

Investigating Information Literacy Skills of School Teachers in Sri Lanka as an Effective Factor for Information Seeking Behavior

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Information literacy (IL) is a fundamental skill that needs for lifelong learning, and particularly the teachers who are imparting knowledge to students are required that skill to influence their students in their endeavours to become lifelong learners. The cognizance of information literacy would be an advantage for the understanding of information-seeking behaviour (ISB) as IL and ISB are two sides of the same coin. There is a need for studying information resource usage of school teachers by linking information literacy to understand the factors influencing the information seeking process. It was identified from the literature that no studies have yet been carried out to explore the information resource usage and information literacy skills of school teachers in Sri Lanka. These types of studies would help policymakers and information professionals to design and develop smarter tools that can incorporate and make use of the knowledge of ISB to behave more intelligently and provide more effective support for the teachers. Therefore, the study was designed to examine information resource usage and information literacy skills of school teachers in Sri Lanka. The population of the study was in-service graduate school teachers who work in government schools in Sri Lanka, and a multistage cluster sampling method was used to select the sample. The study adopted a quantitative research methodology, and a self-administered questionnaire was distributed among 3200 teachers, and collected data were analyzed by using SPSS (21.0). The results affirmed that professional books, the internet followed by magazines, libraries, and workshops, respectively, were the most preferred with having more than 34 of average Standardized Total Information Scores that used to calculate the preference of information sources used by the teachers. The results revealed that most of the teachers were uncertain about most of the statements of perceived skills of information literacy. But the results further revealed that most teachers perceived that they could identify their information needs, followed by the ability to access information from various sources, the ability to utilize information and awareness of various sources of information with having more than 3.6 of mean scores for each statement. Although these results gave an insight that they have certain skills which are imperative for effective information-seeking behaviour but it should be recommended to conduct more training programs on information literacy for the teachers, particularly the skills relating to information-seeking behaviour.

Keywords: Information Literacy; Information Resources; Information Seeking Behavior; School Teachers; Sri Lanka.