EDUCATION AND TRAINING OF TEACHER LIBRARIANS IN SRI LANKA

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ABSTRACT

This study was designed to find out the current status of Sri Lankan teacher librarians' training and education. A random sample of 108 respondents comprising teacher librarians, principals, and education officers was selected for this survey. Questionnaires were sent to these schools by mail. A total of 63 (68.04%) questionnaires were returned on due date. The data obtained was examined to assess the teacher librarians' training programmes and drawbacks of these programmes. Based on the findings, most of the respondents indicated that they were not satisfied with available training programmes. It was found that most of the teacher librarians are limited to very few library activities and focused to classroom teaching. They are not well trained in the library works. They do not have enough training facilities such as school library activities, computer based activities, Internet and web based activities, and use of technological equipments. Most of the drawbacks were identified by the survey. The requirements of the training of teacher librarians are also revealed by the study. The main problem faced by the teacher librarians is lack of training opportunities in Island wide. This resulted in limited knowledge of the profession. Therefore they are limited to perform only a few activities at their school libraries. It was also noted that most of the teacher librarians in Sri Lanka are not trained in library science. Although most of them are interested in doing school library work, they do not get the necessary training. The school libraries in Sri Lankan schools need much improvement to keep pace with the current development taking shape in information technology. Based on the findings, recommendations are proposed to design the training programmes for the teacher librarians in Sri Lanka.

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CHAPTER ONE

INTRODUCTION

BACKGROUND

The mission of the school library resource center as clearly defined in information power is "...to ensure the students and staff are effective users of ideas and information, library media specialists across the country have been working diligently to implement the programmes" Kuhlthau (1993). On this point, libraries are playing an important role in schools, not only as a resource centre but also making users aware of its functions.

Most of the school libraries in Sri Lanka are limited to a small area in one part of a school building or to a small book-cupboard especially in village schools. Nevertheless as in most developing countries the "Library" or "Media center" or "Library resource centre" is an important part of the Sri Lankan School structure. The Second General Education Project survey conducted by the Ministry of Education, Sri Lanka in 1995 identified that only 11 percent of schools, excluding schools in the Northeast province, possess a permanent school library. Another 19 percent have spaces within the schools, which contained books in cupboards or on shelves. About 5,719 (70%) schools have no library facilities and 7,350 schools have no permanent library facilities. Approximately 2,460 schools have some form of library facilities. (Sri Lanka, Ministry of Education 1997)

In Sri Lanka, most of the schools have no separate school library professionals except for few central schools that have librarians appointed by the Ministry of Education. Most of these school librarians obtain diplomas in library science. The Sri Lankan school system consists of four types of schools, which are 'National Schools', '1AB schools', '1C schools' and 'type 2 and 3 schools'. In schools that do not have qualified librarians, a teacher, who is appointed by the principal, manages the school library. Most of the type 2 and 3 schools do not have appointed teachers due to the shortage of teachers in the schools. Some of the teachers, who are responsible for the libraries, undergo short training session (not more than a month) conducted by the National Library Association. Although they are known as "library teacher," they do not perform any part of formal library-related duties, except for the lending of books to students. (Sri Lanka Ministry of Education, 1997) No serious attention has been given to this problem. A few library teachers are currently attending the diploma courses in librarianship while the rest are waiting to be trained. However, in 1999 the World Bank proposed the development of school libraries in Sri Lanka and the Ministry of Education has taken steps to be more active in this field. Herring (1988) noted until recently, little attention was paid to the In-service training (INSET) needs of school librarians, however there is now a growing awareness among the Ministry of Education and the Sri Lanka National Library Services Board regarding this. Due to the professional isolation of school libraries and the changing educational and technological developments, there is a need for a continuous retraining programme. Brown (1986) argues that school librarians require help in the management and organization of the school library placing the school

library in local, national and international networks and the applications of new technology.

The Sri Lankan government has recently appointed graduates to develop the school libraries in their capacity as library development officers (LDO). However, within a year the government policy changed and the designation of LDOs has been changed to school management assistants (SMA). These officers, however, are still in charge of the school libraries. At the beginning of their appointment, the SMAs are given a five-day training course on library management and organization. Some of the provincial authorities have conducted reading habits development projects for schools with the help of these officers. The placing of LDOs in so many schools have led to various activities, which include reading ability development programmes, systematic collection development and new library buildings for small schools with the help of the community.

Yapa (1998) explains that the awareness of the need of school libraries appears as early as the 1960s in Sri Lanka. The Ministry of Education, Sri Lanka established the school libraries in 1960 in central and senior schools. The National Education Commission, established in 1961, also recommended setting up school libraries. UNESCO provided the assistance in the form of experts who were able to foster awareness of the importance of libraries and the value of having trained personnel to manage those libraries. These UNESCO experts recommended the establishment of central library organization within the Ministry of Education to facilitate the training of teacher librarians and provide libraries for teacher training colleges and central schools.

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A significant event can be seen in the history of libraries in Sri Lanka. The Sri Lanka National Library Services Board (SLNLSB) was established in 1970 according to the Act no. 17, under the Ministry of Education and Higher Education. In 1970, the Ministry of Education established a code of school librarians in recognition that trained personnel should be in charge of the school library. The SLNLSB assists the school libraries through distribution of books, training of library staff and formulating of standards. School libraries are graded according to facilities and resources available in the school.

This study focuses on the development of skills and profession of teacher librarians. It explains the concept of teacher librarians, describe their role, their importance to the school, students, and head masters, and the awareness of related community of their existence. Teacher librarians can also play their part in developing the school curriculum and helping teachers teach effectively. The lack of training of the teacher librarians is demonstrated through ineffective library programme and procedures in schools. To avoid this indolent library environment the Ministry of Education of Sri Lanka plans to launch training programmes for teacher librarians with the support from the World Bank. This study therefore proposes recommendations to strengthen the current training programmes and to modify the training methods of teacher librarians in Sri Lanka.

TEACHER LIBRARIANS IN SRI LANKA

Herring (1988) has clearly outlined the qualifications school librarians should have, the skills they should acquire during their professional education and the training needs

required after obtaining the necessary qualifications. In some cases, school librarians also have a teaching qualification. In the United States, Canada and Australia, the norm is for school librarians to have undergraduate and/or postgraduate qualifications in librarianship and information studies or in information science and to have studied specialized options in school librarianship during their professional education. In the United Kingdom, it is not normally required for school librarians to have special qualification in school library orientated options (Herring, 1988). He further explains about one of the main problems in deciding how school librarians should be educated. He indicated that whatever the qualifications gained, it is important that those who become school librarians should have skills in identifying the user needs in the school, in teaching information skills, in managing the school library and in exploiting new technology within the library and the school.

The teacher librarian has a dual role in the school. The person needs to be a good librarian as well as a good teacher. The person must be a good manager in the library. The term "teacher librarian", "library teacher" or "resource person in charge" or "library instructor" is inter-changeably used. Herring (1988), noted that little attention has been given to the educational qualifications, which school librarians should have. Currently in Sri Lanka the teacher librarians' qualifications adhere to specification agreed upon in the new library development programme and established teacher librarian profession. The teacher librarian must have dual qualifications as a teacher as well as a librarian. The arguments for dual qualifications include the actual teaching roles now undertaken by many school librarians, especially in the areas of information skills and information

technology. It is argued that a school librarian is now involved in teaching information skills, in promoting information skills across the curriculum, in selecting materials relevant to the curriculum; as well as in advising pupils.

Yapa (1998) explains that school librarians in Sri Lanka are not teachers; they do not have the same status as teachers. Their salaries are lower than those of teachers. Those who have been recruited by the Ministry of Education and Higher Education are paid according to their qualifications and experiences. Teachers who look after the library are not paid extra for their service. Volunteers are paid through the school development fund. Their working hours are longer than those of teachers, as they often keep the library open after school hours. School library standards require them to work from 8.00 a.m. to 4.00 p.m. The draft policy formulated by the Sri Lanka National Library Services Board (SLNLSB) under the direction of Ministry of Education identifies three types of school librarians: professional librarians, para-professionals, and teacher librarians. The policy recommended the appointment of professional librarians for all large schools and trained teacher librarians and para-professionals for other schools according to their requirements.

In Sri Lanka, there has been no provision for library services in educational reforms and national developmental plan. Therefore, there is no legislation directly concerned with school libraries. Some of the affected legislations are as follows:

1. Act No. 5 of 1951 - describes that the government is responsible for giving library grants to school libraries.
2. Act No. 17 of 1970 – Sri Lanka National Library Services Board Act.

3. Law No. 20 of 1974 – Sri Lanka Library Association (SLLA incorporation) State Assembly.

4. The public Administration circular No. 47 of 1989 serves as the scheme of recruitment for government librarians, including school librarians.

5. A draft policy statement on school libraries was formulated in 1997 provided by the Ministry of Education. This will be used as guidelines in future library development activities.

Figure 1.1 presents the organizational structure of schools in Sri Lanka and the composition of the school library committee is presented in figure 1.2.
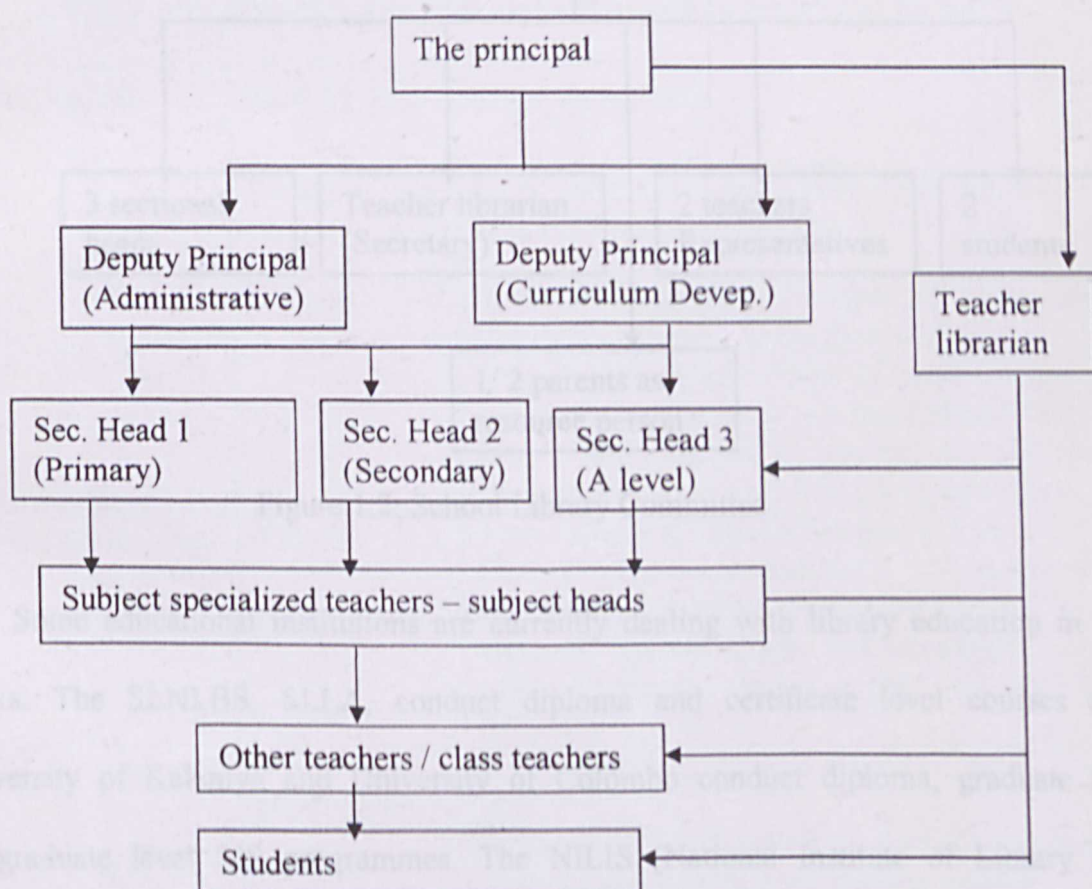
Figure 1.1: The organizational Structure of schools in Sri Lanka

In the school structure, the teacher librarian holds position equal to the deputy principals and is directly responsible to the principal. Teacher librarians carry out activities pertaining to the library, such as library skills' work, reference services, and management of library materials as well as curriculum and staff development activities. According to Figure 1.2, the teacher librarian is the secretary of the school library committee. All responsibilities of library are handed over to the teacher librarian with agreement of the school library committee.
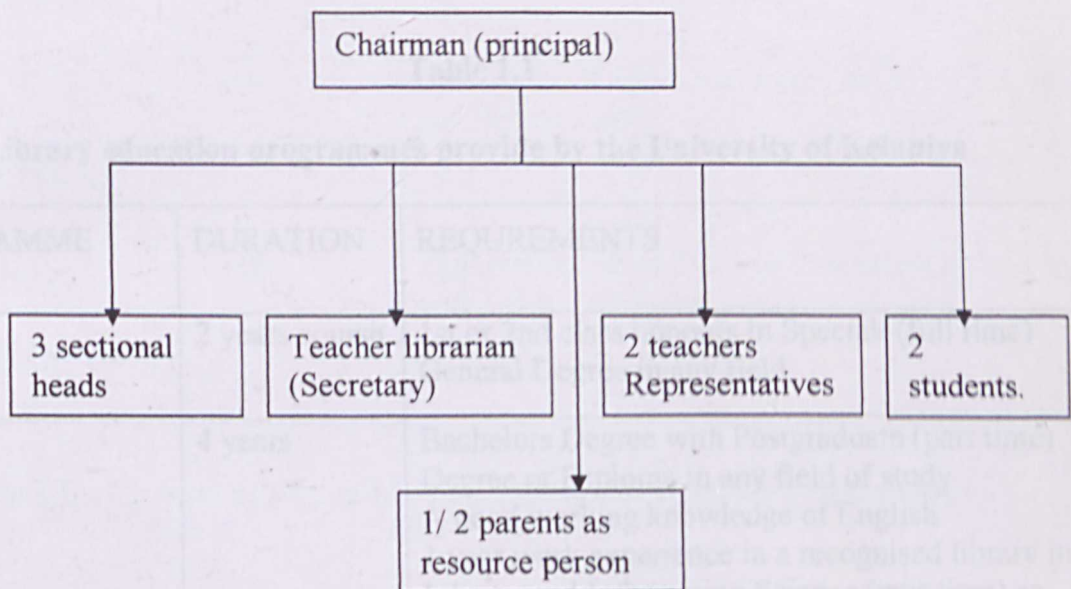
Figure 1.2: School Library Committee

Some educational institutions are currently dealing with library education in Sri Lanka. The SLNLBS, SLLA, conduct diploma and certificate level courses and University of Kelaniya and University of Colombo conduct diploma, graduate and postgraduate level LIS programmes. The NILIS (National Institute of Library and Information Science) has also joined to conduct LIS programmes from the year 2000. All school librarians are trained by NILIS to give all training requirements for the teacher

librarians' education. NILIS conducts its educational programmes on the following aspects; (1) school librarianship, (2) school library management, (3) communication skills for librarians, (4) organization of resources, (5) collection development, (6) information services, (7) computer literacy skills for access and retrieve information.

Two universities are conducting diploma, graduate and postgraduate level for LIS education in Sri Lanka. Table 1.1 describes the library and information science education programmes at University of Kelaniya, Sri Lanka.

Table 1.1

Library education programmes provide by the University of Kelaniya

PROGRAMME	DURATION	REQUREMENTS
1. MLS	2 years course	1st or 2nd class honours in Special/ (full time) General Degree in any field.
2. MLS	4 years	Bachelors Degree with Postgraduate (part time) Degree or Diploma in any field of study A good working knowledge of English 1 year work experience in a recognised library in Library and Information Science (part time) or Bachelors Degree with ASLLA or equivalent
3. M.Soc.Sc/ M. Phil.	2 years	1 year /General / Special Degree in LIS or General / Special Degree and 1 year experience in a recognized library or General / Special Degree and Advanced Certificate of University of Kelaniya or final year exam of SLLA.
4. SLLA - I	1 year (First Year)	3 passes in GCE/AL and pass in GCE/OL English or 6 pass in GCE/OL including mathematics and English and 3 years work experience in a recognized library.

Table continues

Table continued

5. SLLA - II (Intermediate)	1 year	Pass in first year
6. SLLA - III	1 year (Final)	Pass in second year
7. ASLLA	-	SLLA Final and one year as a member of SLLA
8. FSLLA	-	ASLLA and 5 years of work experience after ASLLA or equivalent
9. Lib. Technicians Programme	1 year	GCE/OL with passes in Mathematics and Sinhala/Tamil AND work experience
10. DLIS - Part I (Diploma Part I)	1 year	3 passes in GCE/AL and a pass in GCE/OL English
11.DLIS - Part II (Diploma Part II)	1 year	3 passes in GCE/AL and a pass in GCE/OL English and Pass in Part I
12.Professional Advanced Certificate	1 year	Diploma in LIS of DLIS or Equivalent or higher and 2 years work experience

Table 1.1 – Current available LIS programmes in University of Kelaniya

ROLE OF THE TEACHER LIBRARIAN

The role of the school librarian lies within the framework of a whole school

resources policy. Kinnel (1992) advocated that a teacher librarian should:

i)   Collaborate with teachers and other educationists (develop and

evaluate pupils' learning skills across the curriculum.)

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ii) Maximize the effective use of the school's learning resource by the whole school community.

iii) Provide learning materials in different formats for use by pupils (individually / small groups) and to offer opportunity for borrowings.

iv) Enhance cross-curricular initiatives.

v) Organize all relevant learning and teaching materials.

vi) Maintain up-to-date professional awareness of learning resources available.

vii) Coordinate with outside agencies and information networks and encourage their use by pupils and staff in order to extend the range of resource available to the school.

viii) Acquire and disseminate comprehensive information to all staff to meet professional needs and advice staff on the selection of appropriate material to achieve their learning objectives.

ix) Provide facilities for the production of learning materials within the school by staff and pupils.

x)   Promote and foster the enjoyment of reading from the earliest age and encourage the reading habits and enrichment of pupils' interests and abilities.

Kinnel (1992) further observed that teacher librarians should have many personal qualities. She added that, their personal accountability toward their work directly affects the development of the school library. The teacher librarian has various roles and these roles may change accordingly with the working environment. Some of the roles described are as follows:

i)   Information specialist - he or she should adapt easily new patron needs and New World changes and skills in new information retrieval methods.

ii)   Teacher role – the teacher librarian is both a librarian as well as a good teacher. Teaching is not only conducted in classroom, but in libraries as well.

iii)   Instructional consultant –Teacher librarians have to instruct students, teachers and community members on information retrieval methods.

iv)   Consultative role – the teacher librarian must provide information consultation service whenever it is needed.

v)   Creativeness – creative thinking and ability to modernized the library works is very essential to its' development.

vi)   Cooperative learning – the cooperative learning skills may be very helpful to students, to learn how to learn.

Teacher librarian should have the ability to teach literature-based reading, resource-based learning. He or she should be an instructional designer, curricular helper, and School media educator, teacher coordinator, reading programmer, evaluator, community helper and a library administrator.

THE IMPORTANCE OF THE TEACHER LIBRARIANS IN SCHOOLS

The school library is an important component of the teaching-learning process in schools. The teacher librarian would be able to assist in events related to the school teaching-learning process. He or she can help the students to learn not only through the formal classroom learning but also through self-learning, resourced based learning, learning to learn and lifelong learning skills. This may help students to be more innovative and analytical in their studies. For the teaching process, attention should be given to the teachers to enhance their teaching abilities, methodologies and strategies to develop knowledge of their special subject area and current issues in the world.

In summary, a good school library could help teachers to improve their knowledge and teaching skills, help principal to improve the school achievement level and help related community to fulfill their information needs.

1. Motivating Students

An important task of a librarian is to train and motivate the students. In every school, there are students, who are particularly interested in reading books and who take pride in helping out in the library. The student librarian can be given more responsibility and the library can be opened during the school hours under the librarian's supervision. Teacher librarian can teach student the various reading methods, reference methods, and the library use procedures. The students will benefit from this; since they will learn to value the library and will be interested in using libraries after leaving their school. They will do their assignment better than in the past, with the help of the library. Other related activities, which are important, are as follows;

a)   Pupil committees.

In many schools student or pupil committees for the library, have proven to be a great success. At committee meetings, where the librarian is present, matters like discipline and lost books are discussed, and ways and means of raising money for the library.

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b) Personality development programmes.

In the library, the librarian would be able to identify "backward" children to develop their personality. Selected students can be appointed as class librarians (male and female) or assistant class librarians. This also would help the teacher librarian to manage their library work smoothly. Pupils can study library procedures, librarianship styles and develop their personality by working as student librarians.

c) Improve referencing skills.

The teacher librarian can teach students how to search for and use various information sources and services, when they need to get information or further details for their specific subject.

d) Reader association.

In every classroom reader associations can be formed, to develop users' reading habits. In the school library, students may also train peers to use other libraries in the community. Students will be able to enhance their reading ability and develop information searching skills. For these activities the teacher librarian should make relevant plans and nurture creative attitudes. Teacher librarian can arrange activities to improve leisure-reading abilities among the students and improve the students' library skills on how to use the library.

2. Information Literate Teachers

The classroom teaching process is not a simple task. The teacher librarian can help by teaching teachers. Most of the teachers do not have enough skills to access information to use in their classroom teaching activities. An information literate teacher should be able to direct the students to read or refer to books. The teacher could seek teacher librarians' help in obtaining required information in his /her specific teaching fields. This ability would enhance teachers teaching ability, methodology and strategies and develop knowledge in their specific subject area.

The subject expert teachers can assist the librarian when they are in the book selection committee. The teachers should be able to help in the selection of book titles. A teacher librarian is a resource person and library is a resource centre. A teacher librarian can help teachers to prepare their teaching aids and tools and store the teaching aids in the library resource centre. Teachers require many teaching aids to be used in the classrooms. The librarian can assist in finding and keeping those aids. The library can also be used to conduct information literacy classes. The teachers can be guided to use the proper information sources.

3. Principal Support

The principal of the school is, of course, the final authority in all matters pertaining to the school, and the librarian is directly responsible to him or her. The principal and the librarian together should decide matters of policy, finance, rules and regulations. The principal has to pay considerable attention to the library, manage the library processes in

a good manner and make plans with the help of the teacher librarian. Indirectly, the school library can help to improve the achievement level of the school and create a more efficient and effective process in the school.

Oberg (1995) explained the principal, in his or her management and administrative role in the school, supports the school library programme by ensuring the provision of adequate budgeting for materials and for clerical help. Further he or she should help in arranging for the flexible scheduling that allows cooperative planning time. The principal also ensures that the school library programme is integrated into the planning and evaluating structures of the school. These quotes provide examples of how principals enable the school library programme.

Oberg (1995) further explained that in working with teachers, the principal makes clear that teachers are expected to be involved in the school library programme, both during the hiring process and on an ongoing basis. The principal also encourages professional development of teachers in relation to the school library programme by providing in-service and by providing time for the programme in staff meetings. Educators of teacher librarians need to consider how they might integrate into their programmes of instruction more exploration of professional practice in the area of gaining principal's support. Teacher librarians appear to have a clear understanding of what principal's support entails and of the need to gain this critical support. They appear to have particularly when they enter into professional practice, less knowledge of the strategies that they might employ to gain principal's support and less assertiveness in using the strategies of which they are aware. Principal support for the school library

programme involves such things as encouraging its use by teachers and students, integrating the programme into the curricular work of the school, and providing flexible scheduling.

4. The Community Support

The school library is not isolated from the community around the school. The school library can benefit the community. The resource person, parents and the old boys / girls associations can be of help in this respect. They are the people who can provide resources for the school library, and choose to be active members of the library. At this point the community can maintain close relationship with the school and the school can get help from the community. The library is one of the agents that bind the school and the community. The school library can assist its community to obtain interested and needed current information. Cook (1981) explains that besides the service given to the students and the teachers by the school library, it can be part of the community's and the nation's information network. No school library can be self-sufficient in itself. It is better to link with other libraries, information centers and other available formal information organizations.

5. The Education System

The education system requires higher achievement levels of schoolwork. The education authorities expect schools to increase the out put value of the school. A school

library can be an important component of the educational institution in obtaining high achievement levels of the students and high quality of teaching of the teachers.

TRAINING PROGRAMMES FOR TEACHER LIBRARIANS

Kinnel (1992) stated that the library and information study courses develop expertise in the management, organization and dissemination of information and in the effective use of world-wide library and information networks, both in printed and electronic version. Sullivan (1992) explained a much larger investment in staff training and development and in organizational development will be necessary to create and support the value systems and cultures required meeting the challengers of twenty-first century.

As noted in the earlier parts, in Sri Lanka, the Sri Lanka National Library Services Board is conducting the library education programmes, established under the Ministry of Education and Higher Education. The steps are being taken by the SLNLSB to exert pressure at the provincial council level to increase the cadre of full-time school librarians.

This study surveys the teacher librarians training methods currently available in Sri Lanka. Teacher librarians' training programmes are provided by a number of universities, in the form of graduate, master or PhD courses. These courses consist of different training methods. Training programmes used for teacher librarians are in-service training programmes (INSET) on-going programmes, school based programmes, separate work-shops, feedback meetings, pre-service trainings, the degree courses for professionally

qualified library personnel, diploma courses, master courses, staff meetings and full-time

courses and part-time certificate courses.

Yapa (1998) explained that at present, 3,420 school librarians are working in 2,460 schools. There are no professional librarians and among those who are presently working as school librarians, 80 are professionals. The others have received minimal training of about one week (through workshops conducted by the SLNLSB or National Institute of Education.). Apart from the 80 full-time school librarians, the rest could be teachers who look after the library in addition to their normal teaching, clerical staff, or volunteers. In 1994, the Library and Information sector led by a team of national and international experts conducted a study and recommended the training of 7,000 teachers to become teacher librarians. They recommended that two teacher training colleges introduce Library and Information Science courses as specialization courses for teachers who intend to be teacher librarians. They also proposed the establishment of a National Institute of Library and Information Studies (NILIS) to ensure that instruction in library programmes is conducted at the undergraduate and postgraduates levels. It is hoped that,

when this institution is established, it will play an important role in training teacher librarians in Sri Lanka. Steps are currently being taken to study the training needs of school librarians. Thus information gathered will be used to develop training courses. The competencies required by the teacher librarians have not been specified yet, but they will be considered when designing training programmes in the near future.

TRAINING METHODS USED

Herring (1988) expressed the idea that until dual qualification is achieved, there exist opportunities for school librarians to gain knowledge of educational developments and the most successful school librarians show a great awareness of current educational, technological practice and research and the implications of this for the school library. This can be done either through personal reading of educational literature or participating in school in service training programmes, (INSET) organized by the school library service, or by attending courses organized by the Sri Lanka Library Association or School Libraries Group and other educational authorities. The training may be for groups of various sizes. In the training programmes, instructors utilized various kinds of equipments. Apart from the traditional classroom teaching methods by using the black board, the trainer can use whiteboards, magnetic boards, overhead projectors, sound tapes, videotapes, films, slides, charts, models, computer presentation etc., and other visual aids in and outside the classroom. The choice of the strategy if actively kept by the teacher can lead to an active training programme.

This study focuses on training programmes for the teacher librarians. Various programmes, which can be used, are described. The teacher librarians' role in the school library requires them to possess knowledge about other subjects and the curriculum. There are a few methods adopted by training programmes and these include, lecture method, lecture and discussions, discussions, work-studies, time studies. Some times in the training programmes, trainers use motion studies, simulations, method studies and network studies very rarely. Some training programmes consist of case studies. Another

method is awareness raising activities. Role-playing, practical, study tours, question and answering, brainstorming, research studies project works and self-study methods also use for the training programmes. As for universities, they normally use course work and assignments for their studies.

STATEMENT OF THE PROBLEM

In most schools, school libraries are not functioning effectively, because of the lack of awareness and training for the teacher librarians. Training programme should motivate and develop the teacher librarians, to improve good school library environment to facilitate the students. Although trainings are available for the teacher librarians, most of the time, trainers use traditional training methods. These traditional methods result in weak implementation within the school library management. It makes indolent and ineffective procedures in libraries. Such libraries waste time and resources. If proper training can be given to those in charge, wastage can be avoided. In order to propose new training methods and modify existing traditional methods, there must be a study to draw the authorities' attention to the above issues.

This study hopes to draw the attention for the need to revise the training programmes provided to teacher librarians. It may be helpful to make and implement suitable training methods and also establish a new lease of life in the school library field. There are newly appointed teacher librarians in Sri Lanka, who have achieved professional status in schools with their profession. This is a very important and essential requirement for implementing the training programmes for teacher librarians' in the near

future in Sri Lanka. Existing teacher librarians training programmes may not present new technological innovations or network information retrieval. There is a need to discuss and propose new training methods.

RESEARCH QUESTIONS

The study aims to ascertain the current situation of teacher librarian training programmes, to find out problems and make suggestions. The basic questions, which the study aims to find answers for, are:

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?

Till date in the Sri Lankan educational sector, there has not been any training programme developed for the teacher librarian. The Second General Education Project (GEP-2) established the school teacher librarian scheme. The educational authorities have made plans to conduct the teacher librarian training in the near future.

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OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To identify the background of education and training of teacher librarians in Sri Lanka.

2. To study the current roles of the teacher librarians.

3. To survey and identify the available education and training programmes in Sri Lanka.

4. To identify the problems, weaknesses and strengths of the education and training programmes.

5. To propose the appropriate training programmes applicable to Sri Lanka.

IMPORTANCE OF THE STUDY

According to information development around the world, the teacher librarian should have continuous training on new information retrieval; the school library personnel require up-to-date training from time to time. New training methods must be introduced to achieve computer-based information searching, exploring, exploiting and retrieving. This study looks at Sri Lanka's situation in the training programmes of teacher librarians. It may help the school authorities implement the necessary training programmes for the teacher librarians.

These training programmes are based on the teacher librarians' skills and role development and standard of school library development in Sri Lanka. Specially, these programmes should be launched at the beginning of the teacher librarians' profession. Some of these programmes are as follows: (1) skill development, (2) personal and

personality development, (3) collection development of the library. Some other programmes are to develop the knowledge and skills in library procedures, such as (1) circulation, (2) cataloging, (3) acquisition, (4) reference services, (5) preservation and reservation, (6) financial management, (7) resource management, and (8) user education etc. teacher librarians should improve their technological abilities such as computer technology, ability to use technical and electronic equipment, and improvement of ability to use and teach Internet resources. The study plans to survey current improvement of these programmes.

LIMITATIONS OF THE STUDY

This study is limited in its coverage to the limited amount of resources available. Information on the training programmes for teacher librarians in Sri Lanka has not been properly documented.

There are limited numbers of training programmes available for teacher librarians and the study will only look at teacher training programmes currently available. The writer's personal experiences in the principal training programmes in Sri Lanka are also discussed.

The sample is limited to 50 selected schools within one province in Sri Lanka. The 50 schools represent urban and rural area schools in the two districts Ratnapura and Kegalle of Sabaragamuwa province. The study is only looking at teacher librarian

training programmes in Sri Lanka limited to those two districts in Sabaragamuwa province Sri Lanka. Questionnaires are used to collect data from teacher librarians, school principals and trainers.

DEFINITION OF TERMS

School librarian

School librarian is an experienced teacher who has completed postgraduate studies in librarianship, and the School Librarianship Specialist Certificate. This staff member normally works in a large school and would support the staff.

Teacher in charge of library

In some smaller schools, there is a teacher who was assigned responsibilities in operation of the Library & Information Center. Most of the time the principal, as a school requirement, appointed this individual person.

Teacher librarian

The teacher librarian is a resource person in the school. He or she must be an instructor, teacher, helper, or guide. It may be different according to their role. Apart from the necessary professional qualifications, requirements would also include good personal attitudes and qualities of the teacher librarian. They should have the necessary information skills, creativity and innovational thinking rather than just the paper

qualifications. These professionals should also have up-to-date knowledge and be provided with on-going training according to the development of the discipline.

The teacher librarian is required to help in the management and organization of the school library, in the positioning of the school library within the local, national and international networks, and the applications of new technology. Most school librarians are anxious to extend and develop their knowledge of educational issues, information skills, and information technology. Especially database creation and the use of online information services, multicultural education, new developments in library / information management, educational theory and psychology; school organization structures, including decision-making processes; curriculum planning and teaching methods.

The school library resource center

The school library resource center provides different kind of services to the entire population in the school and related community. In the early days it was called a library or media center, but after its incorporation into the school management, it becomes known as the Library Resource Center. Most of the time it is limited to a small classroom or a few cupboards of books. It is an organized collection of books and other media, related equipment and services by a designated person or persons and made available to pupils, teachers and other staff of the school. Other terms of library resource center, which are used internationally, include school library media programme, instructional materials center, school media center, school resource center or simply the school library.

Training Methods

This phrase describes how the people are trained to develop their skills in any field. The Webster's dictionary (1988) explains that, the way of doing anything, including mode, procedure and process in regularly, orderly, definite procedure or way of teaching. In short, teaching method is a kind of teaching art. Teachers or trainers have to use different types of techniques to promote better awareness among the trainees. The patterns of teaching will create different standards of knowledge. Active participation and creative ideas may develop according to the methods used for teaching.

SUMMARY

The study describes the training programmes for teacher librarians in Sri Lanka. The Second General Education Project (GEP-2) has conducted a survey to identify the current situation. The survey identified the drawbacks and future requirements within the school library field. Previously, the Sri Lanka government appointed graduate trainees as library development officers (LDO) to develop the school libraries. But after one and a half years, their designation was changed to school management assistants (SMA). Still the education system doesn't have full-time teacher librarians in school libraries. Even though the teacher appointed by the head master manages the library, he or she doesn't have sufficient training to work well. Inadequate suitable training programmes in the current library system and the task of the teacher librarians are the focus of this study. Some selected training methods and training techniques are identified to support the study. The necessities for the study, problems and research questions are identified.

In this chapter, Sri Lanka library information science education is also mentioned. Some education institutions are currently dealing with library education in Sri Lanka. SLNLBS, SLLA, conducting diploma and certificate level courses and University of Kelaniya and University of Colombo conducts diploma, graduate and postgraduate level LIS programmes. The NILIS (National Institute of Library and Information Science) has also joined in conducting LIS programmes from year 2000. The following chapter presents the literature review of the study.

CHAPTER TWO

Review of the literature

INTRODUCTION

The literature review of the teacher librarians' training and education progamme is a highly responsible task, because it is not easy to find out previous researches due to limited literature on studies that have been conducted in last two decades. Many educational institutions all over the world, undoubtedly have arranged training and education programmes for teacher librarians. However, very few researches have been published regarding the subject.

To well furnish the literature for the subject, manual and electronic databases were examined such as dissertations, journal articles and online databases. Internet searches, the *Educational Research Information Center* ERIC indexes, *Library and Information Science Abstracts* (LISA Plus) *Databases* and *Dissertation Abstracts On-disc* (DAO) were examined to extend the literature search. Most of the details were found from Internet searching. The periodicals also have facilitated to expand the research activity. Most documents on Malaysian training programmes for teacher librarians are printed in the Malay Language. Thus it is difficulty to understand and translate it into English. However this was overcome with the assistance from colleagues who translated the documents into English.

Most of the articles and even Internet sources have little relevant information related to the topic. Therefore, most of the information included in this chapter is related to the education of librarians, which is very much similar to the training of teacher librarians.

The teacher librarians' profession has not been established in Sri Lanka until last year. This is due to the lack of researchers on teacher librarians training or professional library education in Sri Lanka. The World Bank survey held in 1995 by the Ministry of Education and Higher Education helped to determine the future training programmes for the teacher librarians in Sri Lanka. This report gives detail about the current situation of school library and future plans on teacher librarians professional developments in Sri Lanka. The National Institute of Library and Information Science (NILIS) workshop report on the immersion course in school librarianship (2000) also guided for the literature review. The web page broadcasted by the University of Kelaniya Sri Lanka, which conducts training programmes and degree courses for the library and information science, also assists to feed information for the study. Some journal articles published to explain to library development other Asian countries were referred too. Although the Sri Lankan educational articles can be retrieved from the University of Malaya library information resources, it was difficult to find articles on Sri Lanka library education and teacher librarians' professional training and education. This part of the study is limited to the review of only few articles, due to lack of information.

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The Ministry of Education Malaysia, training colleges and the university's library schools conduct trainings for teacher librarians in Malaysia. In western countries, some times librarians get their training in their working place (on the job) or related working places. Formal and advance training programmes all over the world are conducting by the universities and higher education institutes. But the most serious problem is that these education programmes are very expensive and it may require librarians to travel to a large and rich city or country.

SKILLS OF TEACHER LIBRARIANS

The skills of the teacher librarians' are directly related to the library and its' development. Personal and professional qualities of teacher librarians may enhance the library culture and its environment. The skills are combined with the competencies and the role of the profession. Hence, aspects of the teacher librarians' skills, their competencies and the qualities of their professional role are also discussed in this chapter.

Brown (1986) described an expanded role for teacher librarians are envisioned that will necessitate significant revision of teacher librarian training programmes. Educational technology must be an essential part of the academic training, if the teacher librarians are to successfully assume their new skills in collaborative consultants and provide the support required by classroom teachers. Among the new competencies for the position are: (1) curriculum planning, implementation, and evaluation; (2) analysis of materials in

terms of their ability to achieve instructional objectives; (3) conceptualization and design of media to achieve objectives; (4) human relations and group dynamics skills; and (5) the ability to assume the teacher's frame of reference.

Leland (1990) discussed that, 3-year evaluation of the educational impact on appointment of full-time trained teacher librarians in New Zealand schools. It focuses on the year 1989 experiences of 38 trained teacher librarians and provides reflections on the total period of 1987-89. Information was gathered through a combination of school-based interviewing and mail questionnaires. Collaborative teaching continued to be central to the teacher librarians' role, and planning was critical to its success. For the majority, a strategic management plan remained central to planning for short-term and long-term goals. School libraries with a teacher librarian had all benefits from having a trained full-time professional, overseeing the upgrading and development of school available resources. Comments from heads and principals of schools, noticed the teacher librarians were very supportive in the school.

Bruce (1996) presented that because of rapid changes in the information profession; librarians must actively pursue their own professional development. Strategies to enhance this skill in future librarians, including journal discussion clubs, portfolios, peer review, action learning, current awareness strategies and learning to approach new technologies independently are essential. Analyzes strategy implementation, student reactions, and the impact on lifelong learning is also very important.

Ford (1998) indicated that the American Library Association (ALA) offers many opportunities for members to strengthen their skills and maintain competencies in response to changing work practices, rapid technological developments, and the growing needs of library users. Although this has long been a key ALA function, technology has enabled the expansion of such lifelong learning opportunities for library staff and the communities they serve.

Majid and Ahmad (1998) investigated the competencies required of library and information professionals in Malaysia for entry-level positions. Data were obtained from 56 academic librarians, 50 public librarians, and 42 special librarians. The results revealed that effective and intelligent application of information technology was the foremost priority. Core content for the preparation of professionals was related to automation, database skills, development of information systems and utilities, and effective application of the new technology. Management was another important area, with strategic planning, change management, teamwork, communication skills, interpersonal relations, public relations, marketing, and measurement and evaluation are heavily emphasized. Conceiving, planning, designing, and administering a range of information services were also highly relevant activities for new professionals.

Doiron (1999) noticed that technology innovators are recognizing that this concept needs to be integrated into their goals of having learners use technology in more meaningful ways. Teacher librarians are very comfortable with the concept of information literacy and recognize it as a natural progression in our understanding of

resource-based learning, research and information skills. As consultants or teacher educators, they are gravitating to this concept as well, since it embraces several areas such as curriculum development, technology, lifelong learning and the development of skills related to learning "how to learn".

Barth (1999) examined the concept of professional development for librarians. Topics included lifelong learning; continuing education to learn new techniques and to develop special skills; conferences, workshops, institutes and seminars; transfer of training; adult learning; and an example of an institute for professional development.

Patten (1999) stated that traditionally, teacher librarians have been concerned mainly with educational programmes, and more recently with the information skills in curriculum. The expertise of teacher librarians lies in information and its management, and as a consequence they are able to contribute significantly. Providing an information to support learning and teaching programmes, in other words, 'contribute to the development of the school's information infrastructure'. Teacher librarians are in the business of literacy, assisting students and teachers to learn how to access, use and communicate information. The information focus is changing with global networking, so the role of the teacher librarian is currently undergoing major and rapid change. Patten (1999) further explains that teacher librarians have skills as follows: (1) teacher librarians who 'have knowledge, skills and experience related to developing students as information literate students'. (2) Those who have been leaders in establishing and providing access to information networks in schools. (3) Teacher librarians who have knowledge and skills

related to integrating a variety of information forms and formats into learning; and (4) who have developed expertise at cooperatively planning and implementing this across the school.

Barth (1999) stated that, practical advice to school library media specialists for developing and improving leadership skills within the school library and beyond. The book presents ideas on library leadership in nine sections: (1) Rings of influence; (2) Archetypes of leadership; (3) The quest for personal management; (4) The folklore of the organization; (5) The magic power of empowerment; (6) Leading the library: (7) Leadership within the school: The (8) Leadership within the community: (9) Leading within the profession.

Corrall and Brewerton (1999) discussed that while training plays an important part in personal development, the latter is a broader process, concerned with motivation, attitudes and personal qualities, as well as job-related skills. Further more they discussed seven personal and specialist information skills, such as collection development and management, identification and evaluation of sources and services. Information retrieval, knowledge organization, legal and regulatory aspects of information, library housekeeping and presentation of information were also discussed. In addition to that, they explain seven information skills and seven business and management skills. The teacher librarian must have these information skills, which are as follows, computer hardware and peripherals, database packages, electronic communication systems, multimedia resources network access, office automation tools and presentation software.

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As business and management skills teacher librarian should know accounting, budgeting and costing, change management, marketing, public relations and survey methods, people and personal management, project and programme management, quality assurance and performance measurement and strategic, tactical and operational planning.

Avolio (2000) explained professional leadership development, it is much related to the teacher librarians' professional skills, which they should have to be developed transformational leadership. He further describes transformational leadership consist of four key elements, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The transformational leader is admired, respected, and trusted. Inspirational motivation refers to the leader's ability to inspire. Such leaders are optimistic and enthusiastic.

Other than the role describes teacher librarians must have varieties of qualities to make a good teacher librarian image in the school library media center. In "Curriculum Development Consultation Document" issued by the Curriculum Development Council in November 2000, briefly noted that ten roles of teacher librarians; they are (i) provide easy access to information in a variety of formats and technologies (ii) develop the library collection according to the school-based curriculum focus, (iii) promote the use of divers information source as an integrated element in curriculum (iv) Collaborative teaching and learning, (v) develop a variety of resource-based programmes in enhancing the independent learning skills, and problem-solving abilities among the students, (vi) collaborative with teachers to plan, support the process

of teaching and assess students' learning, (vii) support to develop strategies in nurturing diversified reading interest and regular reading habits among students, (viii) facilitate the development of information literacy within the school community, (ix) keep abreast of the latest development in curriculum and technological advancement, and (x) cooperate with teachers, teacher librarians information specialists and parents to build an information environment for the nourishment of a knowledge-based society.

Asselin (2000) stressed, that pre-service teachers are a greatly overlooked group of instructional partners. This article describes a project in a teacher education programme. This supports new teachers' personal and practical knowledge of school library programmes and the role of the teacher librarian. In the second year of the project, qualitative analysis was conducted on students' pre- and post- writings about three focal concepts. Results showed that pre-service teachers expanded their understandings of information literacy, critical thinking, and resource-based learning to reflect several key aspects of these concepts consistent with the literature.

Murray (2000) stressed that the most successful situations were those where the school librarian had consulted closely the special education teachers to the content of information skills programmes. Aides did not always accompany students to the library. In some cases this gave the opportunity for the students to exercise some independence, but in others it was detrimental to the information skills teaching process. If a student needed one-to-one attention, the school librarian could not effectively assist while dealing with the class as a whole. If one of the chief roles of the aides was to keep the student on

desk, or modify materials, it was crucial for them to accompany the students to the library. It is also ability should develop the teacher librarian, to deal with disable students to teach the information retrieval.

THE SCHOOL LIBRARY EDUCATION IN SRI LANKA

The school libraries in Sri Lanka have not been properly looked into for many years. Most of the schools have no considerable library or reading facilities. Recently educations authorities have cut down the school library classroom period that student use the library once or twice a week. The importance of the school library was realized in early 1960, Ministry of Education Sri Lanka. Yapa (1998), mentioned in her article some circulation issued by the Ministry of Education for the school library administration.

> "In 1960 the Department of Education sent a circular letter to all
> principals of government, central and senior schools regarding the
> school library. This was in the form of guide to running a school
> library and was incorporated as separate chapter in the document's
> manual of instructions. In addition, the National Education
> Commission, establish in 1961, also recommended setting up school
> libraries. UNESCO played an important role during the 1960s by
> providing assistance in the form of experts who were able to foster
> awareness of the importance of libraries and the value of having
> trained personnel to manage them". (Yapa, 1998)

The teacher librarian can get professional higher education such as degree, diploma and master education or in-service training to do their work well. Gwen (1990) explained that until 1986 there was no training for teacher librarians in New Zealand, because there were no positions for full-time teacher librarians. From 1986, 15-20 schools a year were selected to receive a supernumerary senior teaching position for a teacher librarian. Senior teachers then applied for these positions and did the training as a condition of appointment. The course was a year long, Diploma-level specialist teaching (not librarianship) qualification. It was part-block and part distance education over a full academic year. For remain of the time they worked full-time on course-related school-based assignment work, with the course director peripatetic between schools to provide school-based support.

The UNESCO recommended that the established central library organization for providing libraries for teacher training colleges and central schools and on the training of teacher librarians. However it was not launched continuously, but after involving this plans the Sri Lanka National Library Services Board (SLNLSB) was established by Act of parliament No. 17 of 1970 under the Ministry of Education and Higher Education. In 1969, 100 school libraries were established and 200 librarians were trained. In the early 1970, the Ministry of Education established the cadre of school librarians, but lack of training for the school librarians (not teacher librarians) was caused slow development of school libraries in Sri Lanka. These school librarians are working in the school library, which established by the Ministry of Education, but not related to the teaching profession.

The Ministry of Education has been able to develop school libraries through distribution of books, training of library staff and formulating library standards with the assistance of SLNLSB. The Sri Lanka Library Association was established in 1974 under the Law No. 20 of 1974. Both SLNLSB and SLLA involved with formulating standards for libraries, training librarians through the professional courses, seminars and workshops. The scheme of recruitment government public librarians and school librarians was revealed in 1989 by the public administration circular No. 47. The Draft policy statement on school libraries was formulated in 1997 and the Ministry of Education approved it.

Wijetunge (1998) said that the first attempt in training in librarianship was made by the Ceylon Institute of Scientific and Industrial Research (CISIR) in 1957, by conducting two-week full time courses. But any attempt at a systematic and continuing training in librarianship was not started until mid 1961. The University of Peradeniya Sri Lanka started Postgraduate Diploma course in 1961 but discontinued in 1965. University of Colombo commenced a Diploma course in LIS in 1982. However this too was suspended by 1988. Wijethunge explained further the University of Kelaniya established the Department of Library and Information Science (DLIS) in 1973 for Bachelor of Arts General Degree, which offers Library and Information Science (LIS) as one subject, and Postgraduate Diploma course commenced in 1974. Bachelor of Arts Special Degree in LIS, which teach LIS for four years, started in 1979. Sri Lanka Library Association (SLLA) commenced three professional courses in 1961, 1966 and 1973 respectively. Same part-time course commenced by University of Kelaniya in 1977. Sri Lanka

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National Library Services Board (SLNLSB) commenced a postal course in LIS in 1983, with the objective of providing an opportunity for Public and school Librarians from rural areas to obtain qualifications. But this was suspended in 1997 due to lack of funds.

According to Wijethunge (1998) there are two types of LIS education programmes in Sri Lanka, academic programmes and professional level programmes. DLIS conducts two bachelor degree programmes, highest level of professionals or lowest level of professional librarians' programmes and intermediate level Para-professional job programmes. The University of Colombo started the Masters Degree in LIS (MLS) in 1993, and Masters Degree in Social Science (in Library and Information Science) in 1998. There are two types of courses within this Masters Programme – Master Social Science (information and library science) and Master of Philosophy. National Institute of Education (NIE) conducts a Bachelor of Education programme for teachers and Educational Technology and Information Science is one component of this programme. The SLLA and the DLIS are conducting professional level three tier part time courses. The programme Part I of DLIS and II have been named as part I Diploma and part II Diploma in LIS. Part III is called Professional Advanced Certificate in Library Science and Documentation.

"LIS education system of Sri Lanka needs immediate attention of the professionals, if it is to achieve any sort of standard. We need more full time staff members, better educational and library facilities, a revised curriculum, more and more research, publications especially in Sinhala

and Tamil, better control and accreditation of courses, and students of

high academic standards. – IFLA – 1998".

In addition to the training programmes launched by the Sri Lanka Library Association, SLNLSB, Universities of Colombo and Kelaniya from 1999, the National Colleges of Educations (NCE) provide basic library studies for all teacher trainees and specialized training in librarianship for those who wish to become teacher librarians. Under the Library Development Project which is funded by the World Bank, will be ask whether they wish to be re-trained as librarians. These training will be offered by the National Institute of Library and Information Science (NILIS), which is, established at the University of Colombo, Sri Lanka. (Second General Education Project – II, 1997)

The proposal of Second General Education Project – 2 (GEP - 2, 1997) described that currently, about 3,000 people have received only one or two week's library training at a minimum, will need re-fresher course in librarianship and library management. In addition to that, 250 people in the new libraries in large schools will be required as librarians qualified with minimum of a Certificate or Diploma in Library Studies. These training programmes will develop and implement by the newly established National Institute of Library and Information Science (NILIS) under the World Bank Project. National Institute of Library Information Science will provide training programmes for the requirement of public and commercial sector. It will offer courses annually at Certificate, Degree and Postgraduate level. NILIS training courses will amalgamate with the University of Colombo, University of Kelaniya, Sri Lanka National Library Services Board, Sri Lanka Library Association and also with National Colleges of Education. One

teacher in each of 1,750 school libraries (type B libraries according to the World Bank Project) will be appointed as a teacher librarian and they will be facilitated by the NILIS. All these teacher librarians should receive a minimum of three-month course in librarianship, re-training and upgrading as well as to their personal needs, either through SLNLSB or NILIS funded by the World Bank project.

IMPORTANCE OF THE TRAINING PROGRAMMES FOR TEACHER LIBRARIANS

The teacher librarians' job is not just a job. They must have professional code of ethics. If they have no appropriate training, they would not be able to do their work effectively and efficiently. Specific working skills should be gained from their training programmes. Suitable attitudes, responsibilities and accountability of teacher librarians make good library environment. Apart from such qualities education is very essential to be a good librarian.

Smart (1985) explained in her study that nine secondary school libraries in New Zealand were examined to determine how often and how well students and teachers were using the library resources available to them. Both teachers and students were surveyed concerning their use of the library, the library skills they thought to be important, and their perceptions of the function of the librarian, library assistant, or teacher in the library. Based on the survey results and personal observations, it is concluded that school libraries in New Zealand suffer from the fact that many of them are being run by library

assistants without professional training or teacher librarians whose time is limited by other obligations. Suggestions for improvement include greater emphasis on in-service training for both teachers and library assistants.

Gwen (1990) said that tutor training and co-ordination will be ongoing, based on distance education technologies (initially teleconferencing, but also exploring a wider range of options). Considerable emphasis will be placed on providing tutors and their schools with additional resources and opportunities for in-service and professional development, so that these schools become examples of effective integrated information teaching and use (not model school libraries). We need to be able to demonstrate the high level teaching and management skills of the teacher librarians. As part of the school's executive, on a school-wide basis teacher librarians are used to plan and co-ordinate effective 'Action Learning', resource and reading support.

The school librarian should have to play a dual role in the school, as a teacher and a teacher librarian. Training should be prepared to develop these job skills to encourage teacher librarians to perform excellent service throughout the school.

Elaturoti (1993) described that the background of the school libraries in Nigeria increased recognition of the importance of libraries in education by the government and resultant to legislation. The majority of teacher librarians in the Nigerian school system does not have professional qualifications in librarianship, and received their librarianship training through short in-service courses and workshops. Some universities and colleges

have begun to introduce programmes to train teacher librarians for Nigerian school system. The Nigerian School Library Association is working towards the professionalization of the teacher librarian position. The teacher librarians are in schools to help increase remuneration, improve career prospects, and help school librarians keep their designated job instead of acting as replacements for subject teachers. The paper proposed a curriculum for the training of school librarians in the Nigerian school system, including minimum librarianship qualifications for primary and secondary school librarians, and proposed courses for study. The librarianship-training programme would include courses in management and a teaching subject, for the school librarian to have equal academic status with other teachers and to assist them in collection development and reference services to users.

The suitable training can prepare professionals to overcome problems that they have to face. Conway (1996) discussed the problems and difficulties faced by school libraries in the United Kingdom (UK), specifically England and Wales. These problems are lack of funding, lack of a central role in the curriculum, the management structure, and inadequate staffing. In addition, use of the library is not featured much, if at all, in training programmes for teachers in the UK, and combined with inadequate library holdings, resulted in under-used libraries. In the UK, there is no standard qualification or initial training for a teacher librarian. Some teachers are expected to manage the school library in addition to maintaining a full teaching load. The paper also discusses significant publications that have stressed the urgency of improving school libraries and provides suggestions and guidelines for achieving those improvements. The government

role in the management of schools, school libraries, and implementation of a National Curriculum is initiated in library training through National Vocational Qualifications and examples of recent projects and achievements for school libraries in UK.

Probert, (1997) described that since 1990, education in New Zealand has undergone dramatic changes. New Zealand has never had a tradition of full-time teacher librarians. There is a diploma course for teacher librarianship, now, but most high school teacher librarians have only five hours per week to spend in the library. Primary school teachers usually have no release time from classes. The research shows how New Zealand teachers and school libraries are facing the challenge and its' history of education and provides background on teacher librarian training in New Zealand. School libraries and trained teacher librarians in New Zealand are destined to play a vitally important and increasingly central role in the education of all students in years to come. It is unrealistic to expect classroom teachers to meet all the demands of the new curriculum without support. An expanded role for teacher librarians is envisioned that will necessitate significant revision of teacher librarian training programmes. Educational technology must be an essential part of the academic training if teacher librarians are to successfully assume their new roles as collaborative consultants and provide the support required by classroom teachers. Probert, short out that among the new competencies for the position are: (1) curriculum planning, implementation, and evaluation; (2) analysis of materials in terms of their ability to achieve instructional objectives; (3) conceptualization and design of media to achieve objectives; (4) human relations and group dynamics skills; and (5) the ability to assume the teacher's frame of reference.

know what the answer is, but we should certainly know how/where to find it". (Yucht, 2000)

EFFECTS OF THE TRAININGS TO SCHOOL LIBRARY DEVELOPMENT

The different types of training programmes are held for the teacher librarians. From the short course to Master or PhD degree level education opportunities have being organized for the teacher librarians. Many competencies are gained from the training programmes to manage the effective school library. The authorities must consider the training requirements and also appropriate training programmes for the trainees. Abdullah (1998) pointed out in her study that more than 75% of the respondents in selected sample, considered attendances at in-service or short courses essential, more than 90% library educators responded the education is essential at the postgraduate level. She suggested that the Ministry of Education might consider providing a systematic and progressive training programme, leading to a full professional qualification in school librarianship to teacher librarians.

However, administrators must be very careful if the teachers have not obtained the suitable training to implement the new concepts, when doing the new planning and implementation for the schools. Hart (1999) identified that Information literacy, the development of which is accepted as the central mission of school librarians, is a necessary requirement for successful participation in the global information society. South Africa's new curriculum, (Curriculum 2005) explicitly lists information skills as an important outcome of schooling - and has accordingly introduced the new methods of

assessment to encourage continuous evaluation in South African school education. However teachers are struggling to implement the new methods - owing to gaps in their training, lack of support, and shortages of resources. Hart further explained, since only tiny minority of South African schools have qualified school librarians (indeed less than a third have any sort of library), the successful development of information literacy depends on classroom teachers. The need to investigate their capacity to take responsibility for information literacy education is thus clear.

Tallman et al. (2000) described that the study on the status of the school library and its place in the curriculum in thirteen Botswana community junior secondary schools located in northern and northeastern Botswana. During November of 1999, the study took place during site visits to the schools that had a teacher library intern receiving training through the school library certificate programme. Those programmes were held in the Department of Library and Information Studies at the University of Botswana. The authors used semi-structured interviews, observations, and journals to provide the data for the descriptive qualitative study. This paper is a report of the findings and the recommendations to the department for changes in the school library curriculum.

Very important issue is designing the training programmes to teach teacher librarians how to help the disable and back-word students in the school library. The teacher librarian should know how and what methods to use with them to give user education in information literacy. Murray (2000) explained staff development programmes dealing with library service to students with disabilities are scarce. He did

four-year study to evaluate school library services offered to disabled students in two Australian states considered staff development needs. The study assessed the availability of staff development activities for school library staff that would assist them in teaching, communicating and providing for the information needs of disabled students. Results showed that there were limited opportunities for school librarians to participate in such programmes, beyond those offered in individual schools to the teaching staff as a whole. There is a need for library-specific staff development programmes that cover policy formulation, collection development and adaptive technology aspects of library services for disabled students. Professional education courses should also cover this area as an integrated element of the core curriculum. A model for staff development programmes is suggested.

SUMMARY

This chapter presents the literature review of the study. Four main sections of this chapter have been discussed to drive the literature review, namely introduction, role of the teacher librarian, the school library education in Sri Lanka, importance of the training programmes for teacher librarians and effect of the trainings to the school library development. As a result of the lack of studies on teacher librarians education programmes, the study discussed related researches too. According to the vision of researchers, country and working environment teacher librarians' role described in deferent ways. Because Sri Lanka has not appointed professional teacher librarians until 2001, there is not any literature regarding the Sri Lanka context.

Sri Lanka teacher librarians (school librarians) history and future planning of teacher librarians' education programmes are described. The significant attention has been given for the future teacher librarians' education, under the World Bank Second General Education Project implement by the Ministry of Education, Sri Lanka. Effect and importance of training programmes also have been revealed under the two sections, to examine the aims of the study. The new curriculum implementations must encourage the teacher's professional development. But some researchers describe in their studies without having the appropriate training programmes there may be problems, when implementing the new concepts for the school education. New Zealand, Canada, United Kingdom and United State experience were discussed to explain the importance of the training programmes for the teacher librarians. Among different types of training programmes, the administrators should pay their attention to select suitable programmes

for the teacher librarians. Not only the curriculum and content of the training programmes, it should be better to draw the attention to plan different kind of trainings, including Internet and telecommunications.

CHAPTER TRHEE

RESEARCH METHODOLOGY

INTRODUCTION

The purpose of this study was to examine the education and training needs of the teacher librarians in Sri Lanka. The study examined four research questions:

1. What are the duties of 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 training programmes of the teacher librarians?

4. If so, what are the suggestions to enhance the training programmes for teacher librarians in Sri Lanka?

The objectives of the study were discussed in chapter 1. The research methodology was established to achieve these objectives. The data collected was used to examine and fulfill the research objectives.

This chapter presents the overall design of the research and it identifies the research population. It also describes the profile of the sample, instruments employed and how the questionnaire was designed. Data collection procedure and techniques of data analysis are also presented. Each section is handled separately as indicated.

RESEARCH DESIGN

The study employed a survey research method to address the research objectives and problems. Research design refers to the plan for carrying out the study (Mc Millan, 2000). The data collected is mainly concerned with the education and training needs of the teacher librarians, using questionnaire administrated to teacher librarians, school principals and administrators).

The study essentially adopted the following steps to march forward the research plan:

1. Identifying research objectives.

2. Preparing a preliminary list of research questions.

3. Analyzing selected library and education research literature from the past 20 years to make an overview of the teacher librarians' education and training more widely.

4. Searching other studies that have already been completed on the education and training of teacher librarians.

5. Developing the survey instruments (questionnaire) and selecting the data collection method.

6. Selecting the sample of schools and school Administrators working with the teacher librarians training and education.

7. Obtaining authorized letters and permission to involve selected sample schools for the data collection work.

8. Distributing the questionnaire to the sample.

9. Collecting data and sending reminders for delays.

10. Presenting and analyzing data according to the completed questionnaires collected from the sample.

11. Evaluating conclusion regarding teacher librarians training and education needs.

At this research design stage, the researcher made very attempt to address the problems to suit the requirement of the course design as well as the needs of the teacher librarians training and education in Sri Lanka. After framing the research questions and deciding upon manageable sample, researcher developed the instrument for gathering data and information relevant to the problems. The next stage was delivering the survey instrument to the sample and collecting their response.

POPULATION AND SAMPLING

This study focused on the investigation of problems in teacher librarians training and education programmes in Sri Lanka context. The population chosen for this study was the people who are directly involved with the field of school librarianship; namely the teacher librarians who were appointed to the 4000-library development project Schools island wide by the Ministry of Education, Sri Lanka, the principals of those schools and the administrators who were involved with the project coordination (Zonal and Provincial Directors of education – in charge of library development project in their levels).

Examining the problems of the whole cohort demands an unlimited quantity of time, labour and money. So that researcher had to choose a justifiable sample from this vast Population island wide and limited the survey to the selected sample in only

one province i.e., Sabaragamuwa, Sri Lanka. (The socialistic republic of Sri Lanka is made up of nine provinces and 25 districts.) Sample is spread over the two districts of Kegalle and Ratnapura in Sabaragamuwa province. There are 415 schools facilitated by the library development project out of the 1007 schools in the province. Sample was randomly selected.

The researcher used a list for the appointment of teacher librarians to collect the data in both Ratnapura and Kegalle districts. In each 50 schools of the sample one teacher librarian and one principal were selected to respond to the questionnaire. The eight school administrators were selected in seven zonal education offices and the department of provincial education in Sabaragamuwa province. All selected school administrators were directly involved with the Library Development Project in the province. So, a total number of 108 questionnaires were distributed among the sample.

Prior to collecting data, data collection approval was first obtained from the Faculty of Computer and Information Technology (letter was annexed), University of Malaya, Malaysia and the approval for conducting the survey in the selected schools was obtained from the Department of Provincial Education, Sabaragamuwa, Sri Lanka. The Provincial Director of Education, Sabaragamuwa informed the seven zonal Directors of Education and the 50 selected school principals, within the province to assist, complete the questionnaires and return to the researcher's address. Self addressed and stamped envelope was also attached to the questionnaire to be returned to the researcher's address. The questionnaires were also sent to the seven zonal coordinators of library development project in the same province.

PROFILES OF THE SAMPLE

Teacher librarians' profession has not been well established before in Sri Lanka. The responsibility of managing the school library is handed over to one of the member of teaching staff. The normal belief of teacher for this responsibility is that it is a simple and light job among the school duties. Most of the school members have been neglecting the librarians' profession and the library duties in Sri Lanka schools. However, it was found that most teacher librarians were newly appointed and principals and administrators also have very little experience in teacher librarians' profession in Sri Lanka.

A total of 63 questionnaires from all school education officers, 25 Principals and 30 teacher librarians were completed and returned (68.04 %) on due date. However, only 60 questionnaires were completely accepted for data analysis. The researcher visited and reminded some schools to complete the questionnaires. Reminders were also made through the telephone, for those schools within the sample that have telephone facilities. However the researcher did not submit any reminder to those schools that do not have telecommunication lines and are not within reach due to geographical barriers.

Approximately 41.7% questionnaires were not returned. Only 55.6% complete questionnaires were used for the study. Another 2.7 % of incomplete questionnaires were also rejected from the data-analyzing task.

As earlier stated that sample consisted of three groups of respondents within the 50 schools in urban rural areas and eight education officers in the Sabaragamuwa province. These fifty schools represented of 50 principals and 50 teacher librarians. Questionnaires were distributed among these 108 respondents. Only 55.6% complete questionnaires were used for the study from 25 teacher librarians, 27 principals, and 08 education officers.

To ascertain the respondents' working experiences in the sample, they were asked to indicate years of working experiences in part A of the questionnaire. According to the current situation in Sri Lanka, very recently only teachers are appointed as teacher librarians to develop school libraries.

The response revealed that, nearly 88 % of teacher librarians are under 20 year's experiences. Only 3 of them reported having more than 20 years working experience. The majority of the principals reported having between 11 to 30 years experiences and the education officers are also in the same range. The highest percentage of the respondents was in 11- 20 years experiences range (41.7%).

RESEARCH INSTRUMENT

The study made use of a seven-page questionnaire as the data collection techniques. The time and resources available to the researcher did not permit visits to all schools to conduct interview or adopt other 'face to face' techniques. Therefore questionnaire was prepared for data collection and measures the purpose. The questionnaire was prepared in English language and then translated to the Sinhala medium for easy understanding of the respondents. The covering letter and the self-addressed stamped envelope were attached to the questionnaire before sending it to the respondents. In addition to that the second covering letter addressed principals and zonal education directors, issued by the provincial director of education were also attached.

The questionnaire was divided into three parts. To enhance reliability, structured questions were used. Part (A) of the questionnaire contained 10-structured general information questions directed towards respondents' qualification and experience. This part also includes the following variables, which provide demographic data: status, working place (according to the given type), education qualifications and other library and computer experience etc.

Part (B) of this questionnaire focused on the training and education programmes for teacher librarians. Three questions were prepared as likert-scale type questions. These questions were mainly focused on the kind of education or training programmes important for the teacher librarians and measure their opinion about the available training programmes. The researcher included some questions in the

questionnaire to indicate suitable places for the teacher librarians to get their training and education. Respondents were asked to respond to 22 statements using a five point likert-type scale varying from strongly agree to strongly disagree. The respondents were asked to indicate using (√) mark in the given spaces. Respondents were also requested to add other ideas that they think essential for the questionnaire.

Part (C) of the questionnaire is divided into seven sections. All questions were adopted according to Likert scale rating five ranges of agreements. The areas of the variables were:

1. Collection development

2. Acquisition

3. Library management

4. Resource management

5. User education

6. Personal and skill management (Personality management)

7. Teacher librarians' leadership

The respondents were asked to respond to 31 statements in seven sections. The answers were rated in five-scale namely (1) very essential, (2) essential, (3) somewhat essential, (4) not essential, and (5) undecided. The spaces were given to the respondents to put (x) mark on the relevant number according to their opinion in scale of choices. The respondents were also requested to include their other independent ideas in the given spaces. The last question was open–ended and respondents were also asked to write their suggestions on teacher librarians' training and education in the given space.

Appendices C and D contained a copy of the survey instrument in English language and Sinhala language respectively with the letter of approval to conduct the study.

DATA COLLECTION PROCEDURE

The sample of fifty schools was selected among the seven education zones in Sabaragamuwa province. The selection of samples was based on a priority list. The researcher requested the Provincial Director of Education, Sabaragamuwa to issue a permission letter for collecting data. The researcher personally asked the seven Zonal Directors of Education in Sabaragamuwa province: Ratnapura, Balangoda, Embilipitiya, and Nivithigala in Ratnapura district and Dehiovita, Kegalle, Mawanella in Kegalle district to facilitate the data collection work. The approval letter was issued to address the selected School Principals and Zonal Directors of Education.

However, the researcher had to carry out the study within a short period of few months, utilizing his own financial and other resources. Another constraint that the researcher faced was the very short time duration for collecting data. It was done in a short vacation spent in Sri Lanka as the researcher was expected to continue his research study programme (MLIS) in a foreign university i.e. University of Malaya, Malaysia.

The questionnaire was translated into Sinhala language to facilitate better understanding among the samples. The questionnaires were mailed to the samples in October 2001 and they were given a period of three weeks to complete the

questionnaire. The letter of approval from the provincial education authority was also attached to the questionnaire. Follow-up reminders were made by the telephone and personal visits to some schools. It was very difficult to follow-up, because of limited time and geographical barriers of some of those schools. Some colleagues of education office Sabaragamuwa were given the responsibility to pass reminders when they visited those schools for classroom supervision. Unfortunately, some respondents did not reply the questionnaire by the due date.

VALIDITY OF THE DATA COLLECTED

In unobtrusive analysis, researcher tends to use small samples in terms of the number of respondents tested and the number of questions asked. This is to ensure that the large sample will involve considerable costs and incur administrative difficulties in the way of various responds of the respondents. However, researcher using unobtrusive analysis need to access and demonstrate that quality of the data collected. They need to address the issue of validity and reliability in their response. Require and adherence to specific strategies employed to increase the quality of data collected prior to distribute the questionnaire.

The validity access the extent to which the main research instrument, a list of 21 reference questions, measures accurately what it purports to do. In this study, the purpose of the questionnaire is to determine or measure the clear and understanding questions and responds rate of the likert-scale, that is percentage of positive and negative perceives of respondents. Ensure validity requires a representative collection of responds items.

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On the ways to ensure content validity of a research instrument is to obtain the opinion of colleagues in the field. In this respect, the original questionnaire constructed was submitted to a group of graduating Master of Library Information Science (MLIS) students, who are also practicing librarians and library project coordinators for recommendations on format, readability and level of difficulties.

In order to determine the reliability and validity of the questionnaire the researcher visited four schools in the Ratnapura district, Sabaragamuwa and distributed questionnaires to the teacher librarians as a pre-test. This was done with the approval from the school principal. During this pre-test the researcher did not face any problem. The teacher librarians also did not face any problem in answering the questionnaire.

DATA ANALYSIS

The researcher had taken into account the methods of presenting and analyzing the data gathered from the three groups of respondents. The data collected using the procedure described in the earlier section was reported. Appropriate statistics include frequency counts, percentage, means and standard deviations. Statistical package for social science (SPSS) version 10.0 for windows was used to analyze the data. The training and education requirements of the teacher librarians were tabulated to demonstrate which requirements were rated essential in each part of the responded questionnaire. Responses were calculated according to the rated criteria. Some of the important parts were described using graphs and cross tabulation data. The results obtained are presented in narrative and tabulate form in the following chapter.

SUMMARY

This chapter explained the method used to conduct the study. The study employed a survey research method. The aims and the research questions were described at the beginning of this chapter. The steps of the study build-up were pointed out earlier, including the instrument used for collecting data and analyzing method used for the collected data. The data used in this study were based on the responses of 25 teacher librarians, 27 school principals and 08 school administrators, which returned the complete questionnaires sent to them in beginning of October 2001. The original sample was 108 people in above three categories. Only 55.6 % complete questionnaires were used for the study. A structured questionnaire consisted of three sections was developed covering the training and education needed for the teacher librarians. Most of the questions were arranged in Likert-type scale. The data collected were analyzed and reported using SPSS Version 10.0 for windows.

The next chapter presents the data analysis for this study.

CHAPTER FOUR

ANALISIS 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.

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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.

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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.

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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			
		Teacher librarian N= 25	Principal N= 27	Education officer N= 08	Total
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. Deviation	0.59	0.42	0.35	0.51
b. The skill of identifying needs of materials to the library	Mean	4.88	4.93	4.63	4.87
	Std. Deviation	0.33	0.27	0.52	0.34
c. The skill of negotiating and taking gifts for the library	Mean	4.36	4.63	4.88	4.55
	Std. Deviation	0.76	0.49	0.35	0.62
d. The skills to select appropriate principles to weed and inventoried materials and equipment	Mean	4.72	4.67	4.88	4.72
	Std. Deviation	0.46	0.48	0.35	0.45
e. The cooperative skills with teachers and offices to develop and evaluate library resources	Mean	4.80	4.33	4.75	4.58
	Std. Deviation	0.41	0.68	0.46	0.59

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	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.

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.

CHAPTER FIVE

SUMMARY AND CONCLUSION

This chapter presents the summary of the study significance of finding and conclusions resulted from the study. It concludes with a discussion on recommendations for further research.

Summary of the study

It is significant that in those countries where school libraries are well-established, the people who man the library should have knowledge and skills obtained through successful teaching experience, training foundation areas such as library management and in-service experience in areas directly related to the library. Therefore it is a very important task to educate and train teacher librarians to perform their duty effectively and efficiently in the schools. Studies on teacher librarians are very rare in Sri Lankan context, mainly because the teacher librarian profession was established quite recently. Thus to seek information, that can be of help towards achieving excellence in the management and service in the school libraries, this study was conducted to look into the education and training aspects of teacher librarians in Sri Lanka.

The purpose of this study was to examine the education and training needs of teacher librarians in Sri Lanka. The study compared three groups of respondents to reveal

needs and requirements of appropriate training programmes. Hence, this study attempted to answer the following research questions.

  i.   What are the duties of the teacher librarians in Sri Lanka?

  ii.   What types of training programmes currently provided for the teacher librarians in Sri Lanka?

  iii.   Are there any drawbacks in the training programmes of the teacher librarians?

  iv.   If so, what are the suggestions to enhance the training programmes for the teacher librarians in Sri Lanka?

A review of the literature related to the problems of the study was conducted. However there was very limited literature found on the topic, especially on the local sense, which have been conducted in last two decades.

The study employed a survey research method to address the research objectives and problems. A likert-scale questionnaire was designed as the research instrument to collect the data. The sample was selected to launch the study in the Sabaragamuwa Province of Sri Lanka. The sample consisted of 50 teacher librarians, 50 school principals, and eight education officers. Sixty questionnaires were accepted for data analysis. The data was analyzed using the statistical package for social science (SPSS) 10.0 for windows. Descriptive statistics and cross-tabulated data were used to obtain the results. Results were described in seven areas. It is very important to examine the existing situation and draw the attention on designing training programmes for teacher librarians at the grass-root level of the teacher librarians' career in Sri Lanka profession.

Summary of the findings

The principal findings of the study are as follows:

Firstly it was found that teacher librarians perform very limited activities within the schools. The only two activities conducted are lending books and inventoried materials. The activities of acquisition and cataloguing of materials are not conducted by teacher librarians. Besides teaching, they are also involved with the projects on development of reading habits. It can be concluded that most of the library tasks are not operating within the school libraries. On the other hand there is no guidance or direction to promote such creative activities on school library. The school library appears to be an inactive organization in the active school organization. The school library heads are doing other duties in the school library, due to the lack of staff and resources.

The study also found that respondents highly rated intensive / short courses and degree level courses. A high majority disagreed with training programmes that include only library science areas. They insisted more computer education to extent their knowledge and skills in computer and Internet usage.

The study revealed that there are vast differences between current training programmes available and training needs of teacher librarians, on comparison of current training programmes in Library and Information Science education in Sri Lanka. The traditional training programmes have not helped teacher librarians to practise essential

skills. Most of the respondents did not agree with available training areas because it's not suitable to achieve the current training and education requirements of the teacher librarians.

It was also found that the current training programme do not adhere with the teacher librarians training needs because of the drawbacks it has. It is recommended that the current training programmes be revised immediately.

To enhance the current training programmes, the respondents suggested the followings to be included in the programmes:

i.   Collection development skills for teacher librarians.

ii.   Traditional library work such as cataloguing and acquisition.

iii.   Library management skills.

iv.   Resource management skills.

v.   User education activities.

vi.   Professional ethics for the teacher librarians.

The study also revealed other suggestions by respondents. Among others; to train more young people, retraining and feedback, to conduct training in small groups, and to get training support from the Ministry of Education were indicated. Further more they noted to coordinate with library experts and responsible institution at the training programmes based on the existing social environment. Conducting performance appraisal at the training programmes is very essential. Training programmes should be flexible and friendly.

Conclusion

As a result of the data findings from the study, the following conclusions appeared to be warranted.

1.   Most of the teacher librarians are in very poor level of LIS qualification. Some of them have computer skills, but they do not using those abilities for information retrieval or library activities. The result revealed by the research shows that all of them need to be trained in library and information science subjects to perform their duty well. It also appeared that training programmes are not available island wide for teacher librarians. It can be concluded the teacher librarians do not have enough LIS education equally with their profession.

2.   The researcher examined the duties of teacher librarians in Sri Lanka. The study revealed that the teacher librarians are limited to very few library activities in their school libraries (the highest percentage of the duties involving are only circulation and inventoried the materials). Apparently they are involved with basic library activities. It is discovered that most of the Sri Lankan school libraries are inactive in Sri Lankan schools because of despite by the higher authorities (most of the teacher librarians did not involve with the acquisition activities). The school libraries are sinking and isolating themselves by the policy makers in the education sector. Other than the circulation activities (it is better to address as lending books) and inventoried materials, teacher librarians have vast capacity of work in and out of the school library. The research result revealed that they were not able to setup those activities in the school library. Most of the teacher librarians

are teaching specific subjects in the classrooms other than teaching information skills or involving in the library works. It is the result of the inadequate teachers in Sri Lankan schools. This situation directly affected school libraries and automatically school library activities are going away from the school curriculum. Some times school library is closed during school hours because the teacher librarian is performing his teaching duties. When the researcher visited some of the sample schools, a teacher librarian was teaching in a classroom based on the school timetable. It seems that 'the school library is dead' in the school premises. Most of the schools did not have enough space or separate building facilities for the library. Very few book racks or a cupboard contained the whole library in small schools. This has resulted to the teacher librarian performing limit, basic and very few activities in the school library. Thus they lack experiences and skills in the library activities.

3.   The survey revealed that the respondents rated intensive or short courses as essential and they rejected on the job training programmes. However the LIS and computer based programmes were appreciated. Obviously the respondents were unable to understand the concept of on the job training. Another separate body, other than the school, should organize the training programmes. It may help to change participants' attitudes from the traditional thinking to creative thinking. According to the research result the training programmes should be integrated with the school curriculum, practical, and in-service training programmes. Trainees too need to change environment when undergoing training programmes.

4.   The most significant finding of the research is that the current training programmes do not fulfil the training needs of the teacher librarians. All respondents indicated that current training courses were not enough for them to perform their duties well. Some of them indicated they could not be able to rate the statement, due to ignorance in teacher librarians training programmes. One of the respondents indicated that it is very difficult to note responses, because of having not participating in the training programme yet.

Responses from the respondents reflected that current training programmes are not giving enough knowledge and skills to the teacher librarians. On the other hand most of them were not able to participate in those training programmes. It is very clear that the training programmes have it own weaknesses, among others. Some of them are as follows: the existing training programmes cannot give enough skills for teacher librarians; they are not available at any time for the teacher librarians, and do not satisfy the current requirements of teacher librarians. Insufficient content, disorganize pattern and training methods are further limitations. It can be concluded the current training programmes are not enough to develop existing level of the school libraries and the skills of the teacher librarians.

5.   The research revealed future requirement of teacher librarians training programmes, according to the result related to the training needs of teacher librarians. Most of the respondents accepted the requirements mentioned in the survey. According to the research findings teacher librarians involved with collection development activities without any guidelines. The collection development procedures varied from one school to another. There is no established guideline for selecting or developing the collection.

According to the survey findings, school libraries are not practicing even traditional library work. The training of traditional library work also has to be modified to suit current requirement.

The very important part of the skill needs for a teacher librarian is library management and the resource management skills. The lack of training in these areas resulted weak management performance in the school libraries. Most of the school libraries are not well organized, not well planned and not properly arranged. Schools are very poorly equipped with library resources. Some times the school library is situated in one of the corner of the school or is limited to a very few book cupboards or racks. To avoid these restrictions, training programmes should be able to accelerate development of school libraries.

6.   To promote the teacher librarians personal qualities, training programmes should be modernized according to the current requirements. Leadership styles and professional ethics can change teacher librarians attitudinal framework related to professional and personal values. This may be the most valuable part of any training programme, unconsciously to get more advantages. This subtle of training needs could not be explained accurately, because of unlimited meanings of professional ethics and personal qualities. It can be concluded from the findings that these professional and personal skills developed by the training programmes may change negative attitudes of the participants.

Finally, it can be concluded that current training programmes do not adhere the teacher librarians' professional requirements. Those training programmes should be revised or reorganized to get proper benefit for the school library and the achievement level of the school education.

The following recommendations are proposed for consideration to design the training programmes for the teacher librarians.

Recommendations

Based upon the findings and conclusions of this study, the following recommendations were suggested.

1. The higher authorities that have responsibilities in policymaking should pay attention to the teacher librarians training requirements due to new technological change in the world. Failure to provide the right training programmes may result low achievement of the school education. It should be better to revise the existing training programmes to catch the teacher librarians' needs and new worlds' changers.

2. It is very important to note that the training programmes should be reorganized immediately; otherwise expected results may not be obtained from the teacher librarians.

3.   The major parties to provide training and education of teacher librarians can be identified. They are the National Institute of Library and Information Science (NILIS), Sri Lanka National Library Services Board (SLNLSB), Ministry of Education, and the Provincial Education Authorities (PEA). Those parties should be collaborating to organize suitable training programmes.

4.   The training programmes for the teacher librarians should be based on teacher librarians training requirements, with the flexible changers according to the social environment.

5.   It should be better to establish teacher librarians' duty list to direct and guide them in proper way to perform their duties.

6.   The teacher librarians should be able to get their training on the areas such as library and information science, information technology, management of library, teaching methods, government rules and regulation in acquisition, financial management, and personal management.

7.   Training programmes should be organized all over the country and reach the teacher librarians very easily. That may help teacher librarians to get their trainings at their regions. Most of the time teacher librarians have to go to the capital city for their training and education. According to the social, economic and transport problems faced by them,

they are unable to participating training and education programmes held at the capital city of Sri Lanka. This results in poor training and education in teacher librarians' profession.

8.   It is better to recruit young bloods, which have degree certificates to develop the school libraries. Some of the respondents noted that the young teacher librarians could work long time period after they get the training. It helps the library field for good service to the patrons. On the other hand, young people can obtain good knowledge at the training programmes, because of their positive attitudes and good level of the understanding in training concept.

9.   It is better to organize the practical training programmes to practice the library skills. Most of the respondents indicated that training programmes should be practical. Some of the library procedures such as cataloguing, computer based activities, and web based activities should be practiced.

10.   Retraining and feedback should be included when designing training programmes for the same participants. Training should be provided as pre-service training before placing the teacher librarians in school libraries.

11.   The education authorities should provide the higher education financial facilities for the teacher librarians. University education courses (Master or PhD) are expensive. Education authorities can make a plan to provide financial assistance for teacher librarians' further education.

12. The training programmes should include 60 % of library science subjects and 40 % of other subjects relevant to the library management, curriculum development, etc. The teacher librarians have to coordinate school curriculum, other subject coordinators and school activities other than library management and also library activities such as library management, user education, and library routine action etc. teacher librarians have to get knowledge at the training programmes to cover all these duties at the school library. It is suitable to organize library subjects and other subjects at the training programmes for teacher librarians.

13. The training programmes should be organized in different levels for different groups. For example, education officers, library assistants, and other related people in the libraries should participate in the library training programmes.

14. Training programmes should be flexible and easy to follow. Teacher librarians could not get good knowledge in rigid training programmes.

15. The trainers should identify the essential skills and training programmes. It should be based on those requirements. It should be helpful for the teacher librarians to perform their duty well. On the other hand, users will get an excellent service by the teacher librarians.

Recommendation for further research

As a result of the observation made in this study, a few suggestions are offered for
further research.

1. A study with comparison of training programmes between developed and
   developing countries can be conducted to get an idea about well-planned training
   programmes.

2. A study should be conducted to determine suitable training methods for the
   teacher librarians. Most of the time training programmes which are not designed
   with appropriate training methods, failed in achieving its objectives.

3. A similar study can be conducted and include more samples and different
   categories of respondents.

4. The content of training programmes needs to be evaluated to determine its
   strengths and weaknesses.

5. A study should be better conducted in other areas to check for local or regional
   differences e.g. rural vs. urban.

Summary

This chapter has presented the summary of the research study and the findings, followed by conclusions and recommendations drawn from the study. It clearly noted the current situation of the teacher librarians' profession in Sri Lanka. There are some weaknesses in current training programmes, because existing training programmes do not satisfy teacher librarians training needs. Essential skills for the teacher librarians to develop at the training programmes are also recommended. The chapter concludes with the discussion on direction for further research that could point the ways to the development of teacher librarians' education and training.

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Date : 25 June 2002

To Whom It May Concern,

Dear Sir / Madam,

Mr Padmasiri Thenabadu (Matric no. WGBY00020)

With reference to the above, we wish to inform you that the bearer of this letter, Mr Padmasiri Thenabadu, is a final year student following the Master in Library and Information Science programme at the University of Malaya in Kuala Lumpur, Malaysia.

He is currently doing research for his dissertation titled *Training and Education of teacher Librarians in Sri Lanka*. This dissertation is the final component of the programme that he has to complete before he can be awarded the degree.

We sincerely hope that your good self can assist him in whatever manner possible so that he can successfully complete his dissertation.

Sincerely yours,

Ms Nor Edzan Haji Che Nasir

COORDINATOR
Master of Library and Information Science Programme
Faculty of Computer Science & Information Technology
University of Malaya
50603 Kuala Lumpur
MALAYSIA

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(04) එම තොරතුරු ඉතා ඉස්මිත්ත් ලබා දෙන ලෙසත් එම තොරතුරු ඔහුගේ ශ්‍රී ලංකාවේ
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3. ර්‍ජමල් ලිපිනය thenabadu@hotmail.com

පිටපත - පී.තේනබදු මහතා

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සබරගමු පළාත

EDUCATION AND TRAINING OF TEACHER LIBRARIANS IN SRI LANKA

Please write down your details and responses for questions given below;

PART – A: GENERAL INFORMATION

Please complete the blanks given bellow with your necessary information;

1). Position of the responder:

Teacher Librarian ☐   Principal ☐   Administrator ☐

2). Name of the Education zone………………………………

3). Experience in the position…………………

4). Highest academic qualification……………………

5). Professional qualification (in library field)…………………………………………………

……………………………………………………………………………………………………

6). Other qualification in library and information field………………………………………

……………………………………………………………………………………………………

7). The qualification in computer and information technology……………………………

……………………………………………………………………………………………………

8). If you are in-charge of the school library, please tick (√) your responses in the cage

given, whether you are perform following duties.

☐ Acquisition of materials

☐ Cataloguing of materials

☐ Circulation of materials

☐ Inventorying of materials

☐ Organizing the reading habit projects for the school children

☐ Organizing the library programmes with the community

☐ Teaching the specific subjects in the classroom other than the information   science

☐ Other duties (please indicate)

PART – B: TRAINING AND EDUCATION FOR THE TEACHER LIBRARIANS.

9). What is training and education in librarianship deemed necessary for the profession of teacher librarians in Sri Lanka schools? Please rate the followings from 1 to 5 depending on whether you think training and education is

[1] Undecided

[2] Not relevant

[3] A peripheral area of little use for the teacher librarians

[4] Useful for teacher librarians to perform their duty

[5] Very essential for teacher librarians to perform their duty well

Please put the (√) in the cage given.

	Statement	[1]	[2]	[3]	[4]	[5]
a.	Participate to the intensive / short courses	[1]	[2]	[3]	[4]	[5]
b.	Training programmes given by the SLNLSB*	[1]	[2]	[3]	[4]	[5]
c.	Certificate in library science	[1]	[2]	[3]	[4]	[5]
d.	Diploma in library science	[1]	[2]	[3]	[4]	[5]
e.	Undergraduate degree in library science	[1]	[2]	[3]	[4]	[5]

Table continues

Table continued

f.	Undergraduate degree in information technology	[1]	[2]	[3]	[4]	[5]
g.	Undergraduate degree in education	[1]	[2]	[3]	[4]	[5]
h.	Post graduate degree in library science	[1]	[2]	[3]	[4]	[5]
i.	Post graduate degree in information technology	[1]	[2]	[3]	[4]	[5]
j.	Any degree in computer science	[1]	[2]	[3]	[4]	[5]
k.	(other ideas)	[1]	[2]	[3]	[4]	[5]
l.		[1]	[2]	[3]	[4]	[5]

* Sri Lanka National Library Services Board

10). Please tick (√) the given space and indicate your other response in the blank space.

Please rate the followings from 1 to 5 depending on you are to respond to each statement

including whether you:

SA – Strongly Agree [5]

A – Agree [4]

D – Disagree [3]

SD – Strongly Disagree [2]

U – Undecided / No opinion [1]

THE CURRENT TRAINING PROGRAMMES

	Statement	SA	A	D	SD	U
a.	The available training in acquisition is very important	[1]	[2]	[3]	[4]	[5]
b.	The training of cataloging rules are sufficient to perform the teacher librarians duty	[1]	[2]	[3]	[4]	[5]
c.	The trainings for the circulation rules are useful	[1]	[2]	[3]	[4]	[5]
d.	The available trainings in financial management is sufficient to manage the school library	[1]	[2]	[3]	[4]	[5]
e.	The trainings for reference services is enough	[1]	[2]	[3]	[4]	[5]
f.	The trainings for use equipment and technology is enough to use computers and Internet in the library	[1]	[2]	[3]	[4]	[5]
g.	The available training programmes given enough knowledge and skills to use CD-ROMs	[1]	[2]	[3]	[4]	[5]
h	The library training programmes are always link with the school curriculum	[1]	[2]	[3]	[4]	[5]

11). You are to respond to each statement including whether you:

SA – Strongly Agree [5]

A – Agree [4]

D – Disagree [3]

SD – Strongly Disagree [2]

U – Undecided / No opinion [1]

Please mark (√) appropriate boxes. You better suggest your opinion in the blank spaces provided.

	THE TEACHER LIBRARIANS TRAINING PROGRAMMES SHOULD	SA	A	U	D	SD
a.	A IN-SERVICE in training institute	[1]	[2]	[3]	[4]	[5]
b.	On the job training	[1]	[2]	[3]	[4]	[5]
c.	Inter grated with the school curriculum	[1]	[2]	[3]	[4]	[5]
d.	Include computer based new technology	[1]	[2]	[3]	[4]	[5]
e.	Include only library science subjects	[1]	[2]	[3]	[4]	[5]
f.	It should be fully practical training	[1]	[2]	[3]	[4]	[5]
g.	(other ideas)	[1]	[2]	[3]	[4]	[5]
h.	(other ideas)	[1]	[2]	[3]	[4]	[5]

PART C: SKILLS OF THE TEACHER LIBRARIANS

12). How necessary would each of the following skills be to teacher librarians to perform their roles satisfactory?

Please rate the following skills form 1 – 5depending on whether you think the skill is

[5] Very essential

[4] Essential

[3] Some extent

[2] Not useful

[1] No opinion / undecided

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Please indicate your personal opinions related to the teacher librarians skills in the blank spaces given, with the rank.

I) COLLECTION DEVELOPMENT

a.	The skills of provide appropriate teaching aids not available in the school for the teachers	[1] [2] [2] [4] [5]
b.	The skills of identifying need of materials to the library	[1] [2] [2] [4] [5]
c.	The skills of negotiate and take gift for the library	[1] [2] [2] [4] [5]
d.	The skills to apply appropriate principles to weed and inventory materials and equipments	[1] [2] [2] [4] [5]
e.	The cooperative skills with teachers and offices to develop and evaluate library resources	[1] [2] [2] [4] [5]
f.		[1] [2] [2] [4] [5]
g.		[1] [2] [2] [4] [5]

II) ACQUISITION

a.	The skills of selecting, ordering, receiving and processing materials according to the requirement	[1] [2] [2] [4] [5]
b.	The ability to budgeting and keeping accounts	[1] [2] [2] [4] [5]
c.	Making reports operating other financial matters regarding library materials with higher authorities	[1] [2] [2] [4] [5]

Table continued

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Table continues

d.	The ability to index the available materials and make the information sources in the collection fully available for subject / author / title searching	[1] [2] [2] [4] [5]
e.		[1] [2] [2] [4] [5]
f.		[1] [2] [2] [4] [5]

III) THE LIBRARY MANAGEMENT IMPLEMENTATION

a.	The skills to design goals for library development	[1] [2] [2] [4] [5]
b.	Skills to manage existing space for every component	[1] [2] [2] [4] [5]
c.	The skills to design library policy and regulations	[1] [2] [2] [4] [5]
d.	The skills to evaluate and modify the library activities according to the current technological changers	[1] [2] [2] [4] [5]
e.	The skills to adopt education innovations for enhance the school achieving level.	[1] [2] [2] [4] [5]
f.	The ability to organize community involvement to share and obtain library resources to develop the library wealth and environment.	[1] [2] [2] [4] [5]
g.	The skills to manage relationship with other libraries.	[1] [2] [2] [4] [5]
h.		[1] [2] [2] [4] [5]

IV) RESOURCES MANAGEMENT

a.	The skills to plan and use available space	[1] [2] [2] [4] [5]
b.	The skills of organize and develop the collection	[1] [2] [2] [4] [5]
c.	The awareness and skills of preservation and reservation resources at the library	[1] [2] [2] [4] [5]
d.	The skills for use information technology and equipment for the users	[1] [2] [2] [4] [5]
e.	The ability to identify and provide available resources	[1] [2] [2] [4] [5]
f.		[1] [2] [2] [4] [5]
g.		[1] [2] [2] [4] [5]

V) USER EDUCATION

a.	The training programmes for teacher librarians giving necessary individual/group instruction methods to teach information skills	[1] [2] [2] [4] [5]
b.	Teacher librarians are obtaining reading guide instructions at the TL trainings	[1] [2] [2] [4] [5]
c.	The training programmes are planned to give teaching methods for user education activities	[1] [2] [2] [4] [5]
d.	Education psychology is very essential to the teach information skills and understand the students	[1] [2] [2] [4] [5]
e.		[1] [2] [2] [4] [5]

VI) PERSONEL MANAGEMENT AND LEADERSHIP SKILLS

a.	The ability of communication with members of school is very essential for the teacher librarians	[1] [2] [2] [4] [5]
b.	The skills of dealing with higher authorities is benefit to the teacher librarian	[1] [2] [2] [4] [5]
c.	The communication skill is very important to provide library resources to students, teachers and others	[1] [2] [2] [4] [5]
a.	Considerable professional ethics.	[1] [2] [2] [4] [5]
b.	Skills as a manager in the library	[1] [2] [2] [4] [5]
c.	Appropriate organizing skills	[1] [2] [2] [4] [5]
d.	Teaching skills to teach information skills for all	[1] [2] [2] [4] [5]
e.	Administrative skills	[1] [2] [2] [4] [5]
e.		[1] [2] [2] [4] [5]

Please write your other comments regarding teacher librarians training

(below)…………………..

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

ශ්‍රී ලංකා ගුරු පුස්තකාලයාධිපති අධ්‍යාපනය හා පුහුණුව පිළිබඳ අධ්‍යයනයක් පුස්තකාල හා තොරතුරු තාක්ෂණ විද්‍යාව පිළිබඳ විද්‍යාපති උපාධිය සඳහා ඉදිරිපත් කරනු ලබන පර්යේෂණ නිබන්ධනයට තොරතුරු ලබාගැනීමේ ප්‍රශ්නාවලිය

ඒ.කොටස - සාමාන්‍ය තොරතුරු

කරුණාකර සුදුසු තොරතුරු මගින් සපයා ඇති හිස්තැන් පුරවන්න.

1. ඔබගේ තත්ත්වය / රැකියාව :- ....
    ගුරු පුස්තකාලයාධිපති ☐   විදුහල්පති ☐   පරිපාලන ☐

2. අධ්‍යාපන කාලාපය :- ....

3. සේවා පළපුරුද්ද වර්ෂ :- ....

1. උසස්ම අධ්‍යාපන සුදුසුකම :-
    (i) පුහුණු   :-
    (ii) උපාධි   :-
    (iii)පශ්චාත් උපාධි :-
    (iv)වෙනත්   :-   (සඳහන් කරන්න)

2. වෘත්තිය සුදුසුකම (පුස්තකාල කේෂ්ත්‍රය) :-
    ....
    ....
    ....

3. පුස්තකාල හා තොරතුරු විද්‍යා කේෂ්ත්‍රයේ වෙනත් සුදුසුකම
    (i) පුහුණු :-
    (ii) උපාධි :-
    (iii)වෙනත් :-

4. පරිගණක හා තොරතුරු තාක්ෂණ කටයුතු පිළිබඳ සුදුසුකම/පලපුරුද්ද :-
    ....
    ....
    ....

8. ඔබ ගුරු පුස්තකාලයාධිපතිවරයෙකු නම් පහත දක්වා ඇති ප්‍රකාශණ සමග ඔබගේ අදහස් ගැලපේදැයි සෑදා ලබා දී ඇති හිස් කොටු වල (√) ලකුණ යොදා සටහන් කරන්න. ඔබ ගුරු පුස්තකාලයාධිපතිවරයෙකු ලෙස පහත කටයුතු වලට සහභාගී වේද?

    ☐ පුස්තකාල මිලදී ගැනීම

    ☐ පොත් වර්ගීකරණය පිළිබඳ කටයුතු

☐ සෑණද සේවාවන් (පොත් බැහැර දීම වැනි)

☐ පරිග්‍රහණ ලේඛණ පවත්වා ගැනීම ඉවත් කිරීම

☐ කියවීම් මාර්ගෝපදේශ උපදේශයන් සංවිධානය

☐ පාසැල් පුස්තකාල වැඩ සටහන් ප්‍රජා සහභාගීත්වයෙන් සංවිධානය

☐ වෙනත් විෂයන් ඉගැන්වීම

☐ වෙනත් කටයුතු

බී කොටස - ගුරු පුස්තකාලයාධිපතිවරුන්ගේ අධ්‍යාපනය හා පුහුණුව

(9) ශ්‍රී ලංකා පාසැල් වල ගුරුපුස්තකාලයාධිපතිවරුන් සඳහා ලබා දිය යුතු අධ්‍යාපනය හා පුහුණුව සම්බන්ධයෙන් වඩා සුදුසු යයි ඔබ සිතන්නේ කුමක්ද? පහත දක්වා ඇති 1-5 දක්වා වූ ප්‍රකාශන සමග ඔබගේ අදහස් ගැලපේදැයි ඊට අදාල මුල් ප්‍රකාශය සමග සසඳා ලබා දී ඇති හිස් කොටු වල (√) ලකුණ යොදා සටහන් කරන්න. ඔබගේ අදහස් අදාල හිස්තැන් වල දක්වා කාණ්ඩ කරන්න.

ගුරු පුස්තකාලයාධිපති අධ්‍යාපනය හා පුහුණුව

(1) ඔවුන්ගේ සේවය ලබා දීමට වඩා වැදගත් වේ.

(2) ඔවුන්ගේ සේවය ලබා දීමට වැදගත් වේ.

(3) තරමක් දුරට එම සේවය සඳහා අවශ්‍ය වේ.

(4) අදාල නොවේ.

(5) තීරණය කල නොහැකිය.

අ	කෙටිකාලීන හෝ පූර්ව සේවා පාඨමාලා වලට සහභාගී වීම	(1)	(2)	(3)	(4)
ආ	පුස්තකාල සේවා මණ්ඩලයේ පාඨමාලා වලට සහභාගී වීම	(1)	(2)	(3)	(4)
ඇ	පුස්තකාල විද්‍යා සහතික පාඨමාල වලට සහභාගී වීම	(1)	(2)	(3)	(4)
ඇ	පුස්තකාල විද්‍යා මූලික උපාධියක් ලබා ගැනීම	(1)	(2)	(3)	(4)
ඉ	තොරතුරු තාක්ෂණය පිළිබඳව මූලික උපාධියක් ලබා ගැනීම	(1)	(2)	(3)	(4)
ඊ	පුස්තකාල විද්‍යා පශ්චාත් උපාධියක් ලබා ගැනීම	(1)	(2)	(3)	(4)
උ	තොරතුරු තාක්ෂණය පිළිබඳ පශ්චාත් උපාධියක් ලබා ගැනීම	(1)	(2)	(3)	(4)
උ°	පරිගණක විද්‍යාව පිළිබඳ කුමණ හෝ උපාධියක් ලබා ගැනීම	(1)	(2)	(3)	(4)
ඒ		(1)	(2)	(3)	(4)

(10) පහත දී ඇති ප්‍රකාශණ සමග ඔබගේ අදහස් එකහ වේදැයි බලා ලබා දී ඇති හිස් කොටුවල (√) ලකුණ යොදන්න. ඔබගේ වෙනත් අදහස්ද හිස් කොටුවල ලියා අදාල කාණ්ඩයේ (√) ලකුණ යොදන්න.

SA වඩාත් එකහ වෙමි
A එකහ වෙමි
D එකහ නොවෙමි
SU වඩාත් එකහ නොවෙමි
U තීරණය කළ නොහැකිය

දැනට පවතින පුහුණු වැඩසටහන් ....,

		SA	A	D	SD	U
අ	පුස්තකාල මිළදී ගැනීම සදහා ඇති පුහුණු වැඩසටහන් ඉතා වැදගත් වේ	(1)	(2)	(3)	(4)	(5)
ආ	පොත් වර්ගීකරණය පිළිබඳ පවතින පුහුණුව පාසල් පුස්තකාල කටයුතු වලට ප්‍රමාණවත් වේ	(1)	(2)	(3)	(4)	(5)
ඇ	‍යොණද සේවාවන් (පොත් බැහැර දීම වැනි) සදහා ඇති පුහුණුව ප්‍රමාණවත් වේ	(1)	(2)	(3)	(4)	(5)
ඈ	මුදල් කළමනාකරණ පුහුණු වැඩසටහන් පාසැල් පුස්තකාල කළමනාකරණයට ඉවහල් වේ.	(1)	(2)	(3)	(4)	(5)
ඉ	විමර්ශණ සේවා සදහා ලැබෙන පුහුණුව සතුටු දායකය	(1)	(2)	(3)	(4)	(5)
ඊ	තාක්ෂණික උපකරණ හා මෙවලම් පිළිබඳ පුහුණුව පුස්තකාලයේ පරිගණක හා අන්තර්ජාලය භාවිතයට යොදා ගැනීමට ප්‍රමාණවත් වේ.	(1)	(2)	(3)	(4)	(5)
උ	පවතින පුහුණු වැඩසටහන් CD තැටි පරිගණයට අවශ්‍ය දැනුම කුසලතා ලබා දේ.	(1)	(2)	(3)	(4)	(5)
ඌ	පුස්තකාල පුහුණු වැඩසටහන් සෑම විටම පාසල් විෂය මාලාව සමග සම්බන්ධ වී ඇත.	(1)	(2)	(3)	(4)	(5)
එ		(1)	(2)	(3)	(4)	(5)

(11) පහත ප්‍රකාශණ සමග ඔබගේ එකහතාව දී ඇති කොටු තුල (√) ලකුණ යොදා සටහන් කරන්න. ඔබගේ යෝජනාද එකතු කරන්න. පහත ප්‍රකාශණය සමග

SA - දැඩිව එකහ වෙමි
A - එකහ වෙමි
D - එකහ නොවෙමි
SD - දැඩිව එකහ නොවෙමි
U - තීරණය කළ නොහැක

ගුරු පුස්තකාලයාධිපති පුහුණු වැඩසටහන්

		SA	A	D	SD	U
	පුහුණු ආයතනයක් තෝරා ගැනීමේ දී අදාළ කරුවන්ට වගකීම් පැවරිය යුතුද?					
අ	පුහුණු ආයතනයකින් ලබා දීම සුදුසු	(1)	(2)	(3)	(4)	(5)
ආ	සේවා ස්ථානයේම පුහුණුව සුදුසු	(1)	(2)	(3)	(4)	(5)
ඉ	පාසල් විෂය මාලාව සමග සම්බන්ධ විය යුතුය	(1)	(2)	(3)	(4)	(5)
ඊ	නව පරිගණක තාක්ෂණය සහිත විය යුතුය	(1)	(2)	(3)	(4)	(5)
උ	පුස්තකාල විෂයන් පමණක් ඇතුලත් විය යුතුය	(1)	(2)	(3)	(4)	(5)
ඌ	සම්පූර්ණ ප්‍රායෝගික පුහුණුවක් විය යුතුය	(1)	(2)	(3)	(4)	(5)
		(1)	(2)	(3)	(4)	(5)

සී කොටස - ගුරු පුස්තකාලයාධිපතිගේ දක්ෂතාවයන් / හැකියාවන්

(12)   ගුරු පුස්තකාලයාධිපති වරුන්ට පහත සදහන් දක්ෂතාවයන් / හැකියාවන් තම සේවය වඩා
     ඵලදායීව සැපයීමට කොතරම් දුරට ඉවහල් වේද?

1 - 5 දක්වා දී ඇති ප්‍රකාශ සමග කොතරම් දුරට ගැලපේදැයි තරා කොට අදාල හිස් කොටුවේ ඔබේ
එකඟතාව අදාල අංකය උඩ (X) ලකුණ යොදා සටහන් කරන්න. නව අදහස්ද එක්කරන්න.

ගුරු පුස්තකාලයාධිපතිවරුන් සදහා පහත දැක්වෙන දක්ෂතා/හැකියා

   (1) අත්‍යාවශ්‍යවේ
   (2) අවශ්‍ය වේ
   (3) තරමක් දුරට අවශ්‍ය වේ
   (4) අවශ්‍ය නොවේ
   (5) තීරණය කල නොහැක

(i) ප්‍රකාශණ / ග්‍රන්ථ සම්පත් සංවර්ධනය

		SA	A	D	SD	U
අ	පාසලේ දැක්නට නොමැති අවශ්‍ය ඉගනුම් ආධාරක ගුරුභවතුන් වෙත සපයා දීමේ හැකියාව	(1)	(2)	(3)	(4)	(5)
ආ	පුස්තකාලයේ අවශ්‍යතා හඳුනා ගැනීමේ හැකියාව	(1)	(2)	(3)	(4)	(5)
ඇ	පුස්තකාලයට ආධාර ලබාගැනීමට ඇති දක්ෂතාවය	(1)	(2)	(3)	(4)	(5)
ඈ	පරිග්‍රහණ ලේඛණ පවත්වා ගැනීම ඉවත් කිරීම පිළිබඳ මුලධර්ම යොදාගැනීමේ හැකියාව	(1)	(2)	(3)	(4)	(5)
ඉ	පුස්තකාල සම්පත් සංවර්ධනය හා ඇගයීමට ගුරුවරුන් හා අනෙකුත් නිලධාරින් සමග සම්බන්ධ වීමේ ඇති හැකියාව	(1)	(2)	(3)	(4)	(5)
ඊ		(1)	(2)	(3)	(4)	(5)

(ii) පුස්තකාල සම්පත් මිලදී ගැනීම

		SA	A	D	SD	U
අ	පාසැල් අවශ්‍යතාව පරිදි පොත් තෝරා ගැනීම, ඇනවුම් කිරීම ලබා ගැනීම හා යොදාගැනීමේ හැකියාව	(1)	(2)	(3)	(4)	(5)
ආ	මුලකරණය හා ගිණුම් කරණ හැකියාව	(1)	(2)	(3)	(4)	(5)
ඇ	පුස්තකාල අවශ්‍යතා සම්බන්ධ මුල්‍ය වාර්තා කරණය, අනෙකුත් මුල්‍ය කටයුතු විවිධ අධිකාරින් සමග සම්බන්ධ වී ඉටු කර ගැනීමේ හැකියාව	(1)	(2)	(3)	(4)	(5)
ඈ	තොරතුරු සම්පත් සහ ග්‍රන්ථ එකතු කතෘ ,මතෘකාව, විෂය ආදි වගයෙන් වර්ග කර භාවිතා කිරීමේ ඇති හැකියාව	(1)	(2)	(3)	(4)	(5)
ඉ		(1)	(2)	(3)	(4)	(5)
ඊ		(1)	(2)	(3)	(4)	(5)

(iii) පුස්තකාල කළමනාකරණය

		SA	A	D	SD	U
අ	පුස්තකාල සංවර්ධන අරමුණු නිර්මාණ හැකියාව	(1)	(2)	(3)	(4)	(5)
ආ	පවතින ඉඩකඩ සෑම පුස්තකාල කාර්යකටම යොදා ගැනීමේ හැකියාව	(1)	(2)	(3)	(4)	(5)
ඇ	පුස්තකාල ප්‍රතිපත්ති හා නිති රීති නිර්මාණයේ ඇති දක්ෂතාවය	(1)	(2)	(3)	(4)	(5)
ඈ	පාසල් සාක්ෂරතා මට්ටම නැඟීමට අධ්‍යාපන නවීකරණයන් සකස් කර ගැනීමේ හා යොදාගැනීමේ දක්ෂතාවයන්	(1)	(2)	(3)	(4)	(5)
ඉ	පාසැල් පුස්තකාල සම්පත් හා වාතාවරණය සවර්ධනයට පුජා සහභාගිත්වය සංවිධානයේ ඇති දක්ෂතාවය	(1)	(2)	(3)	(4)	(5)
ඊ	අනෙකුත් පුස්තකාල සමග සම්බන්ධතා පැවැත්වීමේ දක්ෂතාවය	(1)	(2)	(3)	(4)	(5)
උ						

(iv) සම්පත් කළමනාකරණය

අ	පුස්තකාල ඉඩකඩ සැලසුම් කිරීම හා යොදා ගැනීමේ දක්ෂතාවය	(1)	(2)	(3)	(4)	(5)
ආ	පුස්තකාල සම්පත් සංවර්ධනය සංවිධානය කිරීමේ දක්ෂතාවය	(1)	(2)	(3)	(4)	(5)
ඇ	පුස්තකාල පවතින සම්පත් සංරක්ෂණය හා වෙන්කිරීමේ දක්ෂතාවය	(1)	(2)	(3)	(4)	(5)
ඈ	තොරතුරු තාක්ෂණ මෙවලම් පාඨකයන් සඳහා යොදාගැනීමේ දක්ෂතාවය හා අවබෝධය	(1)	(2)	(3)	(4)	(5)
ඉ	පවතින සම්පත් හඳුනා ගැනීමේ හා සැපයීමේ දක්ෂතාවයන්	(1)	(2)	(3)	(4)	(5)

(v) පාඨ්‍ය අධ්‍යාපනය

අ	ගුරු පුස්තකාලයාධිපති පුහුණු පාඨමාලා මගින් තොරතුරු කුසලතා සම්බන්ධ ඒකලක්ෂණ්ඩායම උපදෙස් හා ක්‍රම ශිල්ප ලබාදේ.	(1)	(2)	(3)	(4)	(5)
ආ	ඉහත පාඨමාලා වලින් කියවීම මාර්ගෝපදේශ උපදේශයන් අවශ්‍ය තරම් ලබාදේ.	(1)	(2)	(3)	(4)	(5)
ඇ	ගුරු පුස්තකාල පුහුණු මගින් පාඨ්‍ය අධ්‍යාපන ක්‍රියාකාරකම් සඳහා සැලසුම් හා ක්‍රමෝපායන් උගන්වයි	(1)	(2)	(3)	(4)	(5)
ඈ	තොරතුරු කුසලතාවන් ඉගැන්වීමට හා ශිෂ්‍යයන් හඳුනාගැනීමට අධ්‍යාපන මනෝවිද්‍යාව ඉතා වැදගත් වේ.	(1)	(2)	(3)	(4)	(5)
ඉ		(1)	(2)	(3)	(4)	(5)

(vi) ගුරු පුස්තකාලයාධිපතිවරයෙකු පහත පෙරළ කළමනාකරණ නායකත්ව හැකියාවලින් හෙබි අයෙකු විය යුතුය.

     SA   විඩාත් එකහ වෙමි

     A   එකහ වෙමි

     D   එකහ නොවෙමි

     SU   විඩාත් එකහ නොවෙමි

     U   තීරණය කළ නොහැකිය

		SA	A	D	SU	U
අ	පාසැල් සාමාජිකයන් සමග මනා සංනිවේදනයක් ඇති කර ගැනීමේ දක්ෂතාව ගුරු පුස්තකාලයාධිපතිවරයෙකුට ඉතා වැදගත් වේ.	(1)	(2)	(3)	(4)	(5)
ආ	ඉහළ අධිකාරින් සමග කටයුතු කිරීමේ හැකියාව ගුරු පුස්තකාලයාධිපති වරයෙකුට ඉතා අත්‍යවශ්‍ය වන්නාකි	(1)	(2)	(3)	(4)	(5)
ඇ	සිසුනට ගුරුවරුන්ට හා අනෙකුත් අයට පුස්තකාල සම්පත් ලබා දීමේදී සන්නිවේදන හැකියාව අතිශය වැදගත් වේ.	(1)	(2)	(3)	(4)	(5)
අ	සැලකිය යුතු ව්‍යක්තියමය චාරිත්‍ර ධර්ම තිබිය යුතුය	(1)	(2)	(3)	(4)	(5)
ආ	පුස්තකාල කළමණාකරුවෙකු ලෙස දක්ෂතා තිබිය යුතුය	(1)	(2)	(3)	(4)	(5)

ඇ	ප්‍රමාණවත් සංවිධාන කුසලතායන්	(1)	(2)	(3)	(4)	(5)
ඈ	සියලු දෙනාට තොරතුරු කුසලතා ඉගැන්වීමේ කුසලතාවය	(1)	(2)	(3)	(4)	(5)
ඉ	පරිපාලන කුසලතාවය	(1)	(2)	(3)	(4)	(5)
		(1)	(2)	(3)	(4)	(5)
		(1)	(2)	(3)	(4)	(5)

13. කරුණාකර ගුරු පුස්තකාලයාධිපතිවරුන් පුහුණු කිරීම සම්බන්ධව ඔබගේ අදහස් හා යෝජනා සටහන් කරන්නේනම් ඉතා මැනවි.

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