INFORMATION NEEDS AND SEEKING BEHAVIOR OF MALE JUVENILE DELINQUENTS IN MALAYSIAN CORRECTIONAL SCHOOLS

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ABSTRACT

Juvenile delinquents are marginalized populations as they live in small worlds of culture, which are very different from each other. Although their lives are different from the people outside the prison, they are also like other people who need support and guidance from outside society in education, career and social. The increased numbers of social deviance among adolescents in Malaysia have caused many young people to waste their time in prison. In the Malaysian context, young inmates are entitled to formal education and will be allowed to sit for public examinations under a special program under the Ministry of Education, in collaboration with the Prisons Department. The existence of the academic classes indirectly encourages young prisoners to use the various information sources and the prison library to obtain information related to their cultural, educational and social needs. Some scholars have been conducted juvenile delinquents research, but their research is highlighted to juvenile delinquency psychology, safety, criminal convictions and their family background. In this research, it is specifically to understand the information needs and seeking behavior among juvenile delinquents. Four (4) issues raised in this research : What are the information needs of male juvenile delinquents? How do male juvenile delinquents seek information in the prison environment? How does the prison environment support the male juvenile education and rehabilitation process? And what are the barriers to access the information needed by juvenile delinquents? Therefore, to fill in this research gap, the objectives of this study are; to understand the information needs and seeking behaviour of male juvenile delinquents and to explore how the prison information environment supports the information needs and seeking behaviour of the male juvenile delinquents. The research takes the form of a qualitative

enquiry to establish what information was available for male juveniles in prison and what more could be made available. Quota sampling is employed in the selection of male juveniles based on the criteria that set up by the researcher. This study involves interpretive field interviewing of twenty three (23) selected participants from a population of 2,010 male juvenile delinquents and interpretive field observation of thirty two (32) participants from five (5) Correctional Schools under the jurisdiction of Malaysian Prison Department. The study obtained the approval from the Prison Policy Unit, Malaysian Prison Department, and the researcher had been investigated by the Ministry of Home Affairs before being allowed to make research in prison environment. The male juveniles as research participants; who met at least one of the criteria in the purposive sampling were sampled. Trustworthiness of data was assured through triangulation, member check, as well as audit trail, and researcher's bias and assumptions are declared in the study. The main finding in this research is male juvenile delinquents need eight (8) important information during their life in prison. The day-to-day information was the most important for the purpose of their safety and mutual support and information on prison operations for the purpose of their daily comfort.The study of information needs and information behavior among inmates will contribute to the use and improvement of the prison information environment, especially the prison library services. This will also facilitate the development of policies and practices to help inmates experiencing everyday information problems.

Keywords : *Juvenile delinquents, Young inmates, Information needs, Information-seeking behavior, Prison library, Qualitative research, Malaysia.*

ABSTRAK

Pesalah juvana adalah merupakan populasi kecil yang mempunyai kehidupan mereka sendiri dibelakang tabir besi. Walaupun kehidupan mereka adalah berbeza dengan kehidupan masyarakat di luar penjara, tetapi mereka juga adalah insan biasa yang memerlukan sokongan dan bimbingan daripada pihak luar di dalam bidang pendidikan, kerjaya dan sosial. Peningkatan peratusan juvana yang terlibat di dalam kejadian jenayah telah menyebabkan mereka telah menghabiskan banyak masa muda mereka di dalam penjara. Di dalam konteks Malaysia, banduan muda atau pesalah juvana mendapat persamaan hak dengan kanak-kanak dan remaja yang berada di luar tirai besi. Mereka dibenarkan untuk menduduki peperiksaan awam di bawah program khas Kementeria Pelajaran dengan kerjasama pihak Jabatan Penjara Malaysia. Dengan wujudnya kelas-kelas akademik seperti ini, secara tidak langsung menggalakkan pesalah juvana untuk menggunakan pelbagai sumber maklumat dan perpustakaan penjara untuk mendapatkan maklumat berkaitan kebudayaan, pendidikan dan keperluan sosial. Terdapat beberapa penyelidikan berkaitan pesalah juvana tetapi kebanyakan penyelidikan adalah tertumpu kepada keperluan psikologi pesalah juvana, keselamatan, kes jenayah yang dilakukan dan latarbelakang keluarga mereka. Terlalu sedikit penyelidikan mengenai keperluan dan tingkahlaku maklumat di kalangan pesalah juvana didalam persekitaran penjara. Empat (4) persoalan diutarakan di dalam penyelidikan ini : Apakah keperluan maklumat di kalangan pesalah juvana? Bagaimana mereka mendapatkan maklumat yang dikehendaki di dalam persekitaran penjara? Bagaimanakah persekitaran maklumat penjara menyokong kepada proses pendidikan dan pemulihan pesalah juvana dan apakah halangan ketika mengakses maklumat yang diperlukan oleh mereka? Untuk memenuhi

jurang penyelidikan, objektif penyelidikan adalah; untuk memahami keperluan dan tingkahlaku maklumat dikalangan pesalah juvana lelaki dan untuk meneroka bagaimana persekitaran maklumat penjara dapat menyokong keperluan maklumat mereka. Penyelidikan ini adalah di dalam bentuk penyelidikan kualitatif untuk meneroka apakah maklumat yang boleh didapati oleh pesalah juvana lelaki di dalam penjara dan apa lagi yang telah disediakan kepada mereka. Persampelan kuota digunakan untuk memilih pesalah juvana lelaki berdasarkan kepada kriteria yang telah ditetapkan oleh penyelidik. Penyelidikan ini melibatkan temubual lapangan interpretif yang melibatkan seramai dua puluh tiga (23) orang peserta penyelidik daripada populasi 2,010 orang pesalah juvana lelaki di seluruh Malaysia dan tiga puluh dua (32) orang peserta penyelidik bagi pemerhatian lapangan. Lokasi sampel adalah di lima (5) buah sekolah pemulihan di bawah kuasa Jabatan Penjara Malaysia. Penyelidikan ini telah mendapat kebenaran daripada Unit Dasar Penjara, Jabatan Penjara Malaysia dan latarbelakang penyelidik juga telah diselidiki oleh pihak Kementerian Dalam Negeri sebelum memulakan penyelidikan di dalam penjara. Kebolehpercayaan data adalah dititikberatkan dan diberi jaminan melalui proses triangulasi, semakan profesional di dalam bidang berkaitan, serta jejak audit. Segala maklumat berkaitan berat sebelah dan andaian penyelidik telah diisytiharkan di dalam penyelidikan ini. Penemuan utama di dalam penyelidikan ini adalah pesalah juvana lelaki memerlukan lapan (8) maklumat utama semasa menjalani kehidupan di dalam penjara. Paling utama kepada mereka adalah maklumat mengenai pergerakan seharian mereka dan maklumat mengenai operasi di dalam penjara dengan tujuan untuk keselamatan mereka serta keselesaan mereka setiap hari. Penyelidikan mengenai keperluan dan tingkah laku maklumat di kalangan pesalah juvana lelaki akan

menyumbang kepada penggunaan dan peningkatan maklumat di dalam persekitaran penjara, terutama perkhidmatan perpustakaan penjara. Ini juga secara tidak langsung akan memudahkan pembangunan polisi dan amalan untuk membantu banduan; khususnya pesalah juvana di dalam membantu menyelesaikan masalah berkaitan ilmu, pengetahuan dan jurang maklumat di kalangan mereka.

Kata Kunci : *Pesalah juvana, Banduan muda, Keperluan maklumat, Tingkahlaku maklumat, Perpustakaan penjara, Penyelidikan Kualitatif, Malaysia.*

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1.0   Introduction

Today's world every individual is required to acquire and use information. Information is a vital resource for people. The information is used by people at all levels; school students, housewives, teachers, engineers, F1 race car drivers, patients and even people with disabilities. The rapid developments in information technology, such as the Internet have encouraged and given big impacts information access. People who fail to access and use the right information would be left behind. According to Case (2002), (as cited in Spink & Cole, 2006), for millennia humans have been seeking, organizing and using information as they learned and evolved patterns of human information behavior for resolving problems related to survival, work and everyday life. This will also happen to people behind bars; the inmates. Prison is a place that is often despised by the society. Based on The New Webster's Dictionary (2003, p. 513), a prison is a building used to confine offenders or suspects awaiting trial. In other words, prisons are institutions that physically confine people who have been charged with or are likely to be charged with a criminal offense; they may be held on remand in prison if they deny, refuse or are unable to meet the conditions of bail, or are unable to post bail. A defendant that is found guilty will be convicted and may receive a custodial sentence which requires imprisonment. But the most severe punishment is the death penalty. Inmates who have served in prison for long periods of time will be expected to be able to change their attitude to be better persons. While society expects them to be better persons, they will have difficulties reinstating themselves into society and understanding the technological changes that have occurred. In achieving the transformation of inmates, there is a need for them to access

and use information, especially for their training and education. The prison library plays an important role for inmate training and education.

1.1 Juvenile delinquents in Malaysia

The transition from childhood to be an adult is a very complex and confusing for young people. They will be exposed and deceive with things around them. For an example, too many sources of information in cyber world, digital information and printed material make them thinking and observing without the help or control of an adult. As a result, young people are easily influenced by the symptoms of unhealthy information. According to Section 2, the Prisons Act 1995 (Act 537) : Prisons regulations 2000 (amendment, 2003); a young prisoner refers to a prisoner under the age of twenty-one years old. In Malaysia, the population of teenagers is the second largest compared to most other age groups. From the 8,113 teens aged between 16 and 18 years who were arrested during the year 2006, 3,545 of them were school / college students. There are also cases involving students aged 7 to 10 years. A total of 3,643 violent crimes were reported and 5,166 property crimes were committed by youths between the ages of 7 to 18 years in 2008. During the first two months of the year 2009, a total of 295 students aged between 13 to 18 years were involved in various criminal cases including murder. Among the criminal cases committed by students are stealing motorcycles, burglary, injuring others, and rape (Nurul Adlina Kamaluddin, 2009). Motorcycle thefts topped the list with 975 cases (The Star, 2010). Most of the teenagers involved in these crimes were of Malay descent.

Although this figure is very low, the problem of delinquency among juveniles is reported to be on the rise from time to time.
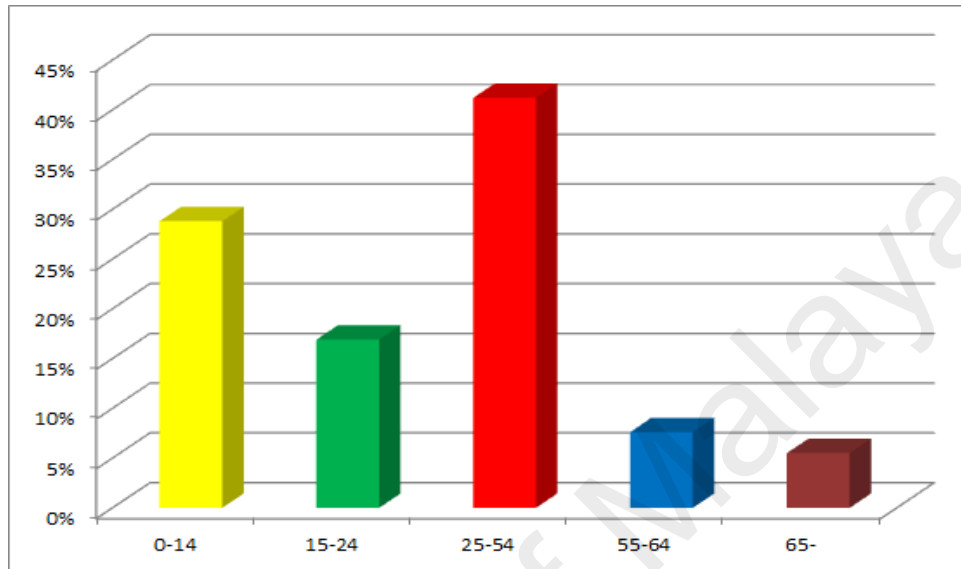
Figure 1.1 : Malaysian population by age in 2014.

Figure 1.1 presents the population by age in Malaysia. According to the report by the IndexMundi in 2014; the population of teenagers and children (0-24 years) is increasing compared to the other age level. In 2011, there are 5,547 juvenile cases in Malaysia where males involved in 5,270 cases, while females involved in 277 cases (Department of Social Welfare, 2013). Students who have committed serious offences which include the violation of the criminal law are handed over to the police force for investigation. The Prison Department of Malaysia detain juveniles aged between 14 to 21 years in prison as young prisoners. Juveniles are also being detained in the Henry Gurney Prisoner School as students where they are being vocationally trained (Maznah Baba, 2007). Surprisingly by the end of the year 2015, a 19 year old militant who joined an Al-Qaeda terror cell in

Syria was nabbed at the Kuala Lumpur International Airport (KLIA) (Farik, 2015). According to the news, the teenager; who joined the Al Jund Al-Aqsa cell, was detained by the Bukit Aman special branch counter-terrorism division upon arrival from Turkey on Monday. And the Malaysian police believe he has undergone weapons training at a few of the cell's training grounds in Hamar and Idlip in Syria. This news has shocked the nation because the offender is a young man; aged 19 years and has been involved in terrorist activity.
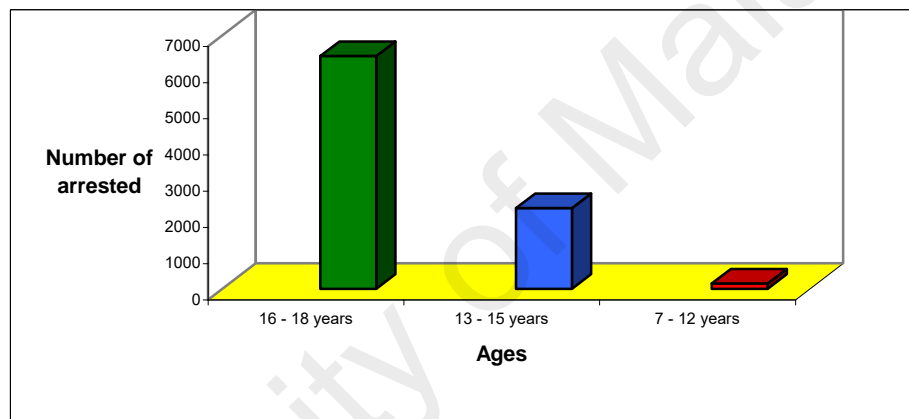
Figure 1.2 : Statistics of teenagers who were arrested due to criminal activities in the year 2008.

Source : Utusan Malaysia (2009). Number of teenagers involved in crime increasing. Retrieved 17 February, 2009 from *http://www.dbp.gov.my/lamandbp/main. php? Content= articles &ArticleID = 1128& IID=&PHPSESSID= 78e100f2d293 e3e03fcb095b09d64c01*

Figure 1.2 presents the statistics of teenagers who were arrested due to criminal activities. The statistic shows that there is a criminal cases involved by children in early age of seven (7) years old in 2008. There are no updated statistics of teenagers who are arrested due to criminal activities in recent year. Mostly, the criminal cases committed by teenagers age 16 – 18 years old. In Malaysia, teenagers will end their school session after the age of 17 years old, after they have sat for the SPM examination. Teenagers who are

successful in the examination, will pursue their study at any higher education institutions or technical institution. Teenagers who failed in the examination and not interested in an academic field, would be risky to engage in immoral activities as a result of the pressure of their surrounded life.

Increased numbers of crime incidences among teenagers have caused many young people to waste their time in prison. Based on studies of the Research Institute of Malaysia, in collaboration with the Youth Development Center for Psychology and Development Malaysia; the youths ranked the causes for this problem as follows : 48.1% said that it was due to their boring lives, 38% because of their hobbies, and 27.8% said they were influenced by friends. According to Hassan (2004), 80% of juveniles involved in crime come from families with incomes of less than RM1000 and have a large number of family members. This will create pressure and an uncomfortable situation at home for the juvenile. Additionally, according to research by the Social Exclusion Unit (SEU), UK, five key factors of juvenile cases were identified as the following : low educational attainment, disrupted family backgrounds, coming from a black or minority ethnic background, behavioral and mental health problems, and problems of alcohol and/or drug misuse (SEU, 2002).

1.2   Juvenile delinquents information seeking behavior

The majority of studies and programmes dealing with juvenile delinquency focus on youth as offenders (World Youth Report, 2003). There have been no specific studies to know juvenile delinquents' information need and seeking behavior behind the walls.

According to Wilson (1981), each individual must be concerned with their lack of knowledge and try to find information to meet their information needs. The behavioral approach will identify how they search, what errors they make, what information they consider relevant, what they know or comprehend, what choices they make, which feelings they express or how much value they attach to some outcome (Nahl, 2001). Wilson (2000) defines information behavior as the totality of human behavior relates to sources and channels of information, including both active and passive information seeking, and information use. It includes face-to-face communication with others, as well as the passive reception of information as in, for example, watching television advertisements, without any intention to act on the information given. An understanding of social norms in information behavior research is essential for an appreciation of the information need, seeking and sharing (Pendleton and Chatman, 1998). They added that the small word (referring to the prison) has its own social system of rewards, friendships and points of view.

According to Eskola (1998), research on information needs, seeking and use, began in the 1940's. She added that, in the beginning of the1980's, researchers began to realize that questions pertaining in information needs, seeking and use could not just being seen from the system point of view. Qureshi, Zafar and Khan (2008) said that, information needs and seeking behavior is affected by the culture of universities and libraries. Campbell (2005) agreed and added that the information studies field has also not ignored the prison population. Her ideas can be strongly supported by using the Wilson's model of information behavior. Prison life is dominated by rules (Waldram, 2009). According to

Campbell (2005), the information behavior of inmates can be understood as a consideration of motivation. The information professional understands the information behavior of inmates, but the policy makers generally do not. This will prevent decisions which can give motivation to inmates from being made.

Based on the review, the role of the prison library is essential for juvenile delinquents. The prison library will help them to be better persons, provide them with new knowledge, and support their educational interest. In order to help the juvenile delinquents, there is a need to know their information seeking behavior. According to Pendleton and Chatman (1998), the study of information behavior will contribute to the use of the library and to make an attractive selection of literature. Recommendations have been given for improving the prison library services in a Malaysian Prison Institution.

> *"Having a good book to read in prison is like sitting down to a steak dinner, well almost. I usually pass along your books to other inmates, so your gift keeps giving."*
>
> - A prisoner from Chattahoochee, Florida.
> (https://plgatsimmons.wordpress.com/category/volunteer/)

Dato' Seri Mohd Najib Tun Abdul Razak; the Prime Minister of Malaysia, has conceived the One Malaysia aspiration for the country. One Malaysia stresses on eight core values, some of which are associated with education. According to Dato' Seri Mohd Najib Tun Abdul Razak (2009), education and knowledge are important prerequisites for any nation to succeed. He hopes that the reading culture among Malaysians can be enhanced and made as a habit. He also expects that this will open up the Malaysian mind. This matter should also involve juveniles, who are imprisoned. The importance of education should be emphasized to them in order to prevent them from relapsing into criminal activities.

In the Malaysian context, young prisoners are entitled to the same educational opportunities in life that anyone else would expect. Young prisoners gain formal education and will be allowed to sit for public examinations under a special program under the Ministry of Education, in collaboration with the Prisons Department. The importance of education is emphasized to them in order to prevent them from relapsing into criminal activities. Teachers are sent to prison to teach the young prisoners, aged 21 years and below. The academic programs provided by the Prisons Department of Malaysia are :

a) 3M remedial classes (basic literacy classes for reading, writing and arithmetic).

b) Pre-PMR classes (lower secondary, 13-14 years old)

c) PMR classes (Lower Certificate of Education, 15 years old)

d) Pre-SPM classes (upper secondary, 15-16 years old)

e) SPM classes (equivalent to GCE O level)

f) STPM classes (equivalent to GCE A Level)

g) Diploma / degree classes (for long distance education programs).

According to Vacca (2008), inmates need education programs which not only teach them how to read efficiently, but also provide the necessary reinforcement that helps promote a positive transition to the society when they are released. In the prison environment, after finishing their school education, it is the inmates' choice whether to move further with their education. In Malaysia, normally male juvenile delinquents who are detained for more than 3 years will choose to continue their education. A prison is not a conducive environment for academic learning (Asher, 2006). However, The Prison Department of

Malaysia will provide the necessary facilities for the inmates. Although these facilities may not be comprehensive, inmates will still be able to study well. Until 20th April 2013, there are 2,010 juvenile delinquents in a Malaysian Prison Institution. The total amount of the juvenile delinquency keeps on changing every day because of a number of factors. Besides the juvenile delinquents are faced with court cases; either they are waiting for trial or are undergoing punishment. The imprisonment is different between the delinquencies based on the type of offense committed. The existence of the academic classes indirectly encourages young prisoners to use the prison library to obtain information related to their education. In the Prisons Act : Prisons Regulations 2000 has stated the importance of having prison library in Malaysia : "a library shall be provided in every prison and, subject to these regulations and to such conditions as the Director General may determine, every prisoner shall be allowed to have library books and to exchange them as often as practicable" (p. 48). However, the information needs of marginalized youth communities such as juvenile delinquents and youths-at-risk in Malaysia and how the library addresses their information needs is still understudied. This is an issue of growing importance that deserves closer investigation in light of rising Internet use amongst youths worldwide, coupled with the prevailing issue of delinquency and risk-taking among youths (Haynie, 2002).

1.3   Problem statement

Marbley and Ferguson (1999), found that the correctional system has not been successful in its mission of reforming or creating a rehabilitation mentality of inmates. The impact

of mission failure to inmates will not prevent former inmates turning away from crime. According to Sanggaran (2008), there are a number of former inmates who have been released; however, were sent back into prison as a result that they were ill-equipped to enter the job market in Malaysia. Often, they do not possess relevant skills which could be used to earn a living. Sanggaran also found out that in Thailand, after a computer training programme conducted at Bangkhen Women's Prison many former inmates were employed in jobs that require computer skills. Because of the prison populations throughout the world are characterized by lower than average levels of literacy, the inmates are likely to be poverty and limited employment opportunities that lead some individuals into criminal activity (Dike & Ajogwu, 2007).

Past research (Omagbemi and Odunewu, 2008; Kennedy, 2006; Curry, 2003; Barlotti, 2003; Lehmann, 2003; Dixen, 2001; Lemon, 1997; Liggett, 1996; Stevens, 1995) has shown the importance of establishing prison library services to rehabilitate and giving education to inmates. The denial of information services to prisoners can be detrimental to the objectives of the prison (Omagbemi and Odunewu, 2008). The library plays an important role in supporting the prison's mission to habilitating the inmates (Lemon, 1997). Stevens (1995), found that the role of the prison library in the reform and rehabilitation process identified a number of areas in which the work of the prison library can have an important influence. The importance of having a prison library in Malaysia have stated in Malaysia Prisons Regulations 2000; 'a library shall be provided in every prison, and, subject to these Regulations and to such conditions as the Director General

may determine, every prisoner shall be allowed to have library books and to exchange them as often as practicable'(p. 48).

According to Katsiyannis, Ryan, Zhang, and Spann (2008), reading can effectively reduce rates of both delinquency and recidivism. Burt's (1977) survey identified the subjects of most interest to inmates such as textbooks, newspapers, travel books and fiction. The Netherlands libraries lent in 1981, two hundred (200) books per prisoner and this was 6 times more than the lending in the public library per user in the same year (Kaiser, 1995). Kaiser found that the popular books for inmates in the Netherlands are novel, non fiction books, books in other languages and educational materials. The collections of prison libraries should support the curriculum of in-prison education programs, contain hobby or pleasure reading and some non fiction and educational materials for general learning and character improvement (Dixen & Thorson, 2001). So, there is a need for collection development for the prison library to build up their relevant collection based on inmate needs.

According to Lemon (1997), most inmates are motivated to pursue more knowledge and higher education levels of personal satisfaction. Steurer and Smith (2003) found that a study by Ohio Department of Rehabilitation and Corrections (ODRC) showed lower recidivism rates for those who participated in education programs compared to those who did not participate. Ripley (1993) cited by Vacca (2008) believed that recidivism rates drop when the education programs are designed to help offenders with their social skills, artistic development and techniques and strategies to help them deal with their emotions.

Katsiyannis, Ryan, Zhang, and Spann (2008), found that poor academic outcomes can adversely affect a child's behavior and early behavioral problems can lead to poor academic outcomes. According to Petersilia (2001), inmates are facing a multitude of difficulties. They remain largely uneducated, unskilled and usually without solid family support systems. For young prisoners (between ages 13 to 21 years) have a longer life to contribute to their self, family and community. They need to rehabilitate and have education for them to make sure they could live perfectly outside from prisoners. They have 24 hours a day to learn something that can build up towards their rehabilitation and education. Inmates who participate in education program have the opportunities to improve their capabilities for employment after being released (Vacca, 2004). According to the Educational Testing Service (1996) (as cited in Vacca, 2008), the most common finding of twenty years of research is that inmates exposed to education programs are more likely to be employed and less likely to end up back in prison than nonparticipants. Karpowitz & Kenner (1995) (as cited from National Institute of Justice Report to the U.S. Congress), prison education is far more effective in reducing recidivism than boot camps, shock incarceration or vocational training. According to Wilhelmus (1999), education programs for incarcerated women at Canada, none of them returned to crime.

Many inmates were unaware of the information services which they were entitled (Burt, 1997). According to LeDonne (1997), the service provided in prison library were not appropriate to meet the particular needs of inmates. Since 2009, Open University of Malaysia has started to offer online distance education program for young prisoners. Yet, the prison institution requires provision to offer a collection that is developed based on

the academic field selected by the young prisoners. It is good for them to read books because the most useful books are those that not only help the inmates survive their time in prison, but also help them deal with anger and other negative feelings that may have contributed to their commitment of crimes (Zybert, 2011).

Majority of prison library has very old resources, no computers, circulation or cataloguing systems and staffs are all unskilled and no knowledge of how to manage a library (Kennedy, 2006). Curry (2003) cited from the ALA report (1980) identifies that prison library service has poor funding, lack of staff and inadequate collections. Liggett (1996) found that Ohio's federal prisons vary greatly regarding space per inmate, budgets, access to the library, available materials, library qualifications and categories of censored materials. Poor building design, inadequate funds, insufficient staff and clerical help, isolation of libraries, lack of training opportunities for staff and poor administrative support were some of the undermined the quality factors of prison library (LeDonne, 1977). According to ALA : Library standards for adult correctional institutions (1996), the correctional librarian, often a one-person manager in a community otherwise isolated from library and information science, relies heavily on professional association standards as guidance, as model and as legitimization for program development and service delivery. Therefore, there is a need of having professional librarian or skilled staff in managing prison libraries to be more systematic and organized.

1.4   Research objective

A considerable amount of research has been carried out on the issue of how prison library services can help in the process of rehabilitation and giving education to young prisoners. According to Inderbitzin (2006); by opening the doors of juvenile justice, we can learn more about its real purpose in preventing and controlling serious delinquent behavior.

Hence, the objectives of this study are to :

a)   Understand the information needs and seeking behavior of male juvenile delinquents.

b)   Explore how the prison information environment supports the information needs of the male juvenile delinquents.

1.5   Research questions

The study asked the following questions :

a)   What are the information needs of male juvenile delinquents?

b)   How do male juvenile delinquents seek information in the prison environment?

c)   How does the prison information environment support the male juvenile education and rehabilitation process?

d)   What are the barriers to access the information needed by juvenile delinquents?

1.6   The researcher

I have experience in managing students since I was in school. This experience gave me a lot of ideas and interest to study about juveniles. In 1994, when I was taking my upper six, I was appointed as the Head Prefect in one of the oldest schools in Kajang, Selangor, Malaysia. The school was selected by Polis DiRaja Malaysia (PDRM) known as Royal Malaysian Police as an adopted school for Kajang branch police; because of the criminal cases involved with students kept increasing year by year. As the Head Prefect, I needed to deal with students, especially those with attitude problems or naughty student in the school. I did not force them to follow the rules, fine them or warn them; but I loved to be their friends and loved to talk with them as a sister. I loved to give advices and to be a sincere listener for each of their problems. As a consequence, I was a popular prefect and the most favored among the naughty students. In fact, they would always listen to my advice rather than school teachers.

As a university student, I was involved with the university uniforms team, Kesatria; the half military team. I have begun to learn to be more self-disciplined, independent and to learn to deal with a variety of environmental problems. In other words, I learned to recognize the survival of life. To achieve a satisfaction with this team, I had taken a number of qualification tests for promotion and I was the only woman who managed to get the second highest rank in the team. With this team, I had to manage lots of activities for students, particularly with regard to personality building, discipline and survival.

After graduation in 2000, I started my work as a lecturer at one of the local universities in Malaysia. I was still active with Kesatria even though I was working as a lecturer. I attended many related courses for Kesatria such as marching, camping, gun shooting and survival. In November 2000, I was appointed as Kesatria Captain. As captain, I needed to monitor students discipline and the Kesatria courses for students. I was also appointed as Discipline Officer and had to manage to solve problems and attitude of students in the university. Besides, I was involved in cases of students' misconduct and heavily involved in the cases of the students tried in the court. In this role, I still continued the tradition of making problematic students as friends. Despite having its own rigor, I was still favored by the students who were in trouble and they were more comfortable to share problems with me. I solved the trafficking in psychotropic drugs problems in the university by persuading suspects to share stories with me. I was also involved in another student's problem such as theft, fighting, and a student was caught under close proximity and was brought to a trial at Syariah Court.

As Resident Officer in 2004, I was responsible to take care of my residents' college block; it was a 24 hours duty to control and monitor students in the college. I was also involved in many problems/issues related to students in the college. Besides, I have been appointed as the Head of Program. I needed to be responsible for managing and administering both the academic and the non-academic affairs of my faculty.

My desire to do research about juvenile had grown when something bad happened to me. My home was infringed by a criminal suspect. The suspect did not do anything because I

was aware of his first movement in the house. I shouted, screamed and used pesticides as to defend myself. The suspect fled. Police investigations classified the case as an attempted rape and murder based on the findings of a knife in the outdoors. And according to the police investigation, the suspect was a drug addicted and his age was around 20 years. Because of the case, I started studying and reading some articles and books about the crimes committed by juveniles.

1.7   Theoretical lens - A theory of life in the round

Since the focus of this study is to understand juvenile delinquents' information needs in the prison environment, the researchers' philosophical suppositions inspiring this research were derived from Chatman's (1999) theory of ''life in the round'' – a theory about people's life in a small world, where they lived ''a life with a high tolerance for ambiguity, with an enormous degree of imprecision, uncertainty and a world of approximation (p. 211). According to Chatman (1999), most of the theories created to offer limited advances regarding the information needs of people who live in enclosed worlds, high in stress within the marginalized world of prisons. Chatman discusses this in terms of situations that would cause an inmate to cross information boundaries, in other words, to be motivated to get information from outside the inner circle. Using the ''small worlds'' method to study the information behavior of female prisoners, she came up with three conditions that need to be met: (a) the information is critical; (b) it is relevant; and (c) the current situation is no longer functional. Chatman found that people will not search for information if there is no need to do so. If members of a social world choose to

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ignore information, it is because their world is working without it. In other words, they will not cross the boundaries of their world to seek information. She found that the barriers between small worlds and the practice of normative behaviors cause information poverty among inmates. Chatman found the following characteristics among people in a small world: (a) they always think that they have no resources available to them; (b) they are influenced by outsiders with privileged access to information; (c) their information poverty is determined by self-protective mechanisms which are used in response to social norms; and (d) their new knowledge is selectively introduced into the information world. She added that life lives in the round is the process that permits social meaning to happen. It is the integration of a world in which most things are easy to understand and in which news comes to a small stage. In the current study, the small world society for the male juvenile delinquents, in which mutual opinions and concerns are reflected by its members, is a world in which language and customs bind its participants to a worldview. It is a world in which there is a collective awareness about who is important and who is not, which ideas are relevant and which are trivial, who to trust and who to avoid. Those who are still schooling need to focus on their educational information needs and most of them need to fulfill their everyday life information seeking (ELIS) needs, in the use of personal sources and prison libraries, in the use of books and other reading materials, and for future life perspectives. Understanding life in the round results when ''information is clear enough to give sensible meaning to things'' (Chatman, 1999 : p. 212). Chatman's theory of life in the round is replicated in this study.

1.8   Significance and contributions of study

1 (One) Malaysian nation's aspirations were conceived by the Prime Minister of Malaysia, Dato' Seri Najib Tun Abdul Razak. 1 Malaysian stressed the eight core values. Among the values are associated with the education. According to Dato' Seri Mohd Najib Tun Abdul Razak (2009), education and knowledge are important prerequisites for any nation to succeed. He hopes that the reading culture among Malaysians can be enhanced and made as a habit. He also expects that this will make the Malaysian mind, more and more opened up. This matter should also involve juvenile, who is imprisoned. The importance of education should be emphasized to them to prevent them trapped again in criminal activities. By doing this research, it is hoped that :

a)   The findings of this study will provide a guide for prison libraries in Malaysia. It will help the prison institution to improve their prison library by having the best collections of reading that meet the needs of library users in prisons and improve the quality of service in the library. Prison library in Malaysia needs to be recognized as the invaluable resource to society and ensure that the prison institution will not send out the same menaces to society that they took in.

b)   This study also will support government strategy and to conduct social problems in society, especially about crime among teenagers. It also attempts to survey into the perceived impact of information on the rehabilitation and educations of the young prisoners.

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c)   The findings of the study also will help former young prisoners to be motivated and strive to develop them and avoid all mistakes made before, to have knowledge through reading material to form a perfect life and to provide an economic contribution to the country by creating a competitive ex-prisoners and working to improve the lives of their own.

1.9   Definition of terms

1.9.1   Information

Information should be defined as a stimulus originating in one system that affects the interpretation by another system of either the second system's relationship to the first or of the relationship the two systems share with a given environment (Madden, 2000)

1.9.2   Information behavior

The totality of human behavior in relation to sources and channels of information, including both active and passive information seeking, and information use. It includes face-to-face communication with others, as well as the passive reception of information as in, for example, watching television advertisements, without any intention to act on the information given (Wilson, 1997).

1.9.3 Information environment

The information environment, which is often associated with the issue of information ecology, represents a set of factors, resources, and processes, which demonstrate the knowledge that has been accumulated and used by a specific society, community or individual, looking also at ideas and assumptions, how knowledge can be obtained, created, expanded and used (Brikse, 2006). The information environment is a requirement for the survival of individuals and societies and for progress in the development of individuals and societies (p. 369)

1.9.4 Information need

Information need is a recognition that your knowledge is inadequate to satisfy a goal that you have (Case, 2002).

1.9.5 Prison

Prison is a place used for confinement of convicted criminals. Aside from the death penalty, a sentence to prison is the harshest punishment imposed on criminals. Confinement in prison, also known as a penitentiary or correctional facility, is the punishment that courts most commonly impose for serious crimes, such as felonies. For lesser crimes, courts usually impose short-term incarceration in a jail, detention center, or similar facility. Confining criminals for long periods of time as the primary form of punishment is a relatively new concept. Throughout history, various countries have imprisoned criminal offenders, but imprisonment was usually reserved for pre-trial detention or punishment of petty

criminals with a short term of confinement (West's Encyclopedia of American Law (2008).

1.9.6 Library

A library is a collection of information, sources, resources, and services: it is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, a library is a collection of books.

1.9.7 Prison library

A library in a prison is a library that should not be managed by prison authorities even if it's located there. The goals of prison vary from state to state, the goals of library service remain the same nationwide (Vogel, 1995). The mission of the prison library is to encourage the reading habit, to promote books and non-book material for recreation / leisure activity, information, education (social, personal, remedial, cultural, academic, vocational), training guidance (including work experience), rehabilitation and therapy, and to support the education, training and welfare; and work programmes within the prison.

In New South Wales, there are currently 48 libraries in the 35 prisons, with more being expected to come on line as new centres are built (Kennedy, 2008). This shows that the NSW is very concerned and aware about the importance of prison libraries in their country.

Countries with a history of providing prison library service for many decades (US, UK and Scandinavian countries) have adopted guidelines or standards that are used as planning and development resources, as well as evaluation instruments and funding justification tools (Lehmann, 2003).

1.9.8   Young prisoners/inmates

Those aged under 18 (typically 15–17). Known as a juvenile. These include the different demands they make on the system as children and the fact that, in the community, they are dependants, in the care of either parents or a local authority. The support and rehabilitation that are provided for juveniles in custody, therefore, carry similar obligations to those that exist in the care system. According to Malaysian Prisons Act 1995, a young prisoner means a prisoner is under the age of 21 years old. In Child Act 2001 defines as a person under the age of 18 years and below and The Children Act 1991 defines as a person under the age of 18 years and below.

1.9.9   Young adult prisoners/inmates

Young adult prisoners, those aged 18–20 years will present particular challenges to the prison system. Although adults in the eyes of the law, many; while were convicted of sometimes serious offenses, will still be maturing. At the same time, 18–20 is the age at which a wide range of social exclusion and other factors that may have a bearing on offending are at or approaching their peak.

1.9.10 'Tahanan Limpah Sultan' (TLS)

Prisoners that convicted to death by the court, but not sentenced to death for the cause of prisoners are still under age (juvenile) or defined by the medical community as an insane person. They do not have an exact date to be released / to be free and their released date only through forgiveness by Sultan / Governor / Yang di-Pertuan Agong including insane prisoners who were detained in a mental hospital.

1.9.11 Muster session

According to Corrective Services NSW and Community Restorative Centre (CRC) (2009), muster session is also known as inmates roll call. Inmates need to assemble for inspection purpose.

1.10   Organization of thesis

This research report is divided into six (6) chapter. Chapter one (1) has introduced the background information and a brief description on information needs and seeking behavior for male juvenile delinquents. This includes the problem statement, research objectives, research questions, significance and contributions of the research, definition of selected terms and summary. Chapter two (2) documented the background of literature related on juvenile delinquents ages and gender, their misconduct factor, their criminal cases, information needs and seeking behavior and information environment. The chapter ends with summary of literature and conclusion. Chapter three (3) describes the research methodology; covering research philosophical stance, research paradigm, research

design, population sampling, fieldwork, the ethical considerations, data collection methods, methods of data analysis and summary. Chapter four (4) reports the analysis and results of the interpretive qualitative interview method focusing on the analysis of information need aspects. Chapter five (5) reports the analysis and results of the interpretive qualitative observation methods focusing on the analysis of information seeking behavior aspects. Chapter six (6) presents the research discussion and conclusion. These include the discussion, contribution of the research, limitation, implication, future research and the research conclusion.

1.11   Conclusion

Everyone is at risk of going to jail as everyone makes mistakes. We must realize that inmates need us to understand them and their rights as humans. Juvenile offenders are the youngest prisoners and they still have opportunities to improve their life to be better persons. Juvenile delinquents may not prepare to make an effective transition from the detention and rehabilitation setting to becoming a positive member of society. The number of obstacles to be a successful person in society is very high. By using the qualitative field research methodology, the researcher will move into the area of juvenile delinquents' daily lives. The method will allow the researcher to understand information behaviors among juvenile delinquents, and can directly assist the relevant authorities in providing better services, improve the weaknesses in the administration, and facilitate the preparation of a collection of reading materials and library services in prison libraries in Integrity Schools. The prison library plays an important role in rebuilding the spirit, and

providing education, knowledge, and spiritual guidance to juvenile offenders in order for them to start a new life when they are released later.

2.1   Introduction

According to Neuman (2006), a literature review is based on the assumption that knowledge accumulates and that people learn from and build on what others have done and researchers need to compare, replicate or criticize them for weaknesses. This chapter provides the theoretical and conceptual framework, based on the existing literature and research that has had the most impact on this area. The chapter explores related issues such as information needs, information seeking behavior, male juvenile delinquents, inmate's rehabilitation and education and the prison library, its staff and services.

The main purpose of the literature review is to provide guidelines for the research in evaluating the pattern of information needs and information seeking behavior for male juvenile delinquents. This literature review covers past research starting from the 1960's; and related information about the topic. There are major constraints in sourcing the latest literature. The related research topic was not popular in the year 2000 that led the researcher just concentrate on research that has been done in the 1980's and 1990's. There are also problems related to the limitation of accessing the related literature because of the legal access issues. Predetermined keywords used during the search were information needs, information behavior, information seeking behavior, male juvenile, juvenile delinquents, prison library, inmates' rehabilitation and inmate education. The chapter ended with a summary of the literature and conclusions.

2.2   Juvenile delinquents and their crimes cases

The increased numbers of crime incidences among teenagers have caused many young people to waste their time in prison. According to Taft, edited by Leonard (1955) the problem of juvenile delinquency has risen to an alarming degree since the Second World War. Taft believed that in Europe, especially for the countries which directly suffered because of the war have correlation between post-war conditions with juvenile delinquency. He added that the war created an instable feeling and emotional, economic distress along with social dislocation for juvenile. Today, the rapid population growth, the unavailability of housing and support services, poverty, unemployment among youth, the decline in the authority of local communities, overcrowding in poor urban areas, the disintegration of the family and ineffective education systems are some of the pressures young people or juveniles must deal with (World Youth Report, 2003). The many pressures they face from their surrounding environment put them in the high risk category to commit crime. According to Roberts (2005), crime is such a diverse topic, that the explanation of this social problem is just as diverse. This perspective sees delinquency as a function of the surroundings or environment that a juvenile lives in. A juvenile delinquent is one who has committed an act that is considered a crime under federal, state or local law. Research shows that previously incarcerated youth return to the justice system at alarmingly high rates (Sametz, Ahren & Yuan, 1994). Juvenile delinquents are coming into the juvenile justice system with an array of problems that have caused them to commit delinquent acts (Mincey, Maldonado, Lacey & Thompson, 2008).

Based on Differential Association theory by Sutherland (1947), all behavior is learned, delinquent behavior learned in small groups and delinquent behavior is learned from collective and specific situational events (Mincey et al., 2008). For example, children who are in environments such as poverty stricken neighborhoods where children are exposed to other young children, adolescences and adults committing criminal activity are more likely to emulate that behavior because it is deemed as acceptable (Darbouze, 2008).

Recent years have seen an increase in serious crime by juveniles, including violent acts such as murder, which are often related to drugs, and gangsterism (Roberts, 2005). According to Roberts (2005), there are seven crimes in the uniform crime index. These are homicide, forcible rape, robbery, aggravated assault, burglary, vehicle theft and larceny. The juvenile justice system has evolved over the years. Juveniles who commit criminal acts should be treated differently from adults. Roberts (2005) believes that juvenile cases should have separate courts, detention facilities, rules, procedures and laws. The juveniles who are more likely to become delinquents are those who participate in territorial gangs (World Youth Report, 2003).

According to the criminal statistics released by the Police Department of the Republic of Indonesia between January to May 2002, more than 4000 Indonesian children were brought before the court every year for petty criminal offenses such as theft (Mardite, 2011). He added that 11,344 children allegedly committed offenses in 2003, and from January to May 2003, 4,325 children were detained in prisons throughout the country.

In Australia, an average Australian Capital Territory student has a normal 11,500 hours of education to complete and the schools are seen to be strategically placed for early identification of and intervention in juvenile crime proneness (Omaji, 1992). He added that most of the predictors of delinquency or criminality are truancy, rule-breaking, non-compliance, poor academic performance, aggressiveness and so on.

In the United States of America, according to Sautter (1995), since the 1970s the Federal Bureau of Investigation (FBI) has reported statistics showing that the seriousness of juvenile crimes in the country has also increased. Compared to individuals over the age of 20, Sautter says that young people are more than two and one-half times more likely to be involved in a violent crime.

In Malaysia, among the criminal cases committed by students are motorcycle thefts, burglary, injuring others, and rape (Nurul Adlina Kamaluddin, 2009). Motorcycle thefts topped the list with 975 cases in 2009 (The Star, 2010). According to Lim et. al. (2013), daily newspaper reports with new titles such as "*Mat Rempit*", "*Bohsia* and *Bohjan*", infanticide, drug abuses, rape and abortion that frequently appeared on the front page of our local newspapers are the evidences of the increasing delinquency behaviors among adolescents. According to the statistics from Malaysian Prison Headquarters in 2013, from a total of 2,010 juvenile delinquents, 753 violated the 574 Act of the Penal Code with offenses like rape, criminal force and assault, causing hurt, theft, extortion and robbery. A total of 620 juvenile delinquents was involved in offenses relating to the Immigration Act 1959/63 and a total of 590 juvenile delinquents violated the Dangerous

Drugs Act 1952. Others were involved in offenses against the National Registration Act 1959, Firearms Act (1971), Dangerous Drugs (Special Preventive Act 1985) and others. According to Hassan (2004), in Malaysia, 80% of juveniles involved in crime come from families with incomes that are less than RM1000 and which have a large number of family members. This creates pressure and an uncomfortable situation at home for the juvenile.

2.2.1 Juvenile delinquents age group

According to Finn (1989), normally a juvenile with no interest in education or with poor academic performance will start skipping classes, playing truant and being disruptive in the classroom. As the child becomes embarrassed and frustrated by school failure, he or she may exhibit increasingly inappropriate behavior that becomes more disruptive with age (Finn, 1989; Farrington, 1994; Elliot, 1966). When incarcerated youths attend school, they typically experience chronic academic and behavioral difficulties, truancy, grade retention and suspension (Vacca, 2008).

According to Chiam & Chan (2011), the rank order of juvenile delinquents' self-reported offenses shows that smoking is the most frequent offense among them. In their research, smoking was the most common offense among delinquent subjects, with 79.4% reporting having smoked many times. AWB Kassim (2006) agreed, stating that the initial stage of delinquency is in the form of an abuse of school rules such as truancy, smoking and vandalism. AWB Kassim added that from this initial stage of delinquency, they can

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progress to more serious criminal misconduct such as bullying, injury to others, rape, theft and murder. There are cases in Malaysia involving juvenile delinquents as young as twelve (12). One delinquent has been in prison since the age of 13 and is still in prison. Now, he is 28 years old and has had a lot of experience behind bars, and has many stories about the juvenile environment.

However, the number of juvenile offenders tends to grow as age increases. For example, in Malaysia, statistics showed that in 2013, the percentage of juveniles involved in crime were 0.9% for those aged 15 years, and 2.2% and 4.1% for those aged 16 and 17 years respectively (Jabatan Penjara Malaysia, 2013). This number increased after the juveniles completed their schooling and therefore the increase in crime among juveniles may be due to the lack of parental control when the juveniles complete their school days. After age 17, most juveniles in Malaysia will start looking for work and living with their peers. This is the time when they are no longer living under their parents' custody. Statistics show that juvenile offenders in remand status have been increasing year by year (Jabatan Penjara Malaysia, 2013). In 2013, 18 year old juvenile offenders increased to 15.2%, 19 year olds to 29.3% and 20 year olds to 49.2%. According to Azizi, Yoow and Amir (2004), the Social Welfare Department reported an increase in juvenile crimes and that the latest trend was the involvement of children aged between seven and nine years.

Based on the statistics in Malaysia, it is clear that there are no differences between age trends of juvenile offenders in Malaysia and western countries, such as the USA. In 2003, law enforcement agencies in the United States made an estimated 2.2 million arrests of

persons under the age of 18 (Vacca, 2010). According to Roberts (2005), statistics in urban areas of the US show that 30 to 40% of all boys will be arrested before they reach their eighteenth birthday. And statistics also show that in the US, juvenile crime begins as early as the age of 14 to 15 and these offenders will continue to be involved in crime till their mid-20s but after the age of 25, their crime involvement will decrease (Roberts, 2000).

2.2.2 Juvenile delinquents gender

According to World Youth Report (2003), the number of male juvenile suspects for every 100,000 members of a designated age group is more than six times the corresponding figure for females. In Malaysia, the number of female juvenile delinquents is lower compared to male juvenile delinquents, with females making up only 5% of the total number of juveniles detained in prison compared to male juvenile delinquents at 95% (as of April 2013) (Jabatan Penjara Malaysia, 2013). This is possibly due to the trend that female juveniles will continue their studies after SPM or may possibly attend skill classes (such as computer class, sewing class, cooking class etc.) before moving on to institutions of higher learning.

According to the Ministry of Higher Education of Malaysia (2008), the percentage of female students is higher than male students in universities/colleges/polytechnics in Malaysia at 64.8%. Girls are also subject to stronger family control than boys (World Youth Report, 2003). According to The Future of Children (2008), there are four

categories of offenses involving female delinquency : person, property, drugs, and public order. Also, female juvenile delinquents have higher rates of mental illness than male juvenile delinquents. This refers to the internal mental disorders like depression and anxiety (The future of Children, 2008).

2.3 The juvenile misconduct factors

The problem of dropping out of school has become something of a national obsession (Finn, 1989). According to Winters (1997), poor academic achievement is a major factor in crime and delinquency. Hurrelmann (1990) concluded that problem behavior among adolescents are signals of stress resulting from developmental tasks during adolescence. The stressors include unfulfilled expectations of parents, scholastic demands, school failure, difficulties encountered with peer-group acceptance, and lack of finances (Chiam & Chan, 2011). Roberts (2000) agreed that failure at school, which includes poor academic performance, poor attendance or dropping out of school will contribute to crime among juveniles. Working parents result in less supervision at home for the children. This lack of parental supervision is thought to be an influence on juvenile crime rates. Vacca (2008) added that when incarcerated youths attend school, they typically experience chronic academic and behavioral difficulties, truancy, grade retention and suspension. Fatimah (2007) has added new factors contributing to juvenile crime problem. The transition period from childhood to adulthood has resulted children or adolescents may be beginning to respond to the demands of emotion to find a style of their own appearance. If they were an adult, they often make their own decisions without

proper assessment and understanding. Noraida & Othman (2008), based on the research that has been conducted on 44 students Probation Hostel Bukit Senyum, Johor Bahru found that peer, school and mass media were an element of discipline problems among students. Mohd Yusof (2013) added that the uses of smart phone / tab between adolescents and children, easy access to pornographic websites and the absence of monitoring of Internet use at home are the three (3) factors causing negative elements that can be accepted by adolescents and children in Malaysia.

Studies done by Hasan (2004) found that in Malaysia, the majority of juvenile delinquents come from low income families. He found that over 40% of the respondents were from poor families that had an income of less than RM500 per month for households with four to five members. The high number of family members creates an uncomfortable situation, especially in a small house. This will lead the juvenile member to feel pressured or to rebel. In Malaysia, according to AWB Kassim (2012, p. 197), the increase in criminal misconduct among adolescents is influenced by several factors:

a) Family ties

Family is the most important institution in the formation of a human who is physically and mentally healthy. Spiritual ties among family members have become eroded and as a result, some members suffer from emptiness in life and this will result in more serious social problems.

b) Family residence

In most cases, juvenile delinquents come from small and overcrowded homes, which have an insufficient number of rooms.

c) Religious education

There is a lack of internalization and practice of religious values. Based on the experience with and observation of juvenile detainees, the Prison Department of Malaysia found superficial religious knowledge to be a contributing factor to juvenile misconduct, where 80% of the juveniles have a weak foundation in religious knowledge.

d) The individual

Some contributing factors include low self-esteem, mental and physical health problems, a low level of education, an inability to cope with stress and to solve problems, and a history of drug abuse and pornography.

e) The environment

Environmental factors include the high rate of poverty, weak social support system, community tolerance of crimes, social rejection and the influx of criminal sources.

f) Poverty

The strain of financial burdens is often used as an excuse by offenders to commit crimes such as stealing and snatch theft.

g) Peer group influence

The urge to try something new and provocative with the peer group often result in adolescents being involved in criminal activities.

h) Academic background

Statistics on the Henry Gurney schools and the Prison Department of Malaysia show that 30% of the inmates received a primary education and 70% received a secondary education. 310 of them left school after lower secondary education.

The World Youth Report (2003), states that the causes of delinquency are influenced by:

a) Economic and social factors (p. 193)

Unemployment and low income among the young can lead to delinquency.

b) Cultural factors (p. 193)

Influencing factors include the modernization of traditional societies and the accompanying changes wrought by the application of new technologies, social characteristics, lifestyles and living arrangements.

c) Urbanization (p. 194)

Geographical analysis suggests that countries with more urbanized populations have higher registered crime rates than do those with strong rural lifestyles and communities.

d) Family (p. 195)

Studies show that children who receive adequate parental supervision are less likely to engage in criminal activities.

e) Migration (p. 195)

Differences in norms and values and the varying degrees of acceptability of some acts in different ethnic subcultures result in cultural conflicts.

f)   The media (p. 196)

Many researchers have concluded that young people who watch violence tend to behave more aggressively or violently, particularly when provoked.

g) Exclusion (p. 196)

The growing gap between rich and poor has led to the emergence of "unwanted others". The exclusion of some people is gradually increasing with accumulation of obstacles, ruptured social ties, unemployment and identity crises.

h) Peer influence (p. 196)

Membership in a delinquent gang, like membership in any other natural grouping, can be part of the process of becoming an adult.

i) Delinquent's identity (p. 197)

Violence and conflict are necessary elements in the construction of the group and the delinquents' identities.

j) Offenders and victims (p. 197)

Criminal activity is strongly associated with a victim's behaviour. A victim's reaction can sometimes provoke an offender; however, "appropriate" behaviour may prevent a criminal act or at least minimize its impact. According to scientific literature, the likelihood of becoming a victim is related to the characteristics or qualities of a person, a social role or a social situation that provoke or facilitate criminal behaviour; personal characteristics such as individual or family status, financial prosperity, and safety, as well as logistical characteristics such as the time and place in which a confrontation occurs, can also determine the extent of victimization.

2.4   The context of information need

Understanding the information needs of inmates is essential for prison libraries in order to provide better information services to the incarcerated. There is little published

literature available on the information needs and information seeking behavior of inmates, however much can be gleaned from articles that focus on their general, educational, health and treatment needs (Steadman & Ribner, 1980; Gunn, Maden & Swinton, 1991; Mullings, Hartley & Marquart, 2004; Belenko & Peugh, 2005; Awofeso, 2005; Harris, Hek & Condon, 2006). Campbell (2005) opined that prison inmates have unique information needs, and a study of their information behavior will yield insights that can be broadly applied. Understanding such behavior will help the prison authority to design services and products to transmit the required information most effectively (Ucak & Kurbanoglu, 1998).

According to Case (2002), information need is a recognition that your knowledge is inadequate to satisfy a goal that you have. Each individual's needs are formed by the actual situation and by the way the individual defines that situation (Shoham & Strauss, 2007). Campbell (2000) defines an information need as the perception of a lack of information that provokes one to then develop a need for it. Prisoners are regarded as disadvantaged people because they lack free access to many things in a free society, including libraries (Lehmann, 2000).

Crawford (1978) states that information need depends, among other things, on a field of interest, motivational factors, the need to seek new ideas, the need to confirm correct ideas and the need to make decisions. For example, the immigrants need general information about housing, employment, education, transportation, banking/finance, taxes, and health (Shoham & Strauss, 2007). They stated that within each of these

categories lie sub-categories of information needs that relate to the immigrant as part of a group and also individually.

Inmates have the same information needs as people in normal society, but with a greater number of them having low educational skills, they experience difficulties in articulating their information needs or in their attempts to seek information (Glennor, 2006). Prison library service must be designed to meet the informational, cultural, educational, vocational and recreational needs of its users and libraries should determine their roles that must be compatible with the facility's mission (Shirley, 2003). The collections of prison libraries play an important role in supporting the curriculum of prison education or hobbies, or pleasure reading to help pass the large amounts of unstructured time in a positive way. The collections should also have some non-fiction and educational materials for general learning and character improvement (Dixen & Thorson, 2001). Mark Knudsen (2000), an inmate, in describing the importance of books to inmates said that he might not have been able to handle stressful situations if the prison library had not been readily accessible to him. Gilman (2008) suggested that it is important for each prison to teach the inmates (especially the juvenile delinquents) to use the library. They need to know the call numbers, book spines, the differences between fiction and nonfiction and the general layout of library resources and facilities. These basic library skills can help them feel comfortable using the public library and instruction about the library ethos can help teens feel more comfortable in the community at large. Based on studies from Jeffries (1975), (as cited in Burt, 1977), the inmates' self-concept is often distorted and they need books on personality development, personal growth, and the mind

and how it works. To understand the role of online communication to address their recreational needs and interactions and the salient characteristics of such interactions, a recent study by Lim et al. (2012) conducted interviews with 36 Singaporean male juvenile delinquents and youths-at-risk. Their findings show that Facebook was the principal tool of online peer interaction, and it was used daily for posting, reading and commenting on status updates, arranging meetings and chatting online with peers.

According to Eze (2014), from his study, he found that prisoners highly need information on legal issues. This includes how to hire the lawyer, getting free legal aid, gets access to the courts and obtain their freedom. For the people behind the walls; according to Campbell (2005), inmates need information about how to survive and how they might get out. To survive, inmates need to know who is trustworthy, what will make the prison society accept them and what rights to humane treatment they have. She added that inmates need to know the law how to get out of prison and what they can do with their lives when free. Whilst the immigrants use all resources available to them such as, their personal information collection (PIC), listservs (group emails), the internet, blogs and personal contacts; the inmates were need to follow the rules and regulations at prison institutions. Although their sources were different, they still need to search for information in their daily lives.

Due to the nature of the prison environment and the situation, the prisoners undergo stress, anxiety, fear, insecurity, boredom and lacked direction (Eze, 2014). He added that, all these will lead to their having spiritual information needs; to get relief from emotional

and psychological instability. According to UNAIDS (1999), prisoners need to have access to health care, including preventive measures equivalent to those available in a free society.

2.5 Information-seeking behavior

Information seeking behavior includes those activities a person may engage in when identifying their own needs for information, searching for such information in any way and using or transferring that information (Wilson, 2000). Information seeking behavior is expressed in various forms, from reading printed material to research and experimentation (Kumar, 2013). Ellis (2003) defines the information-seeking behavior as the complex patterns of actions and interactions that people engage in when seeking information of whatever kind for whatever purpose. The term information seeking behavior or information behavior has been used in the research literature since the 1950's. The origins of human information seeking behavior are found in work on the users of libraries and in readership studies in general (Wilson, 2000). Wilson added that the major study of information behavior and information needs carried out in 1972-73 in the USA was on the information needs of ordinary citizens. According to Dervin (1976), most of the research in the 1970's indicated that the electronic media, specifically television, played a large role in information seeking, as did peer networks consisting of friends, family, and relatives. The study of information behavior became popular and expanded to many areas of research. In the 1990's, the term information behavior came into wide use to replace the term information seeking (Bates, 2010). In this era, the

internet becomes popular and widely used around the world, researchers were becoming more aware of information seeking in various professional contexts including law, business, engineering and health sciences. Most of the studies focused on large groups and used quantitative methods to investigate the reasons for seeking information, the types of information needed, sources used for obtaining the required information, preferences for and satisfaction with the sources used, and problems faced while seeking information (Folster, 1995). Using Wilson's model of information behavior, Campbell (2005) demonstrated how much the research community has already known about the inmates' information needs, such as information on how to survive, trust and acceptance of the prison society, rights to humane treatment, their legal rights and access to information about the law. Campbell (2005) wrote that the information behavior of inmates can be understood as a consideration of motivation. The information professionals understand the information behavior of inmates; however, the policy makers generally do not. This prevents decisions which can give motivation to inmates from being made. This difficult achievement may be due to the prison setting itself and because of the type of person who is usually incarcerated (Burt, 1977). Gaes (2008) found that prisoners are from an under educated class compared to the general community and they have lower literacy skills to handle everyday tasks. To handle this problem, inmates are encouraged to take advantage of their time in prison by increasing their knowledge. Generally, inmates have three types of information needs: (a) unactivated needs that relate to unfelt needs which can be activated by the librarian, friends, family or groups; (b) unexpressed needs that relate to inmates who may have educational or recreational needs which the library could meet, but fails to; and (c)

expressed needs which are related to articulated needs, and are directly transmitted (Grimes, 2000).

Wilson's experience of information seeking led him to develop a model for information seeking behavior that is prompted by the individual's physiological, cognitive and affective needs (Wilson, 1981). Aside from Wilson's model, Dervin (1983) developed the sense-making approach. The sense-making approach is the other information behavior model that contains four constituent elements: a situation in time and space, a gap, an outcome, and a bridge. User dissatisfaction, lack of self-confidence, lack of interest and technophobia are examples of information behavior of users (Nahl, 2001).

If librarians wanted to understand library users better, the government agencies wanted to know how scientists and engineers used technical information in order to promote more rapid uptake of new research results (Bates, 2010); there is a need to know about information needed by the juvenile delinquents to help them to be a better person. In prison environment, the information behavior can be understood as a consideration of motivation (Campbell, 2006). Inmates will be motivated to get information from outside the inner circle. For them, information can be used as a buffer to the stress of life inside. Chatman (1999) added that the inmates will cross the information boundaries when :

- i- Information is critical.
- ii- There is a collective expectation that the information is relevant.
- iii- A perception that the small world is no longer functioning without information.

According to Pendleton & Chatman (1998), the word 'information' is like public behavior; it is shaped by the contextual others who define what is acceptable within a social world. Information plays an important role for inmates. Their act of seeking information occurs because an individual's concern reflects problematic situations that are shared by members of a homogenous social milieu (Pendleton & Chatman, 1998). They also stated that the information enters through the channels deemed appropriate, thereby adding to the relevance of the information and that the sources may be either sought or ignored. Chatman (1999) agreed and stated that the information in a prison carries very specific purposes to systematically change behavior to fit the environment. The term information behavior is used to look at the prison environment because it will explain what really happens in the information lives of people (Pendleton & Chatman, 1998). Although people were talking about accessing information using the internet and become popular since 1990's; in prison environment, the inmates have their own rules and regulations that need to be followed.

According to Nahl (2001), the information is not neutral in society, but reflects its power structure in terms of what information is accessible to whom. She added that the value of information is social and political, and information retrieval skills become major determining factors in one's positions in society because they determine the level of access to various types of information.

Chatman (1999) added that people will not search if there is no need to do so. However, for inmates, they need the information that will help them to focus on the daily living

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patterns, relationships and issues that come within the prison environment. The information professional understands the information behavior of inmates, but the policy makers generally do not. This may not lead to decisions that motivate inmates. Solomon (1997) added that analysis of ethnographic data on the information behavior of individuals cannot be understood solely by looking at their cognitive behaviors, but the affective elements must also be understood and managed.

A survey by Chatman (1997) discovered that female inmates have no interest in how information is created by outsiders. But, their greatest interest is on how that information enters into their world and to discover when that information becomes a useful item in an information environment. The greatest challenges of information behavior are to understand how the information behavior works within a social system (Pendleton & Chatman, 1998). There was also curiosity about how members of these systems solve problems. It does not matter how these problems are being defined. What was necessary to know is how members of a small world deal with them before they become expressed (p. 748).

2.6   Conceptual framework of information seeking behavior

The term information seeking behavior used in library and information science to refer to a sub-discipline that engages in a wide range of types of research conducted in order to understand the human relationship to information (Bates, 2010). The information needs and information seeking behavior of multiple fields have been the focus of inquiry within

library and information science research for decades (Ge, 2010; Shen, 2010; Nahl, 2001; Wilson, 1999; Chun et al., 1998; Solomon, 1997; Kuhlthau, 1993; Dervin, 1992). Information is defined as the use created for it by the user, and user questions represent user information needs (Dervin, 1992). Dervin introduced the sense-making approach: how users assimilate information and apply it to their life situation. The sense-making approach is also known as the information act or communicative act. Using Dervin's concept, Solomon (1997) proposed the what, where, when, why and how (4W1H) patterns of information behavior. The 4W1H patterns are directed by how the personalities of the participants attempt to cope with the demands of the planning process. Solomon added that the information becomes relevant and attains sense when it fits and satisfies the goal that is being pursued.

Throughout the years, a number of models have been proposed to characterize various aspects of information behavior (Bates, 2010). According to Wilson (1999), a model may be described as a framework for thinking about a problem and may evolve into a statement of the relationships among theoretical propositions. He added that most of the models in the general field of information behavior are of the former variety; whether in statements, diagrams, describe the information-seeking activity, the causes and consequences, or the relationships among stages in information seeking behavior (pg 250). The most popular theory of information behavior was created by Wilson in 1981. His first theory is called a general model of information-seeking behavior. A model may be described as a framework for thinking about a problem and may evolve into a statement of the relationships among theoretical propositions (Wilson, 1997). Wilson's

model in 1981 located the concepts of information need, information seeking, information exchange and information use in a flow diagram that charted the behavior of an individual faced with the need to find information (Wilson, 1997). Wilson argued that this model was useful in identifying areas where additional research could be of value and pointed to the lack of research on information use as an example. Apart from that, Wilson proposed a model of circumstances that give rise to information seeking behavior with three main elements: the person, a role and environment (Figure 2.1). Wilson added that new input are barriers that may exist in information seeking behavior. Campbell (2005) agreed with Wilson's 1996 model of information behavior. Campbell stated that the model has some demonstrated utility in examining the information behavior of prisoners.
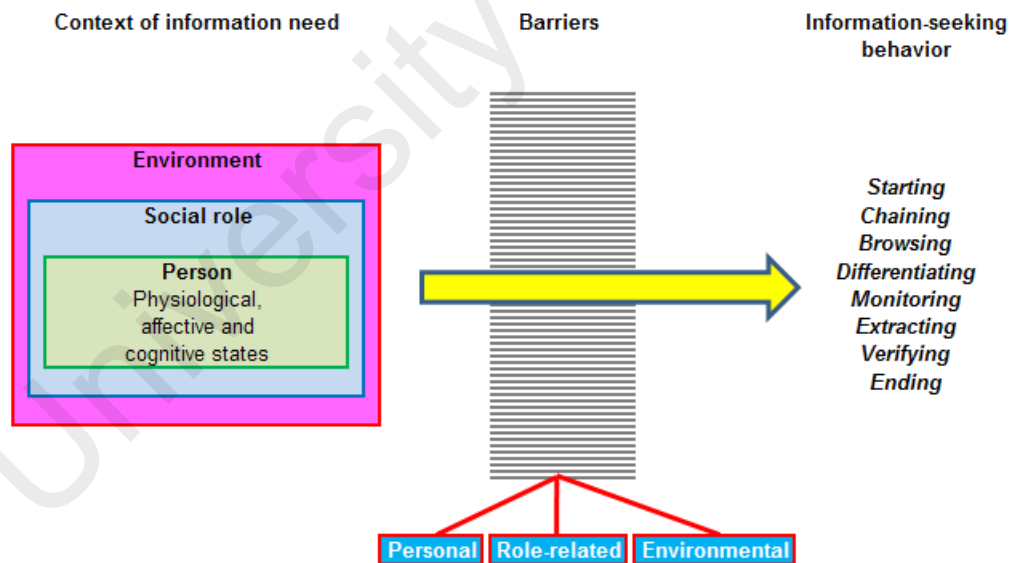
Figure 2.1 : A general model of information-seeking behavior
(Wilson, 1996).

Wilson suggested a new model of information seeking behavior in 1999 (Figure 2.2). The model suggests that information-seeking behavior arises as a consequence of a need perceived by an information user, who, in order to satisfy that need, makes demands upon formal or informal information sources or services, which result in success or failure to find relevant information (Wilson, 1999). He added that if successful, the individual, then makes use of the information found and may either fully or partially satisfy the perceived need or, fail to satisfy the need and have to reiterate the search process. This model also shows that part of the information seeking behavior involved other people through information exchange and that information perceived as useful may be passed to other people, as well as be used by the person himself or herself (Wilson, 1999).
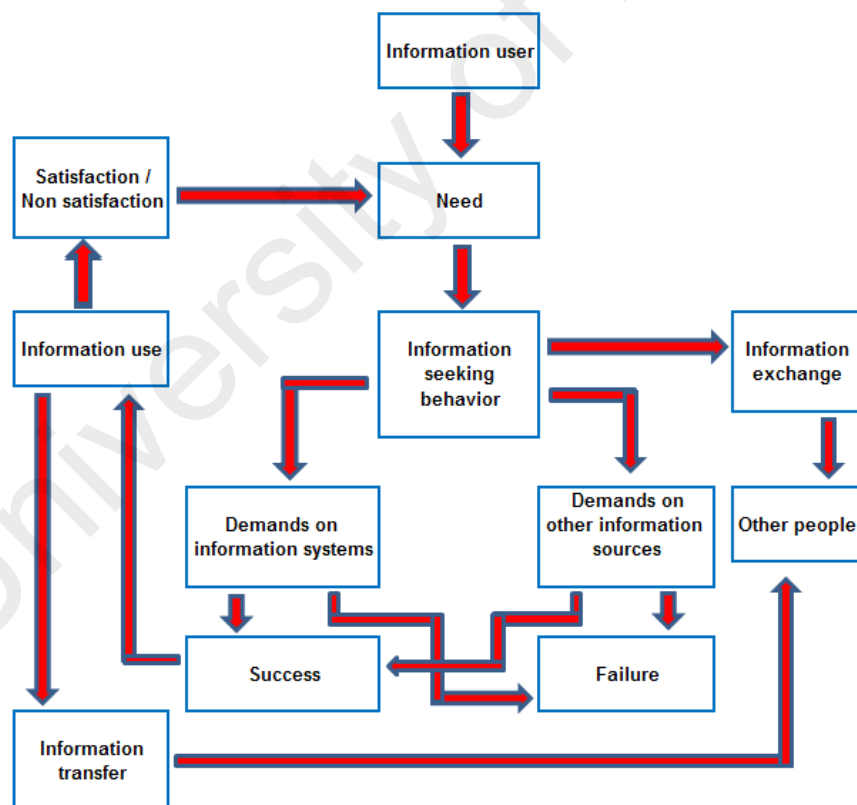
Figure 2.2 : Model of information behavior

Source: Wilson, T. D. (1999). Models in information behavior research. *Journal of Documentation*, 55, 247-270.

The third information behavior model was from David Ellis in 1989. Ellis proposed and elaborated on a general model of information seeking behavior. His general model was based on multiple studies of the information seeking behavior patterns of certain professionals such as engineers and chemists. The model includes six elements of information seeking: starting, chaining, browsing, differentiating, monitoring and extracting. Each of these elements has its own characteristics :

a) Starting

This refers to the information-seeking patterns of researchers beginning work in a new area.

b) Chaining

This describes the process of following chains of citations or other forms of referential connection between materials or sources identified during "starting" activities.

c) Browsing

This is defined as a semi-directed or semi-structured searching in an area of potential interest. It involves identifying different sets of sources in terms of the differing probability of their containing useful material.

d) Monitoring

This is an activity limited to those people following developments in specialized areas.

e) Extracting

This refers to the activity of going through a particular source and selectively identifying relevant materials from that source (Ellis, 1989).

However, this model is suitable for the academic environment. It cannot be used in a different environment of users, such as the world behind prison walls. According to Chatman (1999), many of these theories offered limited advances regarding the information needs of people who live precariously within the brutal and the marginalized world of prisons. She added that there was compelling evidence that theories borrowed from other disciplines were insufficient to examine the information needs of people who had yet to find a voice in the literature.

2.7   Treatment and rehabilitation at prison institutions

According to Stevens (1995), prison is a highly structured, artificial environment with very few of those things that, on the outside, make criminals seem so reprehensible. Thus, the inmates are subject to strict behavioral controls and are, usually, on their best behavior in order to achieve their earliest release date (p. 124). Juvenile delinquents enter correctional settings with a variety of interrelated academic, social, emotional, health, and behavioral needs (Vacca, 2008). The rehabilitation program is essential to juvenile delinquents and re-entry into mainstream society because being rehabilitated sets the foundation to lead a healthy lifestyle in the community once out of the juvenile justice system (Darbouze, 2008). The rehabilitative model focuses on the treatment of the offender with the assumption that interventions such as probation supervision, work readiness, training, cognitive skills training, and behavior therapy will change behavior and reduce the frequency of juvenile offenses (Bradshaw & Roseborough, 2005). Vacca (2008) added that each correctional setting need to be focused on providing the effective

education programs such as the basic academic skill instruction, high school programs, general diploma programs, special education, and pre-employment training.

Darbouze (2008) added that rehabilitative methods have to be realistic to implement and teach juvenile delinquents how to make it in society after being treated. Furthermore, rehabilitation is a major factor for juvenile delinquents' successful re-entry into mainstream society. The best rehabilitation programs are dealing with reading; the proper choice of the content in literature and a library as a place for relaxation to fulfill particular functions (Czajkowski, 1992).

According to Jenson & Howard (1998), (as cited in Abrams, 2006), in the 1970's and 1980's, juveniles in the US were placed in non-secure, community-based programs; but in the 1990's secure institutional placements were used. This placement offered rehabilitation and treatment programs with the concept of attaining long-lasting behavior change. The programs typically included behavior modification, psychological counseling, cognitive-behavioral therapy and specialized programs for the correction of problematic behaviors (Borduin, 1994).

According to Abrams (2006), in the USA, there are numerous public and private residential correctional programs across the county that have been established to treat youth offenders whose severity of the offense or number of prior convictions warrant an out-of-home placement. The other way of changing the behavior of juveniles is promoting literacy. Literacy will help juveniles to be prepared and rehabilitated and they

can be a positive and productive member of the community (Gilman, 2008). Gilman added that beyond basic literacy and curricular instruction, the other important aspect of education in detention is vocational: teaching juvenile delinquents about the responsibility that comes with employment, helping them explore employment options, and teaching skills that will help their job search. Reed (1971) mentioned that all inmates need a good rehabilitation program, especially in upgrading their education and related skills. He said that once a man is released from prison, he is faced with the problem of finding a job; with a lack of education and skills, he would probably return to crime.

Generally, inmates have three types of needs : unactivated needs that relate to unfelt needs which can be activated by the librarian, friends, family or groups; unexpressed needs relate to inmates who may have educational or recreational needs which the library could meet, but who fail to raise these needs; and expressed needs which are related to articulated needs, and are directly transmitted (Grimes, 2000).

The importance of rehabilitation cannot be denied. Each new inmate in prison must go through the rehabilitation process. Correctional institutions without rehabilitation can cause predictable results among inmates: dissatisfaction, unrest and violence (Gendron & Cavan, 1988). Rehabilitation with all its implications is a most important part of the overall institutional program. The library has an influential role to play in this process and should provide only those materials which have positive value; omission of books which will not support the institution's total rehabilitation program and philosophy constitutes good selection, not undesirable censorship (Barone, 1977).

The process of rehabilitation requires a high commitment from the inmates themselves, families and also residents of the Prisons Department. Inmates require support from all parties to ensure they will not return to crime when they are eventually released. The library plays an important role in supporting the prison's mission such as habilitating the inmates (Lemon, 1997). In fact, in this process of rehabilitating men, stress is laid on academic and vocational training and these are the only effective tools in helping them to lead a better life (McClaskey, 1977). According to Rahmi & Lo (2014), their research found that at Tangerang Juvenile Detention Center (Indonesia), there are many programs catered especially for youth development, such as boy scout programs, workshops for journalism, cinematography, computer skills, graphic design, sewing, welding, farming, fishing, motor mechanic, screen printing, coconut shell crafts, catfish farming, motorcycle steam, reflexology, hand-phone service training, etc. However, due to the financial constraint, some of the programs like catfish farming are unable to fill the collection gap in this area.

2.8   The need for school education for juvenile delinquents.

Children in Malaysia in general spend five years in secondary school and six years in primary school. This means, children in Malaysia take at least eleven years to complete their school education before they can choose to either further their studies in institutions of higher education or work. During these eleven years in school, they have to sit for at least 3 general examinations, namely UPSR (primary school), PMR (lower secondary school) and SPM (upper secondary school).

Prison needs to be transformed from institutions that functions as dungeons, factories and warehouses to institutions that function as schools (Gehring, 1989). Students in prison need a safe environment for experimentation, for creativity and for personal growth (Wright, 2004). According to Chiam & Chan (2011), statistics show that many adolescents had limited involvement in extra-curricular activities in their school; in other words, they were not given a role to play in their schooling process. For example, if they like to play soccer, most of teacher will not give them a chance to play due to their behavior among peers. Thus, these students lacked beneficial activities to develop and hold their interest. Such activities have proper agendas and try to insulate adolescents from deviant behavior as they acquire skills or develop their innate abilities (Chiam & Chan, 2011). According to Winters (1997), when students fail to succeed in the school environment, they might choose to search for some other area in which to excel. Hassan (2004) and Vacca (2008) agreed that every student needs to engage in school activities to develop skills and abilities. When their time is occupied with a variety of school activities, they will be able to stop thinking about negative things. Vacca (2008) stated that students and education are inextricably tied together. All factors such as the level of achievement in school, student grade retention, school attendance and graduation rates relate to criminal activity.

According to Mardite (2011), in Indonesia, children are required to attend six years of elementary school and three years of junior high school. But, the Indonesian government does not enforce these requirements. In Thailand, it is compulsory for children between the ages of six and fifteen to attend school. According to Thai Society (2009), after the

mandatory schooling is completed, attendance rates drop up to 50 percent Only a small percentage of students continue their education beyond secondary school (Thai Society, 2009). In the US, the law requires that parents should give their children an education until the age of 16 and the entire American system of public schooling is organized with the expectation that students will continue to ages 17 or 18 (Finn, 1989). Finn added that the new trend of early school leavers is viewed both as failures of the educational system and as individuals who have failed to achieve a basic requisite for modern American life. Petersilia (2001) agreed with the statement and she added that the majority of inmates leaves the prison without no savings, no immediate entitlement to unemployment benefits and few employment prospects. She added that after one year released, 60% of the former inmates are not employed in the regular labor market and there is increasing reluctance among employers to hire ex-offenders. Without information, life and technical skills, the inmates will have no jobs and the job markets with reduced job prospects will have the effects of increasing unemployment rates in the long run (p. 5).

In the prison environment, after finishing their school education, it is the inmates' choice whether to further their education. In Malaysia, normally, male juvenile delinquents who are detained for more than 3 years will choose to further their education. A prison is not a conducive environment for academic learning (Asher, 2006). However, The Prison Department of Malaysia will provide the necessary facilities for inmates education and vocational/technical skills for their future life.

2.9 Prison education programs

"Education is our passport to the future,
for tomorrow belongs to the people who prepare for it today."

-Malcolm X-.

Studies in several states in the US have indicated that recidivism rates have declined where inmates have received an appropriate education; the right kind of educational program leads to less violence by inmates (Vacca, 2004). Agreeing with this, Asher (2006) stated that there is a great body of research indicating that education reduces the chances of an inmate's returning to prison after release. Studies by Vacca (2004) and Karpowitz and Kenner (1995) show that prisoners who attend educational programs while they are incarcerated are less likely to return to prison following their release. According to Petersilia (2001), virtually no systematic, comprehensive attention has been paid by policymakers to dealing with people after they are released and even how to help the inmates for succeed.

According to Reagen and Stoughton (1976), Gendreau and Ross (1979) and Warner (1999) (as cited in Ubah & Robinson, 2003), theorists that using social-psychological development theory approach to correctional-education programs suggest that inmates' completion of or participation in education in prison will enhance their psychological well-being through their development of cognitive and physical abilities that could enable them to relax better than before, release tension more maturely, express themselves more constructively and build self-esteem and a favorable self-concept that can help them work

toward a crime-free future. In terms of education for inmates, Ubah & Robinson (2003) agreed with the opportunity theory by Cloward & Ohlin in 1960. Ubah & Robinson (2003) added that; the completion of or participation in a college-level, correctional-education program is likely evidence of being engaged in the process of upward mobility in that it provides inmates with some necessary human-capital resources (skills and knowledge) that can help some of them to go straight and abandon criminal behavior when released into free society.

According to Gaes (2008), surveys from Bureau of Justice Statistics in 2003 found that prisoners are an uneducated class compared to the community and have lower literacy skills to handle everyday tasks they may confront. To handle this problem, inmates are encouraged to take advantage of their time in prison by increasing their knowledge. Most inmates are motivated to pursue more knowledge and higher education for personal satisfaction (Lemon, 1997). He added that the inmates study for tests, raise their literacy levels and take vocational, college and correspondence courses (Lemon, 1997). According to Malmgren & Leone (2000), a study of juvenile in a Midwest Juvenile Detention Facility found a group of youths with a mean age 14.7 to be functioning approximately 4 years behind grade level in reading comprehension. Additionally, most juvenile offenders who exit detention facilities after the age of 16 do not return to any formal school program.

Correctional educators have worked for years in the belief that education not only provides hope for their students and an avenue for change, but that it also reduces the

likelihood of future crime (Smith, 2003). Gilman (2008) suggested that word processing (preferably Microsoft Word or a similar program) is an important skill. Learning to use simple spreadsheet or desktop publishing programs can prepare juvenile delinquents for many functions required in school or entry-level employment. He also suggested that juvenile delinquents be taught how to use computer applications to perform creative projects. However, they are unable to obtain information for research papers and other assignments from the bibliographic resources available to them (Asher, 2006). In Malaysia, any male juvenile delinquent in a diploma or degree program will be able to use the internet to access information (with limited searching). This is because they are taking their diploma and degree courses online through the distance learning mode. This creates greater independence and fosters an individualized study for them (Gibbs, 2000). According to Slade and Kascus (1996), and Heinich, et al. (1999); distance learning is characterized by the physical separation of students and teacher, a planned instructional course, media forms such as print, and mechanical or electronic to communicate subject matter content and two-way communication. Leone and Gagnon (2006); says that the effective infrastructure to support the education of juvenile offenders has several key characteristics that are common in the most effective programs. These characteristics are:

i- Small class size.

ii- Year-round operation of the correctional school.

iii- Daily instructional time comparable to regular schools.

iv- Curriculum matches benchmarks established by state and local standards.

v- Quickly establish contact with youths' previous school.

2.10   The role of the prison library as an information provider to inmates

In the 19th century, in-prison libraries were introduced for the evangelical purpose (Vaccarino and Comrie, 2010). According to Arford (2013), until the 20th century, nearly all prison libraries were run by the chaplains, who were responsible for supplying books (through donations) and maintaining the library; espoused the idea that prisoners should read for moral improvement; was comprised principally of religious volumes and works of moral or reading instruction.

According to Stearns (2004), the library is a microcosm in which debates that happen surrounding policies and practices; about rehabilitation, reentry, retribution, etc; reflect larger discussions in the academic literature, as well as society more broadly, yet it has been virtually ignored in the criminological and sociological literature. The value of the prison library cannot be underestimated (Bowe, 2011). She found that between 80 and 90 percent of the prison population use the prison library to discover reading for the first time and as the purpose to get out of their cell. Vaccarino and Comrie (2010) added that, today the prison libraries are seen as a key element in raising literacy levels and supporting prisoner education programmes which are ultimately aimed at rehabilitation and reintegration.

The prison library is often referred to as a normal zone for inmates and the services and resources offered are very important for their rehabilitation, education and socialization (LJodal & Ra, 2011). Inmates have the right to read and quality jail library services can

help them exercise this right (Bayley, Greenfield & Nogueira, 1981). Malcolm X's (1987) quote, 'A book can change a man'; shows the importance of books in prison. Malcolm X used the prison library services during his imprisonment in Norfolk. He recalls that while in the prison library, he never thought of being imprisoned. This shows that the prison library is part of treatment facilities and should provide supplemental materials for inmates, whether for their rehabilitation, education or training processes (Lemon, 1997). Lemon's statement has been supported by Knudsen, who was incarcerated in an American prison. Knudsen (2000) found that the prison library gave significance to his life and it enabled him to pursue his educational and recreational interests. The information is useful for the inmates (Campbell, 2005). The information is not simply to discover the snitch's identity, but also to reinforce group norms. Campbell also stated that establishing and defining these groups' norms is a major task of prison culture (p.9). A survey in Juvenile Detention Centre (JDC) in Washington, Oregon and Idaho found that 89% of respondents believed the most important functions of a library in a detention center were providing recreational reading to pass the time, and literacy development (Gilman, 2008). The survey also indicated that juveniles used the library services effectively with 50% using readers' advisory, and 44% forming book discussion groups. According to Gilman (2008), juveniles have access to a wide range of educational, skill-building treatment and intervention resources that are appropriate and responsive to their interests and needs, as well as those of the community.

"People don't realize how a man's whole life can be changed by one book."
-Malcolm X-

There are several studies that have examined the use of prison libraries, from their collections, and technologies, to the management of the prison library (Gilman, 2008; Stearns, 2004; Bowden, 2003; Shirley, 2003; Knudsen, 2000; Pendleton & Chatman, 1998; Wilhelmus, 1998; Collins & Boden, 1997; Lemon, 1997; Rubin & Suvak, 1995; Cheeseman, 1994; Bayley, Greenfield & Nogueira, 1981; McClaskey, 1977). But, the majority of these are aimed at the adult prisoner. In the library, young prisoners can journey out of the facility to distant lands, to happier times with imaginary friends and entirely new personalities (Cheeseman, 1994). Cheeseman's opinion about the library is based on the Guidelines for Library Service to prisoners that states that the prison library is a substitute for the library at home and consequently it reaches nearly every prisoner and this is one good reason why it should be developed into one of the best libraries. Rubin and Suvak (1995) agreed with Cheeseman, stating that one thing that must be considered is that inmates need to be taught library skills as part of their life skills because these skills are not only relevant to the prison library, but serves a re-entry purpose by presenting any library as a familiar place which former inmates can use on the outside after release.

The United Nations Standard Minimum Rules for the Treatment of Prisoners (Rule 40) states: every institution shall have a library for the use of all categories of prisoners, adequately stocked with both recreational and instructional books, and prisoners shall be encouraged to make full use of it (Thomas, 1992). HM Prison Service (2000) adds that the prison library should cater for the information, cultural, educational, occupational and recreational needs of prisoners by providing support and enrichment to the activities

provided in the prison regime (education, work, etc.), by enabling prisoners to explore their subjects at their own pace and to the limit of their curiosity and ability. For the juvenile, Gilman (2008) found that the library is important for them to gain skills that will help them find employment on the outside and it is even more important that they gain skills that will enable them to be socially competent when they return to their communities. To make this program successful, the United Nations states the philosophy and goals of prison libraries. Prison library goals include the following : the library should encourage within its environment a climate of intellectual freedom, curiosity, responsibility, creative inquiry and cultural sensitivity, and it should prepare prisoners for their return to society (Thomas, 1992). The prison library should provide the resources necessary to meet the informational, cultural and recreational needs of the prison community (Collins & Boden, 1997). According to Nakane (2011), all incarcerated persons, regardless of economic status and their age; have the right to read and to access information. In German, the prison libraries serve three purposes to inmates; recreation, education and personal development of the prison population (Peschers, 2011). Peschers added that by giving them chances to read books and use of audiovisual materials, it gives the inmates the opportunity to direct their thoughts away from the prison environment and create their own emotional space. Studies by Conrad (2012), found that all respondents agreed that the purpose of the prison library were maintaining contact with the outside world, enhancing vocational skills, enabling reentry into the community after parole, providing recreational reading while incarcerated and for purposes of lifelong learning. Less than her respondents selected purpose was for reasons of rehabilitation and for accessing legal material. In Poland, the prison library focused on

providing support for the reading as a constructive use of free time, as a method to reduce stress and as a means to minimize undesirable behavior; meeting emotional needs and intellectual interests; increasing basic and advanced knowledge; developing positive personality traits; developing aesthetic sensibility and appreciation of art and education; developing cognitive skills; preparing for life and work after release and meeting the professional needs of prison staff (Zybert, 2011). To make the inmates attracted to visit the prison library, it is important to make the library as a neutral space where the inmates can feel safe and where their informational needs are dealt with in an effective and professional manner (Bowe, 2011).

Several scholars have mentioned the challenges faced by prison librarians (Lemon, 1997; Koons, 1988; and McClaskey, 1977). In prison, stressful situations abound since inmates are very needy, demanding and impatient (Lehmann, 1999). According to Koons (1988), libraries have grown in response to their specified needs, and not by what someone says should be available to them. Lemon (1997) agreed and added that the prison library has become a hub for inmates, to assist them with legal issues, education, computer skills, career information, resumes and treatment. He added that the library should provide supplementary materials for inmates' learning and for on-the-job training courses offered at the institution, such as air-conditioning and refrigeration, electrical and construction trades. Furthermore, prison librarians must believe that the offenders can change (McClaskey, 1977). Because of this factor, McClaskey (1977), stated that the library should be organized and administered by a professional librarian, trained and experienced in both librarianship and correctional work. Zybert (2011) suggested the professional

librarian at prison library should be identified as specific position like the library educator. She added that the library educator is responsible for organizing and operating the library; including developing and maintaining the collections, lending the materials, record keeping, provide services like reading promotion and reader guidance and preparation of reports and the organization of the library premises. Prison librarian also must be capable of identifying the reading and information needs and interest of their users (LJodal & Ra, 2011). The role of a prison librarian presents many challenges; many of which arise from running a unique service within another type of service (Bowe, 2011). She added that the librarian in prison setting has to unlearn the customer-focused approach and to replace it with a detached professionalism so as to avoid any conditioning by the inmates. But, mostly the prison librarian; person that's in charge of libraries have university degrees, usually in pedagogy, but not in librarianship (Zybert, 2011). Although they have their professional training in rehabilitative pedagogy, but does not qualify them for professional library work (p. 418). Japanese prisons do not employ professional librarians and although a certain amount of reading materials is made available by the institution, no functional library space is provided and the materials are dispersed throughout the facility including work areas and living quarters (Nakane, 2011). In other words, there is no effective control of these materials. He added that generally in 2007 and 2009; based on his survey at correctional facilities; the inmates in Japan prefer to procure their reading materials themselves through personal purchase or as gifts from friends and family (p. 447).

The collection in the library must frequently be disproportionate to the size of the population, because it must serve a wider age range than the average school library and it does not have the resources of a public library with children, young adult and adult collections to draw on (Cheeseman, 1994). The library materials collection should be available in various formats appropriate for the subject matter and requirements of the individual (Bowe, 2011). According to Zybert (2011), the policies governing the selection of and access to prison library materials stat that some materials should be designed for the use of only the offenders, be sanitized or disinfected when provided to offenders in medical wards, be used for reference only in the reading room and be used for professional purposes exclusively by officers and employees of the prison institutions. Most of the prison institutions reported that books were available from the prison library (Conrad, 2012). Her studies found that none of prison institutions offered audio video materials, microform collections and internet access. The most useful books are those that not only help the inmates survive their time in prison, but also help them deal with anger and other negative feelings that may have contributed to their commitment of crimes (Zybert, 2011). The nationalities and languages of the inmates also need to be considered alongside the cultural and religious diversity that the foreign nationals have already brought (Bowe, 2011). Prisons institution also needs to think about the degree of access to the prison library largely determines how successful the library program is as a component of the institution-wide treatment and educational programs (Zybert, 2011). The prison librarians should not lose sight of the fact that they work in an environment where security is paramount (Bowe, 2011). According to Lehmann (1999), the prison institutions must recognize that certain materials may pose a treat to them. For examples,

topics on bomb making, prison escapes and martial arts. Inmates also were banned from accessing crime-related literature and materials that reflected negatively on law enforcement as well materials depicting cruelty, brutality or eroticism, content that considered potentially detrimental to prison discipline and safety (Zybert, 2011). Others basically about instruction in gangs, guns, knives, bombs, poisons, codes, escape and/or racial or religious hatred, criminal skills (lock picking, home security systems) or sex involving use of force or children, and now added penetration (Conrad, 2012). The prison institution was suggested to take away specific literature and questionable reading material has never been proven to discourage criminal activity. According to Arford (2013), the essence of the justification here is that, if libraries are well stocked with acceptable items, the banning of more controversial items does not have a significant or negative impact on inmates' ability to acquire reading materials and thus, the censorship that occurs is less ethically problematic.

Mark Knudsen (2000), who is an inmate, described the importance of books to inmates. He said that he might not have been able to handle stressful situations if the library had not been readily accessible to him. Gilman (2008) suggested that it is important for each prison to teach the inmates (especially the juvenile delinquents) to use the library. They need to know the call numbers, book spines, the differences between fiction and nonfiction and the general layout of library resources and facilities. These basic library skills can help them feel comfortable using the public library and the instructions about the library ethos can help teens feel more comfortable in the community at large. Based on studies from Jeffries (1975), (as cited in Burt, 1977), the inmate's self-concept is often

distorted and they need books on personality development, personal growth, and the mind and how it works. In 1972, the Texas Department of Corrections conducted an interest survey of student inmates for use in curriculum planning. A total of 4,199 inmates took part in the survey and listed ninety one (91) subjects (Detlefson, 1972, cited from Burt 1977). The 10 most popular subjects are listed below :

2,131 respondents chose Understanding emotions

2,123 respondents chose Body health

2,122 respondents chose You and the law

2,112 respondents chose Human relations

2,013 respondents chose Sex education

1,924 respondents chose Music appreciation

1,917 respondents chose Negro history

1,801 respondents chose Welding

1,771 respondents chose Mathematics (General)

1,708 respondents chose Psychology

Shirley (2003) found that the top requests subjects are listed below :

a) Non fiction category :

Self help, writing business plans, a career, a true crime, biographies, psychology, African American literature, United States history, sports, music, poetry, body building, health, religion, art, writing and publishing skills, materials on the trades.

b) Fiction category :

> Horror, romance, science fiction, fantasy, action adventure, historical fiction, crime novels, military/war stories, mystery, westerns, and family drama.

2.11   Prison library staff

The prison community is "a microcosm of the wider society with an increasingly diverse population" (Shirley, 2003). Shirley added that in the US, although the library services vary from prison to prison and state to state, correctional librarians operate services based on acceptable services outlined in the Library Standards for Adult Correctional Institution. To make a library successful, a professional prison librarian is needed to manage and administer the prison library. In other words, prison librarians are the backbone for library success. Prison librarians must meet the qualifications. A standardized test, the state civil service test for professional librarians, is one way of ensuring that library staff is qualified (Geary, 2003). According to CILIP (2014), prison librarians have a big role to provide access to books and improving information and digital literacy skills. Those skills normally need an accredited library and information science qualification and knowledge of IT is much desirable. And, usually the older inmates who are better educated and more experienced will assist the librarian (Geary, 2003).

Prison librarians also have to work closely with other prison staff such as staff who are involved in educating and training inmates, or prison chaplains who counsel prisoners about personal and religious problems (Geary, 2003).

The prison library staff should be in a state of relaxed awareness, of alert fearlessness and control; staff should not be too nice or talk about their personal life, and must be consistent and fair to the inmates (Dalton, 2003). The prison library staff, whether the professional librarian or supporting staff, should know that their goal is to provide information and give inmates the best opportunity to read the selected sources. Apart from that, the prison librarian must do it all: acquisitions, cataloging, reference and reader services, interlibrary loan, programming, personnel management and even, planning the remodeling and renovation of an area that will be transformed into a new library (Koons, 1988).

But in order to fulfill the requirements of a prison library, there are dilemmas that need to be addressed by the library staff. The first dilemma is censorship. There are a few subjects that are listed as censored for inmates, such as books about gunsmithing or locksmithing (Dalton, 2003). Usually the librarian prides herself or himself on the ability to find information or reading materials at the behest of the needy customer (Geary, 2003). The second dilemma is serving without search engines. The third dilemma of prison library staff is how to safely and judiciously integrate inmates into day-to-day life of the prison library (Dalton, 2003).

Prison librarians need to concentrate on developing programs and collections that are useful, informative and educational; that challenge, in various ways, the facile assumptions on which inmates build and sustain their criminal careers. The challenge will be to locate useful, informative, educational materials that are also interesting and geared to adult sensibilities (Coyle, 1989).

But, according to Kennedy (2006), prison libraries should be staffed by inmate library clerks, under the local supervision of the prison staff and professional supervision provided by the Manager of Library Services. The problem of having inmates to appoint as a library clerk is they have little or no knowledge of how to manage a library. A recent survey by Kennedy (2008) of prison libraries in Australia and overseas has revealed that there are no systematic programs in place to ensure that the inmates who work in the libraries are adequately trained or can gain qualifications in this field. And the results found that the majority of prison libraries are very poorly run and provide substandard services to the inmates.

2.12   Prison library services

Library services needed by correctional staff have become integrated both with prevention and with a shift from traditional, isolated institutions and programs to involvement with the general community (McClaskey, 1977). In this new era of information society, inmates have the same information needs as person in regular society, but with a greater number of them having low education skills, they experience

difficulties in articulating their information needs or in their attempts to seek information (Glennor, 2006). According to The Department of Corrections (DOC) California, today the state prison library has two rules :

a) To provide inmates with a law library.

b) To support the prison's education program.

Glennor (2006) added that generally, prison library collections comprise almanacs, dictionaries, encyclopedias, directories, legal databases, non-fiction and fiction bestsellers, low/high level interest materials, homegrown newspapers and magazines. The popular non-fiction reading interest includes self-help, career, biographies, poetry, medical, psychology, religion, art, true crime, sports, body building, writing, the paranormal and the popular fiction genre include horror, mystery, action/adventure, romance and science fiction (Glennor (2006, p. 2). Recreational reading material is very necessary in the prison library as it will indirectly reduce conflict or tension among inmates. Inmates may check out up to 3 books each week at Arapahoe Jail Library, Colorado and the library sessions allow inmates to research statutes, cases and methods of practice using books and CD-ROMs (Clark & Patrick, 1999).

Library service must be designed to meet the informational, cultural, educational, vocational and recreational needs of its users and libraries should determine their roles that must be compatible with the facility's mission (Shirley, 2003). Collections of prison libraries play an important role in supporting the curriculum of prison education or hobbies, or pleasure reading to help pass the large amounts of unstructured time in a

positive way and the collections should have some nonfiction and educational materials for general learning and character improvement (Dixen & Thorson, 2001). According to Kennedy (2006), library services are provided to these inmates through an integrated system which includes centralized purchasing of resources for the libraries.

The Tasmanian Prison Service, in partnership with the Tasmanian Polytechnic, has developed a highly secure terminal ICT network to allow secure communication between teachers in the Polytechnic and students in prison. Although students are unable to access the internet, the network enables the teachers to provide students with digital copies of approved sites (Koudstaal et. al., 2009). Inmates need to be taught library skills as part of life skills in general. Library instruction not only guides inmates on the uses of the prison library, but serves a re-entry purpose of presenting the library as a familiar place which they can use on the outside after release (Rubin & Suvak, 1995). The new emphasis in prison libraries is developing collections to support academic curricula taking place in the prison environment and to support inmates' educational efforts (Wilhelmus, 1999).

2.13   Summary of chapter two

This chapter has highlighted the relevant literature for this research; the juvenile delinquents; including their crime cases, the misconduct factor, importance of having education behind the walls, rehabilitation, prison library, collection and prison librarians.

The effectiveness of the rehabilitation process among juvenile delinquents, basically with an effort of the prison institution to provide a good prison library collection for them. Thus, with the proper library collection for them, it will create and encourage them to read and will indirectly encourage them to think about their education and future lives.

The following chapter (chapter 3) describes the research methodology and methods adopted in the study. It describes the rational for adopting the chosen methodology, its philosophical stance, the ethical consideration, the data collection methods, the justification of research participants, data analyzing, provision of validity and reliability and techniques emphasizing a qualitative field research as research approach.

3.1   Introduction

This chapter describes the formulation of a research design and methodology adapted to achieve the goals of the study. The purpose of this chapter is to discuss the research philosophy and the research strategy. The discussions begin by presenting the researcher philosophical stance; followed by the rational for choice of research approach, the data collection methods and analysis that were employed. The objectives of the study were to understand the information needs and seeking behavior on male juvenile delinquents and to explore how the prison information environment support the information needs of juvenile delinquents.

3.1.1   Research design

According to Brewer (2000), methods are merely technical rules, which lay down the procedures for how reliable and objective knowledge can be obtained; while methodology is the broad theoretical and philosophical framework into which these procedural rules fit.

Figure 3.1 presents the research methodology process. The researcher starts with selected of the interpretive paradigm. By using the interpretive paradigm (Figure 3.2), the researcher decided to use qualitative approach for conducting this research. For more specific, qualitative field research were selected and using quota sampling for the selection of participants.
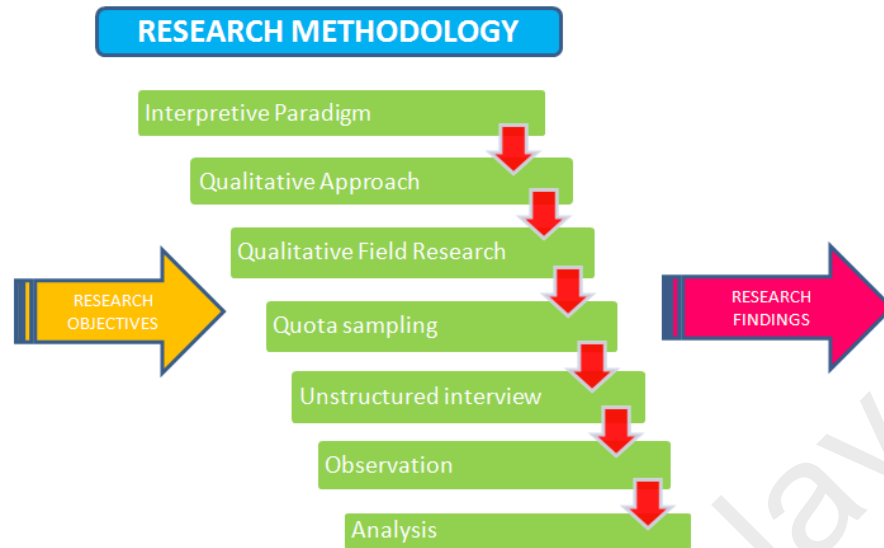
Figure 3.1 : Research Methodology

Kaplan (1973) stated that the aim of methodology are to describe and analyze the methods, throwing light on their limitations and resources, clarifying their suppositions and consequences, relating heir potentialities to the twilight zone at the frontiers of knowledge. He added that the venture generalizations from the success of particular techniques, suggesting new applications and to unfold the specific bearings of logical and metaphysical principles on concrete problems, suggesting new formulations. In qualitative environment, Miles and Huberman (1994) emphasize puzzlement in pointing to the role of methodology. They asked researcher about issues that were unclear and puzzling and found that researcher claimed that everything is unclear and puzzling. Improved methodology, however, raises confidence to a much more significant plane and provides a more certain base (though not an absolute one) for action. According to Gobo (2008), a methodology comprises four components :

a) A pivotal cognitive mode among the many available to us for knowledge acquisition (reading, watching, listening, observing).

b) A theory of scientific knowledge or a set of pre assumptions bout the nature of reality, the tasks of science, the role of the researcher and the concepts of action and social actor.

c) A range of solutions, devices and stratagems used in tackling a research problem.

d) A (more or less) systematic sequence of procedural steps to be followed once the cognitive mode has been selected.

3.2   Philosophical Stance

Research is a systematic process that involves the collection of information and information analyze for explaining and understanding any topics, problems and issues (Noraini, 2010). In other words, research is the process for discuss and settle up the problem or issues using the best method to get the evidence for the problems or issues that happened around us. Our lives are surrounded by social research. Educators, parents, business managers, administrators, government officials, business leaders, human service providers and health care professionals regularly use social research findings and principles in their jobs (Neuman, 2006). He added that the use of social research to reduce crime, improve public health, sell products, raise children and many more and it is important ad relevance for our daily life. The philosophy of social research can be defined as the study of the theories of knowledge which validate particular research methods Brewer, 2000). According to Neuman (2006), social research defined as a

collection of methods and methodologies that researchers apply systematically to produce scientifically based knowledge about the social world.

Philosophy provides the foundations for the research done in particular scientific specialisms (Benton and Craib, 2001). Crossan (2002) added that the research philosophy is very useful for researcher by clarifying their assumptions related to their personal view. And Easterby-Smith, Thorpe and Lowe (2002), added that it is important for researchers to associate the research philosophy and choice of research method as it allows researchers to have a more informed decision about the research approach, decide which methods are appropriate to be adopted and also consider the constraints of the adopted methods.

According to Denzin and Lincoln (2000), qualitative research attempts to make sense of or to interpret, phenomena in terms of the meanings people bring to them. Brewer (2000) added that qualitative researchers employ and approaches to make sense of people's meaning; but it is widely accepted that the meaning sought is but one perspective. The research design process in qualitative research begins with philosophical assumptions that the inquirers make in deciding to undertake a qualitative study (Creswell, 2007).

3.2.1   Philosophical Assumptions

According to Creswell (2007), in the choice of qualitative research, inquirers make certain assumptions. And good qualitative research requires making assumptions,

paradigms or sets of beliefs to the research project and these inform the researcher to conduct and writing of the qualitative study (p. 15). Table 3.1 presents the five (5) philosophical assumptions of qualitative research. According to Creswell (2007), the five (5) philosophical assumptions consist of a stance toward the nature of reality (ontology), how the researcher knows what she/he knows (epistemology), the role of values in the research (axiology), the language of research (rhetoric) and the methods used in the process (methodology).

Table 3.1 : Philosophical Assumptions of Qualitative Research

Assumption	Ontological	Epistemological	Methodological	Axiological	Rhetorical
	Reality is subjective and multiple, as seen by participants in the study. **Example :** *"What do you love to read in this environment; in reality?"*	Relationship between the knower and the known. **Example :** *"What is learned independent of the researcher?"*	Focuses on the procedures for understanding the world. Involves more than just a techniques used. Beliefs to help determine whether research is best conducted by controlling the research process. **Example:** *"How should the researcher go about finding out about social reality?"*	Concerned with values and ethics. **Example :** *"What is the role of values in the research process?"*	Researcher writes in a literary, informal style using the personal voice and uses qualitative terms and limited definitions. **Example :** *"What is the language of research?"*

Source : Creswell, J.W. (2007). *Qualitative inquiry and research design : Choosing among five approaches*. Thousand Oaks : SAGE Publications.

3.2.2   Paradigms

Paradigm is a basic set of beliefs that guide action (Denzin and Lincoln, 2000). Guba and Lincoln (1994) defined paradigm as basic belief system or worldview that guides the investigator. The qualitative researchers own beliefs and assumption is important when

they are engaged in inquiry with their own observations, experiences and conversations. According to Bailey (2007), researchers' paradigmatic beliefs influence the purposes of their research, how they will conduct the research, how they will assess the role of values and ethics in their work how they will formulate relationships to participants in the setting, how their work will be presented and many other aspects of the research process.

Guba and Lincoln (1994) have identified and described positivism, critical theory and social constructivism as the major paradigms. In addition, Bailey (2007) has identified three frequently used of paradigms; positivist paradigm, interpretive paradigm and critical paradigm. In this research, interpretive paradigm was choosing as researchers' paradigm (Figure 3.2).
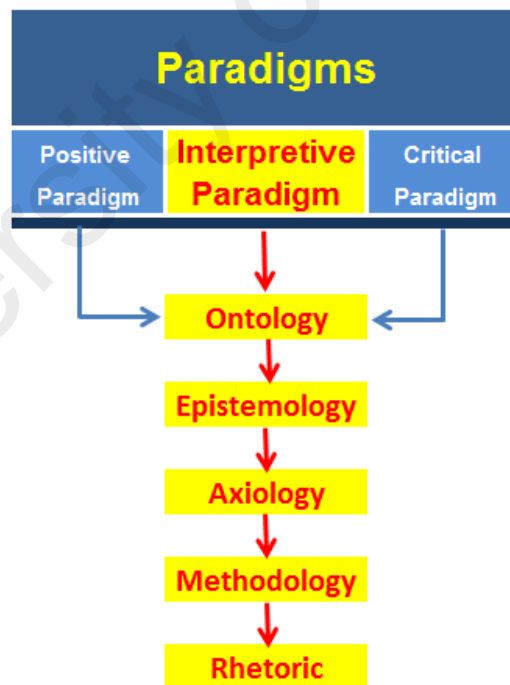
Figure 3.2 : The research paradigm based on Creswell (2007)

Based on the five philosophical assumptions by Creswell (2007) (Table 3.1), different researchers embrace different realities as do also the individuals being studied and the readers of a qualitative study. Interpretive paradigms was chose for this research because it is related to the goals of field research that who ever used an interpretive paradigm will involve empathetic understanding of participants' day to day experiences and an increased awareness of the multiple meanings given to the routine and problematic events by those in settings (Bailey, 2007). She mentioned research that is undertaken with an interpretive paradigm in mind focuses on social relationships, as well as the mechanisms and processes through which members in a setting navigate and create their social worlds.

3.2.2.1 Ontological assumption

Using interpretive paradigm; there is no objective social reality but instead multiple realities. Bailey (2007) have stated that the field researcher using interpretive paradigm will asks the set of question such as :

     i-   What kinds of things people do?

     ii-   How do they do them?

     iii-   What purposes activity serve?

     iv-   What they mean to the participants?

With this set of questions, the field researcher becomes interested in the meanings, symbols, beliefs, ideas and feelings given or attached to objects, events, activities and others by participants in the setting (Bailey, 2007, p. 53).

The ontological assumptions with this interpretive paradigm, researcher will attach to the physical world. Prisons are the most difficult place to conduct research in any field. This is due to the safety and security factor for both researchers and prison institutions. The public may also have negative perceptions of the research that has been carried out, due to the use of inmates as respondents. But, they are also human. Those inmates who have served in prison for long periods of time will be expected to be able to change their attitude to be better persons. While society expects them to be better persons, they will have difficulties reinstating themselves into society and understanding the technological changes that have occurred. In achieving transformation of inmates, there is a need for them to access and use information, especially for their training and education. As such, the prison library plays an important role for inmate training and education.

3.2.2.2 Epistemological assumption

The results is related to what is learned in research does not exist independently of the researcher (Bailey, 2007). She added that interpretive paradigm believe that what researchers learn from the participants depends, in part, on their own status characteristics, values and behaviors. The research study involved only a few participants from a population of 2,010 male juvenile delinquents at the Integrity Schools and Henry Gurney School, Malaysian Prison Department. The number of male juveniles listed here excludes the amount of male juvenile delinquents in private juvenile rehabilitation centers. The interview session conducted in a unique situation whereby the researcher use simple and appropriate language to communicate with the participants in an emotionally supportive and comfortable environment. The researcher are committed to getting close

to the participants being observed in its natural setting and also look at the book collection prepared for juvenile delinquents which will help them in their rehabilitation and education process.

3.2.2.3 Axiological assumption

For axiological assumptions context, while at the field, researcher are 'not sitting in their armchair theorizing, but should get out there and spend time learning about different peoples from within their own natural surroundings' (Malinowski, 1922). In this context, Malinowski said that the people who are doing the fieldwork should talk and listen to the people, their experience and go to their daily lives. This will make you feel and think what is inside them as respondent. And researcher can find out how people think and feel as things happen. Researcher use language that is understandable to the participants. In a prison environment and in facing male juvenile delinquents; the researchers must remember not to use 'standard language' in the interview sessions. The best ways a researcher to engage with these delinquents are learning their language, communicating in their language and trying to share the interests such as English Football Teams like; Chelsea, Manchester United, Arsenal and Liverpool. Although the Malay language will be used as communication medium between the researcher and the participants; there are a few words and dialects that the researcher will be unable to understand. According to O' Reilly (2011), the field researcher / ethnographers have to be aware that their level of understanding of a group or culture may be affected by their language skills.

3.2.2.4 Methodological assumption

According to Bailey (2007), interpretive paradigm often includes interactions with and observations of participants in the setting to understand how people live and interpret their lives; that researchers need to move out from their own worlds and get into the setting of participants. In prison environment, researchers are encouraged to use the field research system. In field research, the individual researcher directly talks with and observes the people being studied (Neuman, 2006). Neuman added that researcher will involved with participants through interaction over months or years. Researcher need to visit the location site, respecting the daily lives of individuals at the location and collecting wide variety of materials (Creswell, 2007). For example, we learn the culture by watching television, listening to parents and friends, observing others and so on. This situation is called as cultural knowledge that includes both explicit (mostly people can describe what happens or what will happens at one event) and tacit knowledge (people may not think about the norm or if uncertain may feel anxious about not to use the norm properly). Nevertheless, field research will help researchers to naturally understand a people's culture in selected areas

3.2.2.5 Rhetorical assumption

According to Creswell (2007), the rhetorical assumption refer to writing and language becomes personal, literary and based on definitions that evolve during a study rather than being defined by the researcher. In prison environment, simple and direct language is used to communicate with juvenile delinquents. Though sometimes, the most obvious obstacles are related to language issues, but; the research participants help the researcher

to understand their words. The original conversation between the researcher and the research participants were used during the data analysis process. For writing purposes, the official language were used for easy understand.

Figure 3.3 presented the summarize of the researcher philosophical stance, from the philosophical assumptions to the choose of research paradigms.

Figure 3.3 : The researcher philosophical stance

3.3   Qualitative research

According to Denzin and Lincoln (2003) cited from Neuman (2006), the qualitative research expanded greatly and is rapidly displacing outdated quantitative research. It begins with assumptions, a worldview, the possible use of theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem (Creswell, 2007). Qualitative researchers begin with a self-assessment and reflections about themselves as situated in a socio historical context (Neuman, 2006). Neuman added that the qualitative researcher do not narrowly focus on a specific question, but ponder the theoretical-philosophical paradigm in an inquisitive, open-ended settling-in process as they adopt a perspective. Creswell (2007) added that qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in natural setting sensitive to the people and places under study and data analysis that is inductive and establishes patterns or themes.

Debates on the differences between qualitative and quantitative research begin in the early 1960's. It is related to the difference characteristics of each approach including their different nature of data collection, analysis and findings (Table 3.2).

Table 3.2 : Qualitative versus quantitative approaches

Qualitative versus Quantitative Approaches

Qualitative Approach		Quantitative Approach
Construct social reality, cultural meaning		Measure objective facts
Focus on interactive processes, events		Focus on variables
Authenticity is key		Reliability is key
Values are present and explicit	Vs.	Value free
Theory and data are fused		Theory and data are separate
Situationally constrained		Independent of context
Few cases, subjects		Many cases, subjects
Thematic analysis		Statistical analysis
Researcher is involved		Researcher is detached

Sources :Neuman, W.L. (2006). *Social research methods : Qualitative and quantitative approaches*. 6th. ed. Boston : Pearson International Edition.

qualitative approaches are free of conflict, difficulties and ethical dilemmas when it comes to disability research. It can, for example, be difficult to find justifications for undertaking research into intimate, personal matters such as sexual behavior or feelings of vulnerability following impairment or illness. It would seem that, participatory research reflects the concerns and views of

disabled research participants and thus tends to reflect a social model of disability. However, participatory methodology is not inherently associated with a social model of disability. According to Bailey (2007), qualitative field research requires flexibility, because it can be chaotic, emotional, dangerous and lacking in rigid rules to guide some aspects of the research process. Luck, ambiguity, time constraints and feelings often affect the planning, execution and analysis of field research, making it all the more important for the researchers to be well prepared and trained in this methodology before engaging in it.

Everet and Louis (1981) clarify the assumptions that ground each by distinguishing two research stances: "inquiry from the outside", often implemented via quantitative studies and "inquiry from the inside" via qualitative studies. In the "inside" or qualitative approach, the researcher aims for a holistic picture from historically unique situations, where idiosyncrasies are important for meaning.

Mason (2002) provided the following guidelines for the qualitative researcher :

    i-   The research should be conducted systematically and rigorously

    ii-   It should be strategic, flexible and contextual

    iii-   The researcher is accountable for its quality and claims

    iv-   The researcher should engage in critical scrutiny or active reflexivity

    v-   The researcher should produce convincing arguments.

3.4   Qualitative field research

Qualitative field research or fieldwork is a qualitative style in which a researcher directly observes and participates in a small-scale social settings in the present time and usually in the research's home culture (Neuman, 2006). It's called qualitative because of the nature of the data collected and it's called field research because the investigation is carried out in the usual environment where a phenomenon occurs, rather than in controlled laboratory settings (www.oxfordjournal.org/our_journals/tropej/online/ce_ch14.pdf). According to Babbie ((2001) there are ten (10) elements of social life appropriate to field research :

i-   Practices – talking, reading a book

ii-   Episodes – divorce, crime, illness

iii-   Encounters – people meeting and interacting

iv-   Role – occupations, family roles

v-   Relationships – friendships, family

vi-   Groups – cliques, teams, work groups

vii-   Organizations – hospitals, schools

viii-   Settlements – neighborhoods, ghettoes

ix-   Social worlds – Wall Street, the world of sports

x-   Lifestyles – black, urban, gay, homeless

In field research, the individual researcher directly talks with and observes the people being studied in a natural setting (Neuman, 2006). According to Bailey (2007), field research is the systematic study of ordinary activities in the setting in which they occur. She added that the primary goal of field research is to understand the activities and what is that mean to those who engage in them. Neuman (2006), added that through interaction over months or years, the researcher learns about participants, their life histories, hobbies and interests, their habits, hopes, fears and dreams. Researcher will meet new people in the field and build the new friendship with the people in the field. Wolcott (1995) defines fieldwork as a form of inquiry that requires a researcher to be immersed personally in the ongoing social activities of some individual or group carrying out the research. Cresswell (2012) agreed and stated that fieldwork means the researcher gathers data in the setting where the participants are located and where their shared patterns can be studied. Researcher that involved in field research will known as field researcher.

Bailey (2007) added that field research involves much more than hanging out with, talking to and watching people. She agreed that field research requires flexibility, because it can be chaotic, emotional, dangerous and lacking in rigid rules to guide some aspects of the research process. Fieldwork will give researcher / ethnographer chances to understand the patterns of a cultural group. According to Creswell (2012), the patterns cannot be easily discerned through questionnaires or brief encounters. By going to the field, lives with or frequently

visits the people being studied and slowly learns the cultural ways in which the group behaves or thinks.

The data collection for fieldwork divided into three categories :

    i)   The emic data

              According to Schwandt (2007), emic data refer to the first-order concepts, such as local language and ways of expression used by members in a cultural-sharing group. Basically the information will supply by participants of study.

    ii)   The etic data

              Scwandt (2007), etic data refer to second-order concepts such as the language used by the social scientists or educator to refer to the same phenomena mentioned by the participants. In other words, the information that representing the ethnographer's interpretation of the participation perspectives.

    iii)   The negotiation data

              According to Creswell (2012), the negotiation data consist of information that the participant and the ethnographer agree to use in a study. The agree procedure by the participant is vey important as part of respecting them.

3.4.1   Natural settings/naturalism

Qualitative researchers tend to collect data in the field at the site where participants' experience the issue or problem under study (Creswell, 2007). The important thing is the qualitative researchers do not bring individuals into a lab. To make this natural setting as priority of the research, researcher has used fieldwork as location to collect data. Field research or fieldwork is based on naturalism. According to Neuman (2006), naturalism involves observing ordinary events in natural settings, not in contrived, invented or research-created settings. This research chooses prison institution as the fieldwork location. All the rules and regulations set by the prison institutions need to be followed.

The three (3) steps of prison fieldwork (Table 3.3) is the phase of phase process that need to be done by the researcher. It starts with the basic steps to learn; as a foundation to the researcher about the prison environment. After familiar with the basic steps, the second process called as the intermediate will need to be faced by the researcher. The researcher needs to learn in details about the participants, their language, their behavior, their punishment, their court schedules and their school. In this phase, the researcher somehow will feel more comfortable with the participants and the prison environment. The last phase is called the advanced. In this phase, the researcher has built a good relationship with the participants. The participants and the researcher feel comfortable with each other and willing to share lots of stories regarding themselves. At this phase, the researcher built the

trust with the participants, especially when the participants agreed to share about their interest, hobbies, passion, tears, pain, food, symbols, with whom they hate the most, with whom they love the most, their junior, their seniors and their secrets. The success of conducting the fieldwork at prison setting will achieved if using this models.

Table 3.3 : Three (3) steps of prison fieldwork
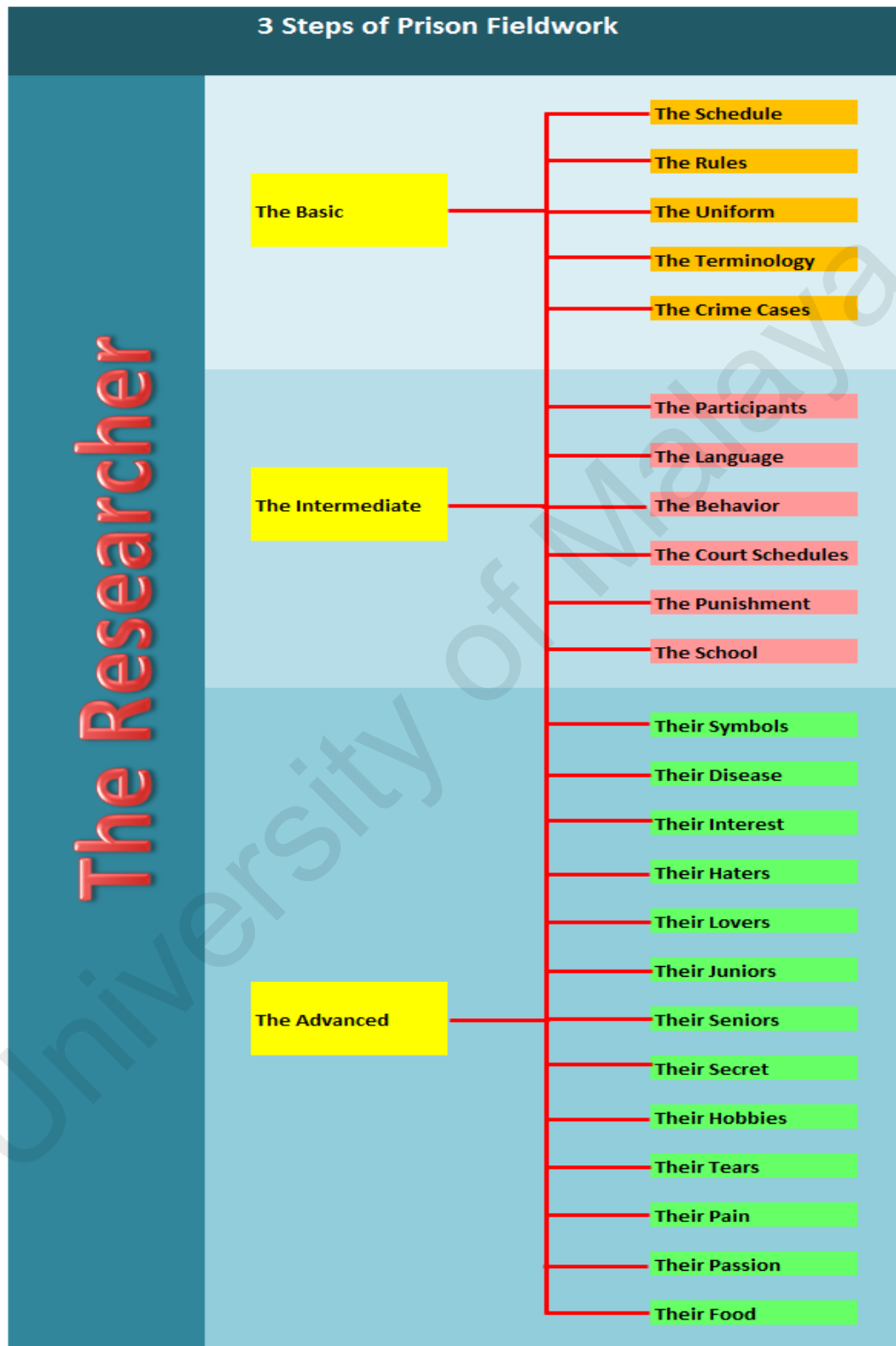
3.4.2   Fieldwork schedule

During a day of interpretive fieldwork, the researcher spent from three to six hours in the field. This is because prison rules and regulations did not permit fieldwork to take place during the night. The researcher had earlier submitted the research title to the Prison Department, and they allowed the researcher to do the fieldwork only during the morning school sessions for safety reasons. Therefore, the researcher was only at the location from 8.00am to 2.00pm. After the school session, the male juvenile delinquents would have their muster session and they would need to go back to their dorm (in cells). Those who are in the examination classes (SPM and PMR) would need to attend tuition classes in the evening, whereas the other inmates would stay in their cells. At this time, school would be closed and all teachers would leave for home except those teachers leading the tuition classes. Male juvenile delinquents in diploma and degree classes would need to stay in their classes until 5.00pm. Due to the prison's schedule, the researcher arranged the fieldwork schedule as below (Table 3.4) and the fieldwork gantt chart (Table 3.5). The schedule often changes because of school events or the research participant involved in the court trial. To avoid wasting time and money, the researcher need to change the field   location within the specified date. For an example; the specific date for collecting data in the Eastern Zone was on 11 January 2012 until 1 March 2012. However, because of the school events at the sample location, the researcher has to use the date of 13 February 2012 until

22 May 2012 for the data gathering in Northern Zone. It does not effect the researcher.

Table 3.4 : Qualitative fieldwork schedule

Method	Sample Location	Date
Interview	Central Zone	13 June 2011 – 30 December 2011
	Eastern Zone	11 January 2012 – 01 March 2012
	Northern Zone	13 February 2012 –22 May 2012
	Central Southern Zone	15 June 2012 – 17 September 2012
	Southern Zone	01 October 2012 – 01 December 2012
Observation	Central Zone	02 January 2013 – 04June 2013
	Eastern Zone	14 February 2012 – 16 February 2012
	Northern Zone	08 April 2012 – 02 May 2012 24 February 2013 – 11 March 2013
	Central Southern Zone	05 September 2012 – 17 September 2012 09 January 2013 – 06 February 2013
	Southern Zone	01 December 2012 – 31 January 2013

Table 3.5 : Qualitative fieldwork gantt chart

*Central Zone is the main sample location.

■ Interview
▨ Participant observation
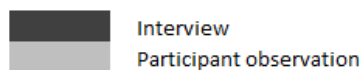
The qualitative fieldwork proceeded according to plan with no interruption or unforeseen problems and barriers. This is an advantage of doing research inside the prisons. Normally, the researcher does not have any problems in meeting participants as long as they are not in remand or they are not being charged of disciplinary action for fighting. Participants that are in remand basically will have to go to the court for trial on a given date by the court. By getting an approval letter from the top management of Malaysian Prison Department, the researcher have 'green access' or full granted access to enter any prison stated on the consent letter (Appendix B). For the first session, the reseacher need to show the consent letter from the top management of the Malaysian Prison Department. For the other session, the researcher just enter to the prison without showing the consent letter. The researcher realized that some of the prison staffs shows surprising face when they read the consent letter. They said that it is rarely that the prison top management will give full granted access to any researcher. The prison staff guided and helped the researcher in meeting the participants with no restrictions. According to Rhodes (2009), by doing research in correctional settings requires assistance and cooperation from prisoners and employees.

3.5   The ethical considerations

The strategy for entering is important for interpretive field research. It is depends on a field location, the commonsense judgment and social skills (Neuman, 2006). Field locations usually have different levels of security and entering the area is an

issue. According to Neuman (2006), entry and access can be more difficult and need strategically plan for it and sometimes researcher need to renegotiation with the authorities / the gatekeepers. The entry and access can be visualized as an access ladder (Figure 3.4). The researcher begin with the bottom rung, where access is easy and where researcher as outsider looking for public information (Neuman, 2006). The bottom rung has been done at the first stage on doing this research; to get permission from the authorities. The next rung requires increased access and it is going to be difficult for each rung after the bottom rung. The highest rung of the access ladder will requires deep trust.
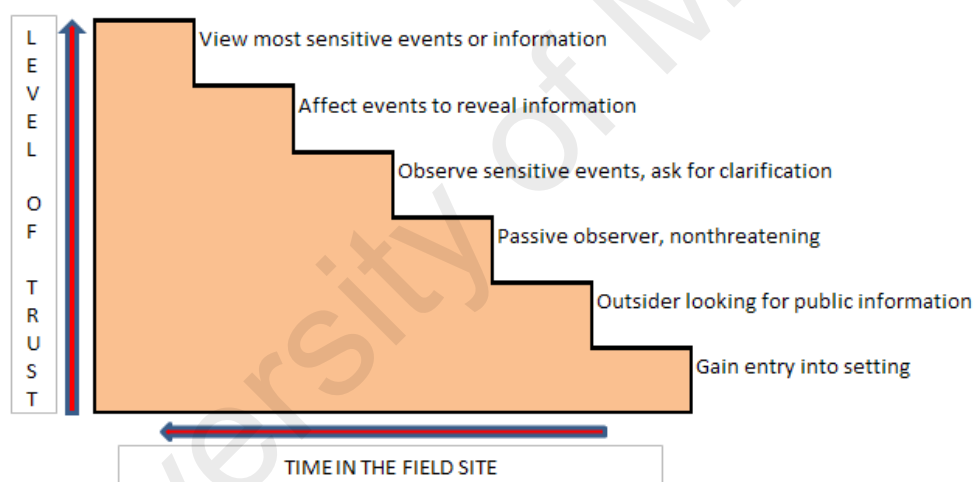
Figure 3.4 : The access ladder

Source :   Neuman, W. L. (2006). *Social research methods : Qualitative and quantitative approaches.*   6th. ed. Boston : Pearson.

3.5.1   Informed consent

An informed consent form/letters is a statement that participants sign before they participate in research (Creswell, 2012). He added that the form should state that the researcher will guarantee the participants certain rights and that when they

sign the form, they are agreeing to be involved in the study and acknowledge the protection of their rights. Other words, the informed consent or consent letter is a basic ethical tenet of scientific research on human populations.

According to Mason (1996), the consent letter has two core features.

a) It is relates to the in-depth engagement between researchers and the researched that can evoke a sensitive intimacy of engagement between them.

b) It is relates to the ways in which research interests can change in direction and emphasis as research progresses.

ASA code of ethics states that consent letter required if the data are collected from research participants through any form of communication, interaction or intervention (Bailey, 2007).

Mason (1996), offers three pronged advice for ethnographers in early stages of their work:

a) Decide what is the purpose of your research.

b) Examine which individuals or groups might be interested or affected by your research topic.

c) Consider what are the implications for these parties of framing your research topic in the way you have done.

Most of the method guidelines encourage researchers to provide a consent letter to participant. The consent letter must well informed and meaningful to your participant. According to O' Rielly (2012), researcher should explain what are they doing and why, and what will happen to any material you collect. For this research, researcher provide two consent letters; for Malaysian Prison Department and for participants. The first consent letter provided to Malaysian Prison Department (MPD) contain information about the researcher personal information (as rules and regulation doing research in prison), background of research, criteria of respondent and the audio tools that need to be used during research session The second consent letter is for participants that informed the participants about the PhD research and their participation and ideas will help government set up new facilities and services to the male juvenile delinquents. (see Appendix D)

Figure 3.5 presented the consent letter phases for the research. In the early stages, the researcher needs to fill out an online application form as new researcher that have an intention to do research in the prison. The researcher must inform the prison's authority about background of the research and personal details in the form. After that, the researcher need to prepare the consent letter to the prison authority. The researcher cannot enter to the prison, while the consent letter is not obtained from the prison authority.
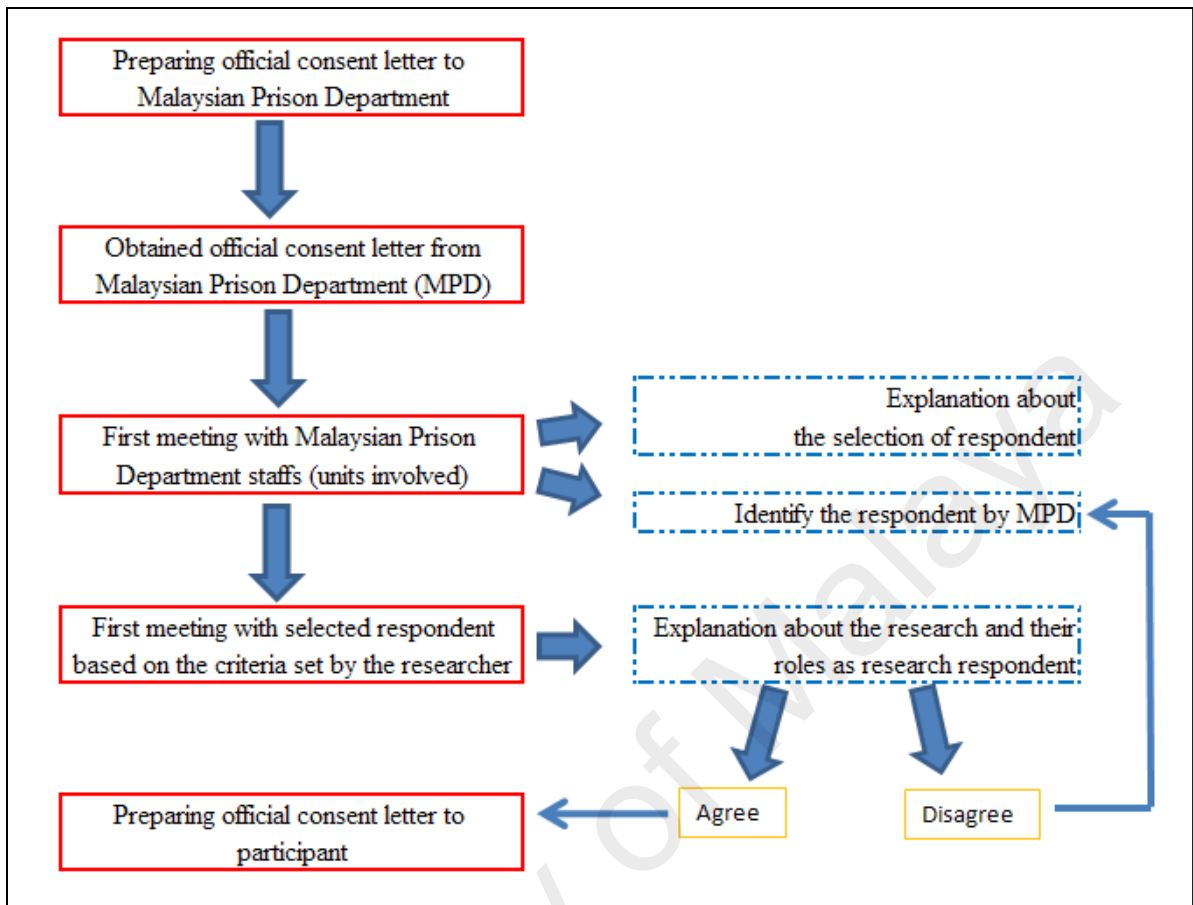
Figure 3.5 : The consent letter phases

After a month, the researcher has been getting positive feedback from the prison authority. The consent letter from the Malaysian Prison Institution is used for next phase, which is to met the prison authority at selected prison to explain the research plan to be undertaken. The researcher has also requested assistance from the prison authorities in order to provide participants in accordance with the established criteria. After 2 weeks, the researcher had the opportunity to meet with the first participant at Central Zone. The researcher used the opportunity to explain to the participant about the background of the research and participant

responsibilities during interview session. If the selected research participants refused to accept, then the process will be at the third level again.

3.5.2 Confidentiality

Research is anonymous when the researcher is not able to identify the participants in the study (Bailey, 2007). She added a great deal of fieldwork is done under conditions of confidentiality and for the resulting research to be considered ethical this confidentiality must be strictly guarded.

Based on the research field that involved juvenile delinquents, the confidentiality status is very importance to the researcher. While the participants were not concerned about the matter, researcher inform to them about the rules and regulations according to ASA Code of Ethics. The most important part in ASA Code of Ethics (1999) is information about "an obligation to ensure that confidential information is protected and that the researchers should take reasonable precautions to protect the confidentiality rights of the research participants". According to Berg (2008), naturally the researchers systematically change each subject's real name to a pseudonym or case number when reporting data.

Because of the reasons that researcher role to get participate with the people in their study, the two most sensitive roles are the covert and the overt method.

These distinctions are best seen as ideal types, for in practice the overt-covert distinction is a continuum with different degrees of openness, and the roles developed in the field vary with time and location (Brewer, 2000). He states that permission may well have been negotiated with some people in the field but not all, requiring different degrees of openness in the extent to which details of the research are revealed to anyone.

3.5.2.1 Covert

The word covert first used in 14th century. The word origin is from middle English, covered. Based on Merriam-Webster Dictionary (2012), covert can be defined as not openly shown or covered. The covert issue is related to the fieldwork and the participant itself. Covert method is all depends in their own stance. This research is related to the world behind bars and just because of that the covert issue will always be question. In this scenario, the researcher needs to get permission from the government and Prison Department to get access to the fieldwork. Researcher need to declare all the research equipment that wants to use and in the same time need to follow the rules and regulation of Prison Department. It is important for researcher to understand and agreed with the rules especially it is for our own safety. All of the participant's names are confidential and will replace with the pseudonym provide by researcher. According to Brewer (2000), as ethnographers or field interviewer, they need to trust the people they are working with and vice versa. Only then, the ethnographers have a chance of getting close to the realities in the field. And usually, prisoners were typically

give their cooperation and agreed to be participants as long as they know researcher will not used their real name.

3.5.2.2 Overt

Also first used in 14th century. According to Merriam-Webster Dictionary, overt can be defined as open to view or readily perceived. The overt information is related to the information such as age, race and academic qualification of male juvenile delinquents. These will mentioned in the research as importance data and all the interview and observation session will be writing up in the study.

3.5.3   Deception

The argue comes when it takes place in natural setting. According to Merriam-Webster Dictionary (2012), deception refer to the act of making someone believe something that is not true; the act of deceiving someone. Scholars debate about the use of consent letter and the location that might be manipulation by the researcher. According to Humphreys (1970) (as cited in Bailey, 2007), he uses deception in two ways :

i-   The covert research / Overt research

Which is conducted without those in the setting being aware of the researcher's dual roles; the participants and researcher and if the participants aware with the researcher, the research are classified as overt research.

ii-   Engaged in deception when he changed his appearance for the health
        interview and did not let the men know at this time he had seen them in
        the restroom.

In this research, the term of deception is never been used. The male juvenile
delinquents accepted the researcher as "who she is" and "what she was done". At
the first phase of interview session, the researcher has introduced herself as
university students and was doing research about the information needs and
seeking behavior of male juvenile delinquents. Assumed that they don't
understand about the topic, the researcher has brief them about the topic. The
researcher also has questioned them about the sensitive issues like sex. The
question is set directly and before asking them, the researcher has apologized to
them for asking the sensitive issue. And they answered the question without any
barriers.

3.5.4   Language / Speech patterns

According to Bailey (2007), field researcher need to pay attention to the
characteristics of speech pattern used by participants. This will help researcher to
understand the talk within the setting (p. 91). Issues of language / speech patterns
inevitably surface. You may notice differences in the ways in which you and your
contacts tend to talk, in your styles of written and spoken language and/or how
you use often taken-for-granted bodily gestures in communication (Crang &

Cook, 2007). Crang & Cook also added that those who are planning to undertake a significant part of their research in a second or third language may expect the differences neither if using their first and only language may also have similar issues to tackle. It is important for the researcher to treat participants that talk about their lives with respect. The thing that field researcher need to think is about slang words, swear words, technical words and argot (Bailey, 2007). According to Brewer (2000), ethnographers earn people's trust by showing a willingness to learn their language and their ways, to eat like they eat, speak like they speak and do as they do. During research session, researcher should use language that is understandable to the participants.

In a prison environment and in facing male juvenile delinquents; the researcher must remember not to use 'standard language' in the interview sessions. The best ways a researcher to engage with these delinquents are learning their language, communicating in their language and trying to share the interests such as English Football Teams like; Chelsea, Manchester United, Arsenal and Liverpool. Although the Malay language will be used as communication medium between the researcher and the participants; there are a few words and dialects that the researcher will be unable to understand. According to O' Reilly (2011), the researchers / ethnographers have to be aware that their level of understanding of a group or culture may be affected by their language skills. We can perhaps accept that imperfect language skills do not mean we have completely misunderstood.

According to Crang & Cook (2007), when preparing for fieldwork, two main questions need to be addressed :

    i-   To what extent should the researcher's linguistic competences or pure research interests decide where and with whom their research is best undertaken?

    ii-   How effectively can they then usefully translate meanings from the language used by their research participants into those that they and their likely audiences like to hear.

3.6 Data collection methods

The study use qualitative approach in which the researcher relies on up-close, personal experience and possible participation and not just by observation methods; just like an ethnographers (Genzuk, 2003).

Qualitative interviews are considered as the backbone of qualitative research and evaluation. The objective of qualitative interviews is to get detailed information in the form of narratives or stories of people experiences, local histories and shared knowledge to get verbal pictures of systematic behaviors (i-TECH, 2008). Data derived from qualitative interviews are rich, in-depth descriptions that explain and give meaning to people's lives.

Observation is an activity within a setting through interviews and interactions to see with one's own eyes (Bailey, 2007). She agreed that researchers cannot always see everything in setting, but it is important to determine what is important to notice and know the meanings of what they observed. According to Creswell (2014), qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. He added that these observations are open-ended in that the researchers ask general questions of the participants allowing the participants to freely provide their views.

3.6.1 Interpretive field interview

The first phase is important in order to obtain feedback from the sample about their opinions, feelings, knowledge, sensory data, and background information (Genzuk, 2003). A good field researcher will take any opportunity to listen and to ask questions of individuals and groups while participating and observing (O'Reilly, 2011). Field researchers use unstructured, nondirective, in-depth interviews, which differ from formal survey research interviews in many ways (Neuman, 2006). He added that the field interview involves asking questions, listening, expressing interest and recording what was said. The interview session will be conducted in a unique situation whereby researchers use simple and appropriate language to communicate with the sample in an emotionally supportive and comfortable environment. The researcher will ask truly open-ended questions, clear questions and make observation while interviewing the

sample. The researcher must be aware of and sensitive to the sample's responses. More importantly, field researcher / ethnographers interview does not only involve entering the field, collecting the data, then immediately leaving. It is engaged, committed, involved and time-consuming (O'Reilly, 2011). According to Brewer (2000), the essential feature of interviews is that a verbal stimulus is used to elicit a verbal response (whether recorded on tape or written down at the time as notes or on the interview schedule itself). He added that using interview technique, researcher can collect reports of behavior, meanings, attitudes and feelings that are never directly observed in the face-to-face encounter of the interview but that are the data the question is supposed to reveal. Basically, field interview involves a mutual sharing of participants' experiences. Researcher might share his/her background to build trust and encourage the participants to open up and guide them, but not to force answers from them.

There are three types of interviews often used by researcher; the unstructured interview, structured interview and semi structured interview. Unstructured interview or informal interview is used in this study. This interview is similar to conversation between two or three persons. The unstructured interview is the only way to get feed back from the participants in prison. This is the way that the respondent will feel comfortable to talk or to share information and ideas with researcher. According to Bailey (2007), one distinction during an unstructured interview is the way of interaction between the participant and the field researcher targets primarily the interests of the researcher. The unstructured interview should

be user friendly and offer the most natural situations (Fetterman, 1989). In the world behind bars, unstructured interviews are used because of it is the easiest interviews to conduct. Researcher does not involve any specific types or order of questions and can progress much as a conversation does, following the turns of the participant's or the questioner's interest (Fetterman, 1989). This method of interview will allow male juvenile to be more comfortable to talk and share experience and information with the researcher.

According to Creswell (2014), the advantages of doing the interviews were useful when participants cannot be directly observed, participants can provide historical information and allows researcher control over the line of questioning. However, the field interview has its limitations such as :

    i-   Provides indirect information filtered through the views of interviewees.

    ii-   Provides information in a designated place rather than the natural field setting.

    iii-   Researcher's presence may bias responses.

    iv-   Not all people are equally articulate and perceptive (Creswell, 2014, p. 191)

3.6.1.1 The disadvantage of interpretive field interviews

There are some disadvantages of conducting interpretive field interview among juvenile delinquents in prison institutions.

a)   The interview session will be more dull and moody when prison staff also participated in the session as observers. The researcher observed that the participants are not interested to answer any of researcher's questions. They prefer to remain silent, looking around the room or just looking at their feet. If the interview involves more than one participant, they prefer to look at each other or looking around the room and sometimes, they prefer to listen to conversations between prison staff who are outside the interview room. Participants also prefer to talk about their families when the prison staff was in the interview room. And even, their conversation tone also is slightly difference when the prison staff was in the interview room.

b)   There are participant who came from a wealthy family has established himself as one that should be respected by the researcher. Participant denies that he has committed a criminal offense and as try to prove to researcher that he was not doing any criminal case. During the interview session, the participant always show the wealth of his family and his good knowledge in any technology / mobile phone to the researcher.

c)   Sometimes, the interview sessions failed to be implemented in a single day when the researcher becomes a counselor to the

participants. In fact, the researcher also had to be a good listener to participants related problems such as their yearning of their family, assist them in preparing a letter of forgiveness from the Sultan, the researcher opinions on the popular field study in Malaysia and sometimes the researcher need to teach them related to Islamic religious affairs such as how to wudhu', fasting, prayer, reading the Koran and sometimes related to household issues.

d)   Not all issues discussion during interview sessions may be disclosed to the public. There are a few things or issues that had been discussed were sensitive that cannot be disclosed for general knowledge. While it is appropriate to put as research finding, the researcher need to ignore the finding because of the research location was in prison and research participants were the young inmates. The researcher understands and abides by terms and conditions agreed with the prison authorities before carrying out research in their place.

3.6.2   Interpretive observation and collecting data

A great deal of what researchers do in the field is to pay close attention, watch and listen carefully because participants will use all the senses; noticing what is seen, heard, smelled, tasted or touched (Neuman, 2006). We cannot study the

social world without being part of it (Hammersley & Atkinson, 1983.) The researcher are committed to getting close to the sample being observed in its natural setting and also looks at the book collection prepared for young prisoners which will help them in their rehabilitation and education process. This method is useful in looking and finding out the needs and interests of the existing collections in their prison libraries. The field researcher should observe what is going on in the field, logging the minute detail of every aspect of tribal life; daily routines, the preparing of foods, details of the care of the body, conversations and social life (Grimshaw, 2001). According to Hitchcock & Hughes (1995), look, listen, ask questions, take part, learn the language, learn and record any specialized kind of language or argot, make inferences from what people say, locate informants, develop relationships, become friends and experience different ways of life. By listening in on research participants' conversations, informal conversations among the researcher and the participants, as well as the researcher interactions and participation in groups of participants, are all important components of participant observation (Gobo, 2008).

According to O'Rielly (2011), an ethnographer / field researcher not only talks and asks questions, but he or she also learn about the sample by observing them, participating in their lives and asking questions that are related to their daily life experiences. Observation sessions will be held in the Integrity School prison libraries. Participants that are involved in interview sessions will also be observed during this session. Any male juvenile delinquents that use the prison library with

special characteristics that can be observed will also be asked to become new participant in this research; for example, individuals who use or request for reading materials that are not popular or are rarely requested for other juvenile offenders. If necessary, the researcher will take the opportunity to interview the individual for research purposes. According to Brewer (2000), the researcher have to maintain the balance between insider and outsider status, or identify with the people under study and get close to them, but maintaining a professional distance which permits adequate observation and data collection. He added that there are two ways in which participation observation is used in the social sciences :

     i)   To understand the world as it is seen by those acting within it.

     ii)   To reveal the taken-for-granted, common sense nature of that everyday world itself.

To understand a strange society, the anthropologist has traditionally immersed himself in it, learning, as far as possible, to think, feel and sometimes act as a member of its culture and at the same time as a trained anthropologists from another culture (Powdermaker, 1966). And this is the heart of the participant observation method; the involvement and detachment.

According to Bailey (2007), because of the ethical concerns, the observations should be answered whether it is covert or overt observation. For this research, researcher was done the covert observation for the library users and done the overt observation for the interview participants. Participants that involved for

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interview session knew the details of the research. They knew what did the researcher aim for. But not for the observation participations. They did not know anything about the research and even they don't even bother about researcher that sat in the library.

The advantages of doing the observations are researcher has a firsthand experience with participant, can record information as it occurs, sometimes an usual aspects can be noticed during observations and useful in exploring any topics that uncomfortable for participants to discuss (Creswell, 2014). Although observation will help researcher to understand details about the scenario or environment of the topics, it also have limitations on doing it. Creswell (2014) outlined that the limitation of observations are :

      i-   Researcher may be seen as intrusive.

      ii-   Private information may be observed that researcher cannot report.

      iii-   Researcher may not have good attending and observing skills.

      iv-   Certain participants may present special problem in gaining rapport.

3.6.2.1The visual orientation of the interpretive observation

The visual orientation shows the visual angles of greatest attentive concentration of the researcher to the participants. Before starting the observation session, the researcher will choose the best place for visual angles of participants. Normally, the researcher will chose two (2) places in the library. The angles of vision that

restricted the researcher, will not be a major issue when the researcher is always moving to get the appropriate angles.

*Symbol : ▦ represent the researcher
: ╲╲ ╱ ╱ represent the visual angles of the researcher
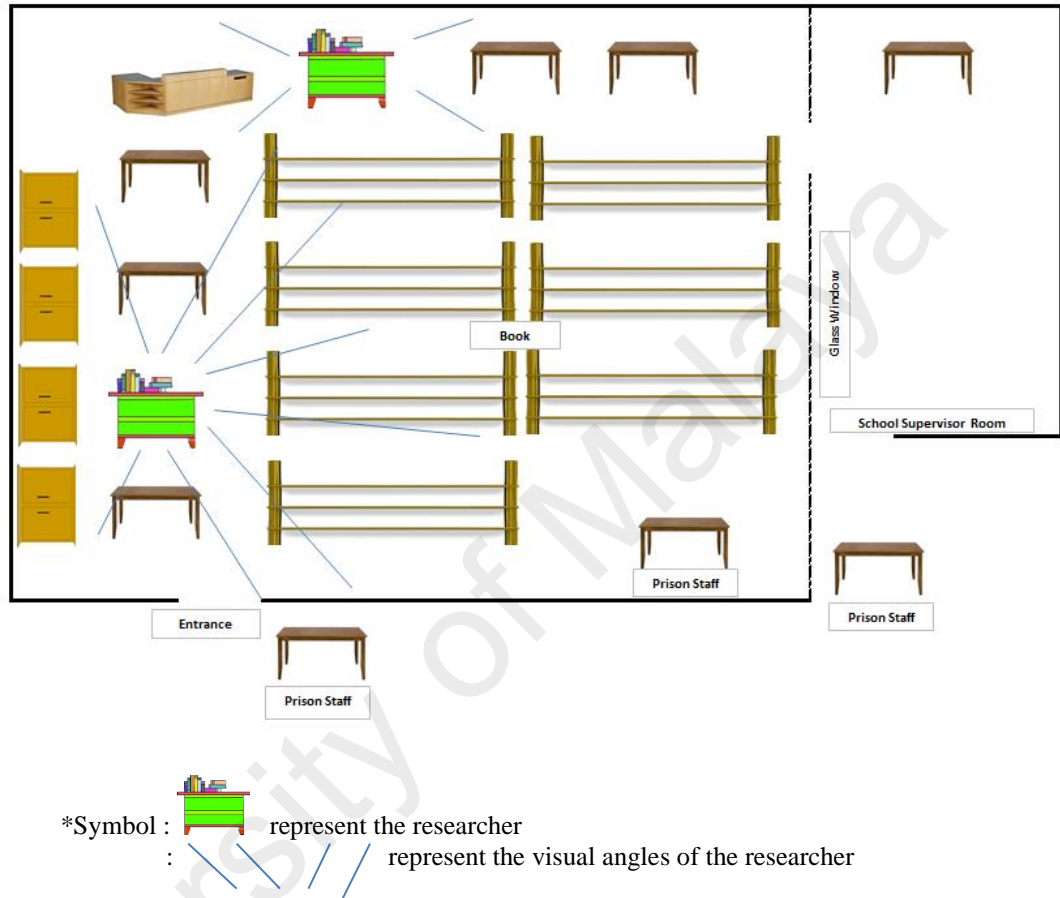
Figure 3.6 : The visual orientation of Southern Zone.

Figure 3.6, Figure 3.7, Figure 3.8, Figure 3.9 and Figure 3.10 shows the floor plan for prison library at sampling location. The reseacher choose two or three places/tables to facilitate the observation session. Normally, most of the tables in the prison library is not occupied by anyone. So, it 's very easy for the researcher to moved from one table to another table to get an accurate picture of what happened in the library.

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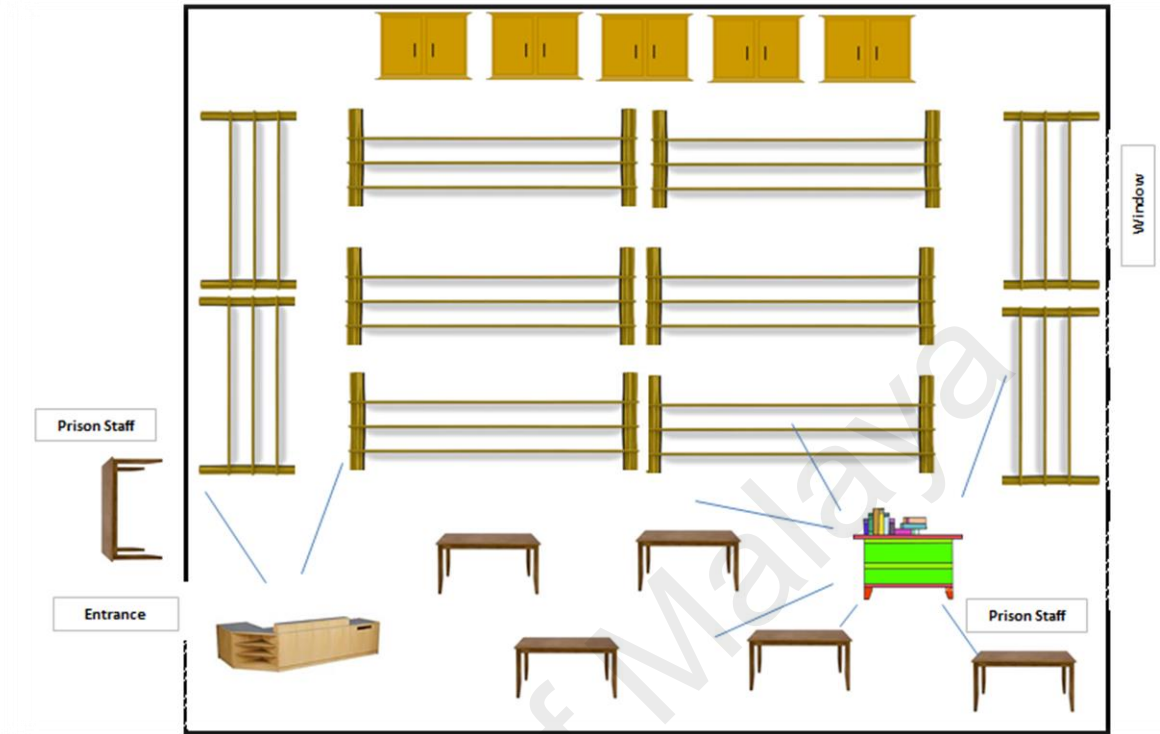
*Symbol : [researcher symbol] represent the researcher
: [visual angle lines] represent the visual angles of the researcher

Figure 3.7 : The visual orientation of Central Zone.

The line close to the researcher is the symbol of visual angles or area that can be observed by the researcher. Figure 3.7 shows that the researcher has little obstacle in observing the behavior of juvenile delinquents in the library. The main obstacle is the library bookshelves. However, the researcher feel lucky to see the movement of juvenile delinquents at the entrance of prison library.

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*Symbol : ▣ represent the researcher
        : ╲╲ ╱ ╱ represent the visual angles of the researcher
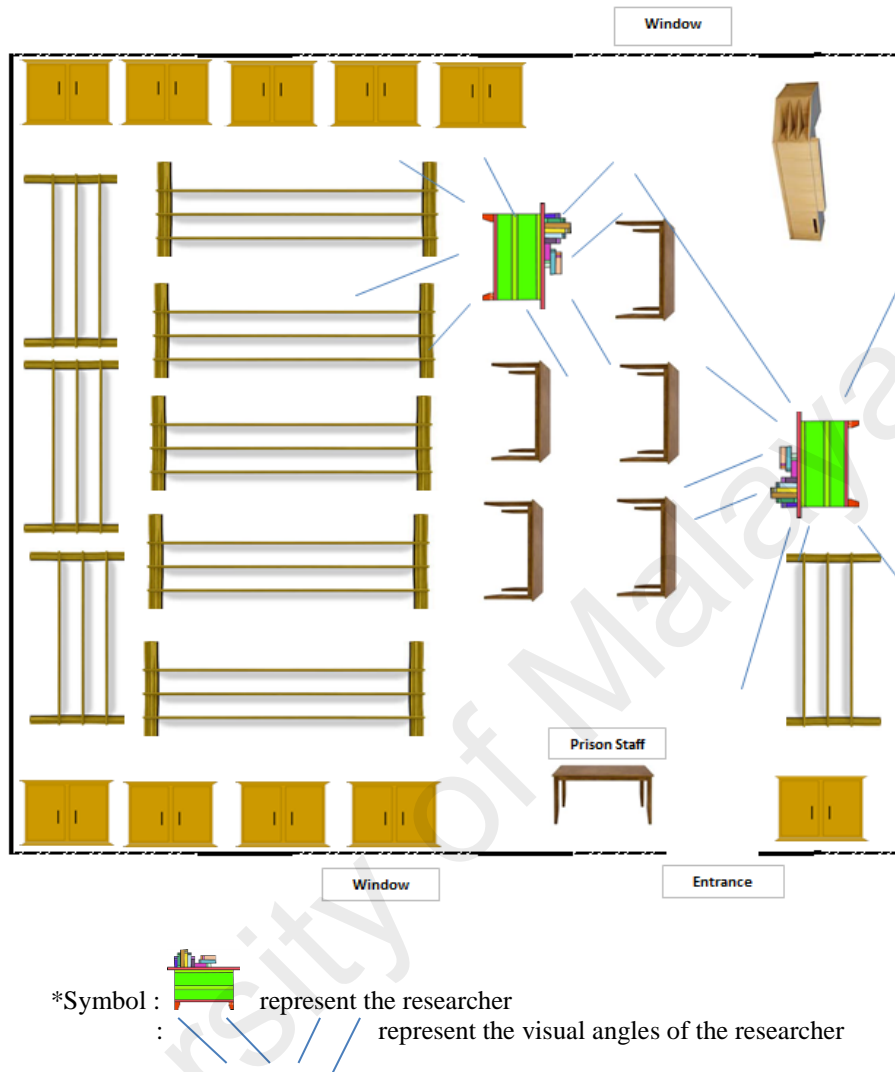
Figure 3.8 : The visual orientation of Central Southern Zone.

Figure 3.8 represent visual orientation for the researcher at Central Southern zone. This is the only prison library that often visited by juvenile delinquents. The prison library is quite active in the presence of juvenile delinquents to study, reading, doing their homework and sometimes decorate their library with drawings and motivational quotes.
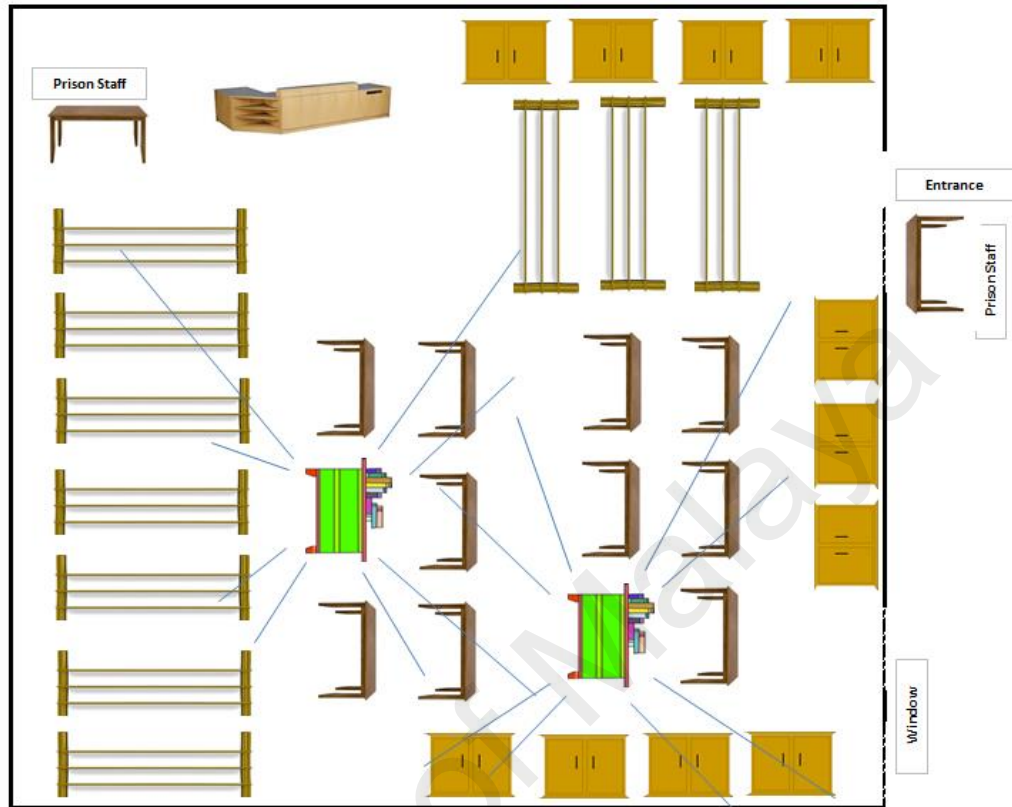
*Symbol : represent the researcher
: represent the visual angles of the researcher

Figure 3.9 : The visual orientation of Northern Zone.

Northern Zone prison library was quite comfortable compared to other prison libraries (Figure 3.9). Two places chosen by the researcher for the observation session. Although the the library is quite comfortable, but not many juvenile delinquents use the library. The bookshelves arrangement greatly simplifies the researcher to view the entire library.

*Symbol : [symbol] represent the researcher
: [symbol] represent the visual angles of the researcher
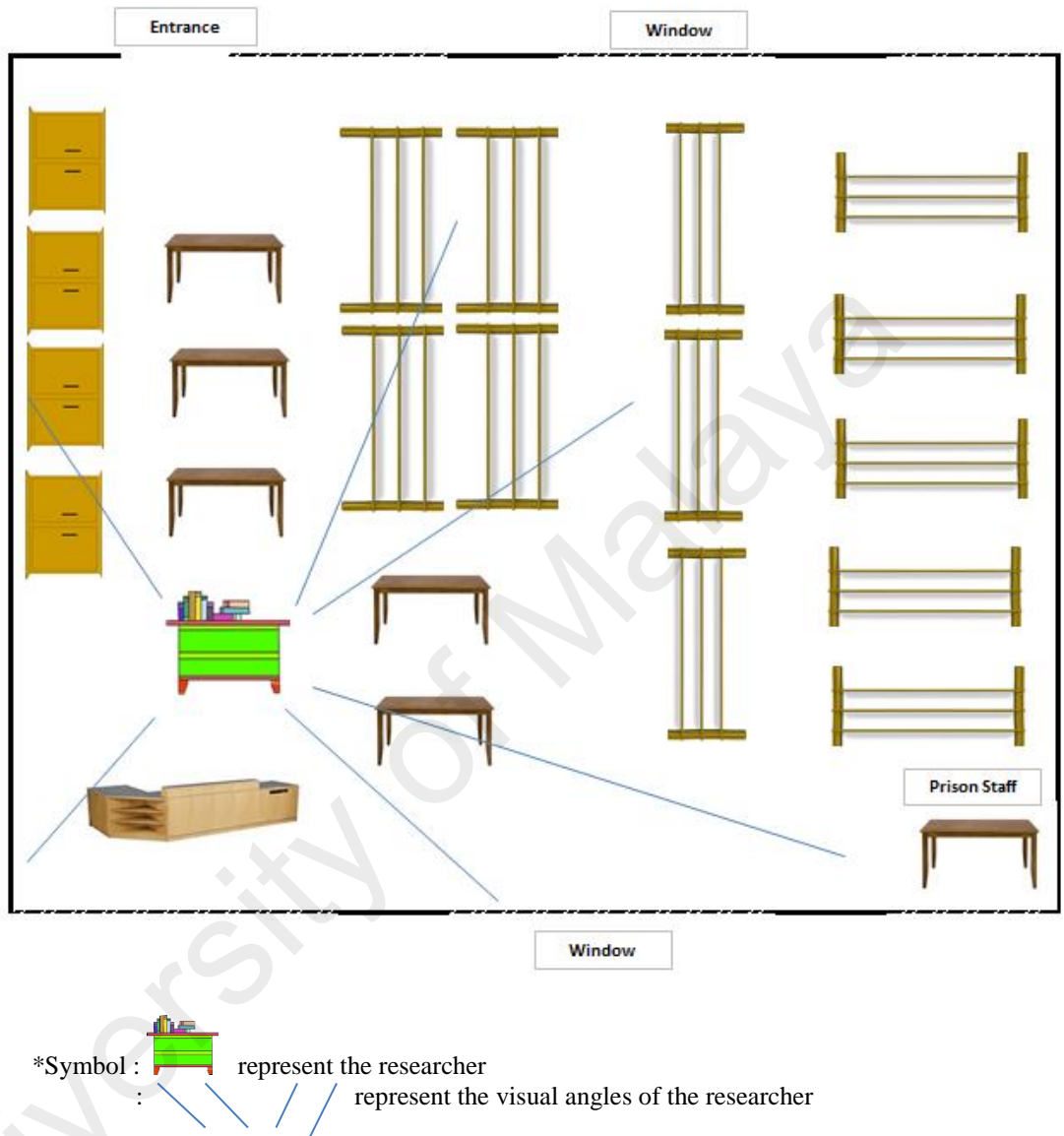
Figure 3.10 : The visual orientation of Eastern Zone.

The prison library at Eastern Zone (Figure 3.10) was less comfortable than the other library. The research location was close to beach and it was so hot and heat. The researcher decided to choose only one place for observation session.

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3.6.2.2 Listening

According to Neuman (2006), a good field researcher will listens carefully to phrases, accents and incorrect grammar, listening both to what is said and how it is said or what was implied. For example, male juvenile delinquents stop talking when they saw the prison officer is walking near the room. After a moment, they will whisper each other about the prison officer.

3.6.2.3 Argot

People who interact with each other over a time period develop shared symbols and terminology; or they will create new words or assign new meaning to ordinary words (Neuman, 2006). Basically, the new words develop out of specific events or relation. Field researcher need to understand and learns argot. Argot is important in prison environment. They create lots of sign and new words as their secret language that the authorities will not understand. For example, they are using symbol writing language as medium of communication. The symbol is write in a piece of paper and will put inside the textbook in the library. The other juvenile, will take the book and will get the message from it. Nobody will understand except them.

3.6.3.4 Taking notes

Field notes contain maps, diagrams, photographs, interviews, tape recordings, video recordings, memos, objects from the field, notes jotted in the field and detailed notes written away from the field (Neuman, 2006). It is advised to write

the notes immediately after leaving the field to get the notes fresher. All the notes need to be neat and organized and must treat them with care and protect it. The field notes is divided into four types :

a) Direct observation

b) Inference

c) Analytic

d) Personal journal

In this study, the researcher are only used the direct observation and personal journal. The researcher used 'anonymous' name in the notes as protection of the participants.

3.6.3   The researcher as the instrument

Qualitative researchers seek to understand the phenomenal world through the study of events, actions, talk, and interactions, and when the context of study is a music classroom, through sound and gesture as well (Barret, 2007). Barret added that since the researcher's perceptual acuity in observation and finely developed capacity for eliciting detail from respondents are paramount, the concept of the researcher as instrument is prevalent in qualitative literature. This concept accentuates the distinctive function of the researcher's knowledge, perspective, and subjectivity in data acquisition (p. 418). The researcher has the opportunity to enjoy lunch with special research participants and participated in singing and

cultural training class. Indirectly, the researcher can understand the information behavior among juvenile delinquents in an environment other than the library. This is important as a support to the finding of interview and observation method. The findings will be presented at Chapter Five (5).

3.7   Methods of data analysis

Qualitative data are in the form of text, written words, phrases or symbols describing or representing people, actions and events in social life (Neuman, 2006). Analysis is a sorting procedure. It involves highlighting specific material introduced in the descriptive phase or displaying findings through tables, charts, diagrams and figures, and comparing the cultural group to others (Wolcott, 1994). Data analysis in qualitative research consists of preparing and organizing the data for analysis, the reducing the data into themes through a process of coding and condensing the codes and finally representing the data in figures, tables or a discussion (Creswell, 2007). In general, data analysis means a search for patterns in data – recurrent behaviors, objects, phases or ideas (Neuman, 2006). Neuman added that once pattern is identified, it is interpreted in terms of a social theory or the setting in which it occurred.

3.7.1 Data analysis technique

There are number of procedures used by qualitative researchers to analyze their data. There are five (5) different data analysis and representation for qualitative data; narrative analysis, phenomenology analysis, grounded theory study analysis, ethnography analysis and case study analysis.

Table 3.6 : Data analysis and representation

Data analysis and representation	Narrative	Phenomenology	Grounded Theory Study	Ethnography	Case Study
Data managing	Create and organize files for data	Create and organize files for data	Create and organize files for data	**Create and organize files for data**	Create and organize files for data
Reading, memoing	Read through text, make margin notes, form initial codes	Read through text, make margin notes, form initial codes	Read through text, make margin notes, form initial codes	**Read through text, make margin notes, form initial codes**	Read through text, make margin notes, form initial codes
Describing	Describe the story or objective set of experiences and place it in a chronology	Describe personal experiences through epoche Describe the essence of the phenomenon	Describe open coding categories	**Describe the social setting actors, events; draw picture of setting**	Describe the case and its context.
Classifying	Identify stories Locate epiphanies Identify contextual materials	Develop significant statements Group statements into meaning units	Select one open coding category for central phenomenon in process Engage in axial coding : causal condition, context, intervening conditions, strategies, consequences.	**Analyze data for themes and patterned regularities**	Use categorical aggregation to establish themes or patterns
Interpreting	Interpret the larger meaning of the story	Develop a textural description. Ex. 'What happened?' Develop a structural description. ex. 'How the phenomenon was experienced?' Develop the essence	Engage in selective coding and interrelate the categories to develop story or propositions Develop a conditional matrix	**Interpret and make sense of the findings : How the culture works**	Use direct interpretation Develop naturalistic generalizations
Representing, visualizing	Present narration focusing on processes, theories and unique and general features of the life	Present narration of the essence of the experience; in tables, figures or discussion	Present a visual model or theory Present propositions	**Present narrative presentation augmented by tables, figures and sketches**	Present in-depth picture of the case (or cases) using narrative, tables and figures

Source : Creswell, J.W. (2007). *Qualitative inquiry and research design : Choosing among five approaches*. Thousand Oaks : Sage Publications, Inc., p. 156-157.

For the qualitative field research, the ethnography analysis and representation (Table 3.6) is chosed because of the three (3) aspects of data analysis; the description, the analysis and the interpretation of the culture-sharing group

(Wolcott, 1994). Those three (3) aspects of data analysis progressively focusing the description of 'a day in the life' of the individual or groups (Creswell, 2007). Creswell added that for an interpretive perspective, the researcher may only present one set of facts; other facts and interpretations await the reading of the ethnography by the participants or others. The researcher need to display findings through tables, charts, diagram or figures (Wolcott, 1994).

In this qualitative field research, social anthropological approaches are being used in order to accomplish data collection. Researchers employing the social anthropological approach usually are interested in the behavioral regularities of everyday life; language and language use, ritual, ceremonies and relationships (Berg, 2003). The analytic task, then, is to identify and explain the ways people use or operate in a particular setting; how they come to understand things, and generally manage their day-to-day life (pg. 239).

3.7.2   What to count

When using a content analysis strategy to assess written documents, researchers must first decide at what level they plan to sample and what units of analysis will be counted (Berg, 2003). Berg (p. 247) added that seven major elements in written messages can be counted in content analysis such as :

a) Words or terms

The smallest element or unit used in content analysis. Generally results in a frequency distribution of specified words or terms.

b) Themes

More useful unit to count. A theme is a simple sentence, a string of words with a subject and a predicate. Themes may be located in a variety of places in most written documents, it becomes necessary to specify which places will be searched.

c) Characters

Persons are significant to the analysis.

d) Paragraphs

Infrequently used as the basic unit in content analysis chiefly because of the difficulties that have resulted in attempting to code and classify the various and often numerous thoughts stated and implied in a single paragraph.

e) Items.

Represents the whole unit of the sender's message (may be an entire book, a letter, speech, diary, newspaper or in depth interview).

f) Concepts

Involve words grouped together into conceptual clusters (ideas) that constitute.

g) Semantics

Researchers are interested not only in the number and type of words used but also in how affected words may be.

Data in field research include raw sense data that a researcher experiences, recorded data in field notes and selected or processed data that appear in a final report (Neuman, 2006). The researcher decided to use the words or terms of several content analytic elements. Before analyzing the data, the researcher needs to collect all the data from sources (Figure 3.11). In other words, this is the time where field researcher read the entire field notes, transcribe the digital audio recorded and read it to really understand the situation happens. The researcher also needs to imagine and feel back the situation and environment when she or he was doing the research. The interpretation should be segment by segment / section by section or part by part. For example, for the first segment, the researcher need to understand the participants' background of family and their education. Second segment, researcher need to understand the participant's problem cases such as murderer, raped or others. Coding is used for each segment/section/part. But for audio transcribe, each conversation will be coded.
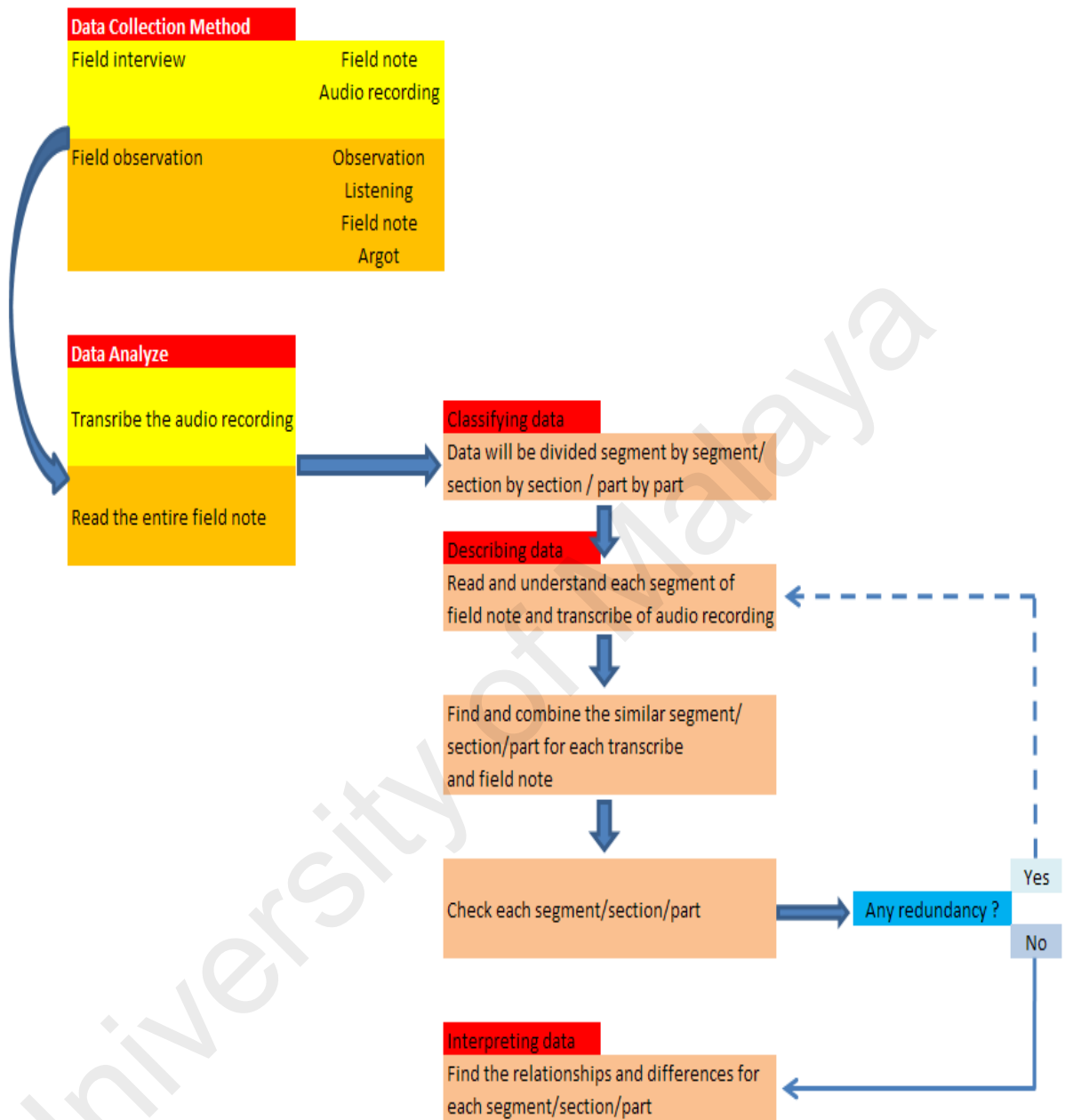
Figure 3.11 : Data analyze process in interpretive field research.
Adaptation from Wellington (2004).

During the process of describing, classifying and interpreting, qualitative researchers develop codes of categories and to sort text or visual images into categories (Creswell, 2007). According to Bailey (2007), coding is the process of organizing a large amount of data into smaller segments that, when needed, can be retrieved easily. Creswell (2014) added that coding is the process of organizing the data by bracketing chinks (or text/image segments) and writing a word representing a category in the margins.

DEMOGRAPHIC INFORMATION

Beberapa arahan jelas mengenai temubual telah di nyatakan oleh penyelidik kepada responden. Hal berkaitan nama adalah sulit dan responden hanya dibenarkan memanggil mereka dengan menggunakan kata ganti nama diri 'adik'. Responden berbangsa Melayu dan ditempatkan di penjara atas kesalahan merogol dan cabul. Hukuman adalah dijalankan serentak. Responden mempunyai karektor yang agak peramah dan mudah untuk bercakap. KG1 adalah pelajar harapan Sekolah Integriti Kluang untuk mendapatkan keputusan SPM yang cemerlang pada tahun ini (2013). Beliau akan mewakili Penjara Kluang untuk menyertai pertandingan puzzle yang akan diadakan di Penjara Sg Petani.

Me : Berapa umur adik?
S1 : Umur saya kalau nak ikutkan tahun, dah 20 dah.

Me : Adik berasal dari mana?
S1 : Berasal dari JB (Johor Bahru), Pasir Gudang.

Me : Bahasa pertuturan adik di rumah?
S1 : Bahasa Melayu.

Me : Adik berbangsa Melayu dan beragama Islam. Ok. Adik tahu tak pendidikan mak adik?
S1 : mmm.. lebih daripada pra diploma lah. Lebih daripada ijazah. Mak sekarang nak naik doktor (Responden tidak mengetahui dan memahami kerjaya dan kelulusan akademik ibunya sebagai jururawat)

Me : Dia ada PhD?
S1 : aaa.. dia ada PhD dah.
*Penyelidik agak pelik dengan jawapan responden. Dan meminta beliau menghuraikan lagi.

Figure 3.12 : Example of classifying data based on segment/section/part : Demographic information

Figure 3.12 represent the example of classifying data based on segment. This is the first segment of the interview session; the ice-breaking session. The importance of having the ice-breaking session was to get close with the research participants. With the demographic question, research participants otherwise will indicate whether they are interested or not to answering the questions. Figure 3.13 represent the classifying data based on hobbies segment. Those example of classifying data based on segment or section or data will help the researcher to analyze data without any problems

Me	:	So.. maknanya adik ni terrer la buat kek? Pastri?
C10	:	Bolehlaaaahhh.. (tersenyum) Buat benda ni kena banyak experience. Saya experience kurang.
Me	:	Jap. Badan besar macam ni suka buat kek?
C10	:	Sebab.. mau pikat amoi senang lahhh... (ketawa bersama penyelidik). Kerja belakang senang. Tak payah letak krim. Kerja sekejap. Pukul 9 start, pukul 2 sudah habis kerja.
Me	:	ooo. Jadi yang krim semua tu, orang lain pulak yang buat?
C10	:	aaa.. orang lain buat. Ada step-step kena buat. Tugas saya ni, tugas dia tu. Ikut step.

Figure 3.13 : Example of classifying data based on segment/section/part : Hobbies

3.7.3 Code and coding

A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2009). The data can consist of interview transcripts, participant observation field notes, journals,

documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on (p. 3). Coding is the process of organizing and sorting your data qualitative researcher almost faces a conflict between conveying detailed, accurate accounts of the social world and protecting the identities of the individuals who participated in their research (Kaiser, 2009). He added that the role of researchers must collect, analyze and report data without compromising the identities of their respondents. According to Panel of Research Ethics Canada (PREC) (2013), privacy risks in research relate to the identifiability of participants, and the potential harms them or groups to which they belong, may experience from the collection, use and disclosure of personal information. Coded information should been used. By using the coded information, direct identifiers are removed from the information and replaced with a code (PREC, 2013). And this can be done depending on access to the code.

According to Saldana (2009), code is divided into two (2) portion :

      i-   First cycle coding process.

              It can range in magnitude from a single word to a full sentence to an entire page of text to a stream of moving images.

      ii-   Second cycle coding process

              The portions coded can be the exact same units, longer passages of text, and even a reconfiguration of the codes themselves developed thus far.

Me	:	Kan masa adik tengah gila dengan dadah tu, adik solat tak?	RELIGION	11,165
C11	:	(menggelengkan kepala)		11,166
Me	:	Sumber maklumat adik datang daripada warden lah?	INFORMATION	11,167
C11	:	mmmm	SOURCES	11,168
Me	:	Cikgu.. TV adik ada tengok?	INFORMATION	11,169
C11	:	TV ada. Tapi tak menentulah. Kadang-kadang	SOURCES	11,170
		dapat tengok sejam. Kira susahlah nak tengok.		
Me	:	Keluarga adik ada datang tengok?	FAMILY	11,171
C11	:	Ada. Sekali je datang.		11,172
Me	:	Sebulan sekali ke macam mana?	FAMILY	11,173
C11	:	Baru sekali je datang.		11,174

Figure 3.14 : Example of word coding

Figure 3.14 is the conversation transcript between C11 and the researcher. The researcher begins to ask with the simple questions segment by segment. When analyzing the transcript segment by segment, automatically the researcher will put the single word as a code or as an identifier to each segment. For example, Figure 3.14 represents the present story segment/part of the research participant. C11 talk about his hobbies and families. But at the same time, there is a conversation about his sources of information at prison. The researcher need to code the segment to make sure that the data can be combined with other segment or to find the relationships and the differences with other findings.

C11	:	~~Bujan memang besariah kan.~~		11,148
Me	:	Adik ada tak keinginan untuk melarikan diri?	*DESIRE*	11,149
C11	:	Mula-mula dulu adalah.		11,150
Me	:	Sekarang ni macam mana rasa?		11,151
C11	:	Sekarang ni dah nak balik, takdelah.		11,152
Me	:	Sekarang ni apa maklumat yang paling adik nak tahu?	*INFORMATION*	11,153
C11	:	Saya sekarang pasal... dunia Islam luarlah...	*NEED*	11,154
		saya ingat. Dunia Islam kat India ke, Mesir ke..		
		Suratkhabar dalam ni susah nak dapat,		
		kitorang tanya cikgu ajelah. TV pun susah		
		nak tengok.		
Me	:	Lain daripada itu.		11,155
C11	:	Sukan. Tu je lah.		11,156
Me	:	Kalau nak diikutkan kerohanian adik..	*RELIGION*	11,157
		masa sekarang dengan masa dekat luar, ada perbezaan tak?		
C11	:	Masa kat dalam lah.		11,158
Me	:	Maknanya dalam ni dari segi solat,	*RELIGION*	11,159
		puasa memang terjagalah?		
C11	:	Terjaga. Bergantung pada masing-masing punya		11,160
		diri jugalah. Sebab kalau kita tak puasa pun, nak makan,		
		takde benda nak makan pun.		
Me	:	Tapi air adakan? Setiap orang ada pegang botol		11,161

Figure 3.15 : Example of number coding

The number coding based on Figure 3.15 shows that each conversation between research participants and the researcher will be given the code number. This will help the researcher to access the data during the analyzing process.

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Research participants are using pseudonym that created by the researcher based on their location of interview (Table 3.7).

Table 3.7 : Pseudonym of sampling location and participants

School	Code Numbers	Location of Integrity School	No of Participants for Interview	No of Participants for Observation
1	C	Central (Kajang, Selangor)	11	
2	E	Eastern (Marang, Terengganu)	4	
3	N	Northern (Sungai Petani, Kedah)	6	
4	S	Southern (Kluang, Johor)	2	
5	CO	Central Observation (Kajang, Selangor)		5
6	EO	Eastern Observation (Marang, Terengganu)		4
7	NO	Northern Observation (Sungai Petani, Kedah)		5
8	SO	Southern Observation (Kluang, Johor)		3
9	CSO	Central Southern Observation(Melaka)		15

The pseudonym that assigned to each participants, are based on 'who is the first participant that involved in the field interview session'. The field interview sessions are recorded using digital audio recorder. Digital audio recorder is used because it can reduce the risk of lost data and results in faster, less expensive and can give more accurate transcription. All data were transcribed after the session and be reviewed using word processing. The transcriptions texts were validated through proofreading processes to reduce transcription error. After transcription, the texts were then read several times as to make sense and to identify the emerging categories/section/part of the research (Figure 3.11).

3.8   The justification for using male juvenile delinquents as participant

Youth and teenagers make up the biggest group in Malaysia and they will lead the country in the future. Therefore, they will determine whether the country will be stable with a good growing economy, or whether it will be a country without good achievements because of a lack of good human principles. It is important for every country to protect their children and teenagers or they will be wasting human resources. Juvenile delinquents make up a big portion of our youths who are being groomed to be our future leaders (Chiam and Chan, 2011). If juvenile problems are not curbed, they may be detrimental to the individual's mental health status when the individual grows up (Shannon etal, 1999). In Malaysia, there are 1,221 male juvenile delinquents who have been arrested and imprisoned until 20 April 2013 (not including those in any rehabilitation centers). 37% are Malays and Muslims, 1.7% are Malaysian Chinese, 6.7% are Malaysian Indians, 11.6% are natives from Sabah and Sarawak, and the remaining 43% are foreigners.

According to World Youth Report (2003), there was a police records indicate that the crime rates of male juvenile and male young adult offenders are more than double those of young females and conviction rates are six or seven times higher. The report stated that the number of male juvenile suspects for every 100,000 members of the designated age group is more than six times the corresponding figure of females. In Malaysia, the ratio between male juvenile delinquents and

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female juvenile delinquents is 29.92 : 1 (until April 2013). Based on the World Youth Report (2003), the male-female suspect ratio is even higher at 12.5 : 1 (One female for every 12 males). To get clear picture about female juvenile delinquents, the researcher had a time together with correctional schools teachers' and asking them about the matter. In conversation with one of the teachers from Telok Mas Correctional School, Mr HG1 said that :

> *"Most of the incarcerated female juvenile delinquents are due to their wild behavior that cannot be controlled by their own family. That is why most of their offense was related to the same case like prostitution, theft and drugs."*

Mrs HG2 added that based on her 5 years' experience with both male and female juvenile delinquents, she found that male juvenile delinquents are more rational than female.

> *"Female juvenile delinquents were difficult to be questioned or investigated. With only one word, they will feel not comfortable with us or will make them angry or ignore to us. In other words, they are more emotional. Differ to male juvenile delinquents, they are more rational in whatever they are doing. For example, if they make a noise in the library, I will ask them to keep quiet. Sometimes the order only comes with my squinting eyes. They will accept the obedient. They will say that it is their fault for not following the library rules and regulations. If that is done to the female juvenile delinquents, believe me; They will hate you with all your words and your action. They even cannot accept if you scold them and will ask you for the reason".*

According to Mr. HG4, when comparing male and female juvenile delinquents, female delinquents are more difficult to handle. Mr. HG4 is a School Supervisor at one of the Integrity Schools in Malaysia. He said that male juvenile delinquents who are placed in jail will receive a mattress without a pillow and without a veil. They also do not have any beds or fans in their 'dorm'. However, for female

juvenile delinquents, the prison department will provide a fan and bed for them. They even have comfortable classrooms in their school with air conditioners. A study by Chatman (1997) discovered that certain female inmates were being typecast by other inmates and the manner in which they were viewed influenced their information behaviors. Mr. HG3 said that if all the items are not provided, female juvenile delinquents will be angry and will hate the staff; they may even show their anger at prison staff members.

> *"We can see the difference between male and female in prison. As we know and familiar with, the female will have difficulty to adapt in prison. At the first time they step into prison, they usually do not have any friends and be passive. They will not be bothered by anyone or approached by anyone. Compared with male juvenile, they are easier to accept the new situation and get friends after being detained in prison."*

C2 (a male juvenile delinquent from Kajang Integrity School) agreed with the last statement about male juvenile easier to have new friends.

> *"When I came inside [sic], I have a friend, Firdaus. He was the first person who greeted me. He told me the things that I would face as junior here"* (C2,20 May 2013; Rape case).

Women inmates refuse to listen to information about life outside (Chatman, 1999). Female delinquents have learned that this information does not lead to decreased stress because knowing that something is going on does not mean that they can effect any changes outside the prison. Chatman also added that a number of women inmates avoid knowledge of the outside entirely. Women, who come into prison with a drug or alcohol problem, initially try to sustain their habits even in prison. This will cause problems as ways of controlling women inmates differ

from that for male inmates. This statement was supported through conversation

with a female prison staff from the Malaysian Prison Department, Mrs. A.

> *"It is difficult to undertake research with female offenders if the researchers are also a female. They typically avoid answering questions or talking about themselves, what they do and their life history. There are also cases female offenders being aggressive and irritable with outsiders. For them, an outsider (the researcher) will disturb their lives."*

Mrs. A added that;

> *"This is different compared to male offenders. Male offenders are more inclined to share their experiences and the stories of their lives. If the researchers are female, they will feel valued and they will be more respectful towards the researchers."*

3.9   Sampling

Qualitative researchers focus less on a sample's representativeness than on how

the sample or small collection of cases, units or activities illuminates social life

(Neuman, 2006). The primary purpose of sampling is to collect specific cases,

events or actions that can clarify and deepen understanding. He added, the

qualitative researchers' concern is to find cases that will enhance what the

researchers learn about the processes of social life in a specific context. In this

research, quota sampling is employed in the selection of male juveniles based on

the criteria that set up by the researcher. Quota sampling is a non-probability

sampling technique wherein the assembled sample has the same proportions of

individuals as the entire population with respect to known characteristics, traits or

focused phenomenon (Castillo, 2009).

The quota sampling is one of the common sampling strategies in qualitative research. According to Neuman (2006), the quota sampling is a nonrandom sample in which the researcher first identifies general categories into which cases or people will be selected and then he or she selects cases to reach a predetermined number of cases in each category. The researcher that used quota sampling need to decide how many people and with which characteristics they need as participants. The researcher may wish to use gender, age, education or any attributes to create and label each stratum or cell in the table (Berg, 2008). With this characteristics, researcher will focus on their participants; their experience, their know about etc. The researcher also will go to the location of participants (field work) to find the suitable people that met their criteria.

3.9.1   Sample setting / location

This study involved only a few participants from a population of 2,010 (until 20th April 2013) male juvenile delinquents at the Integrity Schools and Henry Gurney School, Malaysian Prison Department. The number of male juveniles listed here excludes the number of male juvenile delinquents in private juvenile rehabilitation centers.

In line with the UNESCO slogan "Education for All", the Ministry of Education established the Integrity Schools in 2008 for juvenile delinquents with the aim to provide education and skills to juvenile offenders, regardless of the crimes they

had committed. The five (5) correctional schools sampled in this study are presented in Table 3.8.

Table 3.8 : Integrity schools in Malaysia

No	Zone	Location
1	Northern zone	Sungai Petani, Kedah
2	Central zone	Kajang, Selangor
3	Eastern zone	Marang, Terengganu
4	Central Southern	Telok Mas, Melaka
5	Southern	Kluang, Johor

3.9.2   Research participants

The researcher previous formal letter to Bahagian Dasar Kepenjaraan (Prison Policy Unit), Malaysian Prison Department, have listed the criteria for the selecting of participants for this research.   The participants were selected as follows:

i)   Those who have outstanding academic achievements based on PMR, SPM and STPM results.

ii)   Those who are still studying at the diploma or degree level.

iii)   Those who are not academically inclined, but are very interested in technical skills / vocational skills.

iv)   Male juvenile delinquent from 3M classes.

iv)   The youngest male juvenile delinquents (10-14 years old).

      v)   Any male juvenile delinquents that used the prison library within school session.

Based on the criteria, the participants for interpretive field interview divided into five (5) categories :

      i)   Outstanding achievements (5 participants)

      ii)   From diploma / degree classes (6 participants)

      iii)   From technical skills classes (8 participants)

      iv)   From 3M classes (2 participants)

      v)   From pre-PMR classes or participants below 15 years old (2 participants)

The total number of participants involved was twenty-three (23).

For interpretive field observation, the researcher has choose using the fifth criteria for selecting research participants. The total number of participants involved was thirty-two (32).

      i)   Central zone (5 participants)

      ii)   Eastern zone (4 participants)

      iii)   Northern zone (5 participants)

      iv)   Central Southern zone (15 participants)

      v)   Southern zone (3 participants)

To strengthen the research findings as a mechanism for triangulation, the researcher also interviewed a number of prison officers, prison staff, prison wardens, teachers working in prison and a school headmaster in prison. There are no specific criteria in the selection of participants among the officers / staff / teachers in prison.

    i)   Prison officer / Warden (4 participants; PO1, PO2, PO3 and PO4)

    ii)   Teachers (11 participants; MrHG1, MrsHG2, MrHG3, Mrs A, Mr SP1, Mr SP2, SP1, SP2, Mrs 1, Mrs 2 and MrKG1)

Forsyth et al (2010) wrote that juvenile offenders have always become disengaged from the educational system due to academic failure. Most participants in this study were school dropouts at various stages of their secondary education. One participant quitted school and did not make it to secondary education. However, three participants were pursuing their higher education before being detained. For example, C5 was a student in a public university. C2 had obtained a vocational certificate in welding from an industrial training centre, whereas S1 attended a private college.
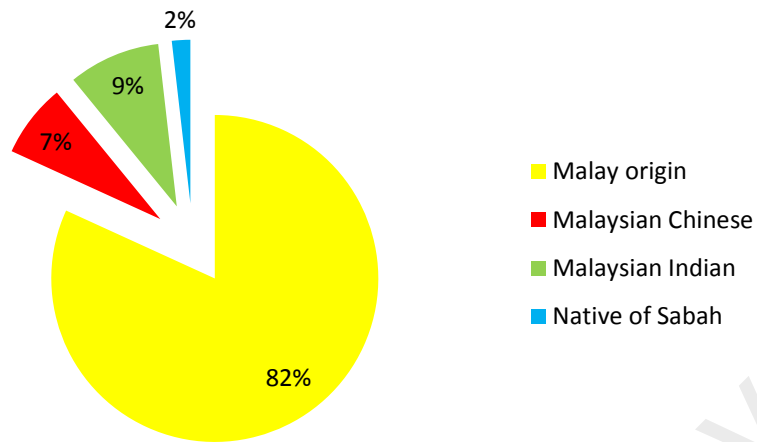
Figure 3.16 : Research participants by ethnic groups

Figure 3.16 represents the research participants by ethnic group. Total participants for both methods are 55 participants. For interpretive field interview session, four (4) participants were detained at the age of 13-14 years old, eleven (11) at the age of 16-18 years and another eight (8) at the age of 19-21 years. All participants admitted having involved in serious crimes. The majority came from middle-income families, four (4) participants came from poor families; while another two (2) were from high-income families (C2 and C4).

There is no detailed information about the interpretive field observation participants; except the information about their ethnic. The observation is done in covert situation. Overall total are 156 prison library users. However, only 32 prison library users were selected as participants for the research based on their special characteristics when using the prison library. 124 were not selected as research participants because of the reason; showed no special behavior/attitude

or special character to be as research participants. In terms of ethnic groups, 27 participants were Malay origin, 1 (one) was Malaysian Chinese and 4 (four) were Malaysian Indian.

3.9.2.1 Interpretive field interview

Using these criteria, the Malaysian Prison Department (MPD) selected suitable participants for this research. For the interpretive field interview, the MPD provided participants who had been involved in various crimes as shown in Figure 3.17.
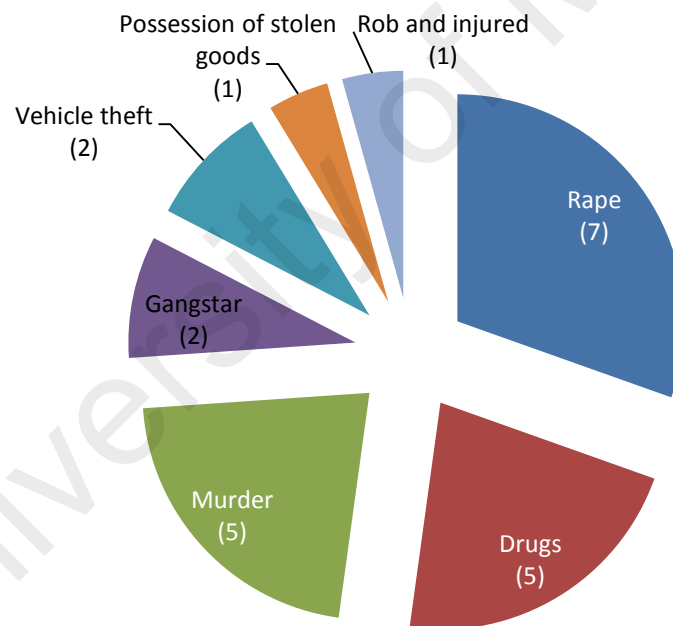
Figure 3.17 : Participants and the crimes committed

The researcher initial experience in conducting the interpretive field interview was very challenging. The first encounter with the juvenile offenders dealt a lot

with getting to know them closer. The Prison Officer from Malaysian Prison Department (MPD) introduced a male juvenile delinquent who had committed second degree murder as our very first participant. This is where the researcher meet C1 – in a warden room at Kajang prison. Many questions immediately came to researcher's mind about this juvenile delinquents. Would it be safe for the researcher to talk to this participant? Would he be interested in answering the questions? Would he be non-compliant, hostile, rude, and manipulative? The researcher admitted having a mixture of emotions and uncertainties characterized the early stages of the data collection which led to difficulties in communication.

At the beginning of the interview, the researcher observed each step taken by C1 as he entered the warden room. The location of the *interview* in the prison setting was chosen by the participant to facilitate his *comfort*. The researcher smiled at him and, unexpectedly, he smiled back. During the first phase of the interviews, the researcher was quite nervous and this was not good for the interview sessions. However, C1 was a very friendly person. He knew that the researcher was nervous and he controlled the interview session with his smiles and jokes. This automatically helped and made the researcher felt comfortable with him. The more comfortable the researcher was with them, the more they will allow the researcher to be part of 'their family'. As a result, in the researcher subsequent interviews, all the earlier questions that the researcher had in mind disappeared and the researcher was able to focus on the research questions, as both researcher and participants feel comfortable with the sessions. Sometimes, they confided the

researcher about their crime, and sometimes they expressed their feelings about their parents, family, spouse, friends or their case. The fact that the researcher was female, and that the participants may view the researcher as their big sister or mother figure and sometimes as 'Ustazah' is a plausible explanation for this.

As the researcher interviewed the participants, it was apparent that each of them wanted to contribute to our research. Although initial meetings were at times tentative, once the participants understood the research intended no harm, they agreed to participate. This may had affected our relationship and rapport building phase with all the participants. Once participants were aware of my intentions, they became more relaxed and able to describe their experiences. Each participant wanted to be accepted, feel understood, and wanted to contribute to the research. Interactions between the researcher and the participants were consistent with that described in Ryars (2011) as the researchers making participants comfortable by "asking questions on the slick, but having a good time doing it," and "we would always joke around." These interactions may foster the development of loyalty to the research, and none of the participants decided to withdraw from the study.

According to Rhodes (2009), her participants were thankful for the chance to interact with someone who was not another prisoner and her participants perceived participating in the project as a chance to give voice to their experience. This is true when the researcher faced the similar situation with Rhodes. C1 as first participants said that :

"I am very excited when I knew I'll be the research participant. This is the time when I can shared my experience as human behind the walls since I was 14 years. Hoped that all juveniles will be scared with my story and not to involve in any criminal problems." (C1, 20 May 2013)

Although the research participants were involved in serious crime, this did not stop them from having good results in their school examinations. One of my participants from Marang Integrity School had last attended school at the age of 9 (standard three). He stopped school due to family problems. He comes from a poor family but he loved going to school. He got his chance to further his studies while in prison. He had left school for 9 years but he still managed to take the PMR examination at the age of 18. Amazingly, he got excellent results in the PMR examination, with 6As! And now (2013), he is studying for the SPM examinations with full support from his teachers at the Integrity School. There are also participants who are studying at diploma and degree levels with the Open University of Malaysia (OUM).

3.9.2.1.1 The prison-based interpretive interview

In order to get the best results, the researcher has provided three (3) parts of the question. Although the researcher is using the unstructured interview, lists of questions are still needed as guideline for the researcher. The questions lists are also to prevent the researcher from forgetting to ask the important question during the interview session. The three (3) sections are :

a) The demographic information

b) The outside prison story (Past)

      c)   The inside prison story (Present)

Questions in section A were designed to recognize participants with in-depth research . It also created to bridge the gap between researcher and research participants. During this time, the researcher will take the opportunity to get an attention from the research participants; whether the research participants can accept the presence of the researcher or not and whether they are ready to answer the questions without any problems. This is the time when the researcher will try to build a good relationship and build a trust between the researcher and the research participants. A good relationship will have a positive impact on research and it will indirectly help the researcher to get good feed back during interview session. Among the questions in section A are :

      a)   Participants' name.

      b)   Place of origin.

      c)   Age.

      d)   Age when arrested.

      e)   Types of crime case.

      f)   Family background.

      g)   Education.

      h)   Hobbies etc

Question in Part Two were designed to know-who participants before they entering the prison. At this time, if the researcher managed to 'attract ' their hearts, they will be willing to tell you more about the crimes that committed by them and also they willing to tell you a deeper story of their lives before. Among the questions contained in section B :

a) Ambition.

b) Academic performance.

c) Religious education.

d) Whether the participant love to read.

e) Whether the participant go to the library etc.

Question in Part Three were designed to compare participants life outside the prison and when they were in prison; any differences?, and if so, why? From Part Three questions, the researcher can identified on their habits / behavior and their point of views in some issues. Among the questions contained in section C :

a) The reason why they read.

b) Their latest ambition.

c) Whether they are interested in studying.

d) Hobbies.

e) The academic performance.

f) Daily schedule in prison.

g) Whether they like to read.

h) The reading content that interests them.

i) Reading location.

j) Sex stories.

k) The barriers for information needs etc.

3.9.2.2 Interpretive observation and collecting data

The researcher interview experience helped to do the observations without any negative perceptions. During observation, the researcher was placed in the school library. It was not done in the classroom to ensure that the researcher presence in the classroom did not cause feelings of discomfort among participants and teachers. But, the researcher still had the opportunity to interview the class teacher, participate in singing and cultural class and participate for lunch session with the young inmates to get the real story and experience about information needs and seeking behavior among the male juvenile delinquents. The decision whether to participate or observe or perhaps do some both, is affected by the paradigm and the tradition of inquiry being used.

The interpretive field observation usually started at 9.00 am and finished at13.00 pm on school days. The researcher was given a place where the researcher could see the participants. Sometimes, a prison staff would sit with researcher and sometimes the researcher sat alone. The prison officer is only care for researchers' safety in the library. Mostly, they will sit outside the library and looking inside the library. No changes were made to the position of the library furniture to prevent participants from knowing about the research, and to make them behave as they

normally would. Not all of the participants knew that the researcher is sat in the library to observe their behavior. They just knew that the researcher is 'ustazah' or teacher that came to the library and doing her reading or studying. In other words, the observation is in overt situation. A commonly acceptable habit or practice of the Malaysian people; they have their pre-set the perception or judgement of strangers merely by looking at appearances. For example, if you look at someone with skinny jeans, singlet or metal/rock T-shirt and with long hair; many would assume that the person is "mat rock" (rockers) and address him as "Bro" or "Brader". It is very similar to the situation when Malaysians view one's appearance of wearing hijab (a long veil covering from head to chest); it is most likely that one would be presumed as an "Ustazah". Those perceptions will associate someone with simplified greetings such as "Bro", "Brader", "Ustazah", "Ustaz", "Tuan Haji" etc. when they want to greet or strike a conversation with you. By understanding the practice, the researcher accepts the call without any problem. As it was not the researcher intention to mislead the participants into believing that she was just another teacher.

The male juvenile delinquents are not aware with the researcher; and even they don't even bother of the researcher to look at them. Except for the research participants that are familiar with the researcher. But they understand that researcher is in her study and they do as what they normally do at library.

> *"We have been analyzed by so many persons in here. My first experience, ..yeah. I am not comfortable with them. But.. today.. I feel nothing with them. And I don't even know that in my class, there was a researcher doing his project." (C3, 13 June 2011; Murder case).*

*"I love to go to the library. I can read many books. So.. I am not aware of anything strange in the library. If there is a smell of delicious food, maybe I will stop reading and look for the food." (*S1, 28 July 2013; Rape case).

"Everybody can use the library. Sometimes I saw the prison officer in the library reading books. So.. nothing to be questioned about and nothing to be thought about. Just be in the library within the time." (N4, 23 April 2013; Possession of stolen goods).

To ensure the effectiveness of the observation, the researcher set the following criteria for participants:

a) Participants who are involved in interview sessions will also be observed during this session if they use the library.

b) Any male juvenile delinquent that uses the prison library with special characteristics that can be observed will also be asked to become new participants in this research, for example, individuals who use, or request for reading materials that are not popular or are rarely requested for by other juvenile delinquents.

c) Students who come in with their teacher to use the library would also be observed.

The researcher admits that locating the observation session in the library was not ideal as the male juvenile participants seldom used the library except when the class teacher asked them to enter the library for the purpose of finding material or to read. This is the reason why the total number of participants for each location is different.

During observations, the researcher assessed the participants' movements using the observation schedule (See Table 3.5 : Fieldwork Gantt chart). The observation schedule used the information obtained during interviews with the participants.

3.10   Strategies to avoid bias

According to Patton (1990), cited from Rajendran (2001), critics of qualitative inquiry have charged that the approach is too subjective, in large part because the researcher is the instrument of both data collection and data interpretation and because a qualitative strategy includes having personal contact with and getting close to the people and the situation under study. He added that the qualitative researcher had spent a considerable time in collecting data and they have their own primary goals such as to add the new knowledge; not to pass judgment on a setting. In order to overcome and to avoid bias among research participants, the researcher had to treat them equally with no special treatment or attention. The researcher has listed the criteria for the selecting of participants in this research in the Malaysian Prison Department. There is no doubt that the research participants have their own character. For example, participants aged 15 years, behave just like 9 years old children; married participants prefer household related topic; those coming from a wealthy family prefer technology-related topic and participants who come from poor families or from school dropping prefer to not to talk or passive talking.

The researcher did not deny the difficulty in obtaining the full involvement of all participants such as participants below 15 years old, participants from poor families and school dropped and participants from wealthy family. Participants from below 15 years old are elusive at our first meeting, until the researcher showed tenderness to them. The soft character and somewhat motherly character is not necessary to the other participants. They need to talk with a tone of tenderness. Until the end of the session the participants still expect the researcher to always see and to be with them.

Participants from poor families and school dropped, use a simple and short language. The researcher needs to change the character to be more cool and chilling with them. Sometimes, the researcher needs to speak in a slow tone and avoid using awkward language to make sure they understand the needs of researcher's question. For example, the researcher has been asking questions like "How's your academic performance in prison?" Although the question was simple, but, there are some participants do not understand the questions and the researcher had to change the question to "How's your study right now? Ok?"

And participants from wealthy family, need the researcher tend to be normal; no need to change the character. Conversations are also using a mixture language of Malay and English. Although the researcher changed the character and personality just to encourage participants to fully engage with the research; it is

not the slightest lead to the existence of bias among participants. The sampling of participants, issues and questions were remain equal each other.

The main challenge of the research is the use of simple and a bit rude language of the research participants. A bit rude does not mean that the researcher uses language that would hurt their feelings. In other words, a bit rude language is only to animate their character and their language. For example, the researcher is using the "*rockers*" language that synonymous with them.

3.11 Provision of trustworthiness

Most field researchers concern themselves with what many of us refer to as validity, although they might not use this specific term (Bailey, 2007). She added that trustworthiness requires conducting and presenting the research in such a way that the reader can believe, or trust, the results and be convinced that the research is worthy of his or her attention. The concept of trustworthiness possess an embedded set of evakluative criteria, closely related and interdependent (Bailey, 2007, p. 181). Thus, the criterion of validity that serves as the key of evaluative criterion, particularly internal validity was used. A term that refers to the correspondence between what is reported and the social phenomenon under study (Bailey, 2007, p. 181). But, nowadays, many researchers have replaced internal validity with the criterion of credibility; that implies believability, authenticity and plausibility of the results (Bailey, 2007, p. 182).

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3.11.1 Validity

Validity refers to studying or measuring that which one intended to study or measure (Bailey, 2007). According to Pendleton and Chatman (1998), validity is defined as the degree to which a researcher has a true or honest picture of the phenomenon being studied. It is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant or the readers of an account (Creswell and Miller, 2000). Other than using the word validity, the other terms that abound in the qualitative literature are trustworthiness, authenticity and credibility. Validation of findings occurs throughout the steps in the process of research. Validity of data generation is concerned with how appropriate a specific research method is for answering the research questions and providing explanations (Carcary, 2009).

According to Creswell (2014), there are eight (8) primary strategies of validity to implement :

i-   Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.

ii-   Use member checking to determine the accuracy of the qualitative findings through taking the final report and determining whether these participants feel that they are accurate.

iii-   Use a rich, thick description to convey findings. When qualitative researchers provide detailed descriptions of the setting, the results become more realistic and richer.

iv-   Clarify the bias the researcher brings to the study. Good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by their background, such as their gender, culture, history and socioeconomic origin.

v-   Present negative or discrepant information that runs counter to the themes. By presenting contradictory evidence, the account becomes more realistic and more valid.

vi-   Spend prolonged time in the field. This will develop an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account.

vii-   Use peer debriefing to enhance the accuracy of the account. A peer debriefer is a person who reviews and asks questions about the qualitative study.

viii-   Use an external auditor to review the entire project (Creswell, 2014, p. 201).

3.11.1.1   *Strategies for enhancing validity*

In ensuring the validity of the research, the following strategies were being employed (based on the eight (8) primary strategies of validity to implement) :

i- Triangulation of data

The research data were collected through field interviews, observations and the researchers' as instrument of the research.

ii- Spend prolonged time in the field

The repeated observations of five (5) locations with the selected participants for two years long. The researcher also has an experience having lunch with the participants and watching their after school activity such as acting and singing.

iii- Peer examination

A doctoral student in Library Science field served as a peer examiner. The paid professional services for proof read and translator also have been appointed as a peer examiner for the audio transcript.

iv- Clarification of research bias.

In chapter one (1) of this thesis, researcher bias was articulated under the heading of 'The researcher's'.

To determine the validity of data, the researcher has obtained the cooperation of two (2) peer checkers to verify the participant code with the interview unit. Two (2) peer checkers have been given a complete transcript of the interview; that

involved all interview participants. The importance topic/ideas have highlighted to be checked thoroughly and be reviewed by the peer checkers. Although the interview session was conducted in Malay language, the important part/topic/ideas were translated to English language.

Peer checkers will not only examine the details of the interview, but also looked at the accuracy of the translation. Peer checkers will fill in forms which have been prepared and sent it to the researcher. Any problems or questions will be discussed between researcher and peer checkers. The main problem that exists for peer checkers are their understanding of the terms and the language used in an interview session.

3.11.2 Reliability

Reliability is the degree to which observations are reported a consistent with some phenomena during the time the researcher is in the field (Pendleton and Chatman, 1998). According to Gibbs (2007), (as cited in Creswell, 2014), reliability indicates that the researcher's approach is consistent across different researchers and different projects. He suggested four (4) qualitative reliability procedures :

i-   Check transcripts to make sure that they do not contain obvious mistakes made during transcription.

ii-   Make sure that there is not a drift in the definition of codes, a shift in the meaning of the codes during the process of coding.

iii-   For team research, coordinate the communication among the coders by   the regular documented meetings and by sharing the analysis.

iv-   Cross-check codes developed by different researchers by comparing results that are independently derived (Creswell, 2014, p. 203).

In this research, three (3) techniques that used to ensure the reliability are :

i-   The researcher provide a detailed description of the researcher's role, the informant's position and the context from which data will be gathered.

ii-   The multiple methods of data collection.

iii-   Data collection and analysis reported in detail in order to provide a clear and accurate picture of the methods used in this research (Creswell, 2014, p. 211).

From an interpretivist's perspective, reliability is concerned with demonstrating that the researcher has not invented or misrepresented data or being careless in data recording or analysis (Mason, 2002).

3.11.3 The research audit trail

An audit trail can be defined as a transparent description of the research steps taken from the start of a research project in the development and reporting of findings. An audit trail will represent a means of assuring quality in qualitative studies (Akkerman et al, 2006). These are records that are kept regarding what was done during an investigation (Cohen & Crabtree, 2006). The audit trail records consisted all researcher field notes; including memos, interviews, coding and any other records kept of what the participants does, think and what the researcher sees, hears and thinks (Creswell, 2007).

According to Koch (2006), a study's trustworthiness may be established if a reader is able to audit the events, influences and actions of the researcher. By implementing an audit trail, an auditor or second party who becomes familiar with the qualitative study, its methodology, findings and conclusions can audit the research decisions and the methodological and analytical processes of the researcher on completion of the study and thus confirm its findings (Carcary, 2009). She added that the audit trails document the course of development of the completed analysis. In developing an audit trail, a researcher provides an account of all research decisions and activities throughout the study (pg 15). In order to develop a detailed audit trail, a researcher needs to maintain a log of all research activities include memos, maintain research journals and document all data collection and analysis procedures throughout the study (Carcary, 2009).

According to Lincoln and Guba (1985), there are six (6) categories for reporting information when develops an audit trail :

    i-   Raw data - including all raw data, written field notes, unobstrusive measures (documents)

    ii-   Data reduction and analysis products - including summaries such as condensed notes, unitized information and quantitative summaries and theoretical notes.

    iii-   Data reconstruction and synthesis products - including structure of categories (themes, definitions, and relationships), findings and conclusions and a final report including connections to existing literatures and an integration of concepts, relationships, and interpretations.

    iv-   Process notes - including methodological notes (procedures, designs, strategies, rationales), trustworthiness notes (relating to credibility, dependability and confirmability) and audit trail notes.

    v-   Materials relating to intentions and dispositions - including inquiry proposal, personal notes (reflexive notes and motivations) and expectations (predictions and intentions).

    vi-   Instrument development information - including pilot forms, preliminary schedules, observation formats

Through audit trail, researchers can produce an audit of his/her study upon its completion. It will also encourage researcher to develop more in-depth research

notes, explaining research decisions and activities (Carcary, 2009). There are several importance of creating and reporting one's audit trail; such as to have a clear description of the research path. This should include research design and data collection decisions and the steps taken to manage, analyze and report data and information about sampling, clarification of the role of different research team members as well as the role of different data sources (Cohen & Crabtree, 2006). The example of an audit trail index is included in an appendix P (the actual audit trail was more than 70 pages long for all participants).

3.12   Summary of chapter 3

Chapter three (3) has explained in detail about the design of study, study protocol, site / location selection, research participants, procedures for collecting data and field work and procedures in data analysis. By using the flexibility design, it allowed the researcher to perform modifications as needed during fieldwork study. It is also allows researcher to maximize data collection to be more detailed and consistent with the objectives of the research. The interview and observation findings and interpretation of the findings will be reported in the next chapter. The research findings will be presented in two different chapters; chapter four (4) results of a study through interview session and chapter five (5) results through observation.

4.1   Introduction

This chapter provides the results of the analysis and findings drawn from the first phase of collecting data; the interview session. The second phase of collecting data, observation session; is presented in the chapter five (5). The results start with presenting the first phase of data gathering, the interview process. The interview session is regarding to the first objective of the research; to understand the information needs and seeking behavior of male juvenile delinquents.

4.2   The Integrity school and Henry Gurney school overview

This study involved 23 participants for interview session and 32 participants in observation session from a population of 2,010 male juvenile delinquents (the population until 20th April 2013) from five correctional schools under the jurisdiction of the Malaysian Prison Department. (The total number of the juvenile delinquents keeps on changing every day because of a number of factors. Besides the juvenile delinquents are faced with court cases; either they are waiting for trial or are undergoing punishment).

Each school was taken from the northern, central, eastern and southern parts of West Malaysia. The Integrity Schools established in 2008 for juvenile delinquents with the dignified aim to provide education and skills to juvenile offenders;

regardless of the crimes they had committed (Jabatan Penjara Malaysia, 2012). The Henry Gurney School in Malacca, Malaysia; was a rehabilitation institution under the management of the Malaysian Prisons Department, which detained juvenile delinquents aged between 14 and 21 years. Henry Gurney School Melaka was officially opened on 19 July 1950. The purpose of the Henry Gurney School is to develop the personality and attitude of juvenile delinquents to develop them as a responsible person. Male juvenile delinquents in private juvenile rehabilitation centers were excluded from the study. Male juvenile delinquents were chosen because juvenile delinquents in Malaysia are predominantly male (with female-male ratio of 1 : 30) (Jabatan Penjara Malaysia, 2013). To avoid identification, all participants are referred by code numbers. Table 1 and Table 2 summarize the profiles of participants for each integrity school and Henry Gurney School. The pseudonym which is assigned to each participant, is based on 'who is the first participant that involved in the field interview session'.

a) *Integrity School.*

In collaboration with the Ministry of Education and the Prison Department of Malaysia, the Integrity school was established in April 2008, and later registered as a government school in January 2011. This school's activity falls under the Ministry of Education, which allows students to sit for public examinations, such as UPSR, Penilaian Menengah Rendah (PMR), and Sijil Pelajaran Malaysia. The school operates at the following six (6) prisons, namely Marang, Sungai Petani, Kluang, Kuching, Kajang, and

Kota Kinabalu. However, this research only focuses on the Integrity schools located in Kajang, Marang, Sungai Petani, and Kluang. The Integrity school in Kajang is the only Integrity school that serves male juvenile delinquents, who are furthering their education at diploma and degree levels.

b) *Henry Gurney School.*

This school was opened in 1949. The school changed its name three (3) times, from 'Sekolah Akhlak Tertinggi' in 1949, to 'Sekolah Latihan Pemuda' in 1950, and finally, to Henry Gurney on May 15, 1950. The school's name is conjunction with the official opening by the late Sir Henry Gurney. The school offers vocational training and academic skills. The Henry Gurney School is only available in Telok Mas, Melaka, and Keningau, Sabah. However, only the Henry Gurney School at Telok Mas, Melaka has been selected for this study.

4.3 Background of male juvenile delinquents.

The number of male juveniles listed here excludes the amount of male juvenile delinquents in private juvenile rehabilitation centers. In line with the UNESCO slogan "Education for All", the Ministry of Education established the Integrity Schools in 2008 for juvenile delinquents with the dignified aim to provide education and skills to juvenile offenders, regardless of the crimes they had

committed.

4.4 Analysis and findings for qualitative interview

4.4.1 Profile of the research participants

Table 4.1 represents the code numbers and location of field interview participants. Code numbers build from name of sample location. For example, Central zone using C code referring to Central (see Table 3.7).

C e n t r a l	=	**C**		**E** a s t e r n	=	**E**
N o r t h e r n	=	**N**		**S** o u t h e r n	=	**S**

Table 4.1 : The participants for field interview

No	Code numbers	Location of school	No of participants for interview
1	**C**	**C**entral Zone Kajang, Selangor	11
2	**E**	**E**astern Zone Marang, Terengganu	4
3	**N**	**N**orthern Zone Sungai Petani, Kedah	6
4	**S**	**S**outhern Zone Kluang, Johor	2
		TOTAL	**23**

Table 4.2 represent the pseudonym that assigned to each participant, are based on 'who is the first participant that involved in the field interview session'. The first participant for Central Zone used C1 (Central = First participant) and so on. For example:

C3	Central = Third participant	E2	Eastern = Second participant
N4	Northern = Fourth participant	S1	Southern = First participant

Table 4.2: Demographic information of research participants

Participant	Age	Age when Arrested	Place of Origin	Ethnic	Type of Crime	Educational Qualifications
C1	21 (2011)	14	Sabah	Native of Sabah	Murder	Form 2, Secondary School
C2	21 (2011)	19	Melaka	Malay	Rape	Technical Certificate
C3	21 (2011)	17	Selangor	Malaysian Chinese	Murder	Form 3, Secondary School
C4	21 (2011)	13	Kuala Lumpur	Malaysian Chinese	Murder	Standard 6, Primary School
C5	21 (2011)	20	Selangor	Malay	Murder	Final Year Diploma in Engineering (Electrical) CGPA 3.7
C6	21 (2011)	19	Melaka	Malay	Vehicle theft	SPM (Form 5, Secondary School)
C7	21 (2011)	20	Johor	Malay	Rape	PMR (Form 3, Secondary School)
C8	20 (2011)	17	Perak	Malay	Rape	SPM (Form 5, Secondary School)
C9	21 (2011)	19	Melaka	Malay	Robbery and Gangsterisme	SPM (Form 5, Secondary School)
C10	20 (2011)	18	Selangor	Malaysian Chinese	Robbery and Gangsterisme	PMR (Form 3, Secondary School)
C11	21 (2011)	18	Kelantan	Malay	Drug abuse	Standard 3 Primary School
N1	19 (2013)	16	Pulau Pinang	Malaysian Indian	Murder	Form 3 Secondary School
N2	21 (2013)	18	Pulau Pinang	Malay	Drug abuse	Standard 6 Primary School
N3	21 (2013)	18	Perak		Drug abuse	Form 3 Secondary School
N4	21 (2013)	20	Pulau Pinang	Malay	Possession of stolen goods	Form 2 Secondary School
N5	15 (2013)	14	Perak	Malay	Possession of stolen goods	Form 2 Secondary School
N6	15 (2013)	14	Kedah	Malay	Breaking shop	Form 1 Secondary School
E1	21 (2013)	18	Pahang	Malay	Rape	SPM (Form 5, Secondary School)
E2	20 (2013)	18	Kelantan	Malay	Vehicle theft	PMR (Form 3, Secondary School)
E3	21 (2013)	18	Terengganu	Malay	Robbery and Harassment	PMR (Form 3, Secondary School)
E4	19 (2013)	18	Pahang	Malay	Rape	PMR (Form 3, Secondary School)
S1	19 (2013)	20	Johor	Malay	Rape	Technical Certificate
S2	19 (2013)	18	Johor	Malay	Drug abuse	Standard 3 Primary School

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The first meeting with the juvenile delinquents dealt a great deal with getting to know them closer. Most participants in this study were school dropouts at various levels of their   secondary education. One participant quitted school and did not make it to secondary education. However, three (3) participants were pursuing their higher education before being detained. For example, C5 was a student in a public university. C2 had obtained a vocational certificate in welding from an industrial training centre, whereas S1 attended a private college.

In terms of ethnic groups, eighteen (18) participants were of Malay ethnics, three (3) were Malaysian Chinese, one (1) was Malaysian Indian and another one (1) was a native of Sabah. Two participants were detained at the age of 13-14 years old, 11 at the age of 16-18 years and another 8 at the age of 19-21 years. All participants admitted having involved in serious crimes. The nature of juvenile delinquency is most pronounced in the activities of rape (7), drug possession (5) and murder. Other offenses include robbery and gangsterisme (2), vehicle theft (2), possession of stolen goods (1) and robbery and harassment (1). The majority came from middle-income families, 4 participants came from poor families; while another two were from high-income families (C2 and C4) (Table 4.3).

Table 4.3 : Family backgrounds

Family Backgrounds	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes								Total
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Poor	✓											✓	✓							✓				4
Modest		✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	17
High income			✓	✓																				2

4.4.2   **The purpose of male juvenile delinquents' information needs**

To understand the information needs of the male juvenile delinquents, a question was asked regarding what information was available for them in prison and what more could be made available. From this, it was possible to categorize information requirements into six broad areas as follows :

     a) The purpose of information needs

     b) The information sources

     c) The location of information needs

     d) Their preferred reading materials

     e) The language of publication

     f) The subjects read

Quotations from participants are taken from the verbatim reports of the interview transcripts.

RQ1 - Research Question 1: What are the information needs of male juvenile delinquents?

The purposes of information needs are seen similar among the 23 male juvenile delinquents in this study (Table 4.4). As junior inmates in prison, they typically faced with eight (8) types of the needs to search for information related to the following for a particular purpose :

i-   Day-to-day information.

Purpose : for security and mutual support

ii-   Information about prison operations.

Purpose : for daily comfort

iii-   Family information.

Purpose : for dealing with loneliness and future hopes.

iv-   Information on sex.

Purpose : for dealing with sexual curiosity and sense of belonging.

v-   Health information.

Purpose : for health well-being.

vi-   Recreational information.

Purpose : for leisure.

vii-   Legal information.

Purpose : for future hopes.

viii-   Academic or educational information.

Purpose : for future vocation.

4.4.2.1 Day-to-day information for security and mutual support

It is common for these young inmates when entering prison for the first time to describe feeling disorientated and alone. This intrinsic perception and feeling developed as an outcome of the stories that they heard before about life behind bars shaped by the fearful representations of prison in popular culture. Recalling their sense of vulnerability on entering prison, for example, they commonly

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remarked that the first time they felt completely safe during their first days in prison was when they discovered the warmth and mutual support among inmates.

Table 4.4 : The purpose of male juvenile delinquents' information needs

Purpose	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes								Total
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Day-to-day information for security and mutual support	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Information about prison operations for daily comfort	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Family information for future hopes and dealing with loneliness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Information on sex for dealing with sexual curiosity and sense of belonging	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Health information for health well-being	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Recreational information for leisure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Legal information for future hopes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Academic or educational information for future vocation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23

"When I came inside [sic], I have a friend, Firdaus. He was the first person who greeted me. He told me the things that I would face as junior here." (C2, 20 May 2013; Rape case).

For these new young inmates, other inmates are a crucial source of practical and emotional support when they first arrived at the prison. The other inmates will talk about the importance of respecting their senior inmates, dormitory heads and the "leaders", the latter being appointed by them. As new inmates, knowing

"who's who" in prison is very important, and having a connection with them is a n important form of support, even though the support exist without deep friendship.

> *"He reminds me to be more careful and not to do my own style [sic]. Later he said that I will know the "Prime Minister" of this place. I suspect, he might be a big guy. But… (laugh) he is small. Whatever it is, if you want to be safe, you need to respect him. That's the rule."* (C2, 20 May 2013; Rape case).

C2 agreed that when he entered the prison for the first time, he was frightened with the seniors among juvenile delinquents.

> *"The seniors will look at juniors from your leg to your head. Sometimes they are smiling at you. But you don't know whether you need to smile at that time ."* (C2, 20 May 2013; Rape case).

> *"I love to look at juniors. They are so frightened looking at us. We do that just to know, who are these kids? What is his crime case? How old is he? And sometimes I feel pity for them."* (C1, 20 May 2013; Murder case)

At the same time, however, prison relationships can present inmates with a host of risks. Much of day-to-day information for them concerned with attempting to ensure secure support without bringing exposure to a different set of risks. The information may centre on how to deal with prison officers when one gets into trouble from offenses such as cigarette smoking, cursing and school truancy.

> *"At this place, the most popular thing that you need to know is about the "forbidden things". We are not allowed to smoke here. Where can we find cigarettes? Who can supply the cigarettes to us?"* (C3, 20 May 2013; Murder case).

4.4.2.2 Information about prison operations for daily comfort

Prisoners in need of, or those who are opportunistic, may view others as, a material resource. In all integrity schools sampled, younger inmates are assigned a

diverse responsibility by their senior inmates, such as performing the latter's duty roster and washing their clothes. This is not the policy issued by the prison authorities and not all of the prison authorities are aware of this matter. Usually, the prison officers have no problem with the rules as long as there is no case of violence or vulgarity.

> *"We would not want to fight with that brother, right? People say he's the boss or chief in the block.....the boys can do nothing without him. We need to know his rules."* (C1, 20 May 2013; Murder case).

Apart from knowing the policy imposed by the senior inmates or those who are more influential among them, the inmates also need to know the prison rules and regulations and common actions taken by the prison authorities. Knowing so will alleviate their apprehension.

> *"Once we enter here, the prison staff will do so many things to us. You will be scold with the cane, you will be scared and you always think what will happen to you after this. There is one case when one of my friends who involved in raped case. The prison staff asked him to masturbate at the flagpole while saying… so, do you want to involve in rape again?"*(C5, 23 May 2013; Murder case).

> *"At first time, I was so terrified. They said that my skin will totally tear out. Then, others said that we can wear our pants. I was relieved… wonder why we need to wear our pants? The reason is that this is the new law, but only for young prisoners. I don't know at any prison in Malaysia doing this. It's the new law then. Apparently, being caned at school is much more painful compared to in prison."* (S1, 28 July 2013; Rape case).

Most surprisingly, is the confession of research participants about their 'know-who' person that incharge their place, although they were not informed by the prison staff. The 'know-who' concept is through their 'sixth-sense' of prison staff duty duty roster. The 'know-who' concept are :

a) For how long the prison staff will be on duty.

b) Who was around them by hearing the sound of prison staffs' shoes.

c) Who was on duty in strategic location, such as dorm, outside the classro

om and dining hall.

d) Who was the best prison staffs to deal with.

e) Who were the most or strict among the prison staff.

Participants also declare that they are very particular about the prison staff duty

roster.

> *"We have prison staff that we like and we don't like or we hate the most. If he [the good prison staffs] was on duty.. We would be the happiest person in the world. But if the other prison staff was on duty.. hurmmmm… it was so stressful!!!"* (C3, 20 May 2013; Murder case).

> *"It is important for us to know their [prison staffs] duty roster. With that information, we would set up strategies for smoking in our dorm. We love cigarettes. We love to smoke. You can feel relaxed, peaceful when you are smoking. We know that smoking is prohibited in prison. That's the reason why we have to know the movement of prison staff. We smoke based on the wind movement. Yeah.. sounds so weird. But that helps us to smoke without problems."* (C1, 20 May 2013; Murder case).

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4.4.2.3 Family information for future hopes and dealing with loneliness

The inmates experience a tremendous sense of loss when incarceration occurs. The

loss is compounded especially for those who are denied sexual intimacy and are

unable to engage in the day to day interactions, experiences and sharing which

sustain marital and other intimate, adult relationships. Loneliness and missing each

other and a host of other feelings about the separation, justice system, criminal

activity, and each partner's honesty and faithfulness are common.

> *"I always think of my wife, my son. I miss them so much. But now I think she has a boyfriend."* (N4, 11 March 2013; Possession of stolen goods).

Incarcerated children also worry about what is happening to their parents during their absence as well as what they think of their children's future plans, unless the parents are regular visitors to the prison or communicate frequently with their children.

> *"I used to accompany my father fishing...we will go to the sea. Then we go to the river. I prefer the river. I wonder who is fishing with him now."* (S1, 28 July 2013; Rape case).

> *"I want to know more about what I can do for my future, need to talk to mother and know what she thinks. It is about the business that I want to start up, most probably related to oil palm at my hometown. I want to change our lives. Mother said that I've gone too far."* (C1, 20 May 2013; Murder case).

> *"Maybe I'll go back at my previous working place. I might ask my ex empl oyer for help. If not, I'm going back to my hometown. Will they accept me? Can I proceed with my SPM?" (*C11, 15 June 2011; Drug abuse).

4.4.2.4 Information on sex for dealing with sexual curiosity and sense of belonging.

The inmates appear primarily motivated by *sexual curiosity, however, they are s*omewhat innocent, reflecting "boys-will-be-boys" attitude, or a by-product of the normal aggressiveness of sexually maturing adolescents (Knopp, 1985). The researcher had a problem with the topic when the participants showed their surprised face. For a moment, the researcher failed to get answers from research participants about sex topic. To overcome this problem, the researcher has taken the initiative to meet and get some guidance from a popular television crime journalist in Malaysia, Mr. Mazidul Akmal Sidik. He helped the researcher to

provide the research question and guide the researcher on how to interview the inmates regarding sex topic without problems. The sex topic somehow could be the direct question for the community, but not for the people behind the bars. Though, with the guidance and the question, the researcher went to the research location with a high level of confidence. As a result, the researcher has got various interesting data about the topic. In this research, some juvenile delinquents that need to know about sex, usually obtained from those who are married or from the juvenile sex offenders.

> "*They want to know the way to do it, how it feel.. I explain to them that the experience is not the same, when you are with your girlfriend it is different, and with your wife, it is different.*" (N4, 11 March 2013; Possess ion of stolen goods)

> *"The elder ones have more experience. We want to know and they are willing to share the sex and girl's story. They tell us where you can meet girls like this, girls who are social escorts, how to get a girl, how you want to play [sic] with girls, the wild party."* (C3, 20 May 2013; Murder case).

Participants involved in sharing sexual topics would often imagine what was discussed among them. At times, they characterized *sexual* misconduct as mere *curiosity* or experimentation.

> "*Sometimes I had bad and crazy feelings thinking about girls.*" (N3, 11 March 2013; Drug possession).

4.4.2.5 Health information for health well-being

Incarcerated adolescents have a high level of health problems when compared to those not incarcerated. According to Greenway (2007), information on health, current happenings and information on parenting are the three basic needs of today's prisoners due to their incarcerated state. These higher rates are in part due

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to inadequate coping skills (Griel & Loeb, 2009). Health needs are met by the Malaysian prison authorities through free medical examination and treatment. Generally, the senior inmates are the informants of any health problems and diseases to the prison authorities.

> *"When any of us here is sick, we will let the warden know. One of us here has a heart problem. He will be taken by the prison authorities to the hospital for treatment soon."* (N2, 11 March 2013; Drug abuse).

> *"The jail fever, if we have this fever, the tradition here is to take an aspirin. The next day, we will be okay."* (S1, 28 July 2013; Rape case).

> *"Whoever, lives in prison, will normally get scars as one of the early signs of a disease or an illness. You need to know that when your turn comes for toilet duty, you will get the scar. The water worm is popular."* (S1, 28 July 2013; Rape case).

4.4.2.6 Recreational information for leisure

Some juvenile delinquents do develop their reading habits while in prison, and they generally will access resources related to their topics of interest or favourite pastimes. Despite the lack of serious reading materials, there are enough materials for at least to pass their time and look at pictures related to their hobbies.

> *"You know I love fishing with my father. This.. This fish… (while showing pictures of fish in a book he is reading), this is Kaci fish."* (N5, 11 March 2013; Vehicle theft case).

> *"I am now looking for information about the Islamic world. Whether the Information is about Islam in India or Egypt. It's hard to get newspapers in here. So, I will ask my teacher for relevant books."* (C11, 15 Jun 2011; Drug abuse).

Due to the long time to spare at night, participants agreed that sometimes they are more interested in finding out crime cases committed by other juvenile

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delinquents. They will swap stories about crime and how to commit the crime without leaving a trace or caught by police or community.

> *"This is the time that the dorm will become a school of crime. How to commit A crime, B crime and C crime."* C1 admits with a laugh together with the other participants. (C1, 20 May 2013; Murder case)

> *"Apart from that, I always think how I'm going to live after this? What should I do? My family is poor. It is difficult for them to visit me at Selangor. I thought, if there is a day for me [release from prison], I'll go out from this place, then.. what should I wear? I don't have my own shirt. I am here since 14 years old! So .. how am I going to find my clothes? At this moment, I will think and accept the stories from my other inmates' friends. I know that is wrong. But.. What can I do? Huh! How I'm going to live after this? Whether I have to do based on my instinct or not."* (C1, 20 May 2013; Murder case)

4.4.2.7 Legal information for future hopes

Juvenile courts have a wide range of sentencing options or "disposition orders" that they can impose on youth offenders who are found to be "delinquent". The legal information that is required by incarcerated adolescents is related to the various parties and processes that are used to prosecute, convict and punish and the potential sentence an offender would face. They would want to know about their court case, i.e. about the evidence and testimony compiled and organized in a lawsuit at a trial in court. For example, at this moment, C1 will not think of anything else besides disposition orders.

> *"So.. at that time actually.. like me .. prior to sentencing, I like looking for information about the relevant sentence or any probation or treatment programme." (C1,* 20 May 2013; Murder case).

Most of them would also need to know about appeals and post-disposition change s after a delinquency finding, except for those juvenile delinquents that need

special forgiveness from The Pardons Board that has the power to grant pardons, chaired by the *Yang di-Pertuan Agong* (King of Malaysia) or Sultans of various states. Those pursuing higher education admitted that they knew a lot about the juvenile justice system and court proceedings, as they have the advantage of using the Internet to access information. But for them, the information they need and obtain was not important for them and it will remains as their stories.

> *"I am not lazy to know about the legal procedures. We only hear about one issue, day after tomorrow, we forgot. Out here (pointing to the right ear to left ear). We have our own problems in here and we need to face this every day."* (C3, 20 May 2013; Murder case).

4.4.2.8 *Academic or educational information for future vocation*

Most of the participants gave their common consensus that the fundamental cause of their information needs is their education. Whether at school or university, 3M or vocational classes, they admitted that the education is quite important in their daily lives. As an instance, how do they accomplish their homework and assignments assigned by their teachers or lecturer, what is the next action to be taken by them after the completion of important examinations such as the SPM (equivalent to O level) and STPM (equivalent to A level) :

> *"One day, there came some people. I can't remember from which agency. They visited and gave us a briefing. Anyone who qualifies can take PMR and SPM. In the beginning, I think I wanted to sit for PMR. But, I am lucky; because based on the criteria, I can take SPM.. because my aged more than 19 years old. So, at that time, I think, it is better for me to take SPM rather than PMR. Although, I don't have PMR at that moment. I have already wasted a lot of time, if taking the PMR examination." (C1, 13 June 2011*; Murder case).

There have been cases when the participants from vocational classes were moved to academic classes after their friend have explained about the importance of the

SPM examination for their future. There is a case of a participant who was a school dropout, but decided to sit for the national SPM examination and now he is currently pursuing his bachelor degree. There is also a case of a school dropout at 9 years old, but self taught and passed at the national examination of the grade 9 level, who is currently waiting for his SPM examination. This indicates the importance of a prison library that provides a variety of services having educational and informational value, i.e. services to cover virtually all the reasons why students read and study for academic and vocational purposes.

RQ2 - Research Question 2 : How do male juvenile obtain the information they seek for?

4.4.3 The location of information seeking

When asked how they look for information in the prison environment, participants answered in four (4) aspects: (a) the location of information seeking, (b) the information sources they rely on, (c) preferred subject, and (d) preferred language of reading materials.

Table 4.5 : The location of information seeking

Location	P	A	R	T	I	C					I		P		A		N		T			S	Total
	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes								
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Classroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Computer lab	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	6
Dorm/room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Library	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17
Visit room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Court	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23

Table 4.5 shows that all participants agreed that their dormitories and the visitor's room are the best location for them to share information. The dormitory is the most frequently mentioned place where the participants share stories about their interest or hobbies, their past history, the crimes they committed and their family; in other words, their personal   story. The visitors' room is used by participants only when family members or friends   visit them. Most of the time at these two places they exchange stories about their life in   prison, education, family matters and their hometown. However, when participants go to court, they will have the opportunity to read the latest newspapers and get a lot of information about cases involving them either from their lawyers, or from other prison staff or family members.

In the classrooms, participants often ask their teachers about any stories in prison. The more outstanding academically-inclined participants will seek information from their teachers about their school assignments, religious matters, sports news, women and any other topics of interest. The teacher confirmed this :

> *"That is in academic classes. If religion class, they love to argue with the t eacher, especially on matters relating to marriage."* (Mr. SP1, 24 March 2 013).

> *"I would prefer classroom. At classroom, we have teachers to give latest information about anything and even about sensitive issues."* (C2, 20 May 2013; Rape case).

> *"The best part in the classroom when some of my friends asked 'ustaz' (re ligious   teacher) about marriage. [laugh] About our responsibility as fam ily leader, about girl thing [period], halal and haram [can and cannot do] in marriage and about sex [laugh]."* (N2, 11 March 2013; Possession of s tolen goods).

The younger participants, especially those from 3M and vocational classes are not interested to seek information from their teachers about any academic matters.

> *"When you talk about academic matters, there is no question to be asked. Confirm. We can see their sleepy face and also their lazy attitude. Better try with other stories, not related to the academic, they will look fresh!"* (SP1, 11 January 2012).

> "*We* will try to raise the popular issue *for students' attention.* For example, a ghost story. When there is an interesting topic such as ghost, *most of them* will be quiet and listen *with* full conscientiously." (Mr SP2, 24 March 2013).

> *"Most of the issues raised in the class will help students to be more energetic and of course after that, they can focus on academics."* (SP2, 11 March 2013).

The library is not used, especially by inmates enrolled in diploma/degree programs because materials related to their academic courses are not available in the library. The other inmates will visit the library either to borrow storybooks or to use the library space for reading. The most popular reference material is the dictionary. This is the only current reference available in the library, apart from the encyclopedia set published in 1980s. Inmates with outstanding academic achievements are likely to use dictionary for their school assignment. Although the collection of other books such as religious books, novels and fictions was all not in a good condition and out of date, the inmates in general are happy with the collection. Some even asked the researcher to get novels for them. C6, who was not interested in reading in the outside world, has been transformed into an avid reader in prison. He loves to read novels.

4.4.4 The information sources inmates rely on

In terms of information sources they frequently rely on, the majority of participants agreed that five popular sources of information are their friends, teachers, families, televisions and books (Table 4.6). According to the prison rules and regulations, only three (3) reading materials are allowed to bring in every time they can see their families. Those reading materials will be screened and checked up in advance by prison staff before the materials are released to the inmates. Inmates admitted asking their families to buy books and send to them.

> *"I always asked my family to buy books like what I need. Or I asked my sis ter, to buy the book like this title, like this, like this."* (C3, 13 June 2011; Murder case).

Table 4.6 : The information sources male juvenile delinquents rely on

Information Sources	P	A	R	T	I	C					I		P		A	N		T			S				Total
	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes									
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Friends	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Family	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Television	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Books	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Prison Staffs	✓	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19
Newspaper	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	12
Magazines	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21
Internet	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	6
Personal Lawyer	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	2

Some participants have their own textbooks that they purchased using their MYR 250 book voucher given by the Ministry of Education to college and university students.

However, nothing seems to be more precious than the hand-me-down study notes:

> *"I am currently studying for my first degree. My notes and references, and discussions about my study are based on pieces of notes. These handwritten notes have been used wisely, but right now, these notes are worn out and shabby. Sadly, there is no photocopier. The notes are always*

referred to by all of my friends." (C1, 13 June 2011; Murder case).

"With the reading materials provided, we can talk about our assignments and prepare for exams. We would use handwritten notes, which are passed along for   further use by another and from generation to generation." (C1, 13 June 2011; Murder case).

However, those who enrolled in 3M classes have limited sources of information. This   may be due to their inability to read. Usually, they will select picture book s or alphabet   books for reading after school session. They prefer to listen to stories through friends, family members and teachers. Apart from that, they also have speech problems; and they are not able to express what is in their mind clearly. They are slow to respond and the language they use is simple.

Television is provided by the prison authorities. However, there is a schedule provided for watching television. The cable-television network is not available in the prison;

"We can watch television on Saturdays and Sundays, from morning until e vening. We can watch channels, like TV9, NTV7; but no service for Astro." (C4, 13 June 2011; Murder case).

The majority of the study participants admitted avoiding meeting and chatting with prison staffs. They assume that the Prison Staffs are not the suitable and preferred source to get any information :

"We never did, because we are different, right? The reason why? Because they wear uniforms." (C4, 13 June 2011; Murder case).

"The first thing is education background. Most prison staffs have a minimal education. So, that makes it so difficult to mix with [sic] them." (C3, 13 June 2011; Murder case).

Newspapers are available in all Integrity School libraries. But the newspaper is ou

tdated. This is according to the rules and regulations of the prison not to provide t

he newspapers of the day. The inmates had been informed about this :

> *"We have newspapers. But the old newspapers. For examples, we can only read   last month newspaper or the month before. Not the latest newspaper ." (*S1, 28 July 2013; Rape case).

> *"It's ok. I don't think that I want to read the newspaper. It's not important."* (C9, 15 June 2011; Robbery).

Although magazines are quite popular sources of information in the prison, the

magazines that are provided are also outdated. Some pictures in the magazines ha

ve been torn out and some magazines have lost their covers :

> *"Sometimes, a magazine with pictures of women with her full dress, were t orn apart by them and brought into the dorm. I am not sure why and what is that for?"* (Mrs 1, 27 July 2013).

> *"Sometimes I'll take any paper or anything that have woman photo and start to think about sex."* (N4, 11 March 2013; Drug abuse).

All the inmates admitted preferring comics to magazines as their reading

materials. For them, the colourful drawings and funny words in comic strips will

make them cheerful and relieve them from stress. However, comics are not

available in the Integrity School libraries :

> "*There is not much colour in our room. We can see .. I don't know what is the colour of my room! It seems like, I will be the colour blind people. But, this comic, this magazine, this book at the library helped me a lot to   see colour. I can see blue, red, green."* (E2, 11 January 2012; Vehicle   theft).

Even for the 3M classes, who cannot read well, found enjoyment in reading

comics because they can understand the pictures to know the whole story :

> *"I see only pictures. I don't know how to read. I only see pictures and I assumed to know the whole story."* (S2, 28 July 2013; Drug abuse).

The main source of information for diploma / degree programs participants is the Internet. They rely on the Internet-based resources like Google and online libraries (through their academic institutions' library websites) as their source of information and reference. Privileges were granted to them by the prison authorities, as they are pursuing their tertiary education. They also used the Internet to send emails, read online news, and access reference materials. Some restrictions were placed by the prison authorities on using the internet, whereby certain pages or sites could not be accessed. However, for students sitting for their national examinations such as STPM, SPM, and PMR; the Internet use was not all owed :

> *"I am so happy. I can use the internet. I am even happier when I know how tohack the prison internet system. This is the knowledge that we must keep safe and secret from prison authority. That's why we love to stay in the computer lab and   accessing any information. Any images that we want. Mmmm.. [looking around] And most of the time, we are accessing pornography picture from Google image   and YouTube."* (C2, 20 May 2013; Rape case).

One inmate acknowledged relying on his personal lawyer for any legal informatio n. His personal lawyer, who is also an influential politician shared with him infor mation about politics in Malaysia.

> *"I know about the law related to my case, also about the current politics. Because, before I went to court, my lawyer showed it to me, and I read it. Even I can read the latest newspapers to know everything outside while waiting for the court session." (C4,* 20 May 2013; Murder case*).*

4.4.5 Preferred Subject and Reading Materials

The inmates' subjects of interests are based on their age, reading ability and level of study. The youngest participants are not interested in reading materials on women, sex and anything related to academic studies field such as business and in formation technology (Table 4.7). They are more likely focused on a basic subject, such as religion, entertainment and hobbies like sports or fishing. They are also interested in children's literature :

> " (holds book) When I was a little boy, I liked to read story books. This book is about the deer and his friends at the jungle." (N6, 23 April 2013; Vehicle theft cases).

> "We were in degree classes. I love to read books related to my academic field. It helps me in doing my assignments. But.. we don't have that kind of books at the library." (C2, 13 June 2011; Rape case).

Table 4.7 : Preferred subjects

Subjects	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes								Total
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Religious	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22
Entertainment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22
Sports	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Sex	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Woman	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Fishing	✗	✓	✗	✗	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	12
Information Technology	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	2
Business	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	6
Accounting	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	6
History	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	1
Motivation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Children Literature	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	4

Table 4.8 indicates that the 3M participants; due to their inability to read, obviously are not interested to read. They would go to the library and read book s if they were asked by their teacher. The 3M participants would choose children

literature available in the library, and obtain sports information from other friends.

> *"C1 and C3 like to share information about football. This is due to their interest in football." (C2, 13 June 2011; Rape case).*

> *"Before this, if I'm going to the prison library, I will take books that have lots of pictures. I don't know how to read. But today, I can spell and could read the book, but just a little. But I still can read. But, there is no suitable book for me in the library." (S2, 28 July 2013; Drug abuse)*

Participants involved in vocational classes are also those who show less interest in academic materials. Their focuses are more in vocational works such as sewing, c arpentry   workshop, motor workshop and electrical workshop. In prison, when ever they have free   time, they would make an effort to read books, especially on motivation and religion :

> *"The best part of this magazine is about awareness and excellence academic performances by the juvenile delinquents. They have good work after being released and these give me motivation of self-confidence."* (N3, 23 April 2013; Drug abuse).

> *"I often read prayer in books. I don't have much time on that in my past story."* (N4, 23 April 2013; Possession of stolen goods).

> *"I will choose any religious collection, any textbooks."* (E4, 11 January 20 12; Rape case).

Table 4.8 : Preferred reading materials

Reading Materials	PARTICIPANTS																								Total
	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes								
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Novel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Fiction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Textbooks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	12
Magazine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	22
Pamphlet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	14
Comic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Internet	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	6
Dictionary	✓	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	8

Participants with outstanding academic achievements and diploma / degree programs love to read. In past, they were not interested in reading, but while incarcerated, they have chosen reading as their hobby. C3 and C4 shared the same interest in the latest technology; especially the latest gadgets, games, handsets, and computers. C3 obtain the information the Internet, other than hearing stories from his family members. For C4, there were times when he obtained information from friends who were completing school assignments regarding the topics on the latest technology :

> *"I like to read anything related to technology. If I'm still waiting and hoping for the library's collection, I have no books to read. Luckily I can use the Internet a lot."* (C3, *13 June 2011; Murder case).*

The fact is that reading books is the only best way to relieve boredom and stress for the incarcerated. C3 and S1 mentioned that they did not expect great books from prison library's collection. They took other initiatives to order books or asked their families to bring new books for them to the prison. S1 admitted that he

was able to read a novel with more than 300 pages in one day :

The researcher	:	*How many times have you read in this place?*
S1	:	*In here? I think,,, sometimes I slept at late night.. 3, 4 in the morning.*
The researcher	:	*Reading?*
S1	:	*aaa.. reading. Sometimes, a novel with three hundred and more pages… for one day. The reason is because I rarely sleep at night. Wake up in the morning, sleep for a little and then wake up for Fajr (morning) prayer.*

(S1, 28 July 2013; Rape case)

4.4.6   Preferred language of reading materials

Most of the inmates prefer reading materials in the Malay language. Very few participants prefer to use and read English or vernacular languages (Table 4.9). The researcher asked the three non-Malay participants, whether they felt comfort able using   English or their everyday language (i.e., Malay) :

"I cannot speak English. When I further my study, I cannot understand what is in the book, and even the notes. I'm always asking for help from C3 or C4 to translate the notes for me." (C1, 13 June 2011; Murder case).

This was different for C3. He used Mandarin and English as daily languages before admission to prison. He even obtained an excellent result in English subjects during PMR and SPM.

"I will speak English with the prison officers." (C3, 13 June 2011; Murder case).

Table 4.9 : Preferred language of reading materials

Language	P	A	R	T	I	C	I	P	A	N	T	S												Total
	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes								
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Bahasa Melayu	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
English			✓	✓																				2
Chinese			✓	✓							✓													3
Tamil																			✓					1
Others																								0

RQ3 - Research question 3 : How does the prison information environment support the male juvenile education and rehabilitation process?

To understand how the prison information environment supports the education and rehabilitation process of male juvenile delinquents, different questions were asked regarding what information was available for male juveniles in prison and what more could be made available.

4.4.7   Love for reading

This is the first and the basic question that researcher love to ask the participants. This question is easy to answer for those who lives outside the wall, but not for the participants. They were shocked when the researcher asked this question in the interview session. Their face expression can be seen with their smiles like they were joking with the researcher. All of the participants agreed that they love to read in prison. But not outside the prison. As what Lehmann (1999) found that many of inmates become library users for the first time in prison and see a whole new world open up and Bowe (2011) agreed and added that inmates read only

when they are in prison.

> *"I rarely read when I was outside the prison. I was lazy to read the newspapers, books and even school books! If I read newspaper, I only looked at the photo."* (C6,15 June 2011; Vehicle theft)

> *"I am going to the library when I was studying at Polytechnic. It was only to finish up my assignments. Then, I love to read magazines at book shops. It's free."* (C5, 15 June 2011; Murder case)

> *"No. I don't read before. Now, I love to read. If you don't read, you'll get bored in the prison and don't know what to do."* (C2, 15 June 2011; Rape case)

> *"Sometimes, a novel with three hundred and more pages… for one day. The reason is because I rarely sleep at night. Wake up in the morning, sleep for a little and then wake up for Fajr (morning) prayer."* (S1, 28 July 2013; Rape case)

S2; one of the 3M participants said that he did not know how to read before.

> *"My previous school when I am 9 years old. Now, I am 19 years old. I love to read. It was fun."* (S2, 28 July 2013; Drug abuse)

4.4.8 Types of reading materials

The researcher inspection of the bookshelves confirmed that many books are outdated, especially the collection of reference books and textbooks for the national examination, which were out of the current syllabus and practically no academic books suitable for those pursuing their higher education. There are even nine (9) copies of the 1992 Annual Report of a company in the library.

Table 4.10 : Types of reading materials

Reading Materials	Diploma / Degree Programs						Outstanding Academic Achievement					3M Classes		Youngest		Vocational Classes								Total
	C1	C2	C3	C4	C5	C6	S1	E4	C7	C9	C10	S2	C11	N5	N6	E3	E2	N1	N4	N2	N3	E1	C8	
Novel	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Fiction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	19
Textbooks	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	12
Magazine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	22
Pamphlet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	14
Comic	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	23
Internet	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	6
Dictionary	✓	✗	✗	✗	✗	✗	✓	✓	✓	✓	✓	✗	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	8

The participants were asked about the types of reading materials when visiting the library. Table 4.10 shows that thirteen (13) participants chose to have a novel as their favorite reading material. Six (6) participants of diploma / degree programs also selected novel but has been bought by their families, not from the library. The novel will then be lent to other individuals who are interested to read it.

> *"We did not enter the library. Nothing interesting. I only read novel that I have borrowed from C2 . He has the best novel collection compared to the library."* (C1, 15 June 2011; Murder case)

> *"I am hoping that one day our library would buy the best seller novel or any interesting reading materials."* (C3, 15 June 2011; Murder case)

All participants agreed that comics are their favourite collection to be read at the prison and 95% of participants agreed that magazines also are the favourite collection for them. But, comics are not available at the prison library. Only selected magazines are permitted to be used by the male juvenile delinquents in the prison library. For examples, the motivation and religious magazines.

> *"If there is only one comic in the library, should be ok. It will help me to be happy."* (C4, 15 June 2011; Murder case)

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"I see only pictures. I don't know how to read. I only see pictures and I assumed to know the whole story." (S2, 28 July 2013; Drug abuse).

Magazine attracted male juvenile delinquents to read. The majority of participants will be glad if the prison authorities would release some magazines to their library.

"I know that the entertainment magazines are not allowed in our library, but at least the prison authorities can release some comic magazine for our entertainment." (S1, 28 July 2013; Rape case).

"Nowadays, our country has published lots of comics and the comics getting better today. I always bought for my son a religious comic. The comics are easier to understand than the religious books that have long explanation and it is very difficult for our kids to understand it. As a teacher, I am hoping that the prison authorities may allow this kind of reading materials to enter our library." (Mrs 1, 27 July 2013).

The dictionary is one of the participants' favorite reading materials. Eight (8) participants keep on mentioning their favourite reading materials are dictionary. The researchers were surprised with their interest on dictionary. After observation and interview session, it is true that dictionary is one of the best reading material required by the participants; especially for school students.

"When there is a class for English language, our teacher asked us to find and use the dictionary in the library." (E4, 11 January 2012; Rape case).

"Hope that you will come again, teacher. And please bring the new dictionary for us. I don't want to fight with others to get the dictionary. I want to do my school works." (S1, 28 July 2013; Rape case).

"Due to the little collection of dictionary in the library, students often complain and sometimes they might quarrel among themselves to grab the available dictionary. There are also cases that students will hide dictionary and also cases that students tear some sheets from the dictionary. As a result, the existing dictionaries in this library cannot be used. They are already torn and look so shabby." (Mrs 2, 27 July 2013).

4.4.9   Access to materials and information

It is no good having an excellent prison library if no one can use it (Bowe, 2011).

According to Zybert (2011), the degree of access to the prison library largely

determines how successful the library program will be as a component of the

institution-wide treatment and educational programs. Many inmates are avid

readers and demand a wide variety of materials at fairly high reading levels, while

others are weak readers, have little education or are not familiar with books and

reading (LJodal & Ra, 2011). Zybert (2011) agreed that many offenders are not

regular readers and perceive their need for reading materials as negligible. Zybert

suggested that to enhance the extent of library use by inmates, the collection

should be based on attractiveness and relevance.

At correctional school, the library collections were too limited.   They were

practically no academic books suitable for those pursuing their bachelor and

diploma / degree as well as books for technical or vocational classes. The other

collection was religious reference books, prison magazines, encyclopedia

published in 1980's, and lots of collection that are mostly outdated and irrelevant

for juvenile reading.

All of the collection materials are in open bookshelves. Some materials such as

reference materials for national examination and religious references can only be

read while in the library. Some materials are allowed to be borrowed, such as

novels and religious books.

"Most of them prefer to borrow novel to be borrowed and brought into the dorm. The other collections are only used for them at the library." (Mr KG 1, 28 July 2013)

"I can't allow them to borrow the dictionary. Later they will fight for that material." (Mrs 2, 27 July 2013)

4.4.10 Access to the library

According to LJodal & Ra (2011), space requirements in prison libraries are very similar to those for other types of libraries. The premises must be inviting and designed for library functions, with hours and location convenient for the user (p. 485). According to the Integrity Schools and Henry Gurney Schools rules, the library can only be used during school hours. Means, the library service hours are from 08.00 am until 13.30pm only. After school session, male juvenile delinquents will be attended prison activities such as religious classes and additional classes (for those taking national examinations). Rules are made as the institution itself has a shortage of prison staff to monitor the movement of the male juvenile delinquents in the library if the library is open until evening or at night. Library access depends on the internal operation of the facility, as well as the availability of staff and the organization of staff assignments, including the responsibility for library operations and the promotions of reading activities (Zybert, 2011).

> *"We open only for a few hours, there are some problems incurred by them. For example, juvenile delinquents who are not interested in using library facilities such as reading or studying; will use the library as a place to send their message that is written in secret code and put it into the book sheets. And some secret code they are written up at the book sheets! We don't know what is all about."* (Mrs 2, 27 July 2013)

*"Those who fully used the library, they will not create any problems. In fact, they are diligently packing the books and creating a poster to decorate the librar*y." (Mrs 2, 27 July 2013)

One of the participants expressed his feelings about the fact that the prison institution will open the library until evening or at least after school hour session.

"At least, if anyone is interested in sports, he can play sports. But, for those who are not interested in the sport; he can come to the library." (E1, 11 January 2012; Rape case)

4.4.11 Censorship of information

Censorship of information is a touchy subject with the prison librarian (Lehmann, 1999). In some cases, the location of the prison library did not allow easy access from education or leisure activity areas. Besides the need of having prison staff to accompany the inmates at the library places put extra strain on the prison operation and discourages use of the library (LJodal & Ra, 2011). According to Cairns (2006) based on The Federal Bureu of Prisons, the regulations state that publications can only be rejected if they are found to be detrimental to the security, good order or discipline of the institution or if it might facilitate criminal activity. Being able to accept that certain restrictions are imposed on the selection of materials can make the difference in whether or not one survives on the job (Lehmann, 1999).

In the Integrity School and Henry Gurney School prison library, materials related violence, drugs, war, weapons, gangsterisme or negative behavior will be banned. These rules also involve reading materials brought into the prison by the juvenile delinquents parents or their relatives. The prison authorities also emphasized that

all books or reading material about internet technology / computer are not allowed to be with them. In addition, the reading material that contains a photo or image of women either fully clothed or not is also banned in prison.

> *"We never thought that the image of women in any reading material will attract the juveniles. But after an incident; when we were compiling and checking every reading materials; we were a bit surprised that there are several books and magazines had been torn. We investigated by comparing the material with the other same materials. And we found that it was the tears of women who were not dressed completely or sexy and women who are completely dressed."* (PO1, 28 July 2013)

> *"[laugh] I tore a picture in a book at the library. Pictures of women. It's not too sexy."* (N3, 11 March 2013; Drug abuse)

> *"That picture as ... mmmm .. I used that in the toilet."* (C1, 20 May 2013; Murder case)

> *"When making the monitoring and inspection in their dorm, sometimes we found clumps of paper on the toilet floor or inserted anywhere. When we opened it, it is the images of women who are completely dressed."* (PO2, 21 May 2013)

When the participants were asked whether they were aware of the existence of rules concerning the library collections; they agree that they know about it and accepted the rules. They also realized that without the rules it will cause chaos to the prison.

> *"I love anime cartoons. I hope there anime magazine can be part of the library collections. But.. it's ok. I understand the rules. I will read it after this, outside this wall."* (C4, 20 May, 2013; Murder case)

Most of the participants that the researcher observed have materials such as magazines and comics in their hand when they are in the library. Although they did not get the chance to read the latest and popular magazines in the market, they gave us the impression that they are pleased with the remaining magazines in the

library. It appeared to us that they were surprised, but interested in the magazines that we brought into the library. We discovered from the teacher that current and popular magazines as well as comics are prohibited in the library. That was perhaps the reason why the participants looked cautious and sought permission as they did not want to be in trouble if caught with forbidden materials.

4.4.12 Reasons for using the library

From the observation, the researcher found that prison library is only used by the male juvenile delinquents who attended school session. The majority of the participants who are in schools session love to be at library both in school hour session or after school session. But they admitted that the library can be used only within school hour session. The reasons why they are using the prison library involved both education and recreation purposes.

> "There is not much colour in our room. We can see .. I don't know what is the colour of my room! It seems like, I will be the colour blind people. But, this comic, this magazine, this book at the library helped me a lot to see colour. I can see blue, red, green" (E2, 11 January 2012; Rape case).

However, those who were enrolled in 3M classes have limited sources of information. This may be due to their inability to read. Normally, they will select picture books or basic ABC's books for them to read after school session. They prefer to listen to any stories through friends, family members and teachers. Apart from that, they also have speech problems. They are slow to respond and the language used is simple and sometimes they cannot express what is in their mind

clearly.

> *"I see only pictures. I don't know how to read. I only see pictures and I assume to know the whole story."* (S2, 28 July 2013; Drug abuse).

S2 left his school since he was 9 years old. In 2013, he was 18 years old. In the past, he was not interested in reading and studying. Most of the time, he was playing with his mates in his hometown. He left his school when he was caught fighting with his senior. His grandfather decided to stop his school going.

> *"I feel disappointed for leaving school so early. I don't know how to read and count. This place (prison) helped me to improve my literacy skills. The teacher told me to get books from the library and learn to read and spell. It's difficult for me to learn how to spell and read due to lack of relevant books. But, I need to try by using the adult books. At least, I can still try to spell and read."* (S2, 28 July 2013; Drug abuse).

Those participants who are from diploma / degree programs are likely to use the internet as their information sources. They rely on the internet based resources like Google and online libraries (through their academic institutions' library websites) as their source of information and reference. Privileges were granted to them by the prison authorities, as they are pursuing their diplomas and bachelors' degrees. They also used the Internet to send emails, read online news, and access reference materials. Some restrictions were placed by the prison authorities on using the internet, where certain pages or sites could not be accessed. For students sitting for their national examinations like STPM, SPM and PMR, internet use was not allowed. However, they are not going to use any library services at prison institution.

Participants involved in vocational classes are individuals who are not interested in academic classes. Their focuses are more in vocational works such as sewing, carpentry workshop, motor workshop and electrical workshop. Participants agreed that they were less interested in reading. Even, they admit that while staying outside, it is impossible for them to read a book or newspaper. In prison, whenever they have free time, they started to read books, especially novels and or motivation pamphlets. Other information were obtained from friends while in class or in religion classes.

> *"The best part of this magazine is about awareness and excellence in academic performances by the juvenile delinquents. They have good work after being released and these give me motivation and self-confidence."* (N3, 23 April 2013)

> *"I often read prayer books. I didn't have much time on that in my past story."* (N4, 23 April 2013)

> *"I will choose any religious collection, any textbooks."* (E4, 11 January 2012)

4.4.13 Reasons for not using the library

For students who sat for the national examination in school such as PMR, SPM and STPM, the library is the place to study and prepare their school assignments. Participants with diploma / degree programs love to read. In past, they were not interested in reading, but while incarcerated, they have chosen reading as their hobby. But, they were not going to the library. C3 and C4 shared the same interest in the latest technology; especially the latest gadgets, games, handsets, and

computers. They only got information from the Internet, other than hearing stories from their families, like C3.

> *"I like to read anything related to technology. If I'm still waiting and hoping for the library's collection, I have no books to read. So I use the internet a lot."* (C3, 13 June 2011; Murder case)

C1 said that the books in the library are not suitable for them, especially in accessing any information regarding their course work assignments.

> "*Mostly the books were only for school students. How can we use that book for our degree programs?"* (C1, 20 May 2013; Murder case)

C2 loves to read novels. Although he likes to read novels, but his reading material was brought by his family.

> *"I never expected* to get a story book from the library. I know there must be a book that not suitable for me, not interesting and the book for sure must be outdated.*"* (C2, 13 June 2011; Rape case)

C3 added that,

> *"I tried to persuade myself to go to the library. But I know that the books in the library are not interesting at all. It is better for me to ask my family to buy some books for me. Quite interesting."* (C3, 20 May 2013; Murder case)

Participants with diploma / degree programs are hoping that the library collection can be diversified and arranged not exclusively for school students only. As what C1 said to the researcher :

> *"Someday, I will go to the library. But wait till the library has lots of interesting books in many fields."* (C1, 20 May 2013; Murder case)

4.5   Summary of Chapter 4

This chapter presents findings to answer the first and third research question on the information needs and how does the prison information environment support the male juvenile education and rehabilitation process. In this chapter, the findings come from an interview session with the research participants; the male juvenile delinquents, teachers, prison staffs and prison officers. While in these community settings, the researcher make thorough and careful notes about what the participants see, observing their behavior while answering the interview questions and recording all accounts as field notes in a field notebook. Informal conversation and interaction with members of the study population are important components of the method and been recorded in the field notes, in as much detail as possible. The qualitative interview method helps the researcher for research successful. The most profitable for the researcher are the participants' courage and their determination of research topic. Without any problems, they shares lots of real story behind the prison purposely for the research topic. From the qualitative interview, male juvenile delinquents information needs are associated with their daily life, comfort and safety in prison. That is their priority. This information regarding their daily life, comfort and safety is required at all times; compared to other information that needs only in certain moments. The results found that mostly the research participants only trusted the information that came from their friends and their families (Table 4.6). But the issues are about their safety and comfort and also about their families. The results also found that

majority participants love to go to the prison library. Prison library is the only place that they can see the outside world. The next chapter will discussed about findings from the observation session.

5.1   Introduction

This chapter provides the results of the analysis and findings drawn from the second phase of collecting data; the observation session. To support the interview findings, the researcher carried out observation session. Observation session needed researcher to prepare the field log book to write up the date and time for each session. The interview session is regarding to the first objective of the research; to explore how the prison information environment supports the information needs of the male juvenile delinquents and their information seeking behavior. The interpretations and discussions on the information needs and seeking behavior of the male juveniles delinquents' are then presented and discussed.

5.2   Special programs with male juvenile delinquents

In addition for observing the behavior of research participants in prison libraries, researcher also had the opportunity to observe their behavior at the other location in the prison. The researcher as research instrument was implemented in these special programs. The researcher had the opportunity to observe singing and cultural training of male juvenile delinquents in the class. The researcher also has the opportunity to have lunch with research participants that were classified as dangerous by the prison institution as a result of crimes committed by them, such as murder and rape.The opportunity given even only for a moment, means a lot to

the researcher in understanding male juvenile delinquents behavior directly. This opportunity supported the second research question that was related to how do they seek information in the prison environment. Normally, the researcher just sitting in the library, waiting for juvenile delinquents. However, these programs provide a special opportunity for the researcher to know juvenile delinquents in an environment other than the library.

5.2.1   Singing and cultural training class

Location: Central Southern Zone.

In one small classroom; a group of 15 students was performing their show; singing, dancing and storytelling. They are trying to give their best in order to have a chance to win the singing competition to be held at the Sungai Petani Prison. The researcher was invited by a teacher who managed the group performance.

After taking place in front of the class, the students began their performance in singing and acting. They performed with very well and with a great earnest. The researcher was amazed with the sweet voice of students who are singing it. After their performance, the students looked at their teachers; expecting for their teacher's comment. The teacher was silent for a moment and then quickly added :

"Good. I like it. You've done your best."

The researcher had nodded and ogles some students who indicate they are satisfied and happy with the teachers' opinion.

"What do you think, teacher?" Asked one of the students to the researcher. The researcher was so surprised with the question. The teacher was waiting for the researchers' opinion about the performance. At the same time, the students were staring at the researcher. The class remains silence, waiting for the answer; as the researcher is known as 'outside teacher'.

Simultaneously, after the researcher praised their performance, all of the students clapped their hands and rejoiced; and their teacher too. Suddenly a lead singer (CSO32) came up to the researcher and said;

CSO32	:	*We are not as good as Kluang did before. Kluang is the best in performance. We were afraid of them. They have the best supervised from famous singer in Malaysia.*
The researcher	:	*Who is the singer?*
(One of the students interjected)	:	*They have Ameng Spring, the \ popular rock singer. He has the perfect voice. He even teaches them good performance in singing, playing guitar and so on.*
The researcher	:	*How do you know they have Ameng to teach them?* (The researcher looked at CSO32).
CSO32	:	*Everybody knows, teacher. The officer also knew about it.*

CSO32 answer it with slow voice. All students nodded their head as agreed with the statement. Once, it becomes a moment of silence. They seem to expect a word from the researcher . After looking at them one by one, the researcher continued to give an advise and give encouragement to them.

"Insya Allah, teacher. We will win this competition!" They shouted with enthusiasm.

Based on the experience, male juvenile delinquents have great respect for their school teachers' and outsiders' teachers' opinions and advices. Previously, they only focused on their teachers' opinion. Until researcher arrived at their place, their attention was diverted to the researcher. They listened carefully to the researcher advice and even with their great interest with the advice. The opinions and motivation to make them feel very excited.

The opportunity for juvenile delinquents to participate in singing competitions, cultural shows, reading competitions and sports events that organized by the prison institutions indirectly helped the male juvenile delinquents in getting and sharing any interesting information with other male juvenile delinquents from other states.

But, for prison officer who manage the program said;

> *"Sometimes these programs can give bad impact to the juvenile delinquents. Mmmm... because when travelling and stayed at other prison; it will help them to add their knowledge in a variety of criminal cases. For an example, we take them to the Sungai Petani Prison. They sleep there, mingling with other juvenile delinquents. What are they talking about? Share about?"*

> *"One day, they came back from the competition. The competition was in Northern Malaysia. They started to change their attitude. Make things apparently never been done here before. That's what I do not like. You need to know that the boys from Henry Gurney School are different."* (PO4, 27 July 2013)

5.2.2 Lunch date with six (6) 'special' research participants.

Location: Officers' Cafeteria, Kajang Prison.

The word 'special' stands for male juvenile delinquents that involved in serious crimes such as murder and rape. The four (4) of them involved in murder cases, one (1) in a rape case and the other one (1) participant involved in a robbery case. The researcher has the opportunity to enjoy lunch together with five (5) research participants that were classified by the prison authorities as the most dangerous young inmates. The researcher accompanied by two (2) prison staff; but they are not hundred percent involved in the lunch session. Most of the time, the researcher is left alone with them. The researcher have no problem with it and even feel very comfortable having lunch with them. This is because the researcher known them since 2011, and the lunch session runs like a one family having their meal together happily. The looks on their faces, they were very happy to have the opportunity to eat outside foods that are much tastier than the food prepared by inmates in prison. Lunch session began with a do'a cited from one of the research participants. Then, they quickly serve the food to researcher and for others. They give priority to the researcher and treat the researcher as their 'sister'. One of them said;

"These remind me of my sisters. I miss her a lot."

The researcher smiled and continued to talk with the research participants.

Lunch session we interspersed with laughter and sharing family and hobbies stories. Preferably the researcher will not dwell on their crime cases to prevent them losing their interest in lunch session. At this session, the researcher also has a chance to know their favorite prison staffs or their most hated prison staffs. When the most favorite prison staffs were nearer us, they will greet and smile to them. When the most hated prison staffs were nearer, they will look each other and greet the staffs without a smile.

*The 6 (six) research participants remain as anonymous as advice from the prison authority.

5.3   Analysis and findings of interpretive field observations

The researcher is committed to get close to the sample being observed in its natural setting and also looks at the book collection prepared for young prisoners which will help them in their rehabilitation and education process. This method is useful to support the interview findings; by looking and finding out the needs and interests of the existing collections in their prison libraries. According to Grimshaw (2001), the field researcher should observe what is going on in the field, logging the minute detail of every aspect of tribal life; daily routines, the preparing of foods, details of the care of the body, conversations and social life. Forsythe (1998) explains that by asking people to describe their information behavior is less trustworthy than direct observation, because (a) self-report (like

eyewitness testimony in court) is often neither accurate nor complete; (b) respondents may believe that their answers reflect their level of professional competence; and (c) investigators may not understand the context of respondents' answers.

The observation sessions were held in the Integrity School prison libraries and Henry Gurney School. Participants that were involved in interview sessions were also observed during that session. Any male juvenile delinquents that used the prison library with special characteristics that could be observed were also asked to become new participants in this research; for example, individuals who used or requested for reading materials that were not popular or were rarely requested for other juvenile offenders (for example NO5). If necessary, the researcher would take the opportunity to interview the individual for research purposes. The observation sessions involved 32 participants from a population of 2,010 (until 20th April 2013) male juvenile delinquents from five correctional schools.

To avoid identification, all participants are referred to by code numbers. Table 5.1 summarizes the profiles of the participants observed for each school. There was no detailed information about the participants observed; except the information about their ethnic origin. The observation was done in covert situation. Total of prison library users are 37 from Southern Zone (SO), 12 from Eastern Zone (EO), 33 from Central Zone (CO), 41 from Central Southern Zone (CSO) and 33 from Northern Zone (NO). The overall total is 156 prison library users. However, only

32 prison library users were selected as participants for the research based on their special characteristics when using the prison library. 124 were not selected as research participants because of the reason; showed no special behavior/attitude or special character to be as research participants. In terms of ethnic groups, 27 participants were of Malay ethnics, 1 (one) was Malaysian Chinese and 4 (four) were Malaysian Indian. The observation sessions were held at each prison correctional school library.

There was no detailed information about the observation participants; except the information about their ethnic origin. According to Bailey (2007), the dress, hairstyle and other personal adornments also convey meaning and have implications. But in this situation, the study is done at prison institutions; none of the ideas were using it by the researcher. The researcher needs to look at their others uniquely identity. The code was given based on the difference of identity of the participants such as their race, their physical size or any unique physical attributes such as any scars or acne.

The researcher prepared a table for the field observation sessions at the selected location. There were also sessions conducted during the school holidays. School holidays were not a problem for the researcher to conduct the field observation sessions because the prison officers updated the prison activity to the researcher.

To explore how the male juvenile delinquents take support from the prison information environment, the researcher was given a place in the library to observe the participants. Sometimes, it finished much earlier due to the school

activity or due to the lack of prison staff to monitor the field observation session. The participants in general were aware that they were involved in a study on prison libraries, however, at the point of observations, they only knew that the first researcher came to the library and was doing her reading or studying (overt situation). As such, they comprehended that the researcher was studying and they did as what they normally used to do at the library. Most of the time, the researcher was just sitting in the library, watching the participants' behavior. The field log book was used to write the observation notes.

The participants knew the researcher as another teacher who wanted to know about how is it like teaching in a correctional school. They refer the researcher as "Ustazah", most probably because the researcher conveys herself as a religious teacher. Most of the times, the researcher was accompanied by a prison staff and other times, the researcher used to sit alone. The prison staff attended only to ensure the safety of the researcher in the library. In many instances, the prison staff sat outside the library to observe the activities inside the library. Before the participants were allowed to enter the library, the researcher takes her place first. The researcher also brought with her some current magazines on technology and comics (the permisson had given by the prison authority). The only reason of having those reading materials and put them nearby the researcher was to see whether the participants took the materials to read or not. The selection of magazine for this observation session was decided based on the interview findings.

During the interview session, most of the research participants were asked for magazines for them to read. They agreed that comics and magazines were the best reading materials for them to read, but the materials were not available at the prison institutions; and they admitted that both reading materials were not allowed in the prison environment. The reason they choose comics and magazines as popular as reading materials is it will make them happier and help to relieve stress with colorful drawings and funny words. Those magazines are full with guidance and motivation for juvenile delinquents entertainment and also for their rehabilitation.

Even for the 3M classes, who cannot read well; found enjoyment in reading comics   because they can understand the pictures to know the whole story :

"I see only pictures. I don't know how to read. I only see pictures and I assumed   to know the whole story." (S2, 28 July 2013; Drug possession).

Due to the safety purpose, the interpretive field observation finding was limited to the behavior of participants in the library. The researcher also has the opportunity to assess their information behavior during their culture/singing show in the classroom and the opportunity to have lunch with participants from a central location, Kajang. But, not many things can be included as a result of research since all the conversations between them are slightly of confidential status. Most of the time, the researcher was just sitting in the library, watching the participants' behavior. The field log book (Figure 5.1) was used to write the observation notes.

The researcher had also provided the observation checklist that should be marked in the observation sessions. For example :

Figure 5.1 : The field log book

Situation A (OB – Observation – Participant – Class)

Sasaran	: Participant bersama guru.
Tempoh	: 40 minit sehingga 60 minit
Lokasi	:
Tarikh	: 5/9/2012 – 17/9/2012

Pelajar akan dibenarkan masuk ke perpustakaan mengikut kelas masing-masing. Guru kelas akan mengikuti mereka masuk ke perpustakaan. Tanpa sebarang arahan sama ada daripada guru ataupun penyelidik, pelajar dibebaskan untuk melakukan apa sahaja aktiviti yang ingin dilakukan oleh mereka secara semulajadi (naturally) di dalam perpustakaan. Penyelidik akan memerhatikan tingkah laku mereka semasa berada di perpustakaan. Kebiasaannya, apabila dibenarkan ke perpustakaan, mana-mana individu akan pergi mencari / memilih koleksi perpustakaan untuk dibaca.

Bil.	Pemerhatian	OHG 1	OHG 2	OHG 3	OHG 4	OHG 5	OHG 6	OHG 7	OHG 8	OHG 9	OHG 10
1	Participant menetapkan sasaran pembacaan / pemilihan koleksi sebelum masuk ke perpustakaan.		✓	✓	✓	✓	✓	✓	✓		
2	Terdapat koleksi yang menarik perhatian participant.	×	×	×	×	×	×	×	×		
3	Participant tidak melakukan apa-apa aktiviti di perpustakaan.	×	×	×	×	×	×	×	×		
4	Participant membaca bahan berkenaan.	✓	✓	✓	✓	✓	✓	✓	✓		
5	Participant hanya melihat gambar pada bahan berkenaan.	×	×	×	×	×	×	×	×		
6	Participant memperuntukkan masa untuk membaca koleksi bahan bacaan yang dipilih.	✓	✓	✓	✓	✓	✓	✓	✓		
7	Participant menunjukkan rasa bosan/mengantuk.	×	×	×	×	×	×	×	×		
8	Masa yang diperuntukkan untuk satu bahan bacaan. a) Kurang 10 minit b) Lebih 30 minit	✓	×	×	×	×	✓	✓	✓		

Figure 5.2 : Observation checklist

Before participants were allowed to enter the library, the researcher put some magazines those were not allowed in the prison library. As mentioned earlier, this activity had been approved by the prison authority. Among of the magazines were the latest issue magazines (Figure 5.3), magazines that related to the latest technology (Figure 5.4) and comics (Figure 5.5). The only factor of having those reading sources was to see whether the participants took the materials that is not allowed for them to read or not.

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Figure 5.3 : Motivation / general issues / religious magazines

Figure 5.4 : Hobbies-related magazine

Figure 5.5: Cartoon magazine

Research question 3: How does the prison information environment support the male juvenile education and rehabilitation process?

The researcher observed a few patterns from data collection.

5.3.1   The library spaces are used mainly by juvenile delinquents taking national-based examination, with the presence of their teacher.

The first observation shows that the prison library is mainly used by juvenile delinquents who are currently enrolled in examination-based classes (PMR, SPM and STPM). Their subject teacher accompanied them to the library for a specific purpose, and gave them instructions on what to do, for example to read or refer to a book or reference works. The researcher noticed that when in doubt, or to get further information, they would approach their teacher, instead of searching for the information from other library resources.

(EO, 14 February 2012, 9.00am to 10.00am)

Four (4) participants enter the library accompanied by their English language teacher. The teacher gives them clear directions of the reason why they go to the library. "Boys, find an English reference textbook to read, or you can answer the PMR sample exam questions". The participants nodded as symbol of understanding their teacher's instruction. After releasing them to find the book, the teacher sits at a reading desk and does her work. The participants then choose their books and sit together at another table. Each has a book in his hand. The library condition is very warm and humid most probably because the school is located close to the beach. The four participants quietly read, and appear to be disciplined and diligent while they are in the library. Once in a while, I (first researcher) hear them trying to pronounce difficult words. EO3 suddenly gets up from his chair and approaches the teacher for help. He asks his teacher how to pronounce the English words as well as their meanings in the Malay language.

The scenario was almost the same with other research location. They need to be accompanied by the teacher to enter the library and do some classroom tasks or else they will sit in the library with nothing to do.

5.3.2   Male juvenile delinquents refer to resource person available in the library to whom they address their information needs

Another observation illustrates that the male juvenile delinquents have their own mission when entering the library, even without the presence of a class teacher. Despite the absence of their teacher in the library, they are still being monitored by a prison staff. There are participants who desire to read religious books as advised by their religious education teacher. However, when they require further information or in need of an advice, they would again refer to a resource person, whoever is available in the library.

(CO, 23 January 2013, 9.15am to 9.53am)

I realize that CO5 has been staring at me ever since he was at the library entrance. Once he enters the library, he directly approaches and stands in front me. He smiles and said "Assalamualaikum, ustazah." After that, CO5 goes to the bookshelves. Three participants are talking about religious matters; and one of them is holding a religious book. After a few minutes, CO5 approaches me again. The prison officer asks him to stay back and instructs CO5 to leave the room in his loud and strong voice. CO5 explains to the prison officer that he would like to ask my opinion on a religious matter. The prison officer looks at me and I nod as an okay signal to help CO5. Once I had offered CO5 a seat, he slowly pulls a chair and carefully sits down. He shows me a book on Nabi Musa (Moses) and wanted to know if it can be used for a write up on the history of prophets. I tell him that it is suffice and that he could also write about the Firaun (Pharaohs) and the glimpse of challenges Moses faced. He thanks me saying... "Ok. Ok. Thank you, ustazah, Assalamualaikum" and leave smiling.

Based on the interview with Integrity School teacher, they admit that mostly, the male juvenile delinquents would like to discuss with their teacher or their library teacher about their homework giving by the class teacher. Sometimes, they will prefer to ask the prison staff if they desperately need the answer of their school homework. But, if they saw somebody new or 'something fresh' at the library; they would prefer to ask or looking for the answer from the new sources rather than asking their teacher. The words 'something fresh' relates to the new materials available at the library.

> *"They love to talk with somebody new at the prison. The 'fresh' face. They always looked for that... the 'fresh face'. For them, it will be a great day if they can talk with someone new at the library. I mean... at this place, prison." (PS02, 28 July 2013)*

5.3.3 *Male juvenile delinquents enjoy reading light reading materials such as magazines and comics*

From the interview findings revealed that the majority of the participants acknowledged that reading was not a hobby or interest during their life in the outside world. However, while in prison, most of them indicated that they were more likely to spend time reading novels, short stories, magazines, religious and academic books. Juvenile delinquents who attend diploma or degree classes; they address their information needs during classroom instructions and when using the Internet. They do not use the library facilities as a result of the lack of suitable reading materials for them. The 3M students choose to use pre-school books to enhance their reading proficiency, but they show the tendency to like comics and magazines as their reading sources. Most of the magazines are published by the Prison Department of Malaysia. According to a research by Shirley (2003), the

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prison population, mostly uses homegrown newspapers and magazines.

(NO, 23 April 2013, 10.45 am to 11.27am)

NO4 from the 3M class seems interested in the magazines that I bring with me. He browses towards me, walks to and fro, and touches the magazines laid on my table. He seems to look doubtful and looks around the library. NO4 then moves away and goes straight to the bookshelf next to him, joining in a chat with his friends. He then approached his teacher who is two tables away from me and said something to her. After a while, NO4 comes back towards where I sit, looked at me and asked loudly; "Ustazah, are these yours? Can I read?" I was shocked by the question, but quickly smiles to NO4, and then nod as an agreement. NO4 smiles at me, takes one magazine and joins his friends behind the bookshelf. I noticed NO4's happy face when he holds the magazines. I suspect he asks for his teacher's permission to borrow it from me. Sometimes, I hear laughter from behind the bookshelf, as if he and his friends really enjoy the material.

Most of the participants that the researcher observed have materials such as magazines and comics in their hand when they are in the library. Although they did not get the chance to read the latest and popular magazines in the market, they gave us the impression that they are pleased with the remaining magazines in the library. It appeared to the researcher that they were surprised, but interested in the magazines that we brought into the library. The researcher discovered from the teacher that current and popular magazines as well as comics are prohibited in the library. That was perhaps the reason why the participants looked cautious and sought permission as they did not want to be in trouble if caught with forbidden materials.

(CO3, 23 January 2013, 9.15am to 9.53am)

CO3 looks at me and then lays his eyes on the magazines close to me. He comes towards me, and whispers, "Can [I] see?" I nod and smile simultaneously. CO3 chooses one magazine, but then he quickly put it back. He stands still for a few

seconds, and then lifts another magazine, flips through one page after another and then he put it back. He looks around and then turns to me and asks if he can bring the magazine over to his friends, while pointing to front direction. I said, 'Take it'. He quickly picks up the magazine and heads towards his friend, CO4. There are two of them. Then all three walks towards the back of the library and stand behind the last row of bookshelves. I cannot see them, but I believe they are still under the observation of the prison officer. Another participant, CO5 who stands not far from me and is holding a religious book, places the book on a table and joins the two boys. At 9.53 am, all three come towards me and CO3 carefully shove the magazine back on my table and thank me before leaving the library. They all seem happy and I hear them laugh quietly.

The prison rules that are forbidden in the entry of light magazines such as the cartoons / comic magazines as a reading source for male juvenile delinquents to some extent can be disputed. In 2015, there are too many cartoons / comic magazines on the market. These types of magazines will help the male juvenile delinquents in the rehabilitation process. It helps them to read. Things that they won't do when they were outside the prison before. It should be noted that, in Malaysia; there are cartoons / comic magazine that based on religion and motivation that can be used by the prison institution for helping the juvenile delinquents. It should also be noted that, there are juvenile delinquents who are illiterate. With the existence of the light reading materials, it will help to build their interest and their attention to read, educate them and delight them. This situation can easily be seen by the researcher when the participants looked very happy when they can freely read the 'prohibition' reading materials. More important, to the some extent; they feel free and it can reduce their pressure while in prison.

Research question 4: What are the barriers to access the information needed by juvenile delinquents?

The researcher observation at all research sites has led to conclude that the prison library does not play that much roles in addressing the participants' information needs. The following findings demonstrate the need for a well-thought-out library sources and services, especially if the prison libraries are committed to serving the educational, informational, recreational and rehabilitational information needs of these young inmates.

5.*3.4* *The prison library houses books that were limited, irrelevant and outdated resources*

Shirley (2003) listed several collections of items that should not be allowed in a prison library, such as a true crime story with inmate's photographs, bombs, disguises, karate or self-defense materials, pornography, and nude photographs. As expected, none of the libraries we observe have materials on these topics. All prison libraries we observed house collections of reference books and textbooks for national examinations, and teenage and family novels. All libraries have many reference works on religion, such as the Al-Quran, its translation, stories of the prophets, biographies and memoirs of national personalities, and self-motivational magazine and pamphlets. According to Sullivan (2008), religion and religious reading help to reform the character of inmates and have contributed to a number of redemptions. Prisoners have admitted to have a dire need for information that

could give them spiritual and emotional stability to be in good terms with God and men and become better citizens in the society (Eze 2014). However, there are limited titles of children's story books, dictionaries and encyclopedias. Based on the portal Books to Prisoners (www.bookstoprisoners.net), the highly requested books for prisoners in 2014 are dictionaries, thesauruses, any books on starting or running business, and trade books.

The researcher inspection of the bookshelves confirmed that many books are outdated, especially the collections of reference books and textbooks for the national examination, which were out of current syllabus. There were practically no academic books suitable for those pursuing their bachelor and diploma degree, as well as books for technical or vocational classes. Ajogwu (2005) (as cited in Eze, 2014), enumerated prisoners' information needs as ranging from legal needs, religious, health, educational, vocational and recreational to financial needs. The prison library can develop collections that include a broad range of materials for self-help, self-education, community resources, housing, job availability, and vocational training opportunities (Shirley, 2006). By having this type of information, it will encourage the inmates to make full use of the prison library.

The researcher had the opportunity to see several boxes received by the prison library as gifts and donations to the prison. All the boxes have reading materials contributed either by private or government agencies. The prison management usually does not preclude any types of reading materials contributed by these

agencies. Typically, the materials are sorted out before they are placed in the library. The researcher found these materials are mostly outdated, irrelevant, and the contents are not useful for the current information needs of the juvenile delinquents. The teachers indicated that they were aware of the presence of the books, however, they said that they did not comment or act upon it, because of the prison authority had consented to accept the donations of the materials.

5.3.5 *The prison library does not provide a resource person*

The researcher earlier observation notes, as well as the one below, clearly show the absence of a resource person for the inmates to refer to when they are in the library. The resource person can be a library media specialist who plans and team teaches with subject teachers and to integrate reading and information skills programs into the classroom curriculum. Literature indicates that it is possible for library media specialists to realize their potential as resource persons who co-plan and implement instruction in collaboration with teachers (McGiffin 1990). A peer support group is extremely valuable for self-directed educational growth and rehabilitational development among the young inmates and the presence of a resource person may facilitate this process.

(SO, 28 January 2013, 11.00am to 12.04pm)

A female Malay language teacher directs her three students into the library. She instructs them to find any information on general issues in Malaysia; from any newspapers, magazine and books. She tells them that all the information would be used for quizzes and short essays. The boys listen without asking any questions, and after about three minutes, they move to the bookshelves and look for the relevant materials. Initially, their attention is only on the books that are available on the bookshelves. They browse the shelves and when each has book in hand,

they sit at the nearest table and begin to flip the book page by page. After a while, they seem not interested with the materials and they appear to be restless. All three of them stop looking at the books. SO3 stands up and goes to the teacher who is standing at the library counter. He says something to her, perhaps telling her that he is not able to get anything relevant to the topic. The teacher goes to the bookshelves, checks around and tells SO3 something. SO3 nod his head and he quickly goes to SO1 and SO2. The teacher goes back to the counter. After a while, they go to the big wooden cabinet in the corner of the library. They open the cabinet and release some old newspapers and bring them to the table. They start looking for the information and appear concentrating, and at times the following utterances are heard: "Can this be?" "Can I choose this?" and sometimes it seems like they are discussing with each other.

(CSO, 6 September 2012, 09.45am to 10.30am)

A group of four (4) students entered the library accompanied by a male teacher. The teacher followed them to the library. The teacher was talking to the prison staff, who was on duty in the prison library. He then left from the library. The four (4) students walk to the bookshelves. They were looking for something. After 10 minutes, the students decided one of them asked the prison staff. The prison staff was aware of their behaviors and admonished them. The four students kept silent and immediately went to the bookshelves. Suddenly, one of the students approach the researcher. He slowly whispers to the researcher as "Cikgu.. cikgu." The researcher looked at the prison staff and admitted that he was not aware of it. One of the students asked "What is the meaning of a personal book?" The researcher looked at the prison staff and went towards the student. The prison staff approached the researcher and the researcher explained to the students about the books they were looking for. We work together to search for the book without problems or restrictions from the prison staff. After the book was found, the students continue to sit at the library desks and they looked happy. Before they left the library, they thank the researcher.

5.3.6 *Prison staff intervention in the information seeking process inhibited or curtailed library usage*

The prison authority comprises personnel's such as the prison officers, prison staffs, and warden. It is common for juvenile delinquents to be scared of prison officials as most of them have strict and fierce look, which worked well while intimidating inmates; but there others who are easy going and friendly. Based on earlier observation notes, as well as the one below, the young inmates are not a

comfort with the close presence of the prison staff in the library. Encouragement from prison staffs is very important for the male juvenile delinquents to comfortably use the library collection.

(CO, 23 January 2013, 9.15am to 9.53am)

After choosing the reading materials, the 3 (three) boys take a sit on the clean concrete floor in the aisle between the bookshelves. They sit close to each other. [Researcher's notes: I am not sure why they act in such a way; the library is not that cold as the air conditioner has just been turned on]. I notice that the boys habitually look at the prison officer rather than having their eyes on their books. There appear some other inmates who are not interested in choosing books, but had to find one to be read.

5.3.7   *Prison rules*

Prison, the controlled environment that filled of rules and law. Such rules include, administration and management of correctional schools and prison libraries. Correctional school was guarded by the prison staff. Each two or three classes will be guarded by prison staffs outside of the classes. This is due to control the movement of juvenile delinquents and also to look for the safety of teachers in the correctional schools. The library also has its own rules and regulations. Apart from the library basic rules, the prison library has other basic rules like the library operation hours (only in school session), juvenile delinquents are not allowed to enter the library unless they are accompanied by prison staff or teachers and juvenile delinquents are not allowed wearing shoes while in the library. Stationery is also not allowed in the library . Each movement of juvenile delinquents will be monitored by prison staff.

"To be honest, I feel the pressure with the rules. But after that, I just got accustomed to it. I have my life in here." (E3, 11 January 2012; Robbery and harassment)

(CSO, 5 September 2012, 9.00am to 10.30am)

CSO6 enter the library with his three (3) friends. They went straight to the bookshelves. After a moment, CSO6 stepped to the reference table. He sits back and then snorted. CSO6 seemed bored with his surroundings. His grunt has attracted the attention of prison staff that was on duty. He was reprimanded by the prison staff with a high voice. Immediately after that, he continued to accessing books at bookshelves and for the researcher; he looks like pretending to look for the book. But he was not.

(NO, 23 April 2013, 08.55am to 9.23am)

NO1 enter the library with his two (2) friends. The students went straight to the reference desk without any intentions of doing something. They just sat and looking around the library for almost 5 minutes. They were approached by the prison staff. The researcher believes that the students were not aware the presence of the prison staff. The prison staff reprimanded them with a strict voice. The researcher was not so sure about their conversation. After being 'reprimanded' by the prison staff, the two of them woke up and went to the bookshelves. The researcher observed the students' dissatisfaction or upset with the prison staff. Yes, they selected at random books and not because of their interest. After selecting a book, they return to the table and keep looking at the prison staff. They were not reading, and the book was used to protect themselves from being reprimanded by the prison staff. They flipped the pages of the book slowly. At 09.23am, the students went out of the library.

The similar situations can be seen in other prison libraries. The researcher has identified the similar behavior pattern of male juvenile delinquents while in the library. Prison staff are too sensitive of their movement, may be because of the presence of the researcher in the library. The juvenile delinquents seem quite bored with the situation that urge them to get reading material, though the reading materials are not so exciting for them to read.

5.3.8   *Prison library as place of silent communication*

It was surprising that prison as place of silent communication it is not known by the prison staffs. The researcher has been told by Mrs2 at Central Southern Zone when the researcher had noticed a strange behavior of one of the research participants The prison library were not only used by juvenile delinquents as place of reading, place of doing their homework, to borrow a book and for group discussion; otherwise the library is also a place of silence communication between juvenile delinquent (or maybe a group of juvenile delinquents) with another juvenile delinquents without noticed by prison staffs and teachers.

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(CSO, 4 February 2013, 10.40am to 11.08am)

CSO15 entered the prison with four (4) other juvenile delinquents. They are going to the bookshelves on the side of the library.[The researcher only observed them from the reference table and waiting for new research finding from them]. After a moment, two (2) of them, sitting at the reference table and holding a book. They just hold the book without reading it. The other two (2) of them went to the other bookshelves in the middle of the library. And the other one (1) juvenile delinquent stay at the bookshelves on the side of the library. [The researcher saw two (2) of them who sat at the reference table were watching the movement of the library teacher. After a moment, the researcher can clearly see the movement of a juvenile delinquent at the side of the library (CSO15)]. CSO15 was like being rearranged the books on the shelves. He was quite fast arranged the books and the researcher feels strange with his behavior. After that, two (2) of the juvenile delinquents who were in the middle bookshelves, walked out from the library and followed by CSO15. After five (5) minutes, two (2) others were out from the library after put the books on the bookshelves.

Immediately after they left, the researcher then approached at the bookshelves. The arrangement of the books on the shelves was changed; some of the books were laid down and some are kept away. To get clear the answers, the researcher

approached Mrs2. Mrs2 smiled and then told the researcher while rearranged back the books.

> *"This is the way they deliver their messages to their friends. Luckily, you realize it . I do not understand what is the meaning of the book arrangment. I have asked my students before this. They said, it is just a secret communication between A and his bestfriend, B. Nobody knows what is all about. Prison staffs did not know about this. It is ok. What I can do, is rearrange back the books. So that.. the message will not send to the other juvenile delinquents."*

This situation is similar that the researcher has heard before at Central location. The message will be put in the book and the message was using a secret code. CO1 informed that, not all things can be said in the prison. Those who said about sensitive issues, maybe reprimanded by the prison staffs. The secret code sometimes helps their friends facing problems in the prison. It is not possible that with these activities, the prison authority has been reluctant to allow the prison library to open from morning until night. The movement of juvenile delinquents in the library should also be fully monitored to avoid bad things happen.

5.4   Summary of Chapter 5

Qualitative field observation functions as second form of data collections. The covert and overt observation help researcher in understanding the information seeking behavior of male juvenile delinquents in this research. Although the researcher is only recognized as an external teacher or a new teacher in the prison, this does not prevent the researcher to get some important data during the investigation. Although the library was not complete, small size, and not really

comfortable for researcher as people outside the bar; it turns to be the best place for male juvenile delinquents to obtain new knowledge and to release their tension. Excluded the male juvenile delinquents that involved in higher education; diploma and degree level program. It cannot be denied that there are small number of young inmates that break the library rules and abusing the library. In one example, there is a case that the book is used as a secret communication medium between juvenile delinquents. Although they are using secret writing (symbols), the prison authorities, especially the library teacher know their style that is trying to communicate secretly with other juveniles. But, the teachers agreed that they don't understand the symbol and do not understand what is to be conveyed by the juvenile. The existence of an obsolete and bad condition of reading material will affect the male juvenile delinquents interests. Reference books are very popular, especially Kamus Bahasa Inggeris – Melayu (English – Malay dictionary) for educational purposes. The dictionary is used too often and frequently missing from the library or may hide by some juveniles. The dictionary is also in bad condition such as several pages were missing and the dictionary cover was torn out; as a result of the attitude of jealousy and greedy of male juvenile delinquents. Their curiosity about new knowledge led them to have the resource person in the library. The existing of a new profession in the library; the resource person, will help to generate juvenile delinquents interest in obtaining and reading quality materials. Some juvenile offenders were curious to know, to seek and to obtain information needed by their teachers. For them it is a challenge that needs to be done properly. Juvenile delinquents that studying at the higher

education; diploma and bachelor's degree program, quite disappointed with the prison library collection. The failure of prison institutions to provide academic reference books related to business and accounting, are regrettable. As a result, they were not interested to go to the library and believing that they don't have any reason to go there. Though they were hoping that one day their academic books will be there. When conducting this research, the researcher has never met with the situation that the male juvenile delinquents refused to obtain information as requested by their teachers in the library. In fact, the researcher was able to see the reaction of joy and happiness on their faces when given the task to find relevant materials. They were looking for the materials with great interest and diligently; even they were willing to ask for help from "outsiders" that be in the library. They also used to respect prison and library rules and regulations. Indirectly, through the reading habit, it will help the male juvenile delinquents to be rehabilitated with their choices of books.

6.1   Introduction

The main purpose of this research is to understand the information needs and seeking behavior of male juvenile delinquents and to explore how the prison information environment supports the information needs of the male juvenile delinquents. This research chooses prison institution as the fieldwork location. All the rules and regulations set by the prison institutions need to be followed. The samples of this research consist of 50 participants that were selected based on the criteria given to the Malaysian Prison Department. 23 juvenile delinquents were selected as field interview participants and 32 juvenile delinquents were selected as field observation participants. Their age is between 13 to 21 years old. Data was collected starting June 2011 until May 2013. Participants involved in field interview received their consent letter from the researcher. The researcher started the field research with an interview session and was followed with an observation session. To respond to the research questions highlighted in Chapter 1, this Chapter evaluates the results presented in the previous chapter by comparing them with the previous research.

6.2   Answering the research questions

With the findings, the researcher will discuss the four (4) research questions of this research : a) What are the information needs of male juvenile delinquents; b) How do male juvenile obtain the information they seek for; c) How does the

prison information environment support the male juvenile education and rehabilitation process and d) What are the barriers to access the information needed by juvenile delinquents. The discussion of the findings is organized in line with the research questions.

6.3   The information needs of male juvenile delinquents

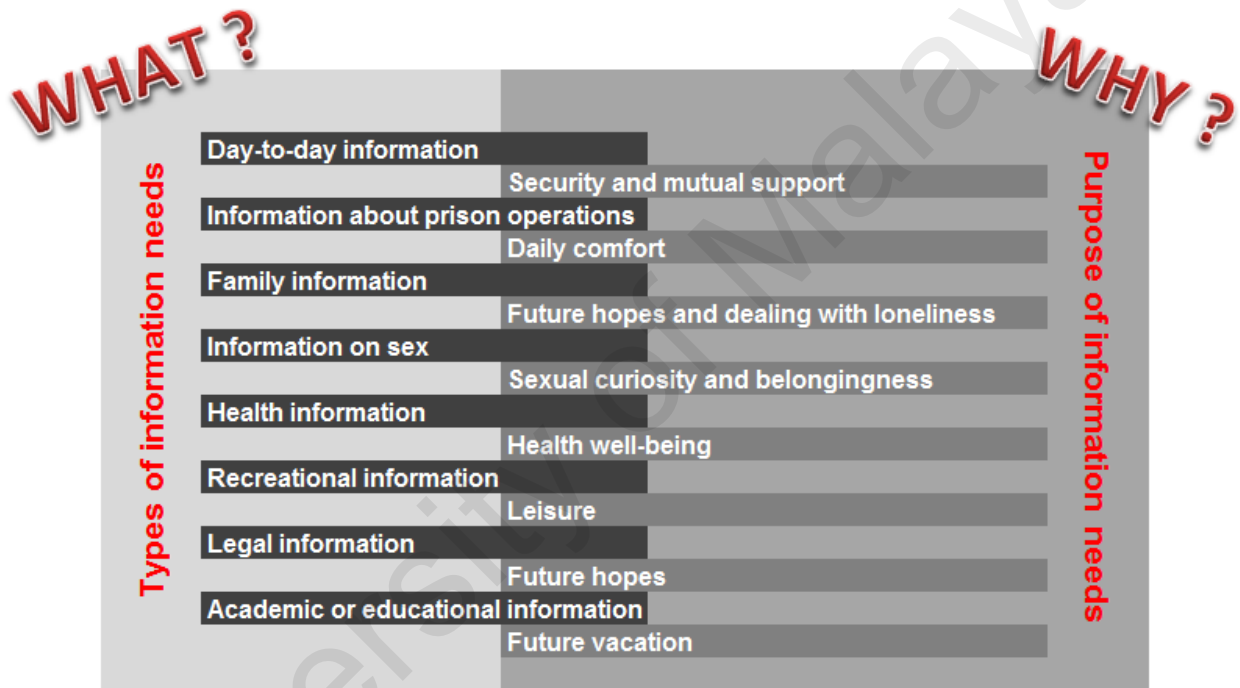**Figure 6.1 : The information needs of male juvenile delinquents**

Figure 6.1 represent the findings of eight types (8) of information needs and its purpose among male juvenile delinquents.   These were addressed the first research question :

"What are the information needs of male juvenile delinquents?"

Youths enter correctional settings with a variety of interrelated academic, social,

emotional, health and behavioral needs (Vacca, 2008). Various criminal offenses have been committed by juvenile delinquents such as theft and murder case / homicide. Some of them were arrested and imprisoned as early as at the age of 14. Looking at their ages that are still young, of course, the society can easily presume their bad behavior and label them as school dropouts. Normally, when incarcerated, youths attend school they typically experience chronic academic and behavioral difficulties, truancy, grade retention and suspension (Vacca, 2008). There are some juvenile delinquents who have outstanding academic achievements, but have been involved in criminal activities such as murder and rape. There are also some juvenile delinquents who are school dropouts, but while in prison, they have achieved excellent examination results.

Lehman (2000) wrote that incarcerated persons generally have the same reading interests and information needs as individuals in the free world. The prevalence of unmet information needs in the prison was apparent in this research. This did not come as a surprise to the researcher, as much past work has given similar impression. Curry (2003) found that information needs among inmates were not fulfilled. With regards to information access failure, Curry (2003) discovered a general lack of success among many of her participants using libraries, and Burt (1997) and Le Donne (1977) realized that their participants appeared to lack the necessary skills to use the library resources effectively. Information needs of juvenile delinquents are more likely related to their :

  i- Academic needs and interests.

ii-   Filling their time while in prison.

Apparently, it may be tempting to assume that information seeking failure is inevitable, in a large measure, to shortcomings on the part of the prison library itself. However, the findings of the study indicate that this condition is never the prime reason. Clearly, it is not due to the young inmates' lack of desire to seek for information, but rather, the prison institutions provide inappropriate choices of sources. Undermined the ignorance of the prison authority also limits the information seeking options to the inmates, and of the approaches are most likely to be effective when finding information. There were instances of what may be termed as "source and user dislocation" (Pickard 2004) where adult intervention disrupted the youth's efforts to seek for information.

6.3.1   Day-to-day information

This research has shown that despite their different family backgrounds, crime cases, races, religion and educational backgrounds; it is proven that they need information regarding their life while in prison. The purpose of day-to-day information need is for their security and mutual support. The existence of such terms as Perdana Menteri / Prime Minister (referring to the chief of all juvenile delinquents in a prison location); it turns them to be respected and feared to someone that possesses the authority.

PS1 also did not deny that they were aware the situation.

"As long as they were not fighting each other, follow the rules, it should be ok."

Due to security reasons, the movement of juvenile delinquents aged below 15 years is very limited and will be continuously monitored by prison staff. In fact, they also will live separately from other juvenile delinquents aged 16 to 21 years old. Mostly, juvenile delinquents are very sensitive and frightened with every movement of the prison staff. It was occured during the researcher's group interview. All research participants suddenly went silent from talking and sharing the story when they heard sounds of boots outside the interview room. There was also a research participant who kept his silence and looked at his shoes when prison staff went into the room and used the photocopy machine.

6.3.2   Information about prison operations

The information about prison operations for the purpose of their daily comfort. The 'know- who' concept of prison staffs and the prison rules is the information that juvenile delinquents must know in the prison environment. Their lives in prison; whether in depressed or not, depend on the prison staff duty roster. There are the most strict prison staffs that were not favored by juvenile delinquents can cause them to be fearful and depressed if the staff was on duty. And there are the best prison staffs; which causes them to feel a little bit happy.

6.3.3   Family information

The family information for the purpose of their future hopes and dealing with loneliness.

There are three (3) categories of juvenile delinquents :

        a) Juvenile delinquents below 15 years old.

        b) Juvenile delinquents under the age of 16 to 21 years old and single.

        c) Juvenile delinquents under the age of 16 to 21 years and married.

Three different categories clearly show the difference of family information needed by them. Juvenile delinquents under the age of 15 years old, often think of their parents and families.

Juvenile delinquents aged under 21 years old and single, other than thinking about their families, they are also thinking about their future life after release from prison. Do their families will receive them again? How about their friends? And where are they headed to after being released? Juvenile delinquents aged under 21 years old and married; they almost think about their marriage, children and their wife.

6.3.4   Information on sex

The information on sex for the purpose of dealing with their sexual curiosity and sense of belonging. Information about sex only involves juvenile delinquents aged up to 16 years. When the researcher asked about sex information to the juvenile delinquents aged 15 years old; they only shook their head. In fact, the two of them felt uncomfortable with the question. It is totally different compared to the other juvenile delinquents. At the beginning of the conversation, they seemed a bit shy, but after that, they are honest in answering the questions.

Juvenile delinquents that were sentenced to life imprisonment, generally have high desires to know about sex, sharing stories about sex with juvenile delinquents who have been married and will try to get the picture of woman through Google image. Knowledge of hacking computer and internet system by one of the juvenile delinquents, has been used to hack the internet online in prison institutions. As a result, they can surf Youtube and access pictures of women on the Google image. Although the prison institutions have banned the pornographic, entertainment, sports, technology and hobbies site, this does not give any effect to them especially juvenile delinquents who are pursuing diploma/degree programs.

6.3.5   Health information

The health information for the purpose of their health well-being. The information sharing on health is only delivered by the senior inmates. These types of information, usually causes them to be more careful to avoid these infections.

6.3.6   Recreational information

The recreational information needed by juvenile delinquents when they have their free time. Their free time normally was at night, before sleep. Some of the juvenile delinquents who are not interested in reading a novel or short story, will move to a new hobby of reading. Otherwise, juvenile delinquents will normally sharing information about crime cases that have been committed by them before.

6.3.6.1 The school of crime

The existence of free time among juvenile delinquents led to the creation of the term, school of crime. Participants open confession about their interest in sharing crime experiences to one another, especially on criminal tactics in robbery, motorcycle and car theft, drug trafficking and rape/sex are revealing and terrifying at the same time. According to Gurdial (2015), the prison had become a school of criminals; when the child offenders mingle with other adult offenders and exchange their crime experiences. Usually, the sharing stories session is carried

out at night before they fall asleep. They begin the session with their family backgrounds, their free life before entering prison and end with their crime cases.

6.3.7 Legal information

The legal information needed by juvenile delinquents for their future hopes. The legal information is related to their various parties and processes that are used to prosecute, convict and punish and the potential sentence an offender would face. Normally, they will get legal information from their advocate. In addition, they will use the internet in accessing legal information related to the case. At least, they can find out their future life; either remain in prison or may have a chance to be released from prison.

6.3.8 Academic or educational information

Certain human skills can make working with inmates much easier (Lehmann, 1999). She emphasized on the fact that with a good communication skills can be learned which are essential when dealing with a culturally diverse population. This includes the ability to listen and understand non-verbal clues. Our observation and interview sessions with male juvenile delinquents are important to identify the information needs and library interests among male juvenile delinquents. Although at the first stage, the researcher had a negative perception towards the participants, but the participants showcased their best commitment to

the researcher. Indirectly, the participants considered the researcher as part of their family in the prison and the researcher was considered to be as a sister, a teacher and an '*Ustazah*'; a religious teacher. Just because of this, the researchers acquired lots of information about participants' life and their behavior in prison.

Effective education programs in correctional facilities provide a broad continuum of educational services, including basic academic skills instruction, high school programs, General Equivalency Diploma (GED) programs, special education, pre-employment training and other programs aiming at developing social, cognitive and life skills (Vacca, 2008). In Malaysia, the juvenile delinquents gain formal education and will be allowed to sit for public examinations under a special program under the Ministry of Education, in collaboration with the Prisons Department. Juvenile delinquents are free to choose whether to continue their education in primary or secondary school, vocational skills or continue their studies in higher education. Normally, the juvenile delinquents fail to make their own choices as they are at the early stage of adolescence that is not matured enough to make any adult like decisions. They will ask for any opinions from the prison officers, friends and families. And, a few of them asked the researcher about their choices to further their studies in the business field; whether it is a market valued degree or not. The opinions or views of 'selected people' are vital for them when making decisions. Prison institutions have also provided specific test before they are allowed to continue their studies at any level.

From the interviews with the participants, it was clear that there was sufficient information available in the prison environment for juveniles, and particularly for those with different education levels. Information needs of juvenile delinquents are more likely related to their academic needs, general interests and for leisure while in prison. Their information sources are limited to their friends, teachers, family, television, books, newspapers and magazines. There is a difference between the location and the source of information for juveniles who are pursuing their tertiary education and juveniles who are studying at the school level. According to Noad (1993), the provision of educational opportunities for prisoners can be equated with human development, where prisoners are given programs to develop new skills that will allow for more efficient and effective functioning. Juvenile delinquents who are studying diploma/degree through distance learning programs need to use the Internet to obtain information related to their studies. The university encourages them to use e-library resources to search for information related to their educational needs. Google is only used to search for general information for their entertainment. However, the fact remains that they have limited access to use the Internet. Juvenile delinquents who were in higher education are quite different in terms of their appearance of speech and thought other than juvenile delinquents. They seemed to believe in themselves and are very fond of talking about their subject interest in degree programs. They were willing to help any researchers to be his/her participants without questions and they were more friendly compared to other juvenile delinquents. The

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researcher found that juvenile delinquents in higher education have their own vision and mission when they are going back to the society soon.

According to Tootoonchi (1993), (as cited in Batchelder & Pippert, 2002), inmates who enroll in college classes believe that education will help them become better persons, increase their self-esteem and change their behavior for the better. Lehman (2003) wrote that incarcerated persons generally have similar reading interests and information needs as individuals in the free world, and we could observe this behaviour among our participants.

There is only a small number of juvenile delinquents who are involved in 3M classes, but the number keeps increasing. Most of them dropped out of school since they were 9 years old and13 years old. The researcher found that, those who were involved in the 3M classes were from poor families like S2, N5 and C11. S2 dropped out of school since he was 9 years old because of his family poverty and his delinquency in school. N5 came from a poor and split family. His mother and father were divorced. While he was still interested to go to school, his mother did not have sufficient financial resources to sustain his life and also his siblings. Hassan (2004) stated that in Malaysia, many poor students who drop out from school and from poverty family are prone to engage with a variety of criminal cases. To overcome the problem of juvenile delinquent who dropped out of school and from a poor family, the prison authorities have provided special classes for them to guide them in reading, writing and arithmetic. It is hoped that the juvenile

delinquents can continue their studies at secondary school. C11, dropped out of school since he was 9 years old and he comes from the poor family. Since then, he never went to school. He had been arrested on drug-related cases and sentenced to prison for 4 years. For four (4) years in prison, he has started a new step with 3M class and after 3 years, he managed to get excellent results in the PMR with 6A's. Before his release in 2013, he had registered for SPM examination and promised to get excellent results even beyond the prison walls.

Participants from 3M classes who are involved in this research recognize that the prison environment has triggered their interest to continue their schooling even they have been dropped out of school for more than 9 or 10 years. They are persuaded and supported by prison staff and their roommate to seek knowledge in prison. In the classroom, they are given full attention by their teacher. They do not have any persuasion or temptation to commit the negative behavior as the prison environment is terrifying and enforce discipline on them.

3M participants hope that the prison authorities can provide more comics or children's storybooks, pre-school books and children religious books to be placed in their library. Comic books and children's story books will encourage them to read as they are keen to see that there are cartoons in the comic as well as the words used are short and simple for them to learn.The children religious books chosen by them as it were away for them to educate themselves to be better person one day.

6.3.8.1 Vocational programs related to hobbies.

In Indonesia, the prison institutions have listed lots of programs for their young inmates. According to Rahmi & Lo (2014), boy scout programs, workshops for journalism, cinematography, computer skills, graphic design, sewing, welding, farming, fishing, motor mechanic, screen printing, coconut shell crafts, catfish farming, motorcycle steam, reflexology, hand-phone service training, etc. are the selected program that's been chosen by the prison institution for juvenile delinquents based on their hobbies. For an example, the catfish farming is a very popular hobby amongst Indonesian young inmates.

Whereas in Malaysia, the vocational programs are based on the courses that offered at vocational and technical school; such as sewing/fashion workshop, carpentry workshop, traditional carving workshop, and haircut workshop. There are no vocational programs that are offered based on their hobbies or interests. Except for the rehabilitational school that offer vocational programs based on their interest such as fish breeding, tillage and cooking classes. According to Utusan Malaysia (2008), the vocational training purposes for inmates will help them to master their knowledge in agriculture. Therefore, when they are released, they can use that knowledge to survive. Utusan Malaysia also reported that many former inmates who are trained in this kind of project have succeeded in managing their agriculture business and some are successful as businessmen. Indirectly, this is an evidence that the inmates can succeed if given the opportunity to improve their lives.

6.4 How do male juvenile obtain the information they seek for?

The second part of this discussion addresses the second research question :

"How do male juvenile delinquents seek information in the prison environment?"

The majority of participants agreed that five popular sources of information are their friends, teachers, families, televisions and books. According to the prison rules and regulations, only three (3) reading materials are allowed to be brought in every time they can see their families. Those reading materials will be screened and checked up in advance by prison staff before the materials are released to the inmates. Inmates admitted asking their families to buy books and send to them. Some participants have their own textbooks that they purchased using their MYR250 book voucher given by the Ministry of Education to college and university students. However, nothing seems to be more precious than the hand-me-down study notes.

Those who enrolled in 3M classes have limited sources of information. This may be due to their inability to read. Usually, they will select picture books or alphabet books for reading after school session. They prefer to listen to stories through friends, family members and teachers. Apart from that, they also have speech impediment; and they are not able to express what is in their mind clearly. They are slow to respond and the language they use is simple.

Television is provided by the prison authorities. However, there is a schedule provided for watching television. The cable-television network is not available in the prison.

The majority of the study participants admitted avoiding meeting and chatting with prison staffs. They assume that the Prison Staffs are not the suitable and preferred source to get any information. Apparently, there are juvenile delinquents that underestimate the academic achievement of the prison staffs and some of them are not interested to chat with the prison staff.

Newspapers are available in all Integrity School libraries. But the newspaper is outdated. This is according to the rules and regulations of the prison not to provide the newspapers of the day. The inmates had been informed about this. The prison authority also will prevent any news related to juvenile delinquents that published in the newspaper, read by the juvenile delinquents. The reason is that, if the news is read by the juvenile delinquents, it will cause them to feel depressed and embarrassed, causing them distracted while in prison. The other reason of not providing the newspapers and magazines because the ink on the printed material will be used by juvenile delinquents to create their own cigarettes.

Magazines are quite popular sources of information in the prison, the magazines that are provided are also outdated. Some pictures in the magazines have been

torn out and some magazines have lost their covers. Most of the torn magazines are due to the photo model inside the magazines. Despite the perfect dress, the photo will still be torn by juvenile delinquents for the purpose of their sexual curiosity. Although magazines that are provided are outdated and have been torn out, all of the inmates would preferring comics to magazines as their reading materials. For them, the colourful drawings and funny words in comic strips would make them cheerful and relieve them from stress. However, comics are not available in the Integrity School libraries. Even for the 3M classes, who cannot read well, find enjoyment in reading comics because they can understand the pictures to know the whole story.

The main source of information for diploma / degree program participants is the Internet. They rely on the Internet-based search engines like Google and online libraries (through their academic institutions' library websites) as their source of information and reference. Privileges are granted to them by the prison authorities , as they are pursuing their tertiary education. They also used the Internet to send emails, read online news, and access reference materials. Some restrictions were placed by the prison authorities on using the internet, whereby certain pages or sit es cannot be accessed. However, for students sitting for their national examination s such as STPM, SPM, and PMR, Internet use is not allowed.

One inmate acknowledged relying on his personal lawyer for any legal information. His personal lawyer, who is also an influential politician shared with

him information about politics in Malaysia.

All participants agreed that their dormitories and the visitor's room are the best location for them to share information. The dormitory has been the most frequently mentioned place where the participants share stories about their interest or hobbies, their past history, the crimes they committed and their family; in other words, their personal story. The visitors' room is used by participants only when family members or friends visit them. Most of the time at these two places they exchange stories about their life in prison, education, family matters and their hometown. However, when participants go to court, they will have the opportunity to read the latest newspapers and get a lot of information about cases involving them either from their lawyers, or from other prison staff or family members.

In the classrooms, participants often ask their teachers about any stories in prison. The more outstanding academically-inclined participants will seek information from their teachers about their school assignments, religious matters, sports news, women and any other topics of interest.

The library is not used, especially by inmates enrolled in diploma/degree programs because materials related to their academic courses are not available in the library. The other inmates will visit the library either to borrow storybooks or to use the library space for reading. The most popular reference material is the

dictionary. This is the only current reference available in the library, apart from the encyclopedia set published in 1980s. Inmates with outstanding academic achievements are likely to use dictionary for their school assignment. Although the collection of other books such as religious books, novels and fictions was all not in a good condition and out of date, the inmates in general are happy with the collection. Some even asked the researcher to get novels for them. C6, who was not interested in reading in the outside world, has been transformed into an avid reader in prison. He loves to read novels.

6.5   Prison information environment

The third part of this discussion addresses the third research question :

"How does the prison information environment support the male juvenile education and rehabilitation process?"

6.5.1   Prison library

The prison library plays an important role in supporting the prison's mission of rehabilitating the inmates and assists them in many ways to develop their knowledge and skills (Lemon, 1997). The prison library roles are to provide the offender with resources and information that will help them address the factors which led to the commitment of crimes and also will help them to succeed in life after being released from the prison (Zybert, 2011). The participants of this

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research agreed that they need books to read in their free time and they read to address their information needs; they do not read for pleasure. The youngest participant said that, by reading he can imagine about his experience when he went fishing with his father. He enjoys reading and he agreed that books make him relax under pressure. One of the participants said that he was missing lots of his life before. He never prayed and even he didn't think about his religion before. In prison, he has lots of time to think about how much he wasted in his younger days to be a bad person. Now, he does not need anything except for his religious books and his religion classes with 'Ustaz'. For the participant who spent his young age in prison, said that with books or any magazines he would see the outside world and he would imagine his home town place. Some of the participants like to read motivation pamphlet as their guidance to be a better person when they are released from prison.

> "This will inspire us to be the better person. If this boy can do that, why don't we?" (N3, 11 March 2013; Drug abuse)

Most of the materials available in the prison libraries of the integrity schools are collection of reference books for national examinations, teenagers or family novels, religious references such as the Quran and Al Quran interpretation, story books of the prophets, biographies of national figures, and self-motivational magazines. Children's story books, dictionaries and encyclopedias are also available, but in limited numbers. From the interviews, the researcher found that most of the participants were not satisfied with the prison library collections. The information resources were rather obsolete and did not meet the information

needs of male juvenile delinquents in the prisons. For example, there are collections of O-level reference books that are no longer used in schools. There are also some reference books for the older curriculum of Grade 9, which are no longer used in the present education system in Malaysia. Participants who are pursuing their diploma/degree programs are not using the library, because the collection does not meet their academic needs. Participants at the secondary school level and vocational classes patronized the library as the primary location to meet their information needs. The 3M participants also had a problem with the library collections. They were hoping for children's books that would help them to strengthen their reading proficiency. The collections of prison libraries should support the curriculum of in-prison education programs and contain hobby or pleasure readings, some non fiction and educational materials for general learning and character improvement (Dixen and Thorson, 2001). The tools used in their current library can be transferred to the local public library when they make it back home, either because they have been released from the system or have graduated from college (Grunenwald, 2014).

Teaching skills are very important in these cases. Most inmates are not traditional library users and they need to learn how to use the library and the available technology (Lehmann, 1999). Zybert (2011) agreed with Lehmann and added that most of the inmates are not regular readers and perceive their need for reading materials as negligible (Zybert, 2011). Their first and only contact with books occurs while they are serving time (p. 415). This is the same with all the

participants. They agreed that they are not interested in reading when they are outside the prison. But while they are in prison, reading has become one of the main hobbies because of the reason to fill up their free time and to create a world of their imagination while reading. Zybertt (2011) found that the other factors which are affecting the extent of library use are the attractiveness and relevance of the collections, lack of information about the available library materials and lack of reader guidance for new or unsophisticated readers.

There are success stories of inmates who have learned to read with the help of a librarian or a library literacy program (Lehmann, 1999). It has been proven in Malaysia in the case of a student (C11) who dropped out of school since he was 9 years old. He has managed to get the best results of PMR (the national examinations) with 6A 's when he was 20 years old in 2011. His offense case is related to narcotic based (drugs). Before he sat for PMR, he was attending 3M classes; he learned how to write, how to read and how to count. Before being released at the age of 22, he waited for another important examination, SPM. He said that he will take the examination outside the prison as SPM private candidature. There is also a student (C1), who was arrested since he was 14 years old; planning to continue his studies till Masters Degree level after completing his studies at degree level.

> *"If it is possible, as long as I am at this place... I will continue my study to PhD level. That is the best thing to do at this place."* (C1, 20 May 2013; Murder case)

The best part is one of the participants expressed his hope about the fact that the prison institution will open the library until evening or at least after school hour session.

> *"At least, if anyone is interested in sports, he can play sports. But, for those who are not interested in the sport; he can come to the library."* (E1, 11 January 2012; Rape case)

6.5.2 Reading can reduce crime / recidivism

Inmates who participate in correctional education average up to a 20% reduction in recidivism from that of the general prison population (Steurer, 1996). According to Dictionary.com (2015), recidivism is an individual tendency towards repetition or habitual relapse, as into crime. Duncan, Kennedy & Patrick (1995), (as cited in Vacca, 2008), they believed that the research has indicated that juvenile offenders who recidivate following release from an institutional setting have lower levels of intellectual functioning, poorer verbal abilities, lower academic achievement, fewer neurotic and anxious characteristics and more sociopathic characteristics. A study from Bell (1993) found that the average inmate in correctional facilities is functionally illiterate, probably has a learning disability, never had a steady job, used drugs and alcohol and came from a dysfunctional home in which he or she was abused physically and/or sexually. S4 has been imprisoned for the second time for the same offense; drug abuse. Later, he was waiting for the court trial for his second case. S4 admitted that he failed in his school education and he chose to be with his friends that were involved with drugs. As discussed by Bell (1993) that he believed inmates are products of

schools that have failed to prepare them to be able to contribute to society. And according to Black, Rouse & Wickert (1990), (as cited in Vacca, 2008), lower recidivism and greater employment rates have been observed for previously incarcerated youths who successfully completed academic and vocational programs. This can be seen with some of juvenile delinquents that are successful after released from prison.

> *"One of our best students at Henry Gurney are now studying at a local university and mostly, those juvenile delinquents that were involved in education programs in prison institution have worked without creating any problem to the society."* (HG Teacher, 9 January 2013)

According to Katsiyannis (2008), reading can effectively reduce the rates of both delinquency and recidivism. Burt's (1977) survey identified the subjects of most interest to inmates such as textbooks, newspapers, travel books and fictions. Kaiser (1995) found that the popular books for inmates in the Netherlands were novel, nonfiction books, books in other languages and educational materials. The collections of prison libraries should support the curriculum of in-prison education programs and contain hobby or pleasure readings, some non fictions and educational materials for general learning and character improvement (Dixen and Thorson, 2001). According to Detlefson (1972), (as cited from Burt's, 1977), research conducted at the Texas Department of Corrections, the ten (10) most popular subjects were: understanding emotions, body health, law, human relations, sex education, music appreciation, African American history, welding, mathematics (general) and psychology. Whilst in Malaysia, from this research, it found 10 popular subjects which are: sports, entertainment, religion, woman, sex,

motivation, fishing, dictionary, business and accounting.

All of the research participants agreed that comics and magazine were the best reading materials for them to read, but the materials were not available at the prison institutions. The reason why they choose comics as popular reading materials is because comics will make them happier and relieve stress with colorful illustrations and funny words. In Malaysia, comics are the best reading materials for teenagers and children. Comics have their multi subjects for them to choose, such as Majalah Ana Muslim, Majalah Sayang Muslim, Majalah Fokus, Dewan Pelajar, Dewan Siswa, Kawan, Bintang Kecil etc. Other magazines that need to be considered by the Malaysian Prison Department are Dewan Budaya, Dewan Masyarakat, Pemikir, Minda, SUKSES, Dewan Ekonomi etc. Those magazines are full with guidance and motivation for juvenile delinquents entertainment and also for their rehabilitation. All of the participants also had expressed a strong desire to read magazines and newspapers. Though the current information from newspapers is important for them, but they realize that they could only read the current information from newspapers one month later. Newspapers as a source of information would serve further the purpose of keeping residents in touch with the "outside world", thus reducing institutionalization and facilitating their reintegration into the society.

The previous research also mentioned about the increasing of juvenile reentering to prison after they had been released (Marbley and Ferguson, 1999; Sanggaran,

2008). This is due to the inmates that do not possess relevant skills which could be used to earn a living. Malaysian Prison Officer agreed that some of the juveniles that had been released reentered to a prison institution for the similar crime that they had done before.

> *"Typically, juveniles frequently reentering to prison are those who are involved with drug-related offenses. After making an investigation and research, we found that they failed to get rid of their addiction and failed to stay away from friends who were involved with drugs out there. In other words, after release, they would still hang out and meet up with the same friends."* (PO3, 23 April 2013).

While all the information and guidance was given to them, juvenile delinquents would still face the same problem. From this research, it was found that juvenile delinquents who were involved with the reentering to prison were:

a) Those who have dropped out of school.

b) Not interested to learn.

c) Not very good at reading.

d) From disintegration family.

The four characteristics of juvenile delinquents that reentered to the prisons were S2, N2 and N4. S2, which had school education at the age of 9 years; said that he was only interested in finding out information about drugs and admitted that he lost her mother who was also involved in drugs when he was a little kid. While in prison, S2 changed a lot. He learned how to read and write. He felt disappointed that he did not have good education, unlike his friends at the village. He regularly

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went to the library to find appropriate reading materials to be intimately familiar with reading.

N4 experienced reentering to prison three (3) times. He was just 21 years old. N4 came from a troubled family and dropped out of school at the age of 14 years. Although he had good results while in primary school, N4 did not continue schooling due to family problems. N4 agreed that his reentering to prison was due to his failure to refrain from staying away from drugs and meeting friends who were involved with drugs. The last time he was caught because of selling the stolen goods to get money to buy drugs. N4 hoped that the prison authorities would provide a collection of interesting books or magazines, especially pertaining to religion and counseling in prison library. The majority of research participants agreed that reading could change them to be a better person than before.

The fact is that reading books is the only best way to relieve boredom and stress while in prison. C3 and S1 mentioned that they did not expect great books from the prison library. They took other initiatives to order books or asked their families to bring new books for them to the prison. S1 admitted that he was able to read a novel with more than 300 pages in one day.

6.5.3   Read to succeed

When students fail to succeed in a school environment, they might choose to search for some other area in which to excel (Winters, 1997). Vacca (2008) added that crime and education are inextricably tied together and that factors like level of achievement in school, student grade retention, school attendance and graduation rates are related to criminal activity. Thus, the prison institution plays an important role for juvenile delinquents. The prison institution needs to provide the opportunities for them to further their study, especially in basic literacy programs, primary and secondary education and vocational classes. Based on these studies, it was found that there are juvenile delinquents who had dropped out of school before, have managed to get better results in public examinations. There are also some research participants who previously did not know how to read and write; have also managed to pursue and succeed in the exam. The existence of 3M classes; directly educate juvenile delinquents who drop out from school for more than 10 years back to learn basic reading, writing and counting. C11 was successful in the lesson with the first step implemented in 3M class. This should be a guidance and motivation to other juvenile delinquents.

Juvenile delinquents intention to fill their spare time while in prison is an attitude that needs to be praised. For example S1 and C2 are very fond to spend their time with reading. It came as quite a pleasant surprise as they are able to read the 300 page novel in a day. S2 was not able to read before imprisonment but, has changed a lot to be a man who likes to read even if it is spelling. N3 who does not like to read while outside the prison, has begun to love reading when imprison.

Most surprising, N3 is interested in reading material like successful and inspirational stories of former prisoners. When asked why, N3 said that "it will be my inspiration to be like them one day." According to Batchelder & Pippert (2002), the key to becoming employed, especially for ex-offenders is literacy. They added that the purpose of providing education programs for prisoners is to educate the individuals who are lacking the basic literacy skills to obtain employment and to further their employment qualifications through post-high school education. And this has been proven with C1 commitment to pursue his higher education (In 2015, C1 is studying at Masters level) and he insists to further his study until PhD level.

6.5.4   Books help in transforming attitude and personality.

All research participants agreed that they needed to read books to help in transforming their attitude and personality; as stated by Katsiyannis (2008), reading can effectively reduce the rates of both delinquency and recidivism. But which books should be accessible to prisoners? The answer may vary with the inmate's age, their reading interests and level of education. An adult inmate may look for novels and fictions, as well as books on history, hobbies, and religion. Most participants emphasized that religious literature is very relevant and really needed in their ''small world'', and participants illustrated a number of cases where juvenile delinquents who have converted to a new religion require basic readings about their new religious beliefs. According to Sullivan (2008), religion and religious readings help to reform the character of inmates and have

contributed to a number of redemptions. Graham & Haidt (2010) suggested that religion should be studied as a complex system with many social functions, one of which is to bind people together into cooperative communities organized around deities. Prisoners have admitted to having a dire need for information that could give them spiritual and emotional stability to be on good terms with their Creator and fellow human, and become better functioning citizens in the society (Eze, 2014). According to Dike & Ajogwu (2007), they found that religion had the second highest interest rating for inmates in Nigerian prisons. They added that this culture is understandable considering their plight and the emphasis placed on religion by the authorities and outside visitors. The chaplains, who were responsible for supplying books and maintaining the prison library in the 20th century; espoused the idea that prisoners should read for their moral improvement (Arford, 2013). This is regarding to the research finding by Coyle (1987) that found the prison reformers such as the Pennsylvania Prison Society, gave the idea that prison libraries should be places where prisoners could access books that would help them become morally sound people.

Although the juvenile delinquency has the permission to use only books for their reading; it did not stop them to read their favorite collections. S1 agreed that by reading any motivation books or magazines, juvenile delinquents will be transformed to be a better person than before. He added that,

> *"The book makes us think about what we have done before and how to be a better person. Although we know, the society still doesn't believe in us."*

6.5.5   Popular readings

From this research, the researcher found that popular readings among the male juvenile delinquents were on specific topics such as sports, entertainment, religion, motivation, fishing, dictionary, business and accounting and popular communication topic were on woman and sex. Burt's (1977) survey identified the subjects of most interest to inmates in the Texas Department of Corrections, and they were on understanding emotions, body health, law, human relations, sex education, music appreciation, African American history, welding, general mathematics and psychology. Kaiser (1995) found that the popular books for inmates in the Netherlands were novels, non-fiction books, books in other languages and educational materials. The portal 'Books to Prisoners' (www.bookstoprisoners.net) identified the following top requested books from prisoners in 2014: dictionaries, thesauri, African American history and fiction, Native American studies, legal materials, general educational development (GED) materials, and foreign language learning materials (particularly Spanish). Other common requests included genre fiction such as westerns and horror, vocational-technical manuals, politics, anthropology, art and drawing books (including blank notebooks), and books on paranormal phenomena. Books to Prisoners (BTP) is a non-profit organization that sends free books to prisoners across the United States. BTP believes that sending books to prisoners helps to foster a love of reading, to encourage the pursuit of knowledge and self-improvement, and to break the cycle of recidivism. BTP receives 1,000 to 1,300 requests for books each month. What

the study also tells us is that the juvenile delinquents want to read, but that their needs and motivations for doing so differ greatly. Given that reading imparts a multitude of useful skills and is intrinsically valuable in its own right, understanding the motivations of individual groups of young adults is an important aspect of the work facing information professionals (Kusolpalin et al., 2013). In general, it was found that among participants who want to read, the choice of interesting reading materials is mostly comics and magazines; however these materials are not available at the prison institutions. Comics have been reported to be the best reading materials for teenagers and children, as comics encourage the reading culture and relaxation simultaneously. Becoming immersed in books and other literary works, according to Clark and Patrick (1999), will make a positive diversion and help inmates to reduce conflict or relieve tension. Since juveniles are at the age between 12–21 years, the prison authority should consider keeping relaxed and simple reading materials in the prison library. Comic, religious or motivational magazines should be placed in the library to encourage the inmates to read. The participants also expressed a strong desire to read newspapers. Though the current information from newspapers is important for them, they realized that current information had been delayed as they could only read the newspaper of the day one month later. Newspapers as a source of information would serve further the purpose of keeping inmates in touch with the outside world, thus reducing institutionalization and facilitating their reintegration into the society. In Malaysia, juvenile delinquencies were allowed to bring in two types of reading materials to their dormitories. Mostly, they prefer novels and

reference books. All of these reading materials, will be reviewed and examined thoroughly by prison officers before being released and handed over to the juvenile delinquents. There are also cases where, juvenile delinquents have been using their book vouchers which are presented by the government of Malaysia to all university students to buy academic books which they needed. The books will usually be ordered through prison officers, their lecturers or through their families.

6.5.6   Magazines and comics

The researcher revealed that the majority of the participants acknowledged that reading was not a hobby or interest during their life in the outside world. However, while in prison, most of them indicated that they were more likely to spend time reading novels, short stories, magazines, religious and academic books. For juvenile delinquents who attend diploma or degree classes; they address their information needs during classroom instructions and when using the Internet. They do not use the library facilities as a result of the lack of suitable reading materials for them. The 3M students choose to use pre-school books to enhance their reading proficiency, but they show the tendency to like comics and magazines as their reading sources. Most of the magazines are published by the Prison Department of Malaysia. According to a research by Shirley (2003), the prison population, mostly uses homegrown newspapers and magazines. In Poland, inmates have access to newspaper and magazines provided by the prison

institutions and funds are to be included for this purpose in the facility's budget (Zybert, 2011). She added that inmates may also subscribe to newspapers themselves or receive them from family.

Most of the participants that the researcher observed have materials such as magazines and comics in their hand when they are in the library. Although they did not get the chance to read the latest and popular magazines in the market, the situation gives them the impression that they are pleased with the remaining magazines in the library. It appeared to us that they were surprised, but interested in the magazines that we brought into the library. We discovered from the teacher that current and popular magazines as well as comics are prohibited in the library. That was perhaps the reason why the participants looked cautious and sought permission as they did not want to be in trouble if caught with forbidden materials.

6.6   The barriers to access the information needed by juvenile delinquents.

The fourth part of this discussion addresses the fourth research question :

"What are the barriers to access the information needed by juvenile delinquents?"

The research findings are not surprising. The research participants expressed their displeasure with a library and a collection of reading material. The prison library is open only during school sessions; from 8 am until 1.30 pm. On Saturdays and

Sundays, the library will be closed as there is no library staff to manage the library. During the school hours, teachers were assigned to manage the prison library.

6.6.1   The prison rules

Prison rules dictate that the latest newspapers, comic / cartoon magazine, a magazine about technology and computers, magazines containing woman photo and the internet usage are banned to juvenile delinquents. The internet usage is only for the juvenile delinquents that are pursuing their diploma / degree programs. Television is also limited on public holidays only. It is undeniable fact that, juvenile delinquents feel pressured with such rules, but they realize that their life is behind the walls; they understand the conditions prescribed by the prison institutions.

6.6.2   Limited, irrelevant and outdated resources

Shirley (2003) listed several collections of items that should not be allowed in a prison library, such as a true crime story with inmate's photographs, bombs, disguises, karate or self defense materials, pornography, and nude photographs. As expected, none of the libraries that the researcher observe have materials on these topics. All of the prison libraries house collections of reference books and textbooks for national examinations, and teenage and family novels. And the

prison libraries have many reference works on religion, such as the Al-Quran, its translation, stories of the prophets, biographies and memoirs of national personalities, and self-motivational magazine and pamphlets. According to Sullivan (2008), religion and religious reading help to reform the character of inmates and have contributed to a number of redemptions. Prisoners have admitted to have a dire need for information that could give them spiritual and emotional stability to be in good terms with God and fellow men and become better citizens in the society (Eze 2014). However, there are limited titles of children's story books, dictionaries and encyclopedias. Based on the portal Books to Prisoners (www.bookstoprisoners.net), the highly requested books for prisoners in 2014 are dictionaries, thesauruses, any books on starting or running business, and trade books.

The researcher inspection of the bookshelves confirmed that many books are outdated, especially the collections of reference books and textbooks for the national examination, which are out of current syllabus. There are practically no academic books suitable for those pursuing their bachelor and diploma degree, as well as books for technical or vocational classes. Ajogwu (2005), (as cited in Eze, 2014), enumerated prisoners' information needs as ranging from legal needs, religious, health, educational, vocational and recreational to financial needs. Prison library can develop collections that include a broad range of materials for self-help, self-education, community resources, housing, job availability, and vocational training opportunities (Shirley, 2006). By having this type of

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information, it will encourage the inmates to make full use of the prison library.

The researcher had the opportunity to see several boxes received by the prison library as gifts and donations to the prison. All the boxes have reading materials contributed either by private or government agencies. The prison management usually does not preclude any types of reading materials contributed by these agencies. Typically, the materials are sorted out before they are placed in the library. We found these materials are mostly outdated, irrelevant, and the contents are not useful for the current information needs of the juvenile delinquents. Some of these materials include the examination books for PMR, SPM, and STPM that are no longer used in the present school syllabus and a set of encyclopedia published in 1980's. There are even 9 copies of the 1992 Annual Report of a company in the library. The teachers inerviewed indicated that they were aware of the presence of the books, however, they said that they did not comment or act upon it, because of the prison authority had consented to accept the donations of the materials.

According to Nakane (2011), from his survey he found three factors which contributed to the inadequacy of the library collections: the limited access, the limited subject coverage or irrelevant content and many outdated and unattractive items. This situation also happened in Malaysia. Most of the prison libraries used by the juvenile delinquents have the same problem with the library collections. An observational survey done by the researcher found that materials in the prison

library for juvenile delinquents are mostly outdated, irrelevant and the contents are not useful for the current information needs of the juvenile delinquents. For an example, in a library for juvenile delinquents, there are nine (9) copies of the 1992 Annual Report of a company, a set of encyclopedia published in the 1980's and examination books which are no longer used in the present school syllabus.

6.6.3   Resource person

The male juvenile delinquents have their own missions when entering the library, even without the presence of a class teacher. Despite the absence of their teacher in the library, they are still going to be monitored by a prison staff. There are participants who desire to read religious books as advised by their religious education teacher. However, when they require further information or in need of an advice, they would again refer to a resource person, whoever is available in the library. Earlier observation notes, clearly show the absence of a resource person for the inmates to refer to when they are in the library. The resource person can be a library media specialist who plans and team teaches with subject teachers and to integrate reading and information skills programs into the classroom curriculum. Literature indicates that it is possible for library media specialists to realize their potential as resource persons who co-plan and implement instruction in collaboration with teachers (McGiffin 1990). A peer support group is extremely valuable for self-directed educational growth and rehabilitational development among the young inmates and the presence of a resource person may facilitate this

process.

6.7   Contributions of the research

This research has filled some knowledge gaps on managing information for the disadvantage person in Malaysia. Inmates in information environment are served as disadvantaged persons according to IFLA (IFLA's Section of Libraries Serving Disadvantaged Users) because of their illiteracy, lack of educational attainment, insufficient vocational skills and a high rate of mental illness and emotional instability (Lehmann, 1999). Previously, our information professional is focused on providing the best services to the public; the people that are outside the prison system. It is inadequately stressed among information professionals about the importance of providing information to those who lived behind the wall. Inmates; the individuals who are in prison, or any person who are found guilty because of a law violation. To a surprise, these inmates are not made up of hardcore criminals, but there are those who came from professional backgrounds such as businessman, politician, teacher, scientists, engineer, clerk and so on. Based on the inmates' previous works, it is necessary for information professionals to begin to think of an appropriate collection material to be placed in the prison library either for adult inmates and juvenile delinquents. If the adult inmates might need reference collections as their additional reading materials as their source of entertainment; for juvenile delinquents it was different. The prison library objectives for juvenile delinquents should be differentiated with the adult inmates'

prison library. The fact, there are numbers of juvenile delinquents that have never been to school or have dropped school at a young age or was not keen to learn. This research should serve as a resource to complement the existing prison library as a preparation for juvenile delinquents before release.

6.7.1   Implications for prison institution

The main contribution of this research is to provide a guide for prison libraries in Malaysia. The prison institution should provide the appropriate levels of information to the juvenile delinquents. In terms of information resources and materials, a special guideline should be adopted for developing the collection of prison library. This is to prevent the dumping of irrelevant and outdated materials in the prison library and to promote appropriate reading materials as needed for different subject matters. In other words, it will help the prison institution to improve their prison library by having the best collections of reading that meet the needs of library users in prisons and improve the quality of service in the library. Prison library in Malaysia needs to be recognized as the valuable resource to society and ensure that the prison institution will not send out the same menaces to society that they took in. According to Stevens (1995), his research shows that much information held in the prison library can be used by inmates to have a direct and positive influence on their future behavior.

Currently, the prison libraries in Malaysia that serve for juvenile delinquency are not taken seriously from prison institutions. In Malaysia, each prison that

accommodates the juvenile delinquents is required to provide the education facilities / schools for them and their own library. This library is managed by a teacher who holds two portfolios; teaching and managing the prison library. The library receives a budget from prison institutions. As known, the budgets or the financial resources to the library are very limited, hence, disrupting the process of purchasing a new collection in the library. For example, the prison library in Henry Gurney School has a critical issue by providing a collection of reference materials to students, especially in providing a dictionary. In fact, those juvenile delinquents are willing to hide the dictionary and sometimes they will fight to get the dictionary to use for school purposes. There is a case that the juvenile delinquents request for new dictionary from the researcher.

There are also cases where the prison library has served as a pile of reading material that was presented by any individuals or specific agencies. The researcher use the word 'pile of reading materials' because the reading materials that were presented by those agencies or individual were not relevant to the juvenile delinquents. In terms of the relevancy of the collection materials, it was extremely disappointing. The physical and the contents of the material were irrelevant as well. Although the prison library and prison institutions have policies on receiving the collection materials outsiders / external agencies; but, they do not have the right to refuse any type of reading material that is presented by them. The only task that is carried out by the prison institution is filtering the reading materials, whether it can be used by the juvenile delinquents or not.

It should be stressed here that the juvenile delinquents have their own reading interests. Some juvenile delinquents are very keen to seek information relating to their possible career. Some of them are very interested in the technical field as their future career field. Some of juvenile delinquents are interested to read as their hobby in prison during their leisure time. They also need religious reading materials to guide them to become functioning members of society and to be reborn. As stated in chapter five (5), prisoners have admitted to having a dire need for information that could give them spiritual and emotional stability to be on good terms with their Creator and fellow men, and become better citizens in the society (Eze, 2014). Some of the juvenile delinquents choose to read books related to their hobbies while they were outside the prison such as fishing, hiking and baking.

The establishment of the prison library should be able to provide the reference books for juvenile delinquents that are in higher education. Collections of prison libraries play an important role in supporting the curriculum of prison education or hobbies, or pleasure reading to help pass the large amounts of unstructured time in a positive way and the collections should have some nonfiction and educational materials for general learning and character improvement (Dixen & Thorson, 2001). As a pile collection of reading materials would be the major problems, the sources of academic references also have a lot of problems. There was a pile of textbooks that are no longer used in the education system in this country. In other words, the book is out of syllabus content of education in

Malaysia. This research has found there is no reading materials or reading materials that are suitable for juvenile delinquents that involves in higher education. This is the reason why the juvenile delinquents in higher education do not use the prison library.

With this research, the prison institutions will get useful insights of the needs of information among juvenile delinquents in Malaysia. It is very important for prison institutions to change their prison library policies to help in providing a good and appropriate collection of reading materials and improve the library services for the juvenile delinquents. The success of the prison library to juvenile delinquents can directly assist them in having good knowledge and education, as well as be coming more positive attitudes before being with society soon. As informed by Bowe (2011) that the value of the prison library can not be underestimated. And today, the prison libraries are seen as a key element in raising literacy levels and supporting prisoner education programs which are ultimately aimed at rehabilitation and reintegration (Vaccarino and Comrie, 2010).

In terms of teaching information skills, the findings highlight the importance of programmes that develop a more collaborative atmosphere between teachers and/or prison officers with the young inmates. Opportunities must be given to inmates to engage interactively with teachers and prison officers in the former's information seeking process. The inmates need to know the call numbers, book

spines, the differences between fiction and nonfiction and the general layout of library resources and facilities (Gilman, 2008). She added that with these basic library and information skills, will help the inmates to feel comfortable using the public library and feel more comfortable in the community at large. With the new library services, it will help juvenile delinquents to be more proactive in using all the library sources. For example, with the new policies of the prison library, the prison institutions could teach or guide the juvenile delinquents in:

i-   Accessing relevant information via internet.

ii-   How to use the library and the library technology.

iii-   Guide them in accessing job after being released from prison.

iv-   Guide them how to use the Microsoft programs such as Microsoft Word, Microsoft Excel and Microsoft PowerPoint as their computer knowledge.

v-   Rehabilitate them with lots of library activities such as book match games, jigsaw puzzles, reading club etc.

Those library services will help juvenile delinquents to use resources outside the library when they have been released from prison. As suggested by Rubin and Suvak (1995), the inmates need to be taught library skills as part of life skills in general and the library skills can be used as a re-entry purpose by presenting the library as a familiar place which they can use on the outside after release.

6.7.2   Implications for government

This research will support the government's strategy and to address social problems in society, especially crime among teenagers. It also attempts to survey into the perceived impact of information on the rehabilitation and educations of the young prisoners. According to Lim, et. al. (2013), statistics has shown that the delinquency in Malaysia, especially juvenile delinquency is becoming more serious and this problem will continue to increase if appropriate action is not taken.

Smoking was the beginning of crimes among juveniles. With smoking, it may lead to a desire to get money from their parents. Prohibition of parents will lead to the juvenile protest action against their parents. This will turn to promiscuity among juveniles by mixing with older friends to get cigarettes for free. This will encourage them not to attend school and led to their deteriorating academic performance. From the previous research, Finn (1989); Farrington (1994); Elliot (1966) found that juveniles who are under performing in education can also be easily lured into by criminal activities. The child becomes embarrassed and frustrated by school failure, he or she may exhibit increasingly inappropriate behavior that becomes more disruptive with age. Therefore, it is important for the school to be more focused and provide equal opportunity among all students. The research found that juvenile delinquents in Malaysia are interested in the school when they are in prison. This is because the teachers guide them personally, give

full attention to them and educate them without feeling tired, bored or biased. They were also given an opportunity equally with friends. They will not get all of this when they are at school outside the prison.

The ministry should also take into account problems of students who come from poor families and students in rural areas, especially in the village. In Malaysia, poorer families may come from families that live in town and also in village. Researcher found that most of male juvenile delinquents who come from poor and rural areas are not getting the same opportunities as their colleagues who reside in urban areas. For an example, they have to encounter financial issues to pay school fees, lack of vehicles to commute to school due to their remote location and lack of money to buy school clothes. As a result, they feel very depressed and ashamed to attend school. Some participants said that they were depressed because often teased by schoolmates about their looks. Depressed by it, sometimes they will fight each other and cause them to lose interest in school.

In prison, the male juvenile delinquents will equally receive attention either by peers or teachers. They are more learning structured and indirectly they are more interested in learning even they have passed the normal age of schooling. The research participants admitted that he regretted leaving school at an early age and fail to read and count properly. And he did not view that schooling as enjoyable. This is evidenced by the presence of several participants who initially failed at school, but when they were in prison, they managed to take the examination with

excellent results. There are also several examples of juvenile delinquents who have been released, successfully studying at a local university and succeed in their life.

6.7.3   Implications for male juvenile delinquents

The findings of the research also will help former young prisoners to be motivated and strive for success and avoid all the mistakes that have made before, to have knowledge through reading material to form a perfect life and to provide economic contribution to the country by creating competitive ex-prisoners and working to improve their own lives. The key to success is to create the prison library; that is manageable for the collection and the services. From the research, there are some participants who admitted that the collections are very important in the effort of helping them before being released soon. For example, N4 admits that he often re entry the prison because of failing to curb his drug addiction. In addition, he failed to choose friends wisely that eventually led his imprisonment. He has chosen reading materials such as pamphlets related to motivation and success of former inmates after release. The stories indirectly instill a sense and spirit to the inmates to be successful after their release soon.

With the establishment of the prison library, there are more structured and organized prison library to help male juvenile delinquents. They will appreciate the library as a place of getting good information and knowledge. The researcher still remembered of one story of the research participants. He was not interested in

learning and not interested in entering the library while outside prison. He felt at a loss because he did not think that the materials in the library were fun and could be used at anytime available. He said that, his life in the village has denied the existence of libraries.

6.8   Limitation of the research

Some considerations were made in planning and designing this research. This is because the research location is a high risk location for researchers' safety. There is also a risk of research participants not being interested in answering interview question. While all necessary efforts had been taken to accomplish this, the research encountered all the predictable challenges which might have interrupted the initial research plan. There are several identified limitations in this study :

6.8.1   Sampling location

The correctional school, which houses juvenile delinquents are divided into three categories; (a) correctional schools under the jurisdiction of the Malaysian Prison Department, (b)correctional school by the Social Welfare Department and (c)correctional school by the private society/company/organizations. Social Welfare Department of Malaysia manages eleven (11) probation hostel and six (6) Tunas Bakti schools around Malaysia. Those school under the Social Welfare Department also inhabited children with problems and children who have a criminal offenses. Up to now, it is unknown how many juvenile delinquents under the Social Welfare Department because of their detention period is about six (6)

months to three (3) years. The correctional school also founded and funded by the religious organizations, society and private companies. Normally, juvenile delinquents are sent by their families to go to the school for rehabilitation process. Their families would paid the cost of their children in the welfare homes. With the reason and to avoid any problems, the researcher concentrate only on correctional school under the jurisdiction of the Malaysian Prison Department.

6.8.2 Gender

The problem arosed when the researcher interested in topics related to gender in the prison environment. At first, the researcher was interested to do research about information needs and seeking behavior of female juvenile delinquents. In fact, the researcher had discussions with the prison authority about the possibility to live with female juvenile delinquents in one correctional schools in Melaka. However, the idea has been rejected by the prison authority for safety reasons. Prison authority also rejected the request for the researcher to do research on female juvenile delinquents. The only reason are, gender equality will lead to failure in the research finding. This is due to the nature and behavior of female juvenile delinquents are different from male juvenile delinquents. The same gender factor, will change the female juvenile delinquents to be arrogant, hot-tempered, passive and aggressive. Problems also arise if any male researchers interested in conducting research on male juvenile delinquents. The research findings will be negative.

6.8.3 Methodology

The research should be using ethnography method for the best results. As the ethnography method has proven to be the best way to learn, in detail, about a diverse range of complex social phenomena from personal experiences of self-harm to the globally-structured network of organs trafficking (O' Rielly, 2011). Specifically, by using ethnography, the researcher will understand social life as the outcome of the interaction of structure and agency through the practice of everyday life (p.6). But, for this research, the ethnographic method cannot be chosen because of the time factor and the problem of opposite sex. To get the best results, the researcher should become part of the participants in their daily routine. By being part of the group, the researcher could understand more about juvenile delinquents information needs and seeking behavior. In fact, being part of the participants will help the researcher to 'know-in-depth' the information environment of juvenile delinquents in prison settings.

6.8.4 Court trial schedule

The research sessions will also be affected as a result of a court trial schedule is not known by the researcher. The researcher only finds out the absence of juvenile delinquents involved in the research when arrived at the prison early in the morning. The researcher needs to be rescheduled the interview appointment with juvenile delinquents.

6.8.5   Dark room

The research sessions will also be affected when the selected juvenile delinquents

for the research, had been locked up in a dark room due the fighting incidents

among themselves. Although the interview date has been set, prison staff will not

call the research participants. The new date will be arranged later, and the

researcher hopes that the other research participants were not involved in any case

to avoid being imprisoned in a dark room. The dark room is a room that used to

any juvenile delinquents who are found involved in any serious incidents in prison

like fighting or involve in fighting. It was called as dark room because there is no

light and the room was a bit cramped. When the researcher asked one of the

research participants about dark room, he replied, "*The dark room will make us

afraid to make mistakes. Sitting in a that room, will cause you pressure. I have

that kind of experience because involves in torturing the new juvenile delinquent.

I was afraid to sit in the room. Once is enough. Enough for me.*" C1 shakes his

head and look at his shoes.

6.9   The challenges : The researcher observation

In dealing with the many challenges by the attitudes of the prison authorities and

participants, the researcher also face his/her own emotions when came in prison.

This is the challenge that all the new researchers need to adapt themselves.

First experience in prison, there is no doubt that the researcher feel scared and

nervous. The entire movie scene related to the prison appears and the current news stories issued inmates escape from prison and riots in prisons were the first emotional distress faced by the researcher. Kajang prison was the first location for the researcher. The physical body   of prison staff and their serious faces just like the film character, Heimdall; as the gatekeeper of Bifrost in Thor movie. The first step that the researcher need to be through, was the thick metal gates and it sounds pretty scary. The metal gates give a symbolic situation to all inmates that they must respect the others in prison; no matter how strong you are outside the prison. Whatever action that the researcher made, it was constantly monitored by the prison staff, as though the researcher was one of the prisoners! Once the researcher passed through the metal gates, the researcher will be examined by the prison officer and the researcher need to register at the prison's registration room. The items need to be left over was a cell phone, car keys and all the risky things. For the first time, the researcher cannot bring a pen or pencil inside the prison. So, the researcher just brings an audio recorder. But after a few time visits, the prison staff allowed the researcher to bring a pen or pencil with blank white paper inside the prison.

First time visit was very exciting. The prison staff smiled that make the researcher feel comfortable and not feeling afraid but with a little anxiety. After registeration session, the prison staff lead the researcher to the second metal gate. The researcher felt a little emotional due a clear view of the prison.

After passing the second metal gate to the third metal gate, a number of inmates walking around kept increasing. They wore their prison uniforms based on their detention. They looked at the researcher and the researcher felt more depressed and uncomfortable. The fact that, the researcher was the only women at their place at that time. After the fourth metal gate, the researcher saw the juvenile delinquents school and the environment. The researcher saw their lived in prison. Some look happy. Some look at the researcher like the researcher was the one who have arrested them before; some just ogle and some greets the researcher with a sweet smile. My head turns to look at one of the prison staff that hold a long cane. That makes the researcher think negatively about the juvenile delinquents. The prison officer asks the researcher to sit in the warden room while waiting for the short briefing. After a few minutes, an officer with a harsh face introduce himself and talked about the school environment and the services provided as well as a briefing on the juvenile clothing color and their schedule in prison. The second visit at the Kajang Prison was to meet the participants, and yet the same feeling still haunted the researcher.

The prison officer has found five (5) participants due to my criteria of this research. Five (5) participants are:

    i-   Three (3) participants were involved in the murder and is serving a life sentence.

    ii-   One (1) participant was involved in the attacking the authorities With weeping and still on trial in court.

iii-   One (1) participant was involved in the rape case.

Before conducting an interview, the researcher did not know all offenses committed by the participants. During the interview process, the researcher knows that they are involved in major crimes; and some cases are the popular crime story in Malaysia. First met with the participants, the researcher never thought that they might be involved in the major crime. When they told about their criminal case, the researcher has only taken a deep breathe and feel very sympathetic for the mistakes they made. The researcher was very lucky because this research is not associated with participants' feelings. Along through the days with them, the researcher can conclude that:

i-   They felt like talking to their sister during the interview session and even they can't wait to see the researcher after first time met.

ii-   They love to share their feelings, story and their opinions on various things and sometimes the researcher need to be like their personal counselor.

iii-   Using the same language with the participants as conversation technique is most effective technique that you will feel more closely with the participants.

iv-   The participants are willing to tell their offenses when they are well treated and trust the researcher.

The other challenges faced by the researcher :

6.9.1   The interview session tend to be more dull and tensed when prison staff also participated in the session as observers. The researcher observed that the participants were not interested to answer any of the researchers' quest ions. They preferred to remain silent, looking around the room or just look ing at their feet. If the interview involved more than one participant, they preferred to look at each other or looking around the room and sometimes, they preferred to listen to conversations between prison staff who were out side the interview room. Participants also preferred to talk about their families when the prison staff was in the interview room. And even, their conversation tone also is slightly different when the prison staff were in the interview room.

6.9.2   There are many participants who came from a wealthy family and had established themselves as ones that should be respected by the researcher. The participants denied that he had committed any criminal offense and tried to prove to the researcher that his innocence not doing any criminal case. During the interview session, the participant always stressed the wealth of his family and his in depth knowledge in technology / mobile phone to the researcher.

6.9.3   Sometimes, the interview sessions failed to be conducted in a single day when the researcher becomes a counselor to the participants. In fact, the

researcher also had to be a good listener to participants personal problems such as their yearning of their family, assist them in preparing a letter of pardonment from the Sultan, the researcher's opinions on the popular field study in Malaysia and sometimes the researcher needed to teach them related to Islamic religious affairs such as how to perform wudhu', fasting, prayer, reading the Quran and sometimes related matters to household issues.

6.9.4 Not all issues discussion during interview sessions may be disclosed to the public. There are a few things or issues that had been discussed were extremely sensitive that they cannot be disclosed for general knowledge. While it is appropriate to put as research finding, the researcher need to ignore the finding because of the research location was in prison and research participants were young inmates. The researcher understands and abides by the terms and conditions agreed with the prison authorities before carrying out research in their facility.

6.9.5 Observation sessions in the prison library are quite difficult to do because the library is not the place that well-liked by male juvenile delinquents. Sometimes, the researcher was sitting alone in the library without any visit by them. It was happened in one month, when the school was busy with their co-curricular activities the male juvenile delinquents were not visited the prison library. Sometimes, the library was visited by a group of male

juvenile delinquents, but unfortunately, they are not reading, accessing books or do any library things, but they were just chatting with each other, resting or done nothing.

6.9.6   Occasionally the researcher will hear a shouted or scream of prison staffs, that most of the time will frightening the researcher. When that situation occurs, the researcher attention will be diverted outside the room / library, to find out the what is going to happen out there. The interviews or observation session will definitely be stopped for a while. Normally, if the researcher was with known research participants, they will inform the researcher about what happened at that moment. And they also seem to be trying to calm the researcher and mentioned a popular word "it is normal here."

6.10   The Further Work

This qualitative research is only focusing male juvenile delinquents in five different locations such as Kajang, Marang, Sungai Petani, Kluang and Melaka. Therefore, in terms of the research findings, it does not include the two (2) states in Malaysia; Sabah and Sarawak because of the location factor. The two states also have male and female juvenile delinquents prisons. Apart from prison as a research location, there are also government and private agencies that manage the

juvenile delinquents. The example of a government agency is rehabilitation school / detention centre or "Sekolah Pemulihan Akhlak" that is available in each state of Malaysia.

This research is focused on male juvenile delinquents as research participants. In terms of safety purpose, the researcher continues with male juvenile delinquents as research participants. Further research on the same topic needs to be done among female juvenile delinquents as well. The findings are likely to vary as female and male juvenile delinquents' attitudes are different.

The context of this research is focused on information needs and seeking behavior. There is some research context that needs to be done immediately like the reading practice can reduce the crime rate among juveniles. There are a number of research on the effectiveness of the reading that can indirectly reduce crime in a particular country.

The context of research which led to the importance or effectiveness of religion book needs to be done. In this research, it was found that there were several participants who were interested to read religious books as their new hobby. It should be noted that, while in prison; male juvenile delinquents are exposed to spiritual class and discussion between them; that will directly raise their interest to explore and to study about their religion or their newly found religion. Further research also is needed to assess the interest of conversion to become Muslim

without any coercion or instigation from prison authorities. This research found that their conversion to become Muslim, came from discussions among them when they are in their bedroom.

The Internet use of male juvenile delinquents should also be considered as a research topic. With the confessions of their expertise in hacking the prison computer systems to watch Youtube and accessing pornographic materials, the research finding will be insightful for the government and the prison authority for future discussion. Although the male juvenile delinquents know the prison rules and regulations, it does not stop them to hunt for the prohibited materials. Normally, the skills and knowledge of hacking the computer systems will be passed to new male juvenile delinquents that are undertaking diploma or degree programs. *"It's all based on trust. They know that we gave them the skills and they need to shut their mouth or they will be punished by the prison staff. That's all."* (C3, 20 May 2013; Murder case).

The concept of bibliotherapy may be a good device for the central elements of the self-image and the identity clarifying, that may provide information for the occupation leader and the prison psychologists to additional work to be done with the prisoners (Csorba-Simon, 2014). Bibliotherapy is defined as the process of dynamic interaction between the personality of the reader and literature under the guidance of a trained helper or in other words the use of books to help people solve problems (Cather, 2007). In recent years, the concept of bibliotherapy is

gaining popularity, especially for children and the disabled person. The concept can also be extended to the inmates either among VVIP inmates, young and adult inmates.

6.11 Conclusion

Everyone is at risk of going to jail as everyone makes mistakes. We must realize that inmates need us to understand them and their rights as humans. It is an enclosed world, high in stress, low in opportunities for decision-making, and socially isolating. Juvenile delinquents are the youngest group of inmates and they still have opportunities to improve their life to be better persons. Although this qualitative field research had explored the information needs and seeking behavior of male juvenile delinquents or known as disadvantage persons by IFLA; it does not prevent the researcher to continue studies in a restricted area. All arrangements have been made by the researcher before entering prison by reading and understanding the prison rules and regulations, the help and safety of prison staff and the support of research participants helped the researcher to be more passionate about helping people who are behind the walls. From not feeling comfortable and worried about the place and the research participants; it had shifted until the researcher was feeling very comfortable with the prison surroundings with the new status as 'sister' of the participants; the research participants are willing to help the research; have provided a priceless experience to the researcher. Although the research results were mostly as expected; there are

also some surprising results that will help the prison institution to prepare suitable collections and services for male juvenile delinquents. Based on a theory of life in the round by Chatman (1999), she found that people will not search for information if there is no need to do so. The statement is undeniable with some supportive statements from research participants; they would ignore a few things occuring in this country such as politics, war, entertainment and others because it does not bring any impact on their lives in the prison. They only have to think about what will happen to them tomorrow and for the next day. That is the lives in prison. But they agreed that they love to know about Malaysian football and English Premier League. If the prison staff told them about the football results, that would be ok. If not, they just forget about it. As told by Chatman (1999), "they will not cross the boundaries of their world to seek information". The opportunity to pursue knowledge from primary to secondary school and higher education helps juvenile delinquents to think critically and logically about their future. Juvenile delinquents' attitudes change as a result of pressure from the prison environment, which forces them to create a new hobby–reading and continuing their schooling in prison. Some of them have begun to study and understand their religions and their beliefs as platform to rebuilding their spirit. The qualitative interviews uncovered several findings about the need to read among young inmates. These findings can lead to positive recommendations to promote reading among them; however, in order to be generalized to a wider inmate population or age range, further research is needed. The qualitative approach used in this study has allowed the researchers to understand information

needs and information seeking behavior among juvenile delinquents, and can directly assist the relevant authorities in providing better services, improve the weaknesses in the administration, and facilitate the preparation of collections of reading materials and library services in integrity schools and Henry Gurney school. The prison library plays an important role in rebuilding the spirit and in providing education, knowledge, and spiritual guidance to juvenile delinquents in order for them to start a new life when they are released. It should aspire to assist prisoners in achieving the goals of ''maintaining contact with the outside world, in some cases rehabilitating inmates, enhancing vocational skills, enabling re-entry into the community after parole, providing recreational reading during incarceration, and encouraging lifelong learning'' (Conrad, 2012). Otherwise, the ethical ideals of library policies come into question, which could have negative implications for the field of prison librarianship. With these points in mind, prison libraries hope to serve juvenile delinquents' information needs must ensure the inmates' rights to read and be able to provide access to information of use to their clients. Malcolm X, who frequently used the library during his imprisonment in Norfolk remarked, '*A book can change a man*' (Malcom X and Haley 1987). This famous quote illustrates the importance of books in prison. The prison library is part of treatment facilities and should provide supplemental materials for inmates, whether for their rehabilitation, education or training processes (Lemon, 1997). It is of utmost importance that the information needs of inmates be met. If one believes in library service, one must believe that everyone should have the opportunity for it, including inmates. There should be special conviction

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that the young prisoners of correctional schools be provided with the best possible information sources and services. As aptly put by Burt (1977), "those on the "inside" now will be on the "outside" soon (p. 36), signifying that very means of assuring that the juvenile delinquents return to the society as good citizens should be utilized. It is hoped that by visiting prison library, it will create new habit for male juvenile delinquents after being released. The reading habit and the lots of library services provided by libraries outside prison, may help in preventing them from back into crime they have committed a long time ago. At least, they can avoid by getting mixed up with their old friends and re-engage with crimes.

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