BRUNEI DARUSSALAM PUBLIC LIBRARIANS’ PERCEPTIONS ON INFORMATION LITERACY: A CASE STUDY

A study submitted in partial fulfillment of the requirements for the degree of Master of Arts in Librarianship

at

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by

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ABSTRACT

Background. Information literacy is a new concept in Brunei Darussalam. The necessity to have IL skills was recognised by His Majesty, the sultan of Brunei Darussalam and many other scholars in Brunei. However, the public library seems to be invisible in this area and no study has been done in a public library context regarding IL in this country.

Aims. The aims of this study were to explore the perceptions and practices of Brunei Darussalam public librarians in information literacy. To understand their perceptions on the teaching role in regard to information literacy and the potential challenges they faced in order to develop information literacy services.

Methods. The methodology employed was a qualitative case study approach. A semi-structured telephone interview was selected as a data collection method. The data was then fully transcribed and analysed using a constant comparative approach.

Results. Many public librarians showed a lot of confusion on their understanding on the concept of information literacy. Nevertheless, there were informal activities that can be considered as information literacy or have a potential to be developed into information literacy services in Brunei’s public libraries. The activities involved reading activities, one-on-one instruction in finding information and basic computer training. On the other hand, the public librarians accepted the teaching role enthusiastically. However, they were lacking in confidence to perform this role effectively. The public librarians pointed out several challenges that impeded the development of information literacy in Brunei’s public libraries. For example, issues came from user, staff attitude, inadequate facilities and inconvenient location as well as management issue.

Conclusion. This study was conducted successfully and achieved its aim and objectives. It is also considered as valuable as it will contribute considerably to the development of Brunei’s public libraries.

289 words
ACKNOWLEDGMENT

I would like to thank my supervisor Mrs Barbara Sen for her support, advice and encouragement throughout this study.

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Thank you for always being there for me.

To my parent..
Thank you for always praying for my success
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CHAPTER ONE: INTRODUCTION

1.1. Introduction

The term information literacy (IL) has been discussed for decades in most parts of the world. However, it is a relatively new concept in Brunei Darussalam and not explicitly practised particularly in the public library sector. This situation has inspired the researcher to explore Brunei Darussalam public librarians’ understanding on IL. It also has ignited her desire to discover further their perception on the teaching role of IL as a public librarian. Moreover, the researcher also believes that it is important to identify the potential challenges in order to develop IL services in Brunei Darussalam public libraries.

1.2. Key Issue in Brunei Darussalam

Brunei Darussalam has a national vision for the year 2035. By 2035, we hope to see Brunei recognised everywhere for: the accomplishment of well-educated and highly-skilled people; to have a quality of life; and to have a dynamic and sustainable economy (BEDB, n.d.). Therefore, we need to be exposed to a wide range of materials and information in order to develop creative and innovative ideas and skills.

However, with the availability of internet in Brunei, shortage of information is no longer an issue. Instead we were flooded with information overload. What we need now is information literacy in order to use information effectively so that we can generate “skilful” people. This was underlined by His Majesty, Sultan Haji Hassanal Bolkiah, the Sultan of Brunei Darussalam in his speech (Titah) in 2013:

“There is no wrong in surfing the internet but it should be done with cautious mind so as not to accept everything, except by first refining and examining the content deeply and thoroughly” (RTB News, 2013)

The necessity to have IL in Brunei was actually recognised earlier. It was first identified at the Conference on Information Literacy in Brunei in 2004 (Edzan & Mohd. Saad, 2005). Moreover, in 2008 the Ministry of Education emphasized the needs of all education officers, lecturers, teachers and students in Brunei to have IL skills (Lorenzen, 2008). This was further echoed by the Chief Librarian of the University of Brunei Darussalam (UBD) as a key to achieve academic success and lifelong learning (Kamit, 2012a).
1.3. Rational of Study

In spite of all recognition of the necessity of IL in Brunei, the public library, which is responsible for serving the public, seems to be invisible in this area. It is found that no study has been done about IL in public libraries in this country. Therefore, this study is important as it has a potential to stimulate the IL development in this sector and distribute the IL knowledge and skills further to the wide community of Brunei Darussalam.

Furthermore, the research findings will discover ways to improve the role and skills of public librarians in IL as well as providing a new framework and practices in Brunei Darussalam.

1.4. Background of Brunei Darussalam Public Libraries

To give readers more understanding on the public libraries situation in Brunei Darussalam, the researcher decided to draw on a brief, precise explanation on the history of Brunei public libraries, their user services and facilities.

Brunei Darussalam is a small state in Southeast Asia on the north-west coast of the island of Borneo with population of 412,000 in 2012 (The Commonwealth, 2014).

Figure 1 Location of Brunei Darussalam in a Google Map

Google Map (2014)

In Brunei, a public library was only introduced in 1968 (DBP library, 2014a). It is well known as the Language and Literature Bureau Library (DBP library) and the one and only public library in the country. They are part of The Malay Language and Literature Bureau (DBP), under the administration of the Ministry of Culture, Youth and Sports. The DBP
library has developed a few branches in recent years and now there are nine libraries operate across all four Brunei districts under the same management (DBP library, 2014b).

**Figure 2 DBP library branches**

<table>
<thead>
<tr>
<th>The Central Library</th>
<th>Muara Library</th>
<th>Lambak Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sengkurong Library</td>
<td>Temburong Library</td>
<td>Tutong Library</td>
</tr>
<tr>
<td>Belait Library</td>
<td>Pandan Library</td>
<td>Seria Library</td>
</tr>
</tbody>
</table>

DBP library, 2014b

The DBP library mission is to provide library services and information to the whole general public of Brunei Darussalam. In addition, the DBP library aim is to develop reading culture through proficient library staff and comprehensive collections (DBP library, 2014c). In order to achieve these missions, various services are provided from lending and research services to a variety of library activities and reading programs all year round (Haji Nassar, 2014). Furthermore, DBP libraries have provided computers, free internet connection and wifi to their users (DBP library, 2014d).

The role of DBP library as a public library in Brunei makes it a perfect case study to achieve the aims and objectives of this study.
1.5. **Research aims and objectives**

1.5.1. **Aims**

The aim of this study was to explore the perception and understanding of Brunei Darussalam public librarians on IL, the teaching role in regard to IL and the potential challenges they faced in order to develop IL services.

1.5.2. **Objectives**

1) To explore the public librarians' understanding on the term of “IL”.
2) To find out any IL programs or services in Brunei’s public library.
3) To discover the public librarians' perceptions on the teaching role in regard to IL in Brunei’s public library.
4) To investigate the public librarians’ perceptions on the challenges in providing IL services in Brunei’s public library.

1.5.3. **Research Questions**

1) What are Brunei’s public librarians' understanding on the term of “IL”?
2) What are the IL programs or services that were provided by Brunei’s public library?
3) What are Brunei’s public librarians’ perceptions on teaching role in regard to IL Brunei’s public library?
4) What are the public librarians’ perceptions on the challenges in providing IL services in Brunei’s public library?

1.6. **Structure of this study**

Chapter two tackles the literature around the term of IL in public libraries and its services. It will explore more literature on the teaching role of IL in public libraries and the challenges faced by public librarians in this area.

Chapter three describes the methodology used for this research, which is a qualitative case study. It will discuss the sampling process, using telephone interviews as the data collection method, and the limitations of the research method.
Chapter four illustrates on the result of the collected qualitative data. Chapter five discusses their relation to literature and recommendation. Chapter six draw conclusions based on this discussion in line with the project’s aims and objectives.

1.7. Term used

The main term used in this study is Information Literacy. It refers to the ability to identify, locate, evaluate and effectively use information.

1.8. Summary

This chapter introduced the topic of this study which is the public librarians’ perceptions on IL. It also explained briefly why IL is needed in Brunei and the rational of this study. In addition, this chapter described adequately the background of the DBP library as the case study and the aim and objectives to be achieve in this study.
CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The literature review aims to provide a comprehensive background to this research. It provides a definition of the concept of IL and the most significant IL framework. It will also provide literature discussing IL in public libraries, their teaching role in regard to IL and challenges in providing IL services in public libraries.

2.2. The definition of IL

The concept of IL is recognized as critical literacy for the 21st century (Virkus, 2012, p.16). It is considered as a realization of most personal, academic and professional goals as well as relating to economic development (Virkus, 2012, p.16). This concept of IL was first coined by Zurkowski in 1974 as a descriptor for work-related information use (Zurkowski, 1974, p.6).

Zurkowski's definition of IL, however, does not describe particularly the library community (Nielsen & Borlund, 2011, p.109). Therefore, the American Libraries Association (ALA) defined the term IL further in 1989, which is the definition that is generally acknowledged and used today:

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA, 1989)

However, this IL concept has evolved conceptually (Nielsen & Borlund, 2011, p.109). Several researchers have tried to add to the existing definitions. For example, Doyle (1994, p.3) included the concept of critical thinking into the context of IL. Bruce (1997, p.153) emphasized the users reflections and the different conceptions that they have in different context. In addition, Webber & Johnston (2000) add the ethical dimension in using information literacy.

There are many more definitions of IL which have been offered by scholars around the world such as those provided by Olsen and Coons, 1989; Shapiro and Hughes, 1996; ACRL, 2000; UNESCO, 2003; Abid, 2004; Lupton, 2004; Abilock, 2004; Cilip, 2005; Horton, 2008; Lloyd, 2010 (as cited in virkus in 2012). This indicates that there has been no generally
agreeable definition on the term of IL (Hall, 2008; Dick, 2012; Virkus, 2012). However, most of the definitions circle around these stages of: need recognition, search formulation, source selection and interrogation, information evaluation and information synthesis and use (Webber & Johnston, 2000, p.382-384).

2.3. IL framework

The definition of IL has also led to the development of many IL frameworks (Nielsen & Borlund, 2011). For example: The SCONUL Seven Pillars of IL (SCONUL, 2011); ACRL (ALA, 2000); National Information Literacy Framework Scotland 2009 (Glasgow Caledonian University, 2010); ANCIL (Secker, 2014) and Welsh IL framework (Welsh Information Literacy Project, 2011).

However, one of the most widely accepted of these in the UK is the Seven Pillars models, developed by the Society of College National and University Libraries (SCONUL) (Welsh IL Project, 2011, p.5). The original model of SCONUL pillars was formed in 1999 and it was revised in 2011 (SCONUL, 2011, p.1). The new revised model of SCONUL 2011 was introduced as a model for higher education (SCONUL, 2011, p.2). However, it is also relevant to different user communities and ages because of the 'lenses' which were developed for different user populations (SCONUL, 2011, p.2).

Table 2.1. SCONUL Seven Pillars of IL 2011

![SCONUL Seven Pillars of Information Literacy](http://www.sconul.ac.uk/topics_issues/info_literacy/)
Table 2.2. SCONUL Seven Pillars and meaning of each pillar

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Can identify a personal need for information</td>
</tr>
<tr>
<td>Scope</td>
<td>Can access current knowledge and identify gaps</td>
</tr>
<tr>
<td>Plan</td>
<td>Can construct strategies for locating information and data</td>
</tr>
<tr>
<td>Gather</td>
<td>Can locate and access the information and data they need</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Can review the research process and compare and evaluate information and data</td>
</tr>
<tr>
<td>Manage</td>
<td>Can organised information professionally and ethically</td>
</tr>
<tr>
<td>Present</td>
<td>Can apply the knowledge gained: presenting the results of their research, synthesising new and old information and data to create new knowledge and disseminating it in a variety of ways.</td>
</tr>
</tbody>
</table>

The model 2.1. above identifies seven core competencies of pillars needed for individual to be regarded as information literate person namely ‘identify’, ‘scope’, ‘plan’, ‘gather’, ‘evaluate’, ‘manage’ and ‘present’. The meaning of each pillar is explained in the Table 2.2.

Table 2.3. ‘Lens’ of SCONUL Seven Pillars 2011

<table>
<thead>
<tr>
<th>IDENTIFY</th>
<th>Is able to:</th>
</tr>
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<tbody>
<tr>
<td>Understands:</td>
<td></td>
</tr>
<tr>
<td>• That new information and data is constantly being produced and that there is always more to learn</td>
<td>• Identify a lack of knowledge in a subject area.</td>
</tr>
<tr>
<td>• That being IL involves developing a learning habit so new information is being actively sought all the time.</td>
<td>• Identify a search topic/question and define it using simple terminology</td>
</tr>
<tr>
<td>• That ideas and opportunities are created by investing/seeking information.</td>
<td>• Articulate current knowledge on a topic.</td>
</tr>
<tr>
<td>• The scale of the world of published an unpublished information and data</td>
<td>• Recognised a need for information and data to achieve a specific end and define limits to the information need.</td>
</tr>
<tr>
<td></td>
<td>• Use background information to underpin the search.</td>
</tr>
<tr>
<td></td>
<td>• Take personal responsibility for an information search.</td>
</tr>
<tr>
<td></td>
<td>• Manage time effectively to complete a search.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>SCOPE</th>
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<tbody>
<tr>
<td>Understands:</td>
</tr>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
- What types of information are available.
- The characteristics of the different types of information source available to them and how they may be affected by the format.
- The publication process in terms of why individuals publish and the currency of information.
- Issues of accessibility
- What services are available to help and how to access them.
- ‘Know what you don’t know’ to identify any information gaps.
- Identify which types of information will best meet the need.
- Identify the available search tools, such as general and subject specific resources at different levels.
- Identify different formats in which information may be provided.
- Demonstrate the ability to use new tools as they become available.

**PLANNING**

**Understands:**
- The range of searching techniques available for finding information.
- The differences between search tools, recognising advantages and limitations.
- Why complex search strategies can make a difference to the breadth and depth of information found.
- The need to develop approaches to searching such that new tools are sought for each new question.
- The need to review keywords and adapt search strategies according to the sources available and results found.
- The value of controlled vocabularies and taxonomies in searching.

**Is able to:**
- Scope their search question clearly and inappropriate language.
- Define a search strategy by using appropriate keywords and concepts, defining and setting limits.
- Select the most appropriate search tools.
- Identify controlled vocabularies and taxonomies to aid in searching if appropriate.
- Identify specialist search tools appropriate to each individual information need.

**GATHERING**

**Understands:**
- How information and data is organised, digitally and, in print sources.
- How libraries provide access to resources.
- How digital technologies are providing

**Is able to:**
- Use a range of retrieval tools and resources effectively.
- Construct complex searches appropriate to different digital and print resources.
- Access full text information, both print
<table>
<thead>
<tr>
<th>collaborative tools to create and share information.</th>
<th>and digital, read and download online material and data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The issue involved in collecting new data.</td>
<td>• Use appropriate techniques to collect new data.</td>
</tr>
<tr>
<td>• The different elements of a citation and how this describes an information resource</td>
<td>• Keep up to date with new information.</td>
</tr>
<tr>
<td>• The use of abstracts.</td>
<td>• Engage with their community to share information.</td>
</tr>
<tr>
<td>• The need to keep up to date with new information.</td>
<td>• Identify when the information need has not been met.</td>
</tr>
<tr>
<td>• The differences between free and paid for resources.</td>
<td>• Use online and printed help and can find personal, expert help.</td>
</tr>
<tr>
<td>• The risks involved in operating in a virtual world.</td>
<td></td>
</tr>
<tr>
<td>• The importance of appraising and evaluating search result.</td>
<td></td>
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<table>
<thead>
<tr>
<th>EVALUATE</th>
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<tr>
<td>Understands:</td>
</tr>
<tr>
<td>• The information and data landscape of their learning/research context.</td>
</tr>
<tr>
<td>• Issues of quality, accuracy, relevance, bias, reputation and credibility relating to information and data sources.</td>
</tr>
<tr>
<td>• How information is evaluated and published, to help inform personal evaluation process.</td>
</tr>
<tr>
<td>• The importance of consistency in data collection.</td>
</tr>
<tr>
<td>• The importance of citation in their learning/research context.</td>
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### MANAGE

**Understands:**
- Their responsibility to be honest in all aspects of information handling and dissemination.
- The need to adopt appropriate data handling methods.
- The role they play in helping others in information seeking and management.
- The need to keep systematic records.
- The importance of storing and sharing information and data ethically.
- The role of professionals, such as data managers and librarians, who can advise, assist and support with all aspects of information management.

**Is able to:**
- Use bibliographical software if appropriate to manage information.
- Cite printed and electronic sources using suitable referencing styles.
- Create appropriately formatted bibliographies.
- Demonstrate awareness of issues relating to the rights of others including data protection, copyright, plagiarism and any other intellectual property issues.
- Meet standards of conduct for academic integrity.
- Use appropriate data management software and techniques to manage data.

### PRESENT

**Understands:**
- The difference between summarising and synthesising.
- That different forms of writing/presentation style can be used to present information to different communities.
- That data can be presented in different ways.
- Their personal responsibility to store and share information and data.
- Their personal responsibility to disseminate information & knowledge.
- How their work will be evaluated.
- The process of publication.
- The concept of attribution.
- That individuals can take an active part in the creation of information through

**Is able to:**
- Use the information and data found to address the original question.
- Summarise documents and reports verbally and in writing.
- Incorporate new information into the context of existing knowledge.
- Analyse and present data appropriately.
- Synthesis and appraise new and complex information from different resources.
- Communicate effectively using appropriate writing styles in a variety of formats.
- Communicate effectively verbally.
- Select appropriate publication and dissemination outlets in which to publish if appropriate.
- Develop a personal profile in the
As stated earlier, the new revised model has provided a ‘lens’. These lenses above show what a person should understand and be able to do if they are information literate. The lens is flexible and can be modified according to situation and depending on the learner group to which they relate (SCONUL, 2011, p.2).

2.4. **Public librarian understanding on the term of IL**

In regard to public libraries, many researchers agree that the term IL is not frequently used and many public librarians do not understand the concept of IL (Lewis, n.d.; Bruce & Lampson, 2002; Hart, 2006; Hall, 2009; Widdowson & Smart, 2013). This lack of consensus and clarity of the term information literacy, however, has affected public libraries in how they defined IL (Dick, et al, 2012, p.9).

Dick, et al, (2012, p.14) further emphasized that public librarians need to understand the term of IL in order to advocate IL program effectively (Dick, et al, 2012, p.14). Their understanding is important as it will influence the users support on the IL program (Dick, et al., 2012, p.2). It also will have an impact on the library funding and the place of a library within a community (Dick, et al, 2012, p.2).

For example, there is a trend for public librarians to regard ‘user education’ as IL (Grassian & Kaplowitz 2001, p.4; Skov, 2004). IL certainly requires user education or bibliographic skills. However, IL is more than simply knowing how to use the library and its resources (Harding, 2008, p.276). What makes IL different from bibliographic instruction is constructivist emphasis (Hart 1998 as cited in Harding, 2008, p.276). Additionally, IL focuses on developing people’s ability to ‘learn how to learn’ (ALA, 1989) and therefore, provides a foundation for lifelong learning.

As for public libraries, these differences cause Harding (2008, p.276) to raise a question on how they should teach users this IL concept which is more complex than user education. This is somewhat correspondence to Widdowson & Smart’s (2013, p.160) statement that many public librarians are more familiar with the term “information skills” or “research skills” rather than IL.
Furthermore, Bruce and Lampson (2002, p.86) argue that there is some confusion over the distinction between IL and computer literacy. Computer literacy is concerned with the skills required to operate a variety of computer application packages such as word processing, databases, and spreadsheets together with some general IT skills, such as copying disks and generating hard-copy printouts (Bawden, 2001, p.226). Taylor as cited in Bawden (2000, p.227) raised a concern that there are trends to equate computer literacy with IL. However, he cautioned that computer literacy is not enough for IL and could never be adequate for ‘intelligent survival’ (Taylor as cited in Bawden, 2000, p.227).

On the other hand, in regard to literacy in IL, public librarians must be aware of the connotations associated with the term ‘literacy’ in IL (Dick, et al, 2012). It will influence the public librarian’s understanding of IL particularly if they focus their energy on traditional literacy programs (Dick, et al, 2012, p.14).

Furthermore, the term ‘literacy’ holds negative connotation (Isaacson, 2003; Peyina, 2010; Dick, et al, 2012). Peyina (2010, p.554) argues that the term ‘literate’ is affiliated with the ability to read to most. If librarians offer a class in IL, this can imply that the participants who take part in the class cannot read. Such implications could potentially damage not only IL programs, but could also negatively impact the public’s perception of the library itself (Isaacson, 2003, p.42). Therefore, when introducing IL program to the users, public libraries should consider the course title as it can effect users’ interest to participate (Lai, 2011, p.84).

### 2.5. IL Program in Public Libraries

Harding (2008, p.281) underlined that designing effective IL programs in public libraries is challenging with the absence of a framework. However, many researchers found that IL happens in public libraries in informal basis (Julien & Breu, 2005; O’Beirne, 2007; Harding, 2008; Julien & Hoffman, 2008; Julien & Genuis, 2011; Widdowson & Smart, 2013).

O’Beirne (2007) and Harding (2008) added that the public librarians play IL role during ‘one-on-one’ reference interviews. However, Jackson (as cited in Harding, 2008, p.283) claim that individual instruction ‘doesn’t realize the library’s full value to the community’ and advocate for formal programs of user instruction, such as group.

Nevertheless, there are public libraries who offer formal IL training to their users. For example, Lai (2011, p.84) stated that Canada’s public libraries provide a formal IL training
based on library user needs. Their formal IL training involve a basic computer course on internet browsing, email and security issues, practise of searching the library catalogue and different searching techniques (Lai, 2011, p.84). Lai (2011, p.84) also suggests that the public libraries should pay more attention to Internet searching techniques in using search engines and databases because lacking these skills reduces users’ IL abilities.

Furthermore, several basic trainings courses in public libraries (generally in internet training) also took IL training a step further (Harding, 2008, p.282). For example, an ICT program in Spain called ‘Intelligent use of Internet Workshop’ was expanded to include evaluation of resources (Hernandez, 2003, p.343).

In order to support effective formal IL training, public libraries should have collaborate with educational institutions (Skov, 2004; Harding, 2008). Harding (2008, p.284) suggest that other than partnership with schools or academic institutions, the collaboration can also take place with community information or with individuals in the community. Having this kind of partnership has made many public libraries formally recognised IL. For example, Leeds libraries which regularly organised joint initiatives with school have an established teaching role in IL for children in school (Jose Simose, 2011, p.54).

2.6. Teaching role of public librarian in IL

The literature indicates that the role of the librarian in the teaching of IL is well established (Hart, 2006; Julien & Genius, 2009; Bewick & Corrall, 2010). Harding (2008, p.279) emphasized that public libraries are ideally positioned for this role because of their traditional function as a place of learning (Harding, 2008, p.280).

However, the vast majority of the research on teaching IL has been conducted in an educational context rather that a community context (Lloyd & Williamson, 2008; Harding, 2008). Consequently, public libraries have a lack of guidance on how they should do IL program (Harding, 2008, p.277). Furthermore, these also lead public libraries to believe that IL is only relevant to formal academic institution (Hall, 2009, p.2).

Several researchers found that because of inadequate guidance and direction, public librarians were hesitant to embrace their teaching role in IL (Bruce & Lampson, 2002; Hart, 2006; Lai, 2011). This is a critical issue because the success factor of IL training sessions depends on the library staff’s dedication toward their teaching role (Lai, 2011, p.86). If they
failed to see themselves as educators, IL training for sure will certainly failed (Julien & Genuis, 2011, p.105).

Hart (2006, p.60) reported in her study that public librarians have limited view on the role of a public library. They perceive that users do not require information seeking skills because the public librarians are there to provide information for them (Hart, 2006, p.60). The public librarians’ perceptions in Hart study was actually the early role of public libraries. During the Mechanics Institute movement, the strength of public libraries had been to passively provide support without seeking to shape or influence the direction of the learner (O’Beirne, 2007, p.18). However, in IL the library staff role expands from provider of materials to one where facilitating discussion and developing collaborative learning is encouraged (O’Beirne, 2007, p.18).

These new role on teaching IL to users, to some extent, have been imposed on public libraries (Julien & Breu, 2005, p.18). However there is evidence that these roles are not fully recognised by the community or potential library user (Julien & Breu, 2005, p.18). Demasson et al (2010, p.10) suggest that the reason is that it is a norm in ‘public service’ environment that the emphasis is on processing customer request rather than empowering customers with the skills to fulfil those request themselves.

Accordingly, public library users may be resistant to the idea of being taught IL (Pieper, 2010, p.2). Furthermore, they use public libraries for their recreational reading and social information needs where they do not require any formal teaching (Pieper, 2010, p.2). Pieper (2010, p.2) also suggests that it is the desire for speed and simplicity that public library customers pursue. They do not care to know where information comes from, or how it gets there (Pieper, 2010, p.2). As a result, their willingness to be taught means that the public librarian’s role as an educator in question (O’Beirne, 2007, p.18).

Another obstacle that can prevent the development of the public librarian as an educator is the readiness of users to seek help from public library staff (Julien & Hoffman, 2008, p.36). Julien & Hoffman (2008, p.37) found that public library users prefer not to ask for assistance because they want to hide their inability to look for information.

On the other hand, (Nielsen & Borlund, 2011, p.107) stated that easy access to information through the internet has also made many people very self-confident about their information skills. This makes them believe that they do not require any help in finding information. However, Rowlands et al.’s (2008, p.1) study indicates that users are competent at using
computers and retrieving relevant information, but they are incapable of evaluating the information.

This is where the role of public librarians as an IL educator becomes relevant. However, public librarians need appropriate training in order to understand the theories of IL and adult learning while teaching patrons (Julien & Hoffman, 2008; Lai, 2011). Lai (2011, p.84) suggests that public library staff should be trained on new technologies skills, training delivery skills, one-on-one coaching and designing courses in order to run successful IL training programs. Lai (2011, p.84) further underlined that staff needed to be trained not only to enhance their skills in delivering IL instruction, but also to ease their fear when teaching the public.

In addition to teaching techniques and learning technologies, Bewick & Corrall (2010, p.107) pointed out that library staff need an understanding of how people learn. Their study confirmed that library staff needs to have pedagogical knowledge for effective fulfilment of their responsibilities. However, the majority of the staff reported that they become proficient on the pedagogy skill by learning on the job or through trial and error (Bewick & Corrall, 2010, p.107). This is because research on pedagogy approach to teaching IL is limited, while librarians pedagogy experience is not investigated extensively (Bewick & Corrall, 2010, p.107).

2.7. Challenges in providing IL program in public libraries

Many researchers argue that the perceived divide between academic and public libraries cause a kind of challenge in the development of IL programs within the public library arena (Lewis, n.d.; Demasson et.al., 2010; Pieper, 2010). Pieper (2010, p.2) pointed out that teaching public libraries users IL is difficult because people learn best when they are engaged in meaningful learning tasks in formal environment.

Another challenge is that public libraries have a diverse customer background (Lewis, n.d.). Lewis (n.d) explained that their diversity ranging from their age as well as diversity in learning experience and learning ability. Therefore, it is difficult to provide programs suitable for all of these clients (Harding, 2008, p.287). Moreover, several researchers (Lewis, n.d.; Harding, 2008; Pieper, 2010 stated that there are no set curriculum frameworks to base IL development work on. Consequently, it is difficult to measure the progress of IL programs against (Lewis, n.d.).
Furthermore, public libraries are suffering from lack of resources. This issue was a universal and all-time problem as it was stated in many of researchers’ findings around the world (Hernandez, 2003; Hart, 2006; Widharto, 2006; Harding, 2008; Julien & Hoffman, 2008; Preddie, 2009; Pieper, 2010; Julien & Genuis, 2011; Khatun, 2013; Robertson, 2014). Many of them reported that public libraries have insufficient funding and staffing, limited space, lack of facilities, equipment, resources and retrieval tools. These shortage restricted public libraries ability to develop IL programs (Harding, 2008, p.286).

The evolution of technology can also be a barrier in providing IL programs (Julien & Genuis, 2011; Khatun, 2013). Khatun study (2013, p.67) indicated that public libraries are a late adopter of technological advancement. The researcher argues that by the time the technology reached the library other new technology had already become available in the market. Subsequently, computers in public libraries were not working with new browsers or software. Furthermore, the library staff were also unable to provide the latest technological assistance to their users (Widharto, 2006, p.6; Khatun, 2013, p.67).

Public library staff attitude can also poses challenges to the development of IL programs in public libraries (Khatun, 2013; Gaston, 2009; Hart; 2006; Hernandez, 2003). Hart (2006, p.60) noted that some public librarians have negative attitude toward IL. Khatun (2013, p.65) on the other hand, stated that it is difficult to motivate some of the public library staff to change and learn new information because they had developed habits in their everyday work life. Moreover, Hernandez (2003, p.345) and Gaston (2009) suggest that some library staff are secretive of their knowledge and unwilling to share what they know with other staff.

In addition, Julien & Genuis (2011, p.p.108) found that some library staff are not confident in conducting IL instruction because they felt that they were not prepared in the teaching role. Lai (2011, p.86) underlined that the library staff should be trained in order to provide IL programs. However, many library staff do not know how to teach because they would not normally have been taught teaching skills in library schools (Bruce & Lampson, 2002, p.103).

Other than that, several researchers also indicated organizational barriers as a challenge in providing IL programs (Julien & Genuis, 2011; Khatun, 2013; Robertson, 2014). Robertson (2014) argues that the library management do not plan training for library staff adequately. As a result, there are problem with providing replacements when staff went on training (Khatun, 2013, p.65). In addition, several researchers pointed out that IL training should be encouraged by the manager (Julien & Genuis, 2011; Robertson, 2014). Robertson (2014)
suggests that the staff involvement in IL training should be included in the yearly performance review.

2.8. Summary

An examination of literature reveals that there is lack of consensus concerning the term IL. Furthermore, there are other overlapping concepts with IL that should be understood well in order to advocate successful IL program. In public libraries IL takes place in informal situations. However, there are formal IL trainings but this needs collaboration with other institution to be effective. Furthermore, public librarians need to accept the teaching role of IL and be trained sufficiently in order to provide successful IL training sessions. However, their teaching role was challenged because of their position in an informal institution. Other challenges of IL in public libraries involve diverse customer background, lack of resources, technological barriers, staff attitudes and organizational barriers.
CHAPTER THREE: METHODOLOGY

3.1. Introduction

This chapter will explain the qualitative case study approach, data gathering technique, the pilot study and the study sample. It will also cover the data analysis method, ethical considerations and limitation of the research method.

3.2. Qualitative approach

As noted earlier, the aim of this study is to explore the public librarians’ perception on IL. Therefore, a qualitative approach is considered as suitable because qualitative research seeks to understand what people believe, how they feel, how they interpret events (Gormon and Clayton, 2005, p.6). Additionally, qualitative research offers effective ways of tackling topics that are not readily quantified (Gormon and Clayton, 2005, p.14).

Furthermore, the process of induction was applied in this study. This means that, the participant perspective “can be analysed in a meaningful and coherent manner” (Gormon and Clayton, 2005, p.17). This process is referred to as ‘grounded’ theory. This theory is based on the data found on the ground, or built ‘from the ground up’ (Gormon and Clayton, 2005, p.7).

In this study, the researcher started by collecting data through telephone interviews, followed by data analysis and the discussion of the findings in relation to the current literature. Finally, understanding of the public librarians perceptions on IL was achieved.

3.3. Case Study Approach

The researcher decided to choose a case study approach because this study focuses on a single organization. Using this method the researcher was able to investigate a contemporary phenomenon within real a life context (Yin, 2009 p.4).

However, a case study approach has been criticized for its lack of generalisation (Yin, 2009, p.15). Conversely, Thomas (2011, p.19) argues that a case study approach can illuminate the uniqueness of the research. It can also provide a rich picture and analytical insights coming from different angle (Thomas, 2011, p.23).
Another advantage of using this approach is that it is considered as suitable with the restricted time given to do this research. This is because a case study approach draws a boundary to the research which Thomas (2011, p.21) describes as “the end of a searchlight beam”.

3.3.1. Case study Framework

In order to achieve the focus and completeness of the case study approach, a case study framework was set for this study.

![Case Study Framework](image)

This case study is a local knowledge case because it is about the researcher’s own workplace in her home country of which she has an intimate knowledge. The purpose of this case study is exploratory as the researcher believes that there was very little research produced on this area. Moreover, the approach is illustrative as the aim is to illustrate a phenomenon within the study. Furthermore, this study is a single case because it is only about one specific organisation.

3.4. Pilot study

Prior to the real interviews, two pilot studies were conducted with the MA Librarianship students. The reason was to make sure the mobile phone recording software was working effectively. In addition, this pilot study was done to help develop self-confidence so that the researcher could prepare emotionally for the real interview.

3.5. The sample of the study

In this study, the participants were selected intentionally in order to gain more relevant points of view regarding IL. They were chosen based on their educational background, their
position in the library and whether they have been working in different library branch. Additionally, they have experience working in the user services as well as being involved in managing the library.

In total 17 public librarians of the DBP library were interviewed. They include 4 males and 13 females. The participants had worked in the library for a range of times. Four participants worked in the library services for less than 10 years and four participants worked between 11-20 years. Furthermore, three participants worked for library services for 20-25 years and six participants worked for 30-33 years.

Three participants have a degree in library management, while eight participants have a library diploma. On the other hand, two participants have diplomas in different disciplines and four participants were limited to O'levels examinations.

The participants involved three library officers, five library assistant officer level 1 and nine library assistant officer level 2. Furthermore, they were selected from different library branches to get a variety of answers. Nine participants worked in the Central library, one from Muara Library, one from Lambak Library, one from Sengkurong Library, one from Tutong Library, one from Temburong Library, one from Belait Library, one from Seria library and one from Pandan Library.

3.6. IL Framework

The revised model of SCONUL Seven Pillars 2011 was selected as a framework for this study because there was no recognized framework created particularly for public libraries. The original SCONUL 1999 was suggested by Nielsen and Borlund (2011, p.109) as suitable for public libraries as a part of more formalized literacy education. However, the old model has been criticized for being too mechanistic and only focusing on skills and not enough on knowledge and values (Bruce, 1997; Webber and Johnston, 2000).

The new revised model, on the other is considered as appropriate. This is because this model is also being used by other public libraries for their IL framework. For example, public libraries in Welsh have used this new model as their guideline in providing IL services (Welsh IL project, 2011, p.3). In addition, this SCONUL 2011 models provides a clear and precise description of information literate person and their ability.
3.7. Data Collection Method

3.7.1. Telephone Interview

The data gathering techniques for this study is a telephone interview. The researcher preferred this method because of the remote location of the participants where face-to-face interviews were inconvenient. As stated by many literatures, the telephone interview removes geographical limitation, saves travelling time and cost (Cachia & Milward, 2011; Connaway & Powell, 2010; Holt, 2010; Stephen, 2007). Moreover, telephone interview also provide immediacy and personal contact which is more suitable for exploring the participants perceptions than email interview. In addition, online interview software such as Skype can be challenging as Internet connection in Brunei was low and the line was easily disconnected.

This data gathering technique, however, remains relatively unacknowledged in qualitative research (Cachia & Milward, 2011, p.265). Few researchers initially argue the suitability of telephone interview for the qualitative approach due to the lack of connection essential for in-depth qualitative data gathering (Holt, 2010; Stephen, 2007). However, after using this method it was found that the telephone interview has methodological strengths. The telephone interview has provided rich and good quality textual data which can be derived from the interview transcripts (Holt, 2010; Stephen, 2007).

3.7.2. The Interview Questions

The participants were interviewed using an open question method.¹ The interviews were also conducted in a semi-structured fashion where there is an interview’s schedule which lists questions that need to be covered (Thomas, 2011). This approach was chosen because it can give the researcher freedom to follow up points or add other questions during the interview (Thomas, 2011, p.163). By using this method, the researcher was able to encourage the interviewees to communicate more and provide enough data for this study.

3.7.3. Language used during the interview

The interviews were carried out in the native language of the participants so that the participants can explain their thought and feeling in more depth. In this study, the term IL was also translated to Malay language as “Literasi Maklumat”. The term “Literasi Maklumat” was frequently used by Malaysian scholars to describe IL in their research. For

¹ Appendix 3: Interview Questions
example, in an academic paper written by Norma CHE in 2004 and a conference paper written by Juhana Salim in 2000.

3.7.4. Recording

In this study, all interviews were successfully recorded after consent was granted by the interviewee. However, recording can have a negative impact on the interview. This is because according to a study by Pickard in 2013 (p.201) the participants become very conscious of what they are saying and how they say it if their words were recorded. Since the primary mode of this research is the telephone interview, it depends heavily on the data drawn from the transcript. Therefore, it is essential to secure all the information by recording the interview.

3.8. Data Analysis Method

3.8.1. Transcribing

Transcribing is the first step in analyzing the research data. In this study, all of the interviews data were fully transcribed word by word. However, transcribing is a time consuming and ‘soul destroying’ task (Gorman and Clayton, 2005, p.137). On the other hand, a research transcripts is important as it can provide validity, transparency and evidence of research (Nikander, 2009; Gorman and Clayton, 2005). Additionally, it is essential to transcribe every single word as every word in the interview is likely to be important (Gorman and Clayton, 2005, p.137). Furthermore, it was decided to transcribe every interview as soon as possible to provide an opportunity to correct any mistaken impressions. (Gorman and Clayton, 2005, p.138). as well as to find out whether there is a need to add or modify some of the questions.

3.8.2. Translating

The researcher decided to analyse the transcript in the interview language which is in Malay. One of the reasons is that analysing them in mother tongue can provide deep exploration and understanding. Furthermore, translating the whole transcript to English would consume a lot of time. Therefore, only the extracted data were translated to English.

There is a lack of literature regarding translating data from other language to English that could have been used as guidance for this research (Nikander, 2009, p.225). Therefore, in this study the researcher translated the research data by herself without any help from a professional translator. Consequently, it could be argued that the translation might not describe accurately what the participants said.
Presenting both the original and the translated interview in this report can provide transparency and increase the degree of faith in this research (Nikander, 2009, p.226). However, the researcher was unable to this because of the time and word limitation in this study.

3.8.3. Analysing data

Constant comparative approach was used to analyse data in this research. The analysis began with an open coding process. According to Pickard (2013, p.271) this strategy involves a deep and focused interaction with the raw data, analyzing line by line and, in some cases, word by word.

These phrases and words were then entered into a spreadsheet and their frequency of appearance was noted. Any similar concept would be labelled with the same name thus leading to the formation of categories. In the final analysis stage each categories were linked to their sub-categories (Pickard, 2013, p.271). Any irrelevant sub categories would be deleted. (Pickard, 2013, p.272).

3.9. Ethical approval

The research was ethically approved and classified as low risk by Information School Ethic Committee. Permission was then sought from the target organization through formal email with the approval letter and consent form attached for the participants. Each of the selected participants were given the option to take part in this study or not. The data was only collected after they agreed and returned the consent form through email. Furthermore, throughout this study, the policy was followed to ensure the participant anonymity.

3.10. Limitation of research method

There were several limitations in this research. First, the sample size of this research was relatively small. Due to the time scale, the researcher was only able to interview 17 participants. Second, the sample was chosen on purpose in order to get relevant data. Therefore, the finding of this research might be biased. There was also an issue regarding the telephone interview. The participants might not hear the question clearly through the phone and render them unable to answer the interview question suitably. Additionally, the translation was done without any help from a professional translator and therefore there was  

2 Appendix 1: Letter of Approval
3 Appendix 2: Consent Form
a possibility the data was not translated correctly. In addition, the SCONUL seven pillars was not fully effective as a framework as some of the pillars were not used in this study.

3.11. Summary

A qualitative case study approach was used in this study and a case study framework was also provided. As a preparation, two pilot studies were conducted. Furthermore, a demographic analysis of the sample was explained adequately from their working experience, position, education and workplace. In this study, a semi-structured telephone interview was conducted in the Malay language and all of the interviews were fully recorded. In order to analyse the data, the interviews were fully transcribed. However only the extracted data were translated to English and the original data were not included in the report. Then, the data were analysed using a constant comparative approach. This study was considered as low risk and ethically approved. However, there were several limitations in term of sample, the telephone interview and the translation.
CHAPTER FOUR: FINDINGS

4.1. Introduction

The aim of this chapter is to examine the key themes that emerge from data collection and analysis process. It will presents findings on Brunei’s public librarians’ understandings on the term of IL, IL programs or services in Brunei’s public libraries, their perceptions on the importance of teaching IL and the challenges in providing IL services.

4.2. What are the understandings of Brunei’s public librarians on the term of IL?

When the participants were asked “What is your understanding on the term of IL?” The majority of respondents tended to stop and slowly think about the question. It was obvious that IL was not first and foremost on their mind. This could be because IL is not something that they hear so often or aware of as a public librarian.

A variety of answers were expressed by the participants. The table below illustrates their main perspectives on the termIn of IL. In the table, the quotes are mapped against the SCONUL seven pillars and emerging themes are identified.

Table 4.2: The public librarians’ perception on the term of IL

<table>
<thead>
<tr>
<th>THEMES</th>
<th>PARTICIPANT</th>
<th>QUOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>lib3, lib6,</td>
<td>“It reading for lifelong learning from baby to old people” (lib3)</td>
</tr>
<tr>
<td></td>
<td>lib15, lib4</td>
<td>“IL is actually not just about computer or internet but IL covers reading about resources not necessarily books, magazine” (lib4)</td>
</tr>
<tr>
<td>Early literacy</td>
<td></td>
<td>“Information literacy? Isn’t literacy about reading? It’s reading isn’t it..information that we can get through reading”(lib6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“its early literacy…probably… well I don’t know I never heard it before..I can’t recall anything”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCONUL PILLARS</th>
<th>Identify</th>
</tr>
</thead>
</table>

| Finding information, Understanding Information | lib12, lib8 | “Information literacy is when we need information we find it in the right place...” (lib8)  
“When we google sometimes there will be a lot of results so if we want to find anything we should be specific so we need to understand them if we want to get what we want”(lib12) | Identify, Gather |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide information</td>
<td>lib1</td>
<td>“Its part of our responsibility as a librarian as well, where the library collects all resources that are in the library so our role there is to provide information to the public” (lib1)</td>
<td>Gather, Identify</td>
</tr>
<tr>
<td>Information explosion Information from different resources</td>
<td>lib7</td>
<td>“Information literacy in the past we called them information explosion...what I know is it that the information is a lot where you can get them not just reading from books but also from different resources” (lib7)</td>
<td>Scope</td>
</tr>
<tr>
<td>Understanding information</td>
<td>lib16</td>
<td>“Information literacy is knowledge about information...not necessarily about reading or writing...” (lib16)</td>
<td>Identify</td>
</tr>
<tr>
<td>Finding information, Analysing Information, Using Information</td>
<td>lib14</td>
<td>“Ok from my understanding on what I have learnt from school is IL is how to find information, how we analyse information and then how we use the information” (lib14)</td>
<td>Present, Identify</td>
</tr>
<tr>
<td>sharing Information</td>
<td>lib5</td>
<td>“something to do with learning channel, information channel for users, its how we transfer from one to anothers” (lib5)</td>
<td>Present</td>
</tr>
<tr>
<td>Clarifying</td>
<td>lib2</td>
<td>“some people ask certain things but they are not</td>
<td>Scope</td>
</tr>
</tbody>
</table>
Information, Understanding Information

using the right word…so it is best…for librarian to understand the need of other people, to clear what they need, to understand what they need, and to clarify what they need…that is information literacy” (lib12)

Identify need for information

lib9

“To teach user how to ask, to teach them what they don’t know...” (lib9)

The participants who never heard the term of IL before

lib10, lib11, lib13, lib15, lib17

“Information for users…I can’t elaborate it in my mind…i have’nt think about this thing before” (lib10)

to be honest, this is the first time I heard this term, that’s why I cannot explain what the content…”(lib13)

mmm..what is that? Is it information?” (lib17)

“Is it something to do with language?...never heard it before, but if it is it is the one that ruin the language…” (lib11)

“its early literacy…probably… well I don’t know I never heard it before..I can’t recall anything” (lib15)

*The SCONUL Seven Pillars are identify, scope, plan, gather, evaluate, manage, present

The most striking result to emerge from the data is that only one participant was able to define the basic full term of IL. (lib14: in Table 1). However, only 41% (8) of the participants who responded to this question indicated that they understand some parts of the term. Two participants defined IL as finding information and one participant defined it as providing information. Furthermore, one participant explained IL as an information explosion and information from different resources. Another participant described IL as understanding information and one recognized it as sharing information with others. Moreover, one participant explained that IL is clarifying information while another
mentioned that IL is identifying need for information. In addition, it is found that three participants stated a similar perception in IL that it is about understanding information.

It was found that there was contradictory statement among the participants regarding their understanding on the term IL. For example, lib4 stated that IL is not just computers but covers reading. Conversely, lib7 and lib16 have said that IL concern not only reading or about reading. This comments show that the participants are confused about the concept of IL.

Interestingly, 29% (4) of the participants shared the common perception that IL concerned reading. Two out of the participants recognized that IL involves reading from different resources. Three of the participants seemed to be confused with the word “literacy”. One of them even asked “its literacy isn’t it? It’s about reading” and two of the participants defined it as “early literacy”. Furthermore, one of the participants added that IL is about reading for a lifelong learning.

Another important finding that emerged from the data interview reveals that 29% (5) of the participants did not recognize the term of IL at all. The demographic analysis shows that all of these participants (lib10, lib11, lib13, lib15, lib17) did not receive any professional training in library schools. They confessed that they never heard the term before and simply guessed the definition.

Interestingly, further analysis showed that only four out of the seven SCONUL pillars were identified by the participants. They were’ Identify’, ‘Scope’, ‘Gather’ and ‘Present’. While ‘Plan’, ‘Manage’ and ‘Evaluate’ pillars were not recognised.

Overall, it can be concluded that 53% (9) of the participants understand the term IL. However there was some confusion with their understanding. On the other hand, 47% (8) did not show any clear understand of the term. Half of the participants who did not understand the term IL described it as ‘reading’ and another half had not heard the term before.

4.3. What are the IL programs or services that were provided by Brunei’s public libraries?

When the participants were asked about IL program in DBP library, all of them answered that there are no information literacy programs in the library.
In order to further explore the kind of activities carried out in DBP libraries, the participants were asked to reflect on their experiences in teaching users skills based on the SCONUL models of IL. A range of experiences were shared by the participants and each one of them has expressed more than one experiences.

### Table 4.3: IL activity in DBP library

<table>
<thead>
<tr>
<th>No</th>
<th>IL activity in DBP public libraries</th>
<th>Participants</th>
<th>Sconul Pillars *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teach users how to find resources using card catalog, indeks &amp; bibliography</td>
<td>lib1, lib16, lib4, lib13, lib15, lib10</td>
<td>Gather</td>
</tr>
<tr>
<td>2.</td>
<td>Teach users how to find information in the internet</td>
<td>lib7, lib6, lib12, lib8, lib16</td>
<td>Gather</td>
</tr>
<tr>
<td>3.</td>
<td>Reading school holiday activity</td>
<td>lib1, lib2, lib4, lib3, lib13</td>
<td>Present</td>
</tr>
<tr>
<td>4.</td>
<td>Teach users how to use elibrary portal</td>
<td>lib5, lib8, lib11, lib7</td>
<td>Gather</td>
</tr>
<tr>
<td>5.</td>
<td>Basic Computer training - Powerpoint</td>
<td>lib5, lib11, lib14, lib12, lib4, lib3</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Basic Computer training - Microsoft training</td>
<td>lib8, lib5, lib14</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Story telling competition</td>
<td>lib1, lib2, lib7</td>
<td>Present</td>
</tr>
<tr>
<td>8.</td>
<td>Teach users how to Download information</td>
<td>lib16, lib14</td>
<td>Gather</td>
</tr>
<tr>
<td>9.</td>
<td>Teach users how to find employment</td>
<td>lib7, lib8</td>
<td>Gather</td>
</tr>
<tr>
<td>10.</td>
<td>Creating Website training</td>
<td>Lib5, Lib4</td>
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</tr>
<tr>
<td>11.</td>
<td>Basic Computer training - excel</td>
<td>lib5</td>
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<td>12.</td>
<td>Basic Computer training - photoshop</td>
<td>lib6</td>
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</table>

*The SCONUL Seven Pillars are identify, scope, plan, gather, evaluate, manage, present

Five themes have emerged from the participants experiences: reading activities; teaching users how to locate the library resources manually; teaching users how to find information in the internet; teaching users how to use the elibrary portal and computer training.

#### 4.3.1. Reading activities

Of the participants 47% (8) reflected their experiences in organizing reading activities in DBP public libraries. Five participants reported school holiday reading activities which can be considered as IL. This is because in the reading activities, the participating users were asked to read some books and explain what they understood from the text.
“Some students who join the Story telling competition will try to get the best book... they will then read the book and try to understand the content so that they can tell the story, that is part of information literacy” (lib2)

4.3.2. Train users how to locate the library resources manually.

Six participants (35%) participants said that they had experiences in training users on how to locate the library resources manually using the library catalog, indexing book and bibliography.

“...yes, I have...one of them is to teach users how to use card catalog, then to locate the book I show him the shelves where he can find the book...” (lib15)

4.3.3. Train users how to find information in the internet

The result also indicated that 29% (5) had experience in training users how to find information through the internet.

“...one of the users did ask me on how to use the internet, this user never use it before and don’t know where to start...so I teach her” (lib12)

4.3.4. Train users how to use the elibrary portal

According to one of the participants, the library online catalog was initiated around a year ago (lib7). Therefore, only 24% (4) of the participants had an opportunity to teach users on how to use this new library system.

Two participants indicated that they instructed users how to use the elibrary portal individually.

“...every users that come to the library to find the library collection will be taught how to use the library’s OPAC using keywords.” (lib8)

4.3.5. Computer training

Only 18% (3) participants had experience in teaching formal basic computer training for users such as Microsoft, Powerpoint and Excel.

“That training is this year and most of it is for office application such as microsoftword, excel, powerpoint, I was the one who train them all those things, so that they can use them for work” (lib5).
Several participants (29%)(5) had experience in organizing such activities. However, invited professional instructors did the teaching.

“during the school holiday...we have activity for young adults...it was how to use Microsoft, powerpoint and excel...at that time there were attachment students from polytecnic who study in computer course so they are the one who teach them…” (lib7).

4.3.6. DBP library activities base on SCONUL seven pillars

Interestingly, further analysis showed that only two strands of Seven Sconul Pillars of IL were identified in the DBP library activities. These pillars are ‘Gather’ and ‘Present’. Additionally, none of the participants have provided relevant answer in training other pillars of IL such as ‘Identify’, ‘Scope’, ‘Plan’, ‘Manage’.

When the participants were asked whether they have trained their users on how to evaluate information, only four responded to this question. None of the participants gave a positive answer. All of them agree that it was not their responsibility to teach users this pillar. Furthermore, three out of four believe that it is the responsibility of the users to choose the resources, regardless of their personal preferences.

“...not all in the internet are reliable, so it is up to what the people wants and means, so it depends on the individual” (lib1)

One of the users said that they did not have to teach users because they already knew how to evaluate information.

“...the users usually know by themselves, they learnt that themselves..that my experience...” (lib17)

In summary, these results suggest that there were three significant IL activities in DBP library. First, the participants have taught users how to understand what they read. Second, the participants have taught users how to present what they understand from their reading. Third, the participants have taught users how to find information. On the other hand, computer trainings sessions were conducted in the DBP library, however, focused on computer literacy rather than IL. Overall, none of the participants have trained users on how to identify, scope, plan, manage and evaluate information.
4.4. What are Brunei’s public librarians’ perceptions on the importance of teaching IL in the public library?

4.4.1. The public librarians’ perceptions on the teaching role

According to the research data, the overall response to the question “Is teaching IL important to the public library?” was very positive. All of the participants agree that IL is important to them and to the DBP library. Several participants (35%) were aware that teaching role is indeed one of the roles of public librarian.

“to educate is actually part of our work…” (lib1)

In addition, three participants argued that teaching IL role is more common in academic library than in public library due to its broad users.

“We generally teach users the basic but not in detail, but the detail is being taught in academic… here is different, because we have different customer so it’s quiet difficult” (lib2)

4.4.2. The public librarians’ perceptions on the value of teaching IL

With regard to the value of teaching IL in the library, three recommendations were expressed by the respondents: Increase the number of library’s users; improve the library’s image and enhance the role of public librarians.

- **Increase the library’s user**
  35% (6) participants commented that the IL services will attract more users to the DBP library.
  
  “I think it’s good if we teach IL, probably from there we can draw more people to the library if they know we have this expertise…” (lib13)

- **Improve the image of the library**
  18% (3) of the participants believed that teaching IL would improve the librarian’s image among the public.
  
  “…its like improving our library image, its open up the public’s eyes in Brunei…” (lib14)
Enhance the role of the librarian

18% (3) participants added that the teaching role would raise the role of public librarians in Brunei. Two of the participants stated that a public librarian would be on the same level with other professions.

“its important because we need to be equal with other people from outside the library...” (lib4)

4.4.3. IL in the public librarians’ job description

Overall, all of the participants acknowledged the important role of teaching IL in DBP libraries. All of the participants also noted, however, that this particular role was not included in any of their job descriptions. One participant commented that even if it is not included in their job description it is still their responsibility to respond to, and address user needs.

“It is not included in the job responsibility…but if people ask you..you can’t just ignore them…it’s your initiative as a librarian” (lib1)

As for this issue, several participants (24%) (4) agreed that teaching IL should be included in their job description as an improvement to the existing conditions. One of the participants added that it can help staff understand more about IL and they would have a clearer idea of what their job actually involves.

“with an organised job description, its easier for the staff with their work...sometime the job description is not clear for us so the staff don’t really know what to do” (lib3)

In summary, these results suggest that all participants positively accept the teaching role. They saw the role as a way to increase the library users, improve the library’s image and enhance the role of public librarians. However, they have no confident to this role should be included in their job description in order to make it more effective and official.

4.5. What are Brunei’s public librarians’ perceptions on the challenges in providing IL services in DBP libraries?

As far as the public librarians are concerned, four themes have arisen as challenges in providing IL services. They are challenges coming from users, staff, the library facility and the library’s management.
4.5.1. Users

The most noticeable result that emerged from the data was issues relating to users, their lack of response and demand.

- **Lack of response from users**

  Of participants 41% (7) felt that one of the most challenging point in order to conduct this kind of services was to acquire users support and interest.

  One of the participants argued the ability of the library to attract more people to make use of this services.

  "how about our ability, the library ability... to encourage people to the library to use our resources...to make use the services that we have provided?" (lib3)

  A small number of those interviewed (11%) (2) suggest a number of reasons why users were uninterested with IL activities and services that were provided by DBP libraries.

  First, it was because every users had different interest.

  "The biggest support is from the public...its really difficult to push people because every individual have different interest" (lib1)

  Second, there appeared to be a lack of awareness and interest about information among the users.

  "it so often any activities regarding information, sometime people are not aware about information so we need to approach them but the problem is they are not interested to know" (lib12)

- **Lack of demand**

  Another theme that recurred throughout the data set was lack of demand. Several of those interviewed (59%)(10) felt that users were not interested to ask for their assistance and support in IL.

  A few reasons were mentioned by the participants. 35% (6) of the participants expressed the believe that users did not ask for help because they understand IL and were more expert than the librarians.

  "its difficult to teach who already know... that user will said I don’t need help, I already know about this" (lib16)
Other response to this issue was that users preferred to ask their friend if they had any queries.

“...but the problem is they don’t ask us but they ask their friend who knows about it” (lib12)

- **Different levels of knowledge among the users**
  In term of conducting computer training in the library, two participants highlighted that different users educational background can be very challenging.

  “not all of the users can handle computer during the training, sometime it’s their first time using a computer...that’s the most difficult situation where we need to give full attention to this user” (lib8)

### 4.5.2. Staff

Another obvious issue that raised from the research data is staff, their acceptance, lack of confidence because lack of training and their attitude.

- **The staff acceptance**
  Two of the participants argue that the challenges can be the staff willingness and lack of confidence in providing IL services to the users.

  *the challenge might come from the staff itself because our staff levels are not the same, some of them might not agree...they might struggle and need longer time to adapt as well as training...”* (lib16)

- **Lack of confidence**
  Only 18% (3) of the participants reported they were confident enough to teach IL. While other 82% (14) of the participants suggested that they needed a training to be able to train users confidently.

  “If I were asked to teach in a workshop or something, I’m not confident unless if I were trained to teach people.” (lib16)

- **Lack of training for staff**
  Several participants (29%) (5) argued that there was a lack of professional staff training in the DBP library. A number of reasons were identified. One of the participants blamed the library’s management.

  “we have training in the past, I think in the 80s but now we don’t have that anymore because job and the responsibility distribution, who handle the training..first it’s not clear, the segregation of duties is not right” (lib1)
Another reason pointed out by two of the participants was the lack of awareness concerning the importance of IL training.

“I think we don’t have the awareness yet on that matter, so the training was not offered” (lib16)

4.5.3. Library Facilities and location

When the participants were asked about specific challenges, the common views shared by the participants were problems regarding the library facilities.

- **Computers**
  Two of the participants (12%) stated that there were inadequate computers in the library available for users.
  “we actually get a very good response…but we can’t do this frequently as you know computers that are provided in the library are not enough...” (lib14)

- **Network connection**
  18% (3) of the participants reported that many of the DBP libraries suffered from poor internet connection.
  “there are a lot of challenges…we need to strengthen our infrastructure first, our computer, our internet connection…it must be readily available...now the internet here is not working well..its down, so how can we provide such services?” (lib4)

- **Spaces**
  Two of the participants (12%) revealed also that several of the DBP library buildings had limited spaces to install computers.
  “we want to do it...it just that the library building’s position is not possible, there are no spaces to place anything, it so limited...we need to put the computers separately...” (lib15)

- **Location**
  12% (2) of those interviewed believed that location can be a challenge and could play an important part in supporting IL activities in the library.
  “probably it’s the location far from any housing, moreover it is difficult to go there..., I think ...not all parent want to send their children to the library for school activities, some of them refused because they said its far and they need to fetch them later...” (lib11)
4.5.4. Management

A minority of participants (12%) agreed there were some management concerns when running IL services and activities. Interestingly, there are two contradictory views from the participants.

One participant argued that many of the activities in the library are often single-event activities; instead it should be done continuously, rather than one-off sessions, in order to be more effective.

“its like a class...however this thing is not continuous, it’s stop until there because we have a lot of other activities so next year this activity will be replaced with other, it is actually great if we can continue such program...” (lib1)

Another Informant pointed out that there were far too many activities in the library.

“the problem is we are busy with activities...we are burden with the activities so our professional is not being used wisely...” (lib2)

In summary, these results show that there are four types of challenges in providing IL. First, there was lack of response and demand from the users and they had different educational backgrounds. Second, staff might offer various levels of resistance to change and they often had low confidence because of lack of training. Third, DBP libraries have inadequate facilities such as a lack of computers, poor network connections, limited space and inconvenient locations. Fourth, management issue was also highlighted as a major problem.
4.6. Summary

In this chapter, a range of views, criticism and comments were revealed through data analysis. To summarise, the findings have answered all of the four main research questions.

1) What are Brunei Darussalam public librarians’ understanding on the term of IL?
   - There were a lot of confusions around the concept of IL among Brunei’s public librarians.
   - There were contradictions in their understanding.
   - Some public librarians perceived IL as reading.
   - Some public librarians never heard the term before.

2) What are the IL programs or services that were provided by Brunei’s public libraries?
   - There are evidence that shows IL activities conducted in DBP libraries.
   - However, the IL activities were done informally.

3) What are Brunei’s public librarians’ perceptions on the importance of teaching IL in the public library?
   - The public librarians’ accepted the role of IL positively, however the role was not formally assigned in their job description.
   - They also saw the role as a way to increase the public libraries’ users, improve its image and enhance the public librarian’s role.

4) What are the public librarians’ perceptions on the challenges in providing IL services in DBP libraries?
   - Users lack of response and demand and users diverse background.
   - Staff lack of acceptance, confidence and attitude.
   - Inadequate library’s facility and unideal location.
   - Poor management
CHAPTER FIVE: DISCUSSION

5.1. Introduction
This chapter will discuss the reasons behind the lack of awareness in IL among Brunei’s public librarians. It will also discuss IL activity in Brunei’s public library such as reading, finding information and computer training. Furthermore, this chapter will introduce a new IL framework for Brunei’s public libraries to develop these activities further into an IL program. It will also discuss the role of teaching IL among the public librarians and management issues that slowed the development of IL in Brunei’s public libraries.

5.2. Lack of awareness in IL
5.2.1. lack of emphasis in librarianship
The literature review identified that many public library staff are unaware of IL as a concept (Lewis, n.d.; Bruce & Lampson, 2002; Hart, 2006; Hall, 2009; Widdowson & Smart, 2013). The current study found that this situation is similar to the situation in Brunei where none of the participants recognized the full definition and implications of the term of IL. In addition, this result also agreed with the finding of Wijetunge in 2005. The researcher found that IL as a concept has not taken roots in the majority of the countries in the regions of South and Southeast Asia (p.31).

There are many compelling reasons identified by researchers as to why IL is unknown to public libraries staff at all levels. However, a lack of awareness on the importance of IL is considered as the main reason for Brunei’s Public Librarians. This is because 47% of the participants did not recognize the term at all. Additionally, there was a relationship between the total absence of knowledge on IL with a lack of professional training as a librarian. A possible explanation for this result may be the lack of emphasis on librarianship in Brunei.

This is because the first formal library education program, namely the National Diploma in Information and Library Management was only introduced in Brunei by 2000. In the past, many librarians pursued their professional qualification abroad in Malaysia, United Kingdom and Australia. At that time, scholarships in librarianship were limited, therefore, many librarians were not professionally trained (Haji Nassar, 2008, p.13). It is assumed that the participants who did not know about IL in this study were the one who did not get a professional training opportunity in the past.
Nonetheless, many of those who showed some understanding of IL had graduated from Brunei’s library education program. This is corresponding to Gaston’s (2009) statement that improved professional education in librarianship for staff will encourage IL.

5.2.2. The absent of national information literacy policy and framework

When one of the participants said “many of us and users don’t know what IL is...” another possible reason is lack of national awareness of IL in Brunei. This is also consistent with the report on IL in Southeast Asia that awareness and understanding of IL is limited (Choovong & Singh, 2005, p.2). This limited awareness is likely due to the nonexistence of IL national policy. As mentioned by several researchers (Llyod, 2010, p.126; Bradley, 2013, p.11; Edzan & Mohd Saad, 2005; p.7) this national policy is required as a form of support to the development of IL in a country.

In Southeast Asia, it is assumed that IL policy is not prioritized as most librarians are unaware of any IL policy in their countries (Choovong & Singh, 2005, p.2). There was an effort by UNESCO to develop an Asian-centric set of IL standards. However, the distinct characteristics and different socio-economic status of each Asian nation throughout the region makes it a challenge (Mokhtar & Majid, 2008, p.8). Mokhtar & Majid (2008) have made a valid argument. Even though Brunei has a small country it has different culture, religion, political views and more importantly Brunei has a different national vision compared to other Asian nations. As a result, these differences require Brunei to develop its own IL standard.

This study also verifies Haras & Brasley’s (2011, p.375) recommendation that choosing the right framework for IL policy should be considered carefully. This is because underlying process models influence policy direction and are critical to successful implementation (Sabatier, 2007, p.3). Compared to other countries such as Malaysia and Singapore (Edzan & Mohd Saad, 2005 p.100; Mokhtar & Majid, 2008,p.7 ), Brunei has not yet formed any IL framework to support the formation of IL policy. This is also mentioned by the minister of education in his speech during the Gennext conference in 2012 (Hab, 2012). He has called upon educators and information professionals to formulate a framework for information literacy skills (Hab, 2012).

However, his comments on IL framework only focused on the Ministry of Education. It was considered that the DBP public libraries which were under a different ministry are not included. This speculation is consistent to Prescott & Prescott’s findings (n.d., p.35). They
found that Brunei did not have an articulated National IL policy due to the lack of unity in the country’s approach. For example, the school-based programs and tertiary programs such as public libraries have two different approaches which make it difficult to be fostered by an officially endorsed policy.

Therefore, in order to create an effective National IL Policy in Brunei, there should be a partnership among all types of organizations and all sectors of government (Cody & Thompson, 2003, p.21).

5.3. Reading as IL activity

As identified in the findings, there was a lot of confusion with the term of IL amongst Brunei’s public librarians. Other than a lack of awareness, it was also probably because the term IL itself is problematic, as argued by several researchers (Harding, 2008; Hall, 2009; Dick, 2012; Virkus, 2012).

In this study, the term IL was translated to the Malay language as “literasi maklumat”, which was frequently used by Malaysian scholars to describe IL. It was found that there was no issue regarding the translation as reported by Choovong & Singh (2005, p.1). They found that there were difficulties in translating IL to other national languages in Southeast Asia. Possibly, it is because IL can be translated directly from English to Malay.

The word “literasi” in “literasi maklumat”, however, caused many participants to define IL as reading.

“Information literacy? Isn’t literacy about reading? It’s reading isn’t it…” (lib6)

This is because “literasi” is also defined similarly to literacy as an ability to read and write (Dewan Bahasa dan Pustaka Malaysia, 2008). This finding confirms researchers’ arguments over the confusion about connotations associated with the term ‘literacy’ in IL. (Dick, 2012; Isaacson, 2003; Hall, 2009; Lin, 2010).

Another possible cause for this confusion is also because the public librarians’ traditional role is to support reading (Goulding, 2002; Mcloughlin & Morris, 2004; Ross, 2009). In Brunei, the DBP libraries mission is to empower reading culture among the society (Haji Nassar, 2008, p.8). Furthermore, the DBP library was urged by its minister, the minister of Culture, Youth and Sport to upgrade its efforts in promoting reading. The DBP library was
asked to find ways and approaches to create awareness on reading culture (Haji Roslan, 2012). For this reason, the DBP libraries were increasingly active in providing reading programs (Haji Nassar, 2014, p.4). As a result, Brunei’s public librarians are more focused on developing reading programs rather than IL. This finding further supports the idea that promoting reading programs can impede the development of IL in public libraries (Hall, 2010, p.11).

On the other hand, reading activities in DBP libraries involves more than just reading. It is found that the reading activities are associated with ‘present’ pillars in the SCONUL seven pillars of IL.

“...we have a book club, some of the members were given a book within one to two days to read... the next day we will ask them to tell a story of what they understand from the book” (lib1)

In this way, the reader will think critically. They will discuss their reading and articulate the interesting characteristic of what they have read as well as what they like and dislike about the book. As stated in the literature, critical thinking is also included in IL criteria (Doyle, 1992, p10). This reading activities process correspond with the definition of critical thinking as ‘the process of purposeful, self-regulatory judgement which results in interpretation, analysis, evaluation, and inference’(Facione, 2009, p.27).

Furthermore, Pieper (2010, p.4) emphasized that this type of reader program encourages reflection, deep learning and forming a connection with local community. Pieper (2010, p.4) added that communication is vital for IL and communication is also one of the skills that was identified among IL skills in a public libraries IL framework proposal.

Moreover, this finding is somewhat similar to those of other developed countries in Southeast Asia such as Singapore and Malaysia. Singapore has emphasized its reading program in IL. According to Mokhtar & Majid (2008, p.7) Singapore included reading promotion in their developed IL Guidelines in 1997 as a vital activity for achieving IL. In 2008, Malaysia has included several IL programs in their reading promotion policy. (Edzan, 2008, p.267).
However, very little was found in the literature on the question of the reading program as being related to IL. Therefore, more research on this particular topic needs to be undertaken so that the association is more clearly understood.

5.4. Finding Information as a starting point

Another useful finding in this study is that DBP libraries have trained users how to find information in an informal basis such as one-on-one instruction. This finding is consistent with many researchers’ (Julien & Breu, 2005; O’Beirne, 2007; Harding, 2008; Julien & Hoffman, 2008; Julien & Genuis, 2011; Widdowson & Smart, 2013) statements that many IL activities in public libraries happen in an informal situation. In addition, one-on-one instruction is often emphasized by several researchers as the most effective means of IL instruction (Bruce & Lampson, 2002, Julien & Breu 2005, p.285, Leininger, 2005).

In this study, interestingly, many participants have reflected that they have taught users how to find information using a traditional mode such as using a card catalogue. Only a few have taught users how to find information through OPAC and the Internet.

“...yes, I have...one of them is to teach users how to use card catalog...” (lib15)
“...every users that come to the library to find the library collection will be taught how to use the library’s OPAC using keywords..” (lib8)

This result may be explained by the fact that the DBP OPAC system was only started recently and probably has not been fully implemented in the library. However, it is important to acknowledge that teaching users finding information using a card catalog is actually library literacy which is also similar to user education and bibliographic instruction (Bawden, 2000; Skov, 2004). It is different from finding information in IL (Harding, 2008).

However, it is reasonable to articulate that more of Brunei’s public librarians will teach users how to find information using the OPAC and the Internet. This is because according to one of the participants they need to motivate users to use the OPAC independently.

“...now we encourage our users how to find resources by themselves...” (lib7)

5.5. Negative perception toward evaluating information

According to Nielsen & Borlund (2011, p.118) finding information is a good starting point for the public library to develop IL services. This step can be expanded further to evaluate information. However, the participants’ perceptions on evaluating information as mentioned in chapter 4 (number 4.2.6.) can be a hindrance to IL development in the DBP libraries.
“...so we give what they want, whether it is reliable or not its up to them” (lib3)

Providing access to information or classes on how to use new technologies in public libraries is not enough (Hall, 2009, p.6). In IL, the public librarians are required to evaluate information or encourage users to do so (Bruce & Lampson, 2002, p.103). This finding makes Bruce & Lampson’s (2002, p.103) and Harding’s (2008, p286) research valid when they stated that there has been a trend amongst public librarians not to impose an evaluative opinion on the sources users choose to use. It is difficult to explain this result, but it might be related to a traditional perception of librarians on their role. Many of them believe that passivity is inherent to their professional culture as public librarians (Hall, 2009, p.9).

Another negative perception of the participants is that people are born with IL skills.

“...the users usually know by themselves, they learnt that themselves..” (lib17)

This finding is contrary to Leininger’s (2012) statement that IL is ‘learned skills’. This statement is further supported by Catts & Lau (2008, p.12) that people need education and training in order to acquire IL skills such as locating and evaluation information.

Therefore, in order to embrace critical IL in DBP public libraries, these perceptions must be corrected. The public librarians should understand the important of ‘evaluating information’ as well as teaching users how to evaluate information.

5.6. From formal computer training towards a formal IL training

“most of the training is office application such as microsoftword, excel, powerpoint...” (lib5). “the training is like a classroom...” (lib1)

As stated in the literature, computer training which is mentioned by the participant is considered as computer literacy (Bawden, 2001, p.246). It is important to remember that many libraries failed to acknowledge the differences between computer literacy and IL. For example, the IL program in Brunei’s school system and at university is focused more on the computer skills rather than synthesizing information and reasoning (Prescott & Prescott (n.d). Probably this is because they were confused with the distinction between computer literacy and IL which therefore affected their IL program.

There is some evidence which suggest that computer literacy is a subset to IL. For example, Tuckett in 1989 (as cited in Bawden, 2000, p.227) stated that ‘while you can be computer literate without being information literate, you cannot possibly be information
literate...without also being computer literate’. However, Tuckett’s statement could be debated. This is because according to Horton in 1983 (as cited in Bawden, 2000, p.227) IL is actually a superset of computer literacy and computer literacy alone is no longer adequate. Therefore, it is essential to develop the basic computer training in DBP libraries further to evaluate information in order to form an effective IL program.

In regard to DBP libraries, this computer training was done in a formal situation. This finding indicated that public librarians have experienced and ability to conduct a formal training for library users. This finding further suggests that the public librarians also have created a bond with the community which means that there are reasonable prospects to develop a formal training program for IL.

This formal training session, however, need collaboration with other stakeholders to be effective (Skov, 2004; Harding, 2008, p. 284). As stated earlier, partnership between institutions in Brunei is important to spread IL to the wides-community.

5.7. IL framework for Brunei’s public library

Currently, there is no framework created for public libraries (Harding, 2008; Pieper, 2010). However, a framework for IL is required so that public librarians will cover all part of IL (Nielsen and Borlund, 2011, p.118). Without such a framework public librarians in Brunei probably will only focus on supporting user in finding information or ICT training but disregard the remaining part of the learning process in IL.

In this study, the SCONUL Seven Pillars 2011 model was used as an IL framework. However, it was found that some of the pillars were not used, possibly because they were irrelevant to public libraries. Therefore, a new IL framework was proposed for DBP libraries based on the findings in this study.
Table 3 IL skills based on findings in DBP libraries

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Table 4 IL based on literature in public libraries

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<td>1. Critical thinking</td>
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<td>3. Communicate</td>
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</table>

Table 1 above showed three significant IL skills in DBP libraries ‘Gather’, ‘Present’ and ‘Read’. These skills were identified in the analysis on public librarian understanding of IL as well as in DBP IL activities.

Table 2 showed three skills that were recommended in the literature as relevant IL skills for public libraries. They are critical thinking, evaluation and communication.

The new framework was formed based on this analysis.
In the proposed IL framework above ‘Gather’, ‘present’, ‘read’, critical thinking’, evaluation, and ‘communication’ were combined together to describe information literate person for DBP libraries.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Gather</td>
<td>find and collect information effectively</td>
</tr>
<tr>
<td>Read</td>
<td>understand the information that they read</td>
</tr>
<tr>
<td>Think</td>
<td>summarize and synthesize the information critically</td>
</tr>
<tr>
<td>Evaluate</td>
<td>evaluate whether the information is useful or trustworthy</td>
</tr>
<tr>
<td>Present</td>
<td>Explain to others what they understand from the information</td>
</tr>
<tr>
<td>Communicate</td>
<td>Spread what they understand to others</td>
</tr>
</tbody>
</table>

The Table 3 above shows meanings of each skill in the proposed IL framework for DBP libraries. An information literate person should be able to find and collect, understand, summarize and synthesize information. This person should also able to evaluate, explain and spread their understanding to others. However, further research need to be done to develop ‘lenses’ of each skills.
5.8. The teaching role in regard to IL

It is interesting to note that teaching role in IL was positively received by all of the participants.

“to educate is actually part of our work...” (lib1)

This finding is in agreement with Robinson in 1987 who suggest that “…a librarian should be more than a keeper of books; he should be an educator…” (Robinson cited in Lantz & Brage, 2006, p.3). In addition, a few Bruneian authorities also emphasized the role of public librarian as an educator or at least as a support to educators. For example, The Director of Language and Literature Bureau highlighted in her speech that librarians play an important role in term of the country’s education (The Brunei Times, 2009). The president of Brunei Library Association also stated the same idea where librarians play a major role in providing education and knowledge to the public (The Brunei Times, 2008).

In contrast to other findings, however, this result differs from some published studies (Bruce & Lampson, 2002; Hart, 2006; Lai, 2011; Demasson et al, 2010). They found that public librarians often do not accept or see themselves as or want to be teachers. The ones who accepted this educational role fully were usually coming from school librarian, college librarian and academic librarian roles (Bruce & Lampson, 2002).

In reviewing the literature, several reasons were found for public librarians’ difficulty in embracing this role. For example, the library staff were lacking in appropriate guidance in understanding the theories of IL and adult learning (Lai, 2011, p.87). Other studies found that the reason is because of the willingness of users to be educated (Demasson et al, 2010, p.10). In this study, however, surprisingly the participants accepted the educational role optimistically.

“I think it’s good if we teach IL, probably from there we can draw more people to the library if they know we have this expertise...” (lib13)

A possible explanation for this might be related to the participants concerns about the DBP library’s users who became less interested in coming to the library. This finding is somewhat related to the decrease of DBP library membership and decrease of the number of book lending in 2010 to 2011 which was reported by the Department of Statistic & Department of Economic Planning and Development (2011, p.240). Probably because of this, the public librarians believe that the educational role will invite more people to the DBP library.
In accordance with Nielsen & Borlund (2011, p.117) study, IL did impact user interest. In their study, users value the competencies of public librarians in IL especially in supporting them with finding and seeking information. They kept using the library because of that and they have seen the public library as a place for learning. Furthermore, Nielsen & Borlund (2011, p.117) emphasized that the higher the use of the public library as a place for learning, the higher the possibility for the public library to influence the use of library resources.

In this study, it was found that teaching IL was not included in any of the participants job description. It is suggested that it should be included to formalise the public librarians’ status as IL educator and to gain the public trust. In addition, job descriptions will ensure that everyone is focused on their contribution to the organization and what is expected from them (Bryson, 2011, p56).

What were not found in this study were pedagogical issues in teaching users IL. It is speculated that this result may be due to the limited experience of the participants in teaching users IL entailing that they have not recognised any pedagogical problems yet. Therefore, when the DBP libraries plan an IL training program for their staff, the staff should be trained and updated in teaching and learning techniques in order for them to be effective and to be comfortable in their new role (Das & Lal 2006, p9; Hernandez, 3003, p.345).

5.9. Challenges

5.9.1. Management Issues – lack of staff training

On the question of challenges, the participants have uncovered challenges that have impeded the development of IL in DBP libraries. However, one of the interesting issues that emerged from this finding is actually the management role in supporting IL services which was pointed out by one of the subjects.

“we must have support from the above…” (lib1)

One of the issues emerging from these results that relate specifically to the library management is staff training. Many researchers have found that public librarians were lacking in training for teaching IL (Bruce & Lampson, 2002; Julien & Hoffman, 2008; Lai 2011). Because of that, many public library staff have negative attitudes and perceptions towards the educational role of IL and display a lack of self-confidence (Hart, 2006, p.60). This situation unfortunately is similar to the situation in Brunei. Many participants have
reported that they have no self-confidence in conducting these kinds of services and they also expressed their concern that other staff from lower levels might not accept this role the way they accepted it.

Another important finding is that many participants stated that they have not received any staff professional training for years and criticized the library management approach to this issue.

“we have training in the past, I think in the 80s but now we don’t have that anymore because of the job and the responsibility distribution...who handle the training...first it’s not clear, the segregation of duties is not right” (lib1).

5.9.2. Management Issue – inadequate library marketing

In regard to challenges emerging from users, this study produced results which also connected to the library management. In this study the participants has reported “lack of response from users”, “users do not ask for help” and “users diverse background” as the main issues. There are actually similarities between the attitudes expressed by users in this study and those described by several researchers such as Hart (2006, p.55), Julien & Hoffman (2008, p.36) and Lewis (n.d.). Harding (2008, p.289) on the other hand, has not seen the diverse client base in public libraries as a challenge but an ideal way of developing information literate communities. Therefore, it is believed that the underlying problem to this issue is probably inadequate marketing for library services.

Marketing for a library service, however, is not included in public librarians’ competency. This is supported by Curran’s (1993, p.259) statement that public librarians may be the least frequent spokespersons for marketing IL services. Furthermore, Bruce & Lampson (2002, p.81) also highlighted the same problem. They commented that a library staff member is generally not trained or proficient in marketing activities. The libraries face a challenge when trying to advertise instruction programs outside the library and reach non-library users.

A library staff member, however, is not the perpetrator in this marketing issue. They were unable to market the library service because they were not trained in marketing. Probably, the one who is responsible for this situation is actually the library management. If the library management were aware of the importance of the library staff training in all areas particularly marketing, all of these problems would not happen.
5.9.3. Poor management – the library facility

Another finding in this study that has a link to the library management is the library facility. As pointed out by the participants there were a lack of computers, poor internet connection and limited spaces in DBP libraries. In addition some of the library locations are inconvenient to the users. This findings supports previous research that also found facility issues in public libraries when providing IL services (Hernandez, 2003, p.345; Hart, 2006, p.60; Julien & Hoffman, 2008, p.37).

On the other hand, very little was found in the literature on the question of location in association with IL. However, Mcmenemy (2009, p.191) criticized that many public libraries buildings in the UK are not in prominent or attractive locations. He underlined that the location can be a hindrance because it takes special effort to visit the library rather than being something a user did while out shopping.

The most similar situation to Brunei probably is the public libraries in Southeast Asia. According to Lek Choh (2013, p.10) the most critical challenge faced by Southeast Asian libraries is securing funding for both their operation and development. The libraries found it difficult to persuade their government to provide more funding for new libraries, new services, for digitisation and for developing better digital access to collections.

In Brunei, comparably, it is also challenging to acquire approval on library development. For example the e-library system project for the DBP library took a long time to be approved. The project has been reported in CDNLAO as a proposal for Brunei library development in 2008 (Haji Nassar, 2008, p.16). However, the e-library system project was only approved in 2012 (Haji Nassar, 2012, p.3) and implemented in 2014 (Haji Nassar, 2014, p.3).

Therefore, the DBP library management need to learn how to advocate IL. First of all, they need to insist, exercising patience and perseverance (Horton, 2011, p.272). Furthermore, it is suggested that they link IL to specific long-standing goals such as national or institutional goals to make the advocacy effective (Horton, 2011, 273). In regard to Brunei, the library management should connect IL to Brunei’s 2035 vision. Therefore, it will show how important it is to the country in the long term.
5.10. Summary

The lack of awareness in IL among Brunei’s public librarians is because of a lack of opportunity to have professional training and non-existent national IL policy. There are confusion with reading in IL among Brunei’s public librarians, yet reading activity in Brunei can be considered as one of IL’s programs as it promotes critical thinking. There are opportunities to develop other activities such as finding information and computer training to develop critical formal IL with the guidelines of new proposed IL framework. However, the staff perception need to be improved and the library management should step forward in training the staff. They should also include the teaching role in the staff job description. Moreover, the library management should know how to advocate IL to gain support from the government.
CHAPTER SIX: CONCLUSION

6.1. Introduction

This chapter will explain how the aims and objectives of this research were achieved using a successful methodological approach. It will also explain the key argument in the Brunei case study, the contribution of this research as well as its limitations. This chapter will also provide recommendations for practice and future research.

6.2. Meeting the aims and objectives

The aim of this study was to explore the perception and practices of Brunei Darussalam public librarians in IL. To understand their perception on the teaching role in regard to IL and the potential challenges they faced in order to develop IL services. Four objectives were set in order to achieve these aims together with its research question. All of them were considered as successfully achieved using a qualitative case study approach and telephone interviews. An exhaustive pool of data were derived from the transcriptions and this produced generous information that answered the research objectives.

The first objective was to explore the public librarians' understanding on the term of “IL”. The participants revealed a lot of confusion on their understanding on the concept of IL.

The second objective is to find out any IL programs or services in Brunei’s public library. It was discovered that there were three significant activities that can be considered as IL or have a potential to be developed into IL services. However, they were conducted informally. These IL activities were reading activities, One-on-one instruction in finding information and basic computer training.

The third objective is to discover the public librarians' perceptions on the teaching role in regard to IL in Brunei’s public library. The public librarians accepted the role enthusiastically. They perceive that the teaching role will improve the DBP libraries’ image and enhance their role as a public librarian. However, they were lacking in confidence to perform this role effectively.

The fourth objective is to investigate the public librarians’ perceptions on the challenges in providing IL services in Brunei’s public library. The challenges that were pointed out by the
public librarians were varied. The challenges came from user approach to the library, staff attitude, problems coming from inadequate facility and location, and management issues.

6.3. **Limitations of the study**

In spite of the successful methodological approach, there were several limitations in this study. There was only a small sample and the findings might be biased due to the specific participant requirement. The interview through the phone might not be very clear and limiting to the participants’ answers. Moreover, the data translation might not describe precisely the participants’ perceptions and feelings as it was done without any professional help. Additionally, the used of the SCONUL seven pillars as a framework for this study is not fully applicable as some of the pillars were not used.

6.4. **Key argument of the research**

IL in Brunei is an immature concept that needs to be learned and developed. Currently, there is an active campaign in the importance of IL in Brunei’s educational system. However, the public libraries were somehow neglected in the process. IL was seriously under-developed topic within Brunei’s public libraries context, the public librarians were not well trained in IL and the library management were unaware of the issue.

6.5. **The contribution of the research**

This research was the first of its kind in Brunei’s public libraries regarding IL. The findings are valuable to those working within the public library system in Brunei. Additionally, it is useful for those educators dealing with the training courses of librarians in the library school.

Another contribution of this research is a creation of a new proposed framework for DBP libraries. This framework can be used for guidance when creating IL activities or services in Brunei’s public libraries.

6.6. **Recommendation for practice**

The DBP library management needs to provide an adequate training for public librarian. The training should include the education of critical IL concept, ICT skills as well as an effective way to retrieve information from the Internet or databases. In addition, the public librarians also need to be trained on how to teach people IL and understand how people learn.
6.7. Recommendation for future research

In this study it was found that reading programs can be elevated into IL programs. Research on this will be of great benefit for public libraries wanting to upgrade their IL services. Another recommended future research is developing lenses for the new proposed IL framework for public libraries.

6.8. Summary

A qualitative case study approach was successfully conducted and answered the aims and objectives of this study. However, there were some limitation came from the sample and the research method. This study contributed considerably to the library system in Brunei as it is the first research in IL in public library context and produced a new IL framework. In addition, this research recommends comprehensive training for Brunei’s public librarians and further research on reading programs in relate to IL.

14,993 WORDS
REFERENCES


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APPENDICES

APPENDIX 1: LETTER OF APPROVAL

Information School Research Ethics Panel

Letter of Approval

Date: 20th June 2014

TO: Norasinih Haji Moksin

The Information School Research Ethics Panel has examined the following application:

Title: Brunei Darussalam Public Librarians’ Perception of Information Literacy: A Phenomenography Case Study

Submitted by: Norasinih Haji Moksin

And found the proposed research involving human participants to be in accordance with the University of Sheffield’s policies and procedures, which include the University’s ‘Financial Regulations’, ‘Good Research Practice Standards’ and the ‘Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue’ (Ethics Policy).

This letter is the official record of ethics approval by the School, and should accompany any formal requests for evidence of research ethics approval.

Effective Date: 20th June 2014

\[Signature\]

Dr Angela Lin
Research Ethics Coordinator
APPENDIX 2: ETHIC FORM FOR PARTICIPANTS

The University of Sheffield. Information School

| BRUNEI DARUSSALAM PUBLIC LIBRARIANS' PERCEPTION OF INFORMATION LITERACY: A CASE STUDY |

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e-mail address: nhajimoksin1@sheffield.ac.uk

Address:
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The University of Sheffield
Regent Court
211 Portobello
Sheffield
S1 4DP
UK

Purpose of the research
The purpose of this research is to explore your understanding on the term “Information Literacy”, and to find out how you conduct information literacy services in your library.

This research also aims to find out your perception on the challenges in conducting information literacy services and to discover your perception on the importance of these services to your library.

Who will be participating?
You have been selected to take part in this research because you have experience in working in user services such as lending services, reference services or local study services. In addition, you also hold information and library educational background (Certificate, diploma, high diploma, degree or master degree).

What will you be asked to do?
You will be asked to take part in a 30 minute telephone interview using your home language (Malays), you will be asked about your understanding and perceptions of information literacy in the context of Brunei Darussalam Public Libraries.

What are the potential risks of participating?
The risks of participating are not more than those experienced in everyday life.

What data will we collect?

During the telephone interview we will gather data about your perception of information literacy.

What will we do with the data?

The interviews will be transcribed and translated to English. After that it will be analysed for the dissertation and it will be deleted after the dissertation has been completed.

Will my participation be confidential?

Your participation will be confidential and anonymous. The data will be collected with no identifying information attached.

What will happen to the results of the research project?

The results of this study will be included in the dissertation. Several copies of the dissertation will be submitted to the University of Sheffield, the supervisor and examiner of the dissertation and to the sponsor of my scholarship (The High Commissioner of Brunei Darussalam, Ministry of Culture, Youth and Sport of Brunei Darussalam, the Bureau of Malay Language and Literature of Brunei Darussalam).

The results of this research will also be reported in journal papers.

I confirm that I have read and understand the description of the research project, and that I have had an opportunity to ask questions about the project.

I understand that my participation is voluntary and that I am free to withdraw at any time without any negative consequences.

I understand that I may decline to answer any particular question or questions, or to do any of the activities. If I stop participating at all time, all of my data will be purged.

I understand that my responses will be kept strictly confidential, that my name or identity will not be linked to any research materials, and that I will not be identified or identifiable in any report or reports that result from the research.

I give permission for the research team members to have access to my anonymised responses.

I give permission for the research team to re-use my data for future research as specified above.
I agree to take part in the research project as described above.

<table>
<thead>
<tr>
<th>Participant Name (Please print)</th>
<th>Participant Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher Name (Please print)</td>
<td>Researcher Signature</td>
</tr>
</tbody>
</table>

Note: If you have any difficulties with, or wish to voice concern about, any aspect of your
APPENDIX 3: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

1. How long have you work in a library?
2. What is your library educational level?
3. In which services do you normally work? Can you specify?
4. What is your understanding on the term of Information literacy?
5. What kind of information literacy services or programs do you have in the library?
6. What do you think is the challenges conducting information literacy services in Brunei Darussalam Public Library?
7. Do you think teaching IL is important to you as a public librarian? Can you please give me your reason?
APPENDIX 4: ACCESS TO DISSERTATION

Access to Dissertation

A Dissertation submitted to the University may be held by the Department (or School) within which the Dissertation was undertaken and made available for borrowing or consultation in accordance with University Regulations.

Requests for the loan of dissertations may be received from libraries in the UK and overseas. The Department may also receive requests from other organisations, as well as individuals. The conservation of the original dissertation is better assured if the Department and/or Library can fulfill such requests by sending a copy. The Department may also make your dissertation available via its web pages.

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Name: Norhasinah Haji Moksin
Faculty: Information School

Signed __________________________ Date 31/8/2014
To be completed by the Supervisor – Select (a) or (b) by placing a tick in the appropriate box

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Name
Department
Signed Date

THIS SHEET MUST BE SUBMITTED WITH DISSERTATIONS BY DEPARTMENTAL REQUIREMENTS.