

## **An assessment of information literacy among school teachers in Nallur Division of Jaffna District**

**R. Kupesan**

*Assistant Librarian*

*University of Jaffna, Sri Lanka*

*kupeshan@gmail.com*

**N. Sivathasan**

*Assistant Librarian*

*University of Jaffna, Sri Lanka*

*sivathas27@gmail.com*

### **Abstract**

Teachers cannot prepare their students to be information literate unless they themselves understand how to find and use information. This brings up the concept of information literacy and its relevancy for teachers. The status of Information Literacy (IL) is not very satisfactory in northern Sri Lanka. Jaffna district is the largest in the Northern Province by population (622,589), but smallest by land area (1,023 square km). Library professionals have to improve the information literacy of the population of this area, as the last two decades of long lasting warfare had caused severe impediments to the education, teaching and learning environment. Some studies have been conducted in Sri Lanka for the development of information literacy. Efforts have been made at graduate and undergraduate levels and with some professionals practicing IL instruction in several ways at schools. The 'Three Dimensional library' model and the 'Empowering 8' model could be identified as two remarkable contributions in this context during the recent past. Assessing information literacy skills of teachers in of the Sri Lankan education sector is essential to recognize their educational impact and to enhance training of these skills at school level. This paper reports the findings of a primary study to assess the information literacy level of teachers in the schools of Nallur Division in Jaffna District of Sri Lanka. Research method of this study was a quantitative analysis with SPSS software. Using structured sampling method, a total of 100 teachers from fourteen 1AB grade schools in Nallur Division of Jaffna District were selected as a finite sample for this study. A self administered questionnaire consisting of two parts has been used as the data collection tool. Part one was related to personal data and part two consists of forty questions with Likert scale to test ten elements of the information literacy competencies such as defining the information need, how to search for information, how to use information, and how to present information. The overall response rate of the study was 60%. Findings of the study imply that most of the teachers have recognized the importance of information literacy skills. Age, gender and educational qualifications were not factors which influenced their information literacy levels. They knew the information ethics in usage and dissemination of information. Analysis of their response on the elements of information literacy shows that more than half of them have the desire to improve their variety of skills related to information literacy. This study further suggests that the Ministry of Education of Sri Lankan should take appropriate measures to enhance the information literacy of teachers to promote the information literacy skills of students.

**Keywords:** *Information Literacy, Library Services, Secondary Education, Sri Lanka*