

IMPACT OF INFORMATION SKILLS ON INFORMATION RETRIEVAL ACTIVITIES FOR PUBLIC LIBRARY STAFF IN AMPARA DISTRICT

S.L.Mohammed Sajeer

Assistant Librarian, Main Library, South Eastern University of Sri Lanka, Sri Lanka.
sajeer.slm@seu.ac.lk

ABSTRACT: *Information literacy is the basis for the lifelong learning. Information literacy skills, especially for public library staff in an environment that is full of information is a set of multiple technologies are being developed is equally important. Information literacy comprised of skills which are an essential requirement for successful learning and career development. Further, the information literacy plays a pivotal role in Public Library Staffs' in Ampara District for limited empirical evidence is available showing the relationship in information literacy skills. The study was carried out to investigate, according to control group with distance learning entirely the impact of information literacy approaches, which are grounded in pedagogy, on Public Library Staffs' level and applicability of information literacy skills.*

The study method is selected control group with Distance learning design (with pre and post-test) and applied. The data collection tool was a questionnaire assessing public library staff. included 5 Principal Librarians and 17 Library Attendants formed the study population. The sample study population consisted of 22 public library staffs Ampara District selected by random sampling method was perch in control groups.

The results showed that the Public Library Staff information literacy scores experimental group and control group. My study area limit control group before the distributed with distance learning materials was lower than average, so that in the control group pretest result and in the control group posttest result is high; while information literacy scores in the control group significantly increased after the distributed with distance learning materials. Also, the effect of education, respectively had a greater impact on the ability to access information.

Public Library Staffs' perform better in the learning and application of information literacy skills, whilst the application of multiple intelligences in helping Public Library Staffs' learns facilitated better learning and challenging in all the information literacy skills. The data were analyzed using work sheet. Furthering this study sectional approach and collected the data through questionnaires among Public Library Staffs' by stratified random sampling technique.

This study showed that the training was impacted in enhancing Public Library Staffs' information literacy skills as the greatest impact was on increasing the ability to access information. Due to the low mean score information retrieval program in the context of object recognition, there is a need for more training in this area.

Keywords: Ampara District, Control group, Distance learning, Information literacy, Information Retrieval, Public Library Staff.

1.0 Introduction

Information literacy is the basis of the lifelong learning. "This type of literacy is common for all course, learning environment as well as all Distance learning educational levels. Information literacy is an intellectual framework for understanding finding evaluation and using information namely that activities that some parts of them meet by the conversancy in IT, other parts by deep research methods, but most of all with reasoning and critical security" A. Gasemi.Chicago, Illinois (2012).

Parirokh (2010) conducted a research entitled "measuring effectiveness of information literacy workshop" the results showed that almost all the Public library staff need information literacy skills and there was a significant different between information

literacy skills before and after participant in the work shop. The result also showed that the workshop and the methods used to teach information literacy was effective and useful, but more training needs to identify the information requirements of the student and their ability to turn in to an understandable question.

According to American Library Association (ALA) report, information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA, 1989). Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources

According to above definition the concept of information literacy has five components

1. Identify the needed information
2. Find information
3. Evaluate information
4. Apply information
5. Provide the acknowledgement

To become an information literate person the learner has to be engaging the above five components in their learning process and facilitate introduce as the framework for engaging information literacy skills. Therefore, Bundy (2004) introduced the following information literacy framework, it consists of three subsets those are information skills, generic skills, Values & beliefs surrounding with any subject area.

In an information society, access to information regard as an inalienable right life improvement and the ability to acquire the specific information to meet a wide range of personal and business requirements considered as the main needs of this age, therefore the, new generation of the public library staffs needs more information to broaden their ideas and the basis of their knowledge; and the growth of the knowledge would not be possible by teaching information skills M.Nazair(2001).

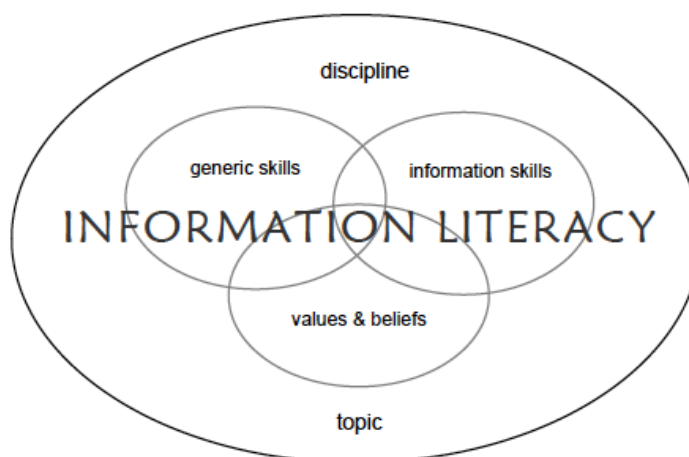


Figure 1.1: *Information literacy elements*

Bestow to the above figure 1.1 information literacy consists of three components

1. Generic skills
2. Values & believe
3. Information skills

Generic skills include problem solving, collaboration and teamwork, communication and critical thinking, Value and Beliefs include using information wisely and ethically, social responsibility and community participation. Finally, Information Skills (printed and electronic) include information seeking, information use and information technology fluency, therefore, according to the above figure to reach the lifelong learning, information skills are the starting point of that gurney when summarizing above key components following diagram can be illustrated.

To contact information literacy (IL) is the skills are needed to responsibly and effectively located, evaluate and use information. There are many IL models in the world wide, but Sri Lanka and other SAARC countries use Empowering 8 (E8), which is the road map for the required and proper information. In Empowering 8 models are bellows illustrated define as 5 skills are in the information skills.

1. Analytical skills
2. Locational skills
3. Comprehension skills
4. Creating skills
5. Presentation skills

In information retrieval the tracing and recovery of specific information from store conducting as three components are Analytical skills, Locational skills and Comprehension skills. Analytical skills analytical skills are problem-solving skills. They're a collection of traits and abilities that emphasize a logical, rational approach to tackling new ideas, sorting information, and discovering creative solutions.

Locational skills: Locational skills refer to knowing where to find information residing in various reference sources. Locational skills are more generally referred to as research skills. Organizational skills include time management and Comprehension skills: is the ability to process text, understanding its meaning, and to integrate it with what the reader already knows. As above result information skills is an important aspect of studying and working. These are skills which will help to identify, find, evaluate and manage the information need effectively and efficiently find the right material.

Mashroofa and Senewiratne (2014) indicated that information literacy skills are important for farmers to gain best agricultural productivity. Public libraries and community service centers should collaborate with agricultural extension service centers for this purpose. Therefore, Information Literacy skills to public librarians is very essential to provide information to rural farmers. Similarly, public librarians have to support information retrieval to all categories of their users.

1.2 General Information

1.2.1 Introduction

The location of current study is Ampara District. Brief overview of location of the study, population of study and available resources are explained in this section.

1.2.2 The Ampara District

Ampara District is located in the south east of Sri Lanka in the Eastern Province. It has an area of 4,415 square kilometers (1,705 sq. mi). It is a multi-religious and multi ethnic group district. It is bounded by Batticaloa and Polonnaruwa districts from north, Indian Ocean from east, Hambantota District from south, Badulla and Matale districts from northwest and by the Monaragala District from west and southeast. Basically, most of the research area peoples are depend on farming need for commercial producers and produce more than their consumption.

Ampara District has a total number of public libraries are 55. The medium of the library has Tamil and Sinhala medium public Libraries. According to my research limitation (language barrier of Sinhala medium). I have selected Tamil medium public libraries

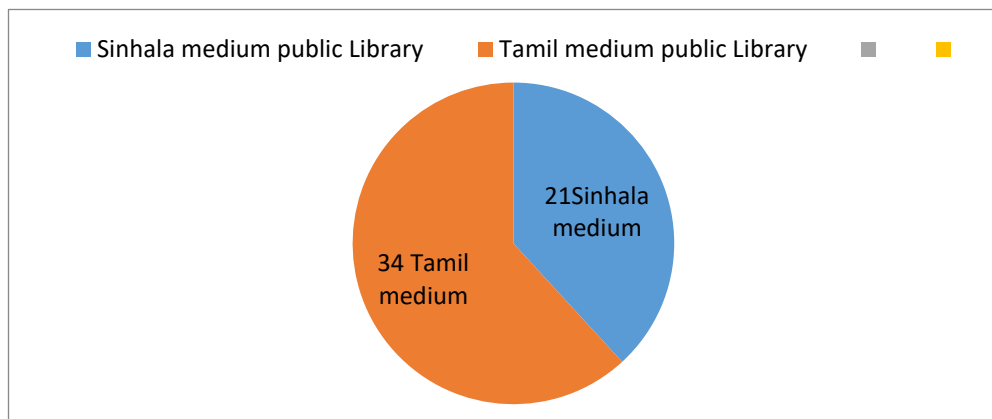
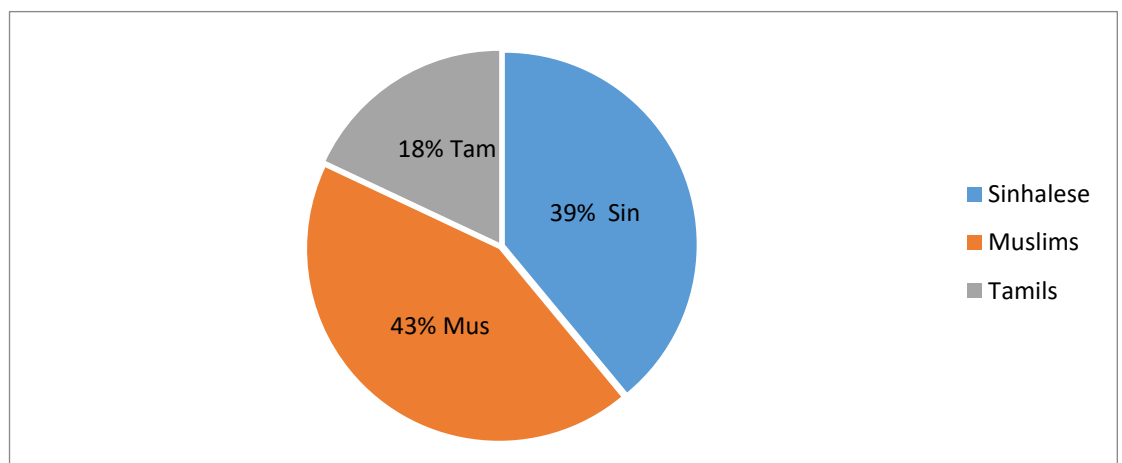


Figure 1.2: percentage of medium

1.2.3 The Population

According to (Dept. Of census and statistics, 2016) the population is 691,000. Ampara District Population 43% are Muslims, 39% are Sinhalese and 18% are



Tamils. In Ampara District is divided into 18 Divisional Secretary's Divisions (DS Divisions). The DS Divisions are further sub-divided into 507 Grama Niladhari Divisions (GN Divisions)., Under the 10 DS Districts in my research area have covered 5 Pradeshiya Sabah (PS) , and one Municipal Councils (MC) belong to control group. According to my research limitation control group are Pradeshiya Sabah (PS) are Akkarapathu, Pothuvil, Irakkamam, Thirukkivil, and one Municipal Councils (MC) in Akkaraipathu

Figure1.3: *Total Population Religious*

1.2.4 Public library

Public libraries are central players in the reading group movement. Public libraries are supporting a thriving, diverse and developed network of reading groups. Library reading group networks are flourishing. Library reading groups attract a wide and varied membership. Libraries offer reading groups an inclusive community venue; a wide choice of books- including backlist titles- in all formats; expert staff to recommended reading; events and activities; access to ICT resources and a national network to bring groups together.

Library movement is a sage of organized growth and development of libraries giving the details of establishment, maintenance and functioning of libraries in a geographical proximity. These aspects viz., establishment, maintenance and functioning make a library a growing organization. No country in the world can progress without providing free public library service to the citizens. It is imperative on the part of the democratic country like Sri Lanka to establish the service institutions like public libraries in order to strengthen the democratization of information and to promote the social, cultural, historical and scientific and technical knowledge in the public at large.

1.2.5 Purpose of the study

The study focuses on IL skills. The purpose of the study is to investigate the public library staff expectation towards the use of identifying, locating, searching, accessing retrieving and using information from both print and electronic sources of information. Difference in public library staff's perceptions toward the using of IR questionnaire pre and post-test

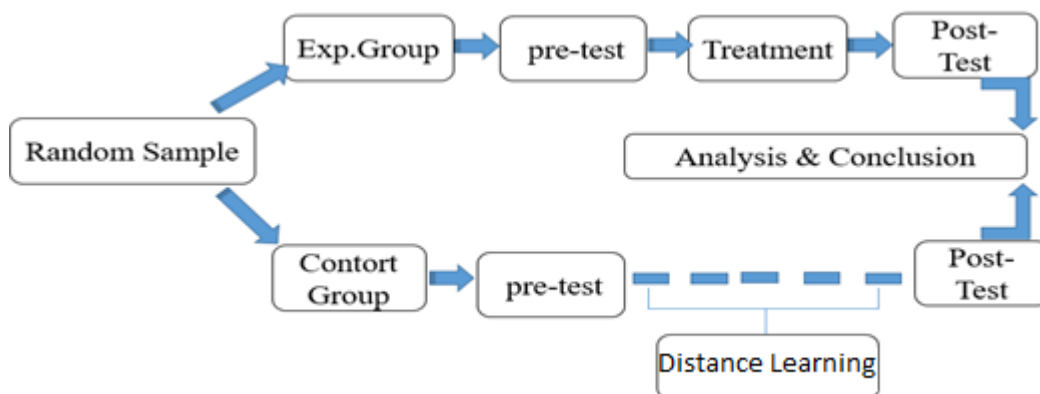
1.2.6 Objectives

Major aim of the present study is an Impact of Teaching Information Skills on Information Retrieval activity for Public Library Staff in Ampara District.

1. To identify existing knowledge related to the information skills of the study population.
2. To find out the instructional methods used in an information retrieval program.

2.0 . Research Methodology

The study method is experience with two group design (with pre-test and post-test) and applied. The data collection toll was a questionnaire assessing Public library staff's information literacy that developed by Davarpanah and Siamak and validity was confirmed by



professional librarians. The study population consisted of undergraduate Public Library Staffs of Ampara District Sciences who were working during 2018 and the population of this research belongs to Public Library Staffs' in Ampara District have 55 Public Library (21 Sinhala medium Public Library & 34 Tamil medium Public Library). According to my research limitation (34 TMPL) has to total number of Population is 88 Public Library Staffs'. The data were collected from the 44 members that among two groups (22experimental and 22 control) Before and after the distance Learning (once a week), a questionnaire was distributed between the two groups. This training was held on by post equipped with study materials with internet access using brochures and librarian presentation, interactive methods such as discussion and exercises were used.

2.1 Control group

In the control groups, the steps of the research were conducted pretest with distance learning and posttest. The members of sample 22 library staffs following activities.

2.2 Conducting pretest

The pretest conducted on April 9th 2018. The researcher was conducted pretest to know the public library staff. In pretest, the task was same with the task in posttest. The public library staffs wrote an analytical exposition text based on the topic conducted in control group before the public library staffs started doing the pretest, the researchers have explained briefly about analytical explosion text. A brief explanation was to ensure that they wrote the text in the right organization of analytical exposition text. In addition, the researchers elicited them about distance learning doing the pretest.

2.3 Distance Learning

Distance education or long-distance learning is the education of Public Library staff who may not always be physically present at the institution are traditionally, this usually involved correspondence courses wherein the Public Library staff corresponded with the Library via post. Today it involves online education through the teaching system consisting of video, audio, and written material designed for a person to use in studying a subject at home

2.4 Posttest

Figure 1.4: *Design for Assessment*

The posttest was done on 20th June 2018. The posttest was administered in 45 minutes. It was aimed to know the public library staff's achievement in writing analytical skill. The post test was same with the posttest in control group. The public library staffs wrote the analytical explosion text. They chose the topic by their selves. The randomized control group for the pre-test and post-test design is one of the most widely used experimental designs in educational research. Moreover, the design could be drawn in the following scheme below:

Table 2.1: pre-test and post

<i>Subject</i>	<i>Pre- test</i>	<i>Treatment</i>	<i>Post-test</i>
<i>E</i>	<i>Y1</i>	<i>X</i>	<i>Y2</i>
<i>C</i>	<i>Y1</i>	<i>Distance Learning</i>	<i>Y2</i>

Where:

E: Experimental Group

C: Control Group

X: Distance learning

Y1: Pre-test

Y2: post-test

2.5 Diagnostic pre-test and post-test results for Public Library Staffs

This section gives an outline of results of the diagnostic pre-tests and post-tests that were administered to Public Library Staff. The tests were administered to 22 Public Library Staffs in the control group. Who involved the control group participated in the distance learning activity. The tests served the purpose of reinforcing the meaning of IL, showing the Public Library Staff that this was a 'serious' enterprise and enabled the researchers to see whether, following a post-activity diagnostic test, a change had taken place. The nature of questions was multiple-choice and staffs were to select.

The results of diagnostic post-tests showed a dramatic increase in Public Library Staff knowledge in the control group. However, as there were only ten Public Library Staff, percentage increases seemed less important. Nevertheless, in the pre-test, the maximum score was 24 marks (out of 30) questions whereas the minimum score was 11. In the post-test, the maximum score rose to 58 marks (out of 30 questions) and the minimum score rose to 22 marks. This implied that most Public Library Staff had scored more than half of the total marks for all questions. Study in which individual librarians did not provide registration numbers, the second implementation stage managed to record individual Public Library Staffs' marks for each test. This became possible since Public Library Staffs printed their registration numbers on answer sheets, which helped to identify each Public Library Staffs individually. General results from individual Public Library Staffs indicate that in the diagnostic pre-test, more than half of the Public Library Staffs did not provide correct answers to half of the 30 questions asked. However, the post-test results indicate that most Public Library Staffs provided correct answers to most questions. The table below summarizes each individual Public Library Staff's total number of correct answers to questions asked in both tests.

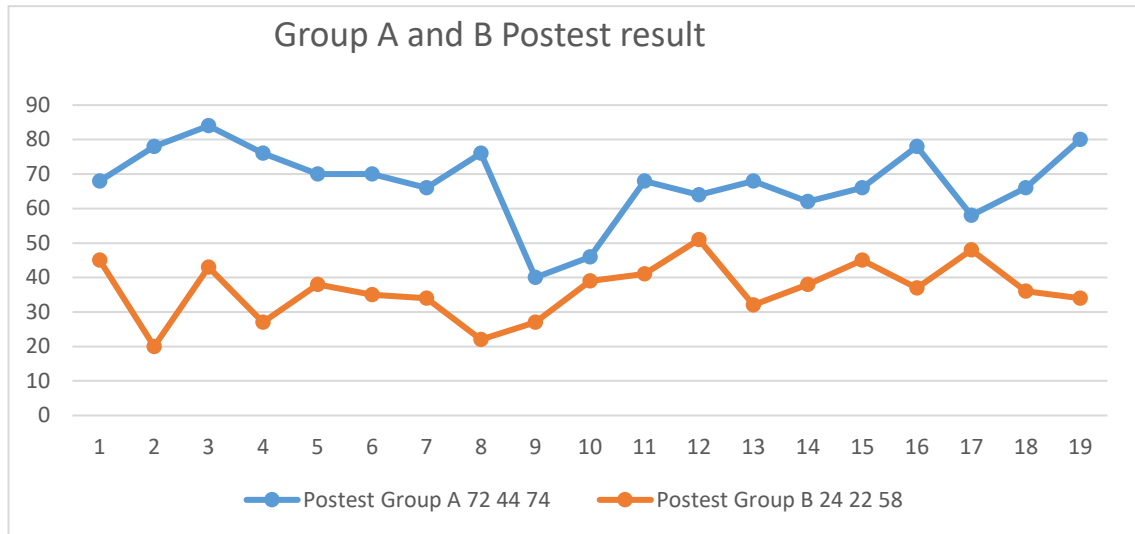


Figure 1.5: Pre-test and post-test summarized result

Table 2.2: Group A and B Pretest and Posttest result

S. No	Group-A	Pre-test	Post-test	S. No	Group-B	Pre-test	Post-test
1	E001	22	72	1	C001	15	24
2	E002	16	44	2	C002	12	22
3	E003	34	74	3	C003	19	58
4	E004	26	68	4	C004	24	45
5	E005	30	78	5	C005	12	20
6	E007	37	84	6	C007	21	43
7	E008	32	76	7	C008	17	27
8	E009	30	70	8	C009	18	38
9	E010	36	70	9	C010	23	35
10	E012	32	66	10	C012	14	34
11	E013	24	76	11	C013	17	22
12	E014	28	40	12	C014	11	27
13	E015	16	46	13	C015	14	39
14	E016	20	68	14	C016	16	41
15	E017	22	64	15	C017	21	51
16	E019	30	68	16	C019	13	32
17	E020	34	62	17	C020	12	38
18	E021	34	66	18	C021	15	45
19	E022	48	78	19	C022	18	37
20	E028	38	58	20	C028	14	48
21	E029	26	66	21	C029	22	36
22	E032	38	80	22	C032	13	34
Total		644	1474	Total		361	796

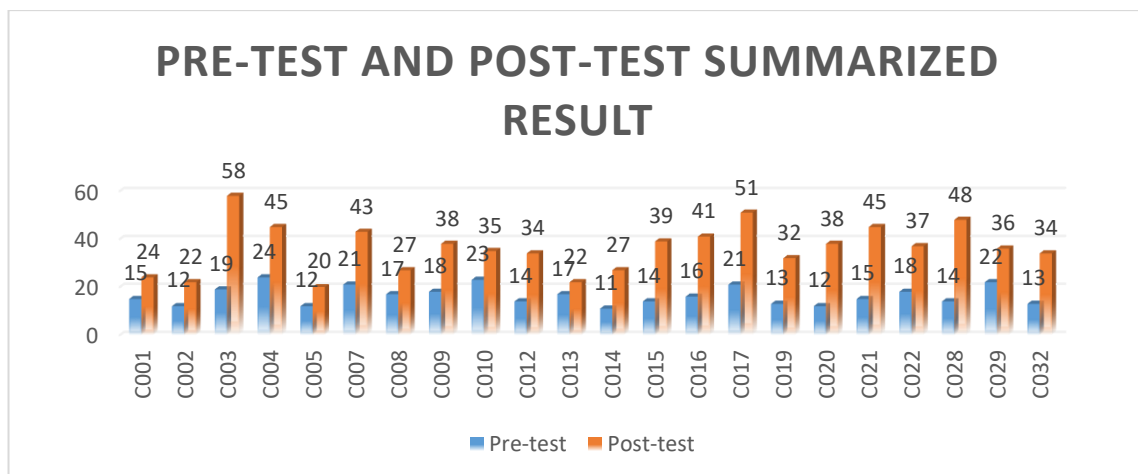


Figure 1.6: Pre-test and post-test summarized result

3.0 Data Collection

During the research period, the Public Library Staffs 'was introduced to the study and informed of their learner. The researcher conducting distance learning delivery mode. Public Library Staffs' wanting to participate before the distance learning by book materials they could attend pre-test questionnaire issue along with all information would remain. The questionnaire was distributed and Public Library Staffs' was informed of the responsibilities.

The data required for the study were obtained mainly from primary sources. The primary data were collected using a questionnaire. The questionnaire was designed to gather background information of the respondents, the use of Print and information literacy by Public Library Staffs in Ampara District,

3.1. Questionnaire

In this study, the researcher used the test as the main instrument for the study. The test is an instrument in collecting data that are a series of question or distance learning that applied to measure the skill of knowledge, intelligence, the ability or the talent that have by individual. According to this widespread use re arrange to use the term MCQ as a synonym to an objective question. (Premadasa, IG, 1993). There were 30 multiple choice questions in the quiz. The question number (1-3) has been designed to test 'analytical skills, (Q4-Q7, Q21 &Q22) Locational skills (print), (Q8-Q20, Q23-Q30) for Locational skills (electronic).

3.2 Data analysis

During the research period, the Public Library Staffs 'was introduced to the study and informed of their participation. The researcher used Distance learning book materials to deliver the introduction. Public Library Staffs' wanting to participate re arrange along with all information would remain. The questionnaire was distributed and Public Library Staffs' was informed of the responsibilities.

The quantitative data were analyzed using SPSS software version 20 and work sheet were used to tabulate and analyze the quantitative data from questionnaire pre and posttest, descriptive statistics Table (2.2) such as percentages, pretest.

4.0 Summery and conclusion

The study was carried out with a Public Library Staffs' in Ampara District it has Tamil and Sinhala medium public Libraries. According to my research limitation (language barrier of Sinhala medium). I have selected Tamil medium Public Library. Regarding to the importance of the information retrieval program and the necessity of having information literacy skills for

Public Library Staff. However, IL has always been one of the best ways to keep pace with the development and empowerment of the people and also the particular status of IL Public Library and their role in producing a society with information literacy, it is essential for this Public Library to step effectively in this information retrieval program by improving their IL skills and the inclusion of information retrieval Distance learning course for the Public Library Staffs'. Reading to the importance of information literacy and the necessity of having information literacy skills for public library staff. The education has always been one of the best ways to keep pace with the development and empowerment of the people and also the particular status of educational centers and universities and their role in producing a societies with information literacy Given that in the field of information literacy, despite the extensive conducted research in this field, our country is lower in comparison with developed countries, and information literacy score of Ampara District public library staffs has a considerable distance with even half to the standard information skill score, macro planning and long-term program should be performed to teach this issue. The hope it's removed the significant gap between Sri Lanka and developed countries in the near future by precise planning the area.

The study revealed that the Distance Learning has a key role in promoting information literacy skills of the public library staffs and it seems that they less information literacy in the first stages of their research identifying the needs for information and determines the nature of the issue. Thus, citing the result of this study and other research conducted in the area of information literacy it can be inferred that training in these areas is essential and if the information literacy Distance Learning be held regularly basis or be included in the public library staff's curriculum, public library staff's information literacy skills will be increased and they will be lifelong learners who would be involved in society progress.

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