

## TEACHER LIBRARIANS' ROLES IN INFORMATION LITERACY INSTRUCTION IN BANGKOK SECONDARY SCHOOLS

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### ABSTRACT

*The purposes of this study are to: investigate the situation of library instruction in secondary schools in Bangkok; study the roles of teacher librarians in these schools regarding information literacy instruction; and compare these teacher librarians' roles by classifying them according to their Library and Information Science(LIS) educational background, length of working experience and library instruction experiences. The samples are 102 teacher librarians. The first research tool is AASL and AECT standardized questionnaires covering three standards: information literacy, independent learning and social responsibility. The second tool is an interview with eleven teacher librarians. SPSS for Windows is used to analyze the data and F-test and t-test are used to assess the hypotheses. The results are as follows: (a) The status of library instruction comprises both formal and informal instructions. As for formal instruction, a customized library class is included in the lower secondary education curriculum, while most organized activities for informal instruction includes advice on learning resources and information retrieval; (b) Considering teacher librarians' roles in information literacy instruction, both overall and specific results are high. However, the results from the interview reveal that most teacher librarians do not have true understanding of what they are teaching; (c) The comparison results of teacher librarians' roles in information literacy instruction are first, on the LIS educational background item, the overall differentiation of statistical significance is 0.5. Teacher librarians with LIS degree have more important roles than those who do not. The specific results also show some differences in terms of information literacy and independent learning. Second, on the item of the length of working experience, no difference is found from both overall and specific results. Third, the overall results on library instruction experience item show no difference. However, the specific results show some difference on the social responsibility item. Teacher librarians with high level of teaching experience have more important roles than those with moderate level of experience.*

**Keywords:** Information literacy instruction; Roles of teacher librarians; Secondary schools; Library instruction; Thailand

## INTRODUCTION

Library instruction is the process of educating library users about how to access information effectively and independently. This includes formal instruction and various types of library activities. Library instruction is provided because it is assumed that library users are not able to use library facilities efficiently or effectively. Because the information system management and search tools are complicated, library users may fail to find all the information they need, or they may waste time unnecessarily. In a broader view, it can be said that library instruction is required for the lifelong learning of an individual. (Breivik 1982, 4) Therefore, library instruction is essential and considered as part of the library services. The success or failure of library instruction depends on the support of many people such as library directors, librarians, executives, and especially instructors, as well as students. (Breivik 1982, 7-16) Conventional library instruction focuses on educating library users on the availability of library resources and services by emphasizing on searching skills and tools as well as searching strategies for information access. On the other hand, modern library instruction focuses on the value of information gained (such as resources selection, database searching, and database searching techniques), information evaluation (especially information retrieved from World Wide Web), information usage, electronic citation styles, and techniques for analytical thinking.

Information literacy is the concept evolved from library instruction. It generally means the ability to access, evaluate, organize, and use information from various sources. However, the definition accepted worldwide is the definition of the American Library Association Presidential Committee on Information Literacy which states that "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". In other words, a person referred to as information literate is a person who "*learns how to learn*" for successful lifelong learning (American Library Association's Presidential Committee on Information Literacy 1989)

To create an information literate person, schools, colleges, and universities should be more aware of the importance of information literacy, and integrate it into instructional programs. (Aalst et al. 2007, 533-552; Chuang 2003) Educational institutions play an important role as a leader in allowing people to take advantage of opportunities in the knowledge-based society, which is a foundation of successful information usage. As information literacy instruction is a learning process that focuses on learners *learning how to learn*, the role of teachers should change from instructors to coaches or mentors. A teacher librarian, as an information expert, plays an important role in passing on information literacy to students, since they themselves are sources of information. Their direct responsibilities include developing students' information literacy skills by coordinating with classroom teachers or instructors. Some methods are stand-alone courses, course-related library instruction sessions, course-integrated projects, and independent learning toolkits for online tutorials. (Dalrymple 2002, 261-273; Kasowitz-Scheer & Pasqualoni 2002)

In conclusion, library instruction methods should be changed to give more emphasis on information literacy in order to help students to think and act in an informed way, as well as to be independent and keen to gain knowledge continuously throughout their lives. The key personnel in the library instruction process include institutional teachers or lecturers, and librarians and teacher librarians working within the educational institutions' libraries.

## **RESEARCH PROBLEM**

In Thailand, information literacy instruction was developed from library instruction which conventionally focusses on searching skills using search tools such as card catalogues, journal indexes, etc., as well as reference books and report writing. When information technology emerged and affected information systems, the concept of information literacy was widely accepted and library instruction has been altered to focus more on search value, searching techniques, information usage evaluation, and analytical thinking techniques. This moves students towards the goal of becoming more information literate.

The library instruction course was first included in the secondary school curriculum in 1975, in accordance with the Upper Secondary Education Curriculum of B.E. 2518 (A.D. 1975). It was an elective course with course code LB011 (Library Usage). Students could earn 2 units (presently called "credits"), which meant that they had to study this course for 2 periods per week for the entire semester. The objective of the course is to assist students to become more aware of the importance and advantages of library usage, to develop library skills, to implant and to encourage the love-reading habit, and knowledge seeking in students. In 1981, the Ministry of Education initiated the Upper Secondary Education Curriculum of B.E. 2524 (A.D. 1981) which replaced LB011 (Library Usage) course with T081 (Bibliographic instruction) course. This course included an elective course in Thai subject area, for 1 unit (credit) with 2 periods of study per week for the entire semester. The objective of the course is to help students search information from various resources systematically and effectively. Later, the Ministry of Education initiated the Lower Secondary Education Curriculum B.E. 2521 (A.D. 1978) (Revised Edition B.E. 2533 (A.D. 1990)). The course focuses on helping students develop their own quality of life, gain knowledge ethically, and learn specific skills to better qualify them for their future careers. To fulfil these goals, the elective courses for library were developed as follows:

- a) Two courses for the lower secondary education included in the work and vocation subject area. The second group was Library Work 1 course (course code LW0245) and Library Work 2 course (course code LW0246);
- b) Two courses for the upper secondary education included in the vocations subject area. The second group was Library Work 1 course (course code LW0247) and Library Work 2 course (course code LW0248).

Each course earned 1 unit (credit) with 2 periods of instruction per week. The objective of these 4 courses neither focuses on students gaining library skills, nor inculcates a love reading habit as in the previous curricula. Instead it offers tuition in basic library skills when pursuing one's career in the library such as catalogue cards typing and periodical binding or working as a library staff. (Siangwong 1996, 1-3, 15-18)

When the National Education Act B.E. 2542 (A.D. 1999) was initiated, the education institution took responsibility for the prescription of the curricula instead of the central unit. Following Section 27, the Basic Education Commission must prescribe core curricula for basic education in accordance with the needs of the community and the society. This includes local wisdom and desirable attributes for members of family, community, society, as well as the nation as a whole. National Education Act B.E.2542

(A.D. 1999) and Amendments (Second National Education Act B.E.2545 (A.D. 2002)) prescribe basic education structures as follows:

- a) Basic education is divided into 4 levels in accordance with the learners' progress: elementary education 1-3 (grade 1-3), elementary education 4-6 (grade 4-6), lower secondary education 1-3 (grade 7-9), and upper secondary education 4-6 (grade 10-12);
- b) Courses of instruction are divided into 8 subject areas: Thai language, mathematics, science, social studies (religion and culture), health and physical education, arts, vocations and technology, and foreign languages. (Ministry of Education. Department of Curriculum and Instruction Development 2001, 5)

For all the above eight subject areas of instruction, it can be seen that there was no library instruction specifically included in any subject area. However, Thai language strand 1 and 2, which were love-reading habit, included report and research study writing. As for information searching, it was included in vocations and technology subject area, strand 4. This course focused on helping learners understand, appreciate, and use information system procedures for information searching, studying, communicating, and problem solving. It also included classes to help in pursuing one's career effectively, efficiently, and ethically. (Ministry of Education. Department of Curriculum and Instruction Development 2001, 12, 19) In conclusion, even though the library instruction is not included in the curricular, it can be developed as a course. A library is still an important learning resource for educational institutions under the newly named "learning center" which is the center for learning and teaching. (Ministry of Education. Department of Curriculum and Instruction Development 2001, 44-49) Teacher librarians still play an important role as coordinators to promote learning and teaching (such as introducing various resources to teachers and students, to advise students to use information searching tools, and to build information searching skills). As a coordinator, a teacher librarian works together with teachers and parents to make the most use of the library. This is done by acquiring and servicing the various new tools, especially network computers, to be used for information access. The teacher librarian also conducts various kinds of activities to encourage reading and searching such as better reading, inquiry corner, Internet corner, etc. (Ministry of Education. Department of Curriculum and Instruction Development 2001, 54). Another important role of teacher librarians is to act as a library and information searching skill teachers (Simpson 2003).

From the above information, we can see that library instruction is continuously changing. Library instruction has, in the past, been somewhat neglected. The Basic Education Curriculum B.E. 2544 (2001) did not include library instruction. Whether a school provides library instruction depends largely on the teacher librarians' own initiative. The present concept of information literacy raises questions about how the secondary schools develop library instruction and how and to what extent teacher librarians exert influence in literacy instruction among students. (Loyfar 2002, 27)

#### **RELATED RESEARCH**

Up to the present time the research related to information literacy in secondary education level has been very limited. The research of Thongngam (2004) is one of the first to study the process of promoting information literacy to upper secondary education students. This research showed that the information resources used generally by teachers were school libraries, local scholars, and local leaders, while the most widely used information access methods were reading, and asking for librarian assistance. The

problems were lack of budget, tools, and time to organize the activities. Rattanaubon et al (2005, 61-75) who studied the principles for encouraging information literacy in Thai society, found out that the overall information literacy rating for lower and upper secondary education students was only at a moderate level. To promote information literacy, it was proposed that NET models - Networking, Edutainment and Tailor-made be implemented. This would be done together with the development of educational management process for promoting information literacy skills and behaviours of elementary and secondary education students.

The finding for information literacy rating at moderate level matched the research of Dokranggoon (2007) which studied information literacy levels of upper secondary education students from grade 4-6. The comparison of the results of information literacy levels showed that students of different gender, grades, learning achievement, and library study experience, had different levels of information literacy. Female students had higher information literacy level than male students in all aspects. Grade 12 students showed higher level of information literacy for access and evaluation aspects than those of grade 10 and 11 students. Students of excellent learning achievement possessed higher information literacy level than those of good or medium learning achievement. It was remarkable that students who had never studied library course before had higher level of information literacy (in the aspect of information access) than students who used to study it. Result showed no difference for students with different computer experiences.

In the year 2006, the Office of the Basic Education Commission, the Ministry of Education, and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) office in Bangkok cooperated in assessing the current state of educational management for information literacy through school libraries under the jurisdiction of the Office of the Basic Education Commission. The result showed that despite an encouragement for information literacy through school libraries, most executives, teacher librarians, and teachers had never attended any training for information literacy through school libraries. (Ministry of Education. Office of the Basic Education Commission 2006, 41). This status had a major affect on the information literacy instruction and might cause a problem in the future. (Islam & Murno 2006, 492-514).

### **RESEARCH OBJECTIVES**

This research aims to study the library instruction and the role of teacher librarians in information literacy instruction by classifying them according to their Library and Information Science (LIS) educational background, length of work and library instruction experiences.

### **RESEARCH METHODOLOGY**

Sample group for the research were teacher librarians. The samples are divided into the two following groups:

- a) Sample group for the questionnaires were chosen by simple random sampling from 28 middle and large schools, and 74 extra-large size schools. Altogether, 102 schools for 102 teacher librarians were selected.
- b) Sample group of 11 teacher librarians for the interviews chosen by random sampling from the sample group who answered the questionnaires.

Tools used in the research were questionnaires and interview forms.

Questionnaires encompassed the following information:

- Personal background of gender, age, educational background, working experience, library instruction/content experiences;
- The current state of formal and informal library instruction comprising of instruction course list, periods per week, grade teaching, assigned subject areas, and activities;
- The role of information literacy instruction, the implementation of formal and informal information literacy instructions as prescribed in the Information Literacy Standards for Student Learning of AASL and AECT (American Association of School Librarians and Association for Educational Communications and Technology 1998). The Information Literacy Standards for Student Learning comprises of 9 standards and 29 indicators.

The questionnaires were created from the interpretation of the indicators to assess the role of teacher librarians in teaching of literacy within the context of Thai Society. There were 36 five-point rating scale questions.

Semi-structured interviews concerning library instruction in school libraries focusing on report writing and information searching as well as questions and queries derived from quantitative data processing of the questionnaires were conducted.

Questionnaires were sent by mail during September 13-26, 2007. The 102 completed questionnaires were returned to the research team. This represented a return rate of 100 percent. The interviews were conducted during January and February 2008.

Data processing and analysis was done by means of distribution and scoring of the questionnaires. Personal background data of respondents and the current state of library instruction were analyzed by calculation using percentage. Comparison of the roles of information literacy instruction by classification in terms of the variables of LIS educational background were analyzed using t-test statistics, while comparison of the roles of information literacy instruction by classification in terms of the variables of length of work and library instruction experiences were analyzed by testing one-way analysis of variance using F-test statistics.

The recorded interviews were transcribed and summarized following issues identified in the interview questions guideline, and presented as descriptive data.

## RESEARCH SUMMARY

This section presents a summary of the research findings:

**Personal background data of respondents** - Most teacher librarians were female (93.14%), aged over 41 years (80.39%), earned an LIS degree (78.43) and had over 16 years of work experience (65.69%).

**Library instruction experience** - Most teacher librarians had more than 10 years of library instruction experience. The experiences were of 3 different types consisting of an informal library instruction or advice (54.90%), followed by a customized library instruction course (42.16%) and a library instruction course concerning library usage in the past. Library instruction for academic teachers was 42.16%.

**The current status of the library instruction** – Most (67.60) preferred both formal and informal instruction (67.60), and 21.60% preferred only formal instruction. For the formal library instruction, most teacher librarians (93.41%) conducted a course with credits prescribed by the school. The most widely used instruction was one course instruction (65.94%), followed by instruction in lower secondary education (63.74%), and one period per week (87.91%). The majority of activities organized for informal instruction were the advice of learning resources and library collection searches (88.75%), followed by an orientation (86.25%), and a library tour (81.25%).

**The roles of information literacy instruction** - The overall result for teacher librarians' role was high ( $\bar{X} = 3.81$ ), and so was each specific aspect.

- Comparison result of the teacher librarians' role of information literacy instruction in secondary schools within the Bangkok, classified in terms of the LIS educational background, showed that teacher librarians who earned an LIS degree played bigger roles than those without an LIS degree.
- Comparison result of the teacher librarians' role of information literacy instruction classified in terms of the length of work showed that teacher librarians of different length of work experience played different roles in information literacy instruction, with no statistical significant difference in the overall results.
- Comparison result of the teacher librarians' role of information literacy instruction classified in terms of the library instruction experiences showed that teacher librarians of different library instruction experiences played different roles in information literacy instruction, with no statistical significant difference in the overall results.

The results from interview data analysis revealed that:

- a) The contents of library instruction courses were alike in that they focused on information searching, report writing, and citation writing.
- b) As for the report writing of students, there was no systematic instruction on how to draw an outline or a scope of the report. It was found that typically, the students showed librarians their outline, and the librarian suggested the correct approach of outline writing. There were 2 types of report topics, namely the topics assigned by librarians and topics students choose of their own interest. There were 2 types of report presentations, namely a draft outline or the full content. There was no instruction on how to raise questions regarding "information needed" to write a report. The reason was that the students were only in grade 7, and it would be too difficult for them to study.
- c) Information searching was the most frequently given subject for library instruction. There were 3 types of information searching:
  - Library collection searching by using catalogue cards or OPAC;
  - Information searching via Internet or World Wide Web, of which some librarians systematically taught about search engines, keyword, searching strategies such as Boolean operators. Other librarians only suggested students search for information from Internet without teaching about keyword, searching strategies, or search engines at all;
  - Information searching from other sources such as the National Library or TK Park Library.
- d) There was an instruction on information's reliability assessment, but no instruction on assessment criteria.

- e) There was no instruction on how to assess search procedures because it was considered too difficult for students to learn. However they did conduct evaluation of students' searching processes periodically.
- f) Most librarians knew the term "Information Literacy", and recognized its importance in this day and age, and also considered it an essential skill for students. However, their perception of concepts and practices of information literacy instruction was limited. They perceived information literacy instruction as the capability to search information on the Internet or to have more knowledge than others. The librarians also misunderstood that information literacy was a subject that students needed to study. They also did not understand that the methodology to teach students to become information literate persons must be processed systematically and integrated within the academic courses.

## DISCUSSION

From the results of research, there are significant issues to discuss. They are:

### Library instruction in schools

Currently most teacher librarians conduct both formal and informal library instruction in secondary schools. For formal instruction, a library course is included in the curriculum. This was brought about because of the National Education Act B.E.2542 (A.D. 1999) section 27. This act identified that basic educational institutions shall be responsible for prescribing curricular content in accordance with the needs of the community and the society, local wisdom and preferable characteristics of desirable members of the family, community, society, and nation. (Ministry of Education. Office of the Education Council 2006a, 12)

According to the National Education Act B.E.2542 (A.D. 1999) and Amendments (Second National Education Act B.E.2545 (A.D. 2002), B.E.2549 (2006), 12, each educational institution is authorised to prescribe its own curricular as considered appropriate. This applies to library instruction course as well. Even though the contents are similar, the details of each topic are different. Different course titles are used in secondary schools. While some are called "Library and Information Literacy", mostly are called "Library Usage". No matter which title is used, the content must include information searching, evaluation, and usage. The usage part can simply be interpreted as the report and bibliography writing that are already taught in class. The part about searching or information searching on Internet seems to be the problem as most teacher librarians are unskilled and unfamiliar with it.

From the interview with teacher librarians on information literacy, it can be concluded that the teacher librarians do not thoroughly understand the principles of information literacy. They only perceive that an information literate person can search information online and know a broad range of information, as reflected in the following samples of paraphrase by them:

*"...it is most important... to either your daily life or the study... because most teachers can always adjust their instruction method accordingly...They can just pick a topic for the search. Therefore, knowing how to use technology for information search is crucial to the study..."*



*"It's critical because nowadays students need to use information and learning resources to serve as a complement to their study. They must enjoy seeking knowledge and love to read so that they can self-develop their own study."*

From the discussions above, there are four critical problems that need immediate attention:

- The content of library instruction and its focus are ambiguous.
- The goal of the instruction does not encourage students to be information literate.
- Teacher librarians do not have the competency or skills in using computer for information searching.
- Teacher librarians do not have a true understanding in the principles of "information literacy", according to the findings of research done by the Office of the Basic Education Committee (Ministry of Education. Office of the Basic Education Commission 2006, 41). This is the cause of problems in information literacy instruction. (Islam and Murno 2006, 492-514). Therefore, the teacher librarians should possess a thorough understanding and skills on information literacy so that they can effectively and efficiently instruct their students on the subject. (Chuang 2003; Schmidt 1987)

#### **Teacher librarians' roles in information literacy instruction**

The standard of teacher librarians' roles in information literacy instruction set by AASL and AECT is "Information Literacy Standards for Student Learning". The research showed that the roles of teacher librarians in information literacy, both overall and the specific aspects, namely information literacy, independent learning and social responsibility, are at a high level. The reasons are:

- The definition of 'role' in this research covers the meaning of both instructing and advising. Therefore, teacher librarians who are responsible for instruction, advising or both, evaluate themselves to perform the role in high level.
- For the information literacy aspect, there are two important components, namely library usage and computer usage. The first one is the direct responsibility needed to be done regularly in both instructing and advising about the job. The second one can still be done through advising if teacher librarians cannot instruct.

Even though they are not qualified for the role as set in the principle of the information literacy, the teacher librarians consider themselves being very influential in this role. For instance, the interview about "Setting the Topic of Study" showed that most teacher librarians were the ones who assigned the topic to students, or approved it if the student chose their own topic. This meant that their roles were appraised at a high level.

The teacher librarians considered themselves as being at the intermediate level in three roles; questioning the topic for study, defining keywords, and evaluating the facts and opinions contained in the information.

The results from the research of the Office of the Basic Education Commission (Ministry of Education. Office of the Basic Education Commission 2006, 42) showed that teacher librarians believed that the components of information literacy within the library

comprised of ability to identify the source, to access, to select, and to use the information as well as the ability to effectively and ethically communicate and organize activities. As they focused their instructing and advising job according to the components, they considered themselves to be playing the major role at a high level for information literacy.

### **Independent learning and social responsibility**

The research shows that the teacher librarians played major roles at a high level on both aspects. The direct responsibility of instructors as prescribed by National Education Standard (National Education Standard B.E. 2549 (A.D. 2006) is that every instructor must abide by the guidelines and instruct students to be qualified according to the standard set. All questions are focused on independent learning and social responsibility. (Ministry of Education. Office of the Education Council 2006b, 281-282) In conclusion, as all teacher librarians considered these two aspects as part of their jobs, they also evaluated their roles as to be at a high level, which is in line with the research of Williams and Wavell (2006) which revealed that the instructors are of the opinion that independent learning is one of the preferable characteristics for students to becoming information literate.

### **Instruction roles of teacher librarians**

According to the interview with teacher librarians, it can be concluded that they recognize the importance of information literacy but they do not truly understand its principle. They perceive only that the information literate person is the one who can search information from the Internet and know a broad range of information, as stated in the following quote.

*"...it is crucial to both your daily living and the study... because most teachers can adjust their instruction method accordingly... They can pick a topic for the search. Therefore, knowing how to use technology for information search is very important for the study...and daily living."*

*"It is very crucial because, nowadays every student needs to have sources of information to learn and assist their studies. They must keenly seeking knowledge... and love to read so they can self-develop in their own study."*

The teacher librarians do not understand that to instruct students to be information literate requires a systematic instructional process as quoted from the interview.

*"To be honest, I only understand that if you started learning when you were young, you will continue that learning. I don't really know very well the process of learning you mentioned. For my perception it is to teach children the correct way to search and encourage them to keep on searching until they earn the doctoral degree. I keep supplying them information along the way. I encourage them to retain the information I pass on as they need that to develop themselves to the highest degree. This is the information I provide."*

The interviews confirm that the teacher librarians still lack a true understanding about the concepts, principles, and processes of information literacy instruction.

### **The comparison of results of teacher librarians' roles in information literacy instruction in Bangkok secondary schools**

Teacher librarians who earn LIS degree play major roles in overall information literacy instruction. Their role is higher than those with no Library and Information Science degree. The reason is that information literacy is about library usage skill. Teacher librarians gather most of their experience on Information searching from their classes, as well as through training, and practice of library work. Therefore, they are more skilled than those without the degree. This finding is in line with the research of Pitayatornpituk (1999), which studied and compared library work problems in secondary schools in the Ubonrajathani province. The findings were that teacher librarians with no Library and Information Science degree face more problems than those with a degree. The research work done by Srisarakham (1998), which studied the library teachers' image as perceived by students in the secondary school in the Mahararakam province, also shows that the overall image of teacher librarians is very high. Students assess teacher librarians with Library and Information Science degree at a high level while those with no degree at a moderate level.

Teacher librarians with different length of work experiences in library instruction do not have different roles in overall information literacy instruction. The possible reasons are as follows:

- Since the declaration of National Education Act B.E.2542 (A.D. 1999), the responsibility for curricular prescription is shifted from the ministry to the education institutions. Every school must prescribe its own library instruction course by including it in other courses like Thai language, Career Development and Technology, and adjust the contents accordingly. While teacher librarians are struggling to find the way to open a library instruction course, they may develop unstable contents or make frequent changes for the course to match students and changing technology. Therefore, no matter how much experience the teacher librarians have, they all have to adjust themselves to work with ever-changing contents of the course. The difference in length of work experience in library instruction doesn't have any effect toward roles in information literacy instruction.
- According to the finding that the roles of teacher, both overall and 3 specific aspects, namely information literacy, independent learning and social responsibility, are at high level, it can be said that teacher librarians always play their roles in the same direction no matter how much length of work experience in library instruction they have. Therefore, difference in length of work experience in library instruction does not have any effect toward roles in information literacy instruction of teacher librarians.

However, the research results showed significant difference in the specific aspect of social responsibility among teacher librarians with different length of work experience in library instruction. Teacher librarians with long instructing experience played higher role than those with mediocre experience. The reason may come from the fact that experienced teacher librarians are the senior teachers who have greater life experiences and collect facts of life and society along their extended work length. Therefore, teacher librarians with more instructing experiences play higher role in teaching about social responsibility than those with mediocre experience. Nevertheless, the result shows no difference for teacher librarians with little experience. The reason may come from the fact that they are young and energetic. Their youth energizes them to be enthusiastic and bring what they learn from their seniors to class. Therefore, teacher librarians with high experience and little experience have no difference in social responsibility role.

## RECOMMENDATION

As "information literacy" is essential for students' learning, especially the lifelong learning, and the outcome from this research showed that teacher librarians had no insight about information literacy. The recommendations are as follows:

### Recommendations for the Office of the Basic Education Commission

The Office of the Basic Education Commission should prescribe a policy to support information literacy instruction by training teacher librarians to learn and understand the concepts and teaching processes of information literacy. The following processes are recommended.

- a) Organizing a summit for school librarians to meet and discuss the following topics:
  - Prescribing the principles or concepts for library instruction and information literacy in schools;
  - Working together to specify preferable characteristics of information literate students so that there is a common goal for the instruction;
  - Working together to develop the content of library instruction for all students in every school to equally gain the best benefit from information literacy;
  - Defining cooperation framework for library instruction and information literacy among school librarians within Bangkok.
  
- b) Organizing on-the-job training or academic seminars to educate teacher librarians in the following subjects:
  - Information literacy – so that the teacher librarians understand the principles of information literacy and can teach students in accordance with these principles to fulfill the objectives and help students to be information literate;
  - Computer training and internet and World Wide Web searching strategies – so that the teacher librarians gain such knowledge and can keep pace with their students. This will help teacher librarians feel more confident when teaching or advising students;
  - Supporting modern and adequate Internet tools and facilities for the libraries for an effective and efficient instruction of Internet and World Wide Web searching.

### Recommendations for future researches

Standards used in this research are the standards prescribed by the school libraries in the United States which are probably not a good match for the context of Thai society. There should be studies to research the concepts of teacher librarians who work in secondary schools with regard to the appropriate components of information literacy for Thai students and the preferable characteristics of information literate students. In this way, the information literacy standards for Thai students similar to the one initiated in Taiwan can be set (Wen & Shih 2002)

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