[*]COMPETENCIES FOR TEACHER LIBRARIANS IN MALAYSIA

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ABSTRACT

The study identifies the role of teacher librarians in secondary schools as perceived by three groups of people directly involved in school librarianship - teacher librarians, library educators and education officers. The study also determines the essential competencies and the type of education required by teacher librarians to perform their role. A Likert-type questionnaire comprising 10 role statements, 61 competency statements and 9 personal competency statements was mailed to three groups of 20 teacher librarians, library educators and education officers. The ratings given identify the roles and competencies considered essential. Based on the C.O.T.E standards, 17 out of the 61 proposed competencies were considered essential by at least 51% of the survey respondents. The study also identifies areas for future planning in the training and education of teacher librarians in Malaysia.

Keywords: Teacher librarians; School libraries; Role competencies; Education of school librarians**.**

INTRODUCTION

The preparation for becoming a teacher librarian in order to manage a school library requires much attention. Literature in the field of teacher librarianship have attempted to identify the roles and functions of the teacher librarians in the school context. The teacher librarians have an important function in aiding the school administrators to formalize the role of the library. They create an awareness of the value of the library and generate support to promote its use as an educational tool and recreational facility within the school community. The Library Association of Malaysia feels that if it is to be cost effective in supporting quality education, the person in charge of the library must be a person of above average capabilities who has a considerable degree of expertise in the fields of library science and education (Winslade, 1979). Those in charge of a school library must also understand the educational purpose of the library. They must know how to organise the library, locate and acquire relevant materials so that it can be used effectively and able to instruct the students as well as their colleagues on its proper use.

Despite existing variations of the roles, it is possible to identify three basic compo-

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nents of library tasks which are per-formed by teacher librarians and are considered essential for the development of an effective school library viz., libra-rianship, management and education (Hannesdottir, 1996). Teacher librarians need to possess sufficient knowledge and skills to operate and manage the school library successfully for the fulfillment of these roles. They need to be competent in the various components of library work.

TRENDS AND ISSUES

A few school library associations, main-ly from developed countries, have long been interested in the knowledge re-quirements of school librarianship. Many members have explored their vision of the competencies and skills required for school librarianship in many forums over the years and Malaysia is no exception. Winslade (1979) presented a blueprint for school library development in Malay-sia and proposed that teacher librarians should have sufficient training in school library management.

Most schools in Malaysia today are ma-naged by teacher librarians who do not possess any training in school libra-rianship, or by those who have received either pre- or in-service training in school library work. However, they do not enjoy professional status (Halimah Badioze Zaman, 1991; Fauziah Mohd. Taib, 1992; Zohra Ibrahim, 1995). Typically, the school library is run on a part-time basis by a member of the teaching staff who has a teaching time-table which is not directly involved with the library. They are trained teachers who are entrusted with the job of deve-loping the school resource centre for both the teachers' and students' use while performing their duties as a full-time teacher. Teacher librarians may have periods on their timetable earmarked for library administration but this is not always the case and when they do have any, the number of periods allocated are inadequate. Among the teacher libra-rians, a coordinator who would be res-ponsible for the overall administration and management of the school resource centre would be appointed.

Teacher librarians in Malaysia do not have to meet stiff requirements. Besides possessing qualification in education, it is recommended that the teacher libra-rians must attend the basic 35-hours course in library science (*Kursus Asas Sains Perpustakaan*). This is followed by a 48-hour course, which they attend before or after their appointment as a library coordinator. Based on the wri-ter's experience, observations and dis-cussions with peers, it was found that most teacher librarians acquire the profi-ciency in the basic library skills neces-sary for the work by themselves. This is done either via private studies or by attending courses. Although there is an awareness in this country of the need for a formalised training for teacher libra-rians, there are many cases where teacher librarians have no prior knowledge on how to manage a school library. Several studies conducted in Malaysia (Mohd. Aduri Sidin, 1981; Halimah Badioze Zaman 1991; Zohra Ibrahim 1995) have revealed that, although generally teacher librarians do possess the basic skills to manage a school library, the knowledge

is not adequate for them to manage the library effectively and efficiently. It is believed that this is brought about by the absence of competency standards for teacher librarians in Malaysia. Currently, there are no national guidelines or a comprehensive description of the attributes. which a teacher librarian needs to possess. This study was carried out to elicit information from those who are familiar with the duties and functions of teacher librarians, their educational and training needs.

METHODOLOGY AND SAMPLE

The study employed a survey method that elicits demographic information about respondents and their attitudes concerning the roles as well as the competencies needed by teacher librarians to perform these roles. The population chosen for this study are directly involved in the field of school librarianship - teacher librarians as the practitioner, library educators as the trainers, and the education officers, who are assumed to have first hand knowledge of the roles and competencies required by a teacher librarian.

The mail questionnaire approach was adopted for the data collection. It was submitted to a sample of 20 teacher librarians from Malaysian secondary schools, 20 library information science or educational technology educators in teacher training colleges and universities, and 20 officers from the educational technology unit of the district and state education departments as well as the state education resource centres. Only 47 responses (78.3%) were returned, com-

prised of 17 teacher librarians, 12 library educators and 18 educational officers.

The structured questionnaire was divided into 4 parts (Appendix 1). Section A focused on the role of teacher librarians as perceived by the respondents. Section B focused on the competencies required for teacher librarians. The items under this section comprises 70 competency statements that teacher librarians should have performed and are grouped into 5 broad areas. The competency statements which covered three broad areas - librarianship, management and education - were adapted from the American Library Association's proposed guidelines for the basic preparation of the school library media specialists (Curriculum, 1989) and *School Librarians: Guidelines to Competency Requirements* (Hannesdottir, 1996). The researcher has also added another area of competency for the teacher librarians, i.e. technology, for it is expected that the teacher librarians will be at the forefront of curriculum and staff development, and should therefore be familiar with the full range of educational and information technology. The fifth area, i.e. personal competencies was compiled based on the suggestions in the professional literature with regards to the personality of teacher librarians. Using a five-point Likert-scale, respondents were asked to prioritize the role and competency statements listed. Section C focused on the education deemed necessary for teacher librarians and section D attempted to elicit demographic data about the respondent. The data collected were analysed using SPSS 7.5 for Windows and reported in terms of frequency counts, means and standard deviation.

FINDINGS AND DISCUSSIONS

Roles of Teacher Librarians

Firstly, it was found that at least 75% of the respondents agreed with the list of roles of teacher librarians. The majority of them strongly agreed with the role of assisting students in the traditional and electronic method of identifying and assessing information in the school. When compared by sub-groups, this role was also ranked first by both the library educators and education officers (Table 1). It can also be seen that there is a high level of agreement between these two sub-groups on the important roles of the teacher librarians. A high majority of the respondents strongly agreed that teacher librarians play important roles and need specific skills to perform these roles within the school.

Esential Competencies for Teacher Lirarians

To determine the essential competencies for teacher librarians, the returns were examined and each competency that met the C.O.T.E (Council on Teacher Education) (Pfister, 1981;Curriculum, 1989) standard was considered es-ential. The standard requires that "85% of all respondents must consider the competencies very important (very useful) with 51 % considering it essential" for it to be regarded as an essential competency. A summary of the findings is presented in Table 2.

Based on the C.O.T.E standard, only 17 out of the 61 competencies were considered essential by at least 51% of the survey respondents. The 85% requirement was not met at all, unlike the study

Table 1: Roles of Teacher Librarians in Ranked Order

STATEMENT	Rank order		
The teacher librarians	**TL***	**LE***	**EO***
1. Assist students in the traditional and electronic methods of identifying and assessing information in the school library	2	1	1
2. Assist students in interpreting information.	4	6	10
3. Inform teachers, students and administrators of new materials /equipment/services.	2	1	1
4. Instruct students in locating information.	1	6	1
5. Instruct students in evaluating information.	8	9	7
6. Instruct students in communicating information.	10	10	9
7. Provide teachers with in-service opportunities (e.g. introduction to new technology, use/production of media).	4	1	1
8. Teach with variety of modes and media, thus modeling instruction techniques for other teachers.	4	6	1
9. Participate in school and district curriculum development and assessment.	8	1	7
10. Consult with teachers about incorporating information materials and skills into the classroom.	4	1	1

* TL - Teacher librarians; LE - Library educators; EO - Education officers

conducted by Pfister (1981). Only 12 out of the remaining 44 proposed competencies were thought to be essential by any sub-group. There are altogether 32 competencies that were not rated as essential by any sub-group. Moreover, fewer than 30% of the respondents considered them essential. The competency statements that met the C.O.T.E definition of essential (i.e. 51% requirement), and their frequency and percentage responses in ranked order are given in Table 3.

Table 2: Competencies Considered Essential and Non-essential

Essential (17of 16)	Rejected overall but thought essential by one or more sub-groups (12 of 44)	Rejected overall and rejected by every sub-group (32)

Table 3: Competencies Rated Most Frequently as Essential (N=47)

Competency	Freq.	%
1. The ability to utilize classification principles and organize the materials according to standard classification scheme.	37	78.7
2. The ability to apply appropriate standards and guidelines to develop and evaluate library collection.	35	74.5
3. The ability to prepare and maintain a catalogue of the collection according to appropriate standard cataloguing principles.	34	72.3
4. The ability to index the available material and make the information sources in the collection fully available for subject/author/title searching.	32	68.1
5. The ability to co-operate with teachers in the development and evaluation of resources.	31	66.0
6. The ability to utilize automation for major library functions (cataloguing, acquisition, circulation etc.)	31	66.0
7. The ability to use information technology in student-learning activities across the curriculum.	29	61.7
8. The ability to design, plan and produce specific resources for instructional Purposes where appropriate resources are not available.	29	61.7
9. The ability to develop procedures for ordering, receiving and processing the learning resources.	27	57.4
10. The ability to organise and develop collections, facilities and services to achieve objectives.	27	57.4
11. The ability to apply advanced technology in the storage, handling, search, retrieval and use of information.	26	55.3
12. The ability to effectively search CD-ROMs and the Internet.	26	55.3
13. The ability to outline school library policy, and design a programme to implement the policy.	26	55.3
14. The ability to apply appropriate principles to weed and inventorise materials and equipment.	25	53.2
15. The ability to develop guides to sources and bibliographies that assist teachers and their students in their search for appropriate information.	25	53.2
16. The ability to develop appropriate services for teachers and students according to goals and objectives.	24	51.1
17. The ability to evaluate and use computers and related IT technology for instruction (i.e. to instruct groups and Individuals)	24	51.1

Twelve out of 17 essential competencies were in the area of librarianship (Table 3, items 1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 14, 15). There are 3 manager-oriented competencies (Table 3, items 10,13,16) and 2 technological competencies (Table 3, items 7 and 17) that were considered essential. Teacher oriented competencies were not rated high enough to be considered essential overall.

When competencies rated essential were analysed by sub-groups, some variations can be seen (Table 4). Both teacher librarians and education officers focused on librarianship competencies. The ability to

Table 4: Competencies Frequently Rated as Essential by Sub-groups

Competency	%
Teacher librarians (N=17)	
1. The ability to apply appropriate standards and guidelines to develop and evaluate library collection.	82.4
2. The ability to utilize classification principles and organize the materials according to standard classification scheme.	70.6
3. The ability to prepare and maintain a catalogue of the collection according to appropriate standard cataloguing principles.	70.6
4. The ability to index the available material and make the information sources in the collection fully available for subject / author / title searching.	70.6
5. The ability to co-operate with teachers in the development and evaluation of resources.	70.6
Library educators (N=12)	
1. The ability to utilize automation for major library functions (cataloguing, acquisition, circulation etc.)	83.3
2. The ability to establish long-term and short-term goals for the development of the library.	75.0
3. The ability to study and assess the information needs and interests of teachers and students.	75.0
4. The ability to effectively search CD-ROMs and the Internet.	75.0
5. The ability to use information technology in student-learning activities across the curriculum	66.7
Education officers (N=18)	
1. The ability to utilize classification principles and organize the materials according to standard classification scheme.	88.9
2. The ability to prepare and maintain a catalogue of the collection according to appropriate standard cataloguing principles.	77.8
3. The ability to apply appropriate standards and guidelines to develop and evaluate library collection.	72.2
4. The ability to design, plan and produce specific resources for instructional purposes where appropriate resources are not available.	72.2
5. The ability to co-operate with teachers in the development and evaluation of resources.	66.7

to apply standards and guidelines to develop library collection, utilize classification principles and organize materials, prepare and maintain catalogue and cooperate with teachers in the development and evaluation of resources, are competencies which are not rated in the top five list of library educators. In fact, library educators placed high priority on utilizing automation for major library functions. It was found that library educators' ratings are more apt to differ significantly and this could be brought about by their academic qualifications and experience in librarianship. Skills related to management, information services and technology are ranked higher by library educators.

Of the 44 competencies that were not rated high enough to be considered essential overall, 12 were considered essential by one or more sub-groups. Of the 12 competencies, education officers perceived 6, library educators 5 and teacher librarians 3 of the competencies as essential. Two competencies were considered essential by both education officers and library educators.

Level of Skills for Essential Competencies

The survey aimed to determine the level of competency that the teacher librarians must meet to perform their roles. The results focused only on the 17 essential competencies that met the definition of "essential" by C.O.T.E. standard. It is interesting to note that about 90% of the respondents felt that the level of skills for the 17 essential competencies is at least at the intermediate level, and half of

this percentage chose high level of skill for the competencies. When level of skills for essential competencies were analysed by sub-groups, it was noted that all 17 competencies were rated as requiring high level of skill by more than 50% of the education officers. At least 50% of the library educators rated 15 out of 17 essential competencies as requiring high level of skill. However, only 9 competencies were viewed as requiring high level of skill by at least 50% of the teacher librarians. Table 5 shows the responses of the 17 essential skills requiring high level of skills by the sub-groups. A majority of each sub-group perceived the competencies that required a high level of competency are those which are related to librarianship. The results also show that more library educators and education officers perceived the competencies as requiring high level of skill compared to teacher librarians.

Personal Competencies for Teacher Librarians

The results of this study in terms of personal competencies are similar to those of Jowkar (1992). In Jowkar's study personal competencies categorized as 'attitude' showed that most of the personal competencies, which have been suggested by the respondents, are almost similar to this study. The teacher librarians in this study gave high value to the category of personal competencies, indicating the serious need for this type of competency in the education of teacher librarians. Table 6 shows these findings.

Some respondents also suggested additional personal competencies that they

Table 5: Essential Competencies Requiring High Level of Skill by Sub-groups

Competency	Teacher Librarians (%)	Library educators (%)	Education Officers (%)
1. The ability to utilize classification principles and organize the materials according to standard classification scheme.	82.4	91.7	94.4
2. The ability to apply appropriate standards and guidelines to develop and evaluate library collection.	64.7	91.7	83.3
3. The ability to prepare and maintain a catalogue of the collection according to appropriate standard cataloguing principles.	82.4	91.7	83.3
4. The ability to index the available material and make the information sources in the collection fully available for subject / author / title searching.	64.7	66.7	88.9
5. The ability to co-operate with teachers in the development and evaluation of resources.	58.8	91.7	66.7
6. The ability to utilize automation for major library functions (cataloguing, acquisition, circulation etc.).	64.7	50.0	72.2
7. The ability to use information technology in student-learning activities across the curriculum.	47.1	66.7	77.8
8. The ability to design, plan and produce specific resources for instructional purposes where appropriate resources are not available.	23.5	58.3	77.8
9. The ability to develop procedures for ordering, receiving and processing the learning resources.	47.1	66.7	50.0
10. The ability to organise and develop collections, facilities and services to achieve objectives.	52.9	83.3	61.1
11. The ability to apply advanced technology in the storage, handling, search, retrieval and use of information.	35.3	50.0	61.1
12. The ability to effectively search CD-ROMs and the Internet.	41.2	50.0	66.7
13. The ability to outline school library policy, and design a programme to implement the policy.	29.4	83.3	66.7
14. The ability to apply appropriate principles to weed and inventorize materials and equipment.	58.8	33.3	61.1
15. The ability to develop guides to sources and bibliographies that assist teachers and their students in their search for appropriate information.	47.1	58.3	61.1
16. The ability to develop appropriate services for teachers and students according to goals and objectives.	52.9	100.0	77.8
17. The ability to evaluate and use computers and related IT technology for instruction (i.e. to instruct groups and individuals)	35.3	41.7	72.2

Table 6: Personal Competencies Expressed as "Needed" or "Somewhat Needed"

Personal competencies	Needed (%)	Somewhat needed (%)	Mean	SD
1. Committed to service excellence	87.2	12.8	2.8723	0.3373
2. Have the ability to communicate effectively in writing reports, proposals and correspondence.	87.2	12.8	2.8723	0.3599
3. Have an enthusiasm for books and reading and for other media of communication.	87.2	12.8	2.8723	0.3373
4. Have good communication skills.	85.1	14.9	2.8511	0.6226
5. Are IT / computer-literate.	85.1	14.9	2.8511	0.5787
6. Able to provide leadership.	76.6	21.3	2.7324	0.3373
7. Have administrative ability.	76.6	19.1	2.7021	0.6509
8. Have a good or reasonable command of the English Language.	51.1	48.9	2.5106	0.5053
9. Have many cultural, intellectual and recreational interests.	48.9	46.8	2.4255	0.3599

felt are needed by teacher librarians, such as possessing integrity, patience, responsibility, initiative, willingness to learn and self-motivation.

Education and Training in Librarianship

The majority of the survey respondents felt that "attendance at intensive or short courses" is the most essential education for teacher librarians. However, when analyzed by sub-groups, it was seen that the library educators are more concerned than the other two sub-groups about higher education for the teacher librarians. Educational technology was not seen as an essential type of education and training for it received a very low rating by all sub-groups who responded to the survey (Table 7).

Table 7: Education / Training Considered Essential by Sub-groups

Education / Training	Percent of total ranking essential		
	Teacher librarians	Library educators	Education officers
1. Attendance at intensive / short courses (*e.g Kursus Asas 35 jam / 48 jam*)	76.5	75.0	88.9
2. Certificates in library science (*e.g. Kursus dalam Perkhidmatan* Sains Perpustakaan)	47.1	75.0	61.1
3. Undergraduate degree in library science	41.2	83.3	22.2
4. Undergraduate degree in educational technology	17.6	16.7	22.2
5. Postgraduate degree in library science	23.5	91.7	22.2
6. Postgraduate degree in educational technology	5.9	25.0	22.2

RECOMMENDATIONS

As a result of the observations made in this study, the following suggestions are offered for further research:

a) It is envisaged that this study could be an itinerary for discussion between professional colleagues, decision-makers and teacher librarians on the roles and competencies of the latter. The instrument could be a checklist.

b) It is recommended that the State Education Departments review the current requirement for a teacher librarian and should consider revisions based on the findings of this study.

c) It is also recommended that the Ministry of Education should establish guidelines of competency requirement that will serve individuals, teacher education institutions, state education departments and library agencies in order to understand and evaluate the educational preparation of teacher librarians.

d) Teacher training colleges or educational institutions that prepare teachers to be teacher librarians should review their programme content to ensure that all essential competencies are included.

e) This study may lead to the investigation on the level of skills or competencies that the teacher librarians in Malaysian secondary school have, as perceived by themselves or other groups such as the principals, teaching staff or students. It is acknowledged that such a study would be sensitive, however it could be justified on the grounds that a more professional approach is needed in this area.

f) Although the data can be considered valid for schools in Malaysia generally, there may be variations in what should be considered essential competencies in any given school throughout Malaysia. Therefore, it is recommended that a study analogous to this one be conducted to check for local or regional differences where conditions warrant such investigations.

g) This research was conducted for secondary schools in Malaysia. After modification of the role items and competency statements to reflect the teacher librarians (media teachers) in primary schools, this study could be conducted to determine the competencies for teacher librarians at the primary school level. It could also be carried out at the college level. Both groups would appreciate clear guidelines of what their role entails and the competencies that they should possess.

h) This study analyzed the competency ratings and the different rankings perceived by three groups. A similar survey can be conducted to determine the perceptions about competencies by new and experienced teacher librarians, and also by educationists in school librarianship.

i) Another aspect that could be studied is the perception of teachers, principals and students of the teacher librarians' roles. Some studies (Mohajerin and Smith, 1981

and Barron, 1995) have shown that there is a clear difference in perception of roles and such a difference in opinion could result in "students being adversely affected in their use of library materials and facilities to utilize fully the library's professional abilities" (Barron, 1995)

j)   New entrants to the field of school librarianship, as well as the experienced practitioners, may use these findings to assess their own strengths and weaknesses and to seek mentoring or additional training in this area.

k)   One important limitation in this study lies in its sample, which consists of only 47 respondents. Obviously further research in this area is needed.

CONCLUSIONS

This study supports the view that school librarianship should be recognised as a profession that requires specifically defined knowledge and skills. Based on this study, it is clear that competencies in specific areas other than traditional librarianship, such as management and information technology, should be required by teacher librarians.

There are significant and useful areas in agreement with respect to the competencies considered essential for teacher librarians. The 17 proposed competencies which were considered essential according to the C.O.T.E. definition represented an empirically based set of assumptions about teacher librarians that are useful to library educators and education officers.

Apparently the teacher librarians do not recognize most of the technological competencies as essential. This conclusion is based on the fact that they rated not a single technological competency as essential. The library educators, however, rated 3 technological competencies as essential whereas the education officers rated 2. This is somewhat disheartening, as it is appropriate that leadership in computer and technology should come from the teacher librarians, because computers have instructional applications across disciplines; and teacher librarians are accustomed to facilitating interdisciplinary activities from their unique position in the school. The researcher feels that it is essential for all teacher librarians to possess technological competencies such as having to select, evaluate and use micro-computer software. Teacher librarians should be prepared for the challenges presented by new and emerging technologies, especially in the light of the Government's initiative towards the Smart School concept.

Indeed there is a need for sound management and leadership in the development of school libraries. Institutions and individuals concerned with school libraries must ensure that there are trained personnel at the policy making and policy implementation levels, and more importantly at the grassroots level. These personnel must have good basic training in librarianship and opportunities must be provided for their continuing education.

The time has come for us to take a completely new look at ways in which school libraries should develop. This survey, though restricted in coverage, is an attempt to provide some information that might be useful in the assessment of roles and competencies for teacher librarians. School libraries clearly need more investigation. Research into the experiences of individual teacher librarians would be valuable; so too would be a closer examination of teacher librarians' views of themselves in relation to their roles and responsibilities. These and other studies could point the way to developments in the future.

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APPENDIX 1

COMPETENCIES FOR TEACHER-LIBRARIANS IN MALAYSIA

<u>PART A : THE ROLE OF TEACHER-LIBRARIANS</u>

1. You are to respond to each statement indicating whether you :

SA - Strongly Agree
A -Agree
U - Undecided / No opinion
D - Disagree
SD - Strongly Disagree

Please tick (√) appropriate boxes. You may suggest other roles in the blank spaces   provided.

	SA	A	U	D	SD
THE TEACHER-LIBRARIANS					
• assist students in the traditional and electronic methods of identifying and assessing information in the school library.					
• assists students in interpreting information.					
• inform teachers/students/administrators of new materials / equipment / services.					
• instruct students in locating information.					
• instruct students in evaluating information					
• instruct students in communicating information					
• provide teachers with in-service opportunities (e.g. introduction to new technology, use / production of media).					
• teach with a variety of modes and media, thus modeling instruction techniques for other teachers.					
• participate in school and district curriculum development and assessment.					
• consult with teachers about incorporating information materials and skills into the classroom curriculum.					

2. Do you believe that teacher-librarians play important roles within the school ?

      1. Yes   2. No   3. No opinion

3. Do you agree that the teacher-librarians need to have specific skills to perform the above roles within the school ?

      1.   Strongly Agree
      2.   Agree
      3.   Disagree
      4.   Srongly Disagree
      5.   No opinion

PART B : THE COMPETENCIES FOR TEACHER-LIBRARIANS

4. How necessary would each of the following skills be to teacher-librarians to perform the roles satisfactorily ?
Please rate the following competencies from 0 to 4 depending on whether you think the competency is

      [0] - undecided / no opinion
      [1] - essential
      [2] -very useful
      [3] - somewhat useful or
      [4] - not very useful

If your choice is either '**[1] -essential'** or **'[2] -very useful',** please indicate the level of competency that the teacher-librarians must meet to perform their roles. Choose

      H - High Level
      I - Intermediate Level or
      B - Basic Level

 (Circle one number and letter. You may suggest other competencies and the level needed in the blank spaces provided.)

A.   LIBRARIANSHIP

A1. COLLECTION DEVELOPMENT

a	The ability to apply appropriate standards and guidelines to develop and evaluate library collection and service.	[0] [1] [2] [3] [4]	H I B
b	The ability to co-operate with teachers in the development and evaluation of resources.	[0] [1] [2] [3] [4]	H I B
c	The ability to draw criteria for gifts and evaluate their appropriateness.	[0] [1] [2] [3] [4]	H I B
d	The ability to design, plan and produce specific resources for instructional purposes where appropriate resources are not available.	[0] [1] [2] [3] [4]	H I B
e	The ability to apply appropriate principles to weed and inventory materials and equipment.	[0] [1] [2] [3] [4]	H I B
f		[0] [1] [2] [3] [4]	H I B

A2. ACQUISITION AND ORGANIZATION

a	The ability to develop procedures for ordering, receiving and processing the learning resources.	[0] [1] [2] [3] [4]	H I B
b	The ability to utilize classification principles and organize the materials according to standard classification scheme.	[0] [1] [2] [3] [4]	H I B
c	The ability to prepare and maintain a catalogue of the collection according to appropriate standard cataloguing principles.	[0] [1] [2] [3] [4]	H I B
d	The ability to index the available material and make the information sources in the collection fully available for subject /author/title searching.	[0] [1] [2] [3] [4]	H I B
e	The ability to utilize automation for major library Functions (cataloguing, acquisition, circulation etc.)	[0] [1] [2] [3] [4]	H I B
f		[0] [1] [2] [3] [4]	H I B

A3. INFORMATION SERVICES

a	The ability to study and assess the information needs and interests of teachers and students.	[0] [1] [2] [3] [4]	H I B
b	The ability to design appropriate information services for all members of the school community.	[0] [1] [2] [3] [4]	H I B
c	The ability to develop guides to sources and bibliographies that assist teachers and students in their search for information	[0] [1] [2] [3] [4]	H I B
d	The ability to develop an efficient system for circulation and reserving of needed learning resources and equipment.	[0] [1] [2] [3] [4]	H I B
e	The ability to conduct an appropriate reference interview.	[0] [1] [2] [3] [4]	H I B
f	The ability to relate the school library and its resources to library, information and communication networks that enable resource sharing and access to a range of information outside the school.	[0] [1] [2] [3] [4]	H I B
g	The ability to establish procedures for and encouragement the use of interlibrary loan.	[0] [1] [2] [3] [4]	H I B
h	The ability to select, operate and maintain audio-visual equipment and computer hardware.	[0] [1] [2] [3] [4]	H I B
i	The ability to apply advanced technology in the storage, handling, search, retrieval and use of information	[0] [1] [2] [3] [4]	H I B
j	The ability to effectively search CD-ROMs and the Internet.	[0] [1] [2] [3] [4]	H I B
k		[0] [1] [2] [3] [4]	H I B

B. <u>MANAGEMENT</u>

B1. POLICY DEVELOPMENT AND IMPLEMENTATION

a.	The ability to establish long-term and short-term goals for the development of the library.	[0] [1] [2] [3] [4]	H I B
b.	The ability to design and plan strategies to reach these goals	[0] [1] [2] [3] [4]	H I B
c.	The ability to outline school library policy, and design a programme to implement this policy.	[0] [1] [2] [3] [4]	H I B
d.	The ability and willingness to invite and accept suggestions which would lead to modification and change of the school library programme.	[0] [1] [2] [3] [4]	H I B
e.	The ability to evaluate the programme in the light of the stated goals and adapt and revise as necessary.	[0] [1] [2] [3] [4]	H I B
f.	The ability to encourage community involvement in the activities of the school library and establish contacts with resource persons who can support the school library programme	[0] [1] [2] [3] [4]	H I B
g.	The ability to design and maintain records that document major activities.	[0] [1] [2] [3] [4]	H I B
h.		[0] [1] [2] [3] [4]	H I B

B2. RESOURCE MANAGEMENT

a	The ability to organize and develop collections, facilities and services to achieve objectives.	[0] [1] [2] [3] [4]	H I B
b	The ability to supervise and plan for the effective management of the school library support staff.	[0] [1] [2] [3] [4]	H I B
c	The ability to plan for efficient use of space.	[0] [1] [2] [3] [4]	H I B
d.	The ability to facilitate and secure appropriate preservation and care of learning resources and equipment.	[0] [1] [2] [3] [4]	H I B
e.	The ability to develop appropriate services for teachers and students according to goals and objectives.	[0] [1] [2] [3] [4]	H I B
f.	The ability to select, evaluate and use microcomputer software for library management.	[0] [1] [2] [3] [4]	H I B
g.		[0] [1] [2] [3] [4]	H I B

B3. FINANCE AND BUDGET CONTROL

a	The ability to plan strategies for securing financial support for the school library.	[0] [1] [2] [3] [4]	H I B
b	The ability to develop a budget to support and reflect the instructional programme and manage the financial affairs.	[0] [1] [2] [3] [4]	H I B
c		[0] [1] [2] [3] [4]	H I B

C. EDUCATION

C1. CO-OPERATION IN CURRICULAR DESIGN

a	The ability to support and co-ordinate activities to foster independent learning.	[0] [1] [2] [3] [4]	H I B
b	The ability to include the school library programme to curriculum development and enrichment.	[0] [1] [2] [3] [4]	H I B
c	The ability to apply principles of learning theory when recommending alternative teaching / learning resources	[0] [1] [2] [3] [4]	H I B
d		[0] [1] [2] [3] [4]	H I B

C2. INTEGRATION OF INFORMATION SKILLS INTO THE CURRICULUM

a	The ability to analyse information seeking behaviour and interests of students and teachers and relate those needs and interests to appropriate information sources.	[0] [1] [2] [3] [4]	H I B
b	The ability to assist students and teachers in the effective use of a variety of learning resources, through systematic instruction in information handling.	[0] [1] [2] [3] [4]	H I B
c	The ability to co-ordinate the integration of information handling skills within the school curriculum.	[0] [1] [2] [3] [4]	H I B
d	The ability to plan and design in co-operation with teachers and students, information based activities and assignments that are supportive of the school's educational programme.	[0] [1] [2] [3] [4]	H I B
e		[0] [1] [2] [3] [4]	H I B

C3. GUIDANCE AND PROMOTION OF EFFECTIVE USE

a	The ability to guide students in reading, listening and viewing and help them to develop their attitudes and appreciation of information sources.	[0] [1] [2] [3] [4]	H I B
b	The ability to encourage the participation of students and teachers in the school library programme.	[0] [1] [2] [3] [4]	H I B
c	The ability to relate learning resources such as literature for students, to aspects of the school curriculum.	[0] [1] [2] [3] [4]	H I B
d	The ability to help students develop attitudes, appreciation and skills that motivate, stimulate and improve their selection of learning resources.	[0] [1] [2] [3] [4]	H I B
e	The ability to advise teachers of appropriate materials / resources for particular instructional purposes.	[0] [1] [2] [3] [4]	H I B
f	The ability to encourage use of other libraries an information services in society	[0] [1] [2] [3] [4]	H I B
g	The ability to provide bibliographic instruction (including library orientation)	[0] [1] [2] [3] [4]	H I B
h		[0] [1] [2] [3] [4]	H I B

D. TECHNOLOGY

a.	The ability to evaluate and use computers and related IT technology for instruction (i.e. to instruct groups or individuals)	[0] [1] [2] [3] [4]	H I B
b.	The ability to operate school computers to access and use the basic software available (access/open applications, create/save/retrieve documents, etc.)	[0] [1] [2] [3] [4]	H I B
c.	The ability to evaluate educational software.	[0] [1] [2] [3] [4]	H I B
d.	The ability to use computers for problem-solving data collection (spreadsheet, database, etc.)	[0] [1] [2] [3] [4]	H I B
e.	The ability to send and receive electronic mail.	[0] [1] [2] [3] [4]	H I B
f.	The ability to create effective, computer based presentations (slideshows, overheads, etc.)	[0] [1] [2] [3] [4]	H I B
g.	The ability to access and search the Internet for personal/professional resources.	[0] [1] [2] [3] [4]	H I B
h.	The ability to use information technology in student-learning activities across the curriculum.	[0] [1] [2] [3] [4]	H I B
i.	The ability to create multimedia documents to support instruction.	[0] [1] [2] [3] [4]	H I B
j.	The ability to create hypertext documents to support instruction.	[0] [1] [2] [3] [4]	H I B
k.	The ability to demonstrate knowledge of current resources related to educational technology.	[0] [1] [2] [3] [4]	H I B
l.	The ability to use computer-based technology to access information and for personal/professional productivity (CD-ROMs, record-keeping, etc.)	[0] [1] [2] [3] [4]	H I B
m.		[0] [1] [2] [3] [4]	H I B

5. On the whole, how would you rate the competencies of teacher-librarians in the following library areas?
    Rate **[1]** for **very important**, **[2] important** or **[3] not important.**
    Circle one number on each line.

1.	Collection Development	[1]	[2]	[3]
2.	Acquisition and Organization	[1]	[2]	[3]
3.	Information Services	[1]	[2]	[3]
4.	Policy Development and Implementation	[1]	[2]	[3]
5.	Resource Management	[1]	[2]	[3]
6.	Finance and Budget Control	[1]	[2]	[3]
7.	Co-operation in Curricular Design	[1]	[2]	[3]
8.	Integration of Information Skills into the Curriculum	[1]	[2]	[3]
9.	Guidance and Promotion of Effective use of resources	[1]	[2]	[3]
10.	Technology	[1]	[2]	[3]

5. What would you regard as the personal competencies that are necessary for teacher-librarians ? Please ate the following personal competencies from 1 to 4 depending on whether you think the competency is.

[1] - needed

[2] - somewhat needed

[3] - not needed at all or

[4] - undecided

Circle one number. You may suggest other competencies in the blank spaces provided.

a) Committed to service excellence. [1] [2] [3] [4]

b) Have good communication skills. [1] [2] [3] [4]

c) Have the ability to communicate effectively in

writing reports, proposals and correspondence. [1] [2] [3] [4]

d) Have administrative ability. [1] [2] [3] [4]

e) Able to provide leadership. [1] [2] [3] [4]

f) Have an enthusiasm for books and reading and

for other media of communication. [1] [2] [3] [4]

g) Have many cultural, intellectual and recreational interests [1] [2] [3] [4]

h) Have a good or reasonable command of the

English Language. [1] [2] [3] [4]

i) Are IT- / computer-literate [1] [2] [3] [4]

C. EDUCATION OR TRAINING FOR TEACHER-LIBRARIANS

7. What is the **education or training in librarianship** deemed necessary for the profession of teacher-librarians in Malaysian secondary schools ? Please rate the followings from 1 to 5 depending on whether you think the education or training is

[1] - essential for teacher-librarians to perform their roles
[2] - useful for teacher-librarians to perform their roles
[3] - a peripheral area of little use for the teacher-librarians
[4] - not relevant.
[5] - undecided.

Circle one number.

a)	Attendance at intensive / short courses	[1] [2] [3] [4] [5]
	(e.g. 'Kursus Asas 35 / 48 jam')	
b)	Certificates in library science.	[1] [2] [3] [4] [5]
	(e.g. 'Kursus Dalam Perkhidmatan Sains Perpustakaan')	
c)	Undergraduate degree in library science.	[1] [2] [3] [4] [5]
d)	Undergraduate degree in educational technology.	[1] [2] [3] [4] [5]
e)	Postgraduate degree in library science.	[1] [2] [3] [4] [5]
f)	Postgraduate degree in educational technology	[1] [2] [3] [4] [5]

PART D: Lastly please complete the following information about yourself. Tick (√) whichever applicable.

1. Position of person completing this questionnaire:

   [   ] Teacher Librarian   [   ] Library Science / Educational Technology Educator   [   ] Education Officer

2. Experience in position : …………… years.

3. Academic qualification :………………………….

4. Education or training in librarianship (you may tick more than one):

   [   ] Attendance at courses

   [   ] Certificates in library science / educational technology

   [   ] Diploma / Degree in Library Science / Educational Technology

   [   ] Postgraduate degree in Library Science / Educational Technolog