

**EVALUATING INFORMATION LITERACY SKILLS OF
PARLIAMENTARY COUNTY WOMEN REPRESENTATIVE IN KENYA**

BY

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DECLARATION

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DEDICATION

I dedicate this project to my wife, Modester Nyaboke, and my children, Mary Moraa, Dennis Momanyi and Gracious Kimberly, for their support and patience throughout the course of my studies.

ABSTRACT

The new Constitution, promulgated in 2010, provides for an active participation of County Women Representatives (CWR) in the various legislative functions in Kenya's National Assembly. In an information-driven Parliament, effective performance of their legislative roles depends, in part, on the levels of information literacy of legislators. However, presently, their degree of information literacy has not been empirically established. This has made it difficult for Parliamentary library planners to enhance the active use of the existing wealth of information resources. Therefore, the aim of the study was to evaluate the level of information literacy of CWR and, to suggest the ways in which their information literacy skills can be enhanced. The objectives of the study were: to assess the legislators' knowledge of information resources and services; to determine the ability to search and retrieve needed information; to analyse their information seeking and retrieval challenges and, to suggest ways in which their levels of information literacy can be enhanced. The study population consisted of 47 County Women Representatives from which a sample size of 40 representatives was selected. A quantitative research approach and survey research design was employed. Self-administered questionnaires were used to collect data. The study was informed by the SCONUL Model (2011). Data was analysed using SPSS and presented in tables, charts and figures. The study found out that County Women Representatives lacked adequate information literacy skills. The research concluded that there was an urgent need to put in place strategies that could enhance information literacy levels of the women representatives. Further, the study proposed the need to design an information literacy programme capable of empowering County Women Representatives with the skills to search, access, retrieve and use diverse information resources available in the Parliamentary library.

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ABBREVIATIONS AND ACRONYMS

ACRL:	Association of College and Libraries
CILIP:	Chattered Institute of Library and Information
IEBC:	Independent Electoral and Boundaries Commission
IL:	Information Literacy
ISP:	Information Search Process
ROK:	Republic of Kenya
MP:	Member of Parliament
SCONUL:	Society of College, National and University Libraries
UNESCO:	United Educational Scientific and Cultural Organization
WSIS:	World Summit on Information Society

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

The Constitution of Kenya, (2010) gave women a special place to gender rule. Although Kenyan women performed better in elections still their numbers in parliament fall below the requirement of two third gender rule. Women still face hurdles in carrying out their political activities due to inadequate education and information access and awareness. Empowering them in information has therefore emerged as key in making them efficient and effective (Human Rights Centre, 2010).

In developing world context literacy among members of the National Assembly has been poor for many years. This has left both legislative debates and decision-making processes in Parliament being driven more by personal opinion and political sentiment, rather than objective facts and empirical evidence. Legislative representation has always been an integral part of political administration, especially where governments (including legislatures) routinely consult, interact, and exchange views and information with the public, so as to enable the citizens to contribute to good governance, express their preferences and provide their support for decisions that affect their lives and livelihoods(Kurtz, 2007).

The introduction, of a pioneering and innovate Legislative Research and Library Services, one of the very first of such services on the African continent, has revolutionized legislative debates and decision making. The evolution and contribution of library and research services in the work of parliaments can no longer be ignored in growing democracies. Library and research resources do facilitate generation of consensus, debates and decision making at both the Committee, Plenary and constituency levels of the work of legislators. This has provided an efficient

research and reference service to which Women County Representatives are increasingly turning for help and reference. The information service has been essential, among other things, highlighting policy alternatives and drawing attention to policy consequences; and providing access to information as a prerequisite for in-depth analysis and debate. (Rugambwa & Kintu 2013).

1.1.1 Kenya as a Parliamentary System

The Republic of Kenya is a unitary State. Kenya won its independence from British colonial rule on 12 December 1963. The country has a multi-party political system whose hallmark is parliamentary democracy. The Parliament of Kenya is bicameral House consisting of the National Assembly and the Senate. The National Assembly has in total 350 members and the Senate has 68 senators plus the Speaker who is an ex-officio. Article 95 of the Constitution establishes that the National Assembly shall consist of the following:- two hundred and ninety (290) elected members, each elected by the registered voters of single member constituencies; forty-seven (47) women representatives , each elected by the registered voters of the counties, each county constituting a single member constituency; twelve (12) Members nominated by Parliamentary political parties according to their proportion of members of the National Assembly in accordance with Article 90, to represent special interests including the youth, persons with disabilities and workers; and the Speaker, who is an ex officio member.

1.1.2 Information Needs

The need for information is one of the cognitive needs of humankind. Information need causes information-seeking behaviour and these concepts complement one another. Information need and information-seeking behaviour are affected by many

factors. Information-seeking behaviour is expressed in various forms, from reading printed material to research and experimentation. Scholars, students, and faculty actively seek current information from the various sources available in libraries, for instance, encyclopedias, journals and, more currently, electronic media (Wilson, 1999).

Information need arises when an individual senses a problematic situation or information gap, in which his or her internal knowledge and beliefs, and model of the environment fail to suggest a path towards the satisfaction of his or her goals (Case, 2007). Such an identified information need may lead to information seeking and the formulation of requests for information (Ingwersen & Järvelin, 2005). The term “information need” does not necessarily imply that people are in need of information as such but that the use of information can lead to the satisfaction of a more basic need (Wilson, 1981).

1.1.3 Access to Information

Parliamentary libraries play an important role in disseminating economic development knowledge to the user's society. Usually the types of information included in parliamentary libraries are special industrial statistics, general economic statistics, economic events, commercial statistics, market data, management requirements and taxes, life expenses data and work cost data, general information of occupational operations, and financial programming. (Miele; Nancy, 1995).

1.1.4 Information Seeking

Information seeking behavior refers to the way people search for and utilize information. It is the totality of human behavior in relation to sources and channels of

information, including both active and passive information-seeking, and information use. It's purposive seeking of information as a consequence of a need to satisfy some goal (Ingwersen & Järvelin, 2005).

1.1.5 Information Use

The use of information is key in enriching the quality of debate in parliament. Rugambwa and Kintu, (2013) Indeed, Oketunji, (2000) notes that the adoption of information technology into academic libraries has revolutionized the way they acquire, store, and disseminate information to their users and the way individual patrons require and use information. Consequently, user's demand, information need and searching skills have changed

1.1.6 Information Literacy

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Indeed researchers refer to the American Library Association (ALA, 1989), definition which states that to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literate people are those who have learned how to learn. Information literacy is a part of knowledge or learning that is about acquiring a set of skills or competencies. An information literate individual cares about the quality of the answer to what he/she is investigating and is prepared to work to guarantee that quality. That is according to the Chartered Institute of Library and Information Professionals (CILIP, 2006)

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to: determine the extent of information needed; access the needed information effectively and efficiently; Evaluate information and its sources; Incorporate selected information into one's knowledge base; Use information effectively to accomplish a specific purpose; understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

1.2 Background to the Study

The history of libraries in Kenya can be traced back to the coming of western civilization. Until the coming of the Europeans in the second half of the 19th Century, the only foreigners often seen along the Kenyan coast were the Arabs from the State of Oman. The Arabs were never known to have had an interest in setting up libraries there. In the second half of the 19th Century some European missionaries and explorers started frequenting the East African region. The Church Missionary Society (CMS), for instance, established a mission station in Frere Town near Mombasa in 1887 for freed slaves. This station is said to have had a library specifically for missionary work Rosenberg, (1993). The historical development of libraries in Kenya covers two periods: the colonial, post-colonial and the independence era.

The Kenya parliament library was established in 1910 as a division of the Department of the Assembly to cater for the information needs of legislators. It was a room closer to the Chamber where the legislatures quickly rushed for reference information as need arose. The library has expanded over the years. It provides services to sitting

Members of Parliament, Associate Members and Staff of Parliament. Other users may seek to use the library with special permission from the Clerk of the parliament.

1.2.1 The Kenya Parliament

Chapter eight of the Constitution of Kenya 2010 (the Constitution) establishes the Legislature. Article 93 of the Constitution states that “There is established a Parliament of Kenya,” (Parliament) which shall consist of the National Assembly and the Senate. The two Houses of Parliament shall perform their respective functions in accordance with the Constitution as stated in Article 93 (2) of the Constitution.

1.2.2 Composition of County Women Representatives

Women representatives are an outcome of the two thirds gender rule that aims at increasing the representation of women in parliament. Each of the 47 counties has an elected woman representative. The 47 women representatives are Members of the National Assembly. While the public perceives them as a different group of legislators, the women representatives are in fact Members of Parliament (MPs) just like the Members representing the constituencies and the Senate. Whereas it appears that they were elected to balance the gender equation (affirmative action), their role goes beyond this trajectory and encompasses many other functions under the Constitution and Acts of Parliament.

1.2.3 Role of Women county Representatives

Women representatives are supposed to primarily promote the interests of women and the girl child within their counties and by large, nationwide by coming up with legislation that favors and suits women and girls within their dominions.

Through legislation, the women representatives should lobby and advocate for the rights, freedoms and interests of the women and girls, who are perceived by the society to be the „weaker sex“ in order to uplift them to the standard where they are considered at par with their male counterparts.

Women representatives in their legislative capacity are supposed to formulate legislative policies that uplift the social, economic and political status of women and girls in the country. Nevertheless, this advocacy does not necessarily involve advocating for immediate needs for the women and girls, such as sanitary towels and boreholes.

The intention of the position and mandate of the women representatives was for their roles to be long term in addressing the challenges that face the women and girls in this country due to persistent marginalization and neglect by the patriarchal society. This includes ensuring, through legislation and policy formulation, that majority of the female population has a certain level of affordable access to basic needs and wants, rights and freedoms, privileges and protections.

The other roles played by women representatives in Kenya are contained in Article 95 of the Constitution of Kenya 2010, they include budgeting (allocation, appropriation and oversight of national revenue), determining the conduct of State officers, overseeing state organs and approving declarations of war and states of emergency.

1.2.4 Parliamentary Libraries

Parliamentary libraries are expected to serve and promote democracy in their countries; play a crucial role in reorganizing, realigning and reshaping information services and products to preserve and deepen our democracy. As agents of

democracy, librarians have to assist in creating an informed nation as well as to increase awareness and use of libraries as community centres which will assist the nation with the democratic way of life. Parliamentary libraries are today right at the heart of democracy, helping to build an informed nation. Increasingly, libraries are now open and accessible to all. They will assist in unleashing the potential of individuals to awaken the sleeping genius in each individual to live according to his dream/purpose/potential. Literally, democracy means power of the people. It is a form of government of the people, by the people, for the people. Democracy features a constitutional government where the majority rules, a belief in individual freedom, equal rights for all, freedom of expression, freedom of choice and political freedom (Rugambwa, 2010).

Parliamentary libraries are one of the most important tools for development in any country. However, they have not yet taken considered seriously in developing countries. It is important that Parliamentary libraries are information oriented, that the Members of the National Assembly use the information in decision making, and that they believe in the role of Parliamentary libraries in providing, organizing and disseminating suitable information

1.2.5 Information Resources

Many public, academic and school libraries have compendiums of computer databases, such as the InfoTrac catalogs of databases. Introduced in 1985, InfoTrac catalogs integrate many different kinds of databases into a single collection that can be accessed on CD-ROM or via the Internet. For example, patrons of public or academic libraries can use a single Info Trac catalog to search computer databases of general interest magazines, government publications, academic journals, legal

publications, and health-related periodicals. InfoTrac catalogs in school libraries may be tailored to support classroom assignments at various grade levels. These catalogs typically include computer databases containing the full text of articles in leading magazines, newspapers and reference books (Microsoft Encarta, 2009).

Restricted access to information resources, time constraints and little emphasis on research-based and information-based in workplaces inhibit the application of advance information skills and defeats the purposes of curricular that seek to assist the development of important information literacy skills and knowledge. For example, in a study conducted by Webster, Davis, Holt, Stallan, New & Yegdich, (2003), it was noted that deliberate strategies are needed if access to appropriate resources is to translate into improved application of information.

Despite a variety of steps taken to improve information literacy skills, the most commonly identified barrier to accessing information resources by students in Verhey's second study was lack of knowledge about using resources. In addition, Cheek and Doskatsch, (1998) confirm also that although library users are increasingly computer literate, they continue to have problems identifying, defining, analysing and articulating the nature of their information needs.

1.2.6 Information Services

(Information Services) (Is) a common name for an organization within an enterprise that is responsible for its data processing and information system or systems. Librarians must evaluate, select, organize, and store information as well as provide a range of information services on a limited budget.

In addition to maintaining diverse collections, libraries offer an increasing variety of services and activities in response to community needs. Many public libraries sponsor exhibits about historical events and popular culture. In addition, they host book-discussion groups, lectures, film screening, and live performances in auditoriums or public meeting rooms. Many public library staff members are specially trained to recommend books to users of particular age groups or with specific interests. The librarians who offer these services first discern the educational and recreational interests of a library user and then draw up a customized list of suggested titles for the user to read Microsoft Encarta, (2009).

1.2.7 Information Literacy Skills

Information Literacy is the set of skills needed to find, retrieve, analyze, and use information. The Twenty-First century has been named the information era, owing to the explosion of information and information sources. One cannot achieve the study target without practicing special information literacy skills. In other words information literacy skills empower the people with the critical skills that help them to become independent lifelong learners, (ACRL, 2000).

Information Literacy (IL) was endorsed by UNESCO's Information for All Programme (IFAP) as a basic human right. The implications of (IL) for economic and social development have been recognised by policymakers at both international and national levels. The Alexandria Proclamation makes it evident that IL needs be considered not only in relation to education, but also in the broader context of work, civil society, and health and well-being (Garner 2006). Information literacy has been defined by the Chartered Institute of Library and Information as knowing when and why you need information, where to find it, and how to evaluate, use and

communicate it in an ethical manner (CILIP, 2006). The US Association of College and Research Libraries have asserted that IL is common to all disciplines, to all learning environments, and to all levels of education” (ACRL, 2000). Badke, (2010) argues that information literacy is about understanding information and how it works.

1.2.7.1 Information Literacy Skills as the Core for Learning in our Modern Day Environment of Continuous Change

In embarking on examination of Information Literacy skills it is vital to quickly and briefly look at the character of information as it is currently being interpreted in educational settings. Various models take the working definition of information literacy and tease out aspects of its meaning in a manner that has ended up being valuable to educators over the world. This study will utilize information literacy skills as per the SCONUL model. However, in this 21st Century, three models of information literacy and two sets of standards have assumed particular importance in the educational sector; these are:

- i. Eisenberg and Berkowitz’ Big6 information skills (Eisenberg and Berkowitz, 1990)
- ii. Doyle’s’ attributes of an information literate person (Doyle, 1992)
- iii. Bruce’s seven faces of information literacy (Bruce 1997)
- iv. The information literacy standards for student learning (ALA and AECT, 1998)
- v. The ALA information literacy competency standards for higher education (ALA, 2000)

The Information skills models created in the 1980s give a progression of procedures, or steps that need to be followed when solving problem, Eisenberg and Berkowitz,' (1990). The steps include; task definition, creating information seeking strategies, locating and accessing information, using information, synthesizing information and evaluating information. Information literacy in this model may be described as systematic information behaviour. According to these models, learning to be information proficient includes acquiring and demonstrating these attributes.

Doyles, (1992) attributes of the information literate person are as the result of a Delphi study, in which a group of specialists discussed and settled upon characteristics associated with information literacy. In this model, the information literate person is one who perceives that accurate and complete information as the basis for intelligent decision making, accepts the need for information, formulates questions based on information needs, identifies potential sources of information, develops successful search strategies, accesses sources of information, evaluates information, organizes information, integrates new information into an existing body of knowledge, and uses information in critical thinking and problem solving. Learning to be information literate involves acquiring and demonstrating these attributes.

The relational model of information Literacy, (Bruce, 1997) was developed through investigating the information of experts from a range of fields. This model outlines information in terms of seven unique methods for seeing and experiencing information use. Each of these uncovers one of the seven features of the information literacy experience; information technology for retrieval and communication, information sources, information process, information control, knowledge construction, knowledge extension and wisdom. Many of these ways of seeing

information literacy involve recognizing interdependency between groups and individuals in the information literacy experience. Learning to be information literate, in this model, involves becoming aware of different ways of experiencing information use through engaging in relevant information practices and reflection.

The ALA information literacy standards for schools (ALA and AECT, 1998) and Higher Education (ALA, 2000) were devised through extensive consultation between educators and information professionals. These standards comprise of grouped lists of desirable learning outcomes and processes for individuals. The standards for schools are divided into three categories: information literacy, independent learning and social responsibility, with the standards reflecting the importance of information literacy to independent learning and social responsibility.

Information Literacy skills, from these descriptions is clearly part of the fabric of learning, and, if learners are to gain from the resources in information rich environment, must be woven into the learning background. In acknowledgment of this basic, restricted models, information literacy skills models such as SCONUL were developed to address the issues of particular instructive connections around the globe through taking part in pertinent information practices and reflection.

1.2.7.2 Information Literacy Skills-the Catalyst Required to Change the Information Society of Today into the Learning Society of Tomorrow.

In this 21st Century the need put forward from many is making learning activities that conform to today's ICT environment, it is thoughtfulness regarding information practices that are essential to powerful information use. It is the work of Librarians to make sure that the information practices that are to be adopted by different users have

the capabilities to engage in and reflect upon such practices that constitute information literacy practices. The information practices that should reflect various disciplines to depict academic and professional practices in, for instance, the humanities, science, sociology, healthy sciences and technology based disciplines, and in addition supporting educated civic obligation.

The importance of information literacy skills lays its key input in encouraging deeper learning and its potential to change the dependent learners into independent self-directed, lifelong learners. Failure to have literacy skills, people are condemned to lack of information, dependence upon others for access to knowledge and information, and even to acute levels of anxiety (Wurman, 2001).

1.2.7.3 Significance of Information Literacy Skills

In the 21st Century an information literacy skill is a key quality for everyone regardless of age or experience. Information Literacy is evidenced through understanding the routes in which information and data is made and taken care of, learning skills in its administration and use and adjusting learning attitudes, habits and practices to welcome the part of information education in learning. In this setting learning, is understood as the steady search for meaning acquisition of information, reflection, engagement and dynamic application in various contexts (NASPA, 2004).

Information literacy is important owing to the amount of information that is available in contemporary society. Simply being exposed to a great deal of information will not make people informed citizens; they need to learn how to use this information effectively, ACRL, (2000).

Information literacy allows us to cope with the data smog, by equipping us with the necessary skills to recognize when we need information, where to locate it, and how to use it effectively and efficiently. Consequently, it will help in decision making and productivity which is beneficial to the society.

Information literacy programmes need to be implemented mainly by the library staff in schools, universities, public and other libraries in order to achieve library goals and to convert their users to lifelong learners and critical thinkers.

1.3 Statement of the Problem

The role of Parliamentary library is to enable Members' access information. However Members' access to information is informed by their information literacy skills. Moreover, for women Members of Parliament to make good use of the library and enrich the quality of debate, they need information literacy skills. The constitution of Kenya, (2010) introduced county women representative slots in parliament. The constitution of Kenya, (2010) introduced new position of county women representative to represent the interest o women in their representative counties and country at large. However their information needs and how they go about seeking information needed to be empirically investigated in order to empower them with information. Access and use of information was intended to improve their efficiency and effectiveness in carrying out their legislative responsibilities. County women representative were introduced to literacy skills through training. The study sought to find out whether there was any improvement on how the women representatives make use of the available resources.

The literature showed that there is lack of emphasis on information literacy in education systems in Africa especially in universities, secondary and primary schools where many users including women pursue their studies. This greatly hindered the development and inculcation of information literacy skills to users of information resources. This study used women county representatives in Kenya as a case to find out the level of literacy skills among women parliamentarians.

Large amounts of information available in both print and electronic formats demand information literacy skills and competencies to access (SCONUL, 1999). Despite efforts to rise the literacy skills levels in women Parliamentarians and low levels of literacy from women representatives, there is no study that has been conducted to assess the levels of information literacy skills of women Parliamentarians. The assessment of information skills and competencies among Members of the Kenya National Assembly has not yet taken root. This has created gap in the formulation of literacy programmes. It is for this reason therefore that the study sought to do an evaluation of information literacy skills among county women representatives' in Kenya with a view to proposing appropriate strategies to enhance their skills.

1.4 Aim of the Study

The aim of this study was to evaluate information literacy skills of Women County Representatives in Kenya and suggest ways of enhancing it.

1.5 Objectives of the Study

- i. To identify the information needs of women county representatives'
- ii. To Assess women county representatives knowledge of information and services

- iii. To find out women county representatives ability to search and retrieve information
- iv. To identify challenges that women county representatives face while seeking for information
- v. To suggest possible solutions to the challenges County women representatives face while seeking and retrieving information

1.6 Research Questions

- i. What are the information needs of County Women Representatives?
- ii. Do county Women representatives have knowledge of information and services?
- iii. What are County women Representative information searching and retrieval skills?
- iv. What are the challenges county women representatives face while seeking and retrieving information?
- v. What are the possible solutions to the challenges County women representatives face while seeking and retrieving information?

1.7 Significance of the Study

1.7.1 Theoretical Significance

The study gave insight on the information literacy skills among Members of Parliament in Kenya. It was a new addition to the existing body of knowledge on information literacy among Parliamentarians

1.7.2 Practical Significance

The intention of the Study was to help determine what needs to be done to improve on Members' information literacy skills. It is intended to provide a practical solution to provision of IL programmes.

1.7.3 Policy-related Significance

It was envisaged that this study would inform policy formulation on improving information literacy skills of Members of Parliament.

1.8 Scope of the Study

The scope of the study constituted information literacy skills of County Women Representatives of the Kenya Parliament. It included all County Women Representative at the current Parliament and excluded male Parliamentarians. The study chose to study based on women Parliamentarians due to the fact that parliament there before was dominated by male parliamentarians and they would be facing challenges in the use of parliamentary libraries for the good of use in informing debates. The study therefore was timely to examine the literacy skills for women Parliamentarians.

1.9 Limitations of the Study

The study was limited by the busy schedules of Members of Parliament who are always engaged for various functions. However this was overcome by booking appointments at their own convenient time.

1.10. Chapter Summary

This chapter presents the introduction, background of the study, detailing the systems in the Kenya Parliamentary system, Parliamentary libraries, composition of the National Assembly, composition of the Senate, information resources, information services, information literacy, statement of the problem, aim of the study, objectives of the study, research questions, significance of the study, theoretical significance, practical significance, policy related significance, scope of the study, limitations of the study, delimitation of the study and definition of the terms

1.11 Definition of Operational Terms

- i. **Information Literacy Skills:** A set of skills needed to find, retrieve, analyze, and use information.
- ii. **Information Literacy:** The capacity of people to recognise their information needs, locate and evaluate the quality of information, store and retrieve information, make effective and ethical use of information, and apply information to create and communicate knowledge.
- iii. **Information Need:** An individual or group's desire to locate and obtain information to satisfy a need.
- iv. **Information Resources:** Sources of Information and related resources, such as personnel, equipment, and information technology or anything that might inform a person about something or provide knowledge about it.
- v. **Information Retrieval:** The ability to gather information using available avenues such as the catalogue and keep that information for later use. It can

also be referred to as the activity of obtaining information resources relevant to an information need from a collection of information resources.

- vi. **Information Search:** The process of identifying and locating needed information; this can be done manually or electronically using search engines.
- vii. **Information Seeking Behaviour:** the totality of human behavior in relation to sources and channels of information, including both active and passive information-seeking, and information use. Information seeking behavior is purposive seeking of information as a consequence of a need to satisfy some goal.
- viii. **Information Seeking:** the process through which we resolve information need. It is the process or activity of attempting to obtain information in both human and technological contexts.
- ix. **Information Use:** the utilization of library information to enrich a member's knowledge for debate or any other use in parliamentary business.
- x. **Multimedia Resources:** the combination of text, sound, and/or motion video.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

A literature review is an evaluative report of information found in the literature related to your selected area of study. The review should describe, summarise, evaluate and clarify this literature. A literature review is more than the search for information, and goes beyond descriptive. The purpose of this literature review is to establish a theoretical framework to be employed in the current study, to identify studies, models that supporting the current study as well as to provide a context for the research, show where the research fits into the existing body of knowledge, highlight flaws in previous research as well as outline gaps in previous research. This section presented a theoretical framework as well as the review of related literature

2.2 Theoretical Framework

2.2.1 Kuhlthau Model of the Information Search Process (ISP)

Kuhlthau Model of information search process was developed by Carol Kuhlthau. The ISP model was developed in a series of studies of the experience and behavior of library users involved in the extensive research projects and more recently, people in the workplace using information for complex-related tasks (Kuhlthau, 1999). The ISP consist of six stages:

- a) **Initiation:** The user becomes aware of information need. Uncertainty and apprehension are common at this stage
- b) **Selection:** The user identifies and selects the general topic for seeking information. The user experiences a brief sense of optimism and readiness to begin a search

- c) **Pre-focus exploration:** This stage involves seek and investigation of information on the general topic. Feelings of uncertainty diminish as user confidence increases
- d) **Focus formulation:** The user is now able to structure the problem which needs to be solved. Feelings of uncertainty diminish as user confidence increases
- e) **Collection:** The pertinent information for the focused topic is gathered. Uncertainty subsides as the users interest and involvement in the project deepens
- f) **Search or closure presentation:** The search is completed. This enables the user to put the information to use and report on his or her findings

2.2.2 Wilson's (1981) Model of Information Seeking Behaviour

Wilson's 1981 model suggest that information-seeking behavior arises as a consequence of a need perceived by the information user. In order to satisfy that need, the user then makes demands upon formal or informal information sources or systems. These demands for information result in success or failure in finding relevant information. The successful retrieval of information results in user satisfaction while failure would result in non-satisfaction and require the user to adapt his search using a different information system. Wilson's first 1981 model shows that part of the information-seeking behavior may involve other people through information exchange. The information perceived as useful may also be passed on to other people as well as by the person seeking the information (Wilson, 2005). Although Wilson's model only draws attention to gaps in research it continues to serve as a framework in present research with as much validity as at the time of its conception (Wilson, 2005).

2.2.3 The SCONUL Model

The SCONUL Seven Pillars of Information Literacy Model is perhaps the most widely known model of Information Literacy. It was first published in 1999 and has been recently revised in 2011 to reflect the changing information world in which we live. This model defines the core skills and competencies (ability) and attitudes and behaviours (understanding) at the heart of information literacy development in higher education (SCONUL Working Group on Information Literacy, (2011). As shown in Figure 1, the key skills and competencies of information literate person identified in the Seven Pillars Model are: Identify Scope, Plan, Gather, Evaluate, Manage and Present.

The main attitudes and behaviors of an Information Literate person identified in the Seven Pillars Model are: understanding the gaps in his/her personal knowledge; developing a learning habit so new information is being actively sought all the time; the ability to use different search tools, while recognizing the disadvantages and advantages of different search tools and understanding the value of controlled vocabularies and taxonomies in searching.

Seven Pillars Model demonstrates that becoming information literate is not a linear process (SCONUL Working Group on Information Literacy, (2011). This particular model of IL is best suited for the Holistic Learner who ‘approaches problems globally and would probably prefer to freely examine the system or resource to be learned on their own in order to figure out how it works’ (Grassian, E. & Kaplowitz, J, (2001).

The Core Model Information Literacy is an umbrella term which encompasses concepts such as digital, visual and media literacy's, academic literacy, information handling, information skills and data management.

Information literate people will demonstrate awareness of how they gather, use, manage, synthesize and create information and data in an ethical manner and will have the information skills to do so effectively. In the 21st Century, information literacy is a key attribute for everyone, irrespective of age or experience. Information Literacy is evidenced through understanding the ways in which information and data is created and handled, learning skills in its management and use and modifying learning attitudes, habits and behaviours to appreciate the role of information literacy in learning.

Developing as an information literate person is a continuing, holistic process with often simultaneous activities or processes which can be encompassed within the Seven Pillars of Information Literacy. Within each "pillar" an individual can develop from "novice" to "expert" as they progress through their learning life, as the information world itself is constantly changing and developing, it is possible to move down a pillar as well as progress up it. The expectations of levels reached on each pillar may be different in different contexts and for different ages and levels of learner and is also dependent on experience and information need. Any information literacy development must therefore also be considered in the context of the broad information landscape in which an individual operates and their personal information literacy landscape (Bent, 2008).

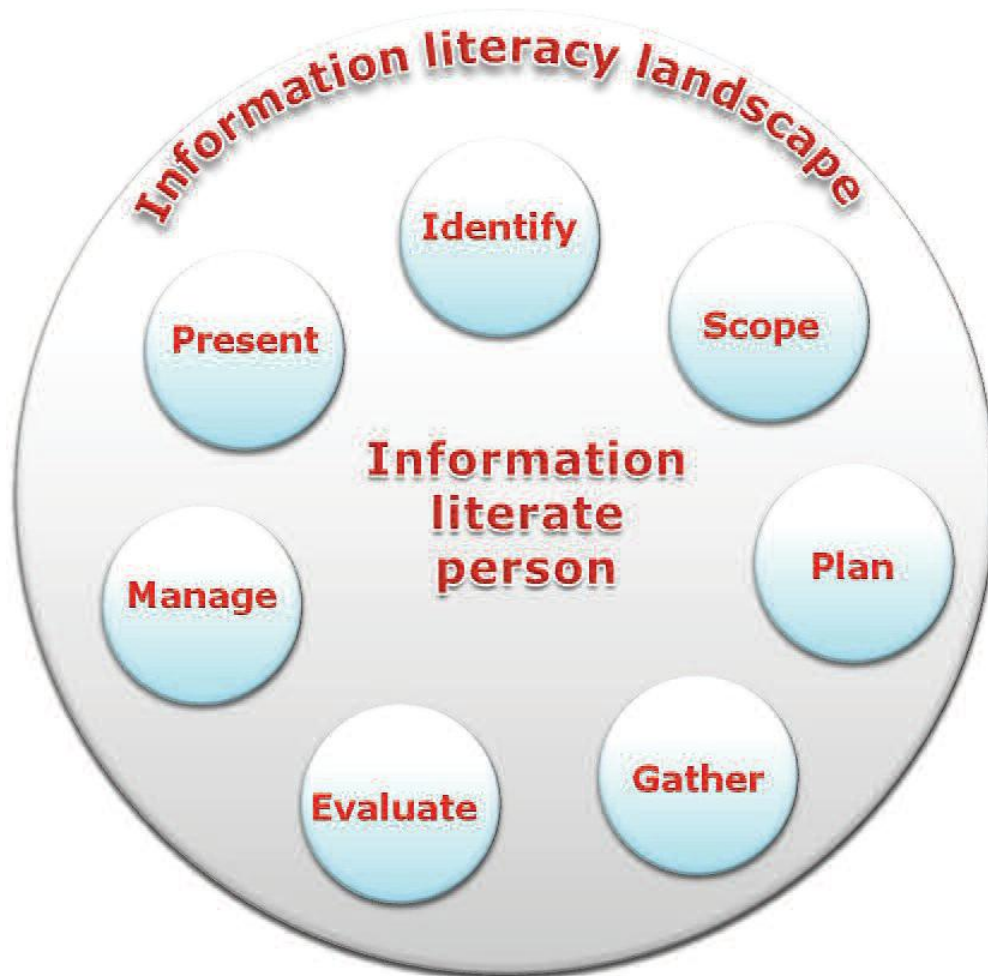


Figure 1: The SCONUL Model

As further illustrated in Table 1, each pillar is described by a series of statements relating to a set of skills/competencies and attitudes/understandings. It is expected that as a person becomes more information literate, he will demonstrate more of the attributes in each pillar and so move towards the top of the pillar. The names of the pillars can be used to map across to other frameworks or to describe part of the learning process. The core model describes a set of generic skills and understandings; for different user communities a “lens” can be developed which highlights different attributes, adds in more complex or simpler statements and uses language recognized

by the specific community which it represents. In this way, it is hoped the model can be used flexibly by individuals who can adapt it as appropriate to personal circumstances (Vitae, 2010). This study will seek to utilise the SCONUL seven pillar models.

Table 1: The Seven Pillars of SCONUL Model

Pillar	Meaning
Identify	Identify a personal need for information
Scope	Assess current knowledge and identify gaps
Plan	Construct strategies for locating information and data
Gather	Locate and access information and data they need
Evaluate	Review the research process and compare and evaluate information and data
Manage	Organise, synthesise and apply the information found
Present	Present the results of the research and disseminate it appropriately

2.2.4 Relevance of SCONUL Model Theory to the Study

SCONUL model provides structure and broader plan which describe the information literate learner. The model is conceived as a three dimensional circular “building”, founded on information landscape which comprises the information world as it is perceived by an individual at that point in time. It also portrays their aptitude, background and experiences, which will affect how they respond to any information literacy development. SCONUL model helps information providers to describe an Information literate person as someone who is able "demonstrate an awareness of how

they gather, use, manage, synthesize and create information and data in an ethical manner and who have the information skills to do so effectively (Lau, 2007).

The SCONUL model in this study helped in understanding if women county representatives are able to find and use information which can help them succeed at work. It further assisted in understanding to assess current knowledge of women county representatives and identify gaps of information. The model also combines ideas about the range of skills, the relationship and distinction between information skills and IT skills, and the idea of progression in higher education embodied in the development of the curriculum through first-year undergraduate up to postgraduate and research level that informed the study in coming up with strategies that can help enhance information literacy.

2.2.5 SCONUL Conceptual Framework

Information literate people will demonstrate an awareness of how they gather, use, manage, synthesize and create information and data in an ethical manner and will have the information skills to do so effectively. This is influenced by the two main factors, namely the information literacy landscape and individual landscape as shown in Figure 2.

(a) Information Literacy Landscape

As earlier stated SCONUL Model contains seven pillars that covers in details the skills that librarians should nurture in their library users; these are:

- i. Identify: Ability to identify information
- ii. Scope: Assessing current knowledge and identify gaps
- iii. Plan: Strategies for locating information and data
- iv. Gather: Locate and access of information

- v. Evaluate: Ability to review the research process and compare, evaluate information and data
- vi. Manage: Ability to organize information ethically and professionally
- vii. Present: Applying knowledge gained presenting the result of their research

(b) Individual Landscape:

Individual landscape includes the following elements:

- i. Technological – ICT know how
- ii. Institutional – Parliament support to the library to provide the required services
- iii. Personal – Individual knowledge, skills, attitude and many others

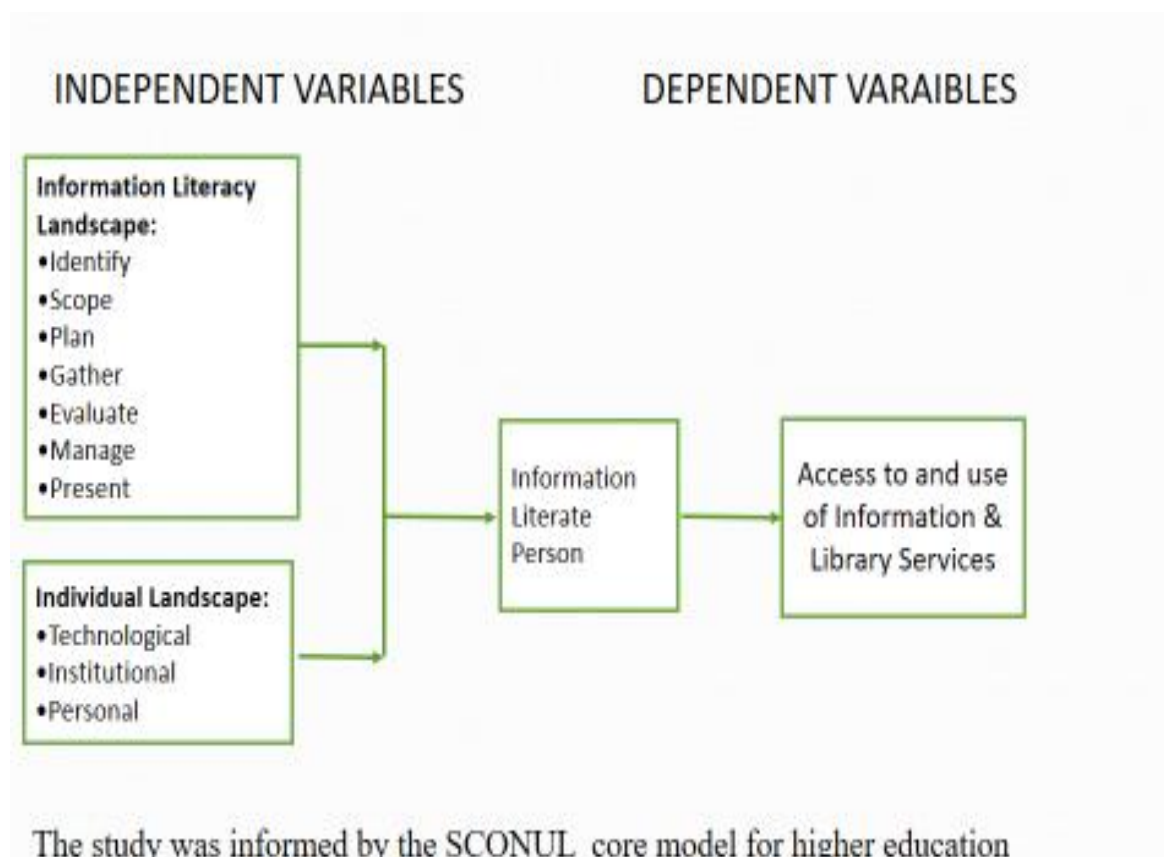


Figure 2: Conceptual Framework

2.3 Review of Related Literature

2.3.1 Information Literacy

Information literacy skills are necessary for people to be effective lifelong learners and to contribute in knowledge societies. Information Literacy elements are consistent with the definitions of IL developed and, as argued by Campbell, (2004), are applicable across all domains of human development. These elements are: recognising information needs, locating and evaluating the quality of information, storage and retrieval of information, making effective and ethical use of information, and applying information to create and communicate knowledge.

The concept of information literacy as locating, evaluating, synthesising and communicating information, also operates in the online environment. The five areas identified by members of the New Literacies Research Lab (Mokhtari, Kymes& Edwards, 2009) around which online reading comprehension centres, reiterates the above information literacy skills:

- i. Reading online to generate a problem or question from one's social context;
- ii. Reading to locate information online;
- iii. Reading to critically evaluate information online;
- iv. Reading to synthesis information online from multiple sources
- v. Reading to communicate and exchange information online with others.

Although research on the complexities of reading in an online environment is in its infancy (Coiro & Dobler, 2007; Leu et al., 2007), this indicates the close relationship between information literacy and online reading comprehension.

IL is the crucial set of skills that enable individuals to benefit from the wealth of knowledge available in oral, paper and electronic format (Lau, 2007). The essential point is that transforming information into knowledge requires information literacy skills. As stated in the UNESCO's World Report "Towards Knowledge Societies" (UNESCO, 2005), information without transformation is only raw data. The use of information requires a mastery of cognitive skills, including critical thinking, and this in turn depends upon the capacity to locate, evaluate and then use information.

The purpose of IL is to enable people to create and use new knowledge and hence this component represents the product of IL practice. In surveys of problem solving and of adult literacy, there may be items that address this component (UNESCO, 2008).

Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations. (UNESCO, 2005). Information literacy is a vital factor in the development of an individual's learning not only in formal educational settings but also in the wider social, cultural, political and economic arenas. The term 'lifelong learning' is often used to signify the ideal of an informed, independent and self-reliant individual who is capable of finding and using the information s/he needs within all these arenas. Being information literate can therefore be seen as a key part of lifelong learning, and "central to achieving both personal empowerment and economic development" (Bruce, 2002,). It is a means of enriching human experience and the individual's quality of life.

2.3.2 Indicators of Information Literacy

The American Library Association Presidential Committee on Information Literacy (1989) explains that information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

According to Californian University Information literacy factsheet, (2000); an information literate individual is able to: determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, Use information effectively to accomplish a specific purpose, understand the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

Information literacy elements were defined by Bundy, (2004) under three main elements. These elements are generic skills (problem solving, collaboration, team work, communication and critical thinking), Information skills (information seeking, information use, information technology), Values and beliefs (using information wisely and ethically, social responsibility & community participation). Bruce, (1997) has defined several concepts influencing and coexisting with information literacy. The concepts include computer literacy, IT literacy, Library skills, Information skills and Learning to learn.

2.3.3 Importance of Information Literacy

Information literacy is important owing to the amount of information that is available in contemporary society. Simply being exposed to a great deal of information will not make people informed citizens; they need to learn how to use this information effectively, ACRL, (2000).

Data Smog refers to the idea that too much information can create a barrier in our lives especially Students and the society require a special skill to handle this fast increasing information, in order to use their educational and economical purposes more effectively. Information literacy is considered as the solution for the data ACRL, (2006).

Information literacy allows us to cope with the data smog, by equipping us with the necessary skills to recognize when we need information, where to locate it, and how to use it effectively and efficiently. Consequently, it will help in decision making and productivity which is beneficial to the society. Due to the information explosion and data smog, all students and the society face many difficulties to locate, evaluate, use, and communicate information. Due to the expansion of internet services, we receive a lot of information that is not evaluated, unlike the printed sources. Hence the authenticity, validity, and reliability of this information is in doubt

The Alexandria Proclamation of 2005 recognizes information literacy as a basic human right in the digital world as it empowers individuals in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. In a digital world, people require new skills and training in order to participate. The digital divide is much more than ‘technology

Access' divide; without the skills to use the technologies, an even greater divide emerges the information literacy divide. Interestingly, this is not a 'north south developed developing' issue; it applies to all countries and is more a reflection on the extent to which education system are or are not keeping up with the new information societies (UNESCO, 2008).

It states that information is required to solve problem in the workplace, to understand civic needs, and to provide for the health and wellbeing of the family and community is the first component of IL. This is the first step also in differentiating IL from the passive reception of given information. This awareness of need is not a static capacity but one that needs to be applied to each and every situation as it arises. Of necessity people choose to accept some information as given, while recognizing that other claims need to be questioned and tested by seeking additional information or confirming the accuracy of that information supplied (UNESCO, 2008).

2.3.4 Information Literacy Skills

Catts and Lau (2008) identify adult literacy and ICT skills as prerequisite skills for the practice of IL in a knowledge society. It is considered that the prime mandate of UNESCO is to examine the degree to which people acquire the skills necessary to use ICTs through the formal or non-formal education systems. Lack of skills can be one reason why information that is 'available' is not 'used'. Data on training and skills can be collected either through household assessment like LAMP, or through school assessments like OECD's PISA. Skills assessments normally require sophisticated statistical modelling especially to obtain internationally comparable results. UNESCO's Regional Bureau for education in Bangkok has conducted a major programme on ICT indicators in schools, and UIS has also had a number of projects

on this topic, in particular specifying global indicators for the partnership for WSIS follow-up.

2.3.5 Library Information Evaluation Skills

The skills required to locate and evaluate information depend on the context in which a person is applying their IL skills. In the workplace, the information may be located in manuals, in published codes of practice, or in dedicated databases. In these circumstances, there is usually some assurance of the quality of the information source. However, increasingly, people seek information using internet search engines where there is often no filter on the quality of the information located. This is of particular concern in relation to information on health and well-being, and also in terms of information relevant to social and environmental concerns. For instance, holocaust denial has spawned internet sites that look credible to the unskilled eye, but when the information is evaluated, it can be established to lack accuracy and credibility. Education and training are needed to help people acquire the skills to not just locate, but also to evaluate information sources, and therefore IL indicators must include this skill (UNESCO, 2008).

Self-efficacy is an important factor that influences IL and library skills (Kurbanoglu, 2003). Self-efficacy describes an individual's confidence as their ability to perform specific tasks (Bandura, 1977). Self-efficacy was initially described by Bandura (1977) as a component of his social cognitive learning theory, and according to Pajares, (1996), Bandura remains the most prominent researcher studying the concept. Two significant characteristics of self-efficacy relate to IL in general and specifically this embedded librarian project. Firstly, self-efficacy is context specific and can vary in specific domains. Individuals can have differing levels of self-efficacy with

different tasks, both broadly and within specific domains including IL. For example, a learner may exhibit high self-efficacy with searching a particular database, but lower self-efficacy in searching other databases. Secondly, self-efficacy is positively linked to performance (Bandura, 1986). Learners with higher levels of self-efficacy may perform better than those with lower self-efficacy. These two aspects of the concept of Self-efficacy relate to self-efficacy with library skills and IL and are important considerations when conducting assessments of IL instruction.

2.3.6 Information Literacy Programmes in Developed and Developing Countries

There are some endeavours in progress that are executed requiring handling the issue of information literacy around the globe. A case in point is when the Sultanate of Oman did execute a policy whereby the procurement of ICT apparatuses to be accompanied by a curriculum whose main objective is developing information skills. In the same way, Estonia information literacy programs through upgraded information and library professional education (Pejova, 2002), while the Chinese Government, has come up with project that stresses the advancement of information education skills in state funded schools. In an alternate approach, the Egyptian Government presented ICT alongside the point of advancing information literacy (Warschauer, 2004).

The idea of information literate school communities combines with those of school advancement and learning organisations (Henri, 1999). For instance, in relation to school progress, Hopkins, (1996) presumes that the more nonexclusive, yet focused, a need for advancement is, the more effect it will have. Information literacy is a conceivably capable center for development activities as the idea is material in every aspect of the educational modules at all levels and has suggestions for school

organisations, management, and structure. School communities with a mix of qualities highlighted in each of the above strands of research are being built up, however the procedure is moderate—notwithstanding when conditions are supportive. For instance, research in advancement proposes that following an eight-year venture, three schools held to be models of developing information literate school communities in New Zealand are identifiably unique in relation to others, however information literacy is still a fringe as opposed to central concern toward some staff (Moore, 1995).

2.3.7 Information Literacy Programmes in Kenya

Information Literacy is an idea that has been perceived as an advancement empowering agent in Kenya. The Government considers education as a platform for gaining ICT abilities keeping in mind the end goal to make powerful and maintainable monetary development (Wims and Lawler, 2007). The quality and effectiveness of ICT skills in Kenya can only be accomplished by capacity building through research and development, which are components of information skills (Kandiri, 2006).

Legislators, as representatives of their constituencies are expected to provide effective representation for their electorate. According to Mezey, (2009) and Kurt, (2007). Legislative duties include interaction with electorates, carrying out outreach programmes, bridging the gap between their constituencies and government, organising, initiating and monitoring development projects. Others are collaborating with private agencies and civil society groups to bring about development. In order to make themselves accessible to their electorates, lawmakers need to have functional offices in their constituencies, where they can engage with them on affairs and problems affecting the members of their constituents through complaints and

observations. Such functional offices should have the appropriate mixture of staff as well as manual and electronic equipment for receiving, retrieving and disseminating information. However the current situation where Members of Parliament determine who has to work in those constituency offices is not health.

According to Rugambwa, (2010), state Members of the National Assembly often access question and answer information services from their constituents through cell phones, short messages service and emails. To do this effectively, lawmakers need to have right information resources and the means of accessing them. Lawmakers as representatives of their people carry out constituency outreach programmes, where decisions are taken through the representative of all the constituencies. Organizing and initiating development projects will address the most pressing needs of constituency members as part of the duties of lawmakers. Most of the concerns of the constituency members are local issues; many of them want food, water and education for their children, good health, adequate housing, good roads and access to business opportunities. There is a misconception about the role of Members of Parliament or county Assembly. They are seen at ATM dispensing uneasiness. This has forced them to cut links or communication with their constituencies.

2.3.8 Characteristics of Information Literate Person

Information sources are no longer confined to print sources only Special libraries have embraced technology and are stocking information resources both in print and electronic format. With the advancement of information technology, information sources are available in different formats, such as DVD, CD-ROM, online databases, e-books, e-journals, and others. Users are no longer relying on the traditional sources of information. More often than not, they are consulting online resources in order to

make informed debates and decisions. The use and access of information sources among women county representatives depend on knowledge of sources. Maybee, (2006) points out that knowledge of sources allows for successful retrieval of the information contained within. Making information sources readily available and accessible to policy makers in public institutions could significantly increase the effectiveness of public policies, such policy being vital elements in developmental efforts.

Ability to find, assess and use information effectively is now widely recognized as an essential competence for effective participation in contemporary society. Library OPACs and search engines exist as some of the most widely used tools for information retrieval (Porter, 2011:268). The author highlights two types of information retrieval systems that is web-based information retrieval (IR) systems, also known as search engines (Yahoo, Google and ask Jeeves), and library information retrieval systems. Library IR systems are proprietary resources that libraries subscribe to and often consist of journals databases and a large collection of information resources (Porter, 2011:268). Mi&Weng, (2008) note that for many years, before the Internet search engine emerged, library catalogues were the sole information-seeking gateway, but there is a paradigm shift due to the emergence of the internet.

Some of the reasons information consumers are embracing search engines as information retrieval tools according to MI &Weng, (2008) are that they do not need to worry about forgetting important but infrequently used search rules or commands. In addition, the search results delivered by online search engines are sorted using relevance ranking systems that are 60 more user-friendly.

Ability of the county women representatives to access information from a parliamentary library is a major concern for the legislator. It is therefore necessary that there is availability of information services, sources, and products and staff to disseminate information to parliamentarians in an objective nonpartisan manner (Hokere, 2010). While the library ensures that the range of reading materials is adequate and relevant to MPs and their staff being to perform is a function of the resources being available. Lawmakers' capability in locating and accessing falls within the concept of information literacy. It is the ability of information –seeker to have unhindered access to information required for research or other purposes following due process. Information access covers physical accessibility, understanding of information seeking behavior and disclosure of information. The physical accessibility of information has to do with the availability of adequate infrastructure, physical building, internet, intranet facilities, electricity, hardware and software (Hokere, 2010).

For the physical building, there is a need for standardization. The physical building has to be insured, with internet ready, electrically well fitted, good floor arrangement and provision for the physically challenged. It requires a flexible work environment, with demarcation between access to electronic resources and hard texts. There is need for planning to ensure that there is consistent electricity supply, by ensuring that the people can depend on the public power supply or make arrangement for generator, battery or solar for backup. Information literacy is related to information technology skills, but has a broader implication for the individuals, the educational system and society. Information technology skills enable an individual to use computers, software applications, databases and other technologies to achieve a wide variety of academic,

work-related and personal goals. County women representatives have been privileged to have access to modern technologies enabling them to access information easily. People can be information literate in the absence of ICT, but the volume and variable quality of digital information, and its role in knowledge societies, has highlighted the need for all people to achieve IL skills. For people to use information within a knowledge society, both access to information and the capacity to use ICT are prerequisites, Catts & Lau, (2008).

There seems to be a close correlation between information literacy and information technology in the information environment. However, information literacy is a broader concept and, as noted by (American Library Association, 1989:3) “Information literacy, while showing significant overlap with information technology skills, is a distinct and broader area of competence. Increasingly, information technology skills are interwoven with, and support information literacy”. Besides, information literacy encompasses more than information technology skills as expressed by Maughan, (2001:72) who states that “information literacy is a far more comprehensive concept, encompassing abilities such as critical thinking, synthesis, communication, and research methodologies”. Bruce, (2002) notes that IL is inextricably associated with information practices and critical thinking in the information and communication technology (ICT) environment. In order to be able to navigate the large amount of information available in electronic format, users require information technology skills.

Typically, information needs arise from gaps in the user’s reality. While information need initiates the process, the information use process itself is a complex one, where there are a number of antecedents to information use including level of motivation,

understanding of the problem that is being addressed, and information ambiguity. It is this use of information that facilitates sense making (Dervin & Clerk, 1999). The process dimension of use focuses more on the user rather than on the usage of information resources. In other words, discussion and evaluation of use as a process is centered on the user.

Existing studies have tended to focus overwhelmingly on access to information. They have identified various barriers that prevent access to information, including high-cost access to information infrastructures (Cecchini and Scott, 2003), lack of access to relevant information, lack of content that speaks to women's concerns, language and cultural contexts, insufficient metadata, and lack of appropriate skills for processing available information. This preoccupation with access to information results in the view that the main challenges are to identify women's information needs (e.g., education, family planning, legal matters), to focus on preexisting information infrastructures in the community, and to prioritize actions needed to help women access information (Mijumbi, 2002).

The OECD through its International Adult Literacy Survey (IALS) project has identified a correlation between ICT skills and literacy. They note that those with ICT skills are likely to have higher literacy levels and report that this relationship applies both between countries with high and low ICT access, and also within countries. For instance, they report that fifteen year olds with access to home computers have higher reading skills (OECD, 2005a, 184) than those without home access.

The various ways of engaging women county representatives in improving information literacy involves three steps, library orientation, library instruction and

bibliographic instruction. Orientation introduces users to the physical plant, staff members, departments and library policies. It should also be a forum to encourage them to return and use resources. Library instructions provide an introduction to library materials. Bibliographic instruction provides a higher level of training into research methods. This should be done more regularly to equip users with the required skills to access and use both print and e-resources (Solange and Momo, 2000).

2.4 Chapter Summary

This chapter summarizes the information from other researchers who have carried out their research in a similar field of study. It begins with a theoretical framework that reviews the Wilson's 1981 Model suggests that information-seeking behaviour arises as a consequence of a need perceived by an information user .It also presented discussion on Kuhlthau's information search process (ISP) model which focuses on the affective and cognitive aspects of the information search process. Finally, the study reviewed the SCONUL Seven Pillars of Information Literacy Model.

The chapter also reviewed relevant literature such as the concept of information literacy, indicators of information literacy, importance of information literacy, information literacy skills, information sources, information access and ethical issues in information literacy.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that the researcher used to find answers to the research questions. This chapter highlights the research design, target population, sampling procedure, data collection methods, and instruments of data collection, validity and reliability of instruments. The section also explains how data was analyzed and presented.

3.2 Research Approach

The study used quantitative research approach. The quantitative survey approach are generally easier to carry. The research used a questionnaire whose questions mostly were closed questions with pre-described responses, the approach was deemed appropriate for the study due to the measurement procedures of asking respondents questions. Hence it was easier for the researcher to restructure the questionnaire to a limited number of variables that addresses the objectives of the study.

3.3 Research Design

The study used a survey research design. The design had been chosen for this study because its emphasis is on describing rather than on judging or interpreting the variables under study. This would further allow the study to adopt quantitative approach. The survey further was deemed reliable in regard to objective used in this study that requires statistics to generalize the findings (Osborne, 2008). The design helped verify the research questions and explained the status of information literacy skills of Members of Parliament. The descriptive survey was also used since it

ensured complete description of the situation with minimum bias in the collection of data.

3.4 Study Population

Slatter, (1990) defined population as an entire group of individuals, events or objects having common observable characteristics. The total population for this study was 47 women in parliament. Out of the 47 County women representative, 40 of them were selected for interview according to table 2, Table for determining the sample size.

3.5 Sampling Methods

The study employed non -probability and probability sampling methods that was used to select respondents in this study. Probability sampling is a method of sampling that utilizes some form of random selection. In order to have a random selection method, researcher must set up some process or procedure that assures that different units in the population have an equal chance of being chosen. Non-probability sampling was necessitated in this study to enable the researcher to focus on in-depth information collection to help to draw some meaningful summaries from the information collected.

3.5.1 Non Probability Sampling Methods

The study used purposive sampling to select women county representative as a case for this study. From the observed low levels of library users from parliamentarians especially women county representatives, the researcher shows that there is interest of taking women county representatives where much information on literacy level could be derived.

3.5.2 Probability Sampling Methods

Simple random sampling was used to select women representative's individuals who participated in this study. According to Chadwick, (1984), each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population. Each member in the population of this study is assigned a unique number.

One of the strengths about simple random sampling is the ease of assembling the sample. It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected. An unbiased random selection and a representative sample is important in drawing conclusions from the results of a study. One of the goals of research is to be able to make conclusions pertaining to the population from the results obtained from a sample. Due to the representativeness of a sample obtained by simple random sampling, it is reasonable to make generalizations from the results of the sample back to the population.

3.6 Sampling Techniques

3.6.1 Purposive Sampling Methods

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3.6.3 Snowballing

According to Beauchemin and González-Ferrer, (2011), snowballing techniques or "chain referral" methods provide a potentially attractive solution to respondents who are difficult to reach. They consist of selecting a sample of "seeds" for additional contacts to reach other individuals in the population of interest. In the case of difficult respondents who were not available due to their busy schedules and were difficult to reach or find, snow balling method was applied. The researcher used a kind of chain

referral methods to replace the difficult or unavailable respondents with the similar type of respondents who had potential in giving the information required.

3.7 Study Sample

Kothari (2004) defined a sample design as a definite plan for obtaining a sample from a given population. He refers it to the technique or the procedure the researcher adopts in selecting items for the sample. A sample is a smaller group obtained from the accessible population. The study used Krejcie & Morgan, (1970) table for determining sample size for a given population for easy reference. After it was determined that the study would constitute a sample size of 40 women county representatives, the list of all 47 women county representatives were keyed in an excel sheet that formed a sampling frame for the study. Simple random sampling method was used to select the participants by generating random numbers using excel sheet. A cut point of 40 women county representatives was used to determine participants. Simple random sampling was used in order to eliminate any biasness in the study. Table 2 shows the Krejcie & Morgan, (1970) table that was used to determine the sample size of the study.

Table 2: Krejcie & Morgan: Table for obtaining Sample Size

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
ISO	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

3.8 Data Collection Methods

The study used face to face method in administering the questionnaire to respondents.

This verbal technique of enquiry was suitable as it allows gathering of data in depth in exchange of ideas and experiences, eliciting information pertaining to data. It allowed questions that respondents may not understand to be rephrased.

3.8.1 Administration of Questionnaires

The questionnaire was self-administered. The research assistants helped to administer the questionnaires by guiding the respondent where they needed assistant. The questionnaires were distributed to each member of the selected County Women Representative at their convenient places. Three callbacks were done for those respondents who were not available at the time of interview. After the third callback, research assistant was allowed to make a replacement drawing from those who were not among the sampled participants.

3.9 Data Collection Instruments

The study used quantitative techniques to collect data. Quantitative data was collected using semi structured questionnaire. In the questionnaire (appendix 2) Eachbitem was developed to address specific objectives before administering a checklist was developed (appendix 3) for validation of the questions.

3.9.1 Questionnaire

A questionnaire was used to collect data from the women county representatives. The questionnaires are commonly used to obtain important information about the study population and they best suit this study due to the fact that the researcher can get responses immediately based on the objectives of the research, and to address the research questions (Mugenda and Mugenda, 2003).

The advantages of questionnaire are that they are cost effective relative to other approaches such as use of focus group discussions, easy to analyze using available computer software packages, easy to administer either through direct interviewing or self-administered, easier to reduce bias by use of standard questions that are less

prone to interviewer bias and less intrusive especially when it is self-administered. 3.8

Validity and Reliability

The questionnaire consisted both open and close-ended questions. The close-ended questions aimed at providing more structured responses while the open-ended questions aimed at providing additional information that had not been captured in the close-ended questions. The Questionnaire had a section on demographic information, information needs for members of parliament, knowledge and skills of information and services, ability to search and retrieve information, ability to synthesize information, ability to evaluate information, information literacy challenges faced by members of parliament and a section of suggestions for enhancing information literacy for Women County Representatives (Appendix 2).

3.10 Validity and Reliability of Data Collection Instruments

3.10.1 Validity of Data Collection Instruments

According to Berg and Gall, (1989), validity is the degree to which the sample of test items represents the content the test is designed to measure. Content validity which was used in this study was a measure of the degree to which data that was collected using a questionnaire represented specific content that addresses the study objectives.

The questionnaire was subjected to a scrutiny by research experts from Moi University to ensure validity.

3.10.2 Reliability of Data Collection Instruments

Kombo and Trom 2006; Mutai, (2006) all agree that reliability is the extent to which a given instrument yields consistently the same results when repeated measurements are taken from the same subjects in a research under the same conditions. Mustonen

and Vehkalahti, (1997) add that reliability is the consistency of your measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of your measurement. A measure is considered reliable if a person's score on the same test given twice is similar.

The researcher established the reliability of the instrument by using of Cronbach alpha reliability test method. This method was appropriate since it involved a single administration of the instrument therefore it yielded greater internal consistency. A reliability coefficient of 0.7 was yielded and this was within the acceptable limits. If this was not achieved the instruments would have been rectified.

3.10.3 Pretesting Data Collection Instruments

Pretesting of the questionnaire was done through conducting a pilot study. Pretest or pilot is a small experiment designed to test logistics and gather general information prior to a larger study. First, a pilot study can reveal deficiencies in the design of a proposed questionnaire or procedure and these can be addressed before time and resources are expended on a larger study. In addition, it reveals to the researcher pertinent issues which can be encountered during the full implementation of the research instrument.

A pilot study also provides an indication of how long the study will take (Thomas *et.al*, 2010). In order to test the reliability of the instruments, a pilot study was conducted prior to the main study (Hughes, 2009). The pilot study was conducted before the actual study commenced. The pilot study was conducted using 7 County Women Representatives who were not included in the actual study. This provided an

opportunity to test the appropriateness and stability of the research instruments which were used to collect data for the study. The study instruments were administered to selected respondents in the piloted area.

During the pilot study, respondents were debriefed to test understanding and adequacy of research instruments. Using pretest checklist, the researcher sought to establish the following:

- i. Typographical errors
- ii. Misspelt words
- iii. Relevance of the questions
- iv. Direct questions
- v. Systematic an logical presentation of questions
- vi. Clarity of questions
- vii. Length of questionnaires (for example, too long)

3.11 Data Presentation, Analysis and interpretation

The questionnaires were used to gather both qualitative and quantitative data. The quantitative data was analyzed by the use of frequency tables. The open-ended responses from the questionnaire were tabulated, coded by forming thematic themes which were analyzed and processed by use of the Statistical Package for Social Sciences (SPSS) version 22.0. This made it easy to generate frequency tables and percentages. The data from SPSS was presented in the tabulated output as well as graphs and pie charts.

3.12 Ethical Considerations

According to Punch, (2005) all social research involves ethical issues. Ethics are moral principles and values that govern the way an individual or group conduct its activities. A researcher has moral and professional obligation to be ethical even when

research subjects are unaware of or concerned about ethics (Neuman, 2011). Punch, (2005) asserted that issues in social research arise because of the nature of research to intrude into people's lives. Reisk, (2007) asserted that ethics is a norm for conduct that distinguishes between acceptable and unacceptable behavior.

The researcher ensured privacy and confidentiality of respondents. Voluntary participation of the respondents was through explaining the purpose of the research to the respondents in order to gain consent, respect to the respondents and avoid biasness. The researcher acknowledged authors of the documents that were used for literature review and references to avoid plagiarism.

3.13 Chapter Summary

The purpose for this chapter was to present the methodology and design to be used in data collection. This chapter detailed research design, population, sampling methodology, data collection methods and instruments of data collection validity and reliability of instruments, data will be analysis and presented as well as the ethical consideration in the research process.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRATATION

This chapter presents analyses and interprets the research findings in accordance with the study objectives and research questions of this study. The findings have been analyzed, tabulated and recorded as frequencies and percentages where appropriate. Data collected from the County Women Representatives was analyzed and findings represented as follows:

- i. Background information
- ii. Information needs for members of parliament
- iii. Knowledge & skills of information and services
- iv. Ability to search and retrieve information
- v. Ability to organise and use information
- vi. Ability to evaluate information
- vii. Information Literacy challenges faced by members of parliament and
- viii. Suggestions for enhancing information literacy

4.1 Background Information

The researcher administered questionnaires to 40 County Women Representatives who constituted 85% of the study.

4.1.1 Level of Education

As shown in Figure 2 respondents were asked to state the highest level of education they had attained, out of 40 respondents, a high proportion (75%) of respondents had graduate level of education followed 20% of the respondents stated to have attained a

diploma level while 5% of the respondents stated that they had attained a post graduate degree. In accordance with the Section 22 of the Election Act, the minimum academic requirement for a female to qualify as a woman county rep is a diploma, certificate or post-secondary education requiring at least three months study and is recognized by relevant ministry and in a manner prescribed by Independent Electoral Boundary Commission. The low qualification requirement was reached at in attempt to implement the one third gender parity rule in Parliament (2012). Moreover, an African woman, a Kenyan woman inclusive, has been discriminated educationally as Muthoni (1999) observes that seventy percent of illiterate people in Kenya are women, with many girls kept at home to work while their brothers go to school. With the introduction of this section, its aim was to boost women advancement educationally and empower them in leadership.

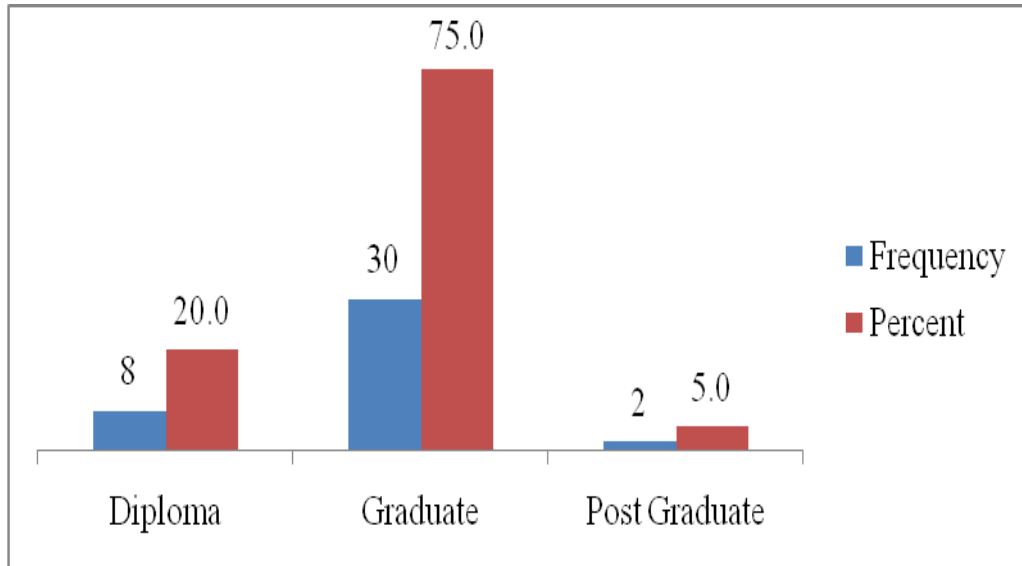


Figure 3: Highest Level of Education Attained

4.1.2 Occupation

As shown in Table 3 respondents were asked to state their occupation before joining National Assembly, Out of 40 women county representatives, a high proportion (70%) of the respondents stated that they had management level occupation (12.5% of the respondents stated that they were previously the Member of Parliament (7.5% of the respondents said that they were advocates (5% of the respondents said that they were business women and Accountants, respectively.

According to this study, the most stated occupation was management. This is true in accordance to various studies that has found that in Africa less women advance to top leadership especially political leadership and those who make it to top must be regarded as tough an equal to man strength. They are women who are vocal and yet many have been discriminated by African culture which defines a woman what they should be or do for men. Majority believe that a woman's major role in the society is to advance a man's career goal (Kamau, 2006). Kamau further argued that in any ethnic group in Africa, a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. Willis, (1991) also argues that men typically are described as strong and active and women as weak and passive. All these and others have acted as impediment to women advancing to top leadership and a reason attributed to why many county women representatives are those who had previously held top managerial positions.

Table 3: Occupation of County Women Representatives before joining National Assembly

Occupation	Frequency	Percent
Management	28	70.0
Member of Parliament	5	12.5
Advocate	3	7.5
Accountant	2	5.0
Business Woman	2	5.0
Total	40	100.0

4.2 Information Needs for Members of County Women Representatives

As illustrated in Figure 3, the study sought to identify the information needs for women county representatives. The researcher therefore sought to know whether women county representatives had trained on information literacy skills and their perception towards various information needs requirements.

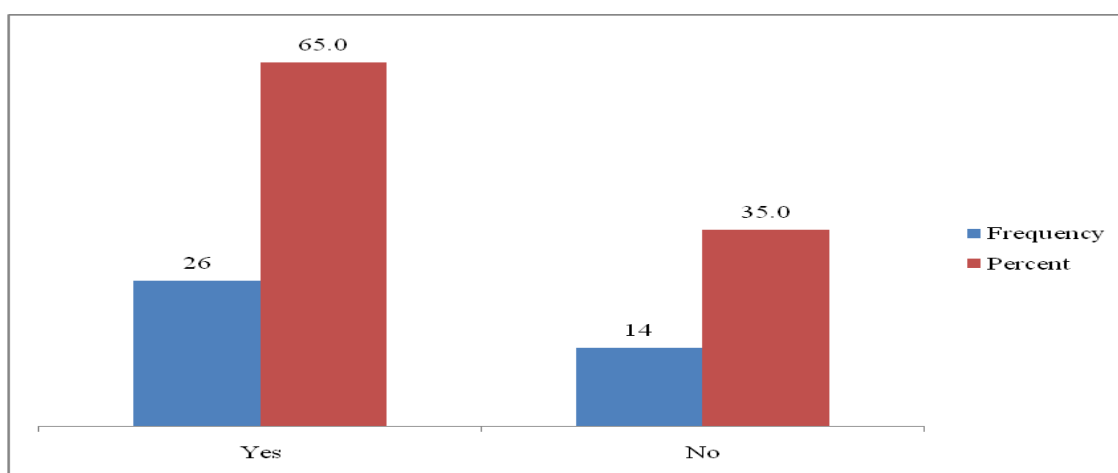


Figure 4: Participation on Information Literacy Skills Training

4.2.1 Training on information Literacy Skills

As shown in Figure 4, respondents were asked if they had ever participated in any training on information literacy skills. Two thirds (65%) of the respondents stated to have participated in such training while (35%) said they had not participated in any information literacy skills.

According to Wilson, (1999) the need for information literacy skills is one of the vital requirement in the modern human kind. The urge to have the information literacy skills propels the individual information seeking behavior. This in turn compels an individual to embrace a culture of reading, or researching. When one possess adequate literacy skills, seeking current information, for instance, from journals or electronic media becomes easier in navigating through.

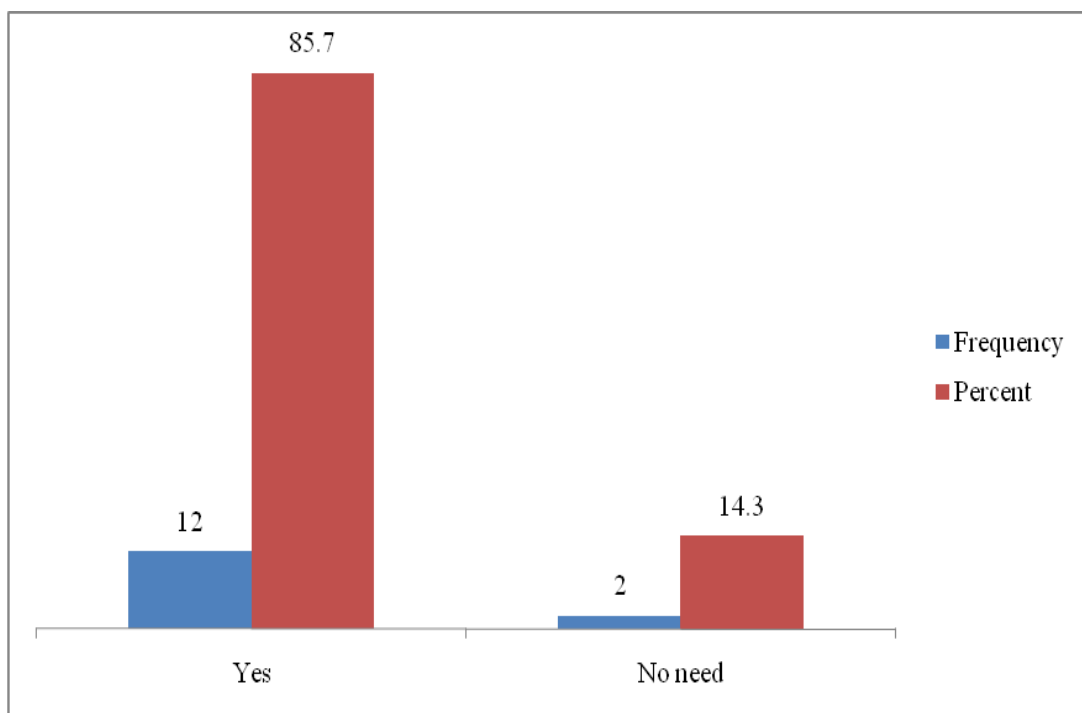


Figure 5: Willingness to have the Training to Acquire Information Skills

When the respondents who reported they had not ever participated in any training on information skills were asked whether they would like to have training to acquire information literacy skills, most (85.7%) of those respondents stated that they would like to have it as opposed to (14.3%) who reported to have no need for such training.

In accordance with CILIP, (2006) a person stands a competent status when he has ability to maneuver through various information that he/she needs by having ability to recognize the information, the ability to locate, evaluate and use effectively the needed information. It states that information literate people are those who have learned on how to learn. They further points out that an information literate individual cares about the quality of the answer to what he/she is investigating and is prepared to work to guarantee that quality. To have literacy skills is to have training and continuous training according to changing needs of information.

4.2.2 Perceptions towards Information Needs

As shown in Table 4, respondents were asked to rate various statements on a scale of 1 to 5 where 1= strongly agree, 2=agree, 3= undecided, 4=disagree and 5=strongly disagree, respondents in relation to information needs. A high proportion (87.5%) of respondents Agreed (strongly agree (57.5%, agree= (30%) that they are competent enough in terms of computer skills while (12.5%) were undecided. All (100%) respondents agreed (Strongly agree= (72.5%) agree= (25.7%) that members of parliament need information to inform the quality of debate in the house. All (100%) respondents were also in agreement that members of parliament need information to inform the quality of bill formulation (strongly agree= (75%) and (25%) respectively. Most (85%) of the respondents agreed that members of parliament need information

to inform the quality of motions in the house while 4; 10% disagreed and (5%) of respondents were undecided. Three quarter (75%) of the respondents agreed that Members of Parliament need information to inform the quality of questioning in the House while (10%) disagreed with (15%) were undecided. Most (85%) agreed (strongly agree= (45%) agree= (40%) that Members of Parliament need information to inform general knowledge.

The findings show that there is great information needs amongst the county women representatives. In line with Alexandria Proclamation of 2005, information literacy is one of the major vital elements in an individual's life. It acts as a catalyst for one to achieve personal, social, occupational and educational goals. Information literacy skills are necessary for people to be effective lifelong learners and to contribute in knowledge societies.

Campbell, (2004) also echoes similar sentiments that information Literacy elements are consistent with the definitions of information Literacy developed. He proceeds by arguing that these elements (recognising information needs, locating and evaluating the quality of information, storage and retrieval of information, making effective and ethical use of information, and applying information to create and communicate knowledge are applicable across all domains of human development.

The findings concur with Rugambwa and Kintu, (2013) who points out that information is a fundamental pillar that informs the quality of debate in Parliament. Similarly Oketunji, (2000) noted that the adoption of information technology into libraries has reformed the way they obtain, store, and share information to their clients

and the way the individual supporters require and utilize information. Hence, client's demand, information require and seeking abilities have changed.

Table 4: Perceptions on Information Needs for County Women Representatives

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I am competent enough in terms of computer skills	23	57.5	12	30.0	5	12.5	0	0.0	0	0.0
Members of Parliament need information to inform the quality of bill formulation	29	72.5	11	27.5	0	0.0	0	0.0	0	0.0
Members of Parliament need information to inform the quality of motions in the House	23	57.5	11	27.5	2	5.0	2	5.0	2	5.0
Members of Parliament need information to inform the quality of questioning in the House	14	35.0	16	40.0	6	15.0	2	5.0	2	5.0
Members of Parliament need information to inform general knowledge	18	45.0	16	40.0	2	5.0	2	5.0	2	5.0

4.3 Knowledge & Skills of Information and Services

As shown in Figure 5, researcher sought to find out knowledge and skills of information and services of the parliamentarians. The researcher asked whether respondents have the requisite information literacy skills to make use of parliamentary library and whether they do possess skills to use World Wide Web. The findings and interpretation of the result are represented in this section.

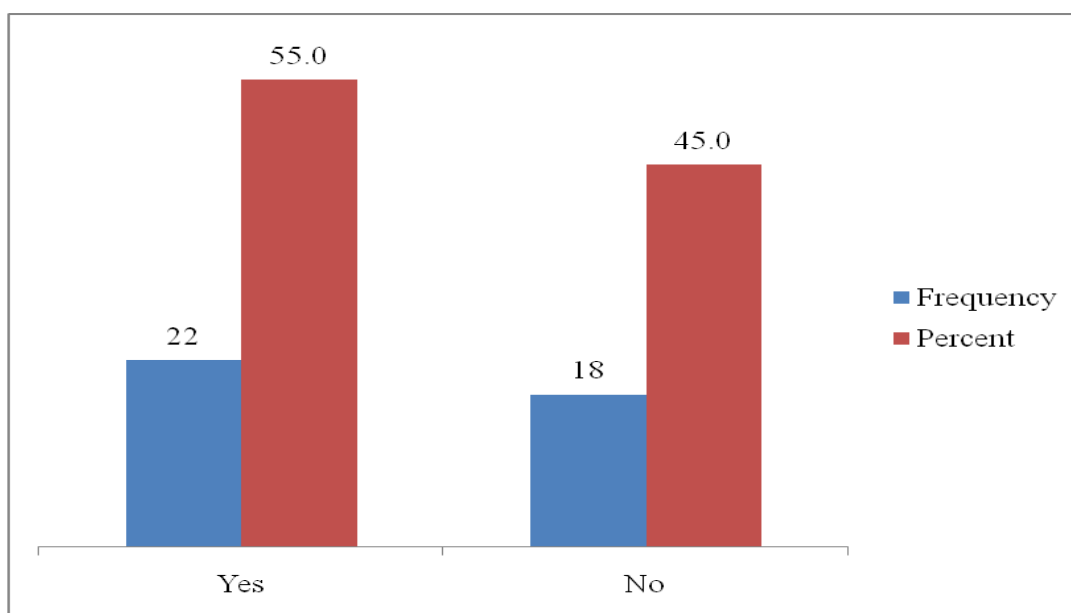


Figure 6: Information Skills to use Parliamentary Library Services

4.3.1 Information Skills to use Parliamentary Library Services

As shown in Table 5, respondents were asked whether they have the requisite information literacy skills to make use of parliamentary library services. (55%) of the respondents said they have the skills while (45%) said they didn't had the skills.

Table 5: Information Skills to use Parliamentary Library Services

Skills	Frequency*	Percentage
Information search Skills	15	65.2
Use of Electronic Catalogue	8	34.8
Use of Manual Catalogue	12	52.2
Internet Search skills	21	91.3

*Multiple responses

When respondents were asked to state the skills they were good at, majority (91.3%) of respondents said they were good at internet skills followed by (65.2% who stated to be good at information search skills. Slightly more than half ((52.2%) of the respondents reported to be good at using manual catalogue while slightly more than a third (8 %) of respondents stated to be good in use of electronic catalogue.

Knowledge and skills are key to utilizing information that is at disposal. In agreement, Miele; Nancy (1995). States that Parliamentary libraries play an essential part in sharing economic development knowledge to general public and other clientele. Parliament disseminate very important information including industrial statistics, general economic statistics, economic events, commercial statistics, market data, management requirements and taxes, life expenses data and work cost data, general information of occupational operations, and financial programming. This role of Parliament requires parliamentarians to have knowledge and skills of information at their fingertips. This will enable them produce quality information that will inform their clients and general public in undisputed manner.

Rugambwa, (2010), points out on how parliament is a key player in the industry of informing. He reiterates that Parliamentary libraries are expected to serve and promote democracy in their countries; play a crucial role in reorganizing, realigning and reshaping information services and products to preserve and deepen our democracy. The key roles Rugambwa asserts here can only be achieved by getting adequate knowledge and skills in information technology to enable parliamentarians give quality services to their clients. Parliaments are there to promote democracy and therefore they act as another government that carries the hope and heart of many individuals in a nation. That means power of the people. It is a form of government of

the people, by the people, for the people. To give quality and better services to the people, knowledge and skills of information is evitable.

4.3.2 Computer Skills and Use of World Wide Web

As shown in Figure 6, respondents were asked whether they have ever been trained in computer skills, more than two thirds (72.5%) of the respondents agreed that they had such a training while (27.5% of the respondents said they have never been trained in computer skills.

Catts & Lau, (2008) argues that people can be information literate in the absence of ICT, but the volume and variable quality of digital information, and its role in knowledge societies, has highlighted the need for all people to achieve Information literacy skills. In order for individuals to be able to maneuver through the information within a knowledge society. They need ICT skills to be able to operate and achieve first. There is inter-relationship between Information literacy and information technology skills. Information technology skills enable an individual to use computers, software applications, databases and other technologies to achieve a wide variety of academic, work-related and personal goals. The modernized libraries like the parliamentary libraries have provided parliamentarians a privilege to have access to modern technologies enabling them to access information easily.

The OECD through its International Adult Literacy Survey (IALS) Project has recognized a relationship between's ICT abilities and proficiency. They take note of that those with ICT abilities are liable to have higher information literacy levels and report that this relationship applies both between nations with high and low ICT access, and also within access of computers. Case in point, they report that fifteen

year olds with access to home PCs have higher reading aptitudes (OECD, 2005a, 184) than those without home access.

Maughan, (2001) further emphasizes that information literacy comprises of concepts, encompassing abilities such as critical thinking, synthesis, communication, and research methodologies. Use of internet/ World Wide Web cannot be left out when discussing on the requisite skills that parliamentarians are expected to have.

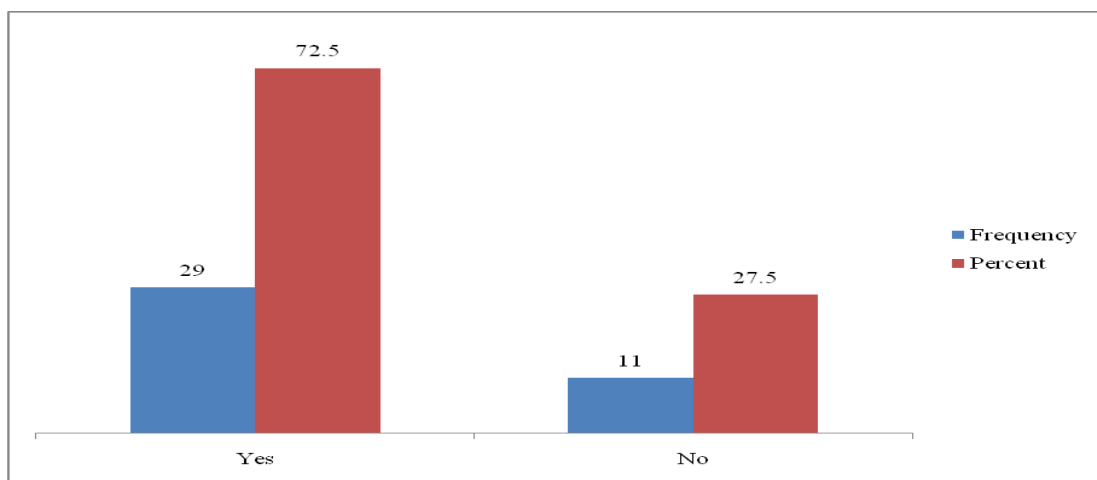


Figure 7: Computer Skills Training

As further shown in Figure 7, respondents who had said to have been trained on computer skills were asked whether they know how to use the internet/ World Wide Web, more than half (58.6%) of the respondents said they know how to use it while (41.4%) of the respondents did not know how to use the internet/ World Wide Web.

According to MI &Weng, (2008), the modern world is embracing search engines as information retrieval tools. In these search engines, there are commands and rules that are used to retrieve information. MI &Weng then says that with these search engines, individuals are no longer worried of forgetting those rules for searching and the

commands. It has been made simple to use internet and therefore with little training to the user on how to search information through the internet has become also easy. In addition, the search results delivered by online search engines are sorted using relevance ranking systems that are 60 more user-friendly. MI &Weng, (2008), however give a caution to service providers that an internet ready has to be ensured for physical building. It should be electrically well fitted, good floor arrangement and provision for the physically challenged. It requires a flexible work environment, with demarcation between access to electronic resources and hard texts. There is a need for planning to ensure that there is consistent electricity supply, by ensuring that the people can depend on the public power supply or make arrangement for generator, battery or solar for backup.

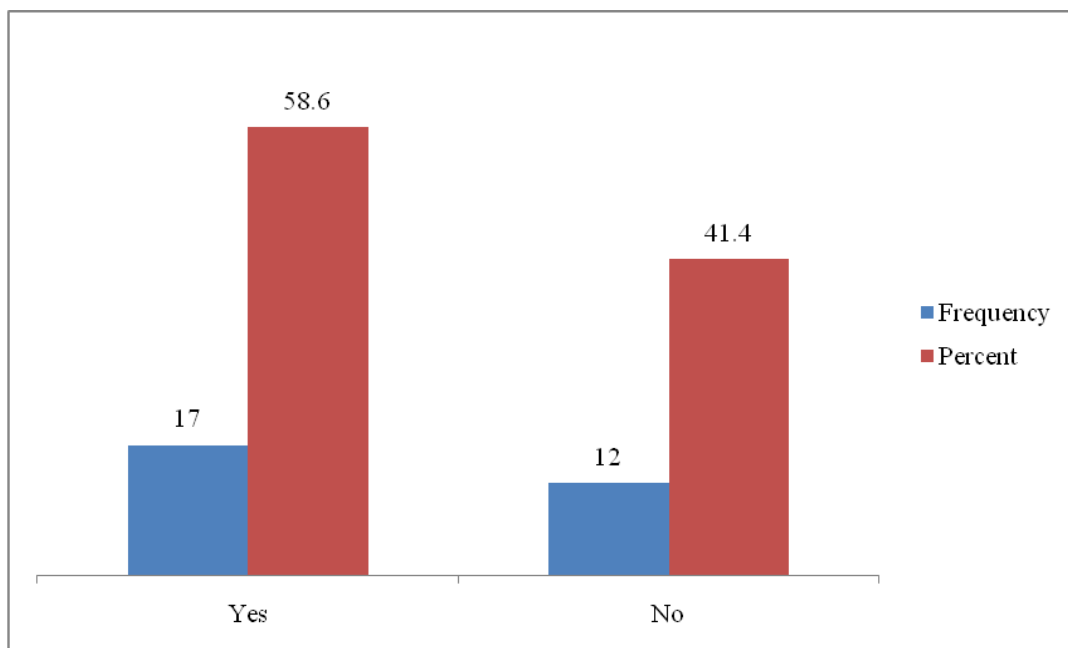


Figure 8: Use of Internet World Wide Web

4.4 Ability to Search and Retrieve Information

The study sought to know whether parliamentarians have the ability to search and retrieve information. The researcher asked parliamentarians whether they had the requisite search and retrieval skills to make use of parliamentary library resources and their perceptions towards ability to search and retrieve information. The findings and interpretation of the results are represented in this section.

4.4.1 Search and Retrieval Skills

As illustrated in Figure 8, respondents were asked whether Members of Parliament have the requisite search and retrieval skills to make use of Parliamentary library resources, more than half (62.5%) of the respondents said they had the skills while more than a third (37.5%) said they did not have the requisite search and retrieval skills to use parliamentary library resources.

As indicated by Maybee, (2006). Information sources are no more bound to print sources just only some special libraries have grasped technology and are stocking information resources both in print and electronic configuration. With the advancement of information technology, information sources are accessible in diverse arrangements, for example, DVD, CD-ROM, online databases, e-books, e-journals, and others. Clients are no more depending on the conventional ways of information. More often than not they are consulting online resources in order to make informed debates and choices. The search and retrieval of information sources among women county representatives rely upon their knowledge to search and retrieve and also the reliable sources of information. Maybee, (2006) continues to elaborate out that knowledge of sources takes into account successful recovery of the information

contained inside. In similar sentiments, Haynie, (2001), argues that making information sources promptly accessible and open to policymakers in public institutions could fundamentally expand the adequacy of open approaches, such arrangement being indispensable components in development efforts. Throughout, policies have been fundamental to accomplishing key tool in execution of objectives, for example, reducing poverty, raising living standards, making steady employments, guaranteeing security, reinforcing education system and additionally enhancing public health and protecting the environment. So by parliamentarians having requisite search and retrieval skills to make use of parliamentary library they can have easy time in accomplishing their objectives and goals.

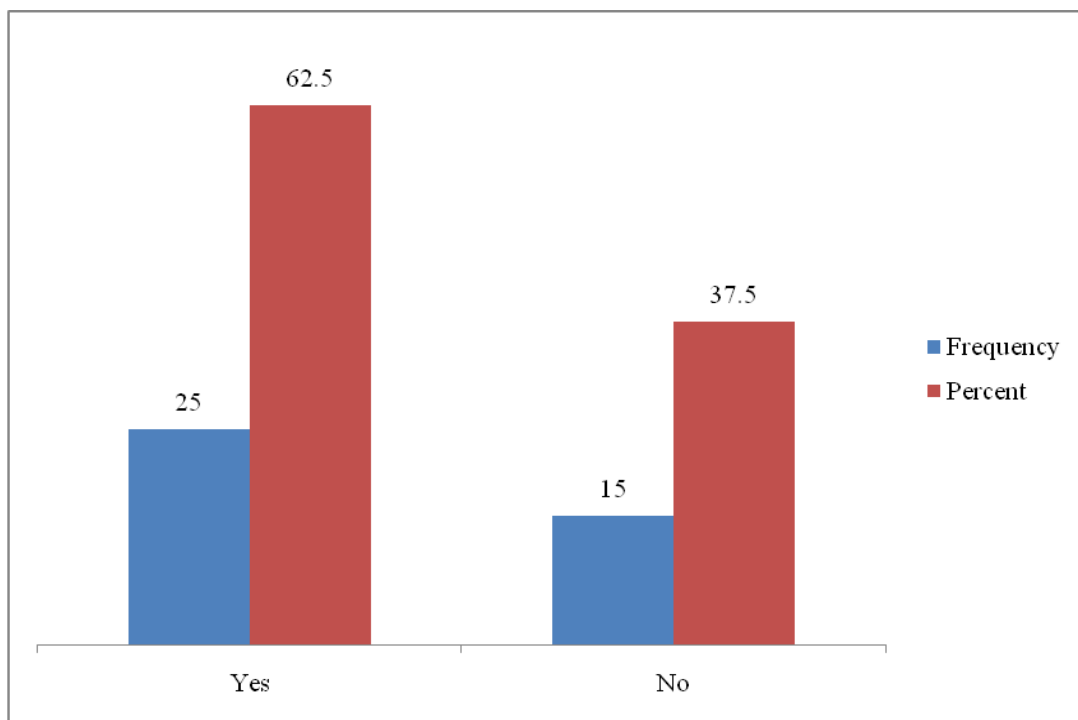


Figure 9: Search and Retrieval Skills

4.4.2 Ability to Search and Retrieve Information

Table 6, presents data on the respondents' perceptions towards ability to search and retrieve information. On a scale of 1 to 5 where 1= strongly agree, 2=agree, 3=undecided, 4=disagree and 5= strongly disagree, respondents were asked to rate their ability to search and retrieve information. Three quarter (strongly agree (47.5% and agree (27.5%) of the respondents were in agreement that they can search and retrieve information for use in the library using the manual catalogue unlike (17.5) of the respondents who disagreed while (7.5%) of the respondents were undecided. A similar number of respondents (2; 5%) and (70%) strongly agree and disagree, respectively, respondents said that they had ability to search and retrieve information for use in the library using the electronic catalogue and physically on the shelves. More than half disagree (47.5%) and strongly disagree (5%) of the respondents disagreed that they need library staff support to enable them to search and retrieve information for use in the National Assembly

Table 6: Perceptions Towards Ability to Search and Retrieve Information

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I can search and retrieve information for use in the library using the manual catalogue	19	47.5	11	27.5	3	7.5	3	7.5	4	10.0
I can search and retrieve information for use in the library using the electronic catalogue	2	5.0	28	70.0	2	5.0	4	10.0	4	10.0
I can search and retrieve information for use in the library physically on the shelves	24	60.0	6	15.0	4	10.0	4	10.0	2	5.0
I need library staff support to search and retrieve information for use in the house	2	5.0	15	37.5	2	5.0	19	47.5	2	5.0

Corall, (2008) is of the view that the ability to search, retrieve and use information effectively is now widely recognised as an essential competence for effective participation in contemporary society. Library OPACs and search engines exist as some of the most widely used tools for information retrieval. (Porter, 2011) highlights two types of information retrieval systems that is web-based information retrieval (IR) systems, also known as search engines (Yahoo, Google and ask Jeeves), and library information retrieval systems. Library IR systems are proprietary resources that libraries subscribe to and often consist of journals databases and a large collection of information resources (Porter, 2011). Mi &Weng, (2008) note that for many years, before the Internet search engine emerged, library catalogues were the sole information-seeking gateway, but there is a paradigm shift due to the emergence of the internet.

4.5 Ability to Organise and Use Information

As shown in Table 7, the study sought out the perceptions of parliamentarians on their ability to organise and use information. The findings and interpretation of results are presented in this section.

On a scale of 1 to 5 where 1= strongly agree, 2=agree, 3=undecided, 4=disagree and 5= strongly disagree, respondents were asked to rate their ability to organise and use information. Those who reported to have ability to organize electronic information by themselves were (7.5%), (32.5%) of the respondents while (22.5%) and (7.5%) disagree and strongly disagreed while the rest were undecided. Majority (22.5%) and (70%) disagree and strongly disagree, respectively) of respondents said that they are not involved in the description of electronic information similar to those who

disagreed also that they are able to access management information system (MIS) that help to organize electronic information. A high proportion (17; 42.5% and 12; 30%) of respondents disagreed and strongly disagreed, respectively) that organizing information manually by themselves is easier than organizing that information electronically while 8; 20% of the respondents said otherwise.

According to (Fleming-May, 2008), information use can be characterized as dynamic, iterative, interactive, user-centered, and contextual in nature. Regularly, information needs emerge from the gaps in the user's reality. Similarly Dervin, (1999) points out that while information need starts the procedure, the information use process itself is an unpredictable one, where there are various antecedents to information use including level of motivation, comprehension of the issue that is being tended to, and information vagueness. It is this utilization of information that encourages sense making. The procedure measurement of use concentrates more on the client as opposed to on the use of information resources. At the end of the day, discourse and assessment of utilization as a procedure is centered on the user.

Iwhiwhu, (2011) argue that without the organization of information and its effective utilization in the legislative process by legislators, reliable laws in any society cannot be ascertained. Information is an extremely basic resource to people and organizations in informing themselves of knowledge about events and issues around them. Information is also regarded as knowledge got from study, experience or instruction. In addition, Kirkwood, 2004 advocates that information permits communities to work working together with public official and elected representatives. It acts as an essential resource for the improvement of any community, state or nation. Access to the right information is an extremely basic part in use of that information in the area

execution of a lawmaker in the parliament. Moreover, Ogunsola, (2008), states that pretty much as it is vital for productivity of information workers subsequently the efficiency and great choice of the organization employing them.

Table 7: Perceptions on Ability to Organise and use Information

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I can organize electronic information by myself	3	7.5	13	32.5	12	30.0	9	22.5	3	7.5
I am sometimes involved in the description of electronic information	0	0.0	0	0.0	3	7.5	9	22.5	28	70.0
Organizing information manually by myself is easier than organizing that information electronically	3	7.5	5	12.5	3	7.5	17	42.5	12	30.0
I am able to access management information system(MIS) that help to organize electronic information	1	2.5	1	2.5	1	2.5	5	12.5	32	80.0

4.6 Ability to Synthesize Information

As shown in Table 8, the study sought to find out whether parliamentarians can have ability to combine and bring together information that is generated in the library for their own use. Table 8 shows perceptions of respondents on ability to synthesize information.

On a scale of 1 to 5 where 1= strongly agree, 2=agree, 3=undecided, 4=disagree and 5= strongly disagree, respondents were asked to rate their ability to synthesize information. Most (42.5%) and (45%) of the respondents disagreed that they are

involved in information synthesize that is generated from the Parliamentary Library. However, a high proportion (30%) and (40%) of respondents agreed that they are able to synthesize and build upon existing information, contributing to the creation of new knowledge. An indication that Members of Parliament did not utilized of information generated from Parliament library but subsequently made use of information from other resources. Three quarters (22.5%) and (52.5%) of the respondents disagreed that they could use information to contributing to the creation of new knowledge but with lots of difficulties while (17.5%) of respondents (strongly agree and agree inclusive) admitted that they had difficulties in making use of information to contributing to the creation of new knowledge. A high proportion (22.5%) and (42.5%) of the respondents reported that they were able to easily identify and match verbatim information for later quote in a right way while (17%) of the respondents disagreed

Table 8: Ability to Synthesize Information

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I am involved in information synthesize that is generated from the Parliamentary Library	2	5.0	2	5.0	1	2.5	17	42.5	18	45.0
I am able to synthesize and build upon existing information, contributing to the creation of new knowledge	12	30.0	16	40.0	3	7.5	4	10.0	5	12.5
I can use information to contributing to the creation of new knowledge but with lots of difficulties	2	5.0	5	12.5	3	7.5	9	22.5	21	52.5
I can easily identify and match verbatim information for later quote in a right way	9	22.5	17	42.5	7	17.5	7	17.5	0	0.0

Bundy, (2004), state that parliamentary libraries key catalysts in country development. In spite of this seriousness they imply has not been fully taken into advantage by many in developing countries. Data generated in libraries and form other sources should help Parliamentarians in coming up with concrete decisions that are informed well by the ability to synthesize various information for right use. It is important that Parliamentary libraries are information oriented, that the members of the National Assembly use the information in decision making, and that they believe in the role of parliamentary libraries in providing, organizing and synthesizing to create ideas and knowledge from suitable information.

Bundy (2004), continues to assert that through information synthesize, one can be able to use this skill in generic skills such as problem solving, collaboration, team work, communication and critical thinking. In addition, Bruce, (1997) has defined several concepts influencing and coexisting with information literacy with the ability to synthesize information being the pillar in literacy skills. Other key skills include computer literacy, IT literacy, Library skills, Information skills and Learning to learn.

In regard to UNESCO, (2008), the key to problem solving is information. Information literacy plays an important role in the modern society for wellbeing of community. They state that there is tendency of people just taking information as given due to inability to synthesize information by incorporating other information from various sources. When people choose to accept some information as given, while recognizing that other claims need to be questioned and tested by seeking additional information or confirming the accuracy of that information supplied is lack of this key ability that is synthesizing various information sources.

4.7 Ability to Evaluate Information

As shown in Figure 9, the study sought to find out whether there is any system that assists respondents to monitor and evaluate the information generated from the library. The perceptions of parliamentarians in regard to their ability to evaluate information were also sought. The findings and interpretation of the results are presented in this section.

4.7.1 Availability of a System to Monitor and Evaluate Information

When respondents were asked whether there was any system that assists them to monitor, evaluate and synthesize information, (40%) said they were not aware whether such system existed while (55%) said there was not such a system with only (5%) reporting that there was a system that assisted them to monitor and evaluate information

The electronic information monitoring systems can be designed to catch to evaluating and monitoring of particular information and utilization of that information to avoid infringement of rights and intended use of the information. ISACA affirms that Monitoring and evaluation ought to be a ceaseless procedure with a specific end goal to keep up the nature of information and enhance the effectiveness of how the monitoring system works. The best information monitoring systems are viewed as one that evaluates the effectiveness of controls to see whether the key controls are utilized. There are a number of components that determine a good monitoring and evaluation system for electronic information resources according to ISACA; one with adequate support and actors in information management; a well scope and defined objective of monitoring; identification of an appropriate software and well conversed knowledge in those involved in the monitoring and evaluation of the information system. With all

this qualities there will be capability to monitor information to how it was used, who used and how many times certain information has been retrieved depending on the configurations of the system (ISACA, 2010).

According to UNESCO, (2005), information literacy engages individuals in varying backgrounds to seek, evaluate, utilize, monitor and make information adequately to accomplish their own, social, occupational and educational objectives. It is a fundamental human right in the modern world and advances social consideration of all countries. Similarly, Bruce 2002, argues that information proficiency as an imperative component in the advancement of an individual's learning in formal education settings as well as in the more extensive social, cultural, political and financial arenas. The term 'long lasting learning' is regularly used to mean the perfect of an educated, free and independent person who is equipped for discovering and utilizing the data s/he needs inside of every one of these arenas. Having ability to evaluate and monitor different sources of information from various arenas would help one individual maintain quality. It is a method for enhancing human experience and the singular's personal satisfaction.

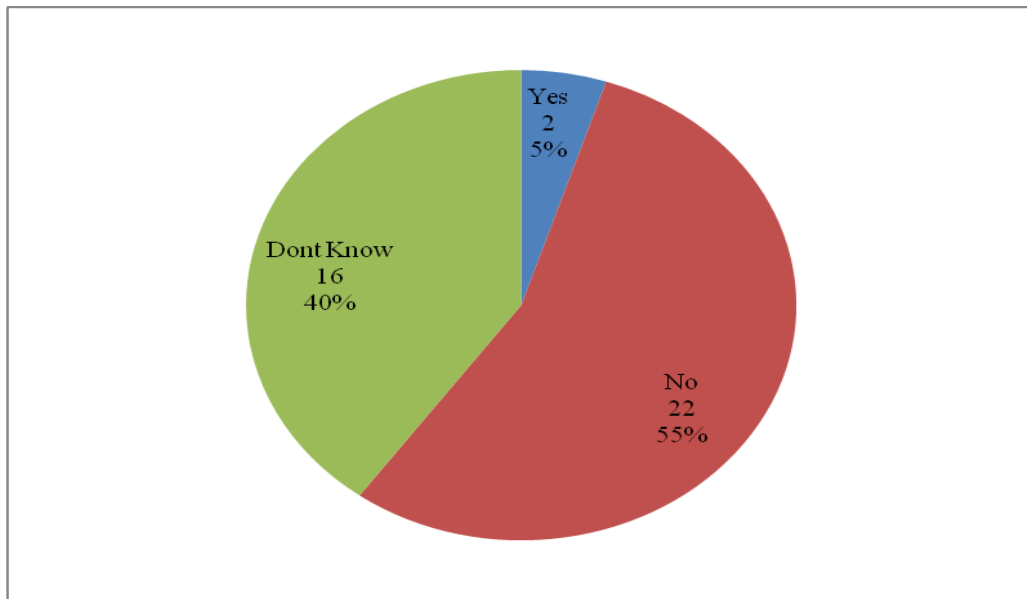


Figure 10: Availability of a System that Assist to Monitor and Evaluate Information

4.7.2 Perceptions Towards Ability to Evaluate Information

As shown in Table 9, the study sought to establish respondents' perceptions towards ability to evaluate information. On a scale of 1 to 5 where 1= strongly agree, 2=agree, 3=undecided, 4=disagree and 5= strongly disagree, respondents were asked to rate their ability to evaluate information. More than half (57.5%) of the respondents disagreed, Strong disagree (45%) and disagree (25%) that they had ability to monitor and evaluate information that is electronically generated from the library. Equally (57.5%) of the respondents disagreed that they had the ability to compare and evaluate information obtained from different sources. Slightly more than half (52.5%) of the respondents agreed (strongly agree and agree) that they were able to read information and select main ideas while (47.5% of the respondents disagreed. A high proportion (60%) of the respondents disagreed that they were able to investigate various view

points of Literature equally (60%) of respondents who disagreed that they were able to use and apply information techniques for studying.

Table 9: Perceptions Towards Ability to Evaluate Information

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	N	%	n	%	n	%
I have the ability to monitor and evaluate information that is electronically generated from our library	7	17.5	10	25.0	0	0.0	5	12.5	18	45.0
I have the ability to compare and evaluate information obtained from different sources	6	15.0	6	15.0	5	12.5	5	12.5	18	45.0
I am able to read information and select main ideas	15	37.5	6	15.0	0	0.0	6	15.0	13	32.5
I am able to investigate various view points of Literature	5	12.5	6	15.0	5	12.5	0	0.0	24	60.0
I am able to use and apply information techniques for studying	6	15.0	5	12.5	0	0.0	5	12.5	24	60.0

The abilities required to locate and evaluate information rely on upon the connection in which a person is applying their IL Skills. In the working environment, the information is situated in manuals, in public codes of practice, or in dedicated databases. In these circumstances, there is normally some affirmation of the quality of the information source. However, progressively, individuals look for information using web indexes where there is frequently no filter on the quality of the information found. This is of specific concern in connection to information on social and prosperity, furthermore regarding information pertinent to social and environment concerns. For example, holocaust denial has brought forth internet sites that look solid to the unskilled eye, yet when the information is evaluated it is established to lack

accuracy and credibility. Education and training is not only expected to make individuals just locate but as well as to evaluate information sources, and in this way IL pointers must incorporate this ability UNESCO, (2008).

In the same respect, the Alexandria proclamation of 2005 perceives information literacy as a fundamental human right in the digital world as it engages individuals in all sets of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. In a digital world, people require new skills and training in order to participate. The digital divide is much more than 'technology Access' divide; without the skills to use the technologies an even greater divide emerges the information literacy divide. Interestingly this is not a 'north south developed developing' issue; it applies to all countries and is more a reflection on the extent to which education system are or are not keeping up with the new information societies UNESCO, (2008).

4.8 Information Literacy Challenges Faced by Members of Parliament

As shown in Table 10, on a scale of 1 to 5 where 1= strongly agree, 2=agree, 3=undecided, 4=disagree and 5= strongly disagree, respondents were asked to rate their agreed that they face search skills and ICT challenges respectively. It was followed by orientation challenges (52%) of the respondents agreeing on that with (37.5%) of the respondents stating lack of time to use library information

Table 10: Information Literacy Challenges Faced by Members of Parliament

Challenges	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	N	%
Women County representatives face search skills challenges	25	62.5	7	17.5	4	10.0	2	5.0	2	5.0
Women County representatives ICT challenges	12	30.0	20	50.0	1	2.5	2	5.0	5	12.5
Women County representatives face orientation challenges	2	5.0	17	42.5	4	10.0	13	32.5	4	10.0
Women County representatives lack time to use library information	9	22.5	12	30.0	3	7.5	6	15.0	10	25.0

Cheek and Doskatsch, (1998) conform with these findings by pointing out that in spite of an various number of steps taken to enhance information literacy abilities, the most normally recognized challenge to getting to information resources by students in Verhey's second study was an absence of knowledge about using resources. Furthermore, they affirm that in spite of the fact that library users are increasingly computer educated, they keep on having issues identifying, defining, analyzing and articulating the nature of their information needs.

4.9 Suggestions of Enhancing Information Literacy Skills

As shown in Table 11, When respondents were asked to suggest ways of enhancing information literacy among Members of Parliament, the most stated suggestion was to enhance women county representatives ability to search and retrieve information (86.4%) followed by enhancing knowledge of information and service (77.3%).

Other suggestions given were, enhancing ability to organize, synthesize and evaluate information (63.6%), enhance women information needs (68.2%) and enhance the culture of reading and exchanging ideas (54.5%)

Table 11: Suggestions of Enhancing Information Literacy Skills

Suggestions	Responses	Percent of Cases
Enhance Women Rep Knowledge of information resource and service	17	77.3
Enhance Women Rep ability to search and retrieve information	19	86.4
Enhance Women Rep ability to organize, synthesize and evaluate information	14	63.6
Enhance women information needs	15	68.2
Enhance the Culture of reading and exchanging ideas	12	54.5

Information Literacy is vital attributable to the amount of information that is accessible in contemporary society. Just being exposed to a lot of information won't make individuals educated subjects; they have to figure out how to utilize this information successfully, ACRL, (2000).

Information literacy allows us to cope with the data smog, by furnishing us with the essential aptitudes to perceive when we require information, where to find it, and how to utilize it viably and proficiently. Subsequently it will help choice making and efficiency which is advantageous to the general public. Because of the information explosion and data smog, all learners and the general public face numerous troubles to find, evaluate, utilize, and impart information. Due to the extension of internet services we get a great deal of information that is not evaluated, unlike the printed

sources. Consequently, the credibility, legitimacy, and reliability of this information is in uncertainty (ACRL, 2000)..

According to Kurbanoglu, (2003), Self-efficacy is an important factor that influences IL and library skills. Self-efficacy describes an individual's confidence in their ability to perform specific tasks. Self-efficacy involves all the abilities in an individual that enables that individual to utilize information. Bandura, 1977 asserts that two critical attributes of self-adequacy identify with IL by and large and particularly this embedded Librarian project. Firstly, self-efficacy is context particular and can change in specific areas. People can have varying levels of abilities with distinctive assignments, both extensively and inside of particular areas including IL. For instance, a learner may show high self-efficacy with looking a specific database, however bring down self-adequacy in seeking different databases. Besides abilities that enhance information literacy are absolutely connected to execution. Learners with more elevated amounts of abilities are likely to perform better to those with lower abilities. These two parts of the idea of Self-efficacy identify with self-efficacy with library abilities and IL and are vital contemplation when leading appraisals of IL guideline.

4.10 Chapter Summary

The most information literacy challenges faced by members of parliament are search skills ICT challenges followed by orientation challenges with lack of time to use library information being the least challenge (Table 10). The respondents suggested that women county representatives ability to search and retrieve information, knowledge of information, ability to organize, synthesize and evaluate information,

women information needs and the culture of reading and exchanging ideas should be enhanced as ways of enhancing information literacy among Members of Parliament and getting solutions to challenges that they face

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the main findings of the study that address key issues to evaluate information literacy skills of women county representatives in the Kenya National assembly. It also provides a summary of the study findings, which are linked to the objectives of the study. Several conclusions and recommendations have been made based on the study findings. Finally, the study provides suggestions for further research.

5.2 Summary of the Study Findings

Research objectives and questions were used to present a summary of research findings as indicated below;

5.2.1 Information Needs for Members of Parliament

Information needs for Members of Parliament ranges from having training to acquire the literacy aptitudes that may give them ability to perform their functions. This was revealed by results that most (85.7%) of the respondents who never attended in any training of information skills would like to have such a training. (Wilson, 1999), the urge for information literacy skills is an essential and fundamental requirement the current world with the current advanced digital technology. Training on literacy skills should be embraced and adopted as a continuous exercise and not only done once. This will help the individuals to keep up with the current trend of changing technology and be able to upgrade to all time required levels. Information needs prompts other behaviours that are associated to acquiring information literacy skills

such as seeking behavior, skills to recognize and ability to monitor and evaluate different sources of information among others. This in turn compels an individual to embrace a culture of reading, or researching. When one has trained in literacy skills, the habit of getting information for example from journal, media and other electronic information sources and using it without making sense becomes among users is avoided. Members of parliament for instance with well equipped training on literacy skills will have good grounds of informing their clients through a better and quality form.

The study further revealed that Members of Parliament information need would help them to inform the quality of debate in the august House, to inform the quality of bill, to inform the quality of motions in the house, to inform the quality of questioning in the house and to inform general knowledge. This is in line with CILIP, (2006), who asserts that for easy manoeuvre information literacy skills is adamant. It becomes easier to an individual who has good literacy skills that makes the ability to locate information much easier. Literate individuals with literacy aptitude not only know oh how to locate the required information but also can make sense out of that information due to their ability to evaluate and use information efficiently. Information literate people are those who have learned on how to learn. A literate individual cares much on quality than just ability to gather information from various sources. To have literacy skills is to have training and continuous training according to changing needs of information.

Members of Parliament information need are unavoidable especially to regard to their functions and role that they play which is core to the public. The findings of this study therefore conform to Alexandria Proclamation of 2005, who asserts that information

literacy is one of the major essential components in an individual's life. It goes about as an impetus for one to accomplish personal, social, and educational objectives. Information proficiency abilities are important for individuals to be compelling long lasting learners and to contribute in information social orders.

Campbell, (2004 also echoes similar sentiments that information Literacy elements go hand in hand with information Literacy developed. Recognising information needs, locating and evaluating the quality of information, storage and retrieval of information, making effective and ethical use of information, and applying information to create and communicate knowledge are applicable across all domains of human development.

Information is a fundamental pillar that informs the quality of debate in parliament. Adoption of information technology into academic libraries has reformed the way they obtain, store, and share information to their clients and way the individual supporters require and utilize information. Hence, client's demand, information requires and seeking abilities have changed.

5.2.2 Knowledge & Skills of Information and Services

Knowledge and skills are key to utilizing information that is at in disposal. The findings revealed that 18; 45% of the respondents didn't had the requisite literacy skills to make use of parliamentary library services in support Miele; Nancy, (1995), states that Parliamentary libraries play have great responsibility and mandate in disseminating crucial information that is of public interest such as for economic development, general economic statistics, economic events, commercial statistics, market data, management requirements and taxes, life expenses data and work cost

data, general information of occupational operations, and financial programming. This part of Parliament functions obliges parliamentarians to have learning and aptitudes of information readily available. This will empower them produce quality information that will give knowledge their clients and overall population in undisputed way.

Parliament is a key player in the industry of informing. Parliamentarians are at the behest of serving and promoting democracy for the better of the nation. Hence, the requisite literacy skills play a crucial role in reorganizing, realigning and reshaping information services and products to preserve and deepen that democracy. To make these vital endeavors come to a reality to Parliamentarians, Parliamentary libraries resources should be well utilized by parliamentarians acquainting them with adequate knowledge and skills in information technology to enable them give quality services. Democracy is adjudicated by the public a fact that puts parliamentarians at glance on the quality of motions, debates and bills they pass and whether their discussions are well informed. Parliament is a harm of government that deserves its seriousness so be it how to the level of knowledge and better services that it gives.

The findings revealed that quite a number (41.4%) of respondents have fall short of the ability to use internet / World Wide Web in by and large information literacy for better utilization of parliamentary library resources encompasses concepts, abilities such as information search skills, critical thinking, and use of electronic catalogues, use of manual catalogues, and communication and internet search skills among many others. Use of internet/ World Wide Web cannot be left out when discussing on the requisite skills that parliamentarians are expected to have. Further results showed that (27.5% of the respondents had never been trained in computer skills There is inter-relationship between Information literacy and information technology skills.

Information technology skills enable an individual to use computers, software applications, databases and other technologies to achieve a wide variety of academic, work-related and personal goals. The modernized libraries like the parliamentary libraries have provided parliamentarians a privilege to have access to modern technologies enabling them to access information easily.

Catts & Lau , (2008) said that education in information without ICT, will only compromise the quality of information generated considering that the volume and variability quality of advanced information, and its intensive knowledge base, has implications of the requirement for all individuals to furnish themselves with information literacy skills. With the end goal people should have the capacity to move through a well information society, the aptitudes to have the capacity to work the ICT world through comes first as an accomplishment.

Internet search has been made easier by modern technology with the introduction of search engines which does not require an individual to be more conversant with the commands. MI &Weng, (2008), contend that through such engines, retrieval of information is quick and easier. With these technologies many individuals have reluctantly avoided acquainting themselves with literacy skills. But there are much more that is needed to be done to achieve a totally reliable system. Despite of these developments, the knowledge and skills of information is necessary to safe guard the quality of information generated.

Electronically generated information requires computer and other ICT skills. The ICT abilities and information proficiency is one and the same. Many studies like the OECD study has proofed those individuals with ICT skills have higher information

literacy abilities as compared to those with no such skills. There is a tendency that the young ages that are more acquainted with digital platforms have higher reading aptitudes than the old age. Parliamentarian's knowledge and skills are vital in making use of parliamentary library resources.

5.2.3 Ability to Search and Retrieve Information

The findings revealed that more than a third (37.5%) of the respondents said they did not have the requisite search and retrieval skills to use parliamentary library resources in line with these findings, Maybee, (2006) indicates that information sources are not any more bound to print sources but most of information presently are confined in electronic sources. Online sources contain a volume of information that is accessed through journals, online databases and other different forms. For an individual to upgrade into terms with the progressing digital world, search and retrieval information literacy skills is requisite. Clients are no more relying upon the traditional methods for obtaining information. This should not be unexceptional to parliamentarians who should keep on with their end goals to portray and deliver healthy and quality informed debates and discussions in parliament.

The ability to search, retrieve and use information effectively is now widely recognized as an essential competence for effective participation in contemporary society. In parliamentary library abilities to search and retrieve information for use by parliamentarians using manual catalogue, electronic catalogue, physically from the shelves is vital for use in the house. These skills are essential in helping utilizing available information for educational work as well. The role of Parliamentary library is to enable members' access information. The quality of legislation and debate in

parliament is informed by the members' information literacy access and use of information.

5.2.4 Ability to Organise and Use Information

The findings revealed that most parliamentarians (92.5%) are not involved in the description of electronic information nor they are able to access management information system (MIS) that help to organize electronic information (Interestingly, a number of the respondents (20%) have perception that organizing information manually by them is easier than organizing that information electronically. This is a further indication of information need for parliamentarians. In line with these findings, Fleming-May (2008), information use can be characterized as dynamic, iterative, interactive, user-centered, and contextual in nature. Regularly, information needs emerge from the gaps in the user's reality.

When there is an information need then the information process also comes in and the end goal is information use. Dervin, (1999) asserts that it is this utilization of information that encourages sense making. The use of information is much directed to the user as opposed to the use of the information resources. These developments will only end damaging the quality of the information accessed due to poor procedure of organizing the information itself. At the end of it what is delivered to the use is also for low quality due to the lack of necessary steps taken at by the information provider. Iwhiwhu, (2011) contend that without the organization of information and its compelling use in the parliamentary procedures by parliamentarians, solid legislative laws in any general public can't be found out. Information is the core element to inform decisions and educate the concerned on the surroundings. An informed society is a solid society and well equipped to fighting poverty and sailing through economic

developments. Information is additionally viewed as an experience or direction towards the right goals. As parliamentarians are chosen by the public and the latter uses the information that they get from the legislators to gauge them on how well they are informed. Access to the right information is to a great degree fundamental part being used of that information in the execution of laws in the parliament.

5.2.5 Ability to Synthesize Information

The findings revealed that most (87.5%) of the respondents said that they are not involved in information synthesize that is generated from the Parliamentary Library. However, a high proportion (70%) of respondents agreed that they are able to synthesize and build upon existing information, contributing to the creation of new knowledge.

Bundy, (2004), continues to assert that through information synthesize, one can have the ability to utilize this aptitude in nonexclusive abilities, for example, critical thinking, joint effort, collaboration, communication and problem solving. What's more, Bruce (1997) has characterized a few ideas impacting and coinciding with information skills with the capacity to synthesize data being the major in literacy abilities. Other key aptitudes incorporate computer proficiency, IT education, Library abilities and much more.

The way to critical thinking is information. Information synthesize plays an essential part in the advancing the society for a prosperity through quality delivering of information that is intended for the right purpose. There is a high likelihood of individuals simply taking information as offered because of powerlessness to the ability to synthesize and make way out the decisions on the quality they have obtained

from that information. At the point when individuals acknowledge some information as given, there should be an acceptance that some of it need to be questioned and tested. Ability to synthesize of information helps such a case to obtain more information that can be incorporated and compared with the retrieved information from other sources for quality. The ability to combine and incorporate different sources of information to achieve a goal intended is a key component in information literacy.

5.2.6 Ability to Evaluate Information

There are no any systems available to assist members of parliament be able to evaluate information generated from the Library (95 %), The electronic information monitoring systems intended to catch to evaluating and checking of specific information and use of that information is necessary to avert from violations of rights and planned utilization of the information. Monitoring and evaluation should be an unending procedure with a particular final objective to keep up the updating information and upgrade the viability of how the monitoring are flexible. The best information monitoring systems according to ISACA, (2010) are seen as one that evaluates the adequacy of controls to see whether the key controls are used. However monitoring tools and systems are as well as the user makes them. Therefore the needs for skills for evaluation of information not only rely upon to library staff but also the users. Configuration of information on a way that works for oneself is better of than relying on the general system that can not apply to personal situations. On the best practices of monitoring and evaluating information it's better to be able in a position that they can evaluate the information by themselves for further analysis and report generation. Things like export of data can be allowed to users but the monitoring of

logins can be controlled from the centralized location. This will enable all participants to be able to collaborate and be involved in trouble shooting when organizations are large.

The findings further revealed (57.5%) members of parliament had challenge on the ability to monitor and evaluate information that is electronically generated from the library, compare and evaluate information obtained from different sources, ability to investigate various view points of Literature and ability to use and apply information techniques for studying. The abilities required to Locate and evaluate information rely on upon the connection in which a person is applying their IL Skills. In the working environment, the information is situated in manuals, in public codes of practice, or in dedicated databases. In these circumstances, there is normally some affirmation of the quality of the information source. In any case, people continuously search for information utilizing internet records where there is oftentimes no filter on the quality of the information obtained. With the kind and nature of information that is generated by parliament, monitoring and evaluating of the information that is generated at parliamentary libraries is vital to enable information that is in public arena to feature of the main ideas only.

Alexandria (2005), sees information literacy as a basic human right in the advanced world as it connects with people in all divides of life to look for, evaluate, utilize and make information successfully to accomplish their own, social, occupation and educational objectives. In the modern world, individuals require new abilities in literacy to keep their dreams alive and meet their end goals. The digital world is considerably more than 'technology access' divide; without the aptitudes to utilize the technology a much more prominent gap rises hence the information need.

Interestingly, all this applies not only to developed world but also to developing world (2008).

5.2.7 Information Literacy Challenges Faced by Members of Parliament

The results revealed that the most information literacy challenges faced by members of parliament are search skills ICT challenges followed by orientation challenges with lack of time to use library information. There is various numbers of steps that have been taken to combat challenges that the ICT world faces. In spite of these steps taken to enhance information literacy abilities, various librarians and libraries continue facing the challenges.

The challenges have hindered users despite having education on knowledge of information resources and services, ability to search and retrieve information and ability to organize synthesize and evaluate information. The challenges can only be compacted with through addressing both areas of enhancing information literacy and technology.

5.2.8 Suggestions of Enhancing Information Literacy

In order to enhance information literacy for members of parliament, respondents suggested that ability to search and retrieve information, knowledge of information, ability to organize, synthesize and evaluate information, women information needs and the culture of reading and exchanging ideas should be enhanced. Information Literacy is vital attributable to the amount of information that is accessible in contemporary society. Just being exposed to a lot of information won't make individuals educated subjects; they have to figure out how to utilize this information successfully, (2000).

The behavior of information seeking, utilization in the modern society needs confidence and independent learners. Literacy skills are self regulated and it's a practice that an individual supposed to endorse it by self for a lifelong learning purpose. Parliamentarian's capability in solving problems and making informed debates in parliament must embrace the behavior of information seeking alongside with the skills to acquire the information. Strategies at parliamentary libraries that will help to recognize when information is needed should be incorporated to the system. Initiation of search strategies will help parliamentarians in evaluating synthesizing and using information appropriately. As a good strategy, we need to embrace ethical for accessing information from various sources to avert violation of rights of different service providers.

The culture for communicating and sharing ideas freely of the information problem solving would creatively improve knowledge of information and inform good discussions and debates amongst parliamentarians. The ability to organize, synthesize and evaluate information when embraced would help inform the final legislative laws and how appropriate and efficient the information that is used to achieve these goals can have desired quality.

Self-generated knowledge should also be allowed to enhance the information generated by Parliament libraries that will lead also to the other end of equitable access of information.

Information literacy behavior incorporates how well an individual has knowledge of information and services, ability to search and retrieve information, ability to monitor, evaluate and synthesize information. It is advisable that with all these qualities

blended with good use of ICT technology will enhance literacy skills from all aspects. As a best strategy, parliamentary libraries staff should be well equipped together with parliamentarians in literacy skills so as to bring into board both user and provider.

5.3 Conclusion

The study aim was to evaluate information literacy skills of women county representatives in Kenya and suggest ways of enhancing it. The study concludes that there is a gap of information need and literacy skills for Parliamentarians that have widened leading to lack of continuous training that is needed to keep them at bay with the current advancing information technology. On other hand, continuous training on literacy skills for Members of Parliament on range of literacy aptitudes is necessary. The training will equip Members of Parliament with solid abilities to carry on their legislative functions. Not only should this training target the individuals who had never attended in any training on information literacy skills but also those who have. This will make sure that every Member of Parliament is at board in upgrading with the current changing trends in information technology. The information for parliamentarians need to be met all through to enable them to inform the quality of debate in the house, to inform the quality of bill, to inform the quality of motions in the house, to inform the quality of questioning in the House and to inform general knowledge. The study also concludes that there is a gap between the knowledge of Parliamentarians and ICT skills that would make them utilize maximal Parliamentary library services. Furthermore, due to lack of a friendly monitoring and evaluation system for information that can help Parliamentarians evaluate and synthesize information generated at the Parliament library. Due to this, there is inability of members to evaluate information that is electronically generated from different

sources, read information and be able to select main ideas that can inform their debates in Parliament and make the information in their use probably in their studies.

5.4 Recommendations

(a) Short term recommendations for implementation:

i. Training:

There should be a continuous training that touches all aspects of information literacy both to librarians and staff. According to findings, most Parliamentarians lack library skills to use information services. With this kind of training Parliamentarians will be equipped with solid abilities to carry on their legislative functions. Not only should this training target the individuals who had never attended in any training on information literacy skills but also those who have. This will make sure that every Member of Parliament is at board in upgrading with the current changing trends in information technology. This will help enhance information literacy among the Parliamentarians by improving their culture of information seeking behavior; information sharing and self-information generating that will inform the debates, discussion and bills for the better of quality.

ii. Staff involvement:

Every individual should be involved in organizing, synthesizing and evaluating information generated from parliamentary library for quality output.

iii. Organization of electronic information:

Electronic information resources need to be organized for easy access and retrieval in parliament library. An efficient electronic resource management

system should be a one-stop-shop for all different pieces. This will enable parliamentarians and other information users to have the ability to organise and use information at their own. With good organized access the quality of level discussion in parliament will be positively affected.

iv. Staff perception:

The library users should be involved in library instructions regarding the information they use. This will help raise perceived usefulness of information among County Women Representatives. Once they realize the value attached to information their usability of information will be greatly improved.

(b) Long Term Recommendations for implementation:

i. Innovation:

There is need to Incorporate of innovation in reorganization of information in Parliament library that will enable transform the way Parliamentarians acquire, store, and share quality information to their clients and the way the individual supporters require and use that information. There is need therefore Parliament to adapt to the changing users demand, information requirements and seeking abilities.

ii. Develop an integrated information system:

A friendly monitoring and evaluating mechanism that can help users participate in the evaluation of generated information is necessary. The study showed that very few Parliamentarians are aware whether such monitoring tools do exist and if they did most of them did not have the skills on monitoring and evaluation. Being equipped with such skills would help Parliamentarians and librarian staff be able to monitor displays and create a dash board jumping off point tool that will ease the organization, synthesize

and retrieval of information by parliamentarians. The monitoring and access trouble shooting tools must be efficient to increase efficiency, allow customization of information. Moreover, all Parliamentarians should be empowered to use these monitoring tools to enable them have abilities to evaluate the information that is electronically generated from the libraries, compare and obtain information generated from different sources, be able to read information and select main ideas and also use the information for their studies.

Planning for electronic information: Appropriate planning should be done in a way that users are also involved in the process in order to determine the rightful and appropriate infrastructure required. This will enable purchase of current software and hardware. It will also help maximizing the potential of all information users within the library.

iii. **Policies:**

There is need to come up with friendly and workable policies on information use within parliament library. This will encourage good practice and guidelines to information use within the library. It will further help in information organization.

5.5 Suggestion for Further Research

The study suggests that a research should be carried out to determine whether parliamentary libraries who are service providers to parliamentarians and others, whether their libraries are well equipped. The study should find out whether they are conformed to conducive environment for physically challenged. It should make findings on requirements like a flexible work environment, with demarcation between access to electronic resources and hard texts, consistent electricity supply and other

essential infrastructure that include; induction/orientation of parliamentarians, adequate qualified staff, providing consultation rooms, collaborative learning, and retaining librarians on parliamentary procedures..

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APPENDIX I: LETTER OF INTRODUCTION

Andrew M. Mankone
Parliamentary Library
P.O Box 71836-00622
Nairobi

Dear respondent

RE: ENHANCING INFORMATION LITERACY OF WOMEN REPS

I am a postgraduate student at Moi University-School of Information Sciences, In order to fulfil the degree requirement; I am undertaking a research project to evaluate information literacy skills of parliamentarians in Kenya. You have been selected to form part of this study. This is kindly to request you assist me collect the data by filling out the accompanying questionnaires, which I will collect from your office.

The information you provide will be used exclusively for academic purposes. I assure you that the information will be treated with strict confidentiality and your **name will not feature in my report**; a copy of this final paper will be availed to Parliamentary Library.

I thank you in advance for your cooperation

Yours faithfully

Andrew M. Mankone (Mobile No: 0724791352)

APPENDIX 2: QUESTIONNAIRE FOR COUNTY WOMEN

REPRESENTATIVES

Disclaimer,

This questionnaire is a survey to collect information on the Information Literacy Skills of county women parliamentarians in Kenya. The information provided with not be used for any other purpose other than academic research. Kindly fill in all the blank spaces provided and tick/circle appropriate

Date:

SECTION A DEMOGRAPHIC INFORMATION

1. Please indicate the highest level of education attained? (Tick as applicable)

- a) Certificate []
- b) Diploma []
- c) Graduate []
- d) Post-Graduate []
- e) Others (specify).....

2. State your occupation before you joined parliament.....

SECTION B: INFORMATION NEEDS FOR MEMBERS OF PARLIAMENT

3. Using a scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree and 5= strongly Disagree, rate accordingly the statements below on information needs

Information Needs		1 SA	2 A	3 U	4 DA	5 SD
a)	Am competent enough in terms of computer skills?					
b)	Members of Parliament need information to inform the quality of debate in the House					
c)	Members of Parliament need information to inform the quality of bill formulation					
d)	Members of Parliament need information to inform the quality of motions in the House					
e)	Members of Parliament need information to inform the quality of questioning in the House					
f)	Members of Parliament need information to inform general knowledge					

g) Have you ever participated in any training on information literacy skills?

Yes []

No []

h) If no, would you like to have training to acquire information literacy skills?

Yes []

No []

SECTION C: KNOWLEDGE & SKILLS OF INFORMATION AND SERVICES

4. In your opinion, do you have the requisite information literacy skills to make use of parliamentary library services? Yes [] No []

5. If so which of the following skills are you good at

Information search skills []

Use of electronic catalogue []

Use of manual catalogue []

Internet search skills []

Others (Specify).....

6. Have you ever been trained in any computer skills? Yes [] No []

7. If yes do you Know How to use the internet/ World Wide Web?

Yes [] No []

SECTION D ABILITY TO SEARCH AND RETRIEVE INFORMATION

8. Using a scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree and 5= strongly Disagree, rate accordingly the statements below:

Statement	1	2	3	4	5
a) I can search and retrieve information for use in the library using the manual catalogue					
b) I can search and retrieve information for use in the library using the electronic catalogue					
c) I can search and retrieve information for use in the library physically on the shelves					
d) I need library staff support to search and retrieve information for use in the house					

- e) In your opinion, do Members of Parliament have the requisite search and retrieval skills to make use of parliamentary library resources? Yes [] No []

SECTION E: ABILITY TO ORGANISE AND USE INFORMATION

9. Using a scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree and 5= strongly Disagree, rate accordingly the statements below:

Statement		1	2	3	4	5
a)	I can organize electronic information by myself					
b)	I am sometimes involved in the description of electronic information					
c)	Organizing information manually by myself is easier than organizing that information electronically					
d)	I am able to access management information system(MIS) that help to organize electronic information					

SECTION F: ABILITY TO SYNTHESISE INFORMATION

10. Using a scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree and 5= strongly Disagree, rate accordingly the statements below:

Statement		1	2	3	4	5
a)	I am involved in information synthesize that is generated from the Parliamentary Library					
b)	I am able to synthesise and build upon existing information, contributing to the creation of new knowledge					
c)	I can use information to contributing to the creation of new knowledge but with lots of difficulties					
d)	I can easily identify and match verbatim information for later quote in a right way					

SECTION G: ABILITY TO EVALUATE INFORMATION

11. Using a scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree and 5= strongly Disagree, rate accordingly the statements below:

Statement	1	2	3	4	5
a) I have the ability to monitor and evaluate information that is electronically generated from our library					
b) I have the ability to compare and evaluate information obtained from different sources					
c) I am able to read information and select main ideas					
d) I am able to compare information from various sources					
e) I am able to investigate various view points of Literature					
f) I am able to use and apply information techniques for studying					

g) Is there any system that assists you to monitor, evaluate and synthesize information generated from Library? Yes [] No []

SECTION H: INFORMATION LITERACY CHALLENGES FACED BY MEMBERS OF PARLIAMENT

12. Using a scale of 1 to 5 where 1= Strongly Disagree, 2= Agree, 3= Undecided, 4= Disagree and 5= strongly Disagree, rate accordingly the statements below:

Statement	1 SA	2 A	3 U	4 D	5 SD
a) Women County representatives face search skills challenges					
b) Women County representatives ICT challenges					
c) Women County representatives face orientation challenges					
d) Women County representatives have no problem using electronic resources					
e) Women County representatives lack time to use library information					

f) In your opinion, what challenges do you face when using library resources?

.....
.....
.....

SECTION I: SUGGESTIONS OF ENHANCING INFORMATION LITERACY

13. What would you suggest should be done to enhance information literacy among members of parliament?

- i. To enhance knowledge of information resources and services
- ii. To enhance ability to search and retrieve information
- iii. To enhance ability to organize, synthesize and evaluate information
- iv. To enhance women information needs
- v. Enhance culture of reading and exchanging ideas
- vi. Any other. _____

APPENDIX 3: PRE - TEST CHECKLIST

1. (a) Does the questionnaire have any typographic errors?

Yes

No

(b) If yes please indicate them in the questionnaire

2. (a) Are there any misspelt words in the questionnaire?

Yes

No

(b) If yes please indicate them in the questionnaire

3. (a) Are the questions relevant to the respondent?

Yes

No

(b) If no, Please provide suggestions

4. (a) Does the questionnaire contain direct questions?

Yes

No

(b) If no, Please provide suggestions

5. (a) Are there questions presented in a systematic and logical manner?

Yes

No

(b). If yes provide suggestions below

6. (a) Are the questions easily understood?

Yes

No

(b). If no, please provide suggestions below:

7. (a) Is the question too long?

Yes

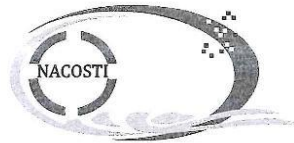
No

(b). If yes, please provide some suggestions below:

8. Kindly provide any other suggestions which will improve the quality of the questionnaire

Thank You

APPENDIX 4: RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. NACOSTI/P/16/66281/9035

Date:
15th January, 2015

Andrew Matoke Mankone
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Evaluating information literacy skills of parliamentarian in Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **6th January, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.