

**INFORMATION NEEDS OF FORMAL CAREGIVERS:
A CASE STUDY OF CHILDREN AT RISK CARE
INSTITUTIONS**

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**FACULTY OF COMPUTER SCIENCE AND
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2018

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**DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF INFORMATION SCIENCE
(LIBRARY SCIENCE)**

**FACULTY OF COMPUTER SCIENCE AND
INFORMATION TECHNOLOGY
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2018

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Information Needs of Formal Caregivers: A Case Study of Children at Risk Care Institutions

ABSTRACT

This research presents the information needs of formal caregivers at children at risk care institutions using qualitative study by using unstructured interviews. The following research questions were addressed: (a) what are the roles and tasks of formal caregivers of children at risk?, (b) what are the characteristics of information needs of formal caregivers at children at risk institutions?, (c) what are the awareness of information by formal caregivers of children at risk?, and (d) what are the sources of information needs used by formal caregivers of children at risk?. The data collection involved seven face-to-face interviews and two focus group sessions. The data were analysed using NVivo 11 software and the general themes for the information needs of caregivers have been classified. The Leckie et al. (1996) model has been used as a model of information needs for this research. It was found that the caregivers have several roles in the institution, including guardian, counselor, and administrator with several tasks from each role including educating, parenting, supervising, counseling, and administering duties. It is transpired that the respondents' roles require specific information needs such as children's background, day to day information, child education, sex education, monitoring former children, disciplinary action, sport information, safety information, child reward, and Health information. It was found that there were several sources used by the caregivers when seeking information including interpersonal communication, internet sources, printed materials, statistic, television, exhibition, social media, email, memo, fax, and meetings. Hence, this study is important to identify the information needs of the caregivers at children at risk care institutions.

Keywords: Information needs, Caregivers, Children at Risk, Institution

**Keperluan maklumat penjaga formal: Satu kajian kes kanak-kanak di institusi-
institusi penjagaan berisiko**

ABSTRAK

Penyelidikan ini membentangkan penemuan tentang keperluan maklumat penjaga formal di institusi-institusi penjagaan kanak-kanak berisiko menggunakan kajian kualitatif dan wawancara yang tidak berstruktur. Berikut adalah soalan yang dikemukakan: (a) Apakah peranan dan tugas penjaga rasmi kanak-kanak berisiko?, (b) Apakah keperluan maklumat penjaga di institusi kanak-kanak berisiko?, (c) Apakah kesedaran maklumat yang diperlukan oleh penjaga kanak-kanak berisiko?, dan (d) Apakah sumber yang digunakan oleh penjaga kanak-kanak berisiko apabila mencari maklumat?. Pengumpulan data melibatkan tujuh wawancara individu dan dua kumpulan fokus. Data dianalisis dengan menggunakan perisian NVivo 11 dan menunjukkan terdapat tema umum untuk keperluan maklumat. Model Leckie (1996) telah digunakan sebagai model keperluan maklumat untuk penyelidikan ini. Penjaga di institusi ini mempunyai beberapa peranan iaitu sebagai penjaga, kaunselor dan pentadbir. Dari peranan tersebut terdapat lima tugas penjaga rasmi kanak-kanak berisiko iaitu menjadi pembimbing tunjuk ajar, peranan keibubapaan, penyeliaan, kaunseling dan pentadbiran. Dari peranan tersebut terdapat tugas-tugas penjaga kanak-kanak yang memerlukan informasi mengenai dengan latar belakang kanak-kanak, maklumat harian, pendidikan kanak-kanak, pendidikan seks, memantau bekas kanak-kanak berisiko, tindakan disiplin kanak-kanak berisiko, maklumat sukan, maklumat keselamatan, ganjaran kanak-kanak berisiko dan kesihatan kanak-kanak. Terdapat beberapa sumber yang digunakan oleh penjaga ketika mencari maklumat termasuk komunikasi interpersonal, sumber internet, bahan cetakan, statistik, televisyen, pameran, media sosial, e-mel, memo, faks dan mesyuarat. Oleh yang demikian, kajian ini

adalah penting untuk mengenal pasti keperluan maklumat penjaga di institusi kanak-kanak berisiko.

Kata kunci: keperluan maklumat, penjaga, kanak-kanak berisiko, institusi

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ACKNOWLEDGEMENTS

All praise to Allah for His blessings and for giving me a chance to complete this worthy study.

I would like to express my gratitude to my supervisors, Dr. Yanti Idaya Aspura Binti Mohd Khalid and Associate Professor Dr. Noorhidawati Abdullah, for giving me support, guidance, and for being patient to me throughout my research. The preparation of this thesis would be impossible without their advice, suggestion, and assistance.

Deep thanks to all lecturers of Master of Library and Information Science for their academic teaching and staff and colleagues at Faculty of Computer Science and Information Technology, University Malaya for helping me throughout my studies.

Last but not least, special thanks are due to my father, Ab. Durahman Bin Haji Ismail and my mother, Dayang Halimah Haji Hidup for their strong support and prayers. Not to forget my brothers (Muhammad Anwaruddin and Muhammad Waquiuddin) and sisters (Nurul Rasyidah and Nurul Hazirah), relatives, and friends for giving me endless support, encouragements, and prayers during my academic career.

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LIST OF ABBREVIATIONS

AADK	: Agensi Anti Dadah Kebangsaan (National Anti-Drugs Agency)
AIDS	: Acquired Immune Deficiency Syndrome
HIV	: Human Immunodeficiency Virus
ISM	: Institut Sosial Malaysia (Social Institute of Malaysia)
JAKIM	: Jabatan Kemajuan Islam Malaysia (Department of Islamic Development Malaysia)
JKM	: Jabatan Kebajikan Masyarakat (Social Welfare Department)
KAFA	: Kelas Al-Quran dan Fardu Ain
KKM	: Kementerian Kesihatan Malaysia (Ministry of Health)
KPKK	: Pejabat Ketua Pegawai Keselamatan Kerajaan Malaysia
MARA	: Majlis Amanah Rakyat
NGO	: Non-Governmental Organisation
OKU	: Orang Kurang Upaya (Disabled People)
PKM	: Pembantu Kebajikan Masyarakat (Community Welfare Assistants)
PKN	: Pusat Khidmat Nasihat
SPM	: Sijil Pelajaran Malaysia
SKM	: Suruhanjaya Koperasi Malaysia (The Malaysian Skills Certificate)
UKM	: Universiti Kebangsaan Malaysia (National University of Malaysia)
UM	: University of Malaya

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CHAPTER 1 INTRODUCTION

1.1 Background of the Study

Wilson (1981) has suggested that information need is not an essential need like the need for shelter or substance, but it is rather a secondary order need that comes from a desire to satisfy the primary needs. People need information to solve specific problem and situation where it emphasizes the importance of information in human rights and dignity (World Summit on the Information Society WIS, 2004). The same goes for children, where information is also important for their development. They even have a right to get information for themselves. Under Article 13 of the Convention on the Rights of Children 1989, children have a core right to freedom of expression and have information and ideas in the form of oral, writing, art, and media of child's choice. However, children have lack of experience in this world; hence, they have less reference to refer to when articulating their information needs (Walter, 1994).

Many children in this world suffer different problems around their surroundings. Those problems could be neglect, becoming victims of physical and sexual abuse, uncontrolled behaviour, bad influences and drug abuse, cultural differences, poverty, and promiscuity, and each form of issues can occur by itself whereby children often become victims of more than one type of these issues. These issues are indeed very alarming; this social phenomenon is rampant and growing.

One of the ways to divert the children from the issues mentioned above is to use parental influence. Parents have a great influence in shaping the children's behaviour; they are set to be an example towards the children and considered to be the children's first teachers in their first early development. It is the parents' communication that becomes one of the characteristics that can help the children to use the construction of moral knowledge (Oladipo, 2009) and behaviour (Hameed-ur-Rehman & Sadruddin, 2012). From this

communication, it also helps parents' monitoring in order to have a greater impression in decreasing the delinquency of the children (Cernkovich & Giordano, 1987). Hence, it is the parents' and family's responsibility to be taking care of the children.

Institutional care can be regarded as a mediate and protection place for the children when the family finds that it is quite difficult to protect the children's right; however, at the same time, it is a place where it violates the children's right (Bhuvanewari & Deb, 2016).

Low economic social status, access to education, discrimination, and institution as a business are the few reasons for child admission to the institutions (Institutional Care: The Last Resort, 2014). There were a few studies which mentioned that the children were given less attention in the institution (Van Ijzendoorn, 2011, Groark & McCall, 2011). It is according to Convention on the Right of the Child (CRC) in Article 20, which mentioned that placing children in the institution is considered to be the last resort when there are no more options available. It is only suitable for a very small minority of children (Institutional Care: The Last Resort, 2014).

Institutionalizing the children is one of the solutions to prevent the children from becoming victims of poverty, abuse, or any future misconduct. The institution will act as a temporary shelter for the children by giving them guidance and services in terms of education, emotional, physical, psychological, social, spiritual, moral, and ethics, and this is heavily supervised and guided by the trained and motivated caregivers there. Apart from children who are in need of information, professionals such as caregivers are also in need of information to help the institutions in dealing with the children at risk. This information can act as a catalyst for tool in providing some kind of hope to the children. This information is also important to help these children grow into adults that are prosperous and productive in terms of social, economic, and civil life. With the access of information, it is also giving hope for the children's future. Child care institution can be regarded as an alternative choice of care for children who are in vulnerable and

disadvantaged situations for various reasons that need to be separated from their parents or guardians. Malaysia is not an exception from this pressing issue. The government has committed to ensure the safety and welfare of the children. Over the last decade, the government has taken a significant approach to improve child's protection system. In addition to ratifying the Convention on the Rights of the Child (CRC) (1995), the government has enacted the Child Act, 2001 (Act 611).

1.2 Malaysian Act

1.2.1 Child Act 2001

This act was enforced on 1st August 2002 through compiling laws related with maintenance, protection, and rehabilitation of children. This act has repealed the following three acts: Juvenile Court Act 1947, Women and Girls Act 1973, and Children Protection Act 1991. This act has defined that every child has the right to get protection and assistance in any circumstances without differentiating any race, skin colour, gender, language, religion, background or physical, mental and emotional disabilities, or other status.

1.2.2 Institution in Child Act 2001

This act also allocates the right of caregivers such as head director, deputy head director, a director from Social Welfare Department, director of Social Welfare State for every state, and any social welfare workers who are appointed under Section 8. It also mentions the caregivers' right starting from when they take care and provide knowledge for the children at risk on the first day at the child care institution until the children leave the place.

1.3 Problem statement

It is not only the children at risk who require some sort of information, but also the caregivers of the child care institution. There is likely an increased need or some form of assistance for them for the sake of the children at risk. However, there are numerous constraints of information needs among the caregivers to help them in handling the children at risk. This research lists three main constraints: less interaction, lack of training, and lack of support that are found to deter the effectiveness in getting the information at child care institutions for the caregivers and this will be further explained below.

The first constraint is less interaction. Some caregivers barely know their need and the needs of the children. The caregivers have minimal interaction with the children in institutional care facilities (Van Ijzendoorn, 2011). The interaction only occurs whenever the children ask for something from them (Department of Social Welfare (DSW) & UNICEF, 2011, 24). The caregivers' behaviour toward children tend to be minimum as there are less talk and conversation, less interaction when they are not on duty, less response towards the children's individual need, and no effort to form relationship with the children (Groark & McCall, 2011). Twenty-eight Scottish councils reported that they gather children's views; however, evidence has shown that only a small improvement in services has been done; the council did not put much effort to use the children's view to make it bigger and improve the care services (Audit Scotland, 2010).

The second constraint is lack of internal and external support, which becomes a barrier to the unmet needs of caregivers. There are a few studies that indicate that the caregivers are having poor quality of work situations (Heron & Chakrabarti, 2002; McCall, 2013; Wright, Lamsal, Ksetree, Sharma & Jaffe, 2014). Caregivers seldom receive any feedback about their work; when the feedback is given, it has a tendency to emphasize on a negative aspect and the supervisor who gives the feedback does not implement any changes (Heron & Chakrabarti, 2002). The morale of the caregivers has also affected their quality of work.

Excessive level of stress becomes one of the factors. All the caregivers need is support. Communication also becomes a challenge in disseminating information among them (Wright et al., 2014). In Malaysia, there is lack of effective communication between the caregivers with health care professional in terms of providing information and they have poor knowledge and experience in treating the disabled children, thus resulting in frustration (Sukeri, Bakar, Othman & Ibrahim, 2017).

The third constraint is receiving less training. Caregivers rarely attend training and most of the time, the training concentrates on health problems compared to social interaction (Van Ijzendoorn, et al., 2011). Only 41 percent of the Myanmar caregivers in residential facilities had training on child care and development, who particularly learnt about child psychology, case management, and family tracing and only one third (35 percent) of the caregivers said that they would like to receive training on child care and development while a quarter of them (22.3 per cent) would like to learn child psychology (Department of Social Welfare (DSW) & UNICEF, 2011). Meanwhile in New Zealand, there was no overwhelming response shown by the caregivers from the training (Ravenswood, Douglas, & Teo, 2014).

Hence, these three problems are considered to be interlinked, having inadequate training, and lack of support that result in less interaction with the child. It is said when “caregivers perform their caregiving duties, it is likely to be in a business-like manner with little warmth, sensitivity, or responsiveness to children’s emotional needs or exploratory initiatives” (Van Ijzendoorn et al., 2011, 3). Therefore, an investigation should be carried out in order to understand the type of information needs of caregivers toward the children at risk. As caregivers, they need to have wide knowledge for any information that is related to the child care institution and especially the need of the children at risk so that both parties would acknowledge each other. The caregivers are considered as a special community that works at the institution; therefore, they are required to get information

that is specifically for them. This job applies the Leckie et al. (1996) model whereby they emphasize that professionals require specific information.

Although Child Act 2001 has mentioned the right of caregivers; however, based on the three main gaps, this could affect the right of the caregivers especially when they develop their needs on how to take care of the children and what is needed by the children, how they seek information and fulfil their needs. After doing some research, the researcher found out there are number of studies on information needs in general; however, less attention has been given on information needs of formal caregivers in child care institutions. In the Malaysian context, there is less study on caregivers' need. Malaysia has many children care institutions, either private or government. According to Social Welfare Department, there are six different types of the government's children at risk care institutions (Children Homes Welfare, Girls Protection Shelter, Boys Approved School, Home Shoots of Hope (Rumah Tunas Harapan), Asrama Akhlak, and ATIP Shelter House (Rumah Perlindungan ATIP), which place different types of children at risk such as under court order, uncontrolled behaviour, neglected child, and so on.

Due to this reason, this study is therefore conducted to develop an understanding of information needs among caregivers at child care institution particularly in Malaysia.

1.4 Research Objectives

This study aims to identify the information needs of the caregivers; hence, the objectives are as follows:

- 1) To understand the characteristics of information needs of formal caregivers at children at risk care institutions.
- 2) To investigate the sources of information needs used by caregivers at children at risk care institutions.

1.5 Research questions

- 1) What are the roles and tasks of formal caregivers of children at risk?
- 2) What are the characteristics of information needs of formal caregivers of children at risk?
- 3) What is the awareness of information among formal caregivers of children at risk?
- 4) What are the sources of information needs used by formal caregivers of children at risk?

1.6 Assumptions

- 1) The sample is representative of formal caregivers at children at risk care institutions.
- 2) The data collected accurately reflect the knowledge of caregivers at children at risk care institutions.
- 3) The caregivers understood the interview questions given.

1.7 Significance of the study

Caregivers are considered to be prominent information providers to the children at risk care institutions. However not all caregivers are well experience and have certain knowledge in knowing more about these children this include knowing the information they wanted to have. A search has been conducted through literature and it has shown that there were a few research studies that have been done regarding the information needs of child caregivers in Malaysia. These findings can be useful to the children at risk care institutions as follows:

- To identify the information needs and information sources of the caregivers at children at risk care institutions.
- To indicate the information needs that can enhance and empower a better understanding of caregivers of children at risk's information needs and the need

of understanding the children at risk. The caregivers who do not have much training and knowledge about the needs of the children can refer from the outcome of the results to enhance their knowledge.

- At the same time the findings can also create an awareness among child care services providers, the higher authorities and the public at large on the needs to improve child care services.

1.8 Delimitation scope of the study

This research intends to identify the information needs of caregivers who work closely with children at risk in Malaysia's child care institutions. As such, the findings depend much on the experience and knowledge of the formal caregivers while working at the child care institution. The findings will only be applicable to one region as the caregivers work in the same region and do not represent the caregivers in all regions. The findings are limited to three children at risk care institutions (Boys Approved School, Children Home Welfare, and Girls Protection Shelter). These three institutions do not represent all children at risk care institutions in Malaysia.

1.9 Definition of Terms

The terms listed below are understood to have several meanings, in order to help in understanding the topic, the following terms were defined:

- **Children at risk**

People who are under 18 and experience risk factors which affect them personally and environmentally, including relational areas and preventing them from achieving their potential (McDonald & Garrow, 2000).

- **Child care institution**

Browne (2009) defined child care institution as a group of living for more than ten children where there would be a few numbers of adult carers to take care of them. Based on Ucembe (2015), he provided the meaning of child care institution as a place of living where it provides shelter and protection care during the day and night and offers guidance to 16 or more children who are not routinely returning back to the homes of their parents and guardians.

- **Caregiver**

A person who has the most responsibility in looking after someone's health and wellbeing; secondary caregiver provides supplemental or intermittent care and support while a tertiary caregiver provides helping hand in doing tasks such as shopping and housework (Cumming, 2011).

1.10 Organisation of the study

This research study is presented in five chapters. Chapter One is the introduction to the study. This chapter includes general introduction to the research context, identifies the statement of problem, objectives of the study, limitations, the purpose of the study, the significance, and definition of terms. Chapter Two refers to literature review that is relevant to the information in regard to the context of child caregivers. It identifies the range of information needs by child, child at risk, child caregiver, and caregiver of child at risk. Chapter Three refers to research design that includes the selection of the participants, instrument and data collection techniques, and data analysis. Chapter Four comprises the qualitative results. Chapter Five presents the interpretation of the results and refers to the conclusion of the thesis to assure if the objectives have been achieved as well as providing recommendations for future improvement and idea of further studies by focusing on the issues that are not covered in the thesis.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The main purpose of this literature review is to find previous studies conducted on information needs of formal caregivers at children at risk care institutions. This was done in order to refine the research questions and objectives. To locate the relevant information of this topic, the researcher has searched using different sources. These include electronic resources such as online databases (Emerald, JSTOR, and ScienceDirect), online thesis, and Google scholar. After the researcher has conducted some searches, it was found that there are number of studies on information needs in general; however, less attention has been given on information needs of formal caregivers in child care institutions. Since literatures on information needs of caregivers at child care institution are not many, the literature review was expanded to include similar studies such as information needs of caregivers of child in health issue and information needs in general. Therefore, this chapter will briefly discuss the information needs of child, children at risk, child caregiver, caregiver of children at risk, model of information needs, and child act.

2.2 Concept of information needs

A considerable amount of literature has been published on information needs. Early article written by Case (2012) has stated that people keep defining the term ‘information needs’ without realizing the real meaning such as using the term “need” as “want” or might be overlapped with the term “demand”. The words “want” and “demand” might clearly show the indications of need and worth noting, which is different from the word “need” and requires definition. An old term but still relevant and important comes from the definition given by Kuhlthau (1993) when she defined information need as a necessary condition that steers people to look for information and Wilson (1981) recommended information

need as not a basic need but more as a secondary order need which comes from wanting to fulfill the primary needs.

According to Chimah and Udo (2015), information needs can be defined as information that is required by the people to assess their business and live their daily lives, this is because information is needed by human beings no matter where they live for growth and development. Again, information needs are required not only for personal use but it can be useful for any activities related to social or work of individuals and for development of societies and states.

This is supported by Tunde Idris Yusuf (2012), as he defined that information needs can be either an individual's or group's desire to detect and acquire information to fulfill a conscious or unaware need. It is claimed by Mai (2016) that information needs is recognized when someone has inadequate knowledge in order to achieve satisfaction on the goal. This is similar with Mohammed (2011), who provided the term of information needs as fundamental needs to be satisfied or a hollow gap in understanding and answering problem, where this can be expressed or identified through demand and use despite affecting many aspects of information need including work and related tasks. Based on Matsveru (2014), information needs refer to information required by the person in order to carry out a task.

Information is usually needed because of five functions such as for 1) fact – to answer specific question, 2) current awareness – to keep update, 3) research – to investigate a new field, 4) brief function – elaboration of an issue, and 5) stimulus function– to provide an idea to obtain stimulus (Nicholas, 2003).

Overall, it can be accumulated that people need information in order for them to answer their problem.

2.3 Information needs of children

2.3.1 Concept of child

Article 1 of the Convention on the Rights of the Child 1989 (CRC) (Unicef, 1989) defined child as a human who is under the age of 18, this refers to “children who are under the competence of the office, these include those refugee children, asylum-seeking children, internally displaced children and returnee children assisted and protected by UNHCR, and stateless children”.

Meanwhile, countries in Africa like Lesotho in Children’s Protection and Welfare Act, 2011 on Section 2(a), An Act to Establish the Children’s Law of Liberia, 2011 Section 3, Rwanda in Law Relating the Rights and Protection of the Child, 2012 and Law Regulating Labour in Rwanda, 2009 Article 1(45), Somalia in Constitution, 2012 in Article 29(8), Zanzibar in Children’s Act, 2011 in Article 2, Zambia in Draft Constitution, 2012, and Zimbabwe in Constitution, 2013 in Section 4.38 (1) defined children as any human being under the age of eighteen years.

In the Malaysian context, according to Child Act 2001, children have been defined as “children under the age of 18 who require care, maintenance, protection, and conservation”.

2.3.2 Child information needs

Most people have stressed out that information is a powerful tool in creating people’s knowledge. Curras (1987) mentioned that information plays a vital role in the development of humanity and universe. Information for the children is also important for their development and they have a right for information that is related to them. The United Nation (UN) Convention on the Rights of Child has 54 articles that cover all aspects of a child’s life and sets out the civil, political, economic, social, and cultural rights that all

children everywhere are entitled to. The children have their own rights regardless of their ethnicity, gender, religion, language, abilities, or any other status (UNCRC). They need varieties of support for survival and to have better quality of life in the future such as food, healthcare, education, psychosocial support, and economic self-sufficiency. Children have the right to get and share information so long as the information is not damaging to them or others.

Several studies have been conducted to examine the information needs of children. Ndiku (2016) investigated information needs of school children in Kibera information settlement, Nairobi, Kenya on how far the information needs were met. The findings showed that the information needs of children varied. The children need an improvement in their knowledge regarding sex education, social integration, moral value, pollution, social interaction, resolution of conflict, safety information, gender, role model and mentorship, art creativity, and extracurricular activities. Even the children also stated that they need information on solving skill problems, moral teachings, environmental care, and the impact of drug use, improvement on academic performance, life skills, and children's right.

Brown (2004) in her study about children information needs and wants in public library for reference services had concluded that children are consumers that need skill and help to find information for their real needs, and they considered to have special information needs that are too hard to be accepted by using old-style services offered by the public library. She also noted that it is important to understand different developmental stages of the children and how these stages could affect their information needs.

Walter (1994) in her study about children's information needs stated that general information needs apply directly with the information needs of children. Such is claimed when the children need information as equal to "the need of people without being aware of the need" (Walter, 1994, 13). Due to lack of experience, children are in need of the

information; however, in order to get it, the adults must articulate the children's need. Is the examples include when the teachers are aware about the information needs of children on geographical matter, when the health care workers are aware that the children should know more about drug addiction and about bicycle safety. In his study about the information needs of children at the age of 10 in Southern California, it was shown that their information needs resembled the Maslow's model of human needs. There are self-actualization (formal education, leisure activities, ethics, and values), esteem (awareness, social system knowledge, sex education, ethics, and values), love and belonging (awareness, leisure activities, interpersonal skills, ethics and values, sex education), safety (crime avoidance, traffic rules, emergency procedures, basic literacy, sex education), physiological (personal hygiene, nutrition, general health issues, AIDS prevention, drug, tobacco, and alcohol abuse, child abuse, sex education) (Walter, 1994, 120).

A research was conducted by Grove, Riebschleger, Bosch, Cavanaugh, & Van der Ende (2017) about the knowledge needs of children of parents with a mental illness to twenty three participants. The data indicated that the children need varieties of knowledge about their parents' illness. There are four different types of knowledge needed by these children: identifying psycho-educational information about parents' mental illness, making sense of parents' behaviour, information to cope illness, and respecting safety, which mean that the children have a right to access the information.

2.4 Information needs of children at risk

2.4.1 Concept of child at risk

Child at risk is a concept with many meanings, it can be child abuse, abandonment and mistreatment; the connotations can be different and determined by time and context (Svard, 2016). Many researchers tried to define it as a form of child abuse and neglect; however, for Gilbert, Parton, & Skivenes (2011), children at risk relates to abuse, neglect,

and other dangers that might inflict harm. Since the definition of child at risk has a lot of connotations, the World Health Organisation (WHO) (1999) defined child abuse as “a violation of basic human rights of a child, constituting all forms of physical and emotional ill treatment, sexual harm, neglect or negligent treatment, commercial or other exploitation resulting in actual harm or potential harm to the child’s health, survival, development, or dignity in the context of a relationship of responsibility, trust, or power” (WHO, 1999, 59).

The term child at risk also can be referred to as child in need of care and protection, and it has been defined as a child who has been at risk of abuse, neglect, and no one has the responsibility in protecting the child from suffering the abuse or it can be that the person who has parental responsibility toward the child is dead, has abandoned the child, or is sexually and financially exploiting the child (Great Britain Staff, 2008).

2.4.2 Children at risk’s information needs

Children who are living without parental care are those who come from various groups such as being neglected, involved in domestic violence, crime, and control behaviour. Non-parental care refers to someone who is identified as the caregiver of the children other than their biological, adopted, or step parents.

A study conducted by National Survey of Child and Adolescent Wellbeing (NSCAW) (n.d.) had mentioned that half of the children who below age of five in the child welfare system were found to have a problem in terms of development. California Adverse Childhood Experience’s (ACE) study found that children at risk had proven to have a connection in having disturbing experiences with an effect on behaviour performance, mental and physical health issues, education, and economic deficit (Vincent, 2015). According to Dryfoos’ (1996) analysis, he revealed that teenagers are connected to high risk behaviour as in one-third of them are enormously high due to “do it all,” one-third of

them are in some high risk, while the other are at quite low risk. Hence, many of these children are being missed by the child caregivers in getting their need for services and support.

It is important for the caregivers to understand the need of these children in order to provide better understanding towards them. There is slight published literature available on information needs of this kind of children. Study has been conducted by Rafedzi and Abrizah (2014) about the juvenile delinquents' information needs in the prison and the results stated that the delinquents focused on the information related to day-to-day information for security and mutual support, prison operations, family, sex, health, recreational, and legal and educational information.

Based on a study by Mnubi, Mostert, and Ocholla (2009), focusing on the orphaned and vulnerable child in urban Namibia, he mentioned that these children need information in order to access financial assistance, child support, feeding scheme, and health service. However, the most important information they required was the information about school development that included the school fund, financial assistant, health services and child support, and training.

Based on Biemba et al. (2009), the numbers of need of the vulnerable children can be divided into 7 domains by the Namibian government: education and vocational training, psychosocial support: shelter and care, food and nutrition, health, child protection, and economic strengthening.

2.5 Information needs of caregiver

2.5.1 Concept of caregiver

It is necessary to firstly define the word "caregiver" before doing some research. According to Amankwaa (2017), caregiver refers to a person who has routine in helping others who are having conditional barrier; formal caregivers are either volunteers or

waged workers who are connected to the community service or health care systems while the term “informal caregiver” refers to family members and friends who are the main source of care.

The definition given is supported by Health Plan of New York and National Alliance for Caregiving (2010), where it described family caregiver as informal as it refers to family members or friends (non professionals) without paying the caring for others at home while the formal one refers to home health care providers and other professionals who are trained and paid for their services. This is supported by Elsa (2015); the term “caregiver” refers to a person who offers assistance to another person who desires help, while informal caregivers refer to voluntary persons such as family members, friends, and neighbors who provide care.

Like others, the United Kingdom Consortium on AIDS and International Development (UKCAID) (2012) insisted to further divide caregivers into two: primary and secondary; the former refers to adults or children who take care of other family members that are unwell; the caregivers are normally older women who are taking care of sick ones. The latter refers to those who are paid for caregiving such as the people who are working in a hospital, for communities, or as professional trainers.

Caregivers can be defined as “extended family members, traditional leaders, NGOs, Community based organisations (CBOs), Faith based 17pecialized17 (FBOs), teachers, social workers, community members, church members, political leaders and so on” (Mnubi-Mchombu et al., 2009, 29).

2.5.2 Information needs of caregivers of dementia patients

Since the number of studies conducted on formal caregivers of children at risk care institutions is less compared to the number of studies of caregivers in other areas, the

researcher will hence jot down the information needs of caregivers in taking care of dementia patients.

In recent studies, caregiving the adult patients has mostly been taken over by the family. Their information need varies. Based on Diehl-Schmid et al. (2013) regarding his study about the need of caregivers of dementia patients, the results showed that the caregivers needed and requested three important matters such as informational (related to education about the illness, services, and what to expect), instrumental (related to building caregiving skills), and psychosocial and financial (related to support and coping).

Another case study in Thailand mentioned the needs of caregivers; there were three needs such as education and training, telephone line provided for caregiver consultation, and a special system in the hospital provided for dementia patients to have rapid access to see a doctor (Muangpaisan et al., 2010).

Meanwhile, from another Thai caregivers' perspective, they mentioned about the caregivers' problems and needs in helping older people with dementia with daily activities. Thirty caregivers were interviewed through semi-structured interviews. The results showed that they needed support from three different sources: information and therapy assistance from health professionals and help from family members for everyday errands, and financial support from the society (Griffiths & Bunyarong, 2015).

2.5.3 Child caregivers' information needs

There are significant numbers of caregivers that do not receive a right or factual information regarding the children they take care of. Bettmann, Mortensen & Akuoko (2015) conducted a study on exploring the Ghanaian institutional caregivers about their views on children's emotional and relational needs. Interviews had been done with 92 staff at eight Ghanaian orphanages and the results showed that these caregivers have lack

of training to support the needs of these children. Therefore, there was a need for training among these caregivers regarding children's attachment and emotional needs.

Utting (1993) had agreed that training and education are the major points that need to be observed in social services. Community care demands the social workers to add more budget, managerial matters, and systematizing their responsibility to their task. Further, they demanded training that would give them information and skills when dealing with children and adults as well as the initiation for basic ethics and legal for the needs of social works (Utting, 1993).

According to a study conducted by Asscher, Hermanns, & Deković (2006) about the need of support for the parents with young children, based on the results taken from 177 mothers with children aged 1.5–3.5 years old, it was shown that 40 percent of them reported for the need of information, while 10 percent reported for family and social support needs. Child behaviour problem, negative parenting, depression, negative environmental, and other risk factors were the reasons for their need of support.

On the other hand, Devolin et al. (2012) conducted a study on information and support needs among parents. A total of 1,064 parents of children aged 6 years and under were surveyed. The results showed that out of 43 topics, only 17 topics were considered as very important to the respondents. 95 percent of respondents chose topics such as breastfeeding, car seat safety, caring for a new baby, supporting their children's development, and sleep issues as very important. More than 60 percent of respondents had least interest in topics related to family violence, single parenting, and parenting in a new culture.

According to Pelentsov, Fielder, & Esterman (2016) in their work about the care needs of parents with a child of rare disease, the results mentioned that parents need knowledge and information about the child's disease, balance between quality and quantity of

information in relation to their child's disease, information about child's future health needs, how to be prepared, and when to counsel the child.

2.5.4 Information needs of caregivers of children at risk

Social work has been harshly judged for the failure to protect the children (Utting, 1993); it deals with a hundred thousand of people in terms of their private lives, sensitivity, and importance (Utting, 1993). Dealing with children at risk can be particularly challenging especially in giving them support, treatment, and protection care. In such situation, caregivers must ensure that they need to understand their roles and responsibilities in supporting the children at risk. Caregivers sometimes feel outside the box due to a number of limitations faced by them when dealing with the children in terms of providing them with care. To date, a few studies have been conducted on caregivers of children at risk wanting information needs; this is less compared to the number of studies of information needs of caregivers in different areas in regard to caregiving towards people. According to Utting (1997), young children invariably describe their need for relationship with the caregiver and the caregiver is the only person who can fulfill this role; hence, this is important for the children's interest as the caregiver could act as child advocate within the welfare bureaucracy.

Based on Osofsky's (2011) study, meeting with groups such as child welfare and professionals who work with traumatized children would express an interest in learning about child trauma, evidence-based evaluations, training, and assistance for children who have been traumatized and also their families. These people agreed that it would be beneficial for them to learn about the developmental issue, the consequence of trauma, and recognize the children who have been specialized through training videos and disciplinary training.

In Kiilu & Kiilu's (2015) research on the information access of urban workers in Kenya in Nakuru city, 12 respondents from child social welfare were selected to be interviewed. As a result, these respondents sought information on questions regarding the background and main causes of children on streets, information on potential donors, and adoptive parents. Moreover, 18 percent of them sought information regarding areas that were relevant on child rights and child abuse. Another research by Zoontjes (2015) on information seeking behaviour of child right professionals mentioned that the professionals were seeking information about procedures/regulations/policies, facts, and children right's research.

Mnubi-Mchombu et al. (2009) conducted a research about information seeking behaviour of orphaned and vulnerable children's caregivers in Namibia through focus group discussions in Ohangwena (rural) and Khomas regions (urban). The results showed that the rural dwellers expressed their need for information on educational support, psychological and counselling services, childcare, and job opportunities. In urban areas, educational support and the establishment of small businesses were featured as prominent needs.

2.6 Types of children care institutions

There are various form of children care institutions and the terminology to indicate the forms are extremely wide. Several factors affect the way its operates, this include types of settings that are develop, the way it is being handle and the children that are being taking care of. (Hart, La Valle, & Holmes, 2015). Not to be mentioned the care setting might have characteristics such as family ambience and others could be similar like large residential institutions. Table 2.1 will be mentioning about the types of children care institutions.

Table 2.1: Types of children care institutions

	Types of Provision	Description
1	Reception facilities/ children's shelters	Serve as emergency placement for children such as victims of abuse, trafficking, sexual exploitation and etc. (Flagothier, 2016)
2	Group care/children's home	For mixed age children with specific characteristics such as unaccompanied asylum seekers or ethnic groups. This children are taking care by youth workers/ social pedagogues/ educators/ care staff. (Hart, La Valle, & Holmes, 2015)
3	Specially commissioned provision for single children	A placement for children who are no longer safe living under their peers(Hart, La Valle, & Holmes, 2015)
4	Family/cottage system	A placement for a group of 8-10 children who live in a cottage and cared by married couple where ethnic, cultural and religious practice are applied to the children. (Flagothier, 2016)
5	Orphanage	An institution devoted to the care of orphans

2.7 The task of caregivers of children at risk in Malaysia

The phenomenon in protecting children at risk is socially, psychologically, and environmentally complex. Working as a caregiver can be emotionally demanding and it could be dangerous for the caregiver. This section attempts to explore several tasks of caregivers at children at risk care institutions.

i. As a supporter

The key function of caregivers of children at risk is to provide support and care for the children; this includes giving out psychosocial support of children who are facing social and emotional problems in terms of suffering trauma, providing counselling, mentoring scheme, etc. (Bilson & Westwood, 2012). The availability of caregivers can be an important factor for the well-being of the child; it will benefit the child if the caregivers contact the family and this is especially when supporting the child during custodial sentences (Cantwell, 2013). It is during the post release of the child, that no matter if there is formal condition on the child release from the custodial sentence, the support and advice given by the caregivers sometimes during this stage might be valuable to the child. Their support might help them in terms of preventing them from committing any offense that puts them back into the institutional care.

Besides, it is not only the children who need support, but also the caregivers themselves. They also require various kinds of support depending on the situation of the children they take care of. Working with children can be stressful and sometimes, the caregivers can lose control and lash the children. Having an effective supervision can actually help to prevent the children from being abused and neglected by the caregivers. Apart from that, the child care supervisors should be active in participating in daily activities and continuous monitoring to ensure that the children have a quality care. Another function is giving out support to paraprofessionals who have been in training and have skills in doing social work but have not received professional certification. A number of schemes, particularly in Africa, demonstrate the possibility of social work providing services to children through training, managing, and monitoring paid or volunteered paraprofessionals (Bilson & Westwood, 2012).

As a supporter, a caregiver is also responsible for promoting the children's participation. The caregiver has the responsibility to select an appropriate programme and assist the

children to complete it successfully (Cantwell, 2013). According to McIvor and Myllen (2005) as cited in Cantwell (2013), activities such as children club or peer education has proven to be effective in giving support to the children.

Caregiver directly and indirectly gives a helping hand to prepare for the release of these children at risk from the institution. This preparation does not only involve the children but also the family. The caregiver needs to ensure that the child's prospect for the release is positive such as able to continue studying, enter the vocational training, or having employment. Similar with home setting, it needs to look at propitiousness for the child.

ii. As a protector

Protecting children from harm and exploitation is also another function of caregivers. The issue of harm and exploitation towards the children can be significant and varied in each country. The harm mentioned here includes abuse, exploitation, failure to meet the basic needs, etc. Therefore, the number of different approaches for protection from harm given might vary in each country because not all strategies of protection might be appropriate within the country. Caregivers who are professionally trained can be part of protector; they might be needed for investigation, court application for the children, and to determine the interest of the children (Bilson & Westwood, 2012).

iii. As a gatekeeper and care planner

In addition, the function of caregivers is to carry out effective gatekeeping and care planning for the children; this includes providing report, making decision, and monitoring the children. The social enquiry report of the children contains information such as family background, home surrounding, medical history, education status, general conduct of the children and a written report done by the social welfare officer, medical person, or anyone who has the right to provide the report on the children; these reports are going to be used

later by the Court under Section 30 (Laws of Malaysia Act 611 Child Act 2001(n.d.)). Apart from that, the report even needs to highlight any problems regarding the children, which is to determine the most appropriate action to be taken for the children (Cantwell, 2013). This might be argued as many studies point out that most of the children have a long stay in the institution because the caregivers are lacking of this function (Bilson & Westwood, 2012).

The service provider of child at risk in Malaysia

Department of Social Welfare

When it comes to dealing with children at risk, the caregivers may be called to implement doing such orders like probation orders, which give them the power to give some counselling and education to the children at risk. These caregivers are usually trained in handling situations such as neglect, physical and sexual abuse, rape, etc. In Malaysia, the department of social welfare is under the Ministry of Women, Family and Community Development. Under this department, the children section is established to provide a protection to the children from any dangers such as abuse, torture, discrimination, and exploitation. In addition, special emphasis is given on healthy development of the children in terms of physical, social, emotional, and mental. They are also equipped with appropriate values and attitudes so that they have path and purpose of future generations and leaders.

It is believed that the caregivers play a pivotal role in the welfare of children at risk. In Malaysia, the caregivers' roles are mainly conducted by the principals, deputy principals, counselors, and community welfare assistants.

2.8 Characteristics of caregivers at child care institutions

Every child care institutions have their own staff such as guardian, counselor, educator, and administrator. They are trained staff responsible for the well-being of the children in the institutions.

The counselor are responsible for providing counseling, therapy and intervention for the children in the institution so the counselor would be able to understand the children physical and emotional state, solving their problem, respond with their needs, to have some consultation with other organization (National Commission For Protection of Child Rights, 2017).

The guardians are responsible for taking care of the children in the institutions by giving them love and affection, looking after their welfare and providing their needs, maintaining their discipline, ensuring that the surrounding is safe and maintaining the hygiene, and doing report about the children (National Commission For Protection of Child Rights, 2017).

The administrator in the child care institutions is responsible for monitoring the children and the residents of the institutions. He/she needs to maintain the institutions and providing care and protection to the children. He/she needs to be readily available in case they are required by the residents in the institutions. He/she needs to inspect the institutions and making any record and report. If the institutions have a problem they cannot resolve, it is the responsibility of the administrator to inform the Board or Committee or the District Child Protection Unit (National Commission for Protection of Child Rights, 2017).

2.9 The function of caregivers in Child Acts

2.9.1 Malaysian Child Act 2001

Child Act 2001 has been enacted to accomplish its obligation under the Convention on the Rights of the Child (CRC). This act was enforceable on 1st August 2002 where it compiled the laws related to maintenance, protection, and rehabilitation of children and this act repeals the three acts: Juvenile Court Act 1947, Women and Girls Act 1973, and Children Protection Act 1991. Child Act 2001 has defined that every child has the right to get protection and assistance in any circumstances without differentiating his or her race, skin colour, gender, language, religion, background, and physical, mental, and emotional disabilities or other status.

This act has also mentioned about the local protector who is taking care of the children's right and need. The local protector here is referred to as the head director, deputy head director, director from Social Welfare Department, director of Social Welfare State for every state, and any social welfare workers who are appointed under Section 8.

The protectors should deeply understand the children's right and the procedure in protecting as provided in this act. Their duties do not only include safeguarding and promoting the welfare of the children who are in need, but also the need to provide services such as accommodating the children into daycare.

This act even mentions the establishment of Child Protection Team at both state and district levels for the purpose of co-localized services to families and children if the children are suspected of being in need of protection. Child Protection Team shall consist of the following members: a Protector to be named by the Council on the advice of the Director, who shall be the chairman, a medical officer, and a senior police officer. The duty of this team includes having the right from time to time of any other person reasonably required to assist it in performing its functions and duties or as required by the

circumstances of each case, including any person qualified to give advice on the factors involving ethnic, cultural, or religious factors.

In Malaysian Child Act 2001, the roles and tasks of a caregiver can be divided into several forms. Besides caregiving for the children, the caregivers' role is to have custodian towards the children where the task is taking care of children who are in need of care and protection into the temporary custody. In terms of health of the children, the caregiver also has the right to bring the children to have medical treatment. For Section 24 in the case of children in need of having surgery, the caregiver's task is either to ask or write in consulting the parents or the guardians of the children to have the authority to consent the surgery of the children; however, the caregiver may authorize the surgical treatment if there is no consent from the parents or the guardian of the children.

For Section 35 in terms of bringing the children into care, custody, and control on receiving the notification, the caregiver has to record the notification, he/she has the right to inquiry any reason and the purpose of the person who has taken the children. It is after the inquiry session, the protector also has the right to order the children to return from the care, custody or control, and he/she also has the permit in taking the children on such terms and conditions.

Under Section 37, the caregiver has the power to require children at risk to be produced before him or her where this can be done by summoning under his address to the person who has or believed in taking care of the children and require that person to attend and bring the children to him or her. He or she can also request from the court for a search warrant for the children to be produced before him.

Another function of a caregiver is that she/he has the right to remove the children who are in need of protection and rehabilitation from a place of refuge or to be detained temporarily from that place as in Section 39. Any Protector or police officer who is satisfied on reasonable grounds that a child is in need of protection and rehabilitation may

order the child to be removed to a place of refuge and the child shall be temporarily detained in such place of refuge.

To work in the social welfare area, the caregiver needs to have the professionalism in terms of knowledge and skills to apply it during his or her work. Another requirement that needs to be looked into is the level of training. The training is an important aspect in serving the social welfare services as the caregiver will deal with different attitudes of children as even to improve the quality of child care.

The caregiver also needs to be familiar with the scheme of services. This scheme explains the educational qualification and years of experience in working to enter the three levels of social work: child care worker, social welfare assistants, and social welfare officers (United Republic of Tanzania Ministry of Health and Social Welfare Department of Social Welfare, 2012). A caregiver also needs to identify the policies and guidelines which can be the guideline for their work (United Republic of Tanzania Ministry of Health and Social Welfare Department of Social Welfare, 2012).

2.9.2 Juvana Courts Act 1947

Before the enactment of Child Act 2001, there was an enactment of Juvana Courts Act 1947. This act mentions about the responsibility of the head director, warden, medical officer, and staff. Each of them has their own responsibility towards the children at risk.

For the head of director, he/she needs to set the number of occupants in dormitory at one time and the number of the occupants should not be exceeded without the approval as well as ensuring that each dormitory is administered to follow the rules. He also enquires the general director of medical services to appoint medical officer visitor for every dormitory.

For the wardens, they are responsible to the Head director on the leadership, management and efficient discipline, and all properties and services on dormitory. They have to

conduct surveillance, pay attention to the health, education, job training, and welfare of the children as well as the cleanliness of the premise. They have to build a relationship with the children at risk for cooperation and support in managing the dormitory. They also need to make an early preparation for the medical care and dental for every child. The wardens have an obligatory, where they need to do daily inspection for each dormitory, visiting the children in patient room, hospital, doing some inspection in dormitory to the children who is placed at night for several times, making a visit to school or work of the children to determine their progress, interviewing the children once they are accepted to the dorm, and after leaving the dorm during holiday. The wardens also have the right to decide the need of the children and telling this to the Head Director, informing the children about the arrival of their parents or guardians, informing the death, the illness, or the injury of the children to the parents or guardians, and immediately tell the Head Director and Director regarding the death of the children.

While medical officers have to be responsible for doing health inspection for every child, they enter or leave the dorm not only once, but also inspecting every staff and also the cleanliness of the dorm as well as keeping the medical record that is approved by the Head Director of Medical Services.

The caregivers are also responsible for providing the need of the children where they need to provide separated bed and enough suitable clothes. They also need to provide enough food and this must change based on the scale and approval of menu by the Head Director, preparation of the menu, and serving it according to culture or religion. Education and facilities for the practice of religion shall be given to the Muslim children, while for the non-Muslim, any assistance for the teaching of religion shall be given according to their religion. In terms of recovery program, a treatment plan needs to be prepared by the children; none of them are excluded from being part of the plan. Any education and job training of all children needs an approval from the Head Director and this includes any

education and vocational training outside the dorm. Vocational training shall be directed towards achieving greater efficiency in a variety of skills or jobs and the capabilities and priorities of every child need to be taken into account by remembering the type of work available.

In terms of progress report, it is the job of the wardens in preparing it for the children for every month and the copy would be given to the Probation officer. In terms of release and further care, wardens need to do these two only after consultation with the Probation officer or any people responsible for giving the information and assistance for further care to these children. In terms of equipping the children when leaving the dorm, the wardens need to ensure that every child leaving the dorm will be supplied with enough clothes and amount of money during his or her journey and life.

2.10 Model of information needs

There is a lot of study that have been done that result in models showing human behaviour in seeking information. Some of the models have explained how the information needs start, how the information needs have been done, and how the information is being used. For instance, Chattman's (1996) theory offers studying information behaviour in a small world, Wilson (1999) and Wilson and Walsh (1996) offer information behaviour model that summarizes the cycle of information activities starting from a stage of information need to a stage when information is used. Another example of Leckie et al. (1996) offers information seeking of professionals.

As mentioned earlier, caregivers are important agents when doing caregiving towards children at risk. Hence, their information needs and information seeking behaviour locate this study. Correspondingly, this study intends to form the information needs of the caregivers with respect to their work. The caregivers are professionals; therefore, their study about information seeking behaviour will be guided by information seeking model

that specifically applies to professionals at work. This study uses the Leckie et al.'s (1996) model because the model applies information needs model for professionals such as engineers, lawyers, and those in health care, etc.

2.10.1 Information needs models

A few models of information needs have been studied in order to develop an appropriate theoretical lens for this study. There are actually lots of information needs related model. It is important to recognize the existence of these models such as Ellis' (1993) behavioral model for information system design and Kuhlthau's (1991) Information-Seeking; however, it is not necessary to discuss further since they are not relevant with the study. The researcher has decided to briefly discuss Ellis' (1993) and Kuhlthau's (1991) information seeking.

Kuhlthau's (1991) Information Search Process has six stages for the process of information seeking.

- Initiation – being aware of lack knowledge hence starting a research
- Selection – choosing and identifying topic
- Exploration – investigating information in order to extend understanding
- Formulation – focusing on the information found
- Collection – gathering information
- Presentation – assessing the process

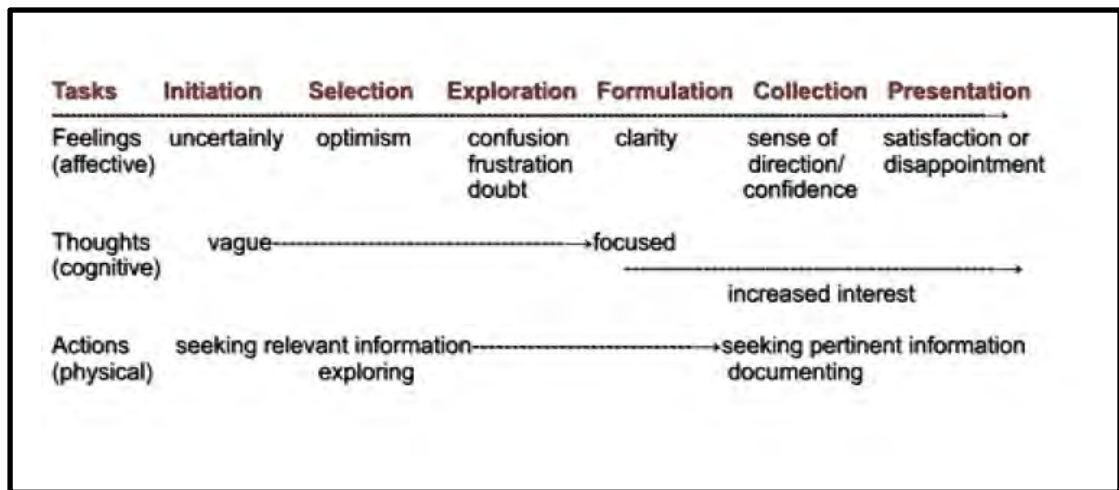


Figure 2.1: Model of Information Search Process by Kulthau (1991)

Ellis' (1993) information seeking model is based on the studies of information seeking patterns of people involved in science such as social and research scientists, physicists and chemists, and engineers. Ellis' (1993) information seeking model has eight characteristics:

- Starting – initial search for information
- Browsing – semi-directed searching in potential area
- Chaining – when information seeker wants to identify new leads by using chain activity
- Monitoring – keeping an eye in particular sources
- Differentiating – activities by which user differentiates the sources based on relevance and value
- Extracting – working with a certain sources to identify material of interest
- Verifying – checking the accuracy of information from various sources
- Ending – ‘tying up the loose ends’ through a final search

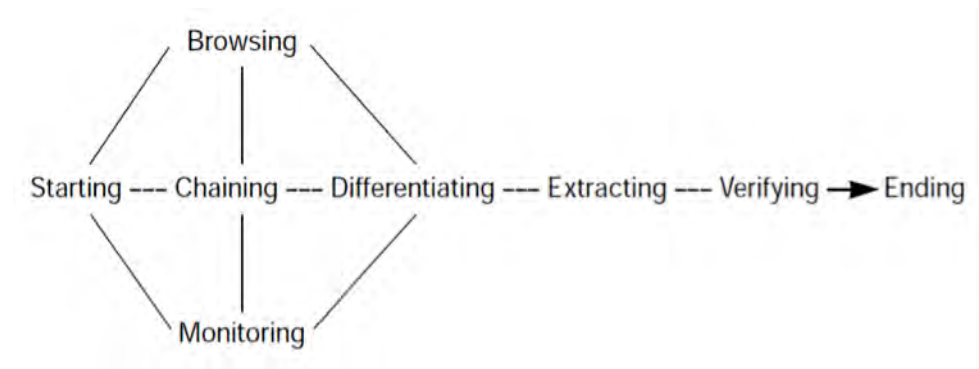


Figure 2.2: Ellis' (1993) Information Seeking Model

Like what has been explained in Chapter One, this study employs Leckie et al.'s (1996) "Information-needs of professionals" model as its theoretical lens. This model will also guide the data collection as it is the most appropriate model and it also adds to data analysis and findings.

2.10.2 Leckie et al.'s (1996) information needs of professionals' model

This study uses Leckie et al.'s (1996) model as the lens for the investigation of the information needs of formal caregivers at children at risk care institutions. The graphical presentation of the information needs model of professionals is presented in Figure 2.3.

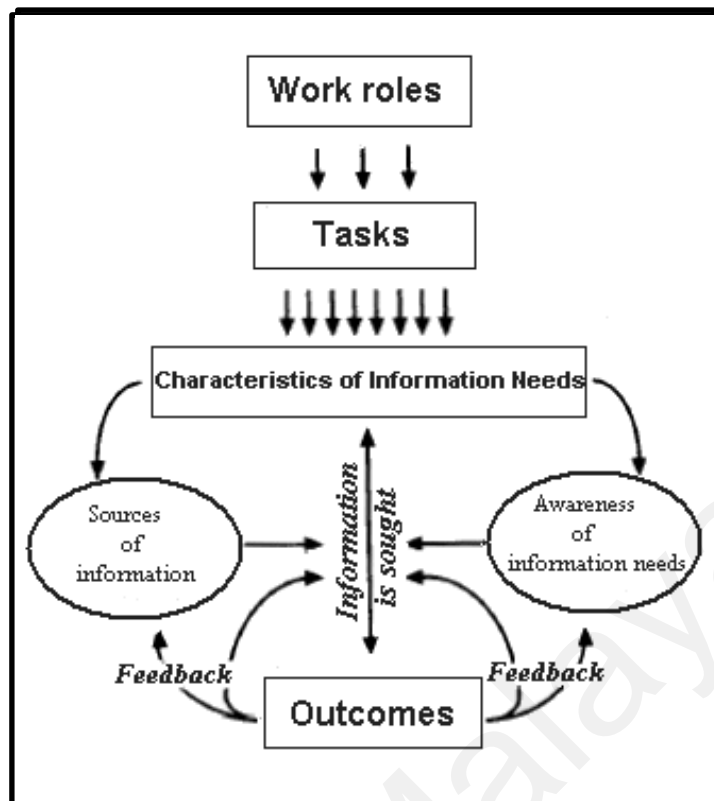


Figure 2.3: The Information-seeking of Professionals model (Leckie et al, 1996)

The figure above identifies that Leckie et al.'s (1996) model has six components: work roles, tasks, characteristics of information needs, awareness of information, sources of information, and outcomes. From work roles, it leads to certain tasks which prompt to information needs. The information needs decide the sources of information and awareness of information. From the information seeking, it results in outcomes. The outcomes provide feedback about the sources of information, awareness of information, and information needs.

i. Work roles and associated tasks

Based on Leckie et al. (1996), professionals may have several roles such as service provider, administrator/manager, researcher, educator, and student. He also indicated that within the professional roles, there are embedded tasks such as assessment, supervising, counseling, report writing, etc. According to Niedzwiezka (2003), certain roles indicate

specific information needs and this applies to formal caregivers of children at risk in Malaysia's care institutions. The caregivers being studied here, in addition to doing caregiving towards the children, are likely to hold several roles such as guardian, counselor, and administrator and their roles need specific information because the children they are taking care of need special treatment in the institutions. According to Vakkari (1999), the tasks are identified by the workers; the tasks themselves decide the performance and consequence of information needs. The caregivers in this study, apart from doing caregiving, are likely to have tasks such as becoming parents and counselors, and supervising and educating the children at risk as well as doing administration duties. Leckie et al. (1996) also stated that information-seeking is strongly connected with the depiction of a specific role and its associated tasks, and this implies with the caregivers in this study as they may not only have certain tasks and roles which require information seeking, but also seeking information as updates.

ii. Characteristic of information needs

Based on Leckie et al. (1996), information needs arise from circumstances that refer to specific tasks that are related with one or more work roles. However, these information needs can be affected by a number of factors, which include individual's demographic (age, occupation, specialism, location), context (condition of exact need, internally or externally prompted), frequency (repetitive purposes or new), predictability (expected need or unexpected), importance (degrees of anxiety), and complexity (effortlessly determined or hard).

iii. Sources of information and awareness of information need

Leckie et al. (1996) also pointed out the sources of information and awareness of information as factors that affect information-seeking. This is supported by Krikelas

(1983) and Wilson (1999), whereby such professionals search information from various sources such as colleagues, librarians, manuals, periodical articles, and individual knowledge and experience. Professionals rely on personal knowledge and experience; these two are important as they have to master an advanced body of specialized knowledge. Therefore, it is necessary for the caregivers to identify information sources. There are even studies that mentioned about information sources of caregivers, which include the studies by Mnubi-Mchombu et al. (2009), Kiilu & Kiilu (2015), and Zoontjes (2015).

According to Leckie et al. (1996), knowledge of various information sources and the perception forming the information retrieved play an important part in information seeking behaviour. The most important variables found in this model are familiarity and prior success, trustworthiness, packaging, timeliness, cost, quality, and accessibility. Professionals are expected to refer to a source for information if they are aware of it and have had preceding success using that source for previous problems or similar needs.

iv. **Outcomes**

Last but not least, Leckie et al. (1996) pointed out that outcomes are the result from information seeking process. It is the requirement of final stage of the precise roles and tasks. For this model, the outcome is optimum when the need for information is already accomplished and the professionals complete the task at hand. However, there is a possibility that the outcome of information seeking implies that the need is unsatisfied, therefore requiring more information seeking.

By choosing Leckie et al.'s (1996) model as theoretical lens of this study, it is believed that it could help to address the research questions for caregivers of children at risk. In addition, the model is chosen because it is applicable to all professionals and has been derived from studying different professions (lawyers, engineers and health professionals).

This study is important because it focuses on the information needs of caregivers at children at risk care institutions.

This model has been used as research lens in several studies. For instance, Wilkinson (2001) used it as a framework to investigate lawyers' information-seeking behavior. Meanwhile, Kerins Madden & Fulton (2004) used the model for information seeking of engineering and law students in Ireland universities. Bitso and Fourie (2012) utilized the model to investigate information seeking behaviour of geography teachers in Lesotho. Further, Landry (2006) used the model to study the work roles, tasks, and information behaviour of dentists. For Du Preez and Fourie (2009), they used this model to develop information behaviour of consulting engineers in South Africa. The studies mentioned before are evidence for choosing Leckie et al.'s (1996) as a model for theoretical lens as it is related with information needs and information-seeking. This model is considered to be successful in other studies.

2.11 Summary

To summarize, it was found that formal caregivers at children at risk care institutions have different information needs and use varieties of sources in seeking information. This is different from the information needs of children at risk, child caregivers, and other caregivers. The formal caregivers in child care institutions also hold different responsibilities, functions, roles, and tasks for the children at risk. Hence, this study attempts to investigate the information needs of formal caregivers at children at risk care institutions. The next chapter will be a description of the methodology used in the study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter presents the overall research design, research methodology, and the procedures in testing the research questions that relate to information needs as stated in Chapter One. This chapter will be divided into research design, theoretical lens, context of research, qualitative research methodology, and ethical consideration. This research is guided with the following objectives and questions.

First Objective: To understand the characteristics of information needs of formal caregivers at children at risk care institutions.

Research Questions:

- 1) What are the roles and tasks of formal caregivers of children at risk?
- 2) What are the characteristics of information needs of formal caregivers of children at risk?

Second Objective: To investigate the sources of information needs used by caregivers at children at risk care institutions.

Research Questions:

- 3) What is the awareness of information by formal caregivers of children at risk?
- 4) What are the sources of information needs used by formal caregivers of children at risk?

3.2 Research Design

Pandey and Pandey (2015) stated research design as a blueprint that is used for collecting measurement and analyzing data. Similar with Bhattacharjee (2012), he defined it as a process in creating blueprint of activities to answer research questions during the

exploration phase. Meanwhile, Bryman and Bell (2015) defined research design as a framework for collecting and analyzing data.

Research design has always been equated with qualitative and quantitative research methods (De Vaus, and de Vaus, 2001). Several research by Drury, Homewood, & Randall (2011), St. John et al. (2016), and Newing (2010) have outlined the steps of research design. Hence, Figure 3.1 provides the research design flow of this research.

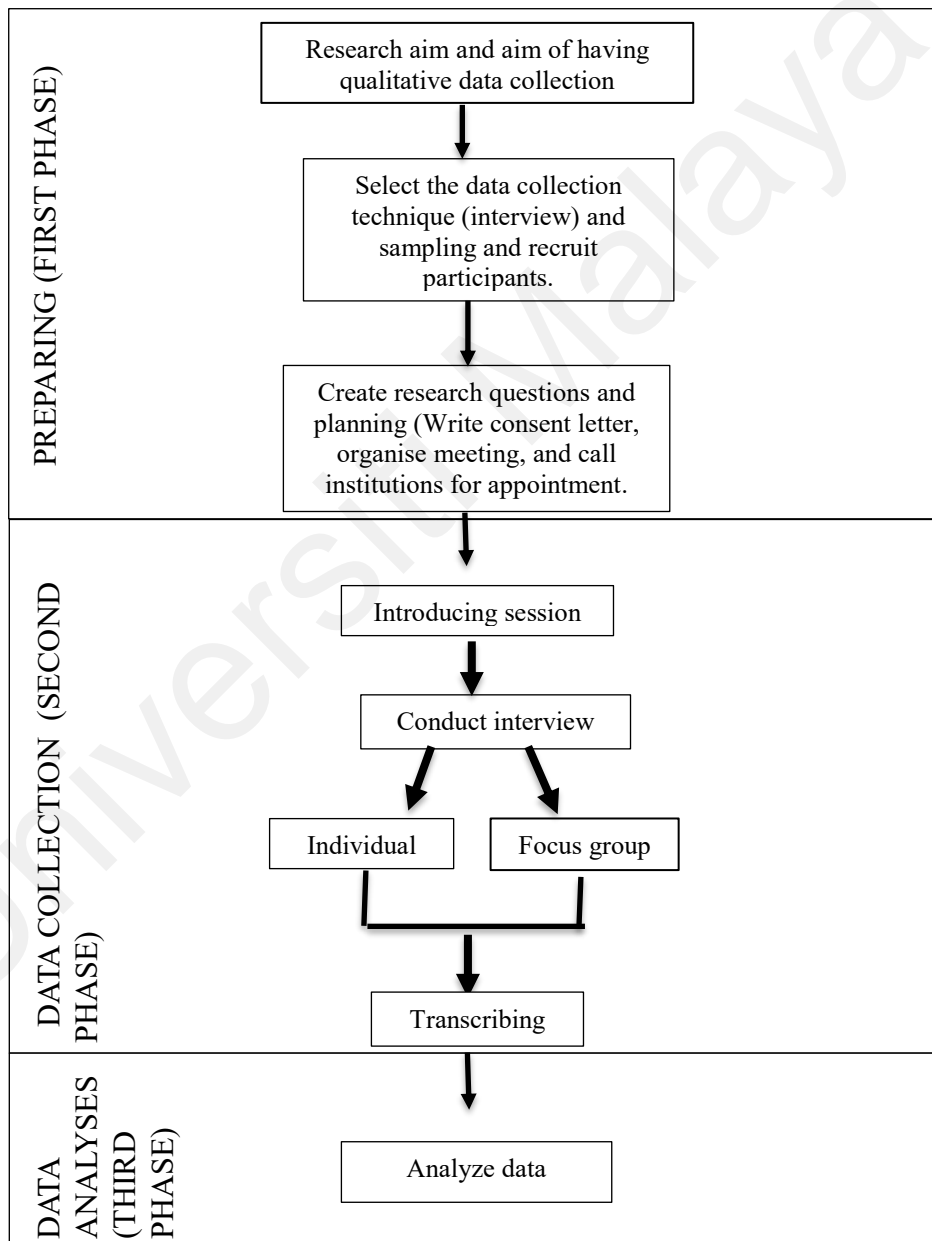


Figure 3.1: Research design flow

- **Preparing (First phase)**

This phase involves a preparation for the overall research. The process starts with the identification of the research aim and the aim of having qualitative data collection. This is followed by selecting the data collection technique. Once the technique has been selected, the researcher needs to prepare the research questions, selects the sampling technique and participants who have the criteria for the research. This is later followed by creating the research questions and planning to write the consent letter, organizing the meeting, and calling the institutions for appointment.

- **Data collection (Second phase)**

This phase is the data collection process where it involves the researcher with the respondents. The process starts with an introduction given by the interviewer to the interviewees (individual/focus group). An ethical clearance should be applied during this stage (Silverman, 2005), where there is a need for informed consent, anonymity, and level of personal intrusion.

Audio recorder and mobile was brought along to record the interview. After getting the data collection, the researcher had to do transcribing.

- **Data analyses (Third phase)**

Since the interview is unstructured, the analyses involved a process of coding where beforehand, the researcher must read the transcript where it would help to identify the themes or categories. Later, the transcripts would be uploaded into Nvivo11 software to be coded. The process of coding can be described as “tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study” (Miles & Huberman, 1994, 56). The coding can be

allocated into individual's words, sentences, or whole paragraphs in each transcript (Young et.al, 2018).

The researcher has decided to use a case study research design to find out the information needs of caregivers of children at risk care institutions. "A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context."(Crowe, Cresswell, Robertson, et al, 2011). With this method it allow the researcher to observe the data within a specific context. This study include more than one single case, hence the researcher has seek to use multi case studies, a case study design which was described by Yin (1994).

3.2.1 Research Methodology

According to Jonker and Pennink (2010), the term "research methodology" shows a distinct way to identify reality to imply the assumption, criteria, guideline, and condition that the researcher has to choose and obey in order to have a great output that can be obtained in a transparent way. Sahu (2016) defined research methodology as a multidimensional concept in which a research method becomes a part of it. Schwandt (2014) outlined methodology as a theory in which way the inquiry should be investigated and this involves examining the hypothesis, belief, and process on how to approach the investigation.

3.3 Theoretical Lens

This study uses Leckie et al.'s (1996) model as lens for the investigation of the information needs of formal caregivers at children at risk care institutions. Leckie et al. (1996) mentioned that professionals have several roles and tasks. In this study, the caregivers even have their roles and tasks at the institutions. Leckie et al. (1996) also mentioned the characteristics of information needs of professionals which come from

specific tasks that are related with one or more roles. Similar with this study, the roles of caregivers are related with their information needs at the institutions. Leckie et al. (1996) mentioned that there are two factors that affect information seeking: sources of information and awareness of information. In this study, the caregivers have identified the information sources and use of variables: familiarity and prior success, trustworthiness, packaging, timeliness, cost, quality, and accessibility in the sources.

3.4 Qualitative Research Methodology

One of the basic categories of research is qualitative research. Qualitative research is one of the scientific researches that consist of investigation in order to seek answers, systematically use procedure to answer the question, take evidence, create findings that are not there yet in advance, and create findings that are applicable outside boundaries of study (Mack, Woodson, MacQueen, Guest & Namey, 2005). Moriarty (2011) outlined qualitative research as a wide definition which can be used for a series of research approaches in varieties of discipline, which include anthropology, sociology, philosophy, social psychology, and linguistics. The aim of this research is to give a perception to the researcher in terms of aiming viewers through culture and interface with the people in this research (Weinreich, 1996).

The researcher has decided to use the form of qualitative research which intends to investigate the information needs of formal caregivers of children at risk institutions. The reason in choosing this qualitative research because there is a necessity to see and understand more deeply the thought and the feeling of the participants itself. It is believed that social behaviour cannot be gripped until the researcher need to understand the world of the participant (Rafedzi & Abrizah, 2014). There were four aspects of research chosen for this study: the roles and tasks of formal caregivers, the characteristics of information

needs, sources of information, and awareness of information. The choice of the four aspects was based on literature review and supervisor's advice.

3.4.1 Population and Sampling

Population

Population refers to all the elements (individuals, objects, or substances) that meet certain criteria for inclusion in a given universe (Bums & Grove, 2005:40). The target research here consists of formal caregivers in Malaysia at children at risk care institutions. The caregivers mentioned here refer to the individuals who are providing care towards the children at risk such as the Director General, Deputy Director General, a Division Director for Social Welfare, Social Welfare Department, State Social Welfare Director for each State, and appointed Social Welfare Officers.

Caregivers at three different children at risk institutions in Kuala Lumpur were selected. The choice was made because it enabled the researcher to overview the information needs of the population sample. In addition, the caregivers in each institution have experiences in taking care of different groups of age and gender of children; therefore, each institution has different information needs. There are six caregivers in Girls Protection Shelter and fifteen caregivers in Children Home Welfare.

In Malaysia, the children in children at risk institutions have been managed by the Social Welfare Development responsible for promoting their welfare in terms of protection, rehabilitation, and development.

Selection of the population

As mentioned above, the study consists of child caregivers in three different institutions. Three institutions were chosen with the aim of getting data on the formal caregivers generally. These institutions are situated in different areas but in the same state.

Sampling

The main reason for doing sampling is due to its feasibility (Sarantakos, 1998). Sampling helps the researcher to study a small number of people instead of studying the whole target population, it further helps the researcher to decide who should take part in the research. In addition, the term “sampling” always implies as a process in choosing the units of the target population that is going to be included in the study (Sarantakos, 1998).

Purposive sampling

For this research, purposive sampling was implemented. This sample was used to allow the researcher to choose the respondents based on their characteristics so that the respondents are successfully able to give the data required for the study (Muyobela, 2016). The participants selected were the caregivers who are taking care of the children at risk at the institutions. The sampling was used because it was quite impossible to get all the list of caregivers in Kuala Lumpur, even the whole Malaysia. With the permission of Malaysia Social Welfare Department, the selected caregivers at Kuala Lumpur’s children at risk care institutions were identified as the sample of this study.

Respondent selection criteria

The identification of the respondents in the three institutions was done with the help from supervisors and the institutions staff. Decision was made to select at least two respondents from each institution for individual interviews and three respondents for each institution for group interview, where it was compulsory to have a counselor and one top management to be participating. These caregivers are the ones available to be interviewed at that time. A total of ten respondents were identified for the selection. All the respondents fulfilled the following criteria:

1. Respondents work with children at risk or involve with their affairs, activities, and issues.
2. Respondents have good communication skills so that the researcher can easily notify the respondents' idea and opinion.

3.4.2 Data collection on instrument and process

There are different kinds of instrument that can be used when collecting data research. One of the methods is interview. According to Duck and McMahan (2011), interview is a transaction driven by a vision which is categorized by questions and answers, clear structure, control, and inequity. It is usually of dyadic transaction where it involves two people. Bless, Higson-Smith, & Kagee (2006) stated that an interview involves direct personal contact with respondents who are asked to answer research questions. As indicated above, the researcher used individual and focus group interviews to obtain a complete picture of the information needs of caregivers of children at risk.

Unstructured interviews were used for the formal caregivers at children at risk institutions in order to discover their information needs. By using this type of interview, it does help the researcher to ask any question without referring from the actual questions that have been listed beforehand and it can be progressing as much as a conversation does, following the turns of the participant's or the questioner's interest (Fetterman, 2010). Hence, this allows the respondents to be more comfortable in sharing their experience with the researcher.

The researcher used simple language to communicate with the respondents in order for them to understand the conversation. All interviews were mostly conducted in the Malay language as it is the official language of Malaysia.

The first step to get data collection was to seek permission from the Social Welfare Department in order to conduct a research on caregivers of children at risk at Boys Approved School, Children Home Welfare, and Girls Protection Shelter.

The researcher has decided to select participants at least from different kind of positions such as principal, counselor and Social Welfare Assistant. Appointment was made to know the availability time of the participants before the interviews. Once it has been confirmed by the participants, the researcher had to come to the institutions where the interviews would take place. A consent letter, audio recorder, and mobile phone were brought along for the interview. Before the interview started, the researcher would introduce herself to the participants (individual or focus group) and a brief discussion was done particularly regarding the aim of the research.

In this case, the researcher managed to get four informants from Boys Approved School where the four agreed to have individual interviews and joined a focus group interview. A total of four informants agreed to have individual interviews in Girls Protection Shelter, and only three able to join focused group interview. For Children Home Welfare, a total of two informants were available for individual interviews. This has been summarized in Table 3.1.

Table 3.1: Guideline on the collection of institutions and demographic of the respondent

Institution	Informant	Position	Individual Interview	Focus group
BOYS APPROVED SCHOOL This approved school was established in 1947 under	Osman	Principal	Session 1	Focus Group 1
	Salman	Counselor	Session 2	Focus Group 1
	Ali	Community Welfare Assistant	Session 3	Focus Group 1

section 65 of the Child Act 2001 for education, training, and detention	Siddiq	Community Welfare Assistant	Session 4	Focus Group 1
CHILDREN HOME WELFARE	Aisyah	Principal	Session 5	-
An institution which was established under the section 55 Child Act 2001 for rehabilitating and caring of girls who are below 18, expose to moral danger and involve with prostitution.	Khadijah	Community Welfare Assistant	Session 8	-
GIRLS PROTECTION SHELTER	Fatimah	Counselor/Psychology Officer	Session 6	-
An institution which was established in 1964 for the preservation and protection of children under section 54 of the Child Act 2001.	Zainab	Community Welfare Assistant	Session 9	Focus Group 2
	Razia	Community Welfare Assistant	Session 7	Focus Group 2
	Kosem	Community Welfare Assistant	Session 10	Focus Group 2

	Total=10 respondents			
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*** The name of the institutions and all informants are pseudonym**

As the interview started, consent letter was provided explaining the basis of the research and to notify that this participation was voluntary and this was read out and given to the respondents. This is important so that the respondents could understand the research. Each respondent responded positively in joining the interview and they were requested to sign the consent letter. When conducting the interviews, all the research questions that have been created would be addressed to the participants. During the whole process of the interviews, the researcher used mobile phone and tape recorder to record every detail of the interviews.

The interviews were done in a private and quiet room at each institution. The period of interviews was about one hour. There were two stages of interview take place where the researcher had individual interview with the participants first for one day for each institutions (a total of three days) and for the second stage the researcher would be having another day of group interview (a total of two days). The tape recorder and mobile phone were used during each interview. These devices were used to fully record the actual saying of the caregivers. In order to avoid any false information and to concentrate on what the caregivers said.

The results of the interviews were recorded in mobile phone and tape recorder and later would be transcribed and analyzed using NVivo 11 software. A copy of the interview questions can be seen in Appendix A. The questions included in the interview schedule were as in Table 3.2

Table 3.2: Guideline of the interview questions

Themes	Questions
Tasks	-Explain the daily activities of institutions for children at risk
Characteristic of Information needs	-What are the child at risk need in the institution? -What are the needs of child care institution? -What are the problems faced by the institution in an effort to help children get information? -How the child at risk get the information from child care institution
Awareness	-Is the institution aware of the importance of the facility in the process of distributing information?
Sources	-How the information was channel to child at risk at child care institution? -How do institutions help children at risk in the absorption and filtering of information received? - What are the problems faced by the institution in the process of receiving information that has been channeled by the institution?

The researcher did not face too much challenges during the data collection, the researcher only have to change the schedule time of the participants several times due to non availability time of the respondents and the researcher had to cancel her plan for having a focus group interview for Children Home Welfare this was due to not enough of participants to join.

3.4.3 Establishing trustworthiness

Holloway and Wheeler (2002) described trustworthiness as “methodological accuracy and adequacy in qualitative research” (p.244). Lincoln and Guba (1985) defined trustworthiness as a technique to certify the qualitative research that would not sacrifice

any relevancy and this has been defined in terms of credibility, dependability, transferability, and conformability. In this study, the researcher has decided to explain credibility.

Credibility

Credibility requires respondents in need to identify themselves as true representatives of the research (Moon, Brewer, Januchowski-Hartley, Adams, Blackman, 2016). It can be verified by several strategies such as triangulation, peer debriefing, members checking, prolonged involvement, and persistent observation (Lincoln & Guba, 1985).

- a) **Members checking** – According to Lincoln and Guba (1985), this element is the most important in establishing credibility. The transcript of the interviews and focus group discussion need to be returned to the participants to be checked in order to ensure that it is accurate and further reflect group discussion experiences (Padgett 2008).
- b) **Prolonged involvement** – This refers to the researcher devoting his or her sufficient time to succeed in several aspects such as learning the culture, testing for misinformation, forming trust, and getting to know more about the data (Lincoln & Guba, 1985). The researcher spends enough time to study the data starting from the interview until he or she develops the theory of the study. There is also a time when the researcher needs to investigate if there is a distortion that could affect the data. He or she needs to ask several questions to follow up with the data and the participants have to support their statement when being questioned (Korstjens & Moser, 2018). In this study, the researcher have spent sufficient time to become oriented in the situation mentioned above.
- c) **Persistent observation**- This refers to figuring out elements that are related with problems in the study (Lincoln & Guba, 1987). The data need to be repeatedly

reread, analyzed, theorized, and revised while the code, concept, and category need to be recorded and relabeled (Korstjens & Moser, 2018). Similar procedure has been done in the present study.

- d) **Triangulation-** This refers to the use of several approaches (the use of multiple sources, methods, and investigator) to draw conclusion in qualitative research. For the use of multiple sources, it can be referred to as one (interview) source or different types of source (Lincoln & Guba, 1987). In this study, the researcher used literature review to familiarize herself with the study. The methodology of the research can either have different design or different data collection (interviews, questionnaires) (Lincoln & Guba 1985). In this study, the researcher used data collection method of interview. For the investigator of this study, the data were analyzed by one researcher.
- e) **Peer debriefing-** A process of exposing the researcher during the analysis and conclusion sessions with others for the progress of the study (Robson, 1997). In this study, the researcher exposed her research work with her supervisors.

3.4.4 Data Analysis

To analyse the interview data, a thematic analysis was implemented, a method which is used to analyse classifications and themes that are associated to the data. (Alhojailan, 2012). This method was divided into three steps: transcription, checking and editing, and analysis.

Transcription is considered to be the first step of data analysis where the data need to be listened repeatedly and typed into Microsoft Word so that the researcher would be familiar with the idea of the data. In the transcript, the researcher had decided to use pseudonyms for the respondents and this can be seen in Chapter 4.

Meanwhile, checking and editing are considered to be the second step where the researcher would identify and record the themes that are suitable with the topic.

The analysis would be the third step whereby this can be done by using NVivo 11 software whereas all the data were imported into the software for analysis. This software is useful for handling non-structured information for instance interview or reports and it also help researchers in finding themes and extracting meaning (QSR International Pty Ltd., 2011). By using software, the researcher would identified the themes that are related with this research. Each participant's data were highlighted and coded to each node. A repetitive process was done for the entire data. A total of five categories and thirty-five nodes were classified; (1) eleven nodes under information needs, (2) eleven nodes under sources, (3) five nodes under awareness, (4) three nodes under work and roles and (5) five nodes under tasks. In the next following table (Table show the themes and the nodes for this study.

Table 3.3: Themes and Nodes

Themes	Nodes
Work roles	Guardian Counselor Administrator
Tasks	Parenting Educating Supervision Administration duties Counseling

Information needs	Children's background Health information Children education Sex education Day to day information Children reward Monitoring former children Sport information Disciplinary action Safety information
Information sources	Interpersonal communication Fax Internet sources Meetings Printed materials Email Television Statistic Social media Exhibition Memo
Awareness	Familiarity Cost Trustworthiness Quality Accessibility

3.4.5 Researcher's Role

The role of researchers can be notified in several phases, which are during the interview and analysis.

i. Researcher's role during data collection

When the interview began, the researcher had to introduce herself to the participants to form rapport. Afterwards, there was a need to inform the participants about the purpose of the research. A consent letter would be distributed to the participants. The researcher should mention that the participants have their rights if they wanted to decline from participating.

Before the interview started, the researcher must establish certain rules during the interview sessions, for example, there should be only one participant that can talk at one time and there was a need to respect the opinions amongst them. This is important so that the interview would be running smoothly. The researcher must even ask their permission to record the interview (Holloway & Wheeler, 2002). There are several factors that need to be taken into account in order to preserve the data. The researcher must ensure that the tape recorder would be tested before the interview in order for it to function properly. The researcher also must place the tape recorder or mobile phone near the participants.

During the interview sessions, the researcher had to maintain eye contact and encourage participants to keep talking. There should be a probing technique used in the interview. According to Holloway & Wheeler (2002), the probing and prompting techniques are used because they can help the researcher and participants in reducing their anxiety and to further have more explanation. Apart from these two, probing also include summarizing, silencing, tracking, and clarifying. For summarization, according to Holloway & Wheeler (2002), the researcher would summarize the last statement of the participants. For clarification, the researcher must clarify the statement given by the participants to avoid misunderstanding among them. For tracking, in order to follow the progress and show interest in the conversation, the researcher must use techniques such as either nodding his/her head or making sound.

To end the sessions, the researcher would summarise the interview and mention that there was a need to perform follow-up interviews if something was not clear. The researcher must stop recording when there was no more information received from the participants.

ii. **Researcher role during data analysis**

It was during the data analysis, the researcher need to transcribe the data collection. The researcher have to reread the transcript and figure out theme which was suitable. Afterwards, the researcher have to upload the transcript into Nvivo11 software. From there more themes would be figure out.

3.5 Context of the research

The following is the list of children at risk institutions which have been selected for this research. The researcher has decided to pseudonym names for these three institutions.

• Boys Approved School

Boys Approved School is boys' institution for education, training, and detention that was established under section 65 of the Child Act 2001. It provides two objectives: 1) teaching the kids to build a positive attitude, and 2) shaping them into strong persons and completing themselves with a skill which can help them to act independently in the community. Six categories of children are categorized in this approved school: 1) they are of age of ten years old and above, 2) proven to be guilty in any wrongdoings, 3) have written request from mother, father, or guardian to court for children to hold their children to the approved school, 4) parents or guardian cannot take the responsibility in controlling their child, 5) the children need to have institutional rehabilitation, and 6) any offense that is not serious however expedient detained for such period and under such instruction and discipline as appears most conducive to his moral. The rehabilitation period

is three years; however, the children can be free before the actual year only after they finish over one year with the approval from Board of Visitors.

- **Children Home Welfare**

Started its operation on 15 June 1964, it was officially consented by Tengku Budriah ibnu Tengku Ismail on 25 September 1964. The objectives of this institution are to provide protection and recovery to the target children to ensure that they are physically and emotionally healthy in a harmony and safe environment. The services provided are care and protection, guidance and counseling, education, religion and morals, activities in and outside, leisure, and medical treatment and health. There are eight categories of children in this institution: 1) children who were physically, emotionally, sexual abused by the parents or guardian, abused physically, emotionally assaulted, or sexually abused, 2) parents or guardian neglecting the children or unable to carry out surveillance and control, 3) parents or guardians who ignored the welfare for the children, 4) children without parents or guardians, 5) have been abandoned by parents, 6) involved in custody battle, 7) involved with street begging, performing / offering anything for sale, and 8) carrying out illegal hawking laws like gambling, lotteries, or any activity detrimental to the welfare of the children. In this institution, there are fifteen Community Welfare Assistants with one hundred and sixty nine children.

- **Girls Protection Shelter**

The institution was established under Section 55 Child Act 2001 for rehabilitating and caring of girls. The objectives of this institution are to give protection and to rehabilitate the girls who are exposed to demise of morals to develop suitable attitudes and morals in addition to giving out suitable skill. The admission of the

children is through the order of court for kids under paragraph 40(3) (a) or section 46 or applied personally under subsection 41(1) Child Act 2001. The rehabilitant period is three years; however, the children can be free with the approval from the minister or the board visitor. There are five categories for children at risk to be placed under this institution: 1) written request by mother, father, or guardian to Court for the child so that the child can be hold to sanctuary, 2) encouraged to do sexual act or in a physical/social situation which leads to sexual act, 3) lived or visited any brothel or place of assignation, 4) under the control of pimp or person engaged with brothels, 5) applicants from the child herself who is in need of protection; this can either be because she got threatened for the purpose of prostitution/sexual intercourse with someone or any immoral purposes, detained by someone, or pregnant out of wedlock. In this institution, there are six Community Welfare Assistants in caregiving for twenty eight girls.

These three institutions were chosen because they symbolize the age range of children at risk for this study. Boys Approved School was representative from boys' institution with the age range of ten until below eighteen years while Girls Protection Shelter was a representative from girls' institution with the age range of twelve until below eighteen years. Children Home Welfare was representative from mixed gender for children whose age range from baby until twelve years old.

3.6 Ethical consideration

Ethics bring meaning to different people. According to Frost (2015), ethic is a way of an individual making decision when facing moral dilemma. While conducting a research, ethical consideration should be kept in mind as there are some ethical issues that need to be considered. In this study, the researcher has following the university guide code of research ethic. And below are some of the ethics guide that the researcher has follow.

- **Voluntary participation**

According to Rubin & Babbie (2016), participants should be voluntary and no one is forced to join the research. In this study, the respondents were informed about the topic of the study. This means that the participants were free to decide to join the study or not. The respondents responded positively in regard to joining the interview.

- **Informed consent**

Informed consent is considered to be a very important aspect when doing a research as it is a necessary requirement for every research. When consent is obtained, this means that it involves the right of the participants, confidentiality of personal identification, purpose of the study, the procedures, challenges and benefits of the participants, and duration of study (Nijhawan et al., 2013). In the study, the researcher had ensured that all the participants signed the consent letter.

- **Confidentiality**

Based on De Vos et al. (2013) as cited in Muyobela (2016), the term “confidentiality” is referred to as keeping information in a confidential manner. Confidentiality can be viewed as continuation of privacy between people in terms of not letting others access their private information (Muyobela, 2016). All information from each participant was kept confidential by the researcher, where no one can access the data.

3.7 Summary

In this chapter, the research design and methodology of the study were presented. This study targeted the caregivers of children at risk at Kuala Lumpur institutional care. Non-purposive sampling was used to identify research participation. The total respondents to

be interviewed were ten and the interviews were done individually and through focus group.

Universiti Malaya

CHAPTER 4: RESULTS

4.1 Introduction

This chapter discusses the information needs of formal caregivers at child care institutions. Qualitative data were collected through individual interviews and focus group discussion with the formal caregivers of children at risk. This study used Leckie et al.'s (1996) model of information need of professionals as its theoretical lens. Therefore, the findings are not only guided by research questions, but also by using the model. Based on the research questions: (i) what are the roles and tasks of formal caregivers of children at risk?, (ii) what are the characteristics of information needs of formal caregivers of children at risk?, (iii) what is the awareness of information by formal caregivers of children at risk?, and (iv) what are the sources of information needs used by formal caregivers of children at risk?. This chapter is organised into demographic of the respondents, the work roles and task of caregivers of children at risk, the characteristics of information needs of caregivers of children at risk, the awareness of information given by caregivers of children at risk, and the sources of information needs used by caregivers of children at risk.

4.2 Demographic of the respondents

A total of 10 informants were interviewed. The table below shows the respondents identified for this study.

Table 4.1: Demographic of the respondents

Institution	Informant	Position	Interview	Focus group
BOYS APPROVED SCHOOL	Osman	Principal	Session 1	Focus Group 1
	Salman	Counselor	Session 2	Focus Group 1
	Ali	Community Welfare Assistant	Session 3	Focus Group 1
	Siddiq	Community Welfare Assistant	Session 4	Focus Group 1
CHILDREN HOME WELFARE	Aisyah	Principal	Session 5	-
	Khadijah	Community Welfare Assistant	Session 8	-
GIRLS PROTECTION SHELTER	Fatimah	Counselor/Psychology Officer	Session 6	-
	Zainab	Community Welfare Assistant	Session 9	Focus Group 2
	Razia	Community Welfare Assistant	Session 7	Focus Group 2
	Kosem	Community Welfare Assistant	Session 10	Focus Group 2

***The name of the institutions and all informants are pseudonym**

4.3 Themes emerged from the data

The data was analysed with open coding and thematic coding. Figure 4.1 shows the theme emerged from coding, the figure was adapted from the Leckie's model (Information seeking of professional models).

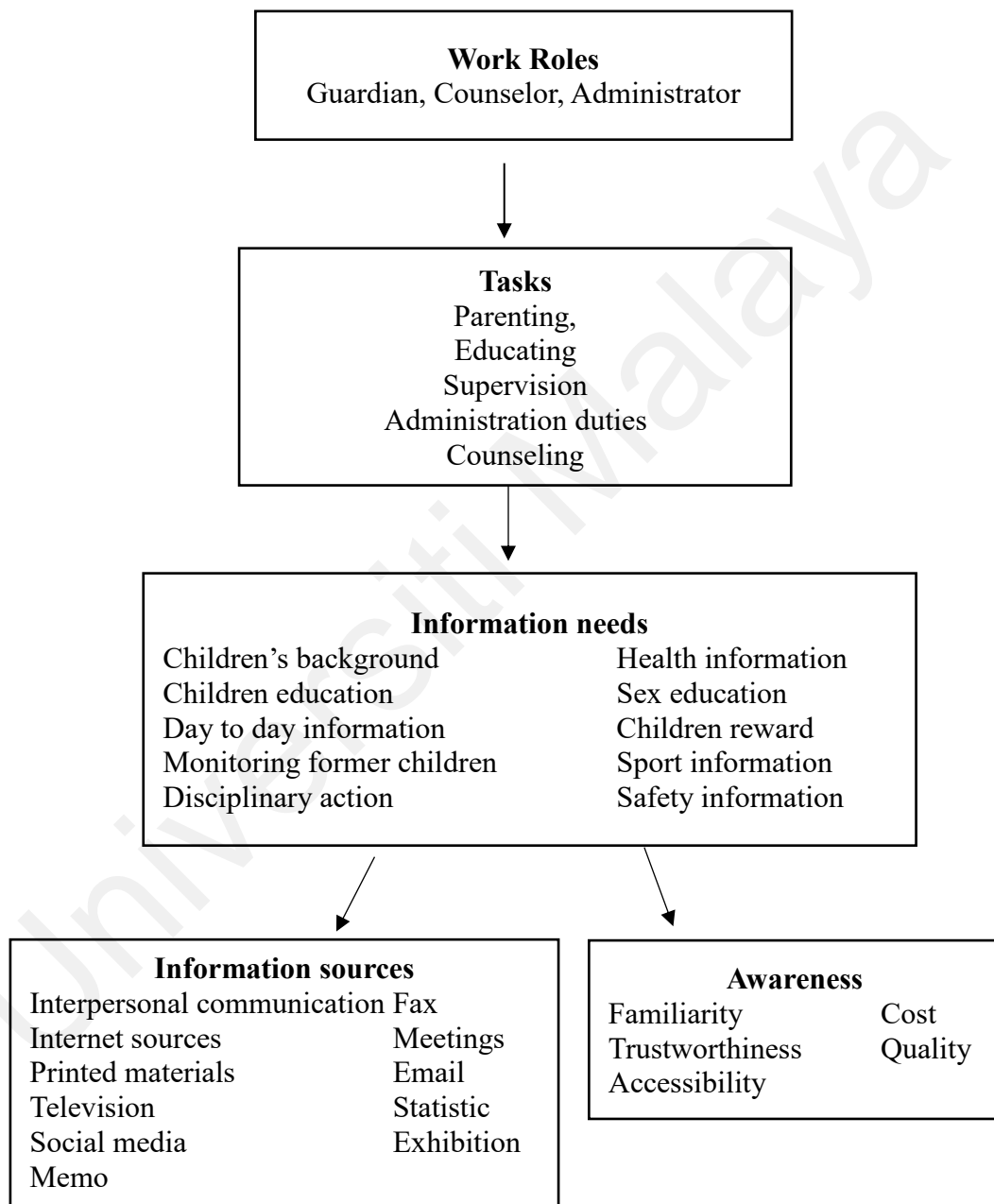


Figure 4.1: Themes Emerged from Data (Based on Leckie's model)

4.4 Answering the Research Questions

RQ1) What are the roles and tasks of formal caregivers of children at risk?

Leckie et al. (2016) pointed out that professionals have roles such as administrator/manager, research, service provider, educator, and student. At the same time, there are tasks embedded to their roles in order to know about their information needs.

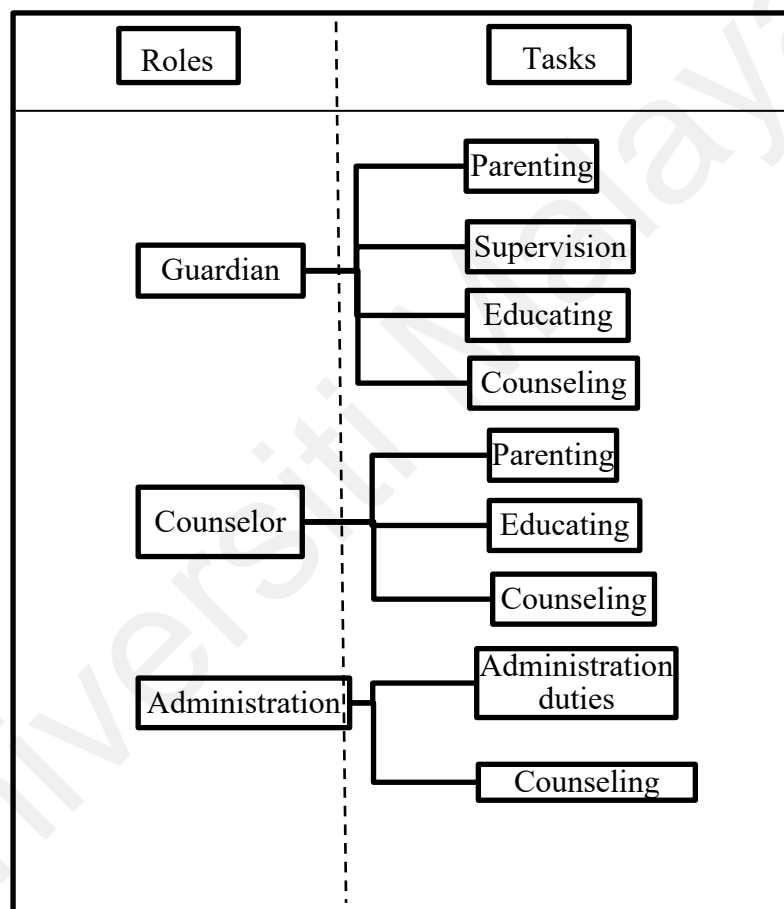


Figure 4.2: Findings for Research Question One

a) Roles

According to Huckvale and Ould (1995), they defined role as a set of activities that is accomplished by an individual or group that is related with organization. In this study, there were three work roles identified among the formal caregivers at child care

institutions: guardian, counselor, and administrator. This will be explained elaborately in below.

i. Guardian

According to Convention on the Rights of the Child (CRC) on Article 20 in regard to guardian, it has been defined that “legal guardians are a key element of a protection system for children who are temporarily or permanently deprived of their family environment and cannot have their interests represented by their parents” (Unicef, 1989, 5). In this case, the role of a guardian is the core role of caregivers at the institutions. It is related with providing assistance to those who need help and is mostly involved daily interaction with the child. The caregivers in each institution in this study are responsible to the children at risk according to the act which has been applied in the institutions. The following evidence can be seen below.

At Boys Approved School, the guardian is responsible for taking care of the children who are in need, involved with crime, and out of control.

“...in Boys Approved School, our focus is Child Rights 31 section 93(1), children who are involved with crime; another section is 46 for those children who are in need, out of control; hence, the two are our only focus.” (Salman, S2, Boys Approved School)

“...di Boys Approved School kitaorang punya fokus akta is akta kanak-kanak 31 seksyen 93(1), kanak-kanak yang terlibat dengan jenayah, lagi satu seksyen 46 kanak-kanak yang memerlukan .. kanak-kanak di luar kawal ...dua tu je kita punya fokus akta kanak-kanak.”

“...because it is my task to take care of the children.” (Siddiq, S4, Boys Approved School)

“....sebab memang tugas jaga budak-budak.”

At Girls Protection Shelter, the guardian is responsible for taking care of the children who are in need of urgent protection and out of control.

“...our act is more into Section 41, the act refers to urgent protection that includes the children who are involved with prostitution, pregnancy outside wedlock, are out of control, and sexual act; these children will be sent here.” (Razia, S7, Girls Protection Shelter)

”...cuma akta kita lebih kepada akta 41, seksyen 41 perlindungan segera maksudnya yang terlibat dengan pelacuran akan terlibat dengan sini, yang mengandungi luar nikah akan dimasukkan di sini, luar kawalan tengok juga kalau terdedah dengan seksual akan dimasukkan di sini.”

“The ones who take care of them are the supervisor security, security, and PKM (Pembantu Kebajikan Masyarakat) (Community Welfare Assistant).” (Fatimah, S6, Girls Protection Shelter)

“Yang jaga adalah pengawas keselamatan, pengawal keselamatan dengan PKM (Pembantu Kebajikan Masyarakat).”

“...we have five staff (caregiver), each of them has to take care of five or six children.” (Razia, S7, Girls Protection Shelter)

“...kita ada staff lima orang, seorang kena jaga lima atau enam budak.” (Razia, S7, Girls Protection Shelter)

As guardians, they are so close with the children by providing them food, shelter, education, reward, etc. at the institutions. The verbatim that supports this statement is as below.

“The Community Welfare Assistant will know the character of the children...what they did yesterday as she deals with them every day.” (Zainab, FG2, Girls Protection Shelter)

“Macam PKM (Pembantu Kebajikan Masyarakat) yang bertugas dia dah tau hari-harian dia akan tau budak ne sapa macamana karakter dia...semalam dia buat apa.”

ii. Counselor

A counselor assists a person who has difficulty in identifying his/her problem by providing solutions and solving it at the end (Alavi et al., 2012). Apart from having the role as a guardian, the institutions even have counselors where they offer help to the children at risk and other caregivers in dealing with the difficulty they have especially in terms of emotion, mental health, and trauma. They come to see the counselors to deal with their problem. The following statement mentions the caregiver's role as a counselor.

“Some of the children's families have not visited them for so long ...some even told me they miss their family and I ask them to call their family.” (Siddiq, FG1, Boys Approved School)

“Budak-budak lama juga yang dah setahun lebih sebab mereka dah apa ye kadang-kadang keluarga ada yang keluarga yang dah lama tak datang melawat jadi mereka pun merasa rindu dengan keluarga mereka sebab tu mereka luahkan perasaan kepada saya dan mereka minta minta untuk

sekurang-kurangnya aaa menelefon keluarga mereka untuk melepaskan rasa rindu kepada keluarga mereka.”

iii. Administrator role

Administrators refer to individuals involved in a number of planning, organizing, directing, controlling, and evaluating activities of major units (Arizona Board of Regent (ABOR) Policy, 2009). Apart from playing the roles as a guardian and counselor, the role of administrator is found at the institution. There are two administrative role positions in the institutions: principal and deputy principal. The statement below mentions that the principal was planning a meeting at the institution.

“Before fasting, we are going to have a meeting. We are going to have one meeting in September. That is all for the institution’s staff...but there is even a meeting for the department...for community welfare assistant, they even have a discussion apart from the meeting.”(Aisyah, S5, Children Home Welfare)

“...yang nanti akan datang dalam sebelum bulan puasalah...kena ada lagi satu...nanti akan datang dalam bulan Sembilan macam tu...jadi ...oh untuk itu mesyuarat semua kakitangan...tapi ada mesyuarat untuk bahagian-bahagian...macam untuk PKM...dia bukan setakat mesyuarat saja..dia ada discussion juga.”

b) Tasks

Cambridge International Dictionary of English (1995) has defined task as a work that needs to be done whether it is regularly, unwillingly, or difficultly. The three roles have the following tasks identified by the respondents. The tasks include parenting, educating, supervision, administration duties, and counseling. The tasks are overlapped with each role.

i. Parenting (Guardian, Counselor)

According to Hoghughi and Long (2004), parenting means purposive activities aimed at ensuring the survival and development of children. Since the caregivers are the only

parents of the children at risk at the institutions and that most of the time they spend their time with the children; hence, it is not surprising to know that the children regard the caregivers as their parents. The following statement mentioned that the respondent is called “mak”, which means mother.

“They (children at risk) will come to me and ask ‘Mak (caregiver), how to do this?’” (Zainab, FG2, Girls Protection Shelter)

“Diorang akan datang bertanya “Mak, yang ne macamana ah?”

The verbatim “mak” shows how close the children are with the caregivers at the institution. The statement below even mentions the children calling the caregiver “mom” to request a song.

“Mak, mak, nak lagu ne.”

“Mother, I want that song.” (Khadijah, FG2, Children Home Welfare)

There is even an outing programme organized by the institution to establish a bonding between the caregivers and the children.

“The caregivers here know when it is time for the children to go outing. We (institution) encourage them (caregivers) to go out with the children since it is compulsory; this is to create bonding between the caregivers and the children. This outing is actually a compulsory programme.” (Aisyah, S5, Children Home Welfare)

“Jadi diorang tau bila time anak diorang tu keluar..diorang akan keluar bersama kita galakkan..kita wajib keluar bersama untuk bonding sesi bonding..ini adalah salah satu program yang wajib.”

ii. **Educating** (Guardian, Counselor)

Educating means giving intellectual, moral, and social instruction to (someone) (Oxford dictionaries). Educating is part of the caregivers’ duty to help the children at risk to study after the school hours. Each guardian’s and counselor’s roles acquire the educating tasks. Their tasks involve the interaction with the children whenever they have questions about their study, giving them advice and acquire information for the children from the resources they cannot access. The evidence below mentions that the respondents need to

refer to other caregivers to answer the children's inquiries in doing their homework because not every caregiver has enough time to help the children as well as knowing the way to solve it.

"Usually, we (caregivers) will help them if we are able to answer it (homework); however, sometimes we can't help them due to time constraint, therefore, we refer to the officer (caregiver) to solve it." (Khadijah, S8, Children Home Welfare)

"Biasa yang kita boleh jawab tu kita tolong..ahh..tapi kalau macam kadang-kadang kita tak pun sempat jadi kita kadang bagi yang ariflah ada pegawai yang pandai tu."

"Even though some of them do not study in school, they will come to me and ask "Mother (caregiver), how to do this?" I'm going to reply " Here, since I'm not good at mathematics, I'm going to pass it to Madam Ila. Madam Ila will help you." (Zainab, FG2, Girls Protection Shelter)

"Walaupun ada yang tak bersekolah diorang akan datang bertanya "Mak yang ne macamana ah?" "Takpe saye ne tak pandai matematik saya serah pada Puan Ila La...Puan Ila yang akan bantulah" macam tu lah."

Taking care of children education is also part of the caregivers' responsibility for the children welfare. Their responsibility involves encouraging the children to study because some children at the institutions are not keen towards education before they reside in the institutions.

"...the school itself and institution will explain the information about MARA, especially the level of education the children should enter." (Ali, S3, Boys Approved School)

"...pihak sekolah ne sendiri dan kami akan terangkan..ok.. kau maksud MARA (Majlis Amanah Rakyat) level berapa.."

The caregivers' educating duty also involves providing guidance to the children in learning about the computer.

"There is a guideline that the children should learn, which means that we have to teach the children on how to use the computer smartly." (Aisyah, S5, Children Home Welfare)

"Selalunya ada guideline lah apa yang budak ne yang patut belajar maknanya kita ajar dia bagaimana menggunakan computer dengan bijak lah."

iii. Supervision (Guardian)

Supervision has been defined as watching over the work of another with responsibility for its quality (Kadushin & Harkness, 2014). A caregiver is responsible for supervising the children in accordance with the provisions of the Child Act. This is affirmed with the statement made by one of the respondents who mentioned that their job as Community Welfare Assistants is more into supervising the children but not more than that.

“...we are more into supervising the children...” (Ali, S3, Boys Approved School)

“...macam kami ne...lebih kepada menyelia kanak-kanak ne...”

It is the responsibility of the caregivers to explain about the institution towards the children at risk during their first day of residing in the institution. The information given during the briefing is mostly about the rehabilitation process, health, schedule, grading system, school rules, and the reward if they obey the rules and the punishment given if they break the rules and their daily life. The statement can be seen below:

“...the officer(caregiver) who incharge explain a little bit of information of Boys Approved Schoolafter that he will mention the daily activities which usually done by the new children at risk when they enter here...more explanation will be given on what should not be done here” (Siddiq, Boys Approved School)

“...pegawai yang incharge tu diterangkan serba sedikit pasal institusi..lepas tu apa dia punya yang dia kata ..aktiviti-aktiviti harian yang perlu dilakukan oleh seorang pelatih (kanak-kanak berisiko) yang baru masuk di sini..lepas tu..ahh...sampai tu ..pegawai yang incharge tu dia bagitau apa yang tak boleh di lakukan di sini” (Siddiq, S4, Boys Approved School)

Another responsibility of the caregiver is to help the children when they have a problem, for example if the children are not feeling well.

“He will complain. He will tell the officer (caregiver) who is on duty about his sickness. We will give him medicine first; however, if he is still sick, we refer him to the clinic. If the clinic cannot do it, we will refer to the hospital.” (Ali, S3, Boys Approved School)

“Dia akan mengadu...dia akan bagitau dekat pegawai yang bertugas..dia ada sakit sakit sekian-kian..yang ne kita kalau boleh kita ubat..kita akan ubat dulu..kalau tak boleh kita akan refer ke klinik biasanya kalau klink pun tak boleh buat tak boleh nak buat kita akan refer ke hospital.”

The caregivers have to take an action whenever there are children doing offense such as running away and escaping from the institution. Some of the actions could be to quarantine the children and halt any activities at that time as mentioned below.

“We need to quarantine the children and we are going to stop any activities until the place is safe according to the principal here.”

“Semua kuarantin dan kami akan tangguh segala aktiviti-aktiviti yang ada sehingga sehingga dirasakan sesuai oleh tuan pengetua di sini.”

iv. **Administration duties** (Administrator)

Administration duties have been defined as managing and being responsible for the running of a business, organization, etc. (Oxford English Dictionary). In this study, the caregivers' tasks are supervising the residents, managing the rules and regulations, attending meeting and solving issues. The duties do not only focus on the children but also the residents at the institutions. The statement below mentions that the respondent has to observe and admonish the caregivers' perception by giving them training.

“...whenever I see that there is something wrong, I will be the one who gives the training ...not as perfect but at least we can change his/her perception.” (Osman, S1, Boys Approved School)

“...bila saya tengok macam ada yang tak kena..saya sendiri bagi *training* ahh...so...not as in perfectlah, taklah tapi *at least sikitlah* kita ubah *perception* dia balik.”

There is even a training provided by the administration for the caregivers to enhance their caregiving skill. For example, the statement below mentions that the caregivers at the institution are having effective communication course every year when the respondent was questioned if there is a problem in communication with the other caregivers.

“We do have effective communication course every year.” (Aisyah, S5, Girls Protection Shelter)

“Sebab kita setiap tahun akan buat kursus komunikasi berkesan.”

Another statement in the next page mentions how the principal does his job in solving an issue that happens in the institution.

“It is not only punishment. We are going to take law action. We charge him and report to the police for doing sodomization and it is up to the court. Normally, he will be transferred.” (Osman, S1, Boys Approved School)

“Not just denda..kita ambil tindakan undang-undang..terus dengan undang-undang...dengan undang-undang kita akan bawak...kita charge dia...kita report polis...dakwa dia...buat seks luar tabii dan bergantung kepada mahkamahlah ikut keputusan mahkamah...normally dia akan di transferred.”

The following statement mentions that the principal credits the administration for their effort to help the children when being questioned about how the children know about the existence of Empayar College.

“It is an effort from the administration...our own effort.” (Osman, S1, Boys Approved School)

“It’s an effort from the pentadbiran...effort from kitalah.”

v. **Counseling** (Guardian, Counselor, Administrator)

Apart from guiding the children at risk and other caregivers in dealing with their hardship, the counselor’s, guardian’s and administrator’s tasks are to examine the issues faced by the residents in the institution, referring them to other professionals, services, etc. Knowing that counseling is suppose to be responsibility of the counselor, but it also the responsibility of guardian and administrator whenever the counselor is not around in the institution. One of the respondents from Girls Protection Shelter has mentioned that whenever a child under the guidance of other caregivers is having a problem, the caregiver of the child would talk to her and the child would be given a counselling by her.

“No, they (caregivers) will not share the child’s problem among themselves (caregiver), they only share it with me. I am going to be in charge of the problem and I will do a counseling session with the child.” (Razia, S7, Girls Protection Shelter)

“Tak diorang takkan share, diorang akan share kepada saye ...saye akan ambik budak ne lah ..so kalau budak ne kita akan buat sesi dan kita akan”

Sometimes, the children also share their problem not with the caregivers who take care of them but with the caregivers whom they feel comfortable with because not every child is

close with the caregivers who handles them. Meeting with other caregivers in getting support or talk has never been forbidden by the child's caregivers themselves. The following statements can be seen below.

"...sometimes she will step in front and tell about her problem to the PKM (Pembantu Kebajikan Masyarakat) (caregivers) whom she is comfortable with...let's say, "Madam Ila, I have something to ask and tell you," and after that, she will meet her and talk about her problem. This is usually done at night." (Zainab, FG2, Girls Protection Shelter)

"..kadang-kadang dia(kanak-kanak berisiko) ada berceritalah mana dia rasa institusi panggil PKM (Pembantu Kebajikan Masyarakat) kan..mana yang rasa PKM (Pembantu Kebajikan Masyarakat) tu selesai nak bercerita dia akan ceritalah dia akan datang kat depan.... "Ne kata..Puan Ila saya ada benda nak cerita nak nak tanya...dia akan jumpalah..bila kadang-kadang bila malam antara dua jelah..."

"We never forbid them (children at risk) to talk with who they want to. Let's say, if 5 children are under my guidance and if they are not comfortable with me, they can meet with the other caregivers and if they don't want to, we will refer this to the counselor." (Zainab, FG2, Girls Protection Shelter)

"Walaupun begitu kita tak sekat pun...katalah lima penghuni saya yang saya jaga fail dia lima penghuni ne..kalau dia tak selesai dengan saya...boleh je jumpa dengan penghuni lain..kalau lah tak boleh sangat kita kena rujuk kaunselor."

"It actually depends on whom he (child at risk) feels comfortable with, for example, he (child at risk) might not feel comfortable with me but more with Sir Siddiq, therefore it depends on the children." (Ali, FG1, Boys Approved School)

"Dia (kanak-kanak berisiko) akan tanya tengok kesesuaian kadang-kadang aah dengan saye dia(kanak-kanak berisiko) tak mesra mungkin dia (kanak-kanak berisiko) lebih sesuai dengan encik Siddiq, dia (kanak-kanak berisiko) akan tanya encik Siddiq...dia bergantung pada budak juga tengok dulu."

"We (institution) have seven hostels here, each hostel has their own case officers, for example myself, sometimes we help other children from different hostels since we are close with them, let's say if the children are having problems, we will inform to the case officers." (Ali, FG1, Boys Approved School)

"Kita (institusi) ada tujuh asrama..kita ada...tiap-tiap asrama kita ada pegawai kes..macam saya sendiri...saya tengok...bergantung jugak...kadang-kadang kita (penjaga) rapat dengan budak asrama lain..jadi kita akan bantu jugaklah..kita akan maklumkan dia (kanak-kanak berisiko) punya kepada pegawai kes dia ..budak ne macam ne macam ne ..ada masalah apa semua ..dia bergantung jugak ..."

Leckie et al. (1996) mentioned that within the professional roles, there are tasks embedded to it. Such tasks are assessment, supervising, counseling, and attending meeting. Based on the data collected for this research, the tasks include educating, counseling, parenting, supervising, and administration duties. The tasks

RQ 2) What are the characteristic of information needs of formal caregivers of children at risk?

The respondents were asked about their information needs and presented their opinions, views, and perception regarding their information needs. According to Leckie et al.'s (1996) model, it is important to obtain information needs related to the key work roles. It needs to notify that the roles of the caregivers are overlapped with the information needs. The information needs here will be emphasized from the respondents.

- i. Children's background
- ii. Day to day information
- iii. Child education
- iv. Sex education
- v. Monitoring former children
- vi. Disciplinary action
- vii. Sport information
- viii. Safety information
- ix. Child reward
- x. Health information

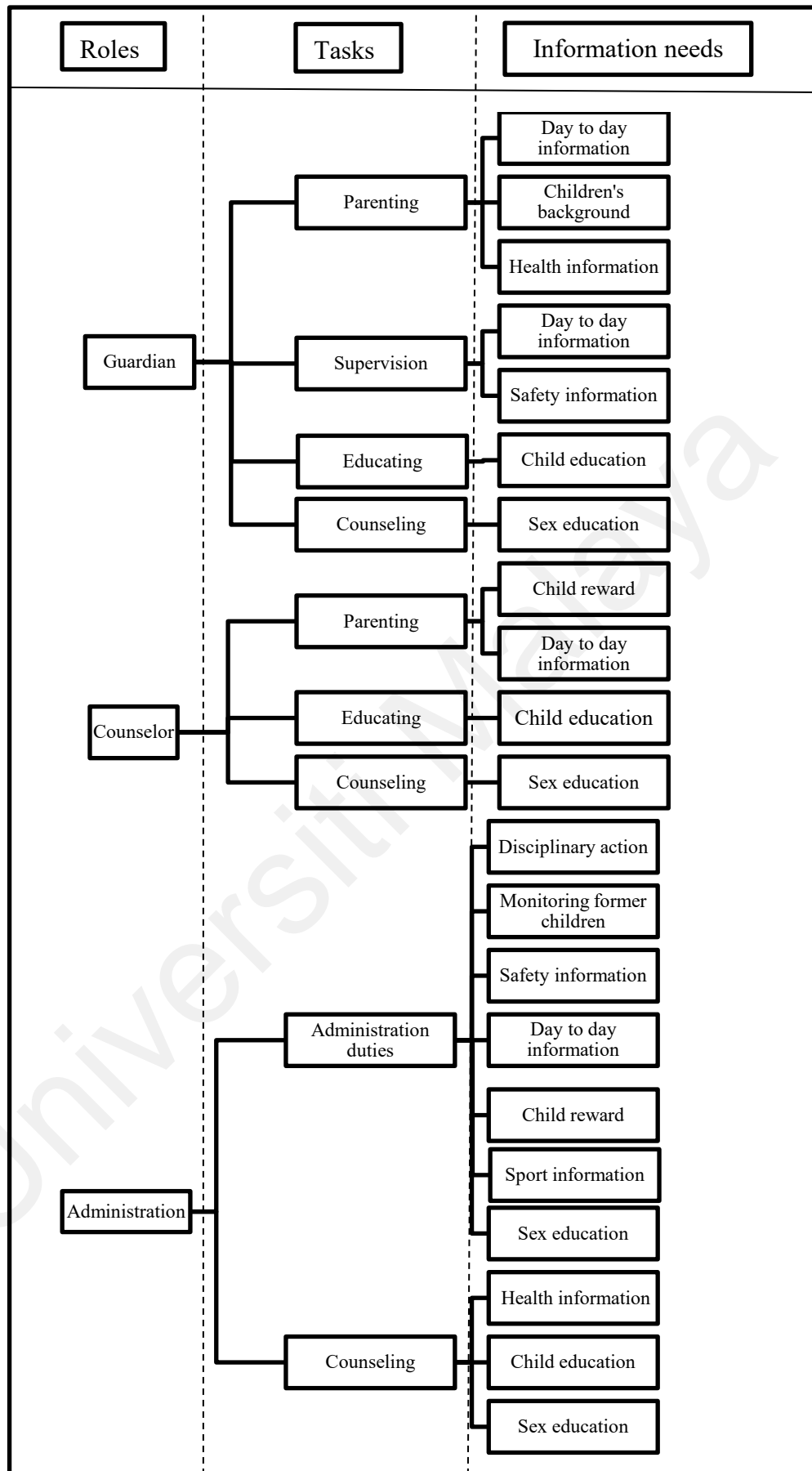


Figure 4.3 Findings for Research Question Two

i.Children's background (Guardian (Parenting))

There is a need for information about the background of the children at risk before they come to the institutions, for example, their health condition. This is required to follow up with the level of the children's health and to know the type of case that makes them reside in the institution. The statement below shows that the respondent had personally asked those young children (below 12 years old) to communicate with them especially about themselves.

“At first, we (caregivers) look at his/her (child at risk) age level. Let's say if his/her (child at risk) age is twelve, we will normally interview him/her (child at risk) as usual, like asking his/her (child at risk) name and the case that made him/her (child at risk) to reside here. We (caregivers) ask something that he/she (child at risk) can answer. (Khadijah, FG1, Children Home Welfare)

“Pertama kali kita (penjaga) tengok dia (kanak-kanak berisiko) punya umur dia (kanak-kanak berisiko) tahap umur dia (kanak-kanak berisiko) kalau yang macam umur dua belas tahun tu kita *interview* macam biasalah tanya nama dia (kanak-kanak berisiko) lepas tu tanya macam tengok kes apa? Dia (kanak-kanak berisiko) dimasukkan sini kes apa? Tanyalah sikit-sikit dia akan boleh jawablah.”

The caregivers have even asked the children above seven years old about their background.

“Those (children at risk) who are big, for example, seven until twelve years and those who can speak and think, this means that we (caregivers) can ask what he/she (child at risk) can answer, especially the reason he/she (child at risk) comes here, and we will ask all--the family background; to ensure that he/she (child at risk) feels comfortable.” (Khadijah, FG1, Children Home Welfare)

“Kalau yang besar kalau misalannya tujuh hingga dua belas tahun tu ok dia (kanak-kanak berisiko) dah pandai bercakap..dia (kanak-kanak berisiko) boleh berpikir..maksudnya apa yang kita (penjaga) tanya dia (kanak-kanak berisiko) boleh jawab lah terutama sekali kita apa ne dia punya apa sebab dia (kanak-kanak berisiko) masuk sini saya tanya semua...latar belakang keluarga dia (kanak-kanak berisiko)...lepas tu kita (penjaga) tanya semua tu...baru kita bagi dia (kanak-kanak berisiko) selesa sikit.”

In the case of infants (children at risk), the respondent has to check the document first as to know the details of the infants especially about their health.

“If a baby...we (caregivers) look at the complete documents including the baby’s health form to see whether the immunisation is complete when she/he (child at risk) is brought here or whether there is any twenty four-hour order to check on the baby’s health condition.” (Khadijah, FG1, Children Home Welfare)

“Kalau yang *baby* lah...tengok dia (kanak-kanak berisiko) punya dokumen-dokumenlah lengkap maksudnya kalau yang *baby* tu kita tengoklah ada dia(kanak-kanak berisiko) punya borang kesihatan ...maksudnya imunisasinya lengkap ke masa dia hantar kat sini ataupun apa kalau macam perintah dua puluh empat jam...adakan...dua puluh empat jam tu kita kena *follow up* balik lah dia punya tahap kesihatan dia.”

“For the baby (child at risk), we (caregivers) will check their body first, afterwards we (caregivers) need to ensure that the coming baby will be physically fine.” (Khadijah, FG1, Children Home Welfare)

“Kalau macam *baby* (kanak-kanak berisiko) tu first kita (penjaga) masuk kita check dulu badan, check badan...lepas tu ukur timbang berat semua *make sure baby* (kanak-kanak berisiko) yang datang tu tengoklah dia punya fizikal dia ok ke tak ok ke ada yang setengah kurang sempurna.”

Apart from physical check up and communication with the children at risk, the respondents even mentioned the use of file/report they have received from the Social Welfare Department, in which it contains the information of the children at risk.

“Let’s say that the case is from Klang, the Klang officer who brings the child here will give us the file. We (caregivers) are going to look at the file to see the kind of order we (caregivers) will receive.” (Zainab, FG2, Girls Protection Shelter)

“Katalah kes tu daripada Klang, pegawai Klang yang akan bawak budak tu ke sini..macam kita....kita(penjaga) akan tengok apa dia (kanak-kanak berisiko) punya fail apa semua perintah sini kita akan terima lah mengikut perintah yang ada.”

“At first, we (caregivers) are going to look at all the reports given by JKM (Social Welfare Department) to see the children’s names and all the details. The report is called the Probation Report.” (Siddiq, Boys, S4, Approved School)

“Pertama sekali kami (penjaga) akan tengok segala surat menyurat dia (kanak-kanak berisiko)...baca segala nama...segala maklumat..pihak JKM dia akan berikan surat laporan namanya akhlak.”

Hence, the need for this information is important to the caregivers to know more about the children in the first place and also from the court order and probation report.

ii. **Day to day information** (Guardian (Parenting, Supervision), Counselor (Parenting), Administration (Administration duties))

It is the caregivers' responsibility to find information about the institution when they start their first day of work. Most of the information they receive is communication with peers about their daily work progress and type of children activities at the institution. The reason they need the information is that they are doing caregiving towards the children who come from different background and cases; hence, these children need a special treatment compared to the other children at home. Due to that, it will help the caregivers to understand the children's condition and their information needs. The following evidence shows the day to day activities information from the senior Community Welfare Assistant:

"I ask a lot of questions related to my responsibility in taking care of the children. The work flow here is quite different from the elderly home; therefore, I need to ask a lot."(Siddiq, S4, Boys, Approved School)

"...memang banyak yang saya tanyalah apa sebab memang tugas jaga budak-budak...sini beza dengan flow kerja dekat rumah orang tua...jadi memang saya memang perlu banyak working."

"For example, what is the activity done by the children in the morning? As a new staff, I should know about the activities done by the children from the senior staff (caregiver) and they will mention the activities that I should do including the time schedule, how to do log book and to write the entry." (Siddiq, Boys, S4, Approved School)

"...corner shift pagi...ada waktu...maksud saya baru start mula kerja kat sini saya tau aktiviti-aktiviti jadi apa pelajar...aaa...staff-staff senior kat sini dia akan bagitau pagi-pagi apa perlu buat...pukul ne...pada waktu ne kena buat apa...waktu ne kena buat apa...waktu tu kena buat apa...lepas tu macamana cara kita buat buku log... Macam mana cara untuk tulis pantau kemasukkan apa."

Aside from the children's background, the respondent had even mentioned that they need information about the children's aims and target. This question will be asked when the children first begin their day at the institution.

"...we (caregivers) will ask the children what is their target here? What is your (children) aim?" (Osman, S1, Boys Approved School)

“...kita (penjaga) akan tanya *what is your (kanak-kanak berisiko) target here? What is your (kanak-kanak berisiko) aim?*”

There is a lot of purpose in doing this. It does help to fulfill the information needs of caregivers in knowing more about the children for their need of daily work and their future especially at the Boys Approved School. The caregivers need this information to know about their direction.

The day to day information is important for the caregivers in order to help the children and give them services. In order to understand the emotion and feeling of the children, the caregivers need to get close with the children and sometimes, the children will come to them to talk about their problem; hence, having training could be efficient in helping the caregivers. This is to enhance their knowledge about handling the children in an efficient way. In the following statement, the respondents are in need of psychology and counselling training.

“I have asked for the courses which are necessary. Recently, I have already asked to have a course in psychology and counselling because I think that psychology and counselling are suitable for the children.” (Siddiq, S4, Boys Approved School)

“Ahh...saya dah mintak...saya dah remiskan masing-masing dan mintak untuk mohon khursus-khursus yang di perlukan...jadi dalam remis baru-baru ne saya dah cuba mintak untuk aa menjalani kursus bidang psikologi dan kaunseling...sebab saya rasa bidang psikologi dan kaunseling memang bersesuaianlah untuk budak-budak di sini.”

As caregivers, the knowledge about psychology and emotion among children at risk is important so that they can get close with the children. The statement below depicts the respondent's answer when being questioned if he does want the information about handling this type of children. Children at risk are different; they have a fragile heart and they need treatment. The caregivers have agreed that this training is very important and they really need it as stated below.

“Yes, I need it.” (Salman, S2, Boys Approved School)

“Iya, saya perlu.”

“I will usually refer to information from the Putrajaya HQ (Headquarter) or the counselor board.” (Salman, S2, Boys Approved School)

“Maklumat selalu saya akan rujuk sama ada daripada HQ (*headquarter*) Putrajaya ataupun lembaga kaunselor.”

Day to day information will be shared among the caregivers; different topics will be discussed. As stated by the respondent in the statement below, the briefing mostly talks about financial, safety, fire drill, health, and medical check up.

“We will take note and we will arrange it so that everyone will get it; the briefing is mostly on financial, safety, fire drill, health, and recently about dental check up.” (Salman, S2, Boys Approved School)

“Kita akan masukkan dalam *group whatsapp* and then akan *takenote* dan kita akan *arrange* untuk semua boleh dapat, *briefing on* contoh kewangan ke, keselamatan, fire drill, kesihatan baru-baru buat check gigi.”

iii. **Children education** (Guardian (Educating), Counselor (Educating), Administration(Administration duties))

At the institutions, not every child at risk is interested to study. The institutions have to support these children either they want to continue to study at normal school or delve into the technical area. In the statement mentioned below, the respondent wants to obtain information about the interest of children education by referring to the schools and their peers. For example, for the children at Girls Protection Shelter, the caregivers need information about education that sometimes comes from the outside.

“We (caregivers) sometimes call the speakers from the education department or teachers who teach here for education talk. These teachers are those paid by us since they are from other schools.”

“Kadang-kadang kita (penjaga) akan panggil penceramah daripada aaa...pejabat pendidikan ataupun cikgu-cikgu yang mengajar kat sini...cikgu-cikgu tu maksudnya cikgu-cikgu yang *tuition* yang kita bayar sebab diorang sekolah-sekolah kan..ahhh..kadang-kadang.”

There is also information given by the people from the institution about children education.

“Sometimes our staff will give the explanation about the exam because we do have a unit in charge for education.”(Fatimah, S6, Girls Protection Shelter)

“Kita sendiri *staff-staff* akan bagitaulah...sebab kita ada unit-unit...*so* yang mana uruskan pendidikan yang kebiasaan *so* dia akan uruskan sampai k u lah.”

For the new children who have just entered a new school and selected the course they want to pursue, they will be put under observation by the teacher who has been asked to observe the children at school for three months trial; afterwards, the caregivers will get the response from the teachers there.

“We (caregivers) will give him (children at risk) three months trial. We (caregivers) will observe and get response from the teachers whether this child is interested or not.” (Ali, S3, Boys Approved School)

“Kita (penjaga) akan bagi tempoh percubaan kat sini dalam masa tiga bulan kita (penjaga) akan tengok balik aa respon daripada tenaga pengajar diorang samaada budak ne berminat ke.”

Since the children at risk are under protection, they are not allowed to have any relations with the outside world and this includes the use of internet. Anything that needs the use of internet whether it is related to education will need to be referred to the caregivers as they are the only ones who can surf the internet for the children. The following statement mentions that the respondent gave an example of caregivers helping the children to answer inquiries about education by using the internet.

“For example, let’s say if she (child at risk) wants the syllabus related with SPM (Sijil Pelajaran Malaysia), the officer (caregiver) who is sitting at the counter will find the information for them by searching through the internet and tell them the information they want.” (Fatimah, S6, Girls Protection Shelter)

“Dia (kanak-kanak berisiko) dan kitaorang akan serve contoh kalau kata saya nak tahu dari segi...aaa...*syllabus* yang berkaitan dengan SPM (*Sijil Pelajaran Malaysia*), contoh...kalau banyak kegunaan adalah berkaitan dengan SPM (*Sijil Pelajaran Malaysia*) lah...*so* pegawai yang akan bertugas kat depan...dia akan *search* dan bagitau...apa benda maklumat.”

Respondents also have an interest about the future education and career path of the children at risk. This was especially when they are about to be released from the institutions; hence, the caregivers can provide them more information earlier about the career the children would like to pursue. The following statement mentions that the

respondent used career interest test as a method to know about the children's interest for their future career; hence, they can be aware of giving them information.

"I will do tests, for example, career interest test. From that career interest, she will know her interest and where they are going to continue their career and what is the requirement? We will try to give information." (Razia, FG2, Girls Protection Shelter)

"...saya akan buat juga dari segi ujian-ujian contohnya ujian minat kerjaya...dekat situ minat kerjaya dia akan tahu macamana aaa diorang akan minat apa so macamana diorang nak dapatkan nak sambung bidang tu dekat mana...apa syaratnya? Kita akan cuba bantu...kita akan cuba memberi maklumat."

Apart from obtaining information about children's career interest, the respondent also wanted to obtain information about the children's education interest by referring to the schools and their peers. This is important as different children have different capabilities and interests.

"Before the children have the examination, we sometimes call the speakers from the education department or teachers who teach here to give talk. Sometimes, our staff will give the explanation about the exam because we do have a unit in charge of education." (Fatimah, S6, Girls Protection Shelter)

"Tau...kita bagitaulah...sebab biasa sebelum...ahh..diorang menduduki peperiksaan...kadang-kadang kita akan panggil penceramah daripada aaa...pejabat pendidikan ataupun cikgu-cikgu yang mengajar kat sini...ahhh..kadang-kadang kita sendiri staff-staff akan bagitaulah...sebab kita ada unit-unit...so yang mana uruskan pendidikan yang kebiasaan so dia akan uruskan sampai k u lah."

Hence, by asking the children at risk about their education and career interest, it does not help the caregivers to fulfill their information about children education and career, but at the same time it does fully help in terms of children information.

iv. Sex education (Guardian (Counseling), Administration (Counseling), Counselor (Counseling))

The need of sex education is important and should be taught to the children by the society; this is to protect the children from all sexual abuse. However, not all children are fully

aware about this type of education and in the case of these institutions, some of the children turn out to be sexually active before they enter the institution; some even have mere knowledge about sex and some became sexual victims. This information need is part of the counseling task. The statement below mentions that the caregivers need to find information about grooming to be taught to the children.

“Usually, the Community Welfare Assistants will find the information themselves and we are later going to inform, basically about grooming. This will be taught later by the Community Welfare Assistants to the children.” (Salman, S2, Boys Approved School)

“Biasanya PKM (Pembantu Kebajikan Masyarakat) (penjaga) yang akan cari maklumat sendiri *and then* kitaorang akan maklumkan *basically on grooming*...lebih banyak pada grooming, selalunya PKM (Pembantu Kebajikan Masyarakat) yang akan ajar pelatih-pelatih (kanak-kanak berisiko) ne.”

The respondent also refers to a nurse whenever she could not answer the children’s question about sex.

“The children sometimes ask, “I did have a lot of boyfriend last time,” “I have this problem,” and we will answer whenever we can; however, the questions that we cannot answer, we will refer it to a nurse.” (Zainab, FG2, Girls Protection Shelter)

“Itu yang diorang dok tanya, ”Saya (kanak-kanak berisiko) ne dulu ramai pasangan,” ”Saya (kanak-kanak berisiko) ada masalah macam ne,” ...dia (kanak-kanak berisiko) tanya macam ne...mana yang boleh kita jawab kita jawab...mana yang tak boleh jawab tu kita akan rujuk misi lah.”

The caregivers even refer to organization in order to learn more about sex education.

“In terms of HIV (Human Immunodeficiency Virus), AIDS (Acquired Immune Deficiency Syndrome), for sex education, we usually call PKN (Pusat Khidmat Nasihat) or KKM (Kementerian Kesihatan Malaysia) and the Ministry of Health Malaysia to come and brief the children.” (Salman, S2, Boys Approved School)

“Dari segi kalau HIV (Human Immunodeficiency Virus), AIDS (Acquired Immune Deficiency Syndrome), pendidikan seksual memang kitorang biasanya akan panggil PKN (Pusat Khidmat Nasihat) ataupun KKM (Kementerian Kesihatan Malaysia) klinik kesihatan klinik kesihatan untuk datang dan taklimat kepada pelajar-pelajar ne dari segi seksual.”

“...we deal with Lembah Pantai District Health Department and deal with them under AIDS (Acquired Immune Deficiency Syndrome) and HIV (Human Immunodeficiency Virus).” (Osman, S1, Boys Approved School)

“Kita ada *deal* dengan...apa nama ne...PK...Pejabat Kesihatan PKD...Pejabat Kesihatan Daerah Lembah Pantai susah dibuatnya ...PKD Lembah Pantai...kita dah *deal* diorang *which is under* program AIDS (Acquired Immune Deficiency Syndrome) dan juga HIV (Human Immunodeficiency Virus).”

v. **Monitoring former children** (Administration (Administration duties))

The respondent also required information needs about the children after leaving the institution to keep in touch with them and to make them a mentor to other children at the institution by looking at their career, educational level, life, etc. The purpose of doing this would not only create a strong bond between the caregivers with the children who already leave the place, but at the same it also benefits the children at risk at the institution.

“Now, we keep track of the children. What are they (children at risk) doing right now, what are their (children at risk) jobs. We would like to make them (children at risk) a mentor to their siblings here.” (Aisyah, S5, Children Home Shelter)

“Sekarang pun kita nak nak *keep track* dengan budak-budak ne ...diorang (kanak-kanak berisiko) buat apa sekarang...apa perkerjaan dia (kanak-kanak berisiko) sekarang...kita nak jadikan mereka (kanak-kanak berisiko) mentor adik-adik mereka kat sini.”

vi. **Disciplinary action** (Administration (Administration duties))

Any issues that arise in the institution require the respondents to have information such as disciplinary cases of the children at risk and this requires the right procedure such as conflict resolution. During the resolution, any parties such as principal and deputy principal would be involved along with the Community Welfare Assistant on duty at the time the conflict happens and later, the result would be shared among the caregivers. From the result, the respondents will know that the impact of having disciplinary conflicts among the children will lead to disadvantages on the children’s reputation, for example, punishment will be given by getting rid of their speciality. The following statement bears the testimony to this:

“For example, if there is a fight involving injured people, we will do discussion and we will punish her (child at risk); the type of punishment is maybe her (child at risk) speciality will be taken away.” (Razia, S7, Girls Protection Shelter)

“Contohnya bila berlaku pergaduhan yang mencederakan orang, so kita akan buat persidangan dan kita akan menghukum dia (kanak-kanak berisiko), jenis-jenis hukuman tu mungkin keistimewaan dia (kanak-kanak berisiko) mungkin akan ditarik balik.”

The caregivers also need to make separation among the children involved with any issue, and this needs to be done to ensure the safety of the children there.

“For instance, we are going to do separation between A and B (child at risk), so when we do the separation, we will meet each of them (children at risk) and tell them (children at risk) about their (children at risk) mistakes; afterwards, we will give them guidance or anything else.”(Razia, G3, Girls Protection Shelter)

“Contohnya *first* kita akan buat pengasinganlah antara orang ne dengan orang ne...antara A dengan B...so bila kita dah buat pengasingan kita akan jumpa dia (kanak-kanak berisiko)...kita akan tanya apa kesalahan dia (kanak-kanak berisiko) ne semua...dia (kanak-kanak berisiko) akan iyakan semua...lepas tu kita akan bagi bimbingan ke tak kisahlah apa-apa untuk dia (kanak-kanak berisiko) ne.”

The respondent even mentioned that they had to refer to the laws in order to acquire information about the institution’s safety especially in dealing with the children at risk who are involved with conflict.

“We will not only give punishment, we are also going to take action according to the law. From that law, we are going to charge him (child at risk), we are going to report to the police charge him (child at risk) for doing sexual act and it depends on the court. Normally, he (child at risk) will be transferred” (Osman, S1, Boys Approved School)

“Not just denda...kita ambil tindakan undang-undang...terus dengan undang-undang...dengan undang-undang kita akan bawak...kita charge dia (kanak-kanak berisiko)...kita report polis...dakwa dia (kanak-kanak berisiko)...buat seks luar tabii dan bergantung kepada mahkamahlah ikut keputusan mahkamah...normally dia (kanak-kanak berisiko) akan di transferred.”

vii. Sport information (Administration (Administration duties))

The institution even offers some activities outside for the children at risk to join and this includes joining sport activity. Some of the sport activities organized by the institution

have collaboration with the outside organization where these children will be given chances to join the sports. The following statement mentions that the respondent asked an organization for the children at risk to be involved.

“We deal directly with Kuala Lumpur Football Association and from that, they agree to do the referee programme” (Osman, S1, Boys Approved School)

“Kita deal directly dengan aa...apa...Persatuan Bola Sepak Kuala Lumpur...aaa...dan daripada situ...dia kata boleh lah buat referee...”

In order for the children at risk to join the sports, the institution needs to ask the name of the children who are interested to join as stated below.

“We will ask those who are interested in football.” (Osman, S1, Boys Approved School)

“Kita akan tanya yang berminat..”

viii. **Safety information** (Guardian (Supervision) Administration (Administration duties))

Making safety as the highest priority at the institutions is one of the important aspects of maintaining a productive workplace. Similarly, the caregiver duty is to ensure the safety of the residents. The statement below mentions that a safety briefing has been explained to the caregivers.

“Oh, in terms of safety, the deputy principal will explain what we should do and observe, the important thing is the children’s safety, the patrol time, the children’s schedule, and restricted area for the children.” (Salman, S2, Boys Approved School)

“Oh dari segi keselamatan timbalan akan terangkan dari segi keselamatan apa perlu diorang buat apa perlu diperhatikan dari segi keselamatan kanak-kanak diorang akan brief dulu, waktu-waktu dia kena ronda semua tu dan kita akan brief juga lah jadual-jadual pelajar ne, kawasan-kawasan larangan untuk pelajar.”

The statement below mentions about the action the caregivers have to take to ensure the safety of the institution.

“...if anything happens, we refer to police first. The police will come to take control.” (Siddiq, S4, Boys Approved School)

“Jadi apa-apa hal kita akan refer polis dulu.”

The caregivers also need to make separation among the children involved with any issues, and this needs to be done to ensure the safety of the children there.

“For instance, we are going to do separation between A and B (children at risk), so when we do the separation we will meet each of them and tell them about their mistake; afterwards, we will give them guidance.” (Razia, FG2, Girls Protection Shelter)

“Contohnya first kita akan buat pengasinganlah antara orang ne dengan orang ne...antara A dengan B (kanak-kanak berisiko)...so bila kita dah buat pengasingan kita akan jumpa dia (kanak-kanak berisiko)...kita akan tanya apa kesalahan dia (kanak-kanak berisiko) ne semua...dia (kanak-kanak berisiko) akan iyakan semua...lepas tu kita akan bagi bimbingan ke tak kisahlah apa-apa untuk dia ne.”

ix. **Child reward** (Counselor (Child reward), Administration (Administration duties))

At the institutions, the children will be given rewards whenever they behave well through monitoring process. There are many rewards given by the institutions to the children including releasing them early rather than staying there for three years, having outing programme, being allowed to call their parents, joining more activities outside, etc. Monitoring is important because through the monitoring system, the caregivers will know the children's character whether or not they are eligible for the reward. It is because every officer will propose a few children's names as stated below.

Outing programme is a session where the children will be brought outside in a group with the caregivers, either doing activities or some visiting. There is a need for children outing as to create bonding between the children and their caregivers. In the following statement, the caregivers need the information of the list of people to join the outing programme from the officers.

“We will ask the case worker officers to list out four or five people (children at risk), so they will choose the best ones (children at risk) to get a reward. It is actually a reward.” (Osman, S1, Boys Approved School)

“Kita akan tanya pegawai kes...daripada setiap kes berapa kes apa...pekerja kes...setiap pekerja kes tu kita akan tanya kita akan minta empat orang ataupun lima orang (kanak-kanak berisiko) lah kan...so dia akan pilihlah dikalangan dia...yang mana yang the best (kanak-kanak berisiko) as a reward lah.”

The following statement shows that the respondent needs a written feedback after the outing programme.

“Yes, usually every warden for each hostel will give the written feedback and submit it to me.” (Salman, S2, Boys Approved School)

“Ye ada biasanya akan warden-warden tiap kem yang akan bagi feedback dalam bentuk bertulis dan dia akan serahkan pada saya.”

“...in the afternoon, we will give feedback about the outing.” (Razia, S7, Girls Protection Shelter)

“Petang kita akan bagi untuk *feedback* pada outing tu.”

“I’m going to do the analysis since I need to do report.” (Razia, S7, Girls Protection Shelter)

“Saya akan membuat analisis pada benda tu sebab kita nak membuat laporan.”

x. **Health information** (Guardian (Parenting))

Being healthy enables someone to reach their potential and strive to make their best. However, not everyone is able to achieve it due to having poor health condition. Similar situation happens in these institutions, where some of the children have poor health and it is part of the caregivers’ responsibility to ensure that the children’s health is at its best condition. The statement below mentions that the caregivers have to take care of the sick child by sending him to the clinic.

“We (caregivers) will refer him to the clinic.” (Siddiq, S4, Boys Approved School)

“Kita (penjaga) ada terus *refer* pergi klinik.”

“He (child at risk) will complain. He will tell the officer (caregiver) who is on duty about his sickness and we will give him (child at risk) medicine first; however, if he is still sick, we will refer him to the clinic. If the clinic cannot do it, we need to refer him to the hospital.” (Ali,S3, Boys Approved School)

“Dia (kanak-kanak berisiko) akan mengadu...dia (kanak-kanak berisiko) akan bagitau dekat pegawai yang bertugas...dia (kanak-kanak berisiko) ada sakit sakit sekian-kian...yang ne kita (penjaga) kalau boleh kita (penjaga) ubat...kita (penjaga) akan ubat dulu...kalau tak boleh kita (penjaga) akan *refer* ke klinik biasanya kalau klinik pun tak boleh buat tak boleh nak buat kita (penjaga) akan *refer* ke hospital.”

As caregivers, they need to be alert about the children's health in order to ensure that the children get the treatment early. In the case study below, the caregivers need to obtain information from the nurse about HIV (Human Immunodeficiency Virus) and medicine dosage level for the children.

"We will invite (health organization) twice a year to talk about health. There are also some of our Community Welfare Assistants who continue their study in nursing, so when they (caregivers) do community work here, they will usually discuss with me the type of course that we need to have to explain it to the children and also the staff. We will also talk about HIV since there are nine children who are infected with HIV, so this talk is to refresh the knowledge of the Community Welfare Assistants although they already know about this matter. Hence, they will be able to be alert with the children's condition because sometimes the children need to change their medicine to high dose, so we need the information." (Aisyah, S5, Children Home Welfare)

"Kita panggil kita setahun dua kali...PKM (Pembantu Kebajikan Masyarakat) ada dia punya *nurse* yang sambung belajar kan...jadi diorang memang kena buat kerja komuniti kat sini...diorang akan selalunya akan bincang dengan saya apa kursus yang kita perlukan sama ada nak bagi pada budak-budak dan juga pada *staff*...yang HIV (Human Immunodeficiency Virus) memang kita bagilah...sebab anak kita ada sembilan orang memang ada HIV (Human Immunodeficiency Virus), kan...jadi kita bagi tu memang macam *refresh* walaupun diorang (penjaga) dah tau tapi kita bagi juga supaya diorang (penjaga) lebih *alert* lah apa yang budak-budak ne kadang-kadang budak ne ada yang kena tukar ubat dos paling tinggi...apa implikasi dia pada budak...memang kita kena bagi maklumat."

RQ3) What is the awareness of information by formal caregivers of children at risk?

As this study is guided by theoretical lens model; therefore, it is necessarily important to point out the awareness of information of caregivers of children at risk. Awareness of information involves direct or indirect knowledge of various information sources. Some of the most important variables include familiarity and prior success (results obtained from strategy or source), trustworthiness (how reliable or helpful), packaging (convenience, usefulness, and others), timeliness (found when needed), and cost (relative cost-effectiveness), and quality (level of detail, accuracy, and so on). The findings of the research question three will be on Figure 4.4.

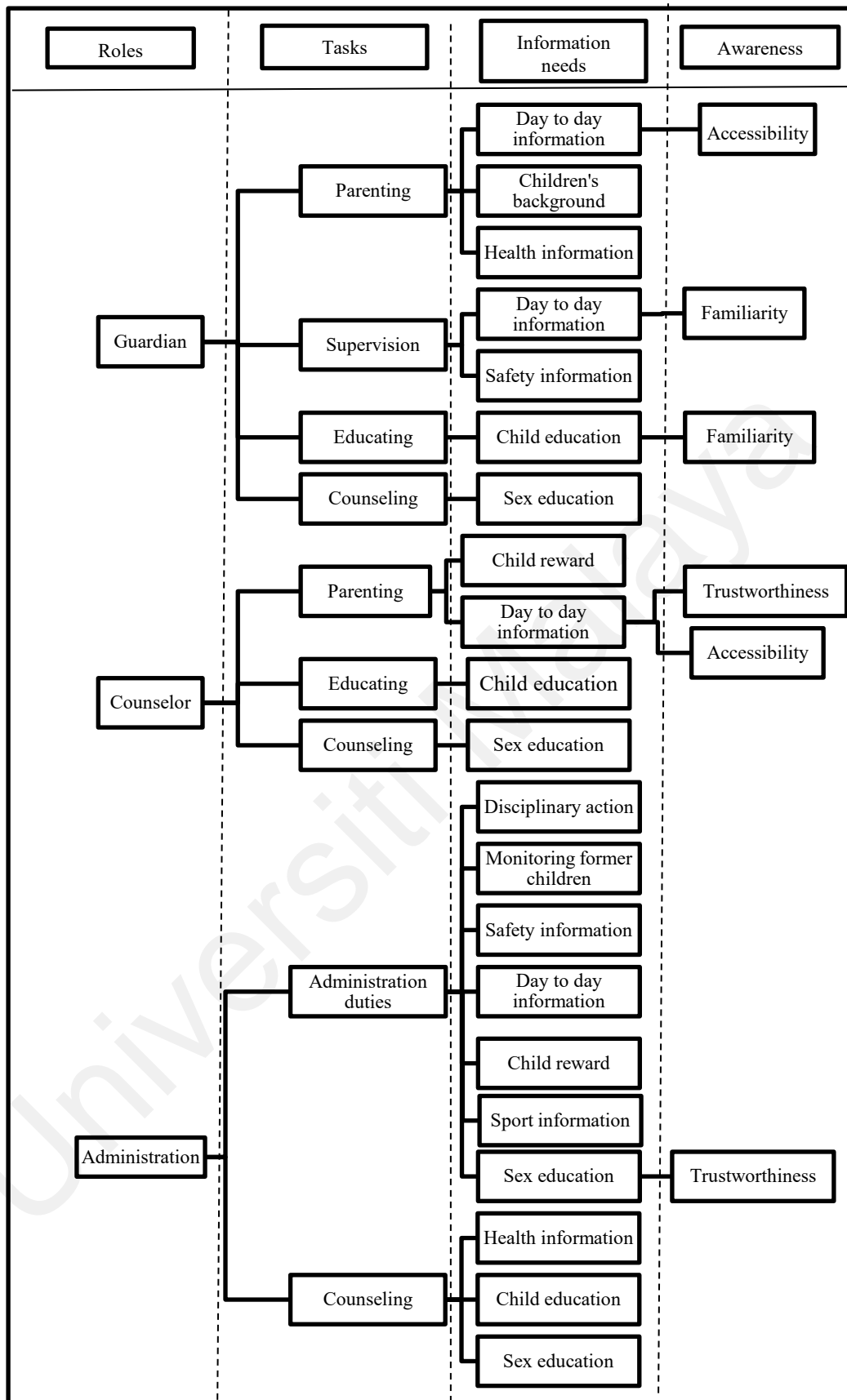


Figure 4.4 Finding for Research Questions Three

i. **Familiarity and prior success (results obtained from strategy or source)** ((Guardian, Supervision, Day to day information), (Guardian, Educating, Child education))

According to Leckie et al. (1961), professionals are probably using a source to obtain information when they are familiar with it. The results below mention about the respondents who are familiar with the psychological need of the children; hence, she used a familiar source, for example, career test to have some awareness about the information needs of children at the institutions.

“I will do tests, for example, career interest test. From that career interest, she will know her interest and where she is going to continue her career and the requirement. We will try to give information.” (Razia, FG2, Girls Protection Shelter)

“...saya akan buat juga dari segi ujian-ujian contohnya ujian minat kerjaya...dekat situ minat kerjaya dia akan tahu macamana aaa diorang akan minat apa so macamana diorang nak dapatkan nak sambung bidang tu dekat mana...apa syaratnya ? Kita akan cuba bantu...kita akan cuba memberi maklumat.”

Another example stated below is the caregivers' awareness of the familiarity in using the internet to help the children at risk for their education.

“What she (child at risk) wants, we are going to give, for example, if she wants the syllabus related with SPM, the officer who is sitting at the counter will help her by searching through the internet.” (Fatimah, S6, Girls Protection Shelter)

“Dia (kanak-kanak berisiko) nak dan kitaorang akan *serve* contoh kalau kata saya nak tahu dari segi...aaa...*syllabus* yang berkaitan dengan SPM (Sijil Pelajaran Malaysia) contoh...kalau banyak kegunaan adalah berkaitan dengan SPM lah...so pegawai yang akan bertugas kat depan...dia akan *search* dan bagitau...apa benda maklumat.”

The position of the respondent above has indicated that this awareness is under the educating and supervising tasks of a guardian.

ii. **Trustworthiness** ((Administration, Counseling, Sex education), (Counselor, Parenting, Day to day information))

Trustworthiness is necessarily important in influencing the professional caregivers to the sources they obtain. It is believed that the sources should not be risky in a sense of not to be revealed when requested and the confidentiality will be kept (Leckie et al., 1996). The trustworthiness of information comes from the authoritative body. At the institutions, the trustworthiness of information can come from the top management, ministry, government website, act, attending meetings/course/briefing. The findings below found that the respondents attended several meetings and courses organized inside and outside the institutions. These meeting and courses can be regarded as trusted as they are organized by the ministry as stated below.

“We do organise a course with ISM (Malaysia Social Institute) and sometimes, we also do it inside and outside in collaboration with JKM (Jabatan Kebajikan Masyarakat) KL (Kuala Lumpur) to do the course.” (Aisyah, Children Home Welfare)

“Ada ada...kita kan ada juga dengan ISM...kita kadang in situ juga kita buat dalaman kita buat juga kat luar bersama collaborate dengan JKM panggil kita untuk kursus.”

“...in the past, all PKM (Community Welfare Assistants) who are S19 were invited by the director to attend the course for a day to give them the spirit to have teamwork and passion.” (Aisyah, S5, Children Home Welfare)

“...macam dulu ada buat perjumpaan semua PKM (Pembantu Kebajikan Masyarakat) tau...semua budak S19 semua pengarah kumpulkan untuk apatu diorang bagi kursus...satu hari...kan Yus? Untuk nak bagi diorang punya semangat kerjasama dan semangat kecintaan dia tu.”

Moreover, using official report and website from the government as sources of information assure the respondents in using it. In the statement below, the respondent mentioned about the caregivers referring to the official Social Welfare Department's website to share information.

“...or JKM's (Jabatan Kebajikan Masyarakat) (Social Welfare Department) official website, there is a lot that they (caregivers) can find on the JKM's (Jabatan Kebajikan Masyarakat) (Social Welfare Department) website and usually, they share it by pasting it.” (Salman, S2, Boys Approved School)

“Or *website official* JKM (Jabatan Kebajikan Masyarakat), banyak diorang cari kat sana *website* kat JKM, and then bila dah *share* biasanya mereka tampil kat...”

Act is also considered to be a trusted source for the caregivers to refer to. In the finding below, the caregivers were told about different acts through attending courses.

“...they will be told about the act. Since we also do have courses that we need to attend.” (Zainab, FG2, Girls Protection Shelter)

“...mereka akan di beritahulah...sebab kita pun ada –kursus-kursus yang kita kena hadiri kan.”

“...from that, she will be introduced with the *Child Act or Elderly Act.*” (Razia, FG2, Girls Protection Shelter)

“...so dekat situ dia akan perkenalkan Akta Kanak-Kanak atau Akta Warga Emas...semua akta-akta yang berkaitan dengan JKM.”

iii. **Accessibility** ((Guardian, Parenting, Day to Day Information), (Counselor, Parenting, Day to Day Information))

Accessibility of information can be influenced by physical proximity and other consideration (Leckie et al. 1996). A number of studies have shown that different professionals recognize their own collection to be more accessible and rather use it even though the information is limited (Leckie et al., 1996). Accessibility here refers to accessing information, for example, using the internet to understand the students' syllabus. Accessibility is also based on the understanding and awareness on the need of caregivers to get information.

In the following statement, the respondent had to use the internet for the children at risk to help answering their exam as these children cannot have any access to surf the internet at the institution which is due to the rules and regulation of not to expose the children to the public for their own safety.

“What she (children at risk) wants, we are going to give it, for example, if she wants the syllabus related with SPM, the officer who is sitting at the counter will help her by searching through the internet.” (Fatimah, S6, Girls Protection Shelter)

“Dia (kanak-kanak berisiko) nak dan kitaorang akan *serve* contoh kalau kata saya nak tahu dari segi...aaa...*syllabus* yang berkaitan dengan SPM (Sijil Pelajaran Malaysia) contoh...kalau banyak kegunaan adalah berkaitan dengan SPM lah...so pegawai yang akan bertugas kat depan...dia akan search dan bagitau...apa benda maklumat.”

The statements below show that the respondents mostly prefer to use social messaging app such as WhatsApp as it is a more convenient and useful form of communication in receiving and sending out information among the caregivers and especially when contacting with the Social Welfare Department. The evidence can be seen below.

“As of now, the right channel we use is just WhatsApp as it is the easiest.”
(Ali, S3, Boys Approved School)

“Kalau saluran buat sekarang ne Whatsapp je lah yang paling senang.”

“To convey information from above to below...that is the easiest.” (Ali, S3, Boys Approved School)

“Untuk sampaikan apa benda maklumat dari atas ke bawah...itu lagi mudah kut.”

The respondent even mentioned that whenever the Community Welfare Assistants need information from the top management, they will inform it in a WhatsApp group.

“Yes, they (caregivers) will inform. Usually, we will put it in the WhatsApp group.” (Salman, S2, Boys Approved School)

“Ada, diorang (penjaga) akan maklumkan...biasanya kita akan masukkan dalam *group whatsapp*.”

Another accessibility found at the institution is the library. At the institution, a library is built for the residents of the institution to look for references, reading materials, etc. This library caters to resources which come from contribution from individual, national library, and some had been bought by the institution itself. Despite receiving sources from others, only the selected is accepted by the institution. This is because the caregivers need to do some filtration on the content of the books.

“When it comes to books with high vocabulary, we only keep it or give it to the national library.” (Aisyah, S5, Children Homes Welfare)

“Selalunya kita mintaklah mana buku yang kita tengok tinggi sangat ...kita tak capai lagi macam ensiklopedia yang terlalu tinggi macam *medical*

student kan...kita simpan je satu yang lain tu...selalunya kita donate balik kepada pustakawan negara.”

iv. **Cost** (Administration, Administration duties, Safety information, Child reward)

Cost is also involved in making a decision of getting particular information. The importance of money will determine how professionals are willing to spend in using the sources to seek information (Leckie et al., 1961). For example, an organization uses their own budget to invite the outsiders to give talk to the institution or sending the caregivers to attend talk or training outside the institution. In the case of these three institutions, the workers are willing to spend money to invite experts to give talk or briefing to the caregivers as stated below.

“Since our staff find it quite difficult to go out; hence, we call speakers from outside, from the Malaysian counselor board or from a university, or we will call a doctor when it comes to health.” (Aisyah, S5, Children Homes Welfare)

“Sebab staff kita susah nak keluar...jadinya kita panggil penceramah luar...maksudnya daripada lembaga kaunselor Malaysia...daripada universiti sendiri ataupun kalau berkaitan dengan kesihatan kita panggil doktorlah.”

v. **Quality** (Counselor, Parenting, Day to day information)

Quality is a consideration when it comes to seeking information. The quality of information needs to be taken into account as it will affect the use of sources. For these institutions, quality information comes from the authoritative body such as the top management, ministry, government website, act, and attending meetings/course/briefing. For new community welfare assistant to give quality information about caregiving at the institution, induction training will be conducted to give them quality information in guiding them to do their work.

“In the early stage when we first worked in the Social Welfare Department, we will attend an induction course for a month where we were briefed

regarding information about the department, role, and responsibility of caregivers and the acts.” (Salman, S2, Boys Approved School)

“Memang kitaorang diberi...kitaorang diperingkat awal masa mula-mula masuk JKM dia ada apa...induksi kursus nama dia, kitorang akan dibawa kursus dalam tempoh dekat sebulan kot...dekat sebulan kitaorang akan di *brief* tentang maklumat-maklumat mengenai JKM peranan tanggungjawab, adakah institusi akta-akta yang kita akan guna pakai dari segi pegawai-pegawai yang akan sebagai pelindung jadi dia akan terangkan dekat tu...dekat induksi kursus untuk semua *staff* baru JKM.”

RQ4: What are the sources of information needs used by formal caregivers of children at risk?

This section aims to determine the sources used by formal caregivers of children at risk care institutions. Several questions were asked regarding how they find information when searching for information, the challenges they encounter in getting the information, and other challenges. Respondents in the individual and focus group indicated several types of information sources they sought for their institutions. The use of the sources will be explained in detail.

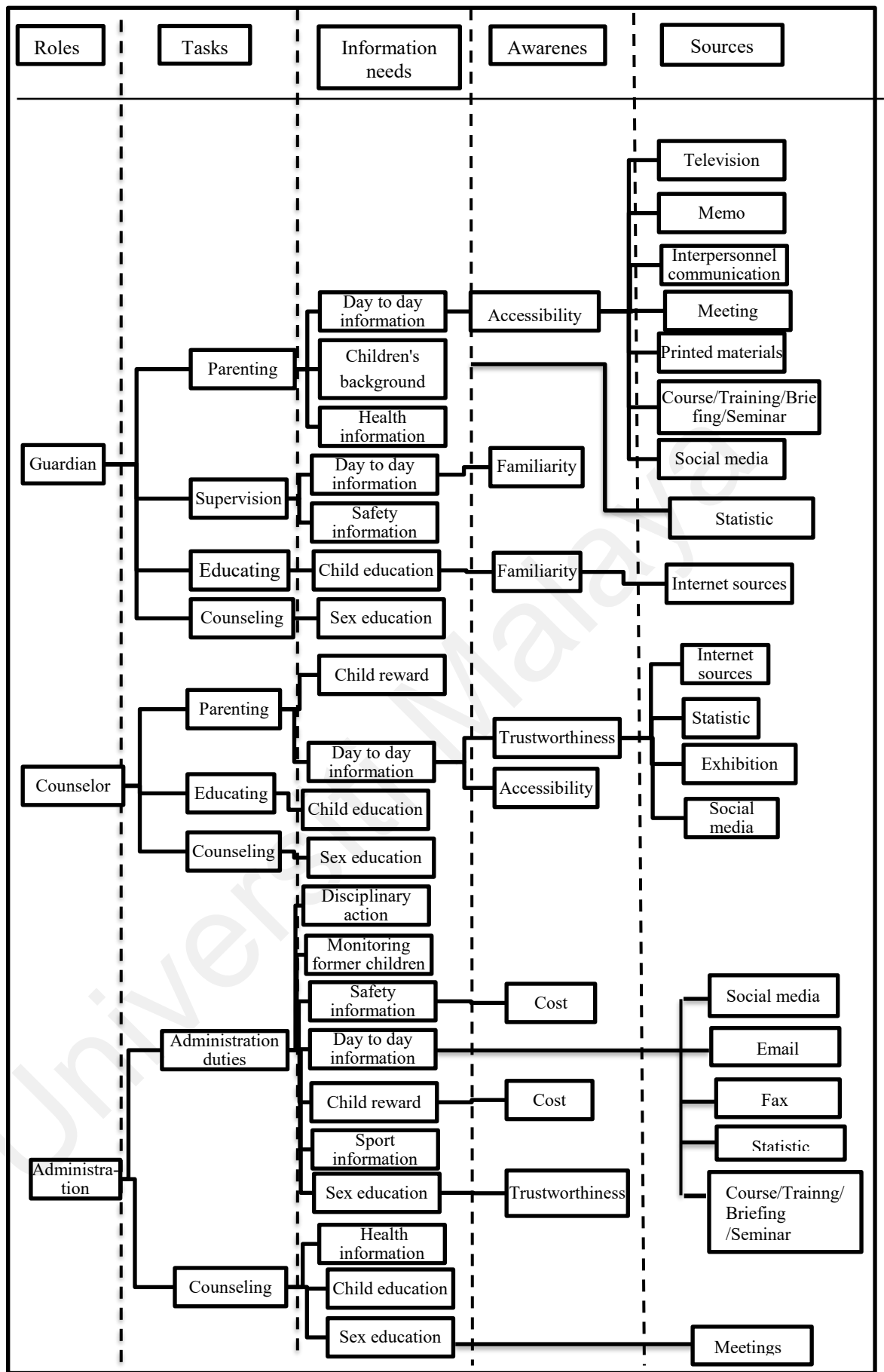


Figure 4.5 Finding for Research Question Four

The interviews asked about the types of sources they use to get information.

- i. **Interpersonal communication** ((Administration, Administration duties, safety information, cost), (Guardian, parenting, day to day information, accessibility))

a) Peer-to-peer communication

As shown in the findings of the questionnaire, the respondents sometimes asked the senior Community Welfare Assistants for guidance in taking care of the children. The respondents need to seek information about the workflow in the institution since taking care of the children at risk requires special treatment.

“I know the workflow here because I ask them (senior Community Welfare Assistants) a lot, I even also do observation,” (Siddiq, S4, Boys Approved School)

“Flow kerja saya tau saya tanya saya kerja saya tanya banyak saya tanya...saya tak tahu saya observe macam mana.”

Another respondent in different institution, Girls Protection Shelter, was asked if the Community Welfare Assistants ask each other. She emphasized that they would ask each other and refer to the senior Community Welfare Assistants to make a decision.

“All opinions and the caregivers will ask with the senior Community Welfare Assistants so she will be making the decisions.” (Razia, FG2, Girls Protection Shelter)

“Pendapat semua dan dia akan tanya juga PKM (Pembantu Kebajikan Masyarakat) kanan so PKM (Pembantu Kebajikan Masyarakat) kanan yang akan membuat keputusan.”

Asking the seniors will help the newbie caregivers in gaining their information needs by having new knowledge about the institution. After all, working with children at risk is not going to be of similar experience like taking care of others.

Besides asking the community welfare assistant, the caregivers even ask the institution caseworkers for the name of the children at risk who are going to join the outing programme.

Hence, the caseworker would select some of them who behave well to join as a reward.

The following evidence can be seen below.

“We will ask the case worker officers to list out four or five people (children at risk), so they will choose the best ones (children at risk) to get a reward. It is actually a reward.” (Osman, S1, Boys Approved School)

*“Kita akan tanya pegawai kes...daripada setiap kes berapa kes apa...pekerja kes...setiap pekerja kes tu kita akan tanya kita akan minta empat orang ataupun lima orang (kanak-kanak berisiko) lah kan...so dia akan pilihlah dikalangan dia...yang mana yang *the best* (kanak-kanak berisiko) as a reward lah.”*

This became an evidence on how peer to peer communication helps to select deserving students to get their rewards.

b) Communication with children at risk

In order to get to know more about the children at risk, the caregivers sometimes need to ask the children themselves. At Boys Approved School, the respondent mentioned that their questions were about the children's aim, target, and education when the children started their day at the institution. The following statement can be seen below.

“...we will ask the children what is their target here? What is your (children) aim?” (Osman, S1, Boys Approved School)

*“...kita akan tanya *what is your target here? What is your aim?*”*

Meanwhile, the respondent in Children Home Welfare mentioned that she needs the children information to know the history of the children (family background and the case which made the children to enter the institution). The following evidence can be seen below.

“At first, we (caregivers) look at his/her (child at risk) age level, let's say if his/her (child at risk) age is twelve, we will normally interview him/her (child at risk) as usual, like asking his/her (child at risk) name and the case that made him/her (child at risk) to reside here. We (caregivers) ask something that he/she (child at risk) can answer.” (Khadijah, S8, Children Home Welfare)

*“Pertama kali kita (penjaga) tengok dia (kanak-kanak berisiko) punya umur dia (kanak-kanak berisiko) tahap umur dia (kanak-kanak berisiko), kalau yang macam umur dua belas tahun tu kita *interview* macam biasalah*

tanya nama dia (kanak-kanak berisiko) lepas tu tanya macam tengok kes apa? Dia (kanak-kanak berisiko) dimasukkan sini kes apa? Tanyalah sikit-sikit dia akan boleh jawablah.”

“Those (children at risk) who are big, for example, seven until twelve years and those who can speak, can think, means that he/she (child at risk) can answer especially the reason he/she (child at risk) come here. We will ask all; the family background, to ensure that he/she (child at risk) is feeling comfortable.” (Khadijah, FG1, Children Home Welfare)

“Kalau yang besar kalau misalannya tujuh hingga dua belas tahun tu ok dia (kanak-kanak berisiko) dah pandai bercakap...dia (kanak-kanak berisiko) boleh berpikir...maksudnya apa yang kita (penjaga) tanya dia (kanak-kanak berisiko) boleh jawab lah terutama sekali kita apa ne dia punya apa sebab dia (kanak-kanak berisiko) masuk sini saya tanya semua...latar belakang keluarga dia (kanak-kanak berisiko)...lepas tu kita (penjaga) tanya semua tu...baru kita bagi dia (kanak-kanak berisiko) selesa sikit.”

There is a lot of purpose of questioning the children. It does help to fulfill the information needs of caregivers in knowing more about the children although the feedback sometimes are not helping them as not every child is willing to cooperate with the caregivers in terms of giving answers.

c) Information from other organisations

One of the institutions has also partnered with other organisation for child education. Since the study above mentions that one of the types of children at risk education in Boys Approved School is technical education; hence, in order to ensure the children's involvement in that area, the institution has made an initiative by asking MARA (Majlis Amanah Rakyat) about their partnership which needs students. The following statement bears the testimony to this:

“...we go to MARA (Majlis Amanah Rakyat) and ask MARA since it has a lot of data. So we go ask MARA if it cannot afford to do it, who is your partner that can do it?” (Osman, S1, Boys Approved School)

“...kita pergi MARA (Majlis Amanah Rakyat)...tanya MARA...pergi MARA dululah...kat MARA dia banyak data...so bila kita pergi MARA...MARA kita tanya...ok MARA kalau kau tak mampu buat...sapa ko punya partner yang boleh buat?”

“We will ask them (Majlis Amanah Rakyat), who is their (Majlis Amanah Rakyat) partner that can provide help? The one that needs students. So they

(Majlis Amanah Rakyat) *will give different options. Of course the one near to us, so if he says Empayar College, we will go there and try to approach it.*” (Osman, S1, Boys Approved School)

“Kita akan tanya dia (Majlis Amanah Rakyat)...sapa *partner* yang ko boleh buat? Yang nak *student*...so dia (Majlis Amanah Rakyat) akan *check out* lah beberapa *options*...*of course* yang dekat dengan kitalah ...kita akan cari...so dia kata *ok* Empayar Kolej...*we go there..try...so kita approach.*”

From the findings above, it is shown that the institution has made some effort to help with the children’s career and with the help of other organization; it actually helps with the institution’s needs. The use of interpersonal communication is important for the guardian in day to day information need and it is also important for administrator of child reward information need.

ii. **Internet sources** ((Guardian, Supervision, Day to day information, Familiarity), (Counselor, Parenting, Day to day information, Trustworthiness))

The respondents were specifically asked about the internet sources that they use to seek information.

a) **Website**

Website is an example of referring to sources for the caregivers to refer to. The following evidence indicates that the respondent in Boys Approved School prefers to choose the Social Welfare Department’s website to fulfill his information need.

“...or JKM’s (Social Welfare Department) *official website*, there is a lot that they can find in the JKM’s (Social Welfare Department) *website*...” (Salman, S1, Boys Approved School)

“...or *website official* JKM (Jabatan Kebajikan Masyarakat), banyak diorang (penjaga) cari kat sana *website* kat JKM, and then bila dah *share* biasanya mereka tampil kat...”

This shows that sometimes a website can be a trusted source to refer to. In this case, the respondent has used the government website.

b) Google

Google is also used to seek information. In the findings below, the respondent was asked about the information from the children at risk. The interview indicated that sometimes, the respondent has to search the information from Google to answer the children at risk's question since the respondent is not able to answer beyond her knowledge.

"So if we know at the time, we will tell what we know. We switched the computer on, print and say, "Come, read this." That is all... " (Zainab, FG2, Girls Protection Shelter)

"Jadinya kalau kita masa tu dia tau kan...kita akan cetak mana kita tau...kita pun bukaklah komputer apa ke...kita print..."meh kita baca ne ah," Cam tu jelah..."

Some of the respondents use the Internet when seeking information. This was the answer given by the respondent from Boys Approved School.

"Mostly, they (caregivers) got it from the internet." (Salman, S1, Boys Approved School)

"Mostly diorang dapat dari internet."

Nonetheless, the respondent has to use the internet whenever the children at risk come to them asking for information about their studies since the children cannot have any access to surf the internet at the institution, which is due to rules and regulation of not to expose the children to the public for their own safety.

"What she (child at risk) wants, we are going to give it. For example, if she wants the syllabus related with SPM, the officer who is sitting at the counter will help her by searching through the internet." (Fatimah, S6, Girls Protection Shelter)

"Dia (kanak-kanak berisiko) nak dan kitaorang akan serve contoh kalau kata saya nak tahu dari segi...aaa...syllabus yang berkaitan dengan SPM (Sijil Pelajaran Malaysia) contoh...kalau banyak kegunaan adalah berkaitan dengan SPM lah...so pegawai yang akan bertugas kat depan...dia akan search dan bagitau...apa benda maklumat..."

Using internet not only helps the caregivers to do their tasks easier, but it also helps in giving knowledge to the children at the institution.

iii. **Printed materials** (Guardian, Parenting, Day to day information, Accessibility)

a) **Reprinted book**

Reprinted book is also an important source used by caregivers at the institutions. The findings have shown that the respondents refer to reprint books where they turn to be a guideline for the respondents to refer to for the children at the institutions.

“There is a book for it, we call it Child Act.” (Siddiq, S4, Boys Approved School)

“Ada buku dia...ada buku dia Akta Kanak-Kanak.”

“On the early days, every staff of Community Welfare Assistants will be given one policy.” (Razia, S, Girls Protection Shelter)

“Awal-awal kemasukkan...sebab diorang akan ada satu...setiap staff PKM (Pembantu Kebajikan Masyarakat) yang bertugas akan mendapat satu polisi.”

“Meaning, there will be one policy for every unit. For example, there will be one policy for the Community Welfare Assistants’ part and for the administration, there will be one policy.” (Razia, S7, Girls Protection Shelter)

“Maksudnya satu unit setiap unit dia ada...macam PKM (Pembantu Kebajikan Masyarakat) dia ada untuk bahagian dia macam bahagian pentadbiran dia ada satu polisi dia.”

Since the reprinted book is an official guideline enacted by the government; hence, it is a trusted source for the caregivers at the institutions where it becomes a guideline for them to do their tasks.

b) **Report**

Report is an important source for the respondents. From the report, the respondent has an idea in any particular matter. In the following statement, the report refers to probation report about the children at risk before going to the institution. From the report, the respondent would know the background of the children and the reason they enter the institution.

“JKM (Social Welfare Department) will give a report letter called the probation report.” (Siddiq, S4, Boys Approved School)

“Segala maklumat, pihak JKM (Jabatan Kebajikan Masyarakat) dia akan berikan surat laporan namanya akhlak.”

“Moral report is about the information of the child and his family including the reason he (child at risk) entered here.” (Siddiq, S4, Boys Approved School)

“Laporan akhlak tentang maklumat tentang pelatih dan keluarga itu sendiri serta dia (kanak-kanak berisiko) punya kesalahan sebab apa dia (kanak-kanak berisiko) dimasukkan kesini.”

Hence, the report is a trusted source for the caregivers in knowing about the children in the first place before having oral communication with the children.

iv. **Statistic** ((Guardian, Parenting, Children’s background, Statistic), (Counselor, Parenting, Day to day information, Trustworthiness), (Administration, Administration duties, Sex education, Trustworthiness))

The respondents were asked if they seek statistical information for the institutions. Most of the interviews indicated that they are reasons for why they need information from the statistics. One of the respondents in Girls Protection Shelter mentioned that she needs the statistics to make a report for the top management so that they could do analysis and comparison of children admission. Furthermore, this is also for budgeting purpose and quota of the children entering the institution.

“The purpose is to use it as a report for the top management so it is easy to arrange for budgeting.” (Razia, S7, Girls Protection Shelter)

“Untuk laporan kepada bahagian atas so dekat sana senang kita nak arrange untuk perbelanjaan.”

“Budgeting with the amount of children residing here.” (Razia, S7, Girls Protection Shelter)

“Perbelanjaan dengan orang kata bilangan.”

“The quota of admission is only thirty.” (Razia, S7, Girls Protection Shelter)

“Bilangan kemasukan sebab kita kat sini adalah 30.”

“Because the amount is important for the top management to make analysis; we need to make a comparison with last year.” (Razia, S7, Girls Protection Shelter)

“Sebab semua...jadi bilangan ne penting untuk pihak atasan membuat penilaian berapa kemasukan ke institusi ini, kita nak buat nak tengok berapa perbandingan berbanding pada tahun lepas.”

For Boys Approved School, the respondent answered that he needs the information because of budgeting and to know the trend.

“Because we want to see the admission trend.” (Salman, S1, Boys Approved School)

“Sebab kita nak tengok dia punya *trend* kemasukan.”

“...from the side of budgeting.” (Salman, S1, Boys Approved School)

“...dari segi *budgeting* pun kitaorang pun ada juga.”

Most of the respondents agreed that there is an increase in the number of children entering the institutions; however, the amount has decreased only in the Girls Protection Shelter when compared with the past recent years. This was due to technology that helped the parents’ decision on what to do with their children.

“There was a decreasing amount of the children residing here compared with the past, especially three years back, as it was hundreds last time ...” (Razia, FG2, Girls Protection Shelter)

“Tiga tahun kebelakangan ini aahh...terdapat penurunan lah berbanding dengan dulu,..dulu mungkin kemasukan dia beratus ...”

“One of the factors is because the information is everywhere, where the (parents) can get it through Facebook, Instagram, the Internet. From those mediums, parents are getting open minded; they might opt to take care of their children themselves, while some will turn to marriage.” (Razia, FG2, Girls Protection Shelter)

“Salah satu faktor sebab sekarang ne ok dia dah terbuka sekarang ne maklumat macam-macam boleh dapat...melalui facebook...melalui instagram...melalui internet...jadi dekat situ parents dah terbuka...dia jaga sendiri...ada setengah dia akan kawinkan...ahhh..”

As for Boys Approved School, the number of children entering the institution is always full. This information statistic would be shared among the caregivers and updated everyday during morning assembly.

“...we never believe that the amount of children will decrease any less than a hundred ... for sure, the numbers will always be full.” (Salman, S1, Boys Approved School)

“...kitaorang tak pernah percaya kurangkan daripada seratus lah ...memang akan sentiasa penuh.”

“We are going to update during morning assembly every day and then the PKM (Community Welfare Assistants) will usually update everyday.”
(Salman, S1, Boys Approved School)

“Medium dia...kitaorang akan update dalam perhimpunan pagi tiap-tiap hari and then daripada perhimpunan pagi tu biasanya PKM (Pembantu Kebajikan Masyarakat) akan bagi satu...contoh macam ne ...dia akan update macam ne tiap-tiap hari.”

Similarly, at Children Home Welfare, the number of children entering the institution is always increasing. According to the respondent, this is due to location of the institution, which is in Kuala Lumpur. She assured that it was because of the children’s social problems that they entered the institution.

“Always increasing since we (the institution) is located in the middle of KL.” (Aisyah, S5, Children Home Welfare)

“Sentiasa...sebab kita kawasan tengah.”

“The reason is social problem because from our rating, there are more Malays, while the Chinese will go to NGO (Non -Governmental Organisation).” (Aisyah, S5, Children Home Welfare)

“Punca dia masalah sosial lah...sebab kalau ikut rating ramai melayu ...cina dia banyak pergi ke NGO Non-Governmental Organisation.”

This shows that the use of statistics is important for the institution in terms of updating and controlling the number of children entering the institution (quota) and for report and budget of day to day information need.

v. **Television** (Guardian, Parenting, Day to day information, Accessibility)

The respondent also mentioned about the use of television when seeking information. The findings below mention that the respondent applied the knowledge he learned in television when guessing the item that he found at the institution, which he assumed to be drug; however, he was still unsure about the item.

“We refer to sources like television and Youtube to know the drug that is smuggled inside; however, we cannot confirm the authenticity of the stuff

in terms of whether or not it is really drug.” (Ali, FG1, Boys Approved School)

“*Ok...seludup masuk kat dalam...jadi dia tu kita tengok daripada sumber tv youtube apa semua tu kita tau just tau je kesahihan tak tau lagi cuma kita tau benda tu je.*”

This shows that the use of television is important for day to day information need of the guardian.

vi. **Exhibition** (Counselor, Parenting, Day to day information, Trustworthiness)

The respondent was asked if he sought information from an official exhibition and the answer given was only through exhibition. This can be seen in the following statement:

“Only exhibition. We do not have the official one.” (Ali, FG1, Boys Approved School)

“Pameran itu je...kalau yang betul-betul tu memang tak ada.”

The use of exhibition is also part of sources used by the counselor for day to day information need.

vii. **Social Media** ((Guardian, Parenting, Day to day information, Accessibility), (Counselor, Parenting, Day to day information, Trustworthiness, Administration, Administration duties, Day to day information))

The respondents were specifically asked about the social media they use to communicate with others.

a) **WhatsApp**

The results of the interview have shown that majority of the respondents use their mobile phones to communicate with their colleagues. The importance of using the WhatsApp application is that the respondents are able to communicate on a daily basis in sharing information about the institution. It is believed the most predominant social messaging

app the caregivers use is WhatsApp. The main reason for using this type of social messaging app is that it is easy to use and everyone has the application.

“The only channel we have is through WhatsApp, that is the easiest.” (Ali, S3, Boys Approved School)

“Kalau saluran buat sekarang ne whatsapp je lah yang paling senang.”

“Usually, we only use application like Whatsapp.” (Ali, S3, Boys Approved School)

“Biasa guna aplikasi yang macam tu jelah whatsapp.”

“To convey the information from top to below, that is the easiest one.” (Ali, S3, Boys Approved School)

“Untuk sampaikan apa benda maklumat dari atas ke bawah...itu lagi mudah kut.”

“It is rare for us to have meeting and for me to go to HQ (Social Welfare Department headquarter) since our era is modern, we only use WhatsApp to communicate. We also have group discussion there.” (Osman, S1, Boys Approved School)

“Meeting jaranglah...kita jaranglah...for myself..pergi ke HQ (headquarter)...very rare lah...kalau ada pun dia akan whatsapp je...sekarang ne kan zaman moden just whatsapp...group discussion dalam tu je.”

“We all have WhatsApp group; sometimes there is group with only the admin and the caregivers. So, anything related with caregiving will be shared in the WhatsApp group, if we need to share it to the public, we will discuss it in our WhatsApp group.” (Razia, S7, Girls Protection Shelter)

“Ada juga sebab kita ada group antara semua ne, kadang-kadang group diorang dengan admin saja...dengan caregiver untuk ne pun ada...so apa-apa yang macam berkaitan dengan caregiver saja untuk PKM (Pembantu Kebajikan Masyarakat) saja kan diorang akan share dalam group diorang, kalau untuk umum kita akan bincang dalam peringkat umum, kalau benda tu perlu diberitahu oleh umum semua dia akan masuk dalam whatsapp group, semualah ...”

Knowing that the information from WhatsApp is supposed to not be fully trusted in general; however, in this case, using WhatsApp most of the time is the most convenient way of sharing information among the caregivers, especially when they are not around the institution.

b) Facebook

Apart from using the WhatsApp application, the institutions also have Facebook application. One of the respondents from the institutions mentioned that the reasons of

creating Facebook for the institution is to help them advertise the institutions' craft products, share their information to the public, and to keep in touch with the children who have been released from the institutions.

"Facebook will be used to advertise our products, meaning that if there is visit programme from the outsiders, we will exhibit it for selling, enhancement, and promotion." (Razia, S7, Girls Protection Shelter)

"Facebook untuk macam kita memasarkan produk kita...kualiti kita ...maksudnya kalau ada program lawatan daripada orang luar kita akan mempamerkan maksudnya kita ada jualan kita akan mempamerkan orang kata untuk kegunaan penambahbaikan dan kegunaan mempromote terutama sekali."

"Now, we keep track of the children in terms of what they (children at risk) are doing right now, their job. We would like to make them (children at risk) as mentors to their siblings here." (Aisyah, S5, Children Home Shelter)

"Sekarang pun kita nak nak *keep track* dengan budak-budak ne ...diorang (kanak-kanak berisiko) buat apa sekarang...apa perkerjaan dia (kanak-kanak berisiko) sekarang...kita nak jadikan mereka (kanak-kanak berisiko) mentor adik-adik mereka kat sini."

At a quick glance, Facebook seems to not be a trusted source to seek; however, for the caregivers at the institution, the use of Facebook helps them a lot not only for advertising products, but also for tracking the children.

c) Youtube

Youtube as a video sharing website has also become a type of resource used by the caregivers at the institutions. In this study, the respondent has mentioned about using Youtube for something he is unsure about especially in the case when he made a guess that the item he found at the institution was drug based on what he had seen on Youtube; however, he cannot confirm if it really was drug. The following evidence can be seen below.

"We refer to sources like television and Youtube to know the drug which is smuggled inside; however, we cannot confirm the authenticity of the stuff in terms of whether or not it is really drug." (Ali, FG1, Boys Approved School)

“Kita tengok daripada sumber tv/Youtube apa semua tu kita tau *just* tau je kesahihan tak tau lagi cuma kita tau benda tu je.”

Hence, the finding above mentions that Youtube has also become a source sought by caregivers at the institution.

The social media mentioned above has been used by the administrator and guardian for their day to day information need.

viii. **Email** (Administration, Administration duties, Day to day information)

Compared to WhatsApp which has been used as a mode of communication between the respondents to talk about daily work at the institution, email is used whenever there is important news from the Social Welfare Department. The evidence of the statement can be seen below.

“The JKM (Social Welfare Department) sends the information through email.” (Osman, S1, Boys Approved School)

“JKM (Jabatan Kebajikan Masyarakat) kalau hantar ke sini melalui emel.”

Email has been used by the administrator for day to day information need.

ix. **Memo** (Guardian, Parenting, Day to day information, Accessibility)

From the email, the respondent would make a memo and this later would be shared either by pasting on the board or through WhatsApp.

“Since they (caregivers) get it through email, they (caregivers) will make it as a memo and this will be snapped later and sent through Whatsapp.” (Ali, FG1, Boys Approved School)

“Sebab diorang (penjaga) dapat pun melalui emel...*print*...diorang (penjaga) akan *print* ahhh...buat memo apa semua...lepas tu memo tu dia akan ambil gambar imej hantar ke WhatsApp je lah.”

x. **Fax** (Administration, Administration duties, Day to day information)

One of the respondents also mentioned that fax has been used as an information source when getting information. The evidence can be seen in next page.

“Ah... *First is email, second is fax, then third is through meeting.*” (Osman, S1, Boys Approved School)

“Ah...*first is email...secondly is fax then third is through meeting lah.*”

- xi. **Meetings** (Guardian, Parenting, Day to day information, Accesibility), (Administration, Administration duties, Day to day information, Cost)

By looking at the data, it was found that the respondents have attended different types of meeting such as weekly, monthly, annual meetings and outing programme meeting. During the interviews, the respondents even mentioned the purpose for having the meetings.

a) **Weekly meeting**

The statement below shows that there was a weekly meeting held to discuss issues that happen at the institution and also the solutions to solve the issues. The discussion would be among the head of units and the information later will be shared to others.

“*Yes, I will share with everyone, even with PKM (Community Welfare Assistants) (caregivers) about what is happening, what we should do to prevent things from happening, and we usually share this during the morning meeting. This will be done in a week or once in two weeks.*” (Salman, S2, Boys Approved School)

“*Yes saya akan share dengan semua orang lah dengan PKM (Pembantu Kebajikan Masyarakat) apa yang berlaku, apa yang kitorang boleh buat untuk prevent daripada benda yang sama berlaku, kitorang akan kongsi biasanya kita akan buat dalam morning meeting...morning meeting biasanya kitaorang akan buat...eh kita akan buat morning meeting dalam seminggu...dua minggu sekali.*”

b) **Monthly meeting**

There is even a monthly meeting organized as mentioned by the respondent. The statement can be seen in the below.

“*All staff--everyone--I will have a meeting with the staff three times a year.*” (Aisyah, S5, Children Home Welfare)

“*Semua kakitangan...semua...saya akan buat mesyuarat bersama dengan kakitangan...setahun tiga kali.*” (Aisyah, S5, Children Home Welfare)

c) Annual meeting

The respondent was asked if there is a barrier between the staff with the people at the top. The answer was none because every year, the institution will organise effective communication course among the staff there.

“...because every year we are going to do effective communication course.” (Aisyah, S5, Children Home Welfare)

“...sebab kita setiap tahun akan buat kursus komunikasi berkesan.”

From the weekly, monthly, and annual meetings, most of the meetings discussing the institution issues can be evaluated. Besides these meetings, there is also another meeting held at the institution.

d) Outing programme meeting

Working at the institution means that there is a need for children outing as to create bonding between the children and the mother. This outing programme needs to be perfectly planned in which this can be done by having a meeting. In the following statements, the respondent mentioned that any outing programme to be organised will usually have a meeting first before it started. The meeting discusses the details of the outing programme such as selecting which children would be joining the outing and who are excluded as well as the amount of money given.

“It will be everything related with work, it is also related with the pocket money; when the Community Welfare Assistants start reporting themselves, we are going to give one file about the child where it mentions anything to do with the child and also the need to do case report.” (Aisyah, S5, Children Home Welfare)

“Semua semua...berkaitan dengan kerja...berkaitan dengan wang saku...tapi untuk wang saku tu...bila PKM (Pembantu Kebajikan Masyarakat) tu dia start lapor diri...kita akan bagi dia satu fail berkenaan dengan budak...apa yang kena buat dengan budak...kena buat laporan kes.”

“We are going to tell the amount of pocket money the child will get in a day. Pocket money for outing will be given to the staff (caregivers) who are joining the bonding programme. For example, we will give the money to his mother (caregiver) who joins and the mother will give some money to the child to buy things if they are going to the shopping complex, but for

allowance, the Community Welfare Assistants under the academic will give it every day.” (Aisyah, S5, Children Home Welfare)

“Kita akan bagitaulah...sorang budak wang saku berapa ringgit satu hari jadi untuk wang outing saya akan bagi duit kepada *staff* (penjaga) yang ikut pergi bonding tu...contohnya kalau mak (penjaga) dia kita akan bagi kepada mak dia...mak dia akan agih masa katakanlah ...nak pergi *shopping* kompleks...mak tu akan bagi anak tu lah berapa ringgit sorang untuk budak-budak beli barang...tapi untuk wang saku yang itu nanti...PKM (Pembantu Kebajikan Masyarakat) hal ehwal akademik yang akan bagi hari-hari.”

Similarly, Girls Protection Shelter has a simple briefing conducted among the staff and the output of the briefing is shared using memo.

“There will be a simple briefing for any activities that we are going to do, for those who are not attending the briefing, a memo will be released and sent through WhatsApp.” (Razia, S7, Girls Protection Shelter)

“Apa yang patut...apa yang kita nak jalankan apa tujuan kita akan briefing secara mesyuarat orang kata ringkaslah...perbincangan ringkas dan sesiapa (penjaga) yang takde pada masa itu...kita akan keluar pada memo...menggunakan memo dan kita melalui whatsapp...*WhatsApp group*.”

This meeting helps the caregivers' information need about the outing programme in detail such as the selection of the children and pocket money received and this meeting also benefits the others where the details would be shared using printed memo and social media.

This shows that the meetings are important especially for the guardian and administrator in terms of administration tasks of the institution involving child education, reward, and health.

- xii. **Course/Training/Briefing/Seminar** ((Guardian, Parenting, Day to day information), (Administration, Administration duties, Day to day information, Sex education))

The respondent has also provided details of other types of meeting such as briefing, courses, and conference which are held inside or outside the institutions and either

organised by the institutions or others. Examples of meeting include induction course, stress management course, sex education seminar, etc.

a) **Induction course**

Most of the interviews revealed that the respondents were given induction course when they first started their job at the institutions. The reason the course was introduced is to expose the respondents about the institutions. The evidence below shows that the respondents were briefed about child protection policy.

“When they (caregivers) report themselves for work, the institution on my behalf will arrange the new staff (caregivers) to get the information about child protection policy.” (Aisyah, S5, Children Home Welfare)

“Bila diorang (penjaga) melapor diri bekerja...institusi pihak saya akan aturkan *staff* yang baru mesti mendapat taklimat mengenai perlindungan dasar kanak-kanak ne.”

Another respondent from Girls Protection Shelter mentioned that for new caregivers, there is a need for them to be briefed about induction labour and mind transformation.

“They (caregivers) need to work here first, and then we will send them (caregivers) to attend courses.” (Zainab, FG2, Girls Protection Shelter)

“Masuk dulu baru hantar ke kursus-kursus lah.”

“For example, induction labour course and mind transformation induction.” (Razia, FG2, Girls Protection Shelter)

“Contohnya kursus induksi labour...induksi transformasi minda.”

The respondent from Children Home Welfare mentioned that new caregivers would be given an orientation for three days by the institution. The purpose of doing this is because the respondent realise the input of orientation is not the same with task from the list book.

“At institutional level, we take an initiative to do our own orientation, which means that when they (caregivers) come, we give them orientation for three days first so that they know the process of the work. Although it has been listed on the task list book, but is not going to be the same.” (Aisyah, S5, Children Home Welfare)

“Tapi peringkat institusi kita mengambil inisiatif buat orientasi sendiri maksudnya bila diorang (penjaga) masuk...kita bagi diorang (penjaga) orientasi dulu untuk tiga hari untuk dia (penjaga) taulah berkenaan proses

kerja dia (penjaga) macamana sebab memang dalam buku senarai tugas itu ada...tapi tak sama dengan kerja seharian.”

This process of induction is almost similar with Boys Approved School where the respondent explained that the new caregivers would be briefed by the Community Welfare Assistants for a week where they would be taught about the institution’s rules and regulations. This is followed by giving them temporary working hours for only one or two months.

“The juniors (caregivers) will usually get the briefing from the deputy principal and the senior Community Welfare Assistant (caregiver) will teach them everything during their first week; they will be taught about rules and regulation.” (Salman, S2, Boys Approved School)

“Junior biasanya dibriefing oleh timbalan *and then* PKM (Pembantu Kebajikan Masyarakat) kanan akan ajar semua sekali untuk dalam seminggu pertama tu dia akan diajar *rules and regulation*...apa yang patut dibuat.”

“They are not directly going to do shift, for a month or two months, he (caregiver) will work based on the working hours and after that, he will start doing the work shift.” (Salman, S2, Boys Approved School)

“Dia (penjaga) tak terus *directly* masuk *shift*, dalam tempoh sebulan dia akan kira macam induksi dulu kira macam dia akan kerja untuk selama dua bulan tu dia akan kerja ikut *hours* dan *after* sebulan dua bulan baru *beshift*.”

Hence, this induction course helps the new caregivers to obtain more information about the daily progress of the institution. At least with this course, it helps them to prepare more in facing the work.

b) Stress management course

Working with children at risk with different kinds of attitude can create stress among the caregivers. One of the ways to control stress is to attend stress management course. At Children Home Welfare, the respondent answered the question regarding organising the stress relieve course for the caregivers at the institution. She also explained that the course is either held in the institution itself or outside by collaborating with other organisation.

The purpose of organising the course is to lift up their teamwork spirit and to have passion in their work. The evidence can be seen below.

“We do organise course with ISM (Malaysia Social Institute) and sometimes, we also do it here and outside by collaborating with JKL to do the course.” (Aisyah, S5, Children Home Welfare)

“Ada ada...kita kan ada juga dengan ISM (Institut Sosial Malaysia)...kita kadang in situ juga kita buat dalaman kita buat juga kat luar bersama collaborate dengan JKL panggil kita untuk kursus.”

“...in the past, all PKM (Community Welfare Assistant) who are S19 were invited by the director to attend course for a day to give them the spirit to have teamwork and passion.” (Aisyah, S5, Children Home Welfare)

“.....macam dulu ada buat perjumpaan semua PKM (Pembantu Kebajikan Masyarakat) tau...semua budak S19 semua pengarah kumpulkan untuk apatu diorang bagi kursus...satu hari...untuk nak bagi diorang punya semangat kerjasama dan semangat kecintaan dia tu.”

Similar situation occurs at Girls Protection Shelter, the respondent also explained that the caregivers manage their stress by attending courses organised by the counselor inside the institution and outside which are organised by other organisations such as from Social Unit Malaysia.

“Okay, for the institution, I will organise it or PKM (Pembantu Kebajikan Masyarakat) (Community Welfare Assistant) or other staff will organise it either outside or inside, and we will call the outside speakers to help.” (Razia, FG2, Girls Protection Shelter)

“Ok dalaman ne kita akan organize saya sendiri ke...ataupun PKM (Pembantu Kebajikan Masyarakat) ke orang office yang akan organize samaada kita akan buat luar ataupun dalam lah kat sini kita akan panggil penceramah daripada luarlah yang boleh membantu.”

“...we are going to choose staff whenever JKM (Social Welfare Department) offers courses such as stress management and effective communication.” (Razia, FG2, Girls Protection Shelter)

“...contohnya pengurusan stress cara berkomunikasi berkesan sebab itu kita akan aaa yang mana kursus yang JKM (Jabatan Kebajikan Masyarakat) tawarkan ne so kita akan pilih staff lah.”

The respondent even mentioned that the course could take a few days short or one week long.

“It will be a week long and three days short; the longest is one week.” (Aisyah, S6, Children Home Welfare)

“Memanglah kalau lama...dia (kursus) seminggu dia selalunya kalau pendek tiga hari...paling lama satu minggu.”

She also mentioned that the purpose of doing the course inside the institution is because not every staff is available to attend courses outside; hence, they invite speakers such as those from other university or Malaysia Counselor Board.

“Nope. Some speakers are from a university. We usually collaborate with UKM (National University of Malaysia).” (Aisyah, S6, Children Home Welfare)

“Tak...ada yang daripada universiti selalunya kita *collaborate* dengan UKM (Universiti Kebangsaan Malaysia).”

“We also do it here since a lot of our staff has difficulty to attend courses outside, so the only way is to call the speakers from outside either from Malaysia Counselor Board or university.” (Aisyah, S5, Children Home Welfare)

“Kita buat juga kat situ...sebab *staff* kita susah nak keluar...jadinya kita panggil penceramah luar...maksudnya daripada lembaga kaunselor Malaysia...daripada universiti sendiri...”

Although the respondents were selected to join the course, there are still more spaces for other caregivers to join. At Girls Protection Shelter, the caregiver mentioned that everyone is able to participate in the course.

“There might be the first session, second session, third session; therefore, everyone must attend it.” (Razia, FG2, Girls Protection Shelter)

“Mungkin ada sesi pertama, sesi kedua, sesi ketiga aaa so semua akan dapatlah.”

Stress management course is also important for the caregivers to attend. This course actually helps the manager in terms of how to manage their stress at the institution.

c) Social process work course

Some of the respondents mentioned that they are more exposed with social process work where they have attended different kinds of course related to their work. According to caregivers in Boys Approved School, they have been exposed with social course,

counselling course, and more. The courses were organised by the Social Welfare Department. The evidence can be seen as follows:

“For workers like us, we are more exposed to the process of social work including basic theories that has been held by the Social Welfare Department.” (Siddiq, FG1, Boys Approved School)

“Kalau untuk pekerja kami lebih kepada aaaa didedahkan dengan proses kerja sosial yang segala teori *basic-basic* apa semua tu lah...itu JKM (Jabatan Kebajikan Masyarakat) sendiri yang akan buat kursus tu sendiri.”

“Okay, we do have social work process, counselling course, case recording, photography for cases, and more.” (Ali, FG1, Boys Approved School)

“Ok kami ada proses kerja sosial eh kursus sosial, kursus kaunseling aahh rakaman kes aahhh fotografi untuk kes macam-macam lah...yang dibuat.”

At Girls Protection Shelter, the respondent even mentioned that whenever they are doing any activities, it needs to be briefed earlier.

“Basically, what we do or every arrears, we must have briefing first before doing the programme for outing, doing programme inside, cleaning campaign...” (Razia, S7, Girls Protection Shelter)

“Basically yang kita jalankan ataupun setiap tunggakan kita kena ada *briefing* macam apa-apalah contohnya buat apa-apa kan...kita nak buat outing ke, kita nak buat program dalaman ke, kita nak buat pembersihan ke ataupun kita nak ne yang tu pun kena *briefing* antara nelah.” (Razia, S7, Girls Protection Shelter)

However, at some points, they even have to attend a course that is not related to their work. Since the institution is under the Social Welfare Department, the department organizes course for older folks and the disabled and invited these children caregivers to join.

“Sometimes there is a course held by the Social Welfare Department for older folks or disabled people. Sometimes if we are invited, we will go according to our free schedule; if a staff goes first, the next time we will give chance to other staff, this means that those who know will share the information they get.” (Zainab, FG2, Girls Protection Shelter)

“Kadang-kadang ada kursus JKM (Jabatan Kebajikan Masyarakat) anjurkan untuk warga emas ke ataupun OKU (Orang Kurang Upaya) pun...kadang-kadang kalau kita dipanggil kita akan pergilah tapi mengikut apa jadual lah kan...kadang-kadang yang *staff* ne dah pergi ...mungkin akan datang dia bagi *staff* lain...maknanya yang ne dah tau...yang ne akan tau nanti nanti boleh berkongsi.”

d) Sex education seminar

Sex education is important for the institution as it creates awareness to the children at risk and also to the caregivers. The respondent in Boys Approved School mentioned that a seminar on AIDs and HIV has been held in collaboration with Health Office of Lembah Pantai District.

“We do seminar and deal with the Health Office of Lembah Pantai District. We deal with them for AIDS (Acquired Immune Deficiency Syndrome) and HIV (Human Immunodeficiency Virus) programme and there is a screening done for everyone including the staff from the institution. Alhamdulillah, zero percent, zero risk, zero percent risk.” (Osman, S1, Boys Approved School)

“Kita ada buat ah seminar...kita ada deal dengan...apa nama ne...PK...Pejabat Kesihatan PKD...Pejabat Kesihatan Daerah Lembah Pantai susah dibuatnya...PKD Lembah Pantai...kita dah deal diorang which is under program AIDS (Acquired Immune Deficiency Syndrome) dan juga HIV (Human Immunodeficiency Virus)...kita dah buat screening everyone hundred percent kita dah screen...even the staff pun dah screen ...alhamdulillah zero percent...zero risk...zero percent risk.”

e) Case conference

Another thing to be of concern by the institutions is the safety of the residents there when an issue comes up which involves the safety of the children. The respondent from Children Home Welfare brought this issue by referring to particular people; if they cannot solve it, the only thing to be done is doing case conference with the family.

“When we got a report, firstly we will not bring this case first as we do have board of discipline at this institution, but the most important thing is that we will refer to counselor and case worker and from there, we will ask why the child did it. If it is not successful, we will need to do case conference with the family.” (Aisyah, S5, Children Home Welfare)

“Bila kita dapat aduan tu terutama sekali kita tak bawa dulu...kita ada lembaga disiplin di institusi ne...tapi yang penting selalunya kita akan panggil dulu rujuk pada kaunselor dan juga pekerja kes...kita dalam tu akan tanyalah kenapa dia buat macam tu semua kan kalau tak berjaya...kalau dia ada family kita akan buat kes conference.”

This shows that course/briefing/training is important especially for administrator in terms of administration tasks at the institution involving day to day information.

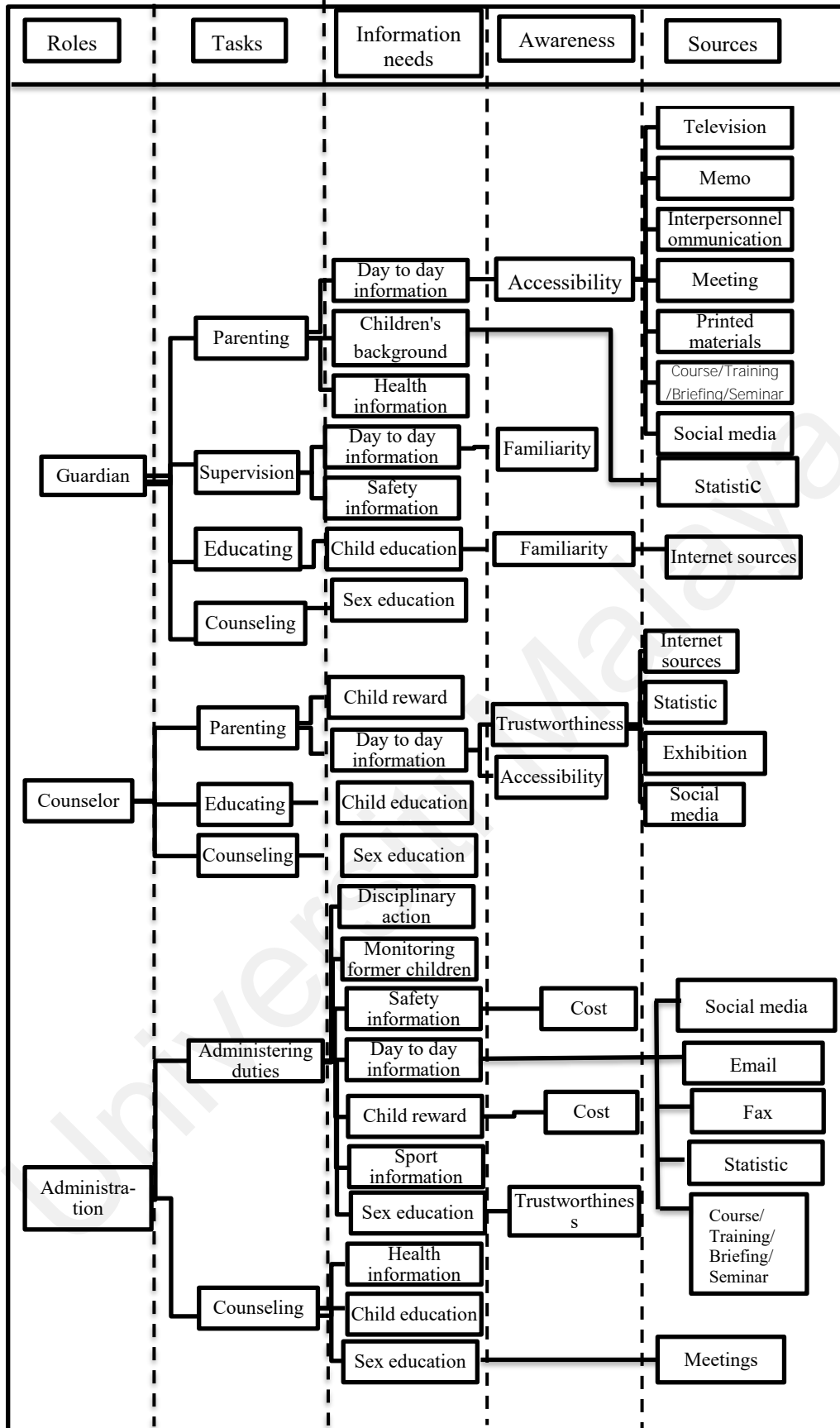


Figure 4.6: Summary of Information Needs Pattern of Formal Caregivers at Children at Risk Care Institution

4.5 Summary

This chapter shows an analysis of the findings. The results presented that information needs of formal caregivers of child care institution vary; they mostly mentioned about the need of knowing more about the children especially on their background, education, the reward they get , sex and education information, health information, monitoring the former one, sport information and the need to find day to day information. It was found that interpersonal communication is the main source used by the caregivers when seeking information apart from using social media, internet sources, and meetings. Apart from that there were found to be other sources used by the caregivers such as printed materials, television, memo, fax, email, statistics and exhibition. The results also revealed that the caregivers have different kinds of role such as counselor, guardian, and administrator and having different tasks such as parenting, educating, supervision, administration duties and counseling.

The next chapter will discuss the summary and discussion of the findings, followed by recommendations for future research, and concluding remark.

CHAPTER 5: CONCLUSION

5.1 Introduction

This final chapter provides an overview of the research findings in relation to the objectives as stated in the first chapter. This chapter will explain the addressed the research questions, recommendations of future research, contribution of the study, and conclusion remark

5.2 Addressing the Research Objectives

This study is done to investigate the information needs of formal caregivers at children at risk care institutions. The objectives of the study are as follows: i) to understand the characteristics of information needs of formal caregivers at children at risk care institutions and ii) to investigate the sources of information needs used by caregivers at children at risk care institutions.

This study has addressed the caregivers' roles and tasks at children at risk care institutions and investigating the caregivers' information needs, information sources, and awareness of information. Previous studies mainly focused on the information needs of caregivers in caregiving of patients or elders. Only little investigation on the information needs of caregivers of children at risk was available. In the present study, a paper of questionnaires was designed to be asked to the formal caregivers at selected institutions. About 2 group sessions and 7 face-to-face interviews were conducted. The data obtained from the interviews were analyzed using the NVivo11 software.

Research Question 1: What are the roles and tasks of formal caregivers of children at risk?

The findings indicated these caregivers have multiple roles at the institutions. There are three roles including guardian, counselor, and administrator and from these three roles, there are several tasks embedded including educating, parenting, supervising, counseling, and administration duties.

The formal caregivers are known as “the backbone of long term care” (Noelker, 2001). They are notified to be the group with the most growing demand for those services. This is supported with the study done by Czuba (2015), where he mentioned that the main role of formal caregivers is to help people doing their daily life activities. Their tasks could be diverse such as doing chores (housekeeping, laundry, and cooking), self-cleaning (bath, dressing, and grooming), lifesaving procedure (fall prevention, transferring, and assisting when exercising), healthy living procedure (giving medicine, changing ostomy bag, and skin care), shopping, and companion (Czuba, 2015). Meanwhile, the study of caregivers in children homes in South Africa by Omidire (2015) mentioned that the caregivers’ roles and responsibility are viewed as employees who perform rotational duties and take care of children with high ratio. Again, it was mentioned that caregiving is not a simple job but it gives them opportunity to shape the children’s lives. Their primary roles include preparing and serving food for the children, managing their hygiene that includes their clothes and surrounding, supporting and administering the personal, social, educational, and vocational development of the children.

From the roles and tasks, it is important for the caregivers to form relationship with the children. Having ongoing and warm relationship is crucial for the children’s survival and health development in terms of food provision, stimulation, and child care (Hinde, 1991; Rutter, 1995). Human infants are naturally fully dependent on parents for survival of life and their development, however, in the case of children who do not have parents such as

institutionalised children, their development seems to be compromised (Dozier et al., 2012). For children in care, they have realistic expectation about their relationship with their caregivers (McLeod, 2008). This is something that children in care wish to have; it is also something that social workers desire (Le Grand, 2007). Neimetz's (2010) study regarding caregivers in Chinese orphanage built a family style environment in children home and imitated parenting style for child development. In the present study, the caregivers view themselves as mothers/fathers to these children as they play a motherly/fatherly role to them. The female caregivers in this study are called as "mother", this finding is in line with Neimetz's (2010) study, where the orphans called the female caregiver as mother and the male home manager as father, with their main role of providing care and support for the children. The findings also provide indication the caregivers provide one-to-one attention to the children, especially when the children are having problems, although each caregiver needs to take care of five or six children. It can be deduced in this study that the caregivers understood that most of the children are lack of or have never experienced parental care and nurturance. The caregivers in this study also seem to be comfortable with performing their roles and tasks in terms of caregiving towards the children. Hence, the caregivers play a vital role in helping the children to enhance their capabilities.

Research Question 2: What are the characteristics of information needs of formal caregivers of children at risk?

The results of this study have shown that caregivers, like any other, have numerous information needs. From the three roles, related information needs have been discovered. In order to answer research question two about the information needs of formal caregivers at children at risk care institutions, the results of this study have indicated that caregivers, like any other, have numerous information needs. The information needs of the caregivers

are in relation to the roles they play. The caregivers have expressed their needs including their daily work life and activities at the institution. Other information needs are based on the children especially their background, monitoring former children, disciplinary action, health, sex education, reward, sport information, and education. The respondents even mentioned about the need regarding safety information of the institution. Since the information needs of the caregivers in the present study focus on information about the children, this is in line with the findings on the studies done by Osofsky (2011), Kiilu and Kiilu (2015), and Mnubi-Mchombu et al. (2009). The information needs of caregivers in this study are mainly focusing on children. The children at risk, unlike any children who grow up in families at home, develop their own special needs at the institutions that require the caregivers to acquire information to fulfill the children's needs.

Research Question 3: What is the awareness of information needed by caregivers of children at risk?

There are different kinds of variable that affect the information needed by caregivers that include cost, quality, familiarity and success, trustworthiness, and accessibility. Since this study is guided by Leckie et al.'s (1996) model; therefore, it is important to talk about awareness of information needed by the caregivers. There are different kinds of variable that affect the information needed by the caregivers including cost, quality, familiarity and success, trustworthiness, and accessibility. Some of the variables such as trustworthiness, quality, and accessibility have become the most common characteristics of source as mentioned by the child right professional in Zoontjes' (2015) study.

Research Question 4: What are the sources of information needs used by formal caregivers of children at risk?

To answer research question four involving the sources used by caregivers of children at risk, most of the respondents identified the information sources they use. The data points that caregivers mainly use to access information are through interpersonal communication (peer-to-peer communication, children at risk, and organisations). Apart from using interpersonal communication, the findings have revealed that the caregivers at the institutions use sources such as the internet (website, Youtube, Google), printed materials (reprinted book and report), statistics, television, exhibition, social media (WhatsApp, Facebook), email, memo, fax, and meetings.

The use of interpersonal communication in this study is in line with the findings on a study done by the Mnubi-Mchombu et al. (2009) in seeking information of orphans and vulnerable children and their caregivers in Okahandja, Namibia, where the data showed that the caregivers preferred formal sources and high use of interpersonal communication such as relatives, friends, traditional authorities, regional councillors, social workers, and teachers. The results also pointed out that there were two preferences of selected sources in rural Ohangwena region: the young caregivers favoured formal sources (social workers and teachers) whereas older caregivers preferred relatives, friends, and traditional leaders. This shows how important interpersonal communication is as it plays a big role in Malaysia's child care institutions. For the present study, the caregivers favour formal sources (case worker, organization, and senior community welfare assistants) instead of informal sources (children at risk).

As informal source for the caregivers, social media has become the most influential source that provides information to them. Social media is not only limited to well-known sites such as Facebook, Twitter, and Instagram. Online support groups and forums are also considered to be social media. Based on Gaugler and Kane (2015), the use of social media

and internet helps to increase the caregivers' intervention such as online support, individual counselling, coaching, and other similar types. The intervention also provides support and education to caregivers in accessing the services. For this study, the caregivers mostly use WhatsApp as it is more convenient and easy to use and they can interact with each other in terms of sharing information such as videos and pictures.

Internet and television provide some uniqueness and different potentials to the users in terms of information gained that affect others in terms of political, social, and economy (Gil de Zúñiga, Puig-I-Abril, & Rojas, 2009; Pasek, Kenski, Romer, & Jamieson, 2006).

Internet has become a tool to promote inquiry and creativity via interaction of various forms of knowledge such as text, photo, video, music, interactive media, animation, etc.

(Karisiddappa, 2002). Based on a survey done by Fox (2011), 88 percent of caregivers in the US access the Internet to search for health information. According to Zoontjes (2015) in his study mentioned that Internet has become a major channel for the children right professionals when seeking for information. This is supported by Kiilu & Kiilu (2015), where the social workers rely heavily on the internet. It was revealed that the internet services help to improve the caregivers in becoming more confident in the decision-making processes (Beauchamp, 2005). Even majority of information in this study relies on the use of internet to accomplish their tasks, where the caregivers use the internet to help the children at risk to answer the questions.

5.3 Contributions of the Study

This study can lead to major contribution in Malaysia where it serves as a point of reference for future studies of information needs of caregivers not only for the chosen child care institutions but also for other child care institutions in Malaysia.

This research briefly introduces the information needs of caregiver at children at risk care institutions, this has been quite new in Malaysia and has not been widely explore. With

this research, the researcher has created a suitable theoretical framework in finding the information needs of caregiver at children at risk care institutions.

The findings of this research have indicated that there are many inadequate information needs of the caregivers. Hence, this study has provided recommendations on how to address the needs of the caregivers. There is hope that the recommendations would be applied to other states in Malaysia and beyond.

The research contribution lies in the experience and challenges faced by the researcher when collecting the data. This experience might be useful for other studies on information needs for certain people.

5.4 Recommendations for Future Research

This section explains the recommendations that should be considered by the institutions in making the information available to caregivers since this study is relatively new in Malaysia. Hence, there is need for future research. This study will provide further research of child caregiver information in Malaysia. Furthermore, a number of issues highlighted in this study are related with the information needs of caregivers. These issues need further investigation; hence, the following paragraphs are the recommendations for further research.

All parties including the caregivers themselves and institutions need to address the common unmet information of the caregivers' issue in serious and professional ways in order to see an improvement of the study. Caregivers, especially, should be furnished with all the necessary information, their effort and skill improvised, and more knowledge to fulfil their information needs is gained apart of including the children. They need to be more participative with other professionals such as doctors, police, government officers, counselor, and leaders to address the issue of their information needs and the children's needs in order to gain more idea to strengthen the institutions.

Apart from the people, the caregivers and the institution should work through a collaboration or partnership with other organisations. As a result, the institution would be recommended in designing programmes such as training, workshop, seminar, meeting, counseling, discussion on uplifting the caregivers' communication skills, effectiveness of caregiving, and other issues related with the children at risk. Hence, it can help to fill in the gap that is needed at the institutions. Through the programmes, participation, and collaboration, changes on the caregivers in terms of their attitude can be induced and behaviour and work can be progressed, in the hope that they would be highly motivated and open-minded to cope with any challenges that abide with their needs. Training alone is not only a good implementation for the institutions, but it also gives promising results to the caregivers.

Since child care institutions is under the Social Welfare Department; therefore, this department should play an important role to encourage the institutions and the caregivers to attend a course or training that focuses solely on child caregiving. As the department is used to providing courses to the caregivers, the department should emphasize more on other strategies in order to acquire the demand of child caregivers' information.

The government also plays a role in this disseminating information. Enacting the Child Act 2001 as a guideline to the caregivers is not enough. The act should be revised more in order to be suitable with the real work life. The government itself should listen to the caregivers' opinion regarding the institutions; consequently, more programmes can be introduced to fulfill the needs of the caregivers.

With the latest development, social media and internet resources play major roles in providing information to the caregivers at the institution. Social media such as WhatsApp, YouTube, and Facebook are influential for the caregivers to disseminate information with other caregivers, professionals, and organisations. Social media is interlinked with each other; by using only the share button, each social media can receive other information

from the other media. However, using internet resources and social media raise a concern about the authenticity of the information and the ability that these two effectively work. A suggestion to all especially in terms of using the internet resources, the caregivers need to be provided with instructions as to help them have effective search and to critically evaluate their search on the internet. Google scholar and library database are examples of effective sources to find information. The caregivers need to be taught on using the database available for them. Since the institutions have their own Facebook accounts, the restriction of posting should not be only about the institution, but also other knowledge by posting more articles, sharing videos about caregiving, and child development that do not only benefit the public but also the caregivers as the readers. As not everyone is able to upload the posting, the admin himself/herself should be more active in contributing information on Facebook.

Mass media also plays a major role in disseminating information to caregivers especially television and radio. Nowadays, these two are more into entertainment compared to providing useful information. Programmes aired to cater the needs of the caregivers are not that many. Since the caregivers act as guardians of the children at the institutions, the media such as television should introduce more programmes to disseminate information about the children and caregiving. The government and private stations could introduce more programmes that help to disseminate information such as child health, nutrition, information technology, safety, and parenting skills.

The present study mentions the use of printed materials by the caregivers. Library and resources room are possibly able to manage the information for these caregivers. These two must be active in giving relevant information to the people at the child care institutions. Both have the function to circulate the information to the caregivers by using resources such as newsletter, pamphlets, and videos. Apart from that, the library and

information centres can train the library staff so that the caregivers can provide information to the children at risk.

The present study has some limitations. With the small number of caregivers chosen, it cannot be claimed this study is an inclusive representation of other institutions. As the study has only covered small number of caregivers in terms of population in West Malaysia, there is a need to do a research in East Malaysia as to know the information needs as a whole. There is also a need to make a comparison between these two areas. Only three institutions were involved in this study. Therefore, the findings were not generalized to the caregivers in other institutions. Further research needs to be done on the needs and barriers of the caregivers.

The caregivers in this study have shown their preferences for oral communication and social media channels as due to accessibility and convenience. The use of these information sources and channels actually reflects the general research population. The use of the oral communication and social media should be maintained and at the same time, the caregivers should be introduced to other channels that can help them to get more information accurately. It is recommended that the caregivers have training to obtain information from other sources. Since the caregivers' information behaviour shows preference for interpersonal and social media, hence it is recommended that the institutions empower persons with relevant information to give it to the caregivers.

This study has also identified the challenges that appear in the attempts to meet the needs of the caregivers. From the findings, it has been shown that there is no strategy employed to meet the needs of the caregivers. Hence, an information strategy should be conducted to reach the information needs of the caregivers. It is recommended that the Ministry of Women, Family, and Community Development and other relevant institutions help the institutions to set up a strategy in order for the information to be distributed properly to the caregivers.

5.5 Concluding Remark

This study is a qualitative research that focuses on the information needs of formal caregivers at children at risk care institutions. Data were obtained from interviews with ten adults who work at the children at risk care institutions. It can be assumed that the study has achieved its objectives and answered the research questions. The study concludes that the caregivers need information to know more about the institutions. The findings have shown that the information needs of caregivers at the child care institutions are related with their roles and tasks. The finding showed the there were list of information needs of those caregivers. Such information they need is about the children's background, education, and health and sex information, monitoring the former children, disciplinary action, day to day information, information about the reward given by the institution, sport information and safety information. Without any information, the caregivers have no idea how to make decision and how to use the available services at the institutions. The study has revealed various information sources that have been referred to, but they rely heavily on interpersonal communication, internet, social media, and meetings. The findings will be useful not only to the caregivers in these three institutions but also to the other caregivers. The result also assist the institution in collaborating with other organisations and designing programmes to fill in the gap that is needed at the institution. With this research, there is a hope that it would be beneficial to the caregivers, institutions and the others especially those are related.

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