in mean and standard deviations of personal qualities in three subgroups.

Table 21

Personal qualities as perceived by teacher librarians, principals, and education officers – mean and standard deviation (N =60)

		Designation			Total
		Teacher librarian N= 25	Principal N= 27	Education officer N=08	
a. The ability of communication with members of school is very essential for the teacher librarians	Mean	4.84	4.74	4.63	4.77
	Std. Deviation	0.37	0.45	0.52	0.43
b. The skills of dealing with higher authorities are benefited to the teacher librarian	Mean	4.68	4.59	4.88	4.67
	Std. Deviation	0.48	0.69	0.35	0.57
c. The communication skills are very important to provide library resources to students, teachers and others	Mean	4.72	4.74	4.88	4.75
	Std. Deviation	0.46	0.45	0.35	0.44
d. The teacher librarian should have considerable professional ethics	Mean	4.84	4.93	4.75	4.87
	Std. Deviation	0.37	0.27	0.46	0.34
e. The teacher librarian should have skills as a manager in the library	Mean	4.68	4.89	4.75	4.78
	Std. Deviation	0.56	0.32	0.46	0.45
f. The teacher librarian should have appropriate communicating and organizing skills	Mean	4.48	4.81	4.50	4.63
	Std. Deviation	0.51	0.40	0.53	0.49
g. The teacher librarian should have teaching skills to teach information skills for all	Mean	4.08	4.85	4.75	4.52
	Std. Deviation	0.81	0.36	0.46	0.70
h. The teacher librarian should have administrative skills	Mean	4.48	4.33	4.75	4.45
	Std. Deviation	0.59	0.73	0.46	0.65

The respondents also made additional comments for the personal qualities of the teacher librarians. They noted that teacher librarians should have ability to understand professional responsibilities and accountability. Further more they noted that teacher librarians should be pleasant and friendly, and possess positive attitudes.

Suggestions to enhance training programmes for teacher librarians

For the last open-ended question, respondents were asked to write down their ideas and suggestions to enhance the training programmes. Below are the suggestions made by the teacher librarians and principals, which were extracted from the questionnaires, and rephrased by the researcher.

Suggestions from teacher librarians and the principals

The teacher librarians training programmes should strengthen the skills of teacher librarians to adopt students' creative development, its evaluation and presentation. It should be provided to the suitable and young teacher librarians. It is very much beneficial for teacher librarians if it is practical, but theory should be provided whenever it is essential. On the other hand, it is better if the training programmes are organized at the provincial and zonal education office. Most of the training programmes have been organized using traditional training and presentation methods. It is important to provide training activities using new technological materials. Developing the use of new

technological equipments at the training programmes should benefit the teacher librarians. Most of the teacher librarians noted that training programmes should also covers topic on preservation of materials. Majority of the respondents indicated that every training programme should be accompanied with feedback. Most of the respondents indicated that re-training is very important to update knowledge. It would be beneficial to update the training experience with the following re-training or refresher course. Teacher librarians noted that it should be pre-service training. They also felt that training programmes should be amalgamated with Sri Lanka National Library Services Board. The Ministry of Education should be the sponsor of the teacher librarians for their postgraduate education. The training programmes should include interviews and discussions with scholars in the field of library and information science. Providing computer skills for the teacher librarians is very essential at the training programmes. It is very important to develop skills of using Internet and better to provide training for developing the reading habit projects at the school level.

It is interesting to note one of the teacher librarians indicated that, "it is very difficult to write any thing here, because still I have not participated in any teacher librarians training programmes".

Suggestions from the education officers

Suggestions made by the education officers differ from the teacher librarians and the principals. They have considered the overall training programmes and the school curriculum comparing with the teacher librarians' profession. The teacher librarians training programmes should include 60% of library science subjects and 40% of other subjects relevant to the teacher librarians, such as education psychology and, curriculum development. It should provide enough curriculum development knowledge to the teacher librarians. Some of the education officers noted that training programmes should be organized attractively to the participants. It should fulfil the requirement of school libraries today and should be adopted according to the existing social environment. The majority of the education officers mentioned that library-training programmes should be provided for education officers and library assistants. It should be better if it includes library subjects for other education training programmes such as bachelor of education and education programmes at colleges of education. Developing skills is essential at the training programmes other than lecturing and also conducting performance appraisal at the training programmes is very important. The autocratic training methods should be rejected. It should be better to arrange small groups in training programmes.

Summary

This chapter presents the analysis of data collected on the education and training of teacher librarians in Sri Lanka. Descriptive statistics were used, comparing perceptions of the respondents among three sub-groups namely teacher librarians, principals, and education officers.

To analyse the collected data researcher employed the statistical package of social science (SPSS) 10.0 version for windows. The working experience, qualifications, requirement of appropriate training programmes, current training programmes, and training needs were inquired from the respondents. The data analysed attempted to answer research questions.

When analysing the duties they perform in the school libraries, the study revealed that they are limited to do small number of services in traditional library work. Also it limited to one or two duties such as lending books for users (circulation) and inventoried the materials. Most of the times, they are teaching specific subjects other than the information science at their classrooms.

All respondents noted their requirements of necessary training programmes in the questionnaire. They indicated in-service short courses are the most important for the teacher librarians to develop their profession. They also indicated requirement of computer training programmes to make sure the duty in the school library. But most of

them rejected on the job training programmes, as the programmes are not necessary for the teacher librarians.

To ascertain the last research question respondents were asked to indicate their agreement level whether the skills noted on the questionnaire are essential or not. Skill statements were divided into several parts such as collection development, resource management, user education skills, and personal qualities. Most of the respondents noted that all skills on the questionnaire are essential. Very few of them indicated those skills are somewhat essential or undecided to respond. In general all statements are accepted as essential. The respondents also noted some suggestions to enhance the teacher librarians training programmes.

The following chapter presents the conclusion and recommendations of the results revealed from the study.