

# SCHOOL LIBRARY SURVEY - 2016



## ANALYSIS REPORT



**National Library & Documentation Services Board**  
**14, Independence Avenue,**  
**Colombo 07**

# **School Library Survey - 2016**

## **Analysis Report**

**National Library and Documentation Service Board**

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# **Analysis Report on School Library Survey – 2016**

## **1. Introduction**

Providing a quality school library services to the students will directly be helped to their success. School library is the foundation for students to live and learn in a globe of enlightenment. The libraries contribute access to materials in all formats. It helps increase students' interest in reading, viewing, and using information and ideas. The school library provides resources that are appropriate for students' comprehension and maturity. Those resources are selected to complete curriculum and they are organized in a fashion that makes them quietly accessible for all users. Other features of a successful school library include collaboration between the school librarian and teachers, and larger and newer collections. The importance of a quality school library collection goes hand in hand with fostering student success. These books are made available to the students to increase their knowledge and understanding of various subjects. Hence, a school library plays an admirable role in the life of a student and it exhibits optimistic impact on the intellectual accomplishment of the pupil. When examine the significance of a school library, many considerable reasons can be identified. Students can consult various books and make academic notes. In this way, they can prepare themselves for examination. Students can use reference books such as dictionaries, encyclopedia, etc. to complete their project work. Students can enhance their knowledge by going through the books of knowledge and also they can learn about moral and virtues by reading the best stories of the world. Although, in Sri Lanka there are various levels from being no library at all, to well established knowledge center. As a survey of this kind was not conducted for the past few years, it was decided to conduct the current situation of school libraries, which would help to identify the shortcomings and develop the school library system of the country.

### **1.1 Objectives of the Survey**

According to the information provided by the National Library and Documentation Service Board, following eight objectives have been focussed to achieve through this survey.

1. To identify the availability of libraries in the schools.
2. To identify the available space, infrastructure facilities and other standards maintained in the school libraries.

3. To identify the resources and equipment available in the school libraries.
4. To identify the structure which the school library has been organized.
5. To identify the availability of professional staff in the school libraries and problems faced by them.
6. To identify the services provided by the school libraries.
7. To identify the usage of the library by the different communities (students, teachers and others) in the school.
8. To identify the usage of information technology in the school libraries.

## **2. Data Presentation and Analysis**

This section is mainly devoted for presenting and analysis the data collected for the school library survey and interpret the results focusing the objectives of the survey.

### **2.1 Basic Information of the Survey and Schools**

#### **2.1.1 Distribution of the District Wise Responses of the Schools**

The table 01 Summarizes data regarding the distribution of schools within the country in district wise and the rate of responses relevant to each district. Accordingly, it is clear that the highest number of schools exist within the Kandy district in the Central Province and the number of schools located within the Kandy district is 650. The least number of schools which account for 104 are located in the Kilinochchi district in the Northern Province. Even though the survey was conducted with the objective of collecting data regarding the school libraries of all the 10162 schools located within the country, only 6022 schools have responded back to the questionnaires, regarding their school libraries. When considering about the number of schools that responded in district wise, it is clear that a majority of the responses have come from the Kurunegala district which accounts for 464 and the least number of responses have come from Vavuniya district which accounts for 66. Anyhow it is clear that the number of schools in each district vary and together with that the number of responding schools too vary. Accordingly, in order to compare the response rate between the 25 districts the proportion of the number of respondents to the existing schools within each district were calculated. According to this response rates, it is obvious that the highest rate of response is recorded from Matara district which accounts for 71.3% while the least response rate is recorded in the Vavuniya district which accounts for 38.4%.

**Table 01: District Wise Responses of the Schools**

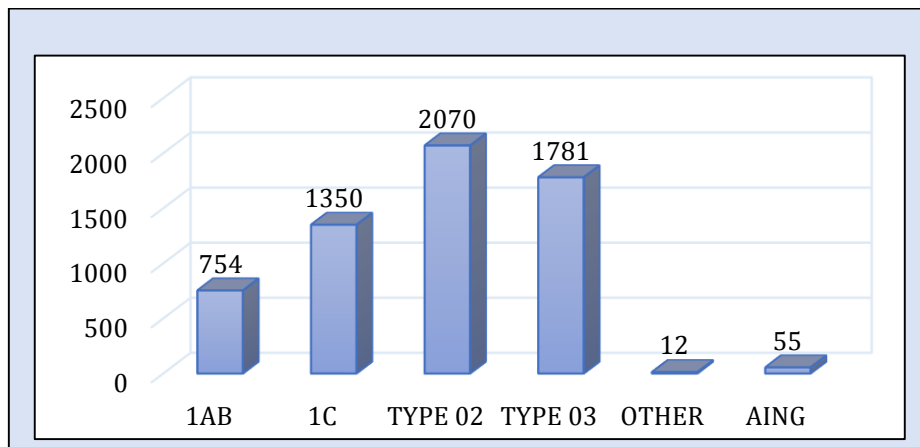
<b>District Code</b>	<b>District</b>	<b>Number of Schools Available</b>	<b>Number of Schools Responded</b>	<b>Response Rate (%)</b>
1	Colombo	405	270	66.7
2	Gampaha	536	353	65.9
3	Kalutara	419	243	58.0
4	Kandy	650	384	59.1
5	Matale	323	227	70.3
6	Nuwaraeliya	548	320	58.4
7	Galle	431	255	59.2
8	Matara	363	259	71.3
9	Hambanthota	320	210	65.6
10	Jaffna	439	246	56.0
11	Kilinochchi	104	70	67.3
12	Mannar	133	72	54.1
13	Vavuniya	172	66	38.4
14	Mulathivu	123	75	61.0
15	Batticaloa	357	187	52.4
16	Ampara	437	241	55.1
17	Trincomalee	312	150	48.1
18	Kurunegala	890	464	52.1
19	Puttlam	369	205	55.6
20	Anuradhapura	557	354	63.6
21	Polonnaruwa	248	133	53.6
22	Badulla	601	358	59.6
23	Monaragala	294	190	64.6
24	Rathnapura	601	382	63.6
25	Kegalle	530	308	58.1
<b>Total</b>		<b>10162</b>	<b>6022</b>	<b>59.0</b>

### 2.1.2 Distribution of Types of Schools

The figure 01 illustrates the number of different types of schools which responded to the questionnaire. From the figure, it is evident that all those schools belong to five schools as AB, 1C, Type 02, Type 03 and other. The majority of the schools belong to the Type 02 category while the least number of schools belong to the other category. (Schools under the other category are international schools or 'Pirivens') 55 schools have not given any answer regarding the type of their schools. As a percentage, 99% has been responded about the type of their schools.



Figure 01: Type of the School

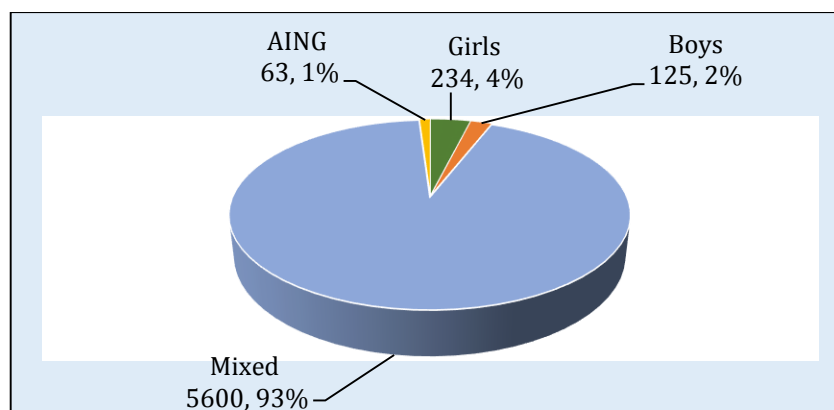


Source: School Library Survey, 2016

### 2.1.3 Distribution of the Nature of Schools

The figure 02 regarding the nature of the school to which each of the responding school belongs, depicts that the nature could be categorized into three categories: girls, boys and mixed schools. The majority of the schools belong to the mixed category and this accounts for 93% of the total respondents while least number of schools belong to the category of Boys' schools. This accounts for 2% of the total. 63 schools have not responded about the nature of their schools and the percentage is 1%.

Figure 02: Nature of the School

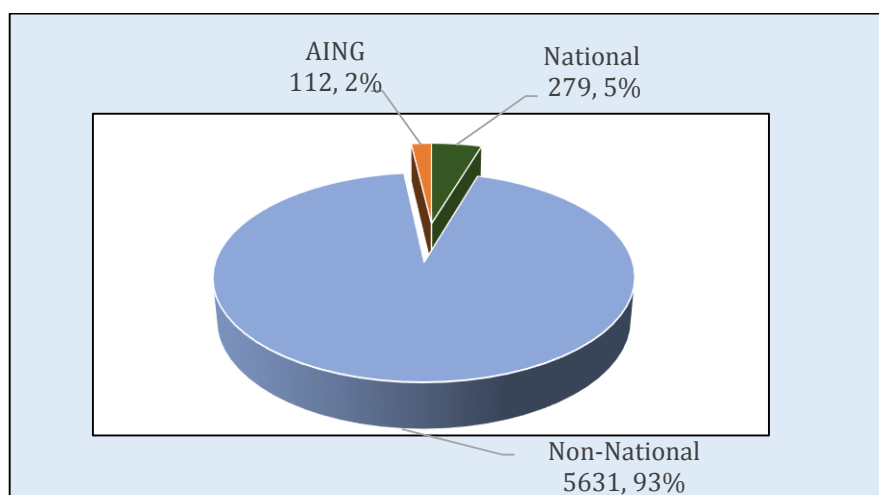


Source: School Library Survey, 2016

### 2.1.4 Distribution of Level of the School (National or Non-national)

The figure 03 illustrates data regarding the percentage of national schools and non-national schools that responded to the survey. Out of the 6022 total number of responding schools, the majority belongs to the category of non-national schools. This accounts for 93.5% of the total number of respondents while only 4.6% of the total belong to the category of national schools. 1.9% have not mentioned whether their schools are national or non-national.

Figure 03: Level of the School

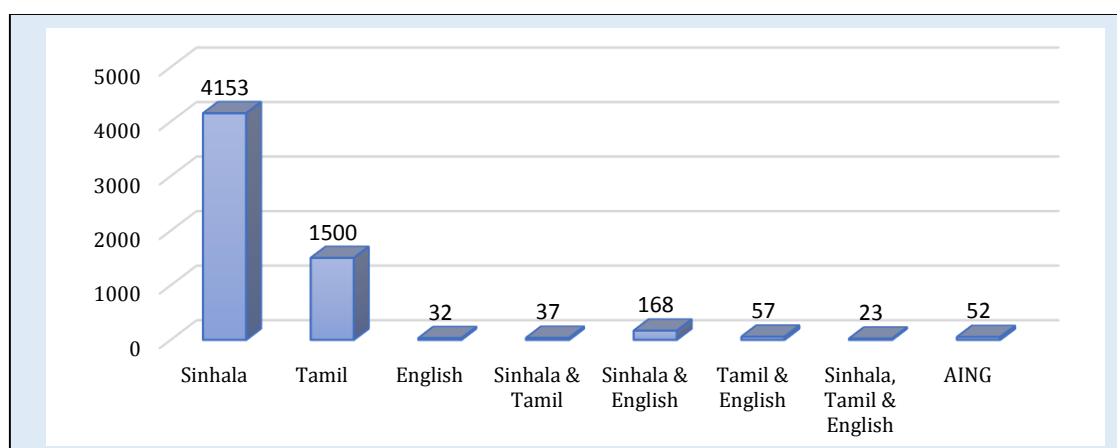


Source: School Library Survey, 2016

### 2.1.5 Distribution of Medium of Instructions of the School

When considering about the medium of instructions of the school, the figure 04 depicts that there are solo medium schools which teach only in Sinhalese, English or Tamil, bi-lingual schools as well as tri-lingual schools. Out of the solo medium schools the majority belongs to the category of Sinhalese medium while the minority is in English medium. When considering about the bi-lingual schools the majority is in Sinhalese and English medium while the minority is in Sinhalese and Tamil medium. The number of schools that operate – tri-lingual mode of teaching is 23. However, 52 schools have not mentioned anything regarding the medium of instructions in their schools and the percentage is 1%.

Figure 04: Medium of Instructions of the School



Source: School Library Survey, 2016

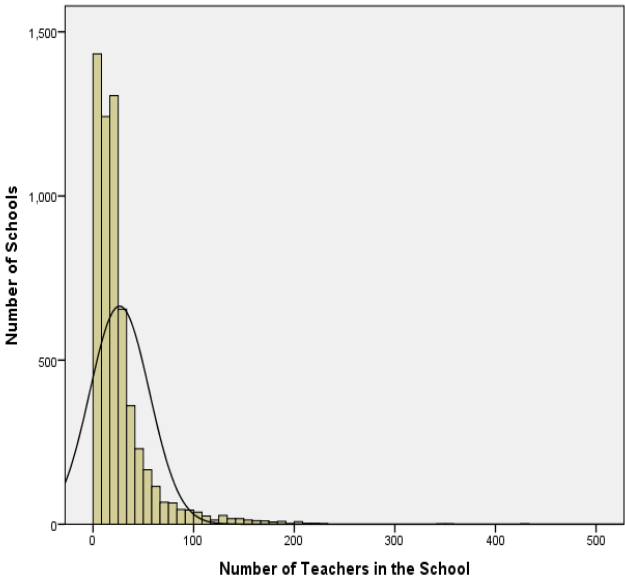
**2.1.6 Distribution of Number of Teachers in the School**

When considering about the number of teachers in the responding schools, it clearly shows from the summary statistics table that the minimum number of teachers available in the schools is one while the maximum number of teachers is 430. Highest number of schools have only six teachers within their schools. However, 87 schools have not given the number of teachers available in their schools and the percentage is 1.4%. When considering about the distribution of the variable (figure 05), it is evident that the distribution is highly positive skewed with a coefficient value of 3.52. Therefore, the average number of teachers in the school can appropriately be represented using the median value of 18. The quartile deviance is 10.5. The asymmetric shape of the distribution of number of teachers in the school does not emphasis the inequality without referring with the distribution of number of students in the school.

Table 02: Summary Statistics

Number of Observations	Valid	5935
	AINRQ or IA	2
	AING	85
Mean		26.40
Median		18.00
Mode		6
Std. Deviation		29.682
Quartile Deviance		11.5
Skewness		3.534
Kurtosis		19.888
Range		429
Minimum		1
Maximum		430

Figure 05: Number of Teachers in Schools



Source: Calculated by Using School Library Survey Data, 2016

**2.1.7 Distribution of Number of Students in the School**

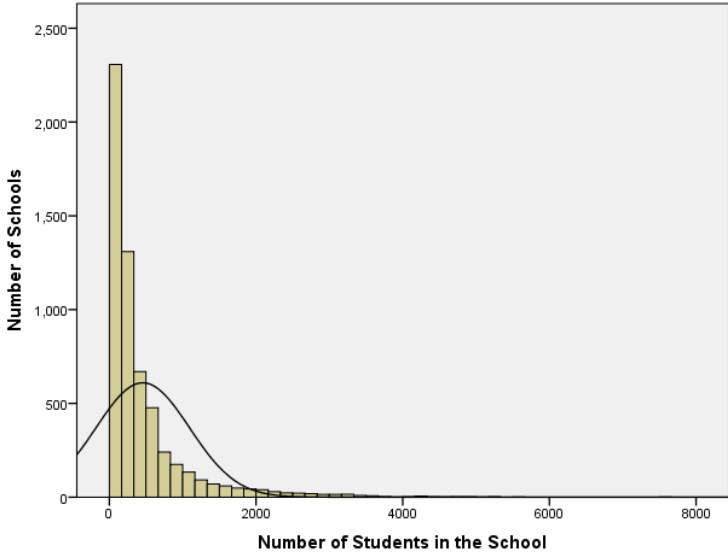
The minimum number of students in a school, according to the summary statistics table 03 is zero while the maximum number of students is 7643 (However, schools with zero number of students is only one). Most of the schools have 130 students available within their schools. 168 schools have not mentioned the number of students available within their schools and its percentage is 2.8%. When considering about the distribution of the number of students (figure 06), it is evident that the distribution is highly positive skewed with a coefficient value of 3.31. Therefore, the average number of students in the school can appropriately be

represented using the median value of 232. The quartile deviance is 211.5. The asymmetric shape of the distribution of number of students in the school does not emphasize the inequality. However, this shows that the students are clustering around some of the schools due to some reasons.

Table 03: Summary Statistics

Number of Observations	Valid	5854
	AINRQ or IA	5
	AING	163
Mean		454.99
Median		231.50
Mode		130
Std. Deviation		637.966
Quartile Deviance		211.5
Skewness		3.314
Kurtosis		15.063
Range		7643
Minimum		0
Maximum		7643

Figure 06: Number of Students in Schools

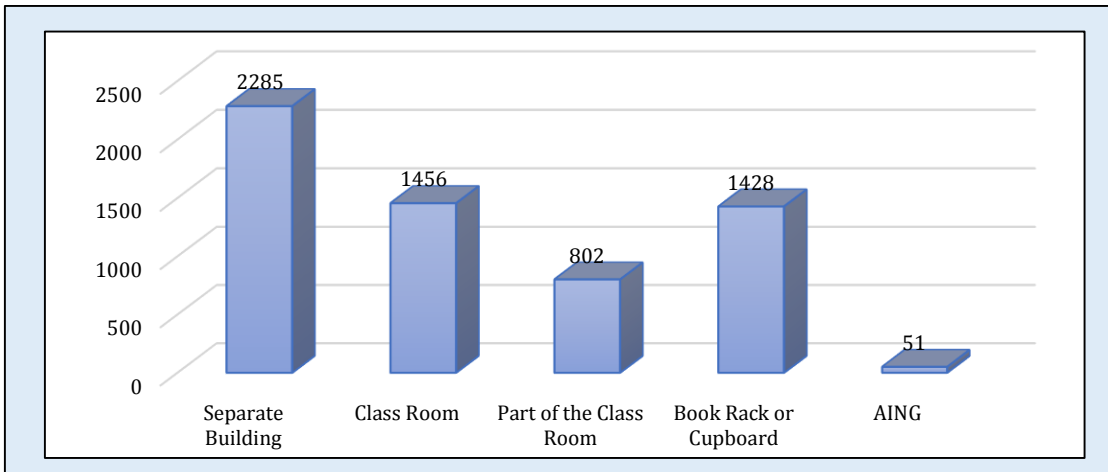


Source: Calculated by Using School Library Survey Data, 2016

## 2.2 Availability of Libraries in the Schools

### 2.2.1 Nature of the Library in the School

Figure 07: Nature of the School



Source: School Library Survey, 2016

The nature of the library varies from school to school. Some schools have separate buildings for their libraries, some maintain a classroom or a part of a classroom as their library while

some schools have only book racks or cupboards as their libraries. According to the figure 07 above, it is clear that a majority of the schools which account for 38% of the total number of respondents maintain a separate building for their library. The least number of schools (13%) maintain a part of a classroom as a library. While a considerable number of schools, 24% of the total have only book racks or cupboards as their library. Out of the total 1% have not mentioned anything regarding the Nature of their library.

**2.3 Space, Infrastructure Facilities and Other Standards Maintained in School Libraries**

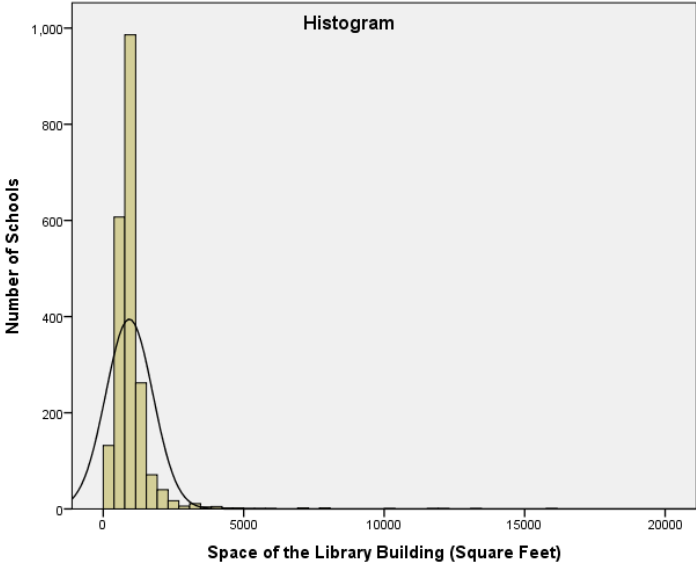
**2.3.1 Space of the Library Building Available in the School**

When considering the table 04 and the figure 08 about the space available for the library in responding schools, the maximum space available for a library is recorded as 16000 square feet while the minimum space available is recorded as 20 square feet. Highest number of schools have a space of 800 square feet available as the space for their libraries. Accordingly, there is a noticeable range of 15980 square feet in the space availability among the schools.

Table 04: Summary Statistics

Number of Observations	Valid	2157
	AINRQ or IA	2604
	AING	1261
Mean		927.44
Median		800.00
Mode		800
Std. Deviation		838.245
Quartile Deviance		200
Skewness		8.531
Kurtosis		111.140
Range		15980
Minimum		20
Maximum		16000

Figure 08: Space of the School Library Building



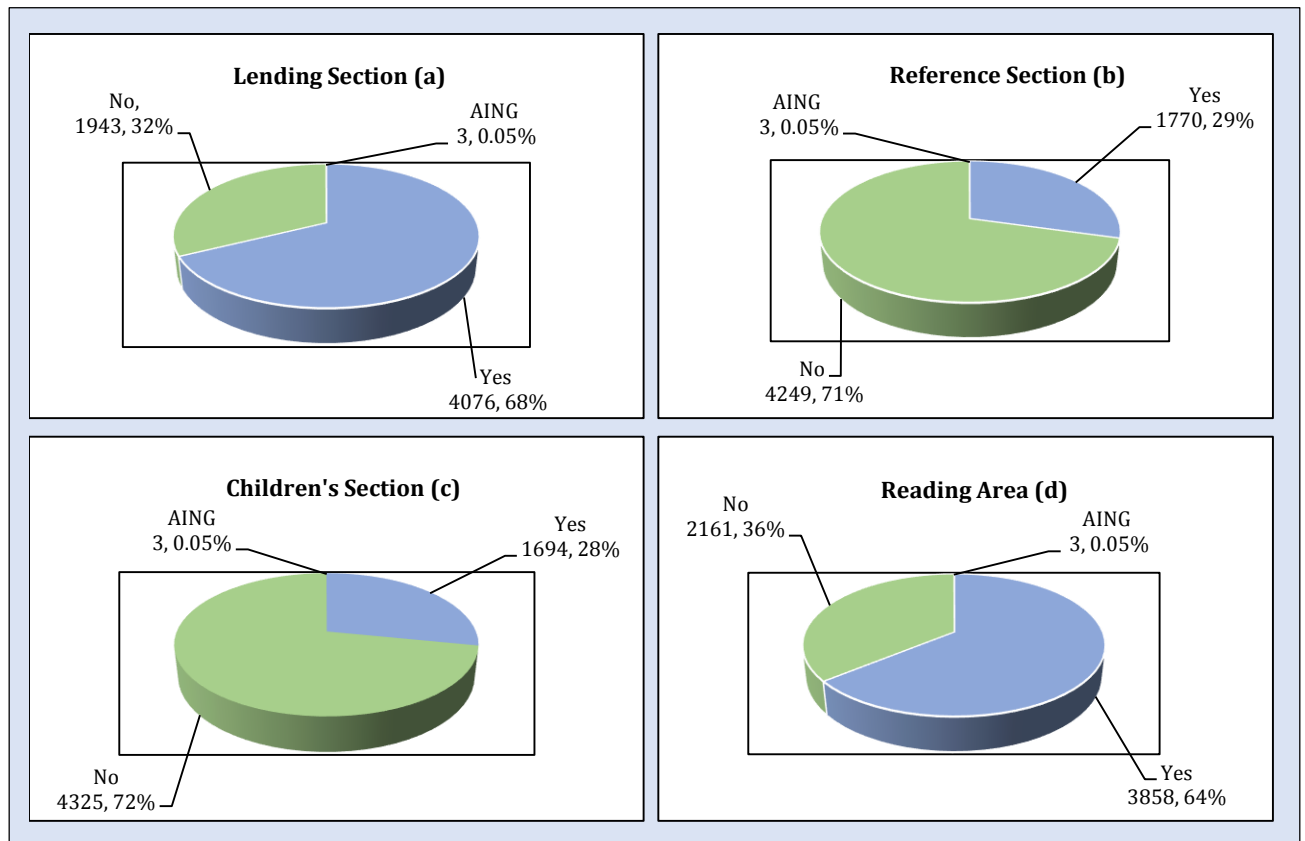
Source: Calculated by Using School Library Survey Data, 2016

When considering about the histogram of the distribution of the space available for the libraries it is evident that the distribution is positively skewed with a coefficient value of 8.53. Therefore, the median value of 927.44 can be used as the average size of the Library building of responding schools. However, 3865 schools have failed to provide information regarding the space of their library building (This will be an indication of none-availability of a library building in such schools).

### 2.3.2 Infrastructure Facilities Available in School Libraries

Questions were raised from the responding schools regarding the availability of different sections including the Lending section, Reference section, Children’s section, reading area, Computer unit and Photocopy section within the library premises and the data are presented in figure 09 below regarding the number of schools with each of these sections.

Figure 09: Availability of Different Sections in School Libraries



Source: School Library Survey, 2016

The figure 09 (a) illustrates data regarding the number of schools with a lending section in their libraries. According to the pie chart it is clear that a majority of the schools have a lending section available within their library premises and it accounts for 68% of the total number of responding schools. While 32% of the respondents do not have a lending section in their libraries and 3 schools which account for 0.05% of the total have not mentioned anything regarding the availability of this section.

Data regarding the availability of a reference section is illustrated by figure 09 (b). Accordingly, it is obvious that a majority of the schools do not maintain a reference section within their libraries and it accounts for 71% of the total number of respondents. Only 28.95% of the schools maintain a reference section within their libraries. 3 schools which

account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of a reference section.

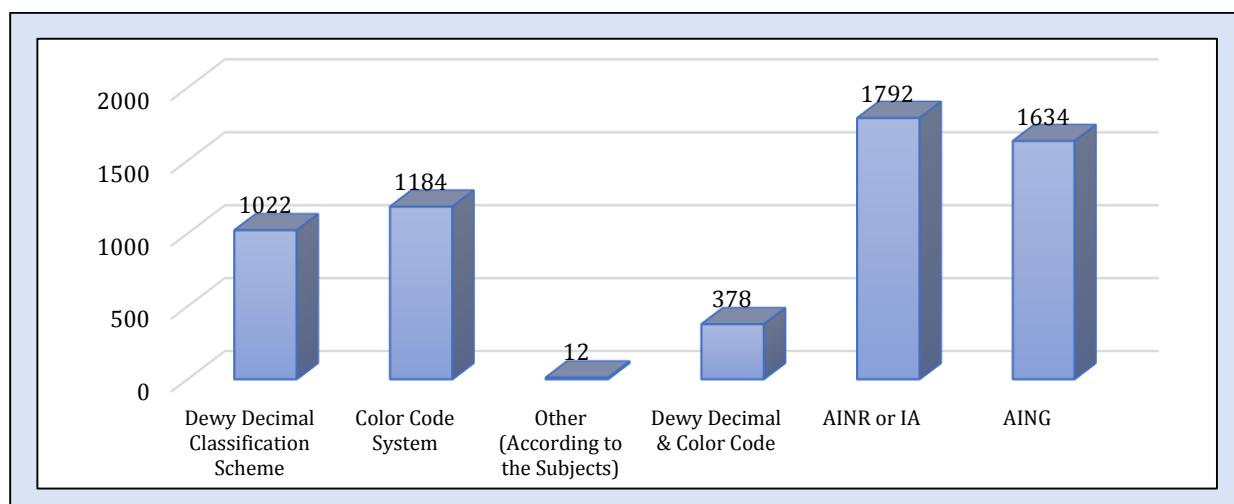
According to the figure 09 (c), which depicts data regarding the availability of a children’s section within the library premises, a majority of the schools (72%) do not have a separate section as children’s section within their libraries. Only 27.95% of the total respondents maintain a separate section as children’s section within their libraries. 3 schools which account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of a children’s section.

Data regarding the availability of a separate reading area is illustrated by figure 09 (d). Accordingly, it is evident that a majority of the schools maintain a separate section as the reading area within their libraries and it accounts for 64% of the total number of respondents. 35.95% of the schools from the total number of responding schools do not maintain a separate reading area within their libraries. 3 schools which account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of a reading area within the library premises.

### 2.3.3 Classification System Used for the Library Collection

Library collections are classified using different methods. In the survey two methods of classifying the library collection were taken into consideration. They are the Dewy decimal method, the Color code system and both systems. Data was gathered regarding the number of schools which utilize these two systems or any other optional system. The figure 10 illustrates the relevant data.

Figure 10: Classification Systems Used in School Libraries

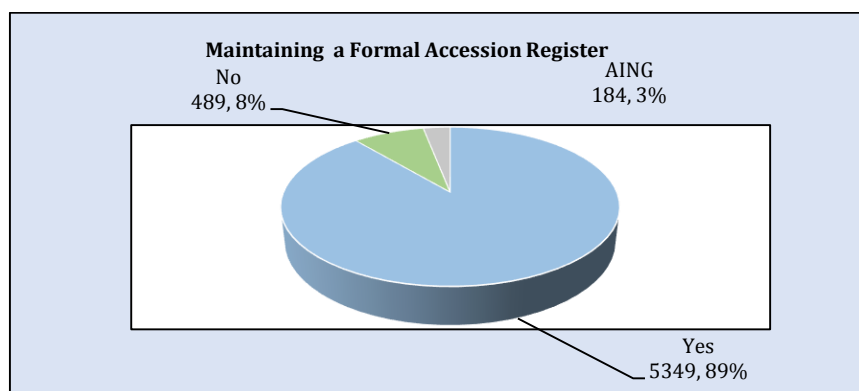


Source: School Library Survey, 2016

According to the figure 10, the number of schools which utilize the Dewy decimal scheme as a method of classifying their library collection is 1022 while the number of schools which utilize the Color code system is 1184. However, 378 number of schools have used both of these methods. Out of the total number of respondents 12 number of schools are classifying their library collection by using the other way (According to the subjects). Meanwhile 1634 of the respondents have not mentioned any response regarding the utilization of the any method as their mode of classification. As well as the responses of 1792 schools are not relevant to the question or incomplete answers.

### 2.3.4 Maintaining a Formal Accession Register

Figure 11: Availability of Formal Accession Register in School Libraries



Source: School Library Survey, 2016

Data was gathered from the responding schools regarding the maintenance of a formal accession register within their library set up. The data thus gathered is illustrated in the figure 11. Accordingly, it is clear that a majority of the schools which account for 89% of the total maintain a formal accession register within their library set up while only 8% of the respondents do not utilize the formal accession register. Out of the total number of respondents, 3% have not mentioned any response regarding the maintenance of a formal accession register within their libraries.

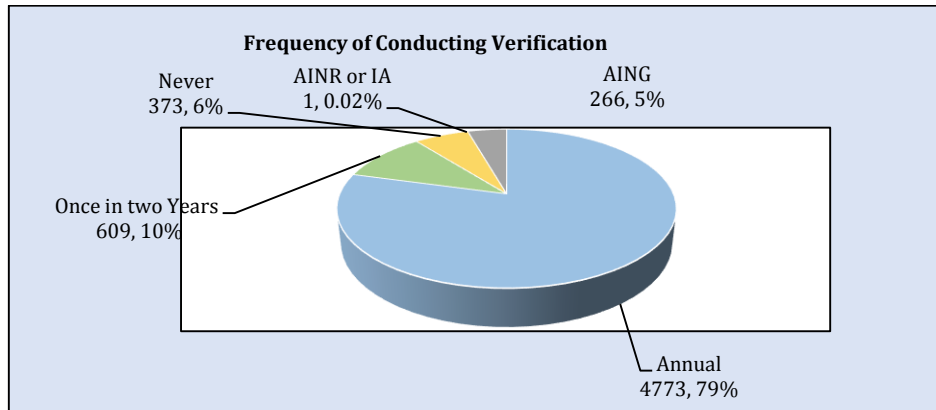
### 2.3.5 Frequency of Conducting Verification

Figure 12 illustrates data regarding the frequency of conducting a library collection verification. Accordingly, it is clear that responding schools maintain verifications once a year, once in two years or never. From the chart it is clear that a majority of the schools conduct their verification once a year while it accounts for 79% of the total number of respondents. 10% of the respondents conduct it once in two years while there are 373 schools which account for 6% of the total which do not conduct a verification at all. 5% of



the schools have not mentioned anything regarding the frequency of verification while one school has mentioned an irrelevant answer with regard to the question.

Figure 12: Frequency of Conducting Verification in School Libraries

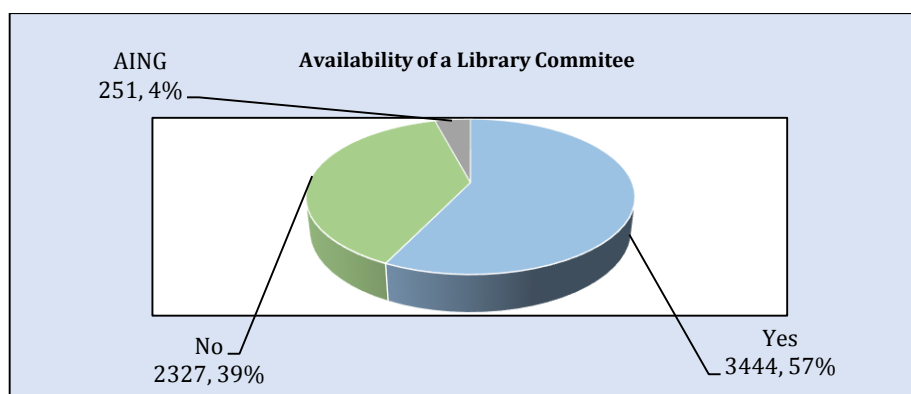


Source: School Library Survey, 2016

### 2.3.6 Availability of a Library Committee

Data was gathered from the responding schools regarding the availability of a library committee within their library set up. The data thus gathered is illustrated in the figure 13. Accordingly, it is clear that a majority of the schools which account for 57% of the total have a library committee within their library set up while 39% of the respondents do not have a library committee. Out of the total number of respondents 4% have not mentioned any response regarding the availability of a library committee in the school.

Figure 13: Availability of Library Committee in Schools



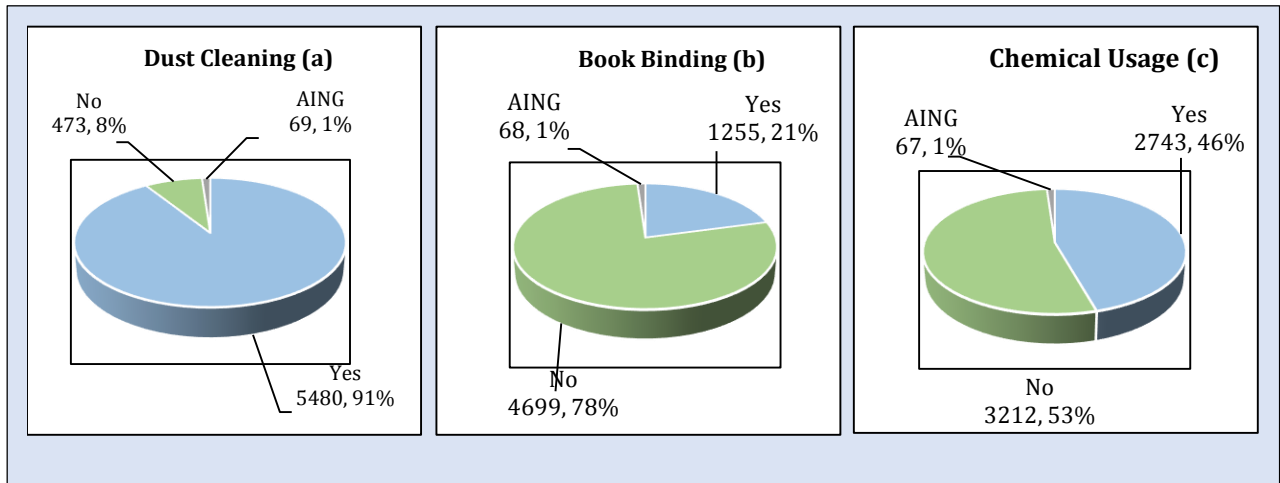
Source: School Library Survey, 2016

### 2.3.7 Conservation of the Library Materials

Different methodologies are adopted by libraries to conserve books available within their libraries. Out of those methodologies use of dust cleaning, book binding and use of chemicals were taken into account in this survey and data was collected regarding the use of each of

these methodologies in the responding schools. Accordingly, the data thus gathered was summarized in three figures as follows.

Figure 15: Availability of Conservation Methods in School Libraries



Source: School Library Survey, 2016

The figure 15 (a) depicts information regarding the use of dust cleaning within the library as a conservative method. Accordingly, a majority of the schools use this methodology as a means of conserving books in their libraries. Those schools account for 91% of the total number of respondents while only 8% of the schools do not use this methodology as a method of conserving books in their libraries. 69 schools which account for 1% of the total number of respondents have not mentioned their response regarding the use of dust cleaning within the library as a conservative method.

From figure 15 (b) which illustrates data regarding the number of schools who use book binding within the library as a conservative method, it is clear that a majority of the schools which account for 78% of the total number of respondents do not find the use of book binding within the library as a suitable conservative method. Only 21% of the total number of respondents use book binding within the library as a conservative method while 68 schools which account for 1% of the total number of respondents have not mentioned their response regarding the use of this methodology as a conservative mechanism.

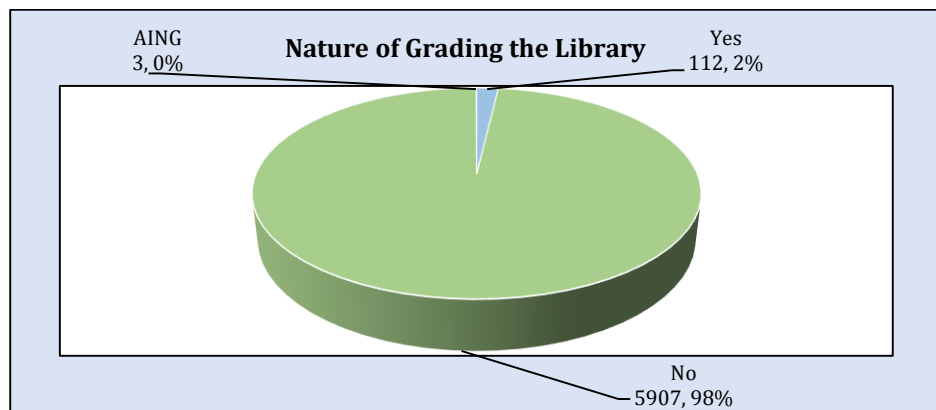
Data regarding the use of chemicals within the library as a conservative method is illustrated in the figure 15 (c). According to the figure it is clear that a majority of the schools do not use chemicals within the library as a conservative method. It accounts for 53% of the total number of respondent schools. Only 46% of the schools use chemicals within the library as a conservative method. 67 schools which account for 1% of the total number of respondents

have not mentioned their response regarding the use of chemicals within the library as a conservative method.

### 2.3.8 Availability of a Grade for the School Library

Data was gathered from the responding schools regarding the grading of their libraries. The data thus gathered is illustrated in the figure 16. Accordingly, it is clear that a majority of the schools which account for 98% of the total have not been graded while only 2% of the respondents have graded libraries within their schools. Out of the total number of respondents 3 have not mentioned any response regarding the grading of their libraries.

Figure 16: Nature of Grading of School Libraries

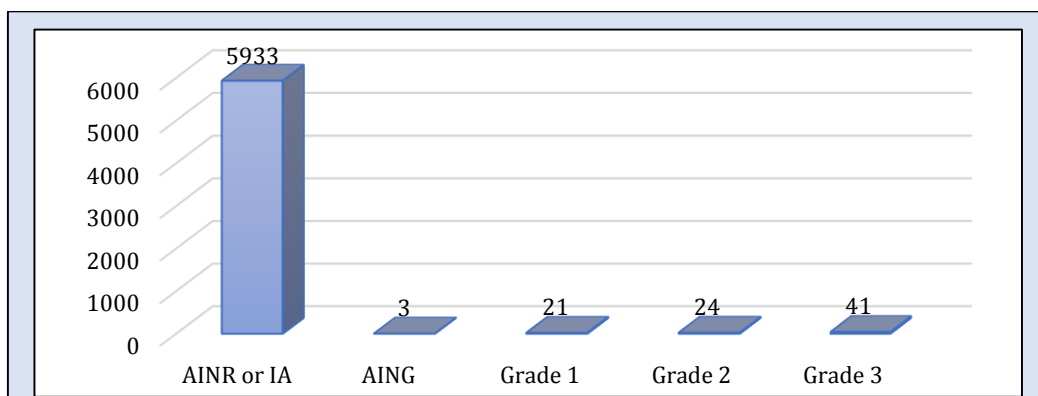


Source: School Library Survey, 2016

### 2.3.9 Grade Obtained for the School Library

After gathering data regarding the number of schools which have graded libraries and which do not have graded libraries, data was then gathered from the schools with a graded library regarding the grade of their libraries.

Figure 17: Grade Obtained for the Libraries in Schools



Source: School Library Survey, 2016

The data thus gathered is illustrated in the figure 17. Accordingly, it is clear that a majority of the schools have mentioned the grade of their school libraries as Grade 3 while 21 and 24 schools have mentioned their grades as Grade 1 and Grade 2 respectively. 3 schools have not mentioned the grades of their schools while a majority of the schools (5933) who have claimed their libraries to have been graded, have given irrelevant answers with regard to the question.

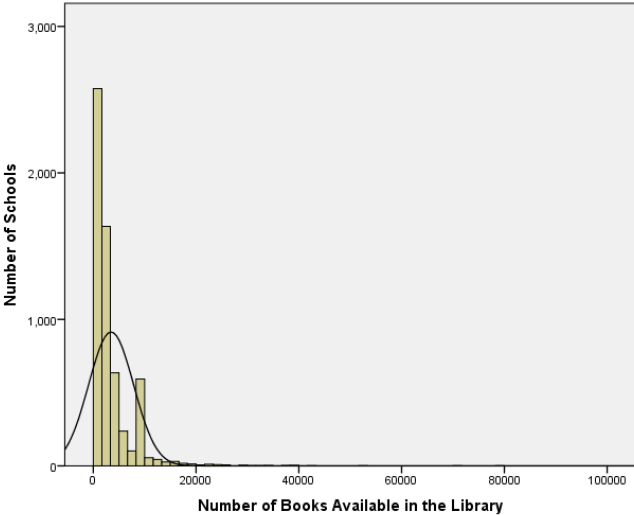
**2.4 Resources and Equipment Available in School Libraries**

**2.4.1 Number of Books Available in School Libraries**

Table 05: Summary Statistics

Number of Observations	Valid	5484
	AING	538
Mean		2817.56
Median		1814.00
Mode		1500
Std. Deviation		4057.670
Quartile Deviance		1188.38
Skewness		5.837
Kurtosis		60.515
Range		80000
Minimum		0
Maximum		80000

Figure 18: Number of Books Available



Source: Calculated by Using School Library Survey Data, 2016

According to the table 05, the total number of books in each library lie in a continuous distribution with a median value of 1814 and it varies with a quartile deviance value 1188.38. The median was used to describe the distribution of number of books available in school libraries due to the highly positive skewed shape with a coefficient value of 5.84. The maximum number of books available in a library is 80000 while the minimum is zero (Zero means non-availability of any book in the school library and this amount is 15. However, 538 schools do not response and can be assumed that they also refer to the same category). The asymmetric shape of the distribution of number of books available in school libraries (figure 18) indicates that the inequality of the distribution of library facility among schools.

**2.4.2 Number of Periodicals Available in School Libraries**

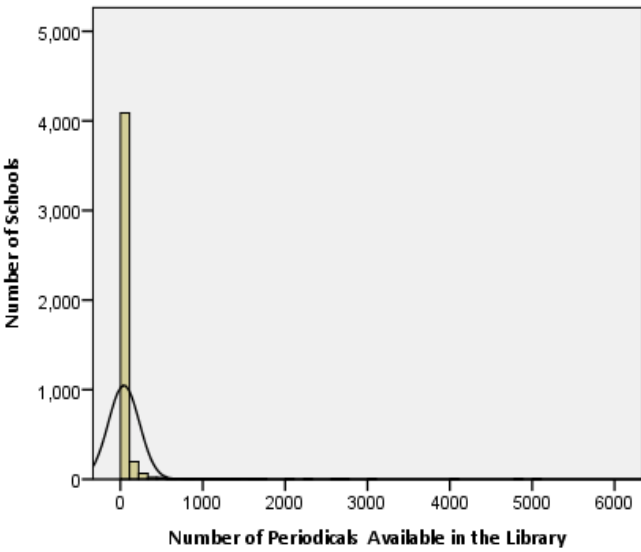
The total number of periodicals in each library lies in a continuous distribution with a median value of 2.816 and it varies with a quartile deviance value 13.5. When considering

about the number of periodicals available in the school libraries it is clear from the summary statistics table 06 that the minimum number of periodicals available in the schools is zero (This indicates non-availability of periodicals) while the maximum number of periodicals is 5000. Furthermore, the sample consisted of school libraries of whom do not have number of periodicals were 2187, while the 1585 of the schools didn't respond properly indicating that the majority of the school libraries do not have number of periodicals available within them. (1016 schools have not given the availability of number of periodicals and the responds of 569 schools regarding the number of periodicals available in their libraries is not relevant). The median was used to describe the distribution of a number of periodicals available in school libraries due to the positive skewed shape with a coefficient value of 14.91. The asymmetric shape of the distribution of a number of periodicals available in school libraries (figure 19) indicates that the inequality of the distribution of library resources among schools.

Table 06: Summary Statistics

Number of Observations	Valid	4437
	AINRQ or IA	569
	AING	1016
Mean		42.65
Median		2.816
Mode		0
Std. Deviation		187.605
Quartile Deviance		13.5
Skewness		14.910
Kurtosis		303.993
Range		5000
Minimum		0
Maximum		5000

Figure 19: Number of Periodicals Available



Source: Calculated by Using School Library Survey Data, 2016

**2.4.3 Number of Newspapers Available in School Library**

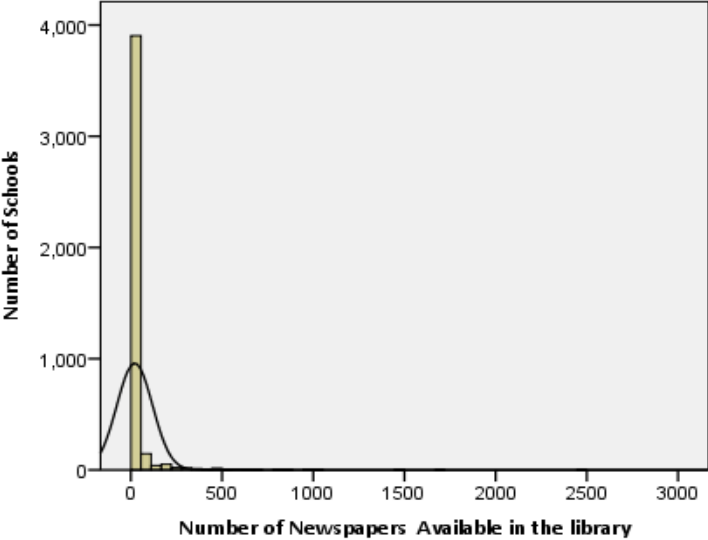
The summary statistics table 07 gives details regarding the number of newspapers available within the school libraries. According to the table it is clear that the minimum number of newspapers available in the schools is zero while the maximum number of newspapers is 2500. Furthermore, the sample consisted of school libraries of whom do not have number of newspapers were 2792, while the 1790 of the schools didn't respond properly indicating that the majority of the school libraries do not have newspapers available within them. (1134

schools have not given the availability of newspapers and the response of 656 schools regarding the number of newspapers available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is slightly positively skewed with a coefficient value of 11.11. The asymmetric shape of the distribution of a number of newspapers available in school libraries (figure 20) indicates that the lack of library reading materials among schools.

Table 07: Summary Statistics

Number of Observations	Valid	4232
	AINRQ or IA	656
	AING	1134
Mean		20.92
Median		0.00
Mode		0
Std. Deviation		97.746
Quartile Deviance		1
Skewness		11.111
Kurtosis		180.738
Range		2500
Minimum		0
Maximum		2500

Figure 20: Number of News Papers Available



Source: Calculated by Using School Library Survey Data, 2016

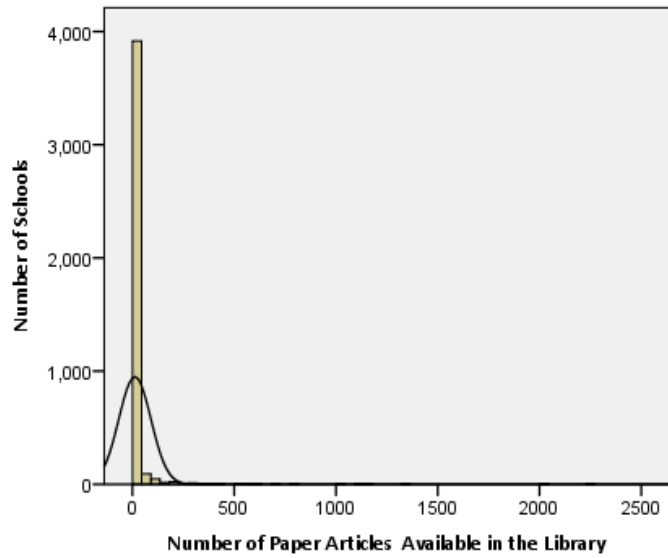
**2.4.4 Number of Paper Articles Available in School Library**

The summary statistics table 08 gives details regarding the number of paper articles available within the school libraries. According to the table it is clear that the minimum number of paper articles available in the schools is zero while the maximum number of paper articles is 2234. Furthermore, the sample consisted of school libraries of whom do not have paper articles were 3210, while the 1883 of the schools didn't respond properly indicating that the majority of the school libraries do not have paper articles available within them. (1339 schools have not given the availability of paper articles and the response of 544 schools regarding the number of paper articles available in their libraries is not relevant). When considering about the distribution of the variable (figure 21) it is evident that the distribution is positively skewed with a coefficient value of 15.57. The asymmetric shape of the distribution of a number of paper articles available in school libraries indicates that the lack of library reading materials among schools.

Table 08: Summary Statistics

Number of Observations	Valid	4139
	AINRQ or IA	544
	AING	1339
Mean		12.11
Median		0.00
Mode		0
Std. Deviation		78.973
Quartile Deviance		0
Skewness		15.571
Kurtosis		323.490
Range		2234
Minimum		0
Maximum		2234

Figure 21: Number of Paper Articles Available



Source: Calculated by Using School Library Survey Data, 2016

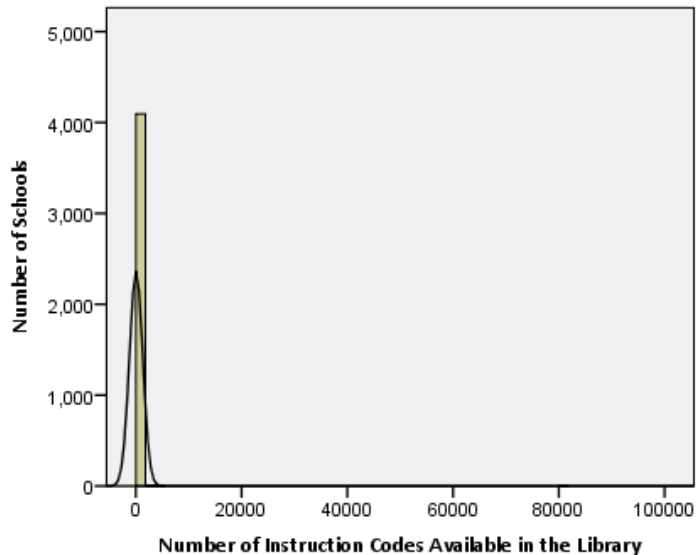
### 2.4.5 Number of Instruction Codes Available in School Libraries

When considering about the number of instruction codes available in the libraries (table 09) it is clear from the summary statistics table that the minimum number of instruction codes available in the schools is zero while the maximum number of instruction codes is 8000.

Table 09: Summary Statistics

Number of Observations	Valid	4102
	AINRQ or IA	573
	AING	1347
Mean		47.32
Median		0.00
Mode		0
Std. Deviation		1257.628
Quartile Deviance		1
Skewness		62.706
Kurtosis		3986.087
Range		80000
Minimum		0
Maximum		80000

Figure 22: Number of Instruction Codes Available



Source: Calculated by Using School Library Survey Data, 2016

Furthermore, the sample consisted of school libraries of whom do not have instruction codes were 2862, while the 1920 of the schools didn't respond properly indicating that the

majority of the school libraries do not have instruction codes available within them. (1347 schools have not given the availability of instruction codes and the response of 573 schools regarding the number of paper articles available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 62.71. The asymmetric shape of the distribution of a number of instruction codes available in school libraries (figure 22) indicates that the lack of library resources among schools.

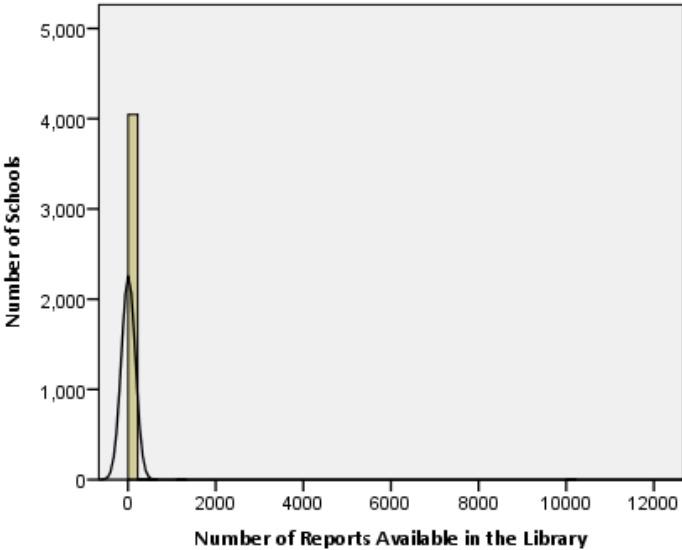
**2.4.6 Number of Reports Available in School Libraries**

When considering about the number of reports (table 10) available in the libraries it is clear from the summary statistics table that the minimum number of reports available in the schools is zero while the maximum number of reports is 10000. Furthermore, the sample consisted of school libraries of whom do not have reports were 3178, while the 1970 of the schools didn't respond properly indicating that the majority of the school libraries do not have reports available within them. (1458 schools have not given the availability of reports and the response of 512 schools regarding the number of reports available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 61.49. The asymmetric shape of the distribution of a number of reports available in school libraries (figure 23) indicates that the lack of library resources among schools.

Table 10: Summary Statistics

Number of Observations	Valid	4052
	AINRQ or IA	512
	AING	1458
Mean		6.38
Median		0.00
Mode		0
Std. Deviation		158.962
Quartile Deviance		0
Skewness		61.486
Kurtosis		3859.678
Range		10000
Minimum		0
Maximum		10000

Figure 23: Number of Reports Available



Source: Calculated by Using School Library Survey Data, 2016



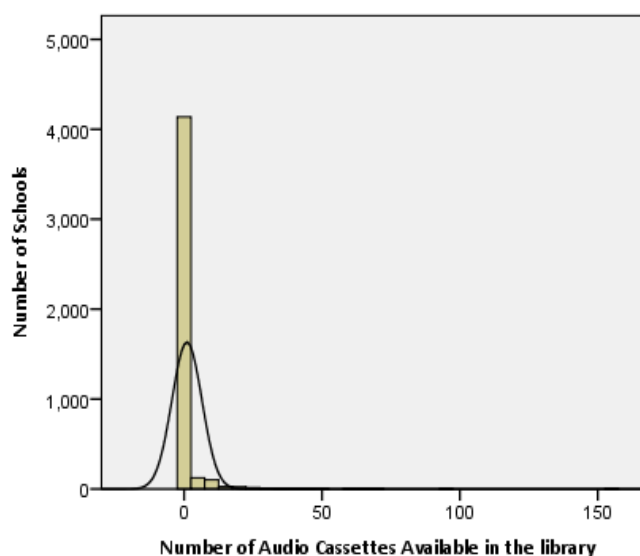
### 2.4.7 Number of Audio Cassettes Available in School Libraries

The summary statistics table 11 gives details regarding the number of audio cassettes available within the school libraries. According to the table it is clear that the minimum number of audio cassettes available in the schools is zero while the maximum number of audio cassettes is 157. Furthermore, the sample consisted of school libraries of whom do not have audio cassettes were 3793, while the 1574 of the schools didn't respond properly indicating that the majority of the school libraries do not have audio cassettes available within them. (1405 schools have not given the availability of audio cassettes and the response of 169 schools regarding the number of audio cassettes available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 14.88. The asymmetric shape of the distribution of a number of audio cassettes available in school libraries (figure 24) indicates that the lack of library resources among schools.

Table 11: Summary Statistics

Number of Observations	Valid	4194
	AINRQ or IA	685
	AING	1143
Mean		14.01
Median		0.00
Mode		0
Std. Deviation		96.066
Quartile Deviance		5
Skewness		28.114
Kurtosis		937.666
Range		3783
Minimum		0
Maximum		3783

Figure 24: Number of Audio Cassettes Available



Source: Calculated by Using School Library Survey Data, 2016

### 2.4.6 Number of Posters Available in School Libraries

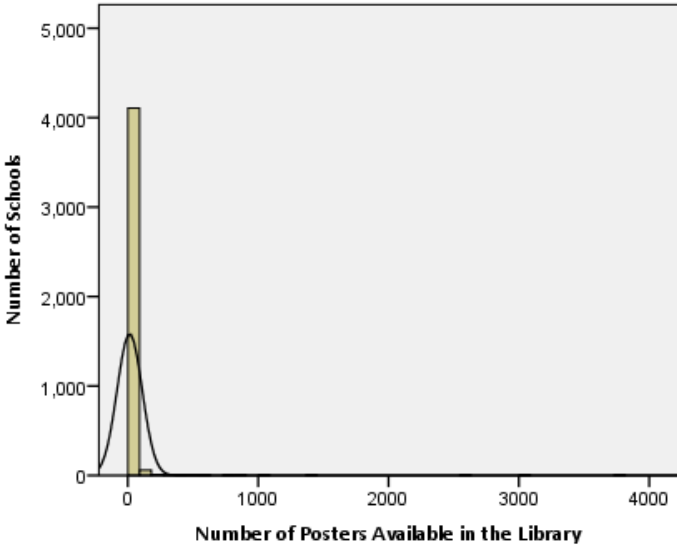
The summary statistics table 12 gives details regarding the number of posters available within the school libraries. According to the table it is clear that the minimum number of posters available in the schools is zero while the maximum number of posters is 3783. Furthermore, the sample consisted of school libraries of whom do not have posters were 2362, while the 1828 of the schools didn't respond properly indicating that the majority of

the school libraries do not have posters available within them. (1143 schools have not given the availability of posters and the response of 685 schools regarding the number of posters available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 28.11. The asymmetric shape of the distribution of a number of posters available in school libraries indicates (figure 25) that the lack of library resources among schools.

Table 12: Summary Statistics

Number of Observations	Valid	4194
	AINRQ or IA	685
	AING	1143
Mean		14.01
Median		0.00
Mode		0
Std. Deviation		96.066
Quartile Deviance		5
Skewness		28.114
Kurtosis		937.666
Range		3783
Minimum		0
Maximum		3783

Figure 25: Number of Posters Available



Source: Calculated by Using School Library Survey Data, 2016

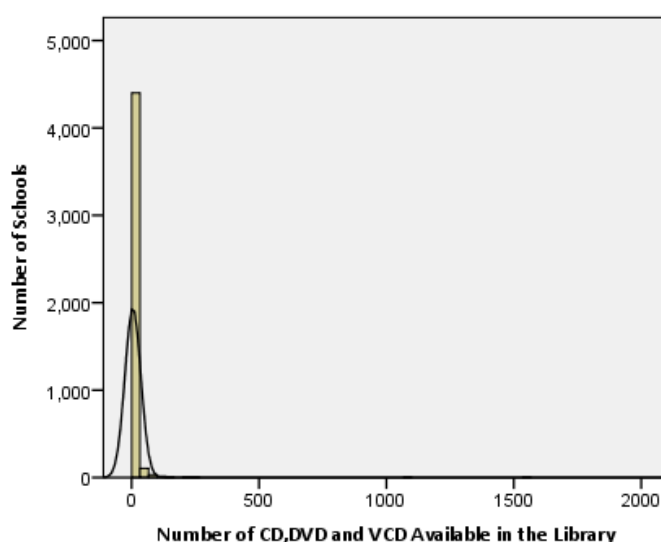
**2.4.8 Number of CDs, VCDs and DVDs Available in School Libraries**

When considering about the number of CDs, VCDs and DVDs available in the libraries it is clear from the summary statistics table 13 that the minimum number of CDs, VCDs and DVDs available in the schools is zero while the maximum number of CDs, VCDs and DVDs is 1540. Furthermore, the sample consisted of school libraries of whom do not have CDs, VCDs and DVDs were 3413, while the 1460 of the schools didn't respond properly indicating that the majority of the school libraries do not have CDs, VCDs and DVDs available within them. (1270 schools have not given the availability of CDs, VCDs and DVDs and the response of 190 schools regarding the number of CDs, VCDs and DVDs available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 35.51. The asymmetric shape of the distribution of a number of CDs, VCDs and DVDs available in school libraries (figure 26) indicates that the lack of library resources among schools.

Table 13: Summary Statistics

Number of Observations	Valid	4562
	AINRQ or IA	190
	AING	1270
Mean		5.02
Median		0.00
Mode		0
Std. Deviation		31.226
Quartile Deviance		0.5
Skewness		35.515
Kurtosis		1584.593
Range		1540
Minimum		0
Maximum		1540

Figure 26: Number of CD, DVD and VCD Available



Source: Calculated by Using School Library Survey Data, 2016

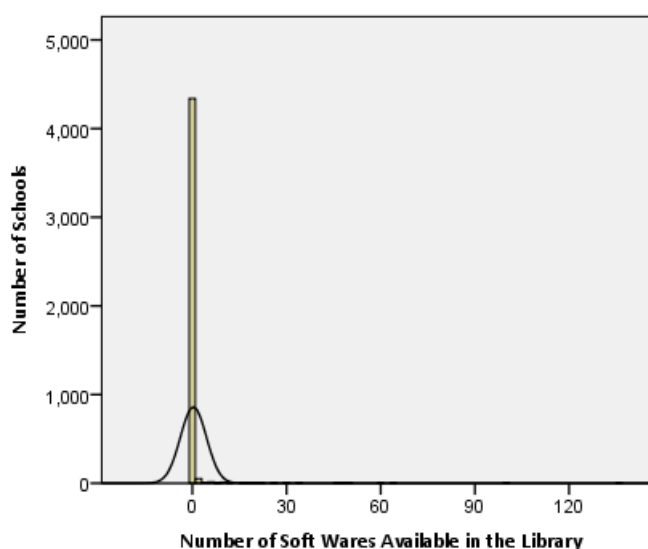
#### 2.4.9 Number of Software Available in School Libraries

The summary statistics table 14 gives details regarding the number of software available within the school libraries. According to the table it is clear that the minimum number of software available in the schools is zero while the maximum number of software is 135.

Table 14: Summary Statistics

Number of Observations	Valid	4459
	AINRQ or IA	54
	AING	1509
Mean		.33
Median		0.00
Mode		0
Std. Deviation		4.135
Quartile Deviance		0
Skewness		20.833
Kurtosis		520.104
Range		135
Minimum		0
Maximum		135

Figure 27: Number of Software Available



Source: Calculated by Using School Library Survey Data, 2016

Furthermore, the sample consisted of school libraries of whom do not have software were 4340, while the 1563 of the schools didn't respond properly indicating that the majority of

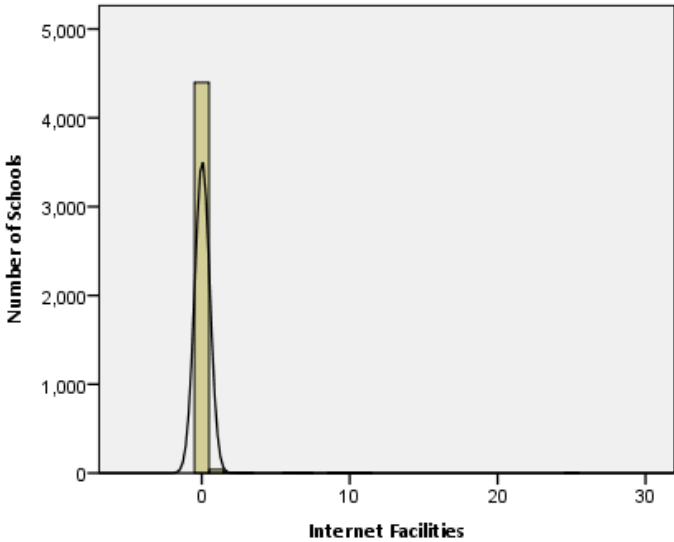
the school libraries do not have software available within them. (1509 schools have not given the availability of software and the response of 54 schools regarding the number of software available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 20.83. The asymmetric shape of the distribution of a number of software available in school libraries (figure 27) indicates that the lack of library resources among schools.

**2.4.10 Number of Computers with the Internet Facility Available in School Libraries**

When considering about the number of computers with the internet facility available in the libraries it is clear from the summary statistics table 15 that the minimum number of computers with the internet facility available in the schools is zero while the maximum number of computers with the internet facility is 25. Furthermore, the sample consisted of school libraries of whom do not have the number of computers with the internet facility were 4397, while the 1567 of the schools didn't respond properly indicating that the majority of the school libraries do not have computers with internet facility available within them. (1524 schools have not given the availability of a number of computers with the internet facility and the response of 43 schools regarding the number of computers with the internet facility available in their libraries is not relevant).

Table 15: Summary Statistics      Figure 28: Number of Computers Available with Internet

Number of Observations	Valid	4455
	AINRQ or IA	43
	AING	1524
Mean		.03
Median		0.00
Mode		0
Std. Deviation		.504
Quartile Deviance		0
Skewness		34.153
Kurtosis		1473.101
Range		25
Minimum		0
Maximum		25



Source: Calculated by Using School Library Survey Data, 2016

When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 34.15. The asymmetric shape of the distribution

of number of computers with the internet facility available in school libraries (figure 28) indicates that the lack of library resources among schools.

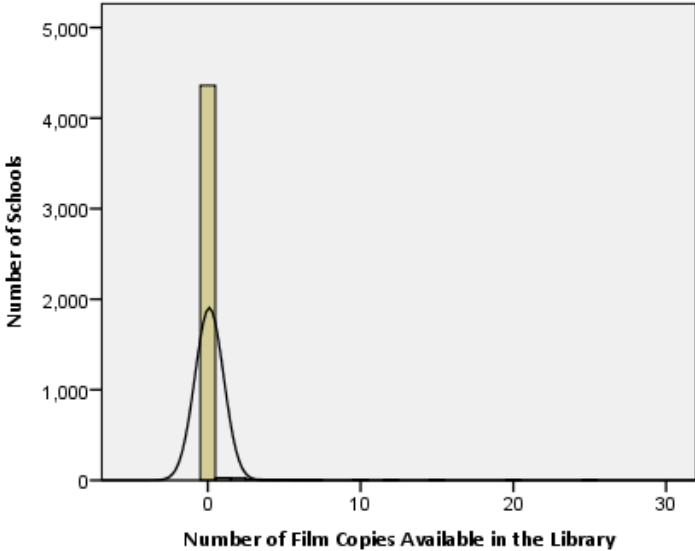
**2.4.11 Number of Film Copies Available in School Libraries**

When considering about the number of film copies available in the libraries it is clear from the summary statistics table 16 that the minimum number of film copies available in the schools is zero while the maximum number of film copies is 25. Furthermore, the sample consisted of school libraries of whom do not have the number of film copies were 4359, while the 1557 of the schools didn't respond properly indicating that the majority of the school libraries do not have the number of film copies available within them. (1524 schools have not given the availability of the number of film copies and the response of 33 schools regarding the number of the number of film copies available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 16.11. The asymmetric shape of the distribution of a number of the number of film copies available in school libraries (figure 29) indicates that the lack of library resources among schools.

Table 16: Summary Statistics

Number of Observations	Valid	4465
	AINRQ or IA	33
	AING	1524
Mean		.09
Median		0.00
Mode		0
Std. Deviation		.935
Quartile Deviance		0
Skewness		16.114
Kurtosis		315.945
Range		25
Minimum		0
Maximum		25

Figure 29: Number of Film Copies Available



Source: Calculated by Using School Library Survey Data, 2016

**2.4.12 Number of Computers Available in School Libraries**

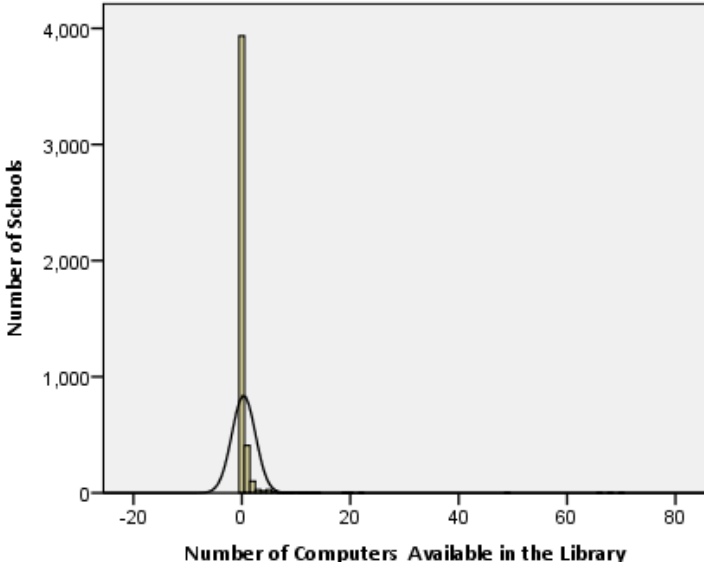
The summary statistics table 17 gives details regarding the number of computers available within the school libraries. According to the table it is clear that the minimum number of computers available in the schools is zero while the maximum number of computers is 70.

Furthermore, the sample consisted of school libraries of whom do not have the number of computers were 3935, while the 1465 of the schools didn't respond properly indicating that the majority of the school libraries do not have the number of computers available within them. (1373 schools have not given the availability of the number of computers and the response of 92 schools regarding the number of the number of computers available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 23.57. The asymmetric shape of the distribution of a number of the number of computers available in school libraries (figure 30) indicates that the lack of library resources among schools.

Table 17: Summary Statistics

Number of Observations	Valid	4557
	AINRQ or IA	92
	AING	1373
Mean		.33
Median		0.00
Mode		0
Std. Deviation		2.170
Quartile Deviance		0
Skewness		23.572
Kurtosis		686.215
Range		70
Minimum		0
Maximum		70

Figure 30: Number of Computers Available



Source: Calculated by Using School Library Survey Data, 2016

**2.4.13 Number of Multimedia Projectors Available in School Libraries**

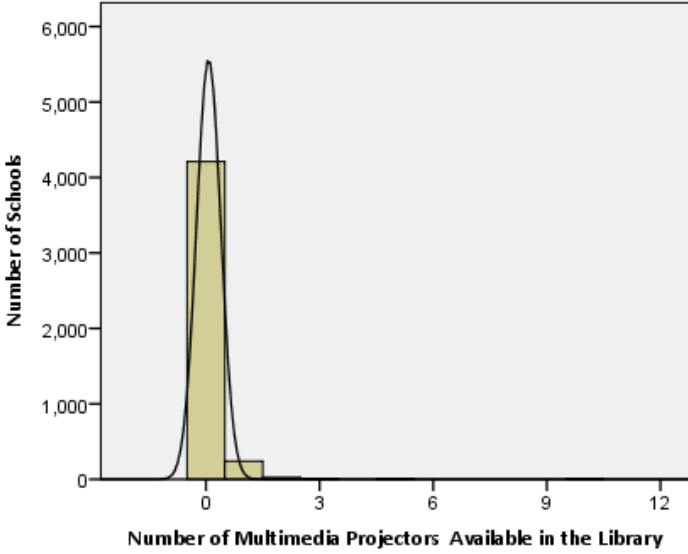
The summary statistics table 18 gives details regarding the number of multimedia projectors available within the school libraries. According to the table it is clear that the minimum number of multimedia projectors available in the schools is zero while the maximum number of multimedia projectors is 10. Furthermore, the sample consisted of school libraries of whom do not have the multimedia projectors were 4210, while the 1541 of the schools didn't respond properly indicating that the majority of the school libraries do not have the multimedia projectors available within them. (1490 schools have not given the availability of the number of multimedia projectors and the response of 51 schools regarding the number of the number of multimedia projectors available in their libraries is not relevant).

When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 10.23. The asymmetric shape of the distribution of a number of the number of multimedia projectors available in school libraries (figure 31) indicates that the lack of library resources among schools.

Table 18: Summary Statistics

Number of Observations	Valid	4482
	AINRQ or IA	51
	AING	1490
Mean		.07
Median		0.00
Mode		0
Std. Deviation		.321
Quartile Deviance		0
Skewness		10.217
Kurtosis		227.857
Range		10
Minimum		0
Maximum		10

Figure 31: Number of Multimedia Projectors Available



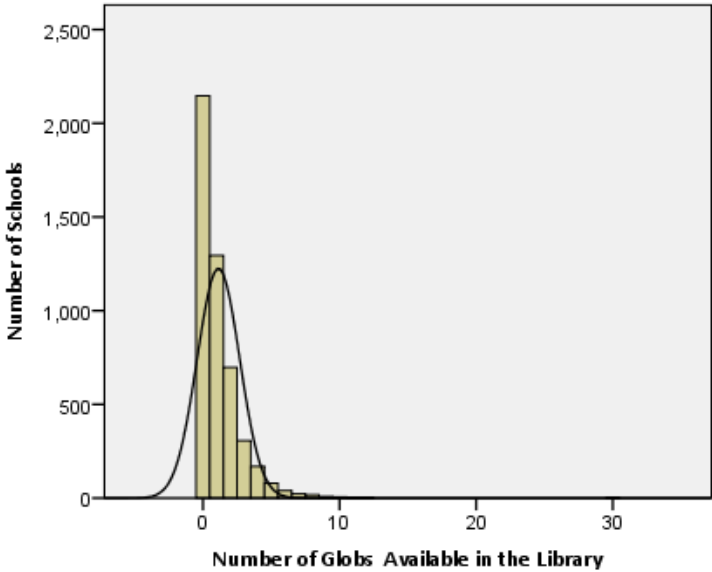
Source: Calculated by Using School Library Survey Data, 2016

**2.4.14 Number of Globes Available in School Libraries**

Table 19: Summary Statistics

Number of Observations	Valid	4791
	AINRQ or IA	352
	AING	879
Mean		1.13
Median		1.00
Mode		0
Std. Deviation		1.559
Quartile Deviance		1
Skewness		3.227
Kurtosis		29.747
Range		30
Minimum		0
Maximum		30

Figure 32: Number of Globes Available



Source: Calculated by Using School Library Survey Data, 2016

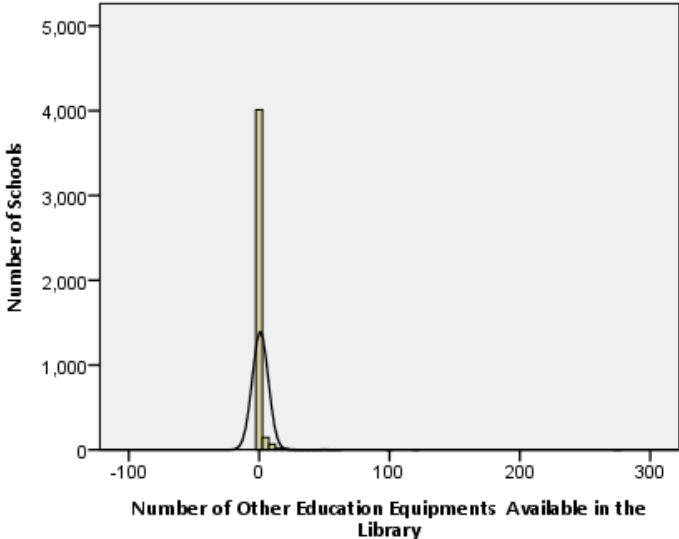
When considering about the number of globs available in the libraries it is clear from the summary statistics table 19 that the minimum number of globs available in the schools is zero while the maximum number of globs is 30. Furthermore, the sample consisted of school libraries of whom do not have the number of globs were 2146, while the 1231 of the schools didn't respond properly indicating that the majority of the school libraries do not have the number of globs available within them. (879 schools have not given the availability of the number of globs and the response of 352 schools regarding the number of the number of globs available in their libraries is not relevant). When considering about the distribution of the variable it is evident that the distribution is positively skewed with a coefficient value of 3.23. The asymmetric shape of the distribution of a number of the number of globs available in school libraries (figure 32) indicates that the lack of library resources among schools.

**2.4.15 Number of Other Educational Equipment Available in School Libraries**

The summary statistics table 20 gives details regarding the number of other educational equipment available within the school libraries. According to the table it is clear that the minimum number of other educational equipment available in the schools is 00 while the maximum number of other educational equipment is 275.

Table 20: Summary Statistics    Figure 33: Number of Other Education Equipment Available

Number of Observations	Valid	4279
	AINRQ or IA	220
	AING	1523
Mean		.82
Median		0.00
Mode		0
Std. Deviation		6.093
Quartile Deviance		0
Skewness		26.742
Kurtosis		1036.083
Range		275
Minimum		0
Maximum		275



Source: Calculated by Using School Library Survey Data, 2016

Furthermore, the sample consisted of school libraries of whom do not have the number of other educational equipment were 3785, while the 1743 of the schools didn't respond properly indicating that the majority of the school libraries do not have the number of other



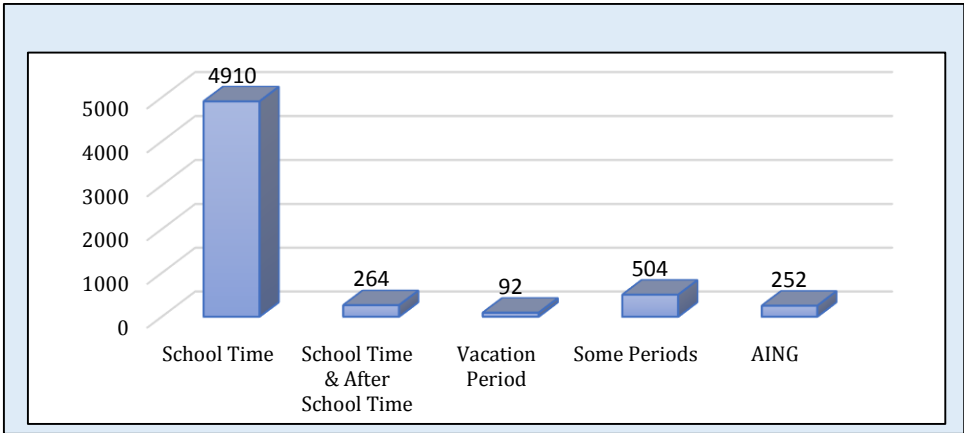
educational equipment available within them. (1523 schools have not given the availability of the number of other educational equipment and the response of 220 schools regarding the number of other educational equipment available in their libraries is not relevant). When considering the figure 33 it is evident that the distribution is positively skewed with a coefficient value of 26.74. The asymmetric shape of the distribution of number of other educational equipment available in school libraries (figure 33) indicates that the lack of library resources among schools.

**2.5 Structure of the Library in Schools**

**2.5.1 Opening Time of the School Libraries**

The libraries of the responding schools are kept open during the School time, school time and after school time, vacation period or only during some periods within the school time. From the figure 34 related to the operating hours of the library it is clear that a majority of the schools keep their libraries open only during the school time. But they keep it open throughout the school time. This accounts for 81.5% of the total number of respondents. 1.5% of the total keep their libraries open even during the vacation period while 4.3% of the schools keep their libraries open during the school time and after school time also. 4.18% of the total have not mentioned anything about the number of hours in which their libraries are kept open.

Figure 34: Opening Time of School Libraries



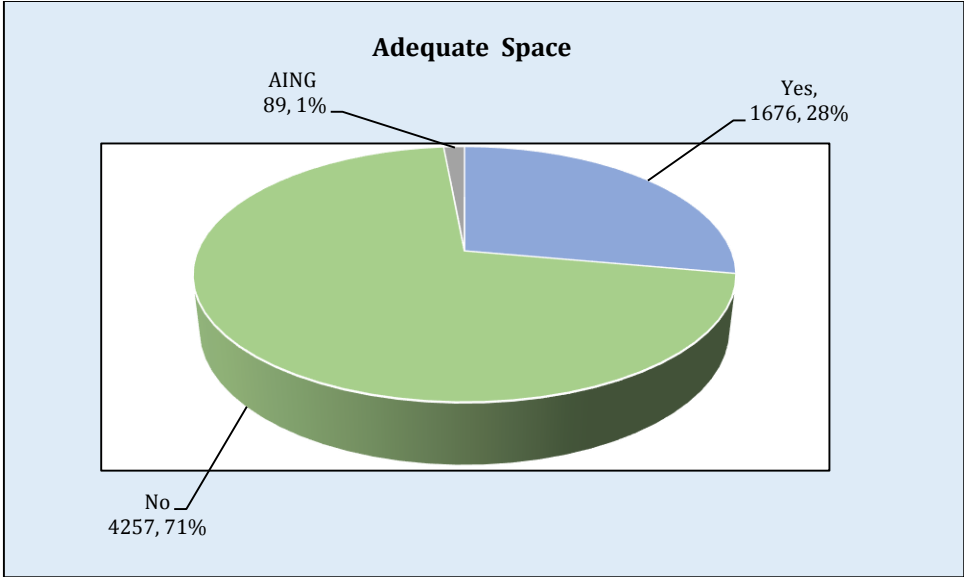
Source: School Library Survey, 2016

**2.5.2 Adequacy of Available Space of School Libraries**

The data gathered from the responding schools regarding their attitude about the adequacy of the space available in the libraries is illustrated by figure 35. Accordingly, it is clear that a majority of the respondents are in the attitude that the space availability is not adequate for

them. This rate accounts for 71% of the total while 28% of the respondents agree that the space availability of their school libraries are sufficient. 89 schools which account for 1% of the total number of respondents have not given any response with this regard.

Figure 35: Adequacy of Available Space in School Libraries



Source: School Library Survey, 2016

**2.5.3 Availability of Separate Sections in School Libraries for Different Levels**

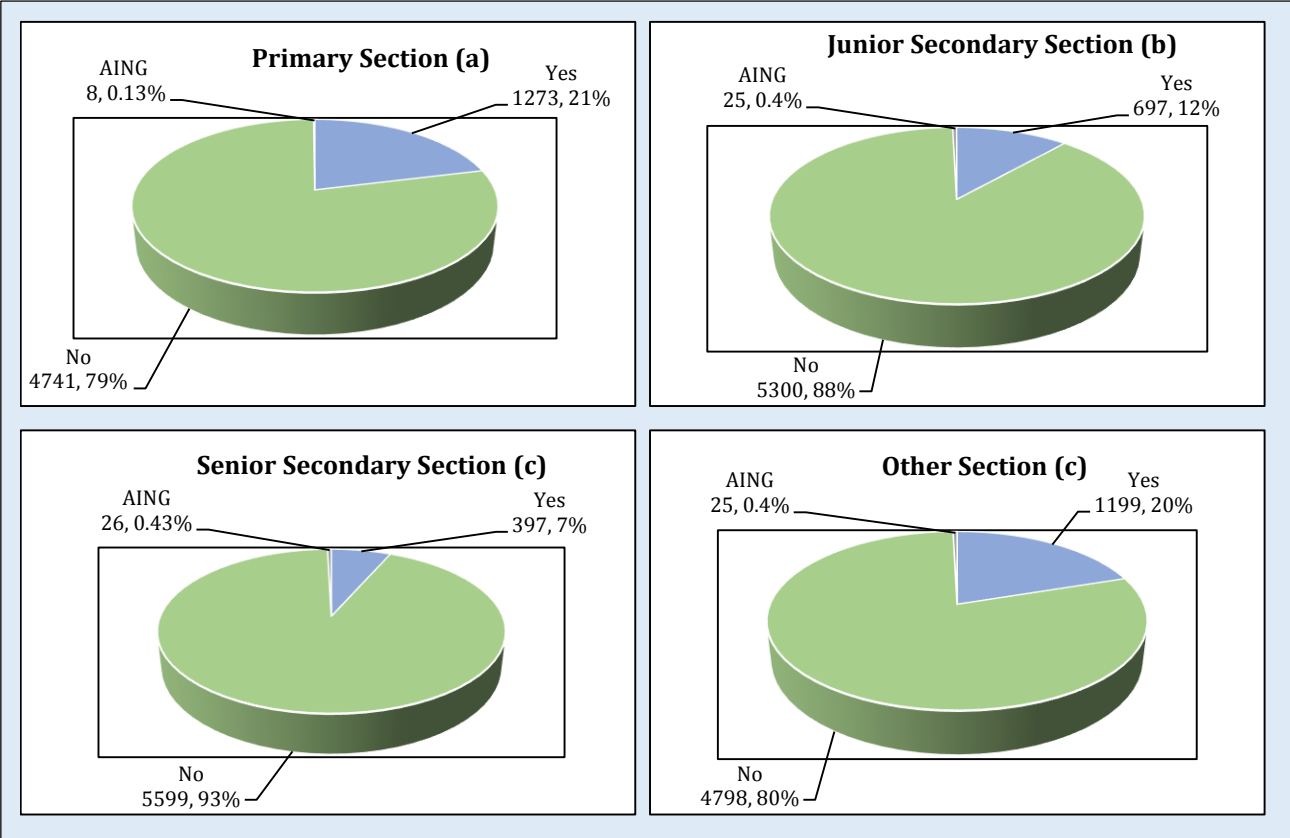
Questions were raised from the respondents regarding the availability of different sections for different levels in school libraries and data was collected regarding the number of schools with each of these sections.

The figure 36 (a) illustrates data regarding the number of schools with separate library section for the primary section of the schools. According to the figure it is clear that a majority of the schools do not have separate library section for the primary section and it accounts for 79% of the total number of respondents. While 21% of the respondents have a separate library section for the primary section and 8 schools which account for 0.13% of the total have not mentioned anything regarding the availability of this section.

Data regarding the availability of a separate library section for the junior secondary section is illustrated by figure 36 (b). Accordingly, it is obvious that a majority of the schools do not maintain a separate library section for the junior secondary section and it accounts for 88% of the total number of respondents. Only 12% of the schools maintain separate library section for the junior secondary section. 25 schools which account for 0.4% of the total

number of respondents have not mentioned their response regarding the availability of a separate library section for the junior secondary section.

Figure 36: Availability of Sections in School Libraries



Source: School Library Survey, 2016

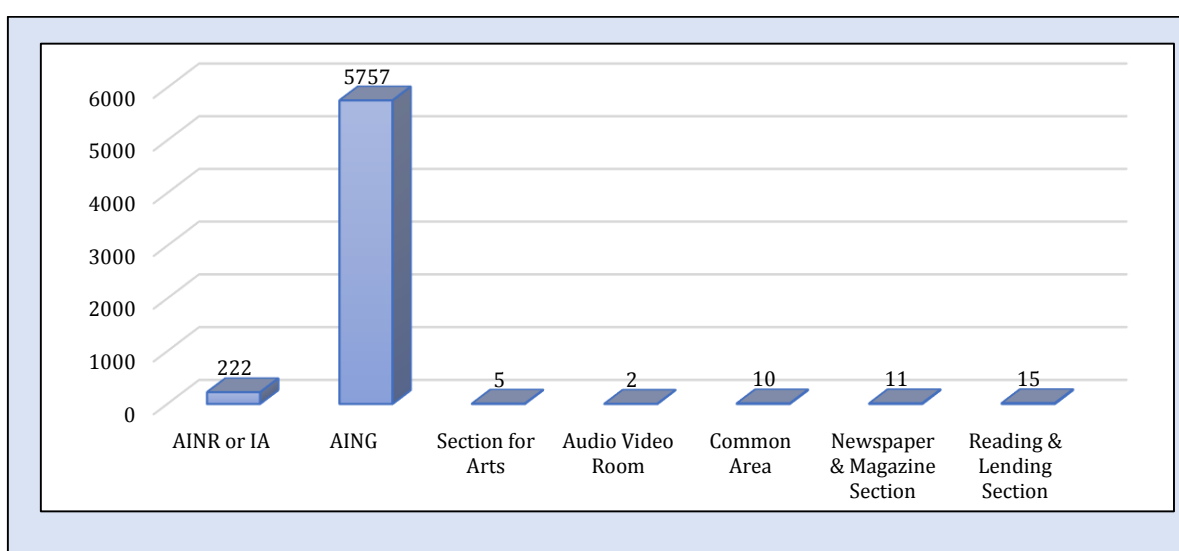
According to the figure 36 (c) which depicts data regarding the availability of a separate library section for the senior secondary section a majority of the schools (93%) do not have a separate library section for the senior secondary section. Only 7% of the total respondents maintain a separate library section for the senior secondary section. 26 schools which account for 0.43% of the total number of respondents have not mentioned their response regarding the availability of a separate library section for the senior secondary section

Data regarding the availability of a separate section for other sections is illustrated by the figure 36 (d). Accordingly, it is evident that a majority of the schools do not maintain a separate section for other sections and it accounts for 80% of the total number of respondents. 20% of the schools from the total number of respondents maintain a separate section for other sections. 25 schools which account for 0.4% of the total number of respondents have not mentioned their response regarding the availability of a separate section for other sections.

#### 2.5.4 Availability of Other Sections in School Libraries

Responses were gathered from the schools regarding the availability of different sections within their libraries. These sections were identified as the Lending section, Reference section, Children’s section, Reading area, Computer unit and Photocopy section. Some schools have certain other sections also apart from the sections which were given in the questionnaire and figure 37 illustrates data regarding the availability of these other sections within the school libraries. According to the figure it is clear that a majority of the schools have a Reading and Lending Section together in their libraries and the number of schools with this section accounts for 15. 2 schools have mentioned that they have an Audio, Video room within their libraries. While it was revealed from the study that some schools maintain a section for Arts, a Common Area and a Newspaper and Magazines section also within their libraries.

Figure 37: Availability of Other Sections in School Libraries

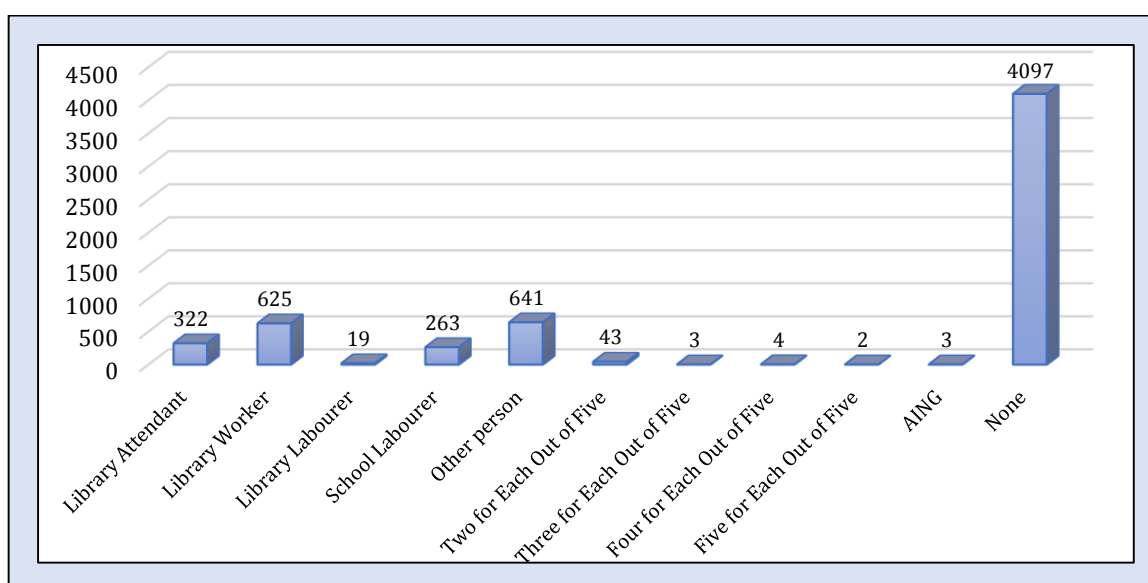


Source: School Library Survey, 2016

#### 2.5.5 Nature of Workers in School Libraries

Questions were raised from the responding schools regarding the availability of different workers as the supporting staff within the library premises. Those workers were identified as the library attendants, library workers, library labourers, school labourers and other person. The data were collected regarding the number of schools with each of these categories of workers in school libraries.

Figure 38: Nature of Workers in School Libraries



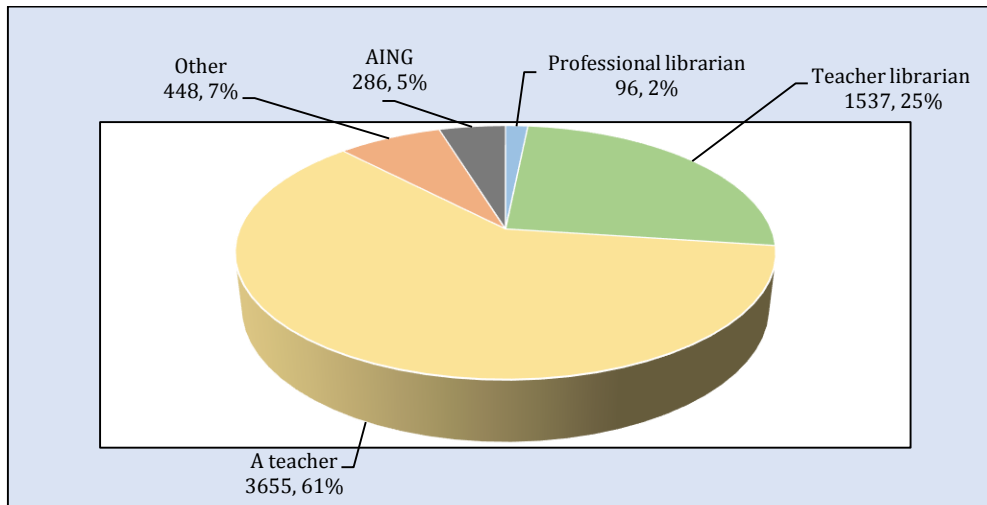
Source: School Library Survey, 2016

The figure 38 illustrates data regarding the number of schools with a library attendant in their libraries. According to the above figure it is clear that a majority of the schools do not have any worker available within their libraries and it accounts for 4097 (68%) of the total number of respondents. While 322, 625, 19, 263 or 641 of the respondents have a library attendant, library worker, library labourer, school labourer or other person respectively in their libraries and four combinations of above five category workers accounts for 2 to 43 number of schools. Three schools out of the total have not mentioned anything regarding the availability of a library attendant.

### 2.5.6 Job Category of the Person Working as the In-charge of School Libraries

The figure 39 illustrates data regarding the officers who are working as the In-charge of the school libraries which were taken under the purview of the study. Accordingly, it is clear that responding schools employ teachers, teacher librarians, professional librarians and other people as the In-charge of their school libraries. From the pie chart it is clear that a majority of the schools have appointed a teacher from the staff itself as the In-charge of their libraries while it accounts for 61% of the total number of respondents. 25% of the respondent schools have appointed a teacher librarian as the In-charge of their libraries while only 2% of the schools have taken the service of professional librarians for their school libraries. 7% of the schools have appointed other people to be In-charge of their libraries. 5% of the schools have not mentioned anything regarding officers who are working In-charge of their school libraries.

Figure 39: Job Category of the In-charge in School Libraries

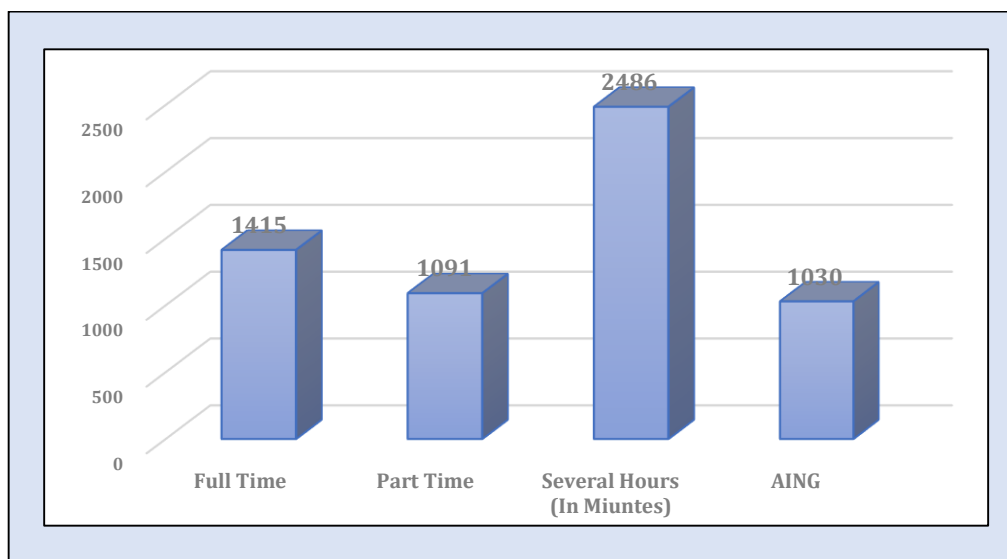


Source: School Library Survey, 2016

### 2.5.7 Nature of Working Time of Officer In-charge in School Libraries

Data was gathered from the responding schools regarding the working period of their library staff members and the data thus gathered is illustrated in the figure 40. Accordingly, it is clear that the library staff members in a majority of schools (2486) work only for several hours within the school time in their libraries. In 1091 schools the library staff members work part-time while only in 1415 schools the library staff members work full time in their libraries. 1030 schools have not mentioned the period of working of their library staff members.

Figure 40: Nature of Working Time of Officer In-charge in School Libraries



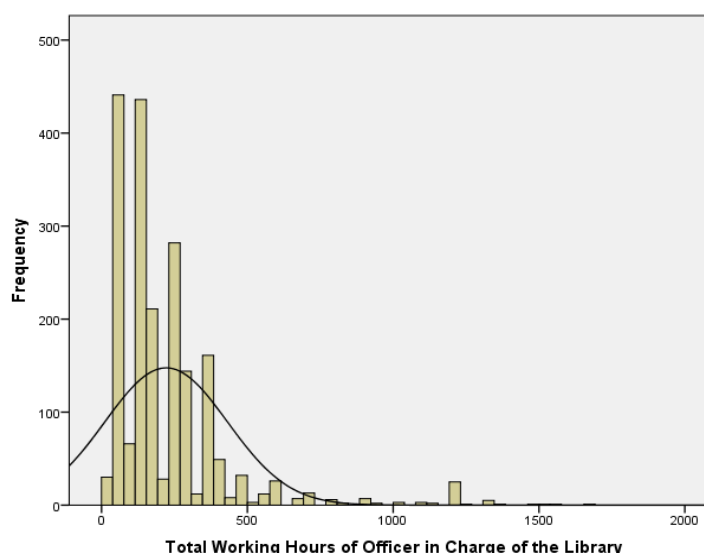
Source: School Library Survey, 2016

## 2.5.8 Distribution of Working Hours of the Officer In-charge of School Libraries

When considering about the number of total working hours of the officer In-charge of the libraries in the respondent schools, it is clear from the descriptive statistics table 21 that the minimum number of working time is 30 minutes while the maximum number of working hours is 1680 minutes. Highest number of schools have their officer In-charge of the libraries working for 120 minutes. The responses given by 3681 schools with regard to this question are irrelevant while 319 school have not mentioned any idea regarding the total working time of the officer In-charge of the libraries. When considering about the distribution of the variable (figure 41) it is evident that it is positively skewed distribution with an average time of 180 minutes (Median) and a quartile deviance of 105 minutes. The coefficient value of skewness (2.920) ascertains this asymmetric shape of the distribution.

Table 20: Summary Statistics      Figure 41: Working Hours of the Officer In-charge in School Libraries

umber of Observations	Valid	2022
	AINRQ or IA	3681
	AING	319
Mean		221.35
Median		180.00
Mode		120
Std. Deviation		210.142
Quartile Deviance		105.00
Skewness		2.920
Kurtosis		11.197
Range		1650
Minimum		30
Maximum		1680



Source: Calculated by Using School Library Survey Data, 2016

## 2.6 Staff Members in School Libraries and Problems Faced by Them.

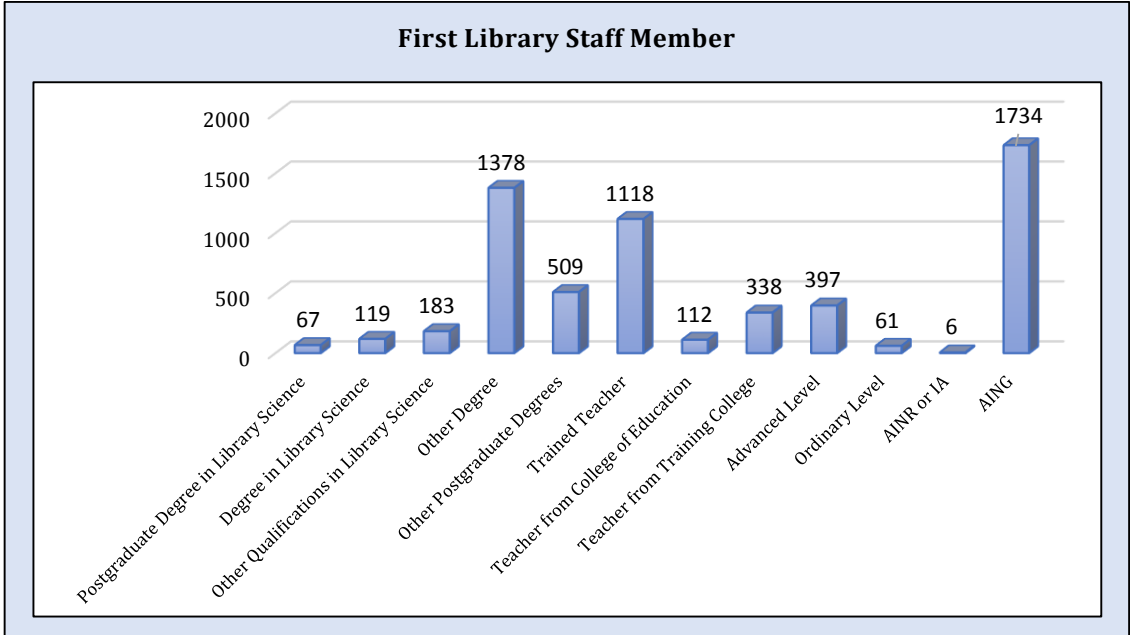
### 2.6.1 Qualifications of Staff Members in School Libraries

Questions were raised from the responding schools regarding the availability of a professional library staff in their libraries and about their qualifications. The respondents were asked to mark the relevant qualifications that their library staff possess. The qualifications were categorized as having a postgraduate degree in library science, a degree in library science, other qualifications in library science, other degree, other postgraduate degrees or being a trained teacher, a teacher from a collage of education, a teacher from a

training collage or having passed Advanced Level or Ordinary Level. The details thus gathered are shown in the following figures: 42, 43, 44, 45, 46 and 47.

Figure 42 illustrates data regarding the qualifications of the first library staff member in the responding schools. Accordingly, it is clear that a majority of the schools have their first library staff member being graduated in a degree not relevant to library science. This accounts for 1378 schools and least number of schools which sum up for 61 have their first library staff member, just passed Ordinary level examination. A considerable amount of schools has trained teachers as their first library staff member and it is noticeable here that 67 schools have taken the service of the post graduate degree holders in Library Science to their library staff. 119 schools have Library science graduates working in the library staff. Anyhow 1734 schools have not mentioned anything about the qualification of their first library staff member and the answers given by 6 schools to this question are irrelevant.

Figure 42: Qualification of the First Staff Member in School Libraries



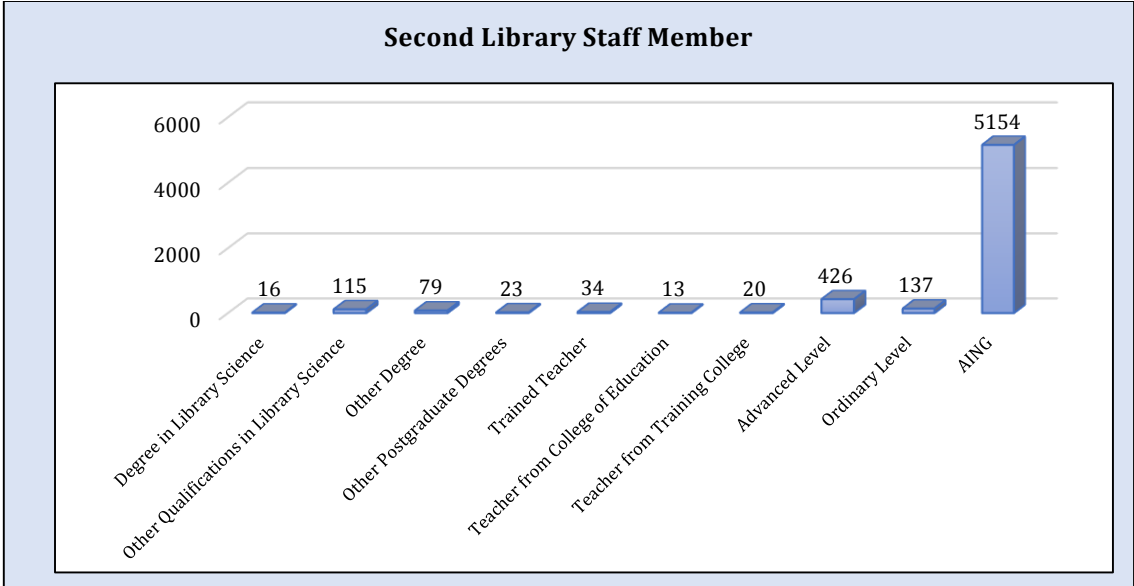
Source: School Library Survey, 2016

Data regarding the qualifications of the second library staff member in the respondent schools is illustrated in the figure 43. Accordingly, it is clear that the second staff member of a majority of schools have passed Advanced Level only. This accounts for 426 schools and least number of schools which sum up for 16 have their second library staff member, being graduated in Library Science. A considerable amount of schools has their second library staff member having other qualification in library science and it is noticeable here none of the schools have postgraduate degree holders in their library staff. Anyhow 5154 schools have



not mentioned anything about the qualification of their second library staff members (This may indicate that none-availability of a second staff member in these schools) and this is due to the fact that most of the schools get the service of only one staff member in their libraries.

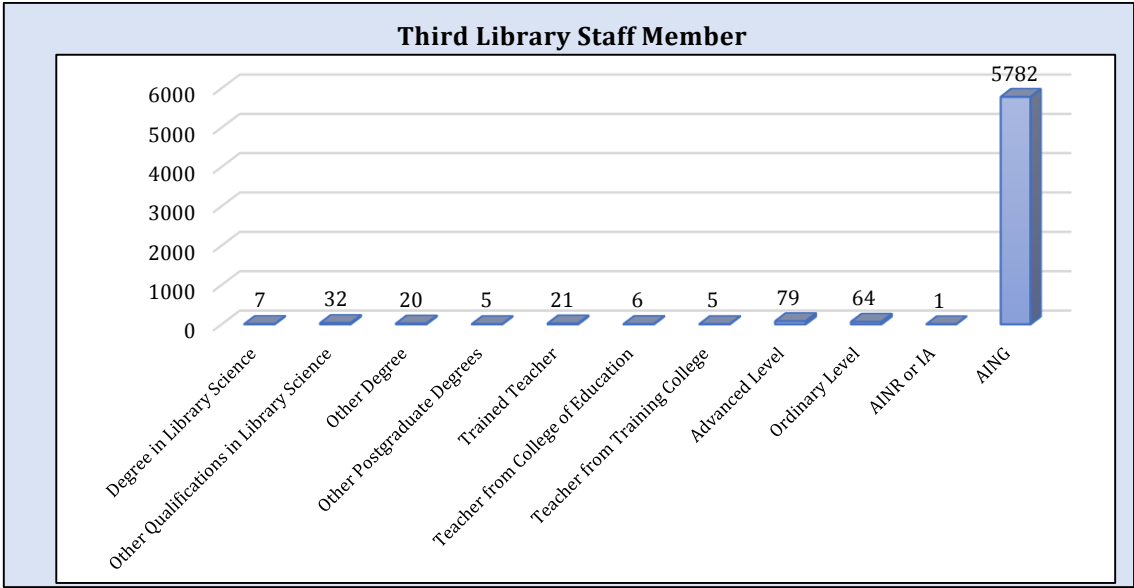
Figure 43: Qualification of the Second Staff Member in School Libraries



Source: School Library Survey, 2016

Figure 44 illustrates data regarding the qualifications of the third library staff member in the respondent schools. Accordingly, it is clear that the third staff member of a majority of schools have passed Advanced Level only.

Figure 44: Qualification of the Third Staff Member in School Libraries

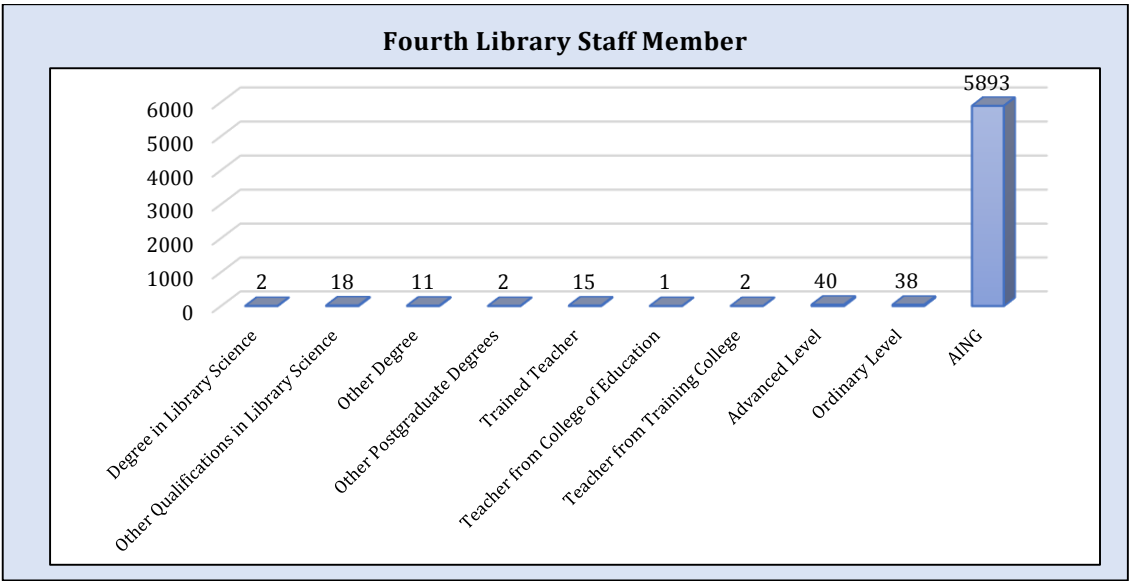


Source: School Library Survey, 2016

This accounts for 79 schools and least number of schools which sum up for five have their first library staff member, having a Postgraduate Degree in a field apart from Library Science a being teachers from training collages. A considerable amount of schools has their third library staff member being passed Advanced Level examination. Seven schools have Library science graduates working in the library staff. Anyhow 5782 schools have not mentioned anything about the qualification of their third library staff member (This may indicate that none-availability of a third staff member in these schools) and the answer given by one school to this question is irrelevant.

Data regarding the qualifications of the fourth library staff member in the respondent schools is illustrated in the figure 45. Accordingly, it is clear that the fourth staff member of a majority of schools have passed Advanced Level only. This accounts for 40 schools and least number of schools which sum up for one have their second library staff member, being teachers from Collage of Education. A considerable amount of schools has their fourth library staff member having other qualification in library science and it is noticeable here that some schools have taken the service of Graduates in Library Science, other degree holders and other postgraduate degree holders for the fourth staff member of their libraries. Anyhow 5893 schools have not mentioned anything about the qualification of their fourth library staff member (This may indicate that none-availability of a fourth staff member in these schools).

Figure 45: Qualification of the Fourth Staff Member in School Libraries

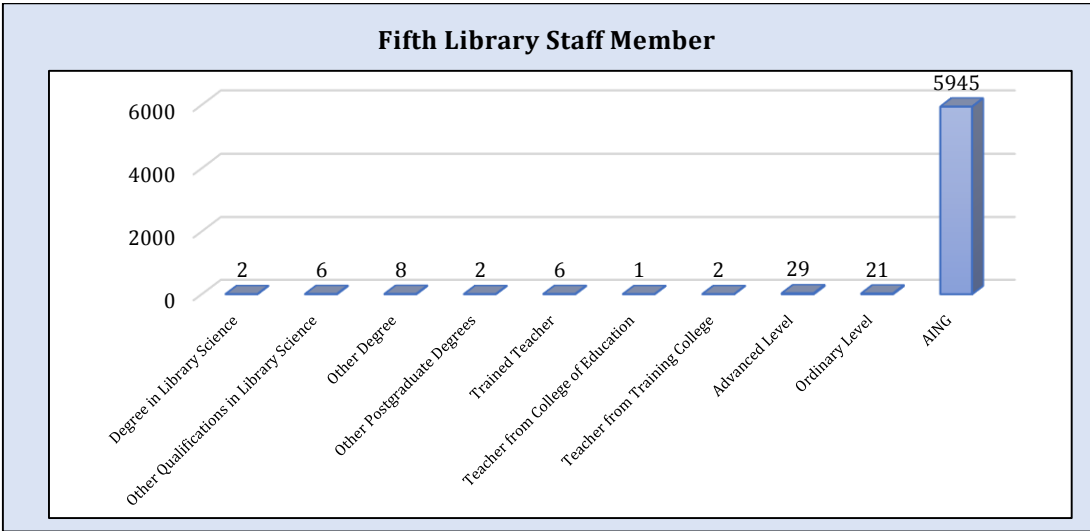


Source: School Library Survey, 2016

Data regarding the qualifications of the fifth library staff member in the responding schools is illustrated in the figure 46. Accordingly, it is clear that the fifth staff member of a majority

of schools have passed Advanced Level only. This accounts for 29 schools and least number of schools which sum up for 1 have their second library staff member, being teachers from Collage of Education. A considerable amount of schools has their fifth library staff member having other qualification in library science and being other degree holders while it is noticeable here that some schools have taken the service of Graduates in Library Science and other postgraduate degree holders for the level of fifth staff member of their libraries too. Anyhow 5945 schools have not mentioned anything about the qualification of their fifth library staff member (This may indicate that none-availability of a fifth staff member in these schools).

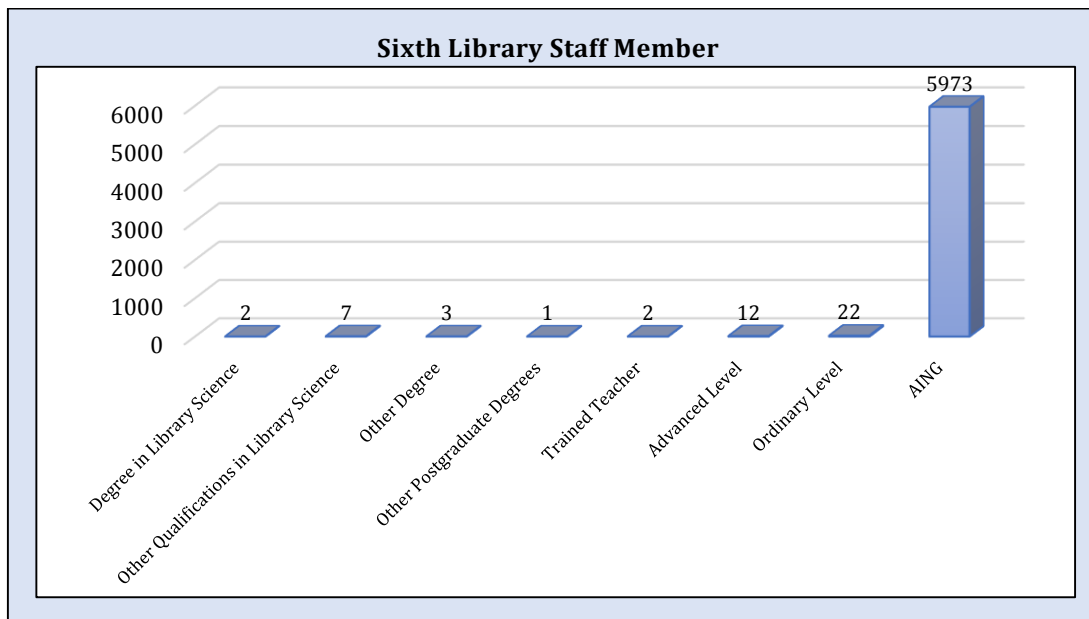
Figure 46: Qualification of the Fifth Staff Member in School Libraries



Source: School Library Survey, 2016

Figure 47 illustrates data regarding the qualifications of the sixth library staff member in the respondent schools. Accordingly, it is clear that the sixth staff member of a majority of schools have passed Ordinary Level Examination only. This accounts for 22 schools and least number of schools which sum up for one have their first library staff member, having a Postgraduate Degree in a field apart from Library Science. A considerable amount of schools has their sixth library staff member being passed Advanced Level examination. Seven schools have other Library science qualification holders working in the library staff. Even at this stage some have been capable of getting the service Graduates in Library Science, other degree holders and other postgraduate degree holders for their staff but this accounts a very little. Anyhow 5973 schools have not mentioned anything about the qualification of their sixth library staff member (This may indicate that none-availability of a sixth staff member in these schools).

Figure 47: Qualification of the Sixth Staff Member in School Libraries



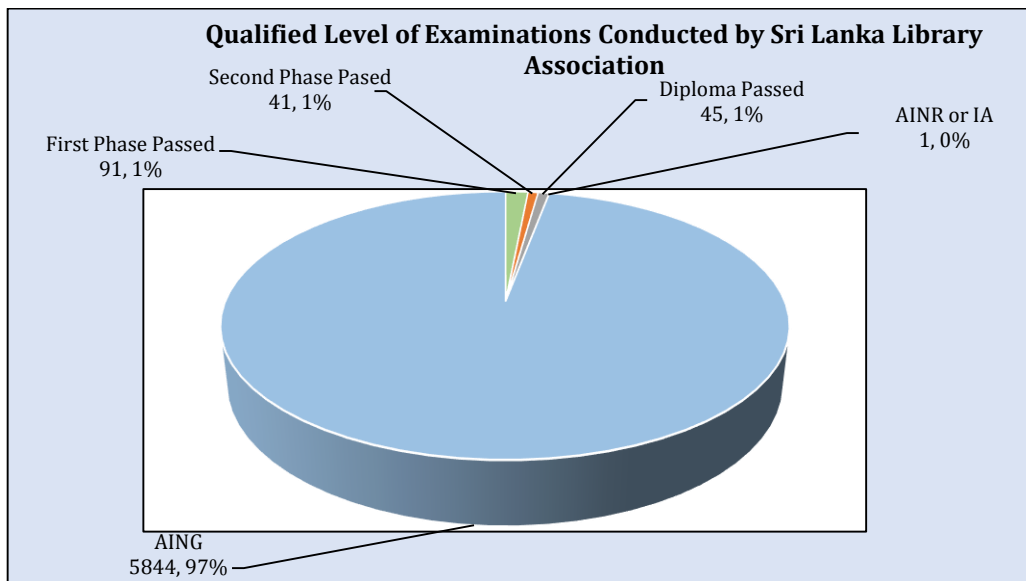
Source: School Library Survey, 2016

When analyzing the number of schools who have not given any answer regarding the availability of their library staff members at each level, it is noticeable here that the rate of non-response increases at each level. This is due to the fact that most of the schools get the service of one or two staff members in their schools. But a positive sign regarding the library staffs of the schools can also have been noticed by the availability of Library Science degree holders, other Degree holders and other Postgraduate Degree holders even at the latter levels of the staffs.

### 2.6.2 Staff Members with Qualifications Obtained from Sri Lankan Library Association (SLLA)

Data was gathered from the respondent schools regarding the levels of qualification achieved by their Library staff members with respect to the examinations conducted by the Sri Lankan Library Association. The data thus gathered is represented in the figure 48 Accordingly, it is clear that a majority of the schools have their library staff members passed the first phase of that examination and this accounts for 1% of the total number of respondents. Least number of schools which sum up for 41, have their staff members passed the second phase of the examination. While it should be noted here that 45 schools have Diploma holders from the examination conducted by the Sri Lankan Library Association. Anyhow 97% of the schools from the total number of respondents have not mentioned their response regarding this qualification member (This may indicate that staff member in these schools do not have these qualifications).

Figure 48: Staff Members Qualified in Examinations of SLLA

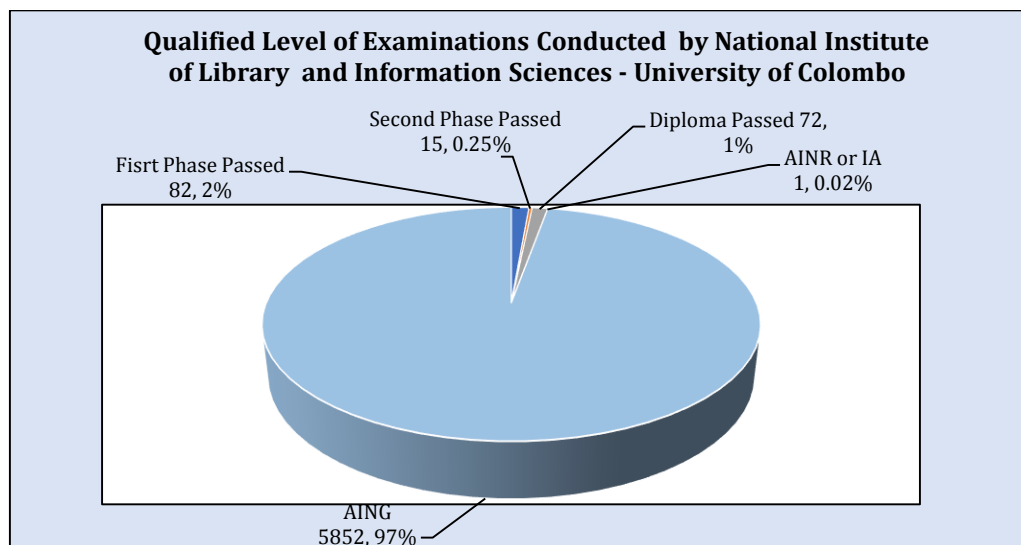


Source: School Library Survey, 2016

### 2.6.3 Staff Members with Qualifications Obtained from National Institute of Library and Information Sciences – University of Colombo (NILIS-UC)

Figure 49 shows data which was gathered from the respondent schools regarding the level of qualification obtained by their library staff members with respect to the examination conducted by the National Institute of Library and Information Sciences – University of Colombo.

Figure 49: Staff Members Qualified in Examinations of NILIS-UC



Source: School Library Survey, 2016

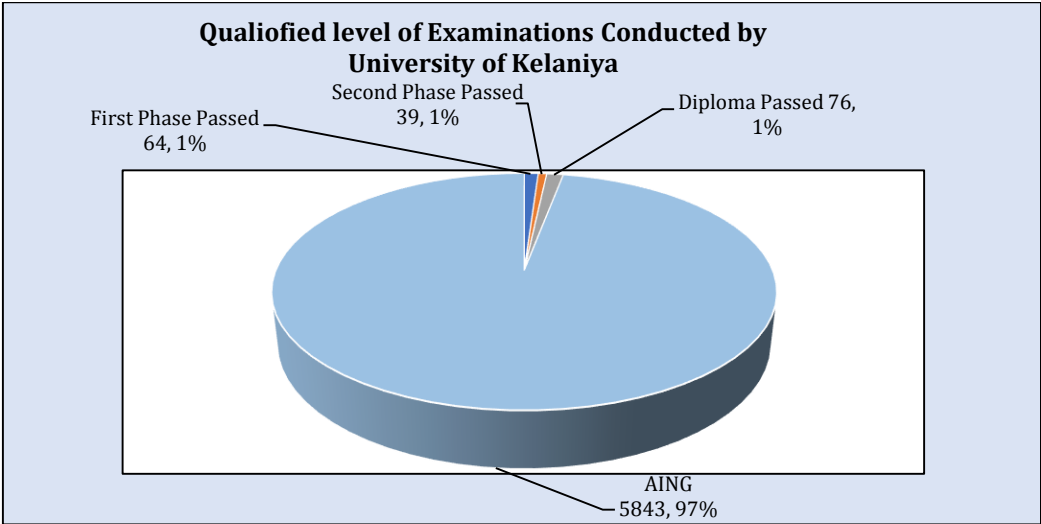
According to the figure it is clear that a majority of the schools have their library staff members passed the first phase of that examination and this accounts for 2% of the total

number of respondents. Least number of schools which account for 0.25% from the total, have their staff members passed the second phase of the examination. While it should be noted here that 72 schools have Diploma holders from the examination conducted by the National Institute of Library and Information Sciences – University of Colombo. Anyhow 97% of the schools from the total number of respondents have not mentioned their response regarding this qualification (This may indicate that staff member in these schools do not have these qualifications).

**2.6.4 Staff Members with Qualifications Obtained from University of Kelaniya**

According to the figure 50 which depicts data regarding the level of qualification obtained by their library staff members with respect to the examination conducted by University of Kelaniya, it is clear that a majority of the schools have their library staff members passed the diploma level of that examination and this accounts for 1% of the total number of respondents. Least number of schools which sum up for 39 from the total, have their staff members passed the second phase of the examination. 97% of the schools from the total number of respondents have not mentioned their response regarding this qualification (This may indicate that staff member in these schools do not have these qualifications).

Figure 50: Staff Members Qualified in Examinations of University of Kelaniya



Source: School Library Survey, 2016

**2.7 Services Provided by School Libraries**

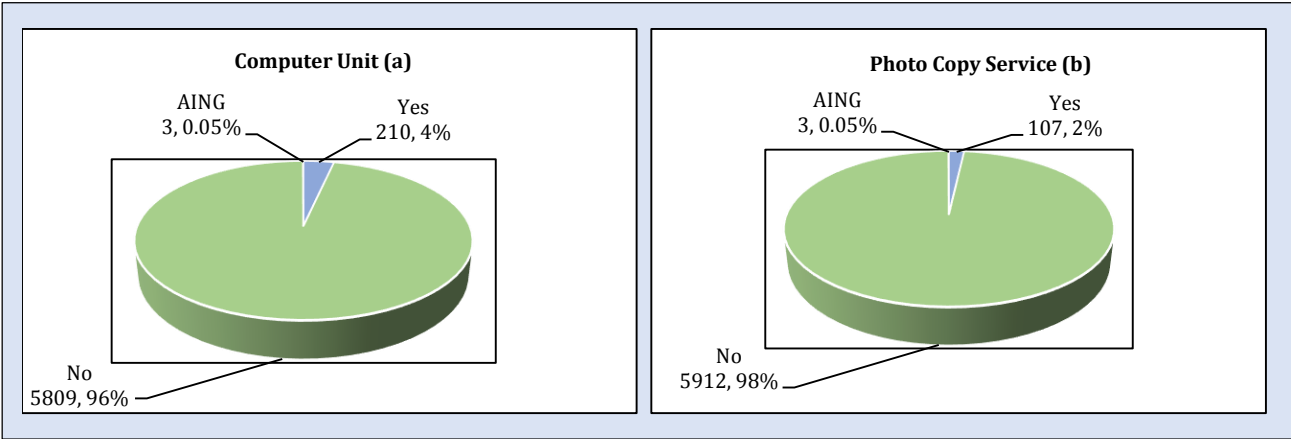
**2.7.1 Availability of Computer Unit and photocopy Service in School Libraries**

The figure 51 (a) illustrates data regarding the number of schools with a separated computer unit in their libraries. According to the chart it is clear that a majority of the schools (68%)

from the total number of respondents do not have a separated computer unit available within their library premises. Only 4% of the respondents maintain a separated computer unit in their libraries and 3 schools which account for 0.05% of the total have not mentioned anything regarding the availability of this service.

Data regarding the availability of a photocopy section is illustrated by figure 51 (b). Accordingly, it is evident that a majority of the schools do not maintain a photocopy section within their libraries and it accounts for 98% of the total number of respondents. Only 1.95% of the schools from the total number of respondents maintain a photocopy section within their libraries. 3 schools which account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of a photocopy section within the library premises.

Figure 51: Availability of Computer Unit and Photocopy Service in School Libraries



Source: School Library Survey, 2016

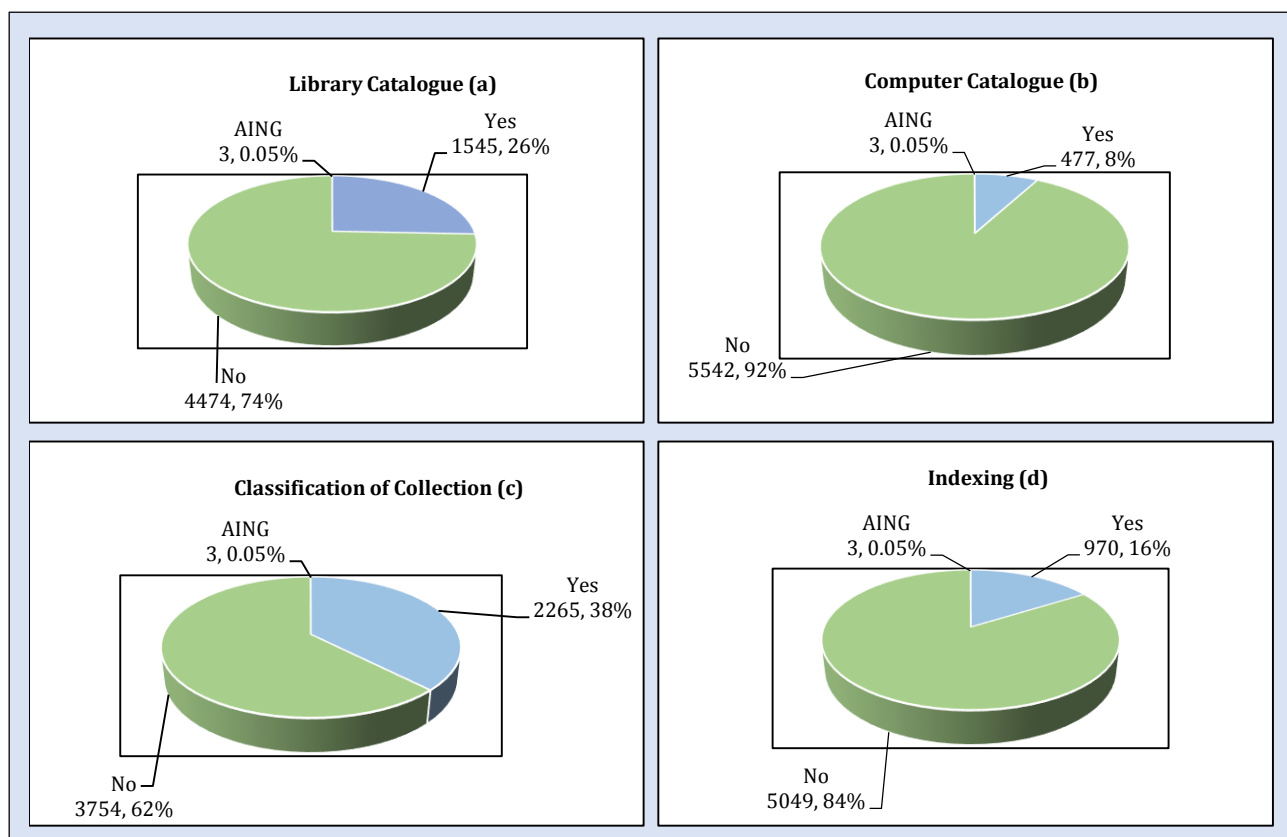
**2.7.2 Provision of Information to the Readers**

Different methodologies are adopted by libraries to provide information to their readers. Out of those methodologies provision of information by means of a library catalogue, computerized catalogue, classification of collection and indexing were taken into account in this survey and data was collected regarding the availability of each of these methodologies in the respondent schools. Accordingly, the data thus gathered was summarized in figure 52 as follows.

The figure 52 (a) depicts information regarding the availability of a library catalog within the library to provide information to the readers. Accordingly, a majority of the schools do not utilize library catalogue as a means of providing information to the readers. Those schools account for 74% of the total number of respondents while only 25.95% of the schools

find this as a better means of providing information to their readers. 3 schools which account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of a library catalogue as a means of provision of information within their libraries.

Figure 52: Availability of Information Services in School Libraries



Source: School Library Survey, 2016

From figure 52 (b) which illustrates data regarding the number of schools who maintain a computerized catalogue for providing information to their readers, it is clear that a majority of the schools which account for 92% of the total number of respondents do not find even this methodology as suitable to provide information to their readers. Only 7.95% of the total number of respondents utilize this methodology within their library set up while 3 schools which account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of a computerized catalogue within their library set up.

Data regarding the availability of a classification of the library collection is illustrated in the figure 52 (c). According to the pie chart it is clear that a majority of the schools do not maintain a classification of the library collection to provide information to their users. It accounts for 62% of the total number of respondent schools. Only 37.95% of the schools are maintain a classification of the library collection for the ease of providing required



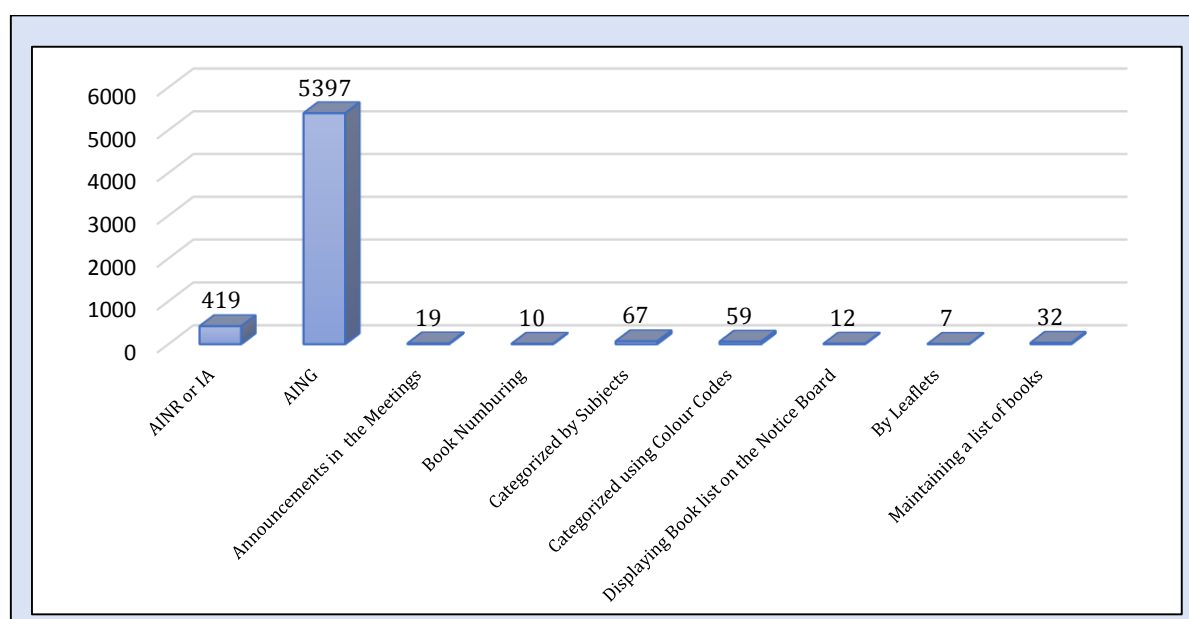
information to their users. Three schools which account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of a classification of the library collection within their library set up.

According to the figure 52 (d) which illustrates data regarding the availability of indexing to provide information to the users it is evident that a majority of 84% of the total number of respondents do not use indexing as a methodology of providing information to the users. Only 17.95% of the respondents are maintaining indexing within their library set up. Three schools which account for 0.05% of the total number of respondents have not mentioned their response regarding the availability of an indexing system within their library set up.

### 2.7.3 Other Services Provided by School Libraries

Apart from the usual services of lending books, lending magazines and educational equipment etc. which are being rendered by the libraries data was gathered regarding the other services such as maintaining a book list, displaying book list on notice boards etc. The data thus gathered is illustrated in figure 53. Accordingly, it is clear that a majority of the school libraries which sum up for 67 offer the service of lending books categorized by subjects which make it easy for the students to search for the books. The least number of school libraries (seven) provide the service of displaying book list by means of leaflets. Anyhow 5397 schools have not mentioned anything regarding the other services provided by their libraries. The answers given by 419 schools with this respect are not relevant.

Figure 53: Other Services Provided in School Libraries



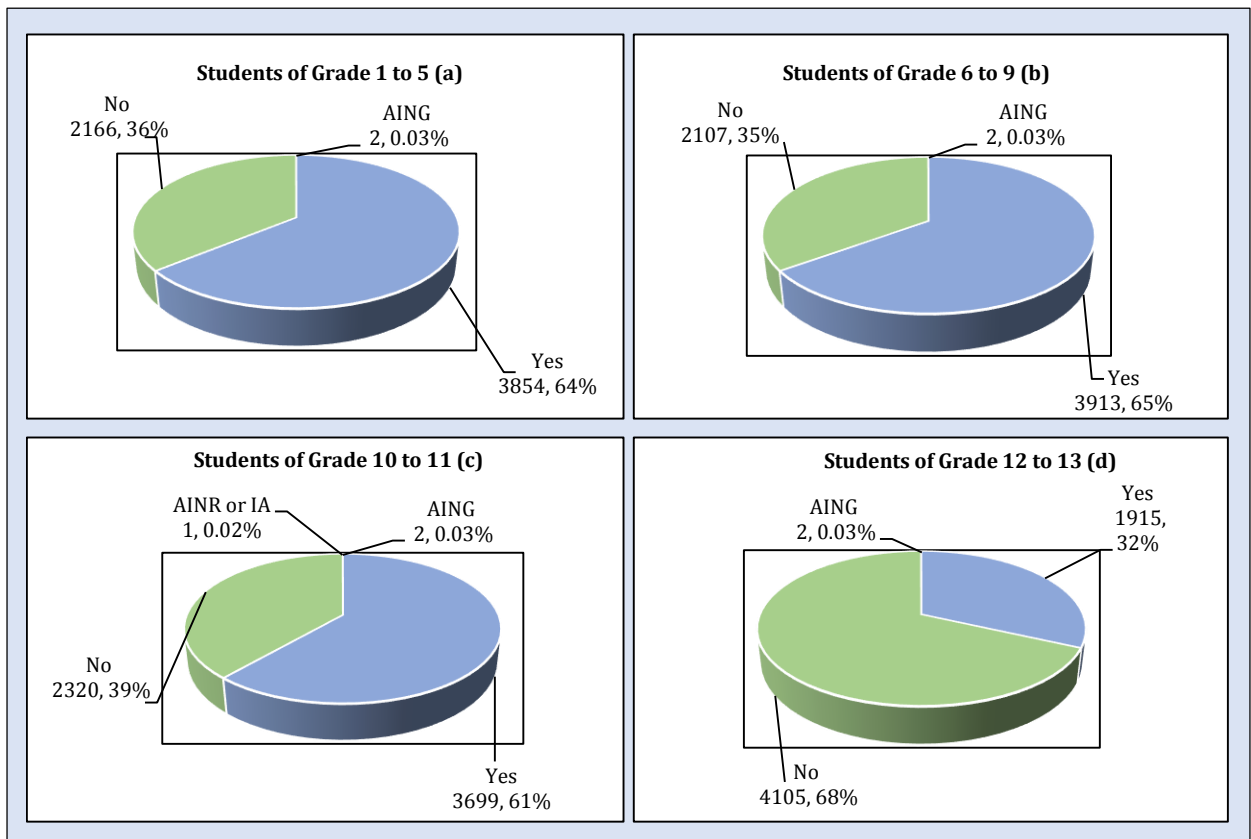
Source: School Library Survey, 2016

## 2.8 Utilization of School libraries by Different Communities (Students, Teachers and Others) in the School.

### 2.8.1 Utilization of School Libraries by Students

The figure 54 illustrate data regarding the utilization of the library by the respondents in grade wise. Data has been collected separately under four categories regarding the number of schools, based on the utilization of the library facilities by the students from grade 1-5, from grade 6-9, from grade 10-11 and from grade12-13.

Figure 54: Utilization of School Libraries by Students



Source: School Library Survey, 2016

Figure 54 (a) illustrates data regarding the utilization of the library facilities by the students in the category of grade 1-5. According to the chart it is clear that students from a majority of the respondent schools utilize the library facilities available for them and it accounts for 64% of the total number of respondents. Students from 35.9% of the total respondent schools do not utilize the library facilities available for them, while 01% of the respondents have not mentioned anything regarding the library utilization of grade 1-5 students.

Data regarding the library utilization of the students from grade 6-9 is illustrated in the figure 54 (b). According to the pie chart it is clear that students from grade 6-9, from a majority of the schools utilize the library facilities available for them. This accounts for

64.97% of the total number of respondents while 34.98% of the respondents do not find their students utilizing the library facilities which are available for them. 0.05% of the total number of respondents have failed to give their responses regarding the library utilization of the grade 6-9 students.

From the figure 54 (c) it is clear that students from grade 10-11, in a majority of the schools (61%) from the total number of respondents, utilize the library facilities. But 39% of the schools do not find their students from grade 10-11 utilizing the library facilities available for them. Out of the total number of respondents 0.03% have not given any response regarding the utilization of the library facility by this category while 01 school has provided an irrelevant answer with regard to the question.

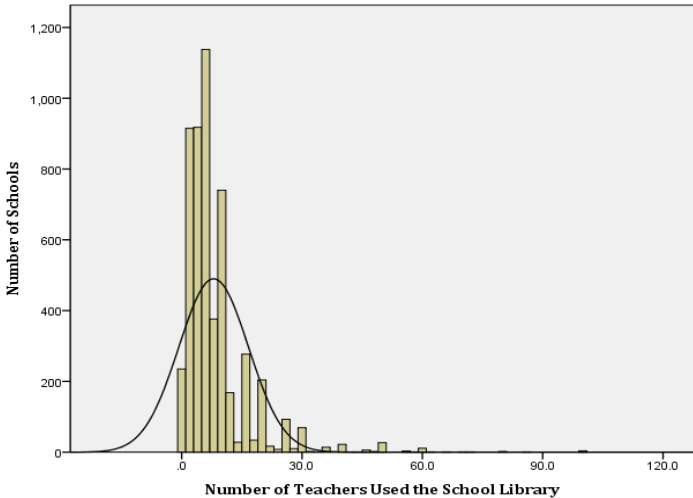
The figure 54 (d) illustrates data regarding the utilization of the library facilities by the students in the category of grade 12-13. According to the chart a deviation from the pattern which prevailed in the above the categories can be noticed here. Accordingly, it is clear that students from a majority of the respondent schools do not utilize the library facilities available for them and it accounts for 68% of the total number of respondents. Only 32% of the total respondent schools find their students utilizing the library facilities available for them, while 0.03% of the respondents have not mentioned anything regarding the library utilization of grade 12-13 students.

**2.8.2 Utilization of School Libraries by the Teachers**

Table 21: Summary Statistics

Figure 55: Utilization of School Libraries by Teachers

Number of Observations	Valid	5333
	AING	689
Mean		7.96
Median		5
Mode		5
Std. Deviation		8.68
Quartile Deviance		3.5
Skewness		3.48
Kurtosis		20.115
Range		100
Minimum		0
Maximum		100



Source: Calculated by Using School Library Survey Data, 2016

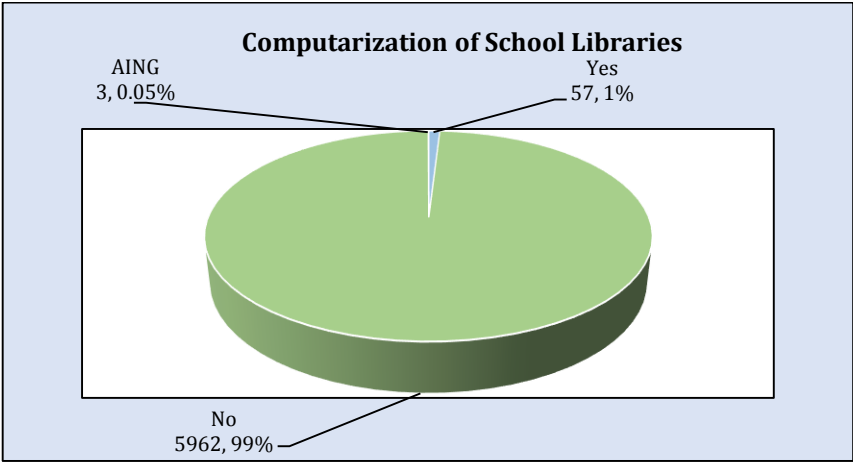
The summary statistics table 21 gives details regarding the number of teachers who use the school libraries. According to the table it is clear that the minimum number of teachers who use the school libraries daily is zero (This indicates that none of the teachers in schools may not use the school library) while the maximum number of teachers who use the school libraries daily is 100. The highest number of teachers who use the school libraries daily is five. 689 schools have not given the number of teachers who use the school libraries. When considering about the distribution of the variable (figure 55) it is evident that the distribution is positively skewed with a coefficient value 3.48. The variable seems to follow an asymmetric distribution with average value of 7.96 and a quartile deviance of 8.68.

**2.9 Utilization of Information Technology in School Libraries.**

**2.9.1 Computerization of School Libraries**

In order to identify the usage of information technology in the school libraries, data was gathered from the respondent schools regarding the computerization of their libraries. The data thus gathered is illustrated in the figure 56. Accordingly, it is clear that a majority of the schools which account for 99% of the total number of respondents have not been computerized while only 1% of the respondents have computerized their library set up. Out of the total number of respondents 0.05% have not mentioned any response regarding the computerization of their libraries.

Figure 56: Computerization of School Libraries



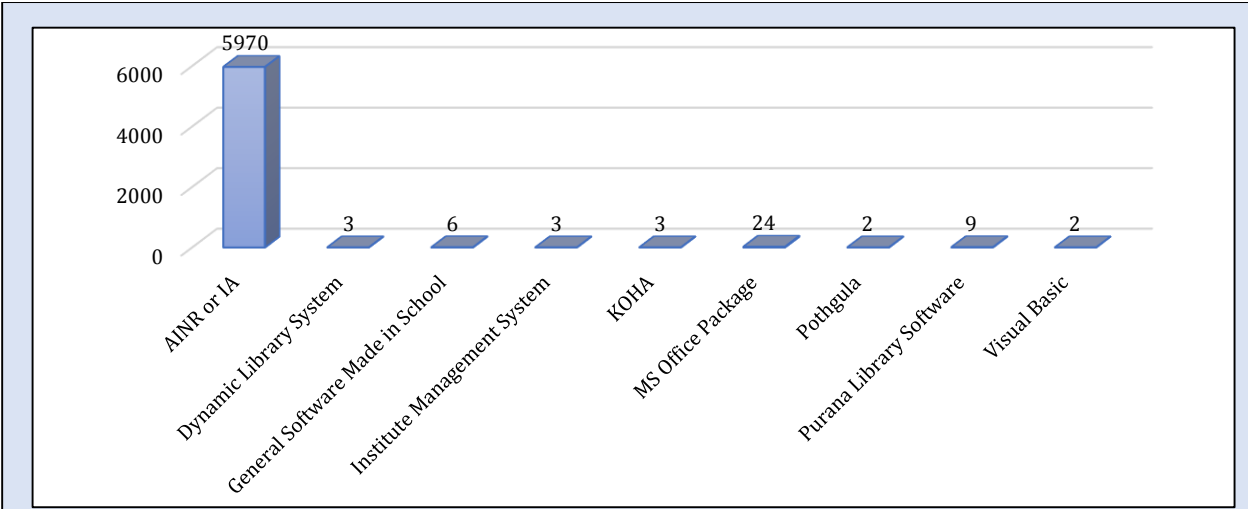
Source: School Library Survey, 2016

**2.9.2 Computer Software Used in School Libraries**

The data gathered regarding the computerization of the school libraries is given in the figure 57. It was revealed that out of the total number of respondents 57 schools have computerized their library systems. Then a question was raised from them about the types of software which were utilized by them in computerizing the libraries. Accordingly, it was

found that a majority of the schools (24) have utilized MS office package in computerizing their libraries. Least number of schools (Two schools for each) have utilized Visual Basic and “Pothgula” software in computerizing their libraries. Nine schools have utilized the “Purana” Library software in their libraries while three have utilized “KOHA” library software in their libraries. three schools have utilized the dynamic library system, three have utilized the Institute management system in computerizing their libraries while six have taken the use of a general software made in their school itself in computerizing their libraries.

Figure 57: Computer Software Used in School Libraries



Source: School Library Survey, 2016

### **3. Limitations**

1. The response to the question “Number of books available in the library” is given as “Available” but the exact number of books available is not mentioned.
2. The response to the question “Number of books in the library collection as at 30.06.2016” is mentioned but that amount is not included as the response to the question “Number of books available in the library”.
3. Some answers given are unacceptable.  
Ex: Space of the library in Miyanakadura M.V. in Monaragala District is only 20 square feet.
4. Misinterpretation of the questions.  
Ex: Some schools have given 01 as the response to the question “Number of books in the library collection as at 30.06.2016” considering the collection as a single unit – Highlands Collage, Kandy
5. The question “If separate building space of the library building (sq. feet)” requires the space of the separate building allocated to the library. But some respondents have mentioned a value to the space even when there is no separate building available to the library.
6. Controversies regarding the validity and reliability of the responses given by the schools.
7. Maximum number of teachers who are using the school library is not given.
8. Maximum number of periods in which the library is kept open, was taken as 30 periods.
9. The questioner which was sent to Kaluthara Dikhena Tamil Vidyalaya does not include page no.02 printed in it. Therefore, that information is missing.

10. Cannot quantify the availability of internet facilities which was asked by the question "Internet facilities" and hence an accurate answer cannot be given for that.
11. In some questions availability of other options have been questioned. In most cases respondents have claimed that other options are available by marking "1" but they have not mentioned anything regarding the options which are available.
12. Number of students in Rathnapura Sumana K.V has been mentioned as 10555 but since only 32 teachers are available and it is categorized as a junior school the number of students was considered as 1055.
13. The options for question "Who is in charge of the library" are entered in a jumbled manner in Sinhalese and Tamil questioners ie, In Sinhalese questioner number for the option "teacher" is 03 while in Tamil it is "02".
14. Some respondents have marked the grade of the school for the grade of the library.  
Ex: Siri Siddhartha Maha Vidyalaya
15. Library grades are Grade 01, Grade 02 and Grade 03. Hence the responses A, A1, B, 1C, Category B, DDC, Grade 1-5, Grade 6-11 which are not relevant and have been replaced with 999.

