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Student Volunteers as Academic Saviours and Social Connectors among the Visually Impaired in an Academic Library

Abstract: The number of students with disabilities enrolling in universities in Malaysia is increasing. Previous studies were library-focused, examining status of services provided for the disabled. This paper approaches the issue from the visually impaired person’s (VIP) perspective. The questions this paper aims to answer are, What sort of use do VIPs make of their student volunteers? and, How does a service like student volunteers contribute to sense of belonging to the library? The study uses the qualitative approach. Data was collected through interviews and focus group discussions with eighteen VIPs who are registered in a university library. For trustworthiness of data, prolonged engagement, member checking, and audit from experts are used. Student volunteers were perceived of having two main roles. Firstly, the VIPs perceived student volunteers as their academic saviours for searching, reading, borrowing and discussing assigned reading materials with them. Volunteers provided the VIPs with the opportunity to interact socially with sighted students, become their friends, interact socially outside reading times, and introduced them to other sighted students to help them find additional volunteer readers. These roles enrich VIPs’ academic, social and emotional lives. VIPs expressed being grateful, felt cared for, respected, connected and belonging to the library and university student community.

Introduction

Creating a welcoming environment in which students with disabilities feel valued, respected and a sense of belonging is vital when planning for inclusion programs. An effective inclusion program aims for integration at both physical and social levels. Literature indicates that students with a higher sense of belonging are more engaged in university activities and are active in social interactions (Putnam 1995, 2000). The Department of Social Welfare Malaysia (Malaysia Department of Social Welfare 2012) reported that there are 359,203 people with disabilities registered, and 31,924 are visually impaired persons (VIPs). The Ministry of Higher Education in Malaysia (2011) reported that the number of people with disabilities, who have registered in Malaysian universities had increased from 979 in 2009 to 1,115 in 2010. Due to an increase in the intake of students with disabilities, universities are encouraged to practice inclusion in providing facilities and services to students with disabilities so that they can achieve their educational goals. This includes university libraries where arrangements are made for student volunteers to support the educational needs of those with disabilities.

Studies related to users with disabilities in libraries highlighted the difficulties of providing an inclusive environment such as lack of accurate statistics and lack of librarians’ awareness of the users with disabilities. Not knowing the numbers and types of users with disabilities make it difficult for libraries to justify requests for funds to improve facilities and services (Devatason and Mariam 1996). Out of eighteen libraries in Malaysia assessed for their services to disable users, only three had registered the number of their VIPs (Pak 2007). The lack of accurate statistics resulted in unawareness amongst librarians, who assumed that the numbers of users with disabilities are too small to justify the allocation of special funds. Consequently, users with disabilities become less motivated to use libraries and are unaware of the facilities and services which libraries have provided for them (Wang 1994; Yaacob 1994). Abrizah and Ruslina (2010) examined the barriers, which hamper the creation of an inclusive envi-
environment in school libraries and found these to be physical environment, unsuitable formats of resources, the school curriculum, unsupportive regulations and attitudes. In summary, most studies are library focused, examining services provided for students with disabilities. Very few studies asked the disable users themselves about their receptiveness to the services and facilities provided by libraries. This study documents how VIPs perceive and experience the volunteer students’ support services provided by a university library. The questions this paper aims to answer are, “How do student volunteers support the VIPs in a university library?” and “How do VIPs feel about this support?” In this case study we hope to demonstrate that the provision of student volunteers in a university library can help enhance the learning and social learning experience of VIPs. The focus of the study is on the opinions and feelings of the VIPs and not on the volunteers themselves.

Related Literature

The LIS literature highlighted two fundamental barriers, which prevent disabled users from participating in library activities, which are physical and attitudinal barriers (Deason, KirkPatrick, and Field 1992; Scheimann 1994; Chew and Higgins 2000; Taylor 2004; Barth 2005; Todaro 2005). Indeed, individuals’ perceptions of disability are considered to be the most powerful barrier to creating inclusive environments (Chelin 1999; Charles 2005; Pinder 2005; Taylor 2005; Forrest 2006).

One dimension in disability studies, which has been overlooked, is individuals’ psychological feelings, which include their interaction with and perceptions and experiences of, the environment and other people (Baker, Holland, and Scarborough 2007). As Krill, Platek, and Wathne (2008) discuss, individuals’ beliefs, experiences and perceptions about the environment, its conditions, members and policies would impact on their decisions to exclude or include themselves from the community. They noted individuals’ psychological perceptions and tangible distance from other members in the community influence on their four fundamental needs such as a sense of belong, locus of control, self-esteem and meaningful existence. Based on Maslow (1962), the fundamental need which is essential for individuals’ psychological well-being is a sense of belonging. Konecni-Upton (2010) highlighted a sense of belonging is vital to achieve positive self-worth, social skills and finding one’s own place in society. A review of the library and information science (LIS) literature indicates that the majority of disability studies focus on the physical aspects of the service and not on disabled user’s perceptions of and sense of belonging within, a library environment.

A review of the LIS literature in Malaysia indicates that only a limited number of studies have focused on disabled library users. In fact, most of the studies have concentrated on the integration of disabled users with non-disabled users through optimizing the accessibility of library buildings, equipment and services. For example Pak (2007) investigated the situation of 18 public libraries in Malaysia, which provide accessible services for visually impaired users. The findings show that only three of the 18 public libraries had accurate statistics about visually impaired users. The main barriers which prevent local authority libraries from providing appropriate and adequate services for visually impaired users are a lack of funds, a lack of accurate statistics, a lack of librarians’ disability awareness, limited motivation of libraries for sharing their resources and a lack of governance support. In this regard, Mohamad (1994) noted that one of the main barriers to Malaysian libraries providing appropriate services for visually impaired users is lack of accurate and reliable statistics. Indeed, this subject limited the ability of library authorities to justify the amount of money they need for provision of accessible sources and services. Yaacob (1994) and Wang (1994) also found that the lack of disability awareness among visually impaired users about facilities or services libraries provide for them is the reason why VIPs may not visit the library. In another study, Abrizah and Ruslina (2010) examined the inclusive program for disabled students in school libraries in Malaysia. The findings indicate that the main problems relate to attitudinal barriers as well as poor access to physical facilities, inadequate resources and unsupportive school legislation, which hamper disabled students from experiencing the inclusive atmosphere. In summary, most of LIS disability studies in Malaysia focus on the physically integration of visually impaired users with non-disabled users and overlook the psychological feelings of disabled users in library environments.

Published literature demonstrates that VIPs are at risk of feeling excluded and isolated in an environment. Results from researches undertaken for the Royal National Institute for the Blind, London, found that VIPs expressed feelings of loneliness, isolation and lack a sense of belonging to their community (Moore 2003). In situations where there were social integration with sighted peers, the VIPs felt more valued and experience a deeper sense of connectedness (Osterman 2000; Abedin, Daneshgar, and D’Ambra 2010). One of the main challenges of visually impaired students in inclusive setting is keeping in touch
with sighted peers (Nyberg, Henriksson, and Rydell 2008). Visually impaired students need to have regular contact with other peers in an educational setting and such interpersonal interaction should be ongoing, effective and stable to help them feel connected and that they belong to a community (Baumeister and Leary 1995). From this perspective, a sense of belonging is more than making social contact and should include the positive and pleasant feelings of interacting with other members of the community.

Osterman (2000) and Salend (2004) both observed that a supportive environment in which non-disabled peers support disabled peers, creates a welcoming atmosphere, which in turn increases a sense of being respected, accepted and valued, which helps non-disabled peers feel they belong to their community. Published literature in education highlighted that the more the students feel a sense of belonging and acceptance in an educational setting, the more they are motivated to participate in community activities and increase the frequency of their use of local services (Goodenow and Grady 1992; Osterman 2000; Solomon et al. 1997; Salend 2004). Social support from other members of the community not only decreases the anxiety of disabled peers, but can also guarantee their psychological well-being (Robinson 1995).

As most libraries are not adequately staffed to handle VIPs, student volunteers play an important role. The handbook of economic sociology defines volunteerism as non-contractual work, which individuals undertake without any obligations (Tilly 1994). Essentially, volunteerism helps create social capital of community relationships where members feel connected and belong. Putnam (2000) named this feeling of connectedness as “bonding social capital” or “bonding volunteerism,” where the connection between individuals may trigger positive effects of increasing the strength of connection and sense of belonging between members of groups. Another type of connectedness is “bridging social capital” or “bridging volunteerism,” where members interact not only within a group but also across other social groups and this has greater benefit in community settings. In summary, through volunteerism, communities can achieve social cohesion, where members of different groups in a society help and support each other, especially those with special needs, thereby creating a sense of connectedness, respect, and being valued. These are traits of a sense of belonging, which is placed third in Maslow’s (1962) hierarchy of basic human needs. Krill, Platek, and Wathne (2008) believe that a sense of belonging is vital for psychological well-being of all members in a community.

Through volunteerism students contribute to university life. Volunteerism develops students’ awareness of their community and promotes social engagement. Brewis, Russel, and Holdsworth (2010) reported on student volunteers in six higher education institutions in the UK and found that students volunteer for a variety of reasons, which included the desire to help people, for personal developments, to improve social skills, for better employability, to feel part of the university community. Hoffman et al. (2002) observed that one of the dimensions, which fosters a sense of connection or belonging, is the degree of peer support. Studies have proposed strengthening support for social networks to authorities, which provide services for VIPs, as it increases the likelihood of their experiencing exchanges and higher mutual learning between members of a community (Papadopoulos and Scanlon 2002). The help received from peers, especially those who are sighted is important in fostering the sense of connectedness amongst VIPs (Strayhorn 2008; Robinson 1995). Receiving support from sighted peers is like receiving a “gift of vision” as their help enables VIPs to carry out normal academic activities such as reading, writing and researching similar to other university students. Volunteerism produces a positive effect and creates a situation in which VIPs feel comfortable, valued, respected and connected (Solomon et al. 1997; Salend 2004).

Methods and Materials

This case study uses a qualitative approach. Participants were VIPs who had registered with the library at a research university in Malaysia. The research university is the oldest university in Malaysia and has been purposely chosen since it has been designated by the Ministry of Higher Education Malaysia as one to which disabled students are directed. The library of the university boasts the longest experience of providing special services especially to VIPs. The Deputy Registrar’s Office of the university reports that in 2011 there were 79 VIPs registered at the university. Only 20 VIPs are registered with the library. This paper is based on responses from 18 VIPs (six female and twelve male) from different fields of study, who volunteered to participate in this study. The VIPs comprise nine undergraduates (Bachelor level) and nine postgraduate students. Five of the VIPs have low vision but also have twenty percent vision. This paper examines VIPs’ perceptions, experiences and feelings while interacting with student volunteers, a service handled by the library. The study of the volunteers themselves is not within the scope of this study.
Data collated is based on seven months’ work from November 2011 to June 2012 via interviews and focus group discussions held at VIPs’ library carrels and a special laboratory in the library, and in students’ dormitories at a hall of residence. Communications are also exchanged via emails since VIPs have access to computer screen reader software such as JAWS or Window eye. Through emails participants are informed of the aim of the study, what the researchers expected them to do during interviews and how the data will be analyzed and reported. Participants were allowed to withdraw from the research at any stage. All VIPs signed the consent forms before the interview sessions began.

Each interview lasted between 45 and 60 minutes. The researchers divided the participants into four focus groups and each focus group discussion took one hour and forty-five minutes to two hours. All interviews and focus group sessions were recorded with a digital audio recorder. In this study data collection and analysis was carried out concurrently. For data analysis, significant statements were extracted and noted into meaningful units, which were consequently grouped into meaningful themes. Two main themes emerged with regards to VIPs’ perceptions and descriptions about their student volunteers. To ensure trustworthiness of data, member checking and peer review were undertaken.

The following section describes the two main themes explored, which were extracted from VIPs’ perceptions, experiences and feelings toward their volunteer readers in the library. The library advertised and scheduled the volunteers for the VIPs. In this study, the name of all participants has been changed to keep their anonymity.

Themes Emerging from the Findings

Volunteers as Academic Saviours

In this study VIPs indicated that volunteer readers are essential to their academic life. It would have been difficult for them to study in the library without volunteer readers’ assistance. According to the VIPs, the number of volunteer readers who assist them in a semester is not fixed. It varies based on the type of courses and the number of courses they register for in each semester. The VIPs noted they need at least one hour of volunteer reader’s assistance to manage their work such as finding the sources, reading, scanning, note taking, etc. Sedigeh, Yacob and Laila revealed that their volunteer readers help read materials to them, get books and articles from the shelves, borrow the books for them, and help them search for items from the Internet as well as scan or download resources they needed. They confessed that without their volunteer readers help, their academic performance would suffer, and they would feel anxious and stressed. The university library managed the volunteer services only by providing a special board for VIPs to advertise their needs for volunteer readers. There was no appointment of “volunteer coordinator” or “special librarian” to formally handle the service. Even so, the VIPs felt that the library takes care of them, just as the library caters for the needs of non-disabled student members. This is especially true in an environment which facilitates non-disabled peers’ support for their disabled peers, resulting in the latter feeling a sense of belonging to the library and university community (Robinson 1995; Osterman 2000; Salend 2004).

You know, I have cried before! I have cried many times in the library when my volunteer readers were not around me. Without volunteer readers I cannot do anything in the library. I felt so helpless. I cannot find books on the shelves. There isn’t any Braille sign on shelves, even if there were, the call numbers are not in Braille, so how can I find the books I need from the shelves? (Sedigeh, female, 29 years old)

You know, the way we study is different from sighted students. We have to work harder, twice or sometimes three times more than sighted students. We have to transcribe notes from sighted peers, write it to Braille and so on. So we really need volunteer readers. Since here in this library there are only few books in Braille. So we need volunteer readers to find books for us from the shelves and to scan the books or documents for us. I mean we really need their support... Even when I want to borrow books, I would ask my volunteer reader to go to the counter to borrow them for me, I give him my student card. Although I use the OPAC or the Internet to search the titles of books using my software JAWS to read the page for me, I still depend on my volunteer readers. Sometimes I ask them to read me the titles of books listed in the OPAC, and then ask them to borrow the books for me. .... I am very slow when I work by myself. The process would take too long! So I prefer to ask my volunteer readers to read it for me. They read to me everything on the screen and then I decide which books or articles I need to download or borrow. We [VIPs] are dependent on the volunteer readers. Even when the librarians bring us the books we still need the volunteers to read the books to us! (Yacob, male, 37 years old)

I depend on the volunteer readers to find the books on the shelves for me. I cannot imagine the day when my volunteer readers are not available for me in the library! (Laila, female, 23 years old)

The VIPs felt that they are legitimate members of the library and academic community, whose needs are being supported and cared for and this support from student...
volunteers enhances their sense of belonging to the library community. The warmth and support from the volunteers makes the VIPs feel more connected to the library community. Amir, Hadi, and Louvee described the importance of volunteer readers support, their feelings toward volunteer readers and the friendliness of the volunteers who helped them in the library. Such support makes them feel comfortable and satisfied with this library service. The VIPs’ dependence on the volunteer students is a cause of concern for some because they usually need more than one reader to help them and although the library manages the volunteers, the VIPs also need to solicit volunteers on their own.

Here in the library I feel comfortable, I have volunteer readers who help me to read. Actually the only place I can see them is in the library. They would come here to help me and I look forward to meeting them on the days they come. (Amir, male, 31 years old)

There is a difference between us and sighted students. We are blind and we cannot see! In this library most books are in printed format and we cannot read them. So the volunteer readers assist in locating the books and reading them to us, so that we can take notes. Like Negar, my volunteer reader, who help me in the library, I really love her! ...The library is very big and there isn’t any tactile guide inside the library, so it is possible to lose our way in the library. Volunteer readers willingly guide us in the library... they are very helpful and very friendly, they are very supportive. (Hadi, male, 22 years old)

So now, I am quite satisfied, honestly quite satisfy with this service. Most of the time, when I need volunteer readers’ help, I just call them or send them SMS and they will come to help me ... Sometimes in the library I try to find more volunteer readers by asking any student I meet whether they would help me, I will ask them directly, would you like to be my reader? (Louvee, male, 28 years old)

VIPs’ dependence on their volunteer readers is also indicated by the motivation they felt about going to the library. The presence of the readers seems to encourage them to visit to the library, because VIPs know they will able to listen to readings, study, take notes or do their assignments. They did not feel inclined to go to the library when their student volunteers were not available. Yacob, Amir, and Hadi confessed that without volunteer readers they would be less motivated to use the library. This situation is similarly reported in studies that found that support from non-disabled students increase VIPs engagement in their community and subsequently foster a stronger sense of belonging and acceptance (Osterman 2000; Salend 2004).

Actually, I would always call my volunteer readers before coming to the library. If they cannot come, honestly I don’t feel like coming to the library since there would be no point. It is better to stay home [laugh]. (Yacob, male, 37 years old)

Amir (male, 31 years old) on the other hand indicated that,

One of the reasons that motivates me to visit the library is to meet my volunteer readers. Honestly, the volunteer readers motivate me to come to the library every day so that I can have reading sessions with them regularly so that I can study.

Hadi (male, 22 years old) confesses,

I worry when I cannot find any volunteers to help read my books for me. I feel comfortable when they are present. Their presence motivates me to come to the library as I can get information, resources and study.

The VIPs’ dependence on student volunteers is largely related to the need to progress in their academic life. All the books in the library and resources would be useless if they could not find anyone to help out in locating and reading to them. This is indicated by Mostafa, Fahimeh and Mehran.

Sighted students perhaps come to library to pick up some books and then go! But for us the library is a different place. We come to the library to see our volunteer readers. They help us search for books and read to us as well meet our other non-sighted friends. (Mostafa, male, 24 years old)

Non-disabled students only go to the library to find books or references, but for us it is different! We go to the library for our reading sessions with our volunteer readers; to borrow books which the volunteers read to us and type out Braille notes for ourselves. (Fahimeh, female, 23 years old)

One of my challenges in the library is how to read books listed in my course. Even when there are lots of book, I cannot read them by myself. I cannot scan the books by myself or find the books’ locations, I mean I can find the call number through the OPAC by the Screen reader software but cannot go to the shelves to find the books. So the student volunteers help me get the books and to study. That is why I come to the library. (Mehran, male, 29 years old)

In summary, the VIPs look upon the students who volunteer to help them as their “academic saviours,” who help them to search for, retrieve, borrow the resources and discuss their assignments. Without this help they feel handicapped academically.

Volunteers as Social Connectors

The VIPs in this study interact with their student volunteers socially. The readers have become their friends and
have also introduced them to other sighted students. This high level of interactions between the VIPs and their non-disabled peers is expected to increase their social skills (McGregor and Vogelsberg 1998) and this is verified by their comments. One of the fundamental factors in human life is communication, which involves the exchange of thoughts, beliefs, emotions and information. The VIPs in this study indicated their satisfaction and happiness in interacting with their student volunteer and other sighted students. They confessed that the interactions have improved their social skills, provided opportunities for making friends with other sighted students and expanded their social networks. Nasir, Yacob and Laila related this need for social interactions.

Nasir, Yacob and Laila (2008) observed that the main challenge for VIPs in an inclusive setting is sustaining their interaction with sighted peers. Such interpersonal interaction should ideally be ongoing so that VIPs continuously feel connected and belong.

Discussion

In summary, the VIPs do realize the social importance of student volunteers. The student volunteers fulfill their need to be connected socially to other students, and to feel that they are part of the library and university community. Table 1 summarizes VIPs’ feelings about their student volunteers, how they feel the volunteers help them academically and socially.

<table>
<thead>
<tr>
<th>Table 1: VIPs’ Feelings About Their Student Volunteers</th>
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<td>Need to be connected socially to other students, and to feel that they are part of the library and university community.</td>
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Although the university library plays an important role in supporting VIPs through the administration of the

... We need to interact with other students in the university. I think librarians cannot do anything in this matter for us but volunteer readers are good channels. The readers improve our interaction skills with non-disabled students. (Nasir, male, 21 years old)

Yes, we like our volunteer readers. I think the readers play an important role in my life as well as other VIPs’ lives. Actually, through the volunteer readers we can foster friendship and become friends with other sighted students. The readers also help to manage our interactions with other readers and so on. We can expand our social connections too. When we want to go outside for food we often invite them to come meet us here [in the library] and we then go outside like friends. I invited them like a friend to join me to go shopping, go for walks, to meet up just to talk and so on.... Sometimes, our sighted friends encourage their friends to volunteer to read to us! (Yacob, male, 37 years old)

I should say the volunteer readers’ role in our lives is not only to find the books but also help improve our communication skills and help us know how to communicate with other sighted students and how not to feel awkward in front of sighted students. (Laila, female, 23 years old)

Nyberg, Henricsson, and Rydell (2008) observed that the main challenge for VIPs in an inclusive setting is sustaining their interaction with sighted peers. Such interpersonal interaction should ideally be ongoing so that VIPs continuously feel connected and belong.

I feel comfortable in the library, especially in my carrel and I am dependent on volunteer readers. Whenever I need their assistant I just call them. In the library the only sighted students I know are my volunteer readers. I don’t know other sighted students although I would like to become friends with the others too. Volunteer readers could be our bridge to meet other non-disabled students. (Farhad, male, 22 years old)

Actually, when I come to the library I go straight to my own carrel ... I have a little chance to interact with sighted students or to make friends with them. So, as we see only our volunteer readers in the library, they eventually become our friends. They are our best friends who help us to do our research. (Mehran, male, 29 years old)
volunteers’ scheme, it could do more in other ways. For instance, libraries could assist by increasing the number of resources for visually impaired readers in formats that they can use independently and without the help of volunteers and exposing the VIPs to the e-books subscribed by the library. This could help create higher sense of independence, satisfaction, self-worth and belonging to the library.

In addition to providing feedback about the volunteer readers, the VIP participants in this study also offer suggestions to the library on how to increase the availability of volunteer readers. This includes providing better incentives to the volunteers such as giving them extra time to borrow books, increasing the number books they can borrow, giving certificates for being volunteer readers, and considering giving credit (e.g. one hour credit) for the volunteering time spent. The VIPs also felt that advertising through the board placed at the library lobby was insufficient and more innovative ways could be used, such as advertising in Facebook, distributing flyers during orientation tours for new students and during library open days. The VIPs firmly believe that despite the worthwhile services managed by the library, a more purposeful marketing programme could improve awareness about the needs of the VIPs enrolled at the university, especially about the special need for volunteer readers because it is this service that serves them academically, motivates them to use the library, removes barriers to their learning and gives them the opportunity to be socially connected to other students members.

## Conclusions

In this case study, student volunteers were perceived as having two main roles. Firstly, the VIP participants regard the volunteers as their “academic saviours” due to their help with obtaining resources from the university library and the Internet, reading to them and discussing assignments with them. Secondly, volunteers are also their “social connectors.” Volunteers provided the VIPs with the opportunity to interact socially with sighted students, by becoming their friends, interacting socially outside reading times, accompanying them for meals, introducing them to other sighted students and helping find additional volunteer readers.

These roles enrich the VIPs’ academic, social and emotional lives. VIPs expressed being grateful, felt cared for, respected, connected and belong to the library and part of the university student community. They became motivated to go to the library. The findings from this study can be used to justify requests to fund additional services especially expanding the volunteer services, which are

<table>
<thead>
<tr>
<th>Themes Emerging about Student Volunteers</th>
<th>Types of Tasks</th>
<th>Types of Feeling</th>
<th>Feeling that foster Sense of Belonging</th>
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<tbody>
<tr>
<td>Volunteers as Academic Saviours</td>
<td>– Read books</td>
<td>– Stressed (cried)</td>
<td>– Being helped</td>
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<td></td>
<td>– Read articles</td>
<td>– Helpless</td>
<td>– Being assisted</td>
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<td></td>
<td>– Locate and get books from library shelves</td>
<td>– Pressured</td>
<td>– Being supported</td>
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<td>– Gather resources</td>
<td>– Relieved</td>
<td>– Cared for</td>
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<td></td>
<td>– Scan books/documents</td>
<td>– Grateful</td>
<td>– Legitimate member of society</td>
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<td></td>
<td>– Check-out books</td>
<td>– Love</td>
<td>– Satisfied</td>
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<td></td>
<td>– Search OPAC/Internet for resources</td>
<td>– Motivated</td>
<td>– Loved</td>
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<td></td>
<td>– Download resources</td>
<td>– Worried when readers are absent</td>
<td>– Accepted</td>
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<td></td>
<td>– Guide mobility in the library</td>
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<td>– Motivated to go to the library</td>
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<td></td>
<td>– Make themselves available immediately</td>
<td></td>
<td>– Comforted</td>
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| Volunteers as Social Connectors         | – Interact | – Satisfied | – Increase interactions |
|                                         | – Converse | – Happy     | – Improve social skills        |
|                                         | – Make friends | – Important | – Improve communication skills |
|                                         | – Introduce friends |             | – Socially connected           |
|                                         | – Obtain more volunteers |             | – Belong to the student community |
|                                         | – Meet socially |             | – Widen social circles         |
very important to students who are visually impaired. It is limited by not covering the views of the volunteers themselves, which should be covered in further studies on this topic.

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