

**INFORMATION LITERACY AND ITS IMPACT IN DISPENSATION OF
JUSTICE: A CASE STUDY OF THE MILIMANI COMMERCIAL COURTS
LIBRARY, IN NAIROBI, KENYA**

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DECLARATION

This is my original work and has not been presented for award of a degree in any other university or any other institution of higher learning for examination.

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DEDICATION

This project is dedicated to my daughters Christine and Michelle who have been there for me every step of this work, their support and perseverance during my study period. My aged grandmother for her moral support and prayers even though she has never been to school herself...Thank you Mwaitu.

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Last but not least I thank my employer for support and encouragement as well as allowing me to pursue higher education.

Thank you all.

LIST OF ABBREVIATIONS AND ACRONYMS

ACRL	Association of College & Research Libraries
ALA	American Library Association
CILIP	Chartered Institute of Library and Information Professionals
ICT	Information Communication and Technology
IFLA	International Federation of Library Associations and Institutions
IL	Information Literacy
JTI	Judiciary Training Institute
KNLS	Kenya National Library Services
NCLIS	National Commission on Libraries and Information Science
NCLR	National Council for Law Reporting
SCECSAL	Standing Conference of Eastern, Central and Southern African Librarians
SCONUL	Society of College, National and University Libraries
URL	Uniform Resource Locator

ABSTRACT

The aim of the research study was to find out the impact of information literacy amongst the library users and its effect in the dispensation of justice. The objectives of the study were: to establish whether there was a policy governing provision of information literacy; to identify the category of clientèle in Milimani Commercial Courts Library; to determine the information seeking behaviour of the clientèle in the library; to find out the impact of information literacy in dispensation of justice and to find out the challenges encountered in the provision of information literacy. A descriptive research design was used where a case study strategy was employed. The researcher used both qualitative and quantitative approaches to the research. The researcher used non-probability sampling method where the purposive sampling technique as well as snow ball sampling method was used and which allowed the researcher to use the library staff to identify the target respondents for the study. The sample size was 89 respondents 81 of whom were legal professionals and 8 drawn from the library staff. Data was collected by the use of questionnaires. The questionnaires were in two categories one for the library clientele selected respondents and the other for the library staff. The data was then analysed and presentations made using tables, pie charts and bar graphs. One very prominent finding of the study was that there was no policy governing provision of information literacy in the library. Major recommendations made were the formulation of a policy on information literacy and introduction of a more suitable method of teaching information literacy. The recommendations of the study were meant to benefit the Judiciary as an institution, as information literacy enhanced faster dispensation of justice and continuous development of the jurisprudence.

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CHAPTER ONE

1.1 Introduction

This chapter comprises the introduction, an overview of information literacy, its evolution, characteristics as well as some other types of literacies, background of the study, mission and vision as well as core values of the judiciary, statement of the problem, the objectives, research questions, aim, and scope of the study as well as the justification. It also gives the limitations as well as a definition of terms used in the research study.

1.2 Background to the Study

The Milimani Commercial Courts Library, just like other Judiciary libraries, plays a central role in the empowerment of judicial officers with the required information to enable them perform their very crucial duty of dispensation of justice to the citizens of Kenya. The primary responsibility of the library is to assist the clientele in the process of searching for information essential for decision making. For the same to be realized there is need for the library to provide the clientele with information literacy skills. Information literacy is an important tool for the library clientele as their work demands making references, quoting and citing of authorities in decision making.

Lawyers, judges, magistrates and legal researcher should be able to critically evaluate the validity and credibility of information sources in order to use the information for the purpose for which they intended. They should also be able to synthesis the results of their research, to construct new concepts applicable to the resolving of problems as well as coming up with new jurisprudence. This can happen most effectively only if judicial officers are able to apply information literacy skills in their use of the information resources available. Milimani Commercial Courts Library, just like other Judiciary libraries, plays a central role in the empowerment of judicial officers with the required information to enable them perform their very crucial duty of dispensation of justice to the citizens of Kenya. The primary responsibility of the library is to assist the clientele in the process of searching for information for decision making. For the same to be realized there is need for the library to provide the clientele with information literacy skills. Information literacy is an important tool for the library clientele as their work demands

making references, quoting and citing of authorities in decision making, resolving of problems as well as coming up with new jurisprudence. This can happen most effectively only if judicial officers are able to apply information literacy skills in their use of the information resources available.

1.2.1 Information Literacy

Information Literacy is the ability to access, evaluate, organize and use information in order to learn, problem-solve, make decisions in formal or informal settings. Information literacy is about empowering people with the necessary skills in order for them to be able to identify information needs and know how to locate the information they require to solve a given problem or make a decision. In a classroom set up, information literacy would be about empowering students “to learn rather than being dependent on the teacher for acquiring knowledge and skills...” (Bruce, 2003:7). The Chartered Institute of Library and Information Professionals (2004:29) (CILIP) gives a basic definition of information literacy as “knowing when and why you need information, where to find it, and how to evaluate, use, and communicate it in an ethical manner.” On the other hand, the American Library Association observes that “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.” The Society of College, National and University Libraries (SCONUL) developed the Seven Pillars of Information Literacy Model in 1999 later updated in 2004. The SCONUL Seven Pillars of Information Literacy: Core Model for Higher Education (2011: 3) was updated and expanded to reflect more clearly the range of different terminologies and concepts now understood as “information literacy”. In the definition given, it states that “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.”

1.2.2 Evolution of Information Literacy

Evolution/ historical development of the concept information literacy was introduced in 1974 by Paul Zurkowski, the president of the US Information Industry Association, in a

proposal submitted to the National Commission on Libraries and Information Science (NCLIS). Badke, (2010:49) states that Zurkowski was a lawyer by profession with interests in intellectual property and copyright. Over the years, the concept has been much debated and no single authoritative definition exists with the most often used and provided in the literature being that of the American Library Association's Presidential Committee on information literacy report, 1989 (American Library Association, 1989).

1.2.2.1 Information Literacy in a Global Context

According to Lawal, (2007: 4) “Information explosion and the need for the ability to critically assess and evaluate a myriad of related information sources has placed the concept of information literacy at the centre of global discourse...” Information literacy has been embraced throughout the world in both rich and poor countries alike with both recognizing that education in information literacy skills is essential to produce a workforce of flexible, lifelong learners, which is increasingly a pre requisite to economic development (Eisenberg, Lowe and Spitzer, 2004: 32). In developed countries like Australia, information literacy is a well-developed concept and the country hosted the 3rd National conference on information literacy in December, 1997 (Eisenberg, 2004:33).

Law, like in many other fields, has been profoundly influenced by the concept of information explosion, where legal literature has seen gradual shift from the traditional print to electronic databases which have resulted in volumes of overwhelming information resources demanding the need to inculcate effective research skills by the librarian to the researcher.

1.2.2.2 Information Literacy in the African Context

One of the challenges common to those working on information literacy programmes in Africa is that many of these programmes are mostly fairly new. According to Lawal, (2007: 3) “the debate on the poor research skills of law graduates has challenged the responsibility of law schools in developing lifelong learning skills in undergraduate students. This debate is advocated by academics, practicing attorneys and librarians who have had the opportunity of dealing first hand with students in their scholarly pursuit.”

The author further observes that “the structure of legal information is distinct from other disciplines, because it consists of a hierarchically organized information of primary and secondary sources and other search tools which are an important aid in the research process; using these sources has often presented a major challenge to the researcher in terms of understanding the complex system in which they are variously organized in an area of law.” Information literacy is therefore a crucial tool to any researcher who aspires to obtain quality research results. (SCECSAL Pre-Conference Seminar Report, 2010: 8) observes that Information literacy is key to raising institutional standards by improving quality of research and subsequently the end results. Information literacy skills begin with an emphasis on individual skills with little attention being paid to institutional or cultural context. In the paper, it is further observed that “information literacy is central to the mission of any institution engaged in education or research, and not just a matter for librarians.” According to Jacobs, (1995: 74) in Eisenberg, (2004: 33), “the basic information science which is a compulsory subject in Namibia is intended to foster “an appreciation of the value of information in the context of the information age as a necessity to develop intellectually, socially, politically and economically and to make informed decisions.”

1.2.2.3 Information Literacy in the Kenyan Context

Kenya has not been left behind in the information explosion being experienced in the rest of Africa and generally the global village. The wealth of information held in various libraries and documentation centres in different media can be a setback to one looking for information without the necessary library skills. Of interest to note is that there has been a great shift from the traditional print information resources to electronic information resources which can easily overwhelm a researcher. The increased information creation and handling has been felt by the different categories of libraries in Kenya just like other parts of the globe. Such are libraries like academic, public, school as well as special libraries. Government institutions and private organizations have not been left behind and on recognition, Tilvawala Myers & Andrade, (2009: 6) observes that “information literacy is a concept that has been recognised as a development enabler in Kenya.”

One barrier to the efficient utilization of ICT in developing countries is the relatively low level of information literacy. Without the ability to manipulate and use information effectively, investments in ICT-for-development projects may be unsuccessful. Some scholars have suggested that the digital divide between the developed and developing world has widened because of the lack of information skills in developing countries. (Tilvawala, 2009: 1). ICT has been used in most organizations and by individuals to enhance information generation, processing and subsequent transmission including sharing of the information. Information literacy in Kenya is most effectively provided in university libraries, and other learning institutions such as the Kenya school of law as well as the national public library (KNLS) to name but a few where the programmes are well structured and also where policies have been put in place to facilitate the effective provision of the same. Information literacy programs include library orientation, user education, library instructional programs among other methods. The growth of the body of knowledge has grown in every field and with it, so has the literature thereby making information literacy indispensable. Users of information must acquire essential information use skills that will enable them use library information resources more efficiently and effectively now and in future. (Kiondo and Msusya 2005: 77). Information literacy is therefore a fundamental skill in this era of apparent information overload the world over including Kenya.

Major steps in the growth of information literacy has seen development of information literacy competence standards documents in various countries that set out the standards and guidelines in the provision of information literacy in various disciplines hence encouraging lifelong learning. Such standards include but are not limited to the Commission for Higher Education Standards and Guidelines for University Libraries in Kenya (2012), the information literacy competence standards for higher education (2000), information literacy standards for journalism students and professionals (2011), information literacy standards for teacher education (2011) to name but a few, approved by the association of college and research libraries (ACRL), (a division of the American library association), Australian and New Zealand information literacy framework: principles, standards and practice (2004).

1.2.3 Characteristics of Information Literacy

The following are characteristics of an information literate person as observed by Bruce (1994: 36). The information literate person engages in independent, self-directed learning; the information literate person implements information processes; the information literate person uses a variety of information technologies and systems; the information literate person has internalized values which promote information use; the information literate person has a sound knowledge of the world of information; the information literate person approaches information critically; the information literate person has a personal information style which facilitates his or her interaction with the world of information.

Information literacy is a concept that is not isolated but rather linked to other types of related literacies. It is not only concerned with library skills but also with the ability to search and use complex information from various sources to solve a problem or make a decision. According to Byerly and Brodie (1999: 62) in Lau (2006: 7) library users “should have both information-gathering strategies and the critical thinking skills to select, discard, synthesize, and present information in new ways to solve real-life problems.”

Other literacies include but are not limited to, technology literacy, network literacy, digital literacy, Internet literacy, media literacy, legal information literacy and computer literacy. Just to define but a few, computer literacy is defined as “the knowledge and skills necessary to understand information and communication technologies (ICTs), including hardware, the software, systems, networks...” (Lau, 2006: 7). While on the other hand media literacy is defined as “the ability to access, analyze, evaluate, and communicate information in a variety of forms-is interdisciplinary by nature.” National Association for Media Literacy Education. The common concept is literacy which is basically “the condition of being literate.” (Lau, 2006: 6); having the know-how or competence in performing a given task. Information literacy is defined as “the capacity of people to recognize 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” (Catts & Lau, 2008 in

Tilvawala, 2009:3) .

1.2.4 Milimani Commercial Court Library

Following are the mission, vision and core values of the Judiciary as stated in the State of the Judiciary and the Administration of Justice Annual Report 2013 -2014. Mission: to deliver justice fairly, impartially and expeditiously, promote equal access to justice, and advance local jurisprudence by upholding the rule of law; vision: to be the independent custodian of justice in Kenya while the core values are: accountability integrity, openness, humility, fairness and professionalism.

The Milimani Commercial Courts library situated in Nairobi's Community area as it is popularly known was established in the early 90's to serve judges, magistrates, legal researchers, paid up lawyers and paralegal staff within the judiciary. At the time, the nearest library was the then High Court library located within the then High Court Building, Taifa road, and today the Supreme Court Building in Nairobi Central Business District.

As earlier mentioned, the professionals in the legal profession require and need to make use of information resources time and again in writing a judgment or making a ruling in a matter. The law library is considered a vital factor in the administration of justice. The primary reason for keeping abreast with law updates and revision is that laws are generally updated every once in a while and one can be caught off guard unless they keep updating themselves which can be most effectively done through use of resources in the library – both human resource and information resources. A law library contains special information resources that require special skills to handle. Information literacy is geared towards developing library skills amongst the clientele.

1.3 Statement of the Problem

Information literacy levels amongst judicial officers can affect the dispensation of justice. Being the ability to recognize when to look for information, where and how to look for it, analyzing and evaluating the information for subsequent use, officers who are not information literate may find it challenging to search for information that is necessary

during the process of decision making. It is important for a judicial officer, whether in the bench or the bar, to read widely and be able to support their decision or case through use of up-to-date information, and sound legal authorities. Searching and retrieval of legal information in the library by the clientele most often than not takes time and especially where one is not assisted by a librarian. The researcher has noted that most clientele especially judges and magistrates rarely visit or make use of the library in person. Another notable problem is sometimes the scanty details of information that they give when requesting for information. This affects the quality of information finally presented to them (clientele). The researcher sought to establish the cause of such behaviour in the use of information resources available in the library. Time is of essence in the determination of court matters, information literacy may enable judicial officers to work at their own time and pace translating to a faster decision making process. The institution can benefit greatly as this would mean delivery of well researched rulings and judgments, as well as less waiting time for litigants. The study was to establish whether the library provides information literacy to the clientele and its effects in the dispensation of justice in the Judiciary.

This particular study addressed information literacy and its impact in the dispensation of justice in Milimani Commercial Courts Libraries, which is evident from previous researches done, that a knowledge gap exists. This therefore, necessitated the need for this study to be undertaken.

1.4 Purpose of the Study

The aim of the study was to explore the impact of information literacy amongst the library users and its effects in the dispensation of justice.

1.4.1 Objectives of the Study

The objectives of the study were to:

- i) Establish whether there is a policy governing provision of information literacy
- ii) Identify the category of clientele in Milimani Commercial Courts library
- iii) Explore the information seeking behaviour of the clientele in the library

- iv) Examine the impact of information literacy in dispensation of justice.
- v) Find out the major challenges encountered in the provision of information literacy.

1.5 Research Questions

- i) Is there a policy governing information literacy provision at the Milimani Commercial Courts Library?
- ii) Who are the library users of the Milimani Commercial Courts Library?
- iii) What is the clientele's information seeking behaviour in relation to information literacy?
- iv) What is the impact of information literacy in dispensation of justice at the Milimani Commercial Courts Library?
- v) What are some of the challenges encountered in the provision of information literacy at the Milimani Commercial Court's Library?

1.6 Significance of the Study

The research was to promote information literacy among the library clientele with the aim of instilling skills that were useful to the library users in the access of information, analyzing and evaluation of that information for subsequent use.

It is important to note that judges, magistrates, legal researchers and lawyers are professionals whose work require thorough research and hence use of the library resources. The researcher noted that there was need for the library clientele to be well versed with what was happening in and around their jurisdiction as well as in other jurisdictions, and also use up-to-date information so as to promote fairness in delivery of justice and also to develop the jurisprudence. A judicial officer needs to research widely and refer to legal authorities and judgments delivered in the past while making submissions in order to support a case, or, while drafting a decision. For example, it is important for a judicial officer to see that an accused person is charged under the correct law according to the offense committed. A person may commit an offense of attempted robbery but is charged under section 297(2) of the Penal Code – a section for the offense of robbery with violence, instead of section 297 of the Act. These are sections that will

carry different sentences and treatment by the court (one isailable whereas the other is not).Without information resources, and more so up-to-date information resources, judicial officers would end up delivering poor decisions or making poor submissions. Information literacy can improve the general output of the institution as it may enhance and encourage independent, faster and more efficient use of information resources which can in turn enhance faster dispensation of justice, the core function of the judiciary as well as developing of the local jurisprudence.

1.7 Scope of the Study

The study focused on the library users of the Milimani commercial courts library who are judges, magistrates, legal researchers, lawyers as well as the para-legal staff.

1.8 Limitations

The study was limited to only Milimani Commercial Courts library as much as there are other judiciary libraries in Nairobi and other parts of the country. The reason for this was time constraints on the part of the researcher. Another limitation was the return of questionnaires. Not all questionnaires were returned as some of the respondents cited busy working schedules therefore were not able to respond. Availability of funds was also a limiting factor because the researcher is self-sponsored.

1.9 Operational Definition of Terms and Concepts

Definition and clarification of operational key or new terms used in the study.

Conceptualization

The process of forming basic ideas, designs, plans or strategies based on given facts or situations.

Information

Information is knowledge acquired through tacit or explicit sources that one may use to solve a problem, make a decision; encapsulated knowledge; packaged human experiences. Information can also be defined as data that has been organized to a meaningful and useful form to human beings. The Concise Oxford English Dictionary (2011: 729) defines information as “facts or knowledge provided or learned.”

Information Literacy

The ability to find the information that one requires, analyze it, evaluate it and finally use it to make a decision or solve a problem.

Independent Library Users

The library users who are able to use the library and library resources, both print and electronic resources on their own. That is, without the librarian's assistance.

Judicial Officer

Judges, Magistrates and Advocates of the High court (those who have been sworn in to practice as advocates of the High Court of Kenya).

Jurisprudence

The study or science of law. Black's law dictionary (2009: 933) defines jurisprudence as "the scholarly study of the law, legal theory, and legal systems generally".

Lawyer

Sworn in Advocates of the High Court of Kenya. (Used interchangeably with advocate).

Legal Researcher

The legal researchers attached to judges and magistrates for purposes of assisting in research work.

Literacy

According to Concise Oxford English Dictionary (2011: 831) Literacy is defined as "the ability to read and write; or, competence or knowledge in a specified area" while Chambers English Dictionary (2003: 1856) defines literacy as "the condition of being literate." On the other hand Lau (2006: 6), gives the definition of literate as "...learned; able to read and write; having a competence in or with".

Litigant

Persons, individuals or corporates who have sued or who have been sued by others before a court of law. Parties engaged in a lawsuit.

1.10 Chapter Summary

This chapter sets out the framework for the research. It gives an introduction and background to the study, definitions of information literacy, the evolution of information literacy, its characteristics as well as the various types of literacies. It also gives the background of the library in which the research was carried out. The statement of the problem is also given. The aim, objectives and research questions of the study are also given. The justification, scope and as well as limitations which led the researcher to establishing the effects of information literacy in the dispensation of justice are considered.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter addresses the objectives that had been put forward in a bid to explore the effects of information literacy in the dispensation of justice, availability of a policy, methods of provision of the information literacy as well as problems encountered in the provision of the same. It also indicate the type of clientele served by the library, the impact of information literacy in dispensation of justice and the challenges encountered in the provision of information literacy and recommendations. This chapter introduces the various literatures the researcher consulted for example e-journals, books, research papers as well as the Internet. The literature review consulted will focus on previous researches conducted in studies related to the current one. The chapter provided a conceptual framework which is a visual representation of the interrelated variables.

Literature review is the process of reading, analyzing, evaluating, and summarizing scholarly materials about a specific topic. The term “literature” refers to the works consulted in order to understand and investigate your research problem. Literature review is a critical look at the existing research that is significant to the work the researcher is carrying out.

2.2 The Concept of Information Literacy

Information literacy reflects ability in the clientele to access, analyze, evaluate and subsequently use information to facilitate problem solving, and to generate new knowledge.

Most of the information resources found in the library include statutory law, law reports (reported and unreported cases). Other materials include “text books” - which basically are case laws and other information resources such as reference resources. Information literacy enhances the finding, analyzing and evaluating skills for subsequent use of resources. An information literate person is one who according to Doyle,(1994: 2-3) in an expanded definition of the earlier definition of 1992, “recognizes the need for information; recognizes that accurate and complete information is the basis for intelligent

decision making; identifies potential sources of information; develops successful search strategies; accesses sources of information, including computer-based and organizes information for practical application; integrates new information into an existing body of knowledge, and uses information in critical thinking and problem solving (Doyle 1992:36)".

According to Makri, (2008:1) "Law is a highly knowledge-intensive domain and obtaining accurate and up-to-date legal information can mean the difference between winning or losing cases." Ademola (1994:15) in Tuhumwire (2010:1) in stressing on this point states that "the legal profession is a highly book reading profession". Bello (1994:3) again in Tuhumwire (2010:1) further emphasizes that books are the tools of trade of the legal profession." It is therefore key to examine and determine the levels of information literacy in the institution so as to improve on the same for better, independent, effective and efficient use of library resources both print and e-resources.

2.3 Policy on Information Literacy at the Milimani Commercial Courts Library

A well written library policy is the key to a library that runs smoothly. A library policy lets the library staff know what is expected of the said staff in terms of service provision to the clientele, what services are available and what is expected of one as they use the library.

According to Gire (2010:30), information literacy policy or "plan, sets out an institution's goals for information literacy, presents an outline of instructional components the institution will apply, and includes methods of assessment to measure success. There is no uniform format." Information literacy programs or instructions helps equip library clientele with the skills and knowledge on how to use the library facilities and the information resources effectively.

Whether an academic library or not, there is need to have information literacy provided in the library as it is all about preparing the client with the skills necessary to locate, evaluate, and effectively use information throughout their lives. This includes their lives in the judiciary, law firms, corporations and government agencies.

Information literacy enables individuals to master content, refine and extend their investigations, become more self-directed, and assume greater control over their learning style. As stated by the Association of College & Research Libraries (ACRL), (2000) an information literate individual is able to: Recognize the need for information; Access information efficiently and effectively; 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; access and use information ethically and legally.

2.4 Category of Library Users in the Milimani Commercial Courts Library

Information literacy is the ability to recognize when information is needed, then locate and evaluate appropriate information and use it effectively and responsibly. According to American Library Association (1989:17), "To be information literate an individual must recognize when information is needed and have the ability to locate, evaluate and use effectively the information needed". Information literacy has also been described as a way of learning (Bruce 2008:9). International Adult Literacy Survey by Kirsch, (2001:6) defines literacy as the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one's goals, and to develop one's knowledge and potential.

The clientele was a composition of judges, magistrates and legal researchers within the Milimani Commercial Courts as well as lawyers representing litigants at the commercial courts. The courts basically deal with civil matters. This is a branch of law which is quite broad and therefore a lot of research is necessary for one to make a sound decision, or represent a litigant effectively. In most cases, this category of clientele find themselves with a lot of research to do if they are to counter what the lawyers produce before them in support of their cases. According to Lombard (2010: 93) on judges as information seekers, it is noted that "for justice to prevail, they must approach their research with careful scrutiny. It can be argued that for true justice to prevail, judges and juries must have the highest information literacy quotient possible. "As a tradition, the only way to support one's case is through citing of legal authorities in order to support one's point of

argument through use of authorities or precedents set by earlier practitioners. It is also necessary to quote the statutes in order to support one's point of law and facts as they may be, that they seek to put forward. For successful legal research, one must consistently evaluate the reliability of information including authority, credibility, currency, and authenticity. This is applicable to both print and electronic information resources.

Haruna and Mabawonku (2001:4) asserts that "the three highest ranking types of information sought by lawyers were knowing 'the latest decisions of superior courts', knowing 'most recent legislation' and obtaining 'information on local and international seminars'. It is very difficult to get answers to the three as and when needed if one is not information literate as one needs to know how and where to get this information analyze it, then evaluate the same for use. This information is to be found in both primary and secondary sources of information which are mainly available in the library both in print and electronic format but which can also prove to be inaccessible to one who does not know how to look for the same.

Tuhumwire and Okello-Obura (2010:4) observe that "Primary materials include acts of parliament, subordinate legislation and reputed decisions of courts and tribunals. Secondary materials include all types of legal literature that are formal records of law such as encyclopaedia, digests, cases, textbooks, dictionaries, indexes and bibliographies and e-legal information."

Ryesky, (2007: 22) substantiates further by observing that constitutions, statutes, judicial opinions, journal articles, and administrative regulations are considered primary authorities, while pronouncements of private parties or entities, such as treatises, restatements and model codes, are secondary legal authorities. The author further notes that "Judicial opinions, also known as "cases" or "judicial decisions," constitute the application and interpretation of the law by the courts. Collectively, these are the most frequently cited sources in the legal literature."

2.4.1 Para-Legal Staff and other Library Users

Others who use the library resources include para-legal staff in the judiciary who may not necessarily be law students but who may be furthering their education in their different professions. These are professions such as human resource studies, accounts, procurement and library and information studies. Since Milimani commercial courts law library, is a law library, the bulk of information resources are related to law. Legal information is basic to both lawyers and non-lawyers. The law is supposed to be understood and used by each and every citizen (Otike, 1997:30 in Tuhumwire, 2010:3). To this end, it is important to note that information literacy equips scholars, professionals and business persons with technical skills needed for use in modern libraries to access information, thereby promoting self-dependency. It enables the clientele analyze and evaluate information before use and hence giving the user the confidence of using the same information in decision making or applying according to need.

The availability of information on the internet has drastically changed the way judicial officers' conduct legal research whether within the library databases or otherwise for example in the National Council for Law Reporting (NCLR) website, Law Africa website among other websites. The clientele must thus be able to analyze, evaluate and apply their research findings to resolve a litigant's / client's problem.

As the bulk of law materials held in Kenya's Judiciary libraries are still in print format, it is a challenge for one who is not information literate to find and retrieve information without assistance. Again there has been an influx of legal literature and rising influence in the choices made from various sources and more so in electronic media. To this end it is important to note that the use of information communication and technology (ICT) as an enabler can enhance faster access to information resources, retrieval, storage and organization as well as sharing of the resources.

2.5 Information Seeking Behaviour of the Clientele

The researcher sought to find out the clienteles' general information seeking behaviour in relation to information literacy. "In the simplest terms, information seeking involves the search, retrieval, recognition, and application of meaningful content. This search may be

explicit or implicit, the retrieval may be the result of specific strategies or serendipity, the resulting information may be embraced or rejected, the entire experience may be carried through to a logical conclusion or aborted in midstream, and there may be a million other potential results.” (Kingrey 2002: 1).

Ikoja-Odongo (2002: 228) on the other hand simply states that information seeking is a process in which an individual goes about looking for information, a process that requires an information seeker to apply personal knowledge and skills, or personal information infrastructures to solve a problem. Users develop information seeking skills through employing “their general cognitive skills and knowledge to (1) represent their problem, task, (2) establish a set of sub goals to fulfil the overall goals and (3) develop techniques and strategies to seek the required information,” (Xie, 2000:5). Users’ personal information infrastructures are also developed during the information-seeking process when users gain knowledge and skills to adapt to different situations and problems. While seeking information, users gain knowledge and skills which can in turn be applied in different situations and problems. The strategies involved include selecting, searching, tracking, acquiring, comparing as well as consulting to come up with desired results. Kuhlthau, (1993:14) through her model of information seeking describes the information search process as “moving through initiation, selection, exploration, formulation, collection, and presentation.”

It is crucial for law practitioners to be information literate as information is their main tool of trade. If one is to succeed in their work i.e., representing their clients and or, dispense justice effectively, they have to read and research widely. Kuhlthau, (2008:69) notes that Information literacy is at the core of what it means to be educated in this day and age. Kuhlthau and Tama (2001:31) in Rai (2013: 3), in their study of information seeking behaviour of lawyers as a particular group of information workers, and how they use information to accomplish their work found that the printed texts are preferred by lawyers over computer based databases to accomplish the complex task of construction and interpretation of legal information. Rai, (2013: 3) further notes that “the major reason for the dissatisfaction are inadequacy in handling technological tools, as computer

databases requires specified requests, and do not offer an option for examining wide range of information at one time.”

2.6 Impact of Information Literacy in Dispensation of Justice

Information literacy skills are an important requirement for a librarian in order for them to be able to serve the clientèle effectively. There is need for a librarian to be information literate so as to be able to find, evaluate, analyze and present the appropriate information to the user. Lloyd (2003: 87) in Inskip, (2014: 7) encourages librarians “to realign their roles from providers and organizers of information, to facilitators and educators of clients' information access and process.” The author notes that it is important for the librarians to “develop partnerships with workplace communities so as to understand the role that information plays in the knowledge economy; and to develop a new language that is relevant to workplace communities and ties information literacy instruction to the authentic situations of the workplace.” Milimani commercial courts library is a special library owned by the Judiciary and its core function is to serve the library clientèle who use the information to enable them make decisions in the process of justice dispensation.

Limberg et al (2008: 83) defined information literacy as “a set of abilities to seek and use information in purposeful ways related to task, situation and context in which information seeking practices are embedded” Julien & Williamson (2010:6) states that “there undoubtedly is an important overlap between information literacy and information seeking.”

Statutes and subsidiary legislation are passed and enacted by the legislature (Parliament). Ryesky, (2007:22) reiterates that “Statutes are laws enacted by the legislature (or, for that matter, dictated by a tyrant). They are usually codified according to subject matter.” They contain the current laws and amendments to update existing laws. This information, after it has been printed by the Government Press, is acquired by libraries for use by individuals, corporates and other entities. A librarian who is not information literate may find it difficult to find such information resources in order to avail them for their users. In law libraries, the librarians are expected to search and also keep track amendments to existing laws and new legislation so as, besides availing the actual resources, make the

amendments to the affected statutes thereby making reference work for the library clientele easier. The clientele too needs to be able to use for example Kenya Gazette Supplements together with the statutes in case of confirming or understanding the amendment further. Likewise, the library clientele may find it challenging to trace and find such information as and when it is published hence keeping oneself up-to-date with the current laws. This being a special library, the librarian must find and provide information both by demand and in anticipation. Some of the competencies influencing and co-existing with information literacy include computer literacy, information technology literacy, library skills and information skills

2.7 Challenges Encountered in Provision of Information Literacy

The researcher sought to find out the problems encountered during provision of information literacy. While providing information literacy, a number of problems or challenges may make it difficult if not impossible to provide information literacy. This includes for instance lack of policies governing the same. Policies in any organization help in setting out procedures and guidelines to be followed in order to attain desired outcome. It is crucial that the library gets support from the top management of the library in order to succeed in provision of information literacy. The same way “it has been recognized that information literacy is essential for national development (Kenya National Bureau of Statistics, 2007:64)” in Tilvawala, Myers, & Andrade (2009: 6), so is it important to the Judiciary which is an arm of the government in its core business of the dispensation of justice.

According to Tilvawala et al. (2009: 3), “ICT tools facilitate the storage, reception and transmission of information, extending its reach, but the process of processing that information requires information literacy skill”. Technological hitches like internet connectivity and bandwidth issues or lack of the internet can slow down provision of information literacy. Technology today is used to enhance information sharing as well as access and therefore it is a challenge and can slow down provision of information literacy if it is not available.

2.8 Conceptual Framework

This is a visual presentation of variables that are interrelated with one another as perceived by the researcher before an empirical investigation is done to prove its actual relationships. The variables included the independent variable, intervening variable and dependent variables.

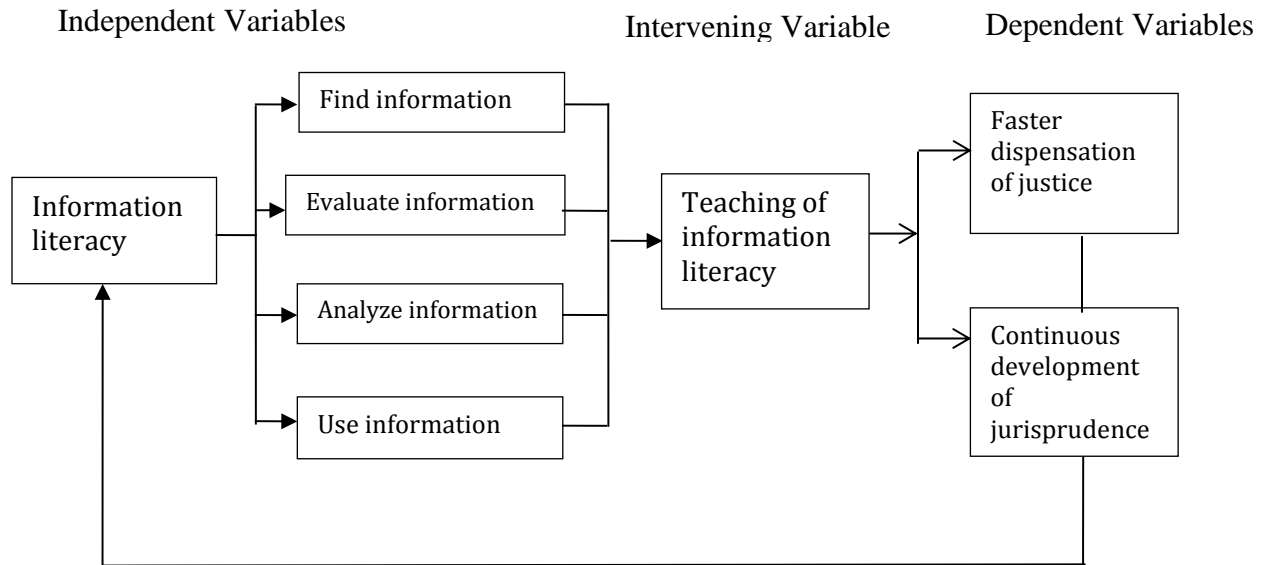
Independent variables: According to Mugenda (2008: 117-118) “An independent variable is manipulated in order to determine its effect or influence on another variable.” The same author states that a dependent variable is one that is changed or influenced by another. “A dependent variable varies as a function of the independent variable or variables in the study. Sometimes called the criterion variable or outcome variable, a dependent variable is always preceded by an independent variable or variables so that the expected change can be estimated” Mugenda (2008: 118 – 119). The intervening variable is the link between the two variables as shown in figure 2.1 and explained thereafter.

The concepts or variables considered in the study were as follows:

Independent variables : Information Literacy, Finding information, Evaluating information, Analyzing information, and Use of information. Intervening variable: Teaching of information literacy. Dependent variables are: Dispensation of justice and continuous development of jurisprudence.

The conceptual framework of this study is represented by Figure 2.1

Figure 2.1: User/Clientele with Information Literacy Skills



Source: Researcher, 2014

The conceptual framework illustrates the status of library clientele who had information literacy skills acquired through information literacy taught in the library through use of instruction programs. The teaching of information literacy which is the intervening variable in this case, allows one to be able to find, analyze, evaluate and subsequently use the information for problem solving.

In the above conceptual framework (figure 2.1), information literacy, which covers the concepts to find, analyze, evaluate and use information is the independent variable while the faster dispensation of justice and the development of the jurisprudence are the dependent variables. According to Njue, (2011: 116), “the independent variables are also called predictor variables because of their predicting role in predicting the nature and amount of variation that occurs in another variable”. Connaway, (2010: 192) states that “the dependent variable is often known as the effect, the subject variable, or the criterion

variable. It is “caused,” or at least affected, by the independent variable.” The relationship between the two variables is explained by the intervening variable. An intervening variable is the variable that links or attempts to explain the relationship between the other two variables, that is, independent and dependent variables. According to Connaway, (2010: 55) Intervening variable is “any variable which occurs in the causal chain between some independent variable and its dependent variable.” The dependent variables are affected by the intervening variable depending on the provision of information literacy giving a positive outcome. That is, if information literacy is provided, a faster dispensation of justice as well as continuous development of the jurisprudence is realized whereas the library clientele who have no information literacy skills give an opposite outcome of the illustration above. That is, slow dispensation of justice and an equally slow development of the jurisprudence.

Teaching of information literacy, which is the intervening variable, is manifested in the results of the task handled by a clientele. The library user who is not information literate finds difficulties searching for information resources in the library whether in electronic or in print format, or takes a longer time to get the piece of information desired subsequently affecting the outcome of that task for example, poor research work resulting to decisions that are likely to end up in higher courts on appeal. The information literate clientele on the other hand is able to use the library resources more effectively.

2.9 Chapter Summary

This chapter reviewed some of the existing literature in information literacy in relation to law libraries and the legal professionals in the Judiciary's Milimani Commercial Courts library. The researcher sought to explore from the various categories that make up the library clientele, the impact of information literacy provision and its effect on the dispensation of justice. The researcher included a conceptual framework which showed the interrelated variables of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology which was used in the study. The following topics were discussed; research design, population, target population, sample size, sampling frame and, sampling techniques, data collection methods and data collection instruments. Also discussed were pilot study and the justification for its use as well as validity and reliability of the data collection instruments. Ethical issues in which confidentiality, informed, consent and avoidance of plagiarism during the report writing were also discussed.

3.2 Research Design

A descriptive research design was used in this study where a case study strategy was employed. Research design is defined as “plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.” (Creswell, 2013: 149). According to Mugenda, (2003: 155-156) “Qualitative research includes design, techniques and measures that do not produce discrete numerical data. More often the data are in the form of words rather than numbers and these words are often grouped into categories.” The same authors further note that qualitative research “permits research to go beyond the statistical results usually reported in quantitative” when studying human behaviour, attitudes or opinions qualitative research is used. According to Kothari, (2009: 5), “qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour.” Quantitative research on the other hand “includes designs, techniques and measures that produce discrete numerical or quantifiable data. Mixed methods approach was used in this study as both qualitative and quantitative methods were applied to collect data.

3.3 Area of Study

A case study is a research strategy that involves the investigation of phenomena in its real life context. It is used for getting an in-depth understanding of the issue under investigation. In a case study, a great deal can be learned from a few examples of the phenomena under study (Kombo & Tromp, 2006: 71). On the other hand, Connaway,

(2010: 80), states that “a case study is often useful as an exploratory technique and can be used for investigating organizational structure, functions and performance. In contrast to survey research, case studies involve intensive analyses of a small number of subjects rather than gathering data from a large sample or population.” Kothari (2009: 2) notes that “the major purpose of descriptive research is description of the state of affairs as it exists at present.” According to Mugenda, (2003: 160) “a descriptive research determines and reports the way things are, and attempt to describe possible behaviour, attitude, values and characteristics of such things.” The research sought to establish the state of information literacy provision amongst the clientèle in the Judiciary's Milimani Commercial Courts library. It also sought to establish how it affected the dispensation of justice. In a case study situation, real life or individuals can be investigated through use of various methods such as interviews, questionnaires, and observation of their activities.

3.4 Target Population

The target population for this study were the judges, magistrates, lawyers, legal researchers and para-legal staff who use the Milimani commercial courts library. It also included those users who, for various reasons, such as some judges and magistrates, do not frequent the library though they make use of the resources. For the category of users who are based at the court premises, questionnaires were hand delivered. For the lawyers, as they are not based at the court building, those who frequent the library questionnaires were given to them when they visited the library. Approximate total population of library users was 85 while the selected sample size was 81 that is, 95.3% as shown in the table below. The total population of library staff was 8 and 100% of the same was used.

Table 3.1: Approximate Total Population of Library Users

Category	Approximate Size of population	Sample size	Percentage
Judges	5	5	100%
Magistrates	15	14	93.3%
Advocates	30	28	93.3%
Legal researchers	25	24	96%
Paralegal staff	10	10	100%
Total	85	81	95.3%

Source: Researcher, 2014

Table 3.2: Total Population of Library Staff

Category	Size of Population	Sample Size	Percentage
Librarians	5	5	100%
Support staff	2	2	100%
Total	8	8	100%

Source: Researcher, 2014

3.4.1 Sampling Frame

The researcher investigated a branch library amongst other libraries in the Judiciary stocked with only civil related (as a subject) information resources. The main clientele were based at the Milimani Commercial Courts which houses the Civil Division. The researcher, through a written request to the human resource department, was able to get the number of employees based within the library which was not large. Information regarding the advocates who visited the library was obtained from the library records.

3.5 Sample and Sampling Techniques

3.5.1 Sample Size

According to Connaway, (2010: 128) “the general rule of thumb for the size of the sample is, quite simply, the larger the better.” Kothari (2009: 56) on the other hand states that “the size of a sample should neither be excessively large, nor too small.” The researcher chose to use a larger sample size so as to conform to the above statement. The criterion for sample size selection was determined using the table for determining sample size from a given population by Krejcie and Morgan (1970:608) (cited in Connaway, 2010: 130).

3.5.2 Sampling Methods

According to Orodho & Kombo (2002:18) in Kombo, (2006: 77), sampling is a “process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group”. On the other hand, Kombo, (2006: 78) state that “sampling design refers to the part of the research plan that indicates how cases are to be selected for observation. Sampling can be categorized into two broad groups as follows: Probability and Non-probability sampling methods.

3.5.3 Probability Sampling Method

Probability sampling method involves random selection of the samples. Usually, each unit has an equal opportunity of being selected. Probability samples are selected in such a way that they are representative of the population. “The crucial requirement of probability sampling is that every element in the population has a known probability of being included in the sample.” Connaway, (2010: 120). Probability sampling provides credible results because it reflects the characteristics of the population from which it is selected. An example is a community of a given organization or students of a secondary school. Examples of probability sampling methods include random sampling, stratified sampling, cluster as well as systematic sampling. This sampling method was found to be unsuitable for the study and therefore not used.

3.5.4 Non-Probability Sampling Method

According to Kothari (2009: 59), “non-probability sampling is that sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample.” The author further notes that the samples can be selected deliberately by the researcher as his or her choice concerning the items supremacy. An example of such sampling is one of a researcher studying living conditions of people living in a county. The researcher may take samples from a few villages in the county; deliberately picking people who will suit his requirements for example age bracket, educational levels and other attributes, so as to include them in his study on principle that they can be representative of the entire county. However, non-probability sampling gives no assurance that a specific element has any probability of being included in the sample. (Connaway, 2010: 117). Non-probability sampling methods are easier and cheaper to obtain in comparison to probability sampling methods. The technique includes such sampling methods as quota sampling, purposive sampling, judgemental sampling, snowball sampling and accidental sampling.

3.5.5 Purposive Sampling

The researcher used the purposive sampling technique which is a non-probability sampling method where the samples can be selected according to the researcher's

discretion. According to Mugenda (2008: 196), “Purposive sampling is used when the investigator wants to locate the units of observation that have the required characteristics.” The same author further states that “a researcher who proposes to use purposive sampling must specify the criteria for choosing the particular cases.” Given that the researcher’s intention was to investigate the impact of information literacy on the dispensation of justice at the Milimani Commercial Courts library, the sample was taken from a number of the library clientele who frequent the library, as well as those who do not visit the library in person but call for services from their chambers (offices). Alongside the purposive sampling method, the researcher used the snowball sampling method to select the clientele respondents using the library staff to help to help identify those library users or clientele who frequent the library or call for library services most and therefore who would be ideal for selection so as to represent the library users. Welman (2005:69) states that “in the first phase of snowball sampling, we approach a few individuals from the relevant population. These individuals act as informants and identify other members from the same population for inclusion in the sample.” In snowball sampling method, individuals in a group are identified by their friends or colleagues. Connaway, (2010:216) states that this method identifies participants who are linked through shared experiences, perspectives, or other factors. Participants point the researcher towards other individuals in the same population.” As the library is not big and therefore the number of users is not extremely large (out of an approximate 85 members, 81 were selected as sample that is 95.3 %) it was possible to identify those who make most use of the library through use of the library staff and therefore the best candidates for the research. The total population of the Library staff (of 8) were picked as respondents to represent the staff that is, 100%.

The researcher chose to use the non-probability method of sampling and the purposive techniques as it allows the researcher to select the sample for the study at his or her own discretion. Because this is a law library, the researcher’s interest was in selecting a sample from the larger population in the legal fraternity who use the library, selecting also a smaller sample from the non-lawyers as the resources are more than 95% law. Purposive technique allows the researcher to select according to given characteristics

those that may suit the research study hence the use of the selection method (Mugenda, 2008:196).

3.6 Data Collection Methods

Primary data was collected using a combination of structured and non-structured questions which were administered directly to the respondents by the researcher. The questionnaires had both open-ended and closed-questions and the method of administration of the questionnaires was done by the drop and pick method to allow respondents ample time to complete the questionnaires. The questionnaires consisted of two sections that is, A and B where section A was seeking general information of the respondents while section B was concerned with the practices in use of the library resources in relation to information literacy.

3.6.1 Questionnaires

Questionnaires were prepared and distributed to the sampled target population and collected later. The researcher prepared two types of questionnaires whereby one was to be filled by the staff while the other was to be filled by the library users in order to gather as much as possible information and also in order to address the objectives of the study. According to Connaway, (2010: 221) “questionnaires vary by means of delivery (in-person, telephone, mail, email, www, and point-of-contact) and (open-ended questions, attitudinal scales, multiple choice questions, ratings and rankings).” This is observed by the same authors, and perhaps the most thoroughly studied form of data gathering. The researcher may also choose to use email facilities to mail questionnaires to subjects who are not frequent library users yet they are members of the library. It is however noted that mailed questionnaires may require significant time to follow up in order to produce sufficient response rates. Some of the advantages the researcher may have for using questionnaires in data collection is time saving and confidentiality. Chances of biased interview are low as questions are presented on paper. Major disadvantages however, are those of response rate being low, the researcher is also not able to take care of situations where there is a misunderstanding or need clarification as there is no direct contact with the respondents. There is also no opportunity to ask further questions, and no clear reason

can be given for incomplete responses (Kombo, 2006: 91).

The questionnaire was considered a most convenient data collection tool considering the nature of work of the library clientele. Since most of them rarely visited the library, the researcher observed that questionnaires would be convenient because once administered a clientele could be left to fill it at their convenience to be collected later.

3.7 Research Instruments

3.7.1 Pilot Study

The aim of the pilot study was to test whether the design and sequence of questions was logical and whether the questions were clear and easily understood. According to Kothari, (2009:101), a pilot study or pilot survey is the “replica of and rehearsal of the main survey.” Kingori, (2013: 139) reiterates that “piloting and pre-testing of research questions enables the researcher to ensure that the research instruments are functioning well and also to iron out any teething problems that may arise...” Pre-testing carried out improved the version of the questionnaires making clear questions that were initially not clear as well as instructions. The study was conducted at the High Court library. The main reason for undertaking a pilot study was to bring out any weaknesses in the questionnaires so as to facilitate amendments before embarking on the main study. The views given during the pre-testing were analyzed and used to improve the questionnaires before actual data collection.

3.7.2 Findings of the Pilot Study

Some of the questions asked in the pilot study were considered for revision using the checklist shown below:

Clarity of questions: A few of the questions in the questionnaires were not clear according to some of the respondents. However, most of the questions were clear. The questions considered unclear were simplified to achieve clarity.

Instructions to respondents: Some instructions according to some respondents were not clear. The researcher worked on those areas to make the instructions most direct.

Ambiguity: Some questions were considered to be ambiguous and not bringing out the

intended question. This was seen through the kind of responses that were received. Questionnaires were hence corrected for questions clarity to allow the respondents understand the question in the same way.

Extraneous: A few of the questions found to be discriminatory for example the one on gender and which could not affect the findings of the study were withdrawn and replaced with more general questions.

3.7.3 Validity and Reliability

Kombo (2006: 97) states that the “validity of a test is a measure of how well a test measures what it is supposed to measure” while on the other hand Mugenda, (2003:99) defines validity as “the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study.” Validity is therefore about the accuracy the data obtained in the study represents the variables of the study. Mugenda (2003: 95) states that “reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials” while according to Kombo, (2006: 97) “reliability is a measure of how consistent the results from a test are”. Reliability is synonymous with the consistency of a test, survey, observation, or other measuring. This statement is emphasized by Bhattacharjee, (2012: 56) by noting that “reliability implies consistency but not accuracy.” The researcher carried out a pre-testing of the questionnaires before commencing on data collection of the actual study. The findings of the pre-test were used to improve the questionnaires so as to improve on the validity and reliability. Objectivity and rigorousness were observed throughout to ensure the researcher got accurate and reliable data.

3.8 Data Analysis and Presentation

The researcher collected data using questionnaires. Descriptive statistics was used to analyze data collected. The descriptive statistics used included frequency distributions illustrated through bar graphs. Presentation was made in form of pie charts, bar graphs and tables.

3.9 Ethical Issues

While conducting the research study in which the following ethical issues were considered.

3.9.1 Confidentiality

Confidentiality on the information provided by respondents through questionnaires was maintained. Connaway (2010: 211) states that “People may reveal illegal or immoral behaviours, such as plagiarism, copyright infringement, or theft of library materials. They may reveal gaps or weaknesses in their knowledge, understanding, or appreciation of the fundamentals of information-seeking; that revelation may imperil their status in the workplace or home.” It is crucial that confidentiality of information gathered is guaranteed. According to Kingori, (2013: 147) “research should be carried out for the benefit of society and confidentiality should be maintained.” The researcher gave the reassurance to the respondents concerning confidentiality of information that was to be collected.

3.9.2 Informed Consent

The researcher endeavoured to obtain an informed consent from the respondents before undertaking to collect data from the field. According to Tilvawala et al. (2009:3), “‘ethical use of information’ entails using information in a way that does not affect other people’s rights”. The researcher informed and explained the objectives of the research in order to get informed consent from the respondents. On the part of the researcher, there was no incorrect reporting, nor bias in reporting or use of inappropriate methodology for example use of invalid instrument for data collection or drawing wrong conclusions.

3.9.3 Avoidance of Plagiarism

Bothma et-al (2011: 127) in Kingori, (2013: 148) states that “plagiarism is committed when you use or present someone’s work or ideas without acknowledging the source of information.” The Laws of Kenya recognize plagiarism as an offence punishable under the Copyright Act Chapter 130 Laws of Kenya. The researcher endeavoured to acknowledge all sources of information used in the work.

3.10 Chapter Summary

This chapter described the research method employed by the researcher explaining the research design, the population, the target population, sample size, the sampling frame, which included giving the two broad groups of sampling that is, probability and non-probability where selection of non-probability was done and justification for its use given. Purposive as well as Snowball methods were also explained and why they were both used for this study. Justification for the use of questionnaires for data collection was also given. It also discussed the data analysis and presentation process. A pilot study was carried out where the findings of the pilot study were given. The chapter also included the ethical issues where confidentiality of information gathered was considered, informed consent to respondents before data collection, as well as avoidance of plagiarism on the part of the researcher while writing the project report.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the analysis of findings based on the questionnaires that were distributed to the clientèle at the Milimani commercial courts library. The data collected was presented in tables, bar graphs and pie charts to provide a picture of the variable under investigation. The study sought to explore the impact of information literacy in dispensation of justice.

4.2 Response Rate of Questionnaires

A total of 89 questionnaires were distributed to the various categories as shown in the sample size tables below. Of the total number, 81 were distributed to library clientele/users while 8 were distributed to the library staff. The questionnaires comprised both structured and semi-structured questions. The structured questions were meant to ease data analysis while the semi-structured questions were meant to help the researcher get detailed information. Some of the advantages that the researcher experienced in using questionnaires were as follows: The researcher was able to distribute the questionnaires within a short period of time as majority of the respondents were found to be located within the same premises and those not within, were users who frequent the library almost on a daily basis. The process was flexible because the researcher left them with the respondents who filled and then collected them later. Respondents were free to answer the questions including giving confidential information as they had an option of not indicating their names in the questionnaires. Some of the respondents were however, unable to fill and return the questionnaire due to their busy schedules.

4.3 Questionnaire Response Return Rate

Out of 81 questionnaires issued to the library clientele, 57 were returned giving 70.4% response rate. Out of 8 questionnaires distributed to library staff members, all were returned duly filled giving a response rate of 100%

Table 4.1: Response Return Rate of Questionnaires by Library Clientele

Status	Number	Percentage
Questionnaires returned	57	70.4%
Questionnaires not returned	24	29.6%
Total	81	100%

Source: Researcher, 2014

Table 4.2: Response Return Rate of Questionnaires by Library Staff

Status	Number	Percentage
Questionnaires returned	8	100%
Questionnaires not returned	None	-
Total	8	100%

Source: Researcher, 2014

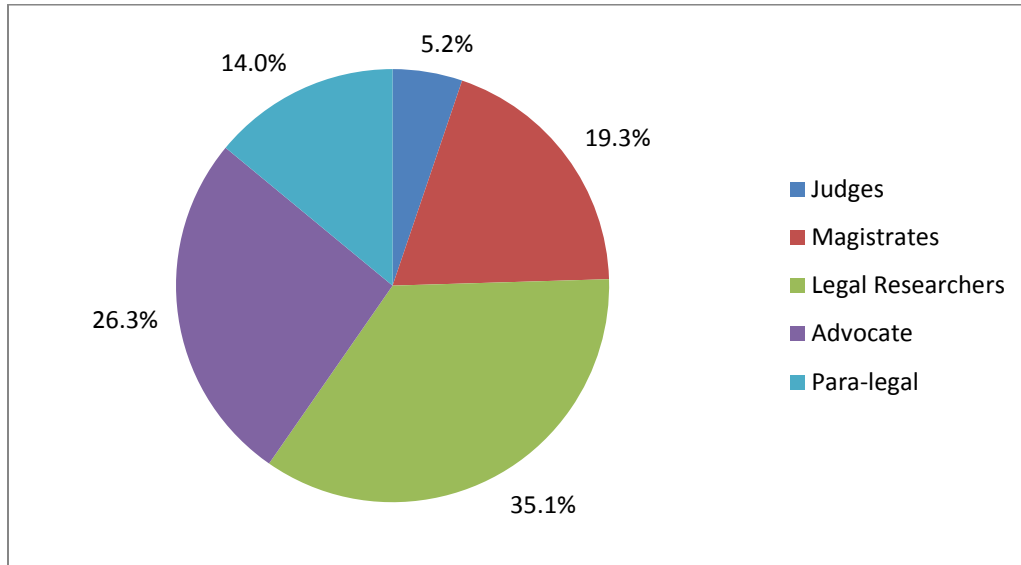
4.4 Library Membership Classification – Clientele Responses

The researcher sought to find out the category of the respondents who are the library clientele. The purpose of asking the question was for the researcher to understand the membership composition so as to be able to tell the percentage of library users who are law professionals and therefore who use the bulk of the library information resources and also the non-law professionals.

The researcher found that out of the total number of 81 respondents, 71 that is 87.7% had legal training while only 10 that is 12.3% had training in other fields. Out of the 57 that is, 70.4% of respondents who returned their questionnaires, the responses were as follows: Judges 5.2%, magistrates 19.3%, legal researchers 35.1%, advocates 26.3% while paralegal staff were only 14%.

The findings were presented in figure 4.1 below:

Figure 4.1: Library Membership Classification



Source: Researcher, 2014

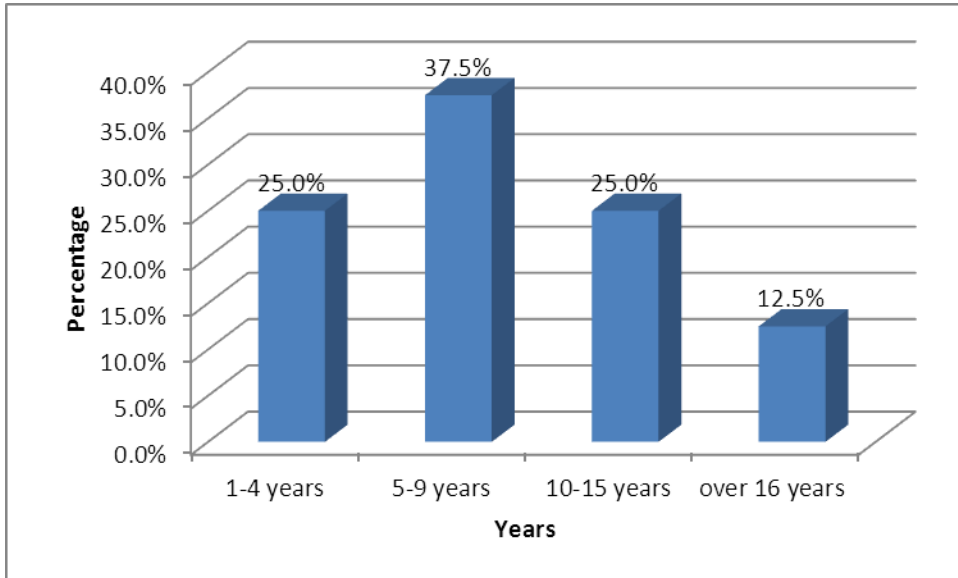
4.5 Period of Time that Staff had worked in the Library- Staff Responses

The researcher sought to find out the period of time the staff respondents had worked in the library. The purpose of this question was for the researcher to be able to know whether the individual staff members had worked in the library long enough to understand the library clientele information seeking behaviour and the general way in which they use the library so as to be sure that their responses were from an informed point of view.

The researcher found that out of the total number of staff respondents, 25% had worked for a period between 1 – 4 years, 37.5% between 5 – 9 years, 25% between 10 – 15 years and 12% had worked for more than 16 years. The implication was that about 75% of the total staff population had worked for a period of more than 5 years and therefore were able to answer the questions from an informed point of view since they already understood the clienteles' information seeking behaviour.

The findings were represented as shown in Figure 4.2 below.

Figure 4.2: Period of Time that Staff had Worked in the Library



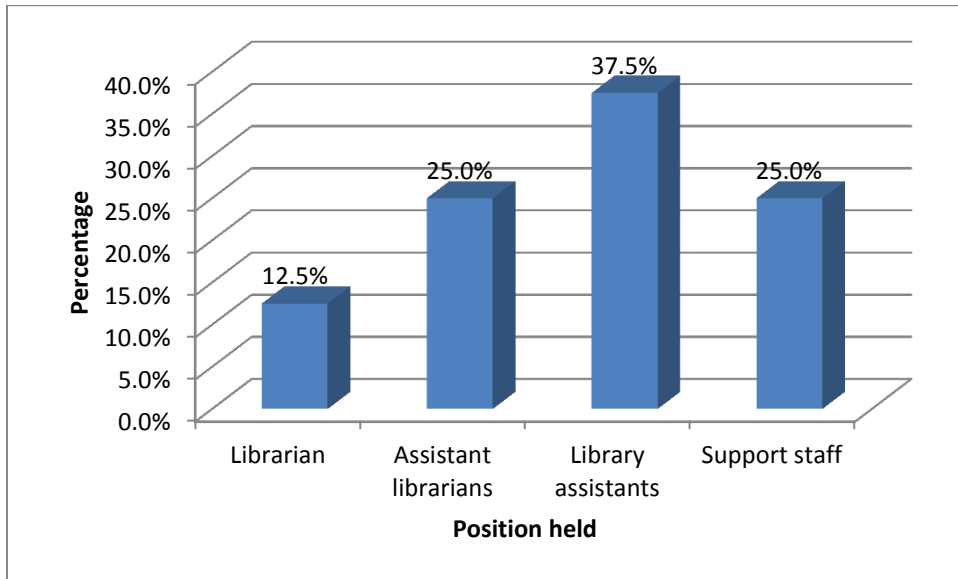
Source: Researcher, 2014

4.6 Position Held in the Library

The researcher sought to know the positions held in the library by the individual staff respondents. The reason for this question was for the researcher to be sure that the more technical questions asked were answered from a professional point of view and therefore adequately and bringing out the position as it was allowing the researcher to make conclusions and recommendations for the benefit of the library.

The researcher found out that the staff held the following positions in the library. 12.5 % were librarians, 25% assistant librarians, 37.5 % library assistants while another 25% were assistant support staff. The researcher found out that 75 % of the library staff were trained and therefore could answer the questions to the expectations of the researcher. The findings were presented as shown in Figure 4.3 below.

Figure 4.3: Position Held in the Library



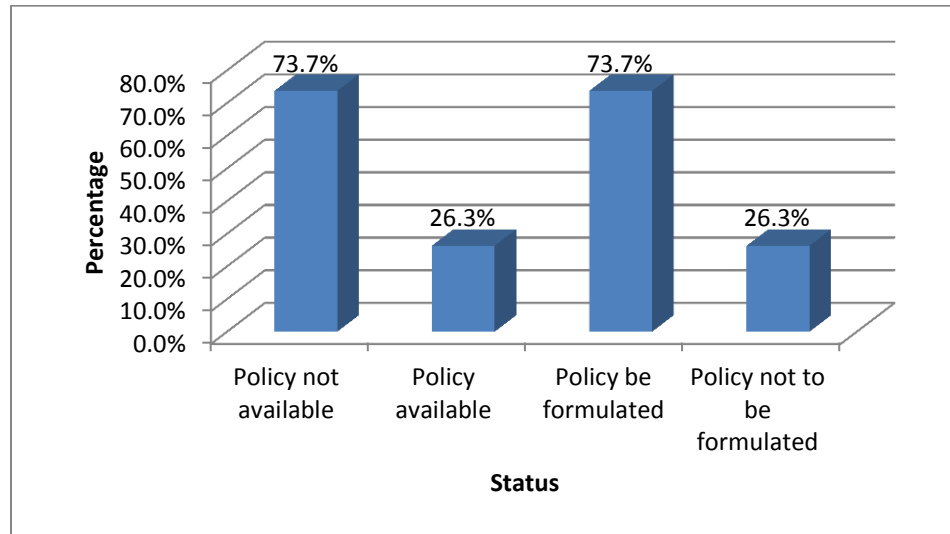
Source: Researcher, 2014

4.7 Policy Governing Provision of Information Literacy

The question asked by the researcher was whether there was policy governing information literacy in the Milimani Commercial Courts library. The purpose of this question was to establish whether the library had a policy governing the provision of information literacy.

The researcher found out that there was no policy governing the provision of information literacy in the library. From the response of the library clientele, 73.7% stated that there was no policy while 26.3 % thought there was a policy. On whether a policy should be formulated or not, 73.7 % responded on the affirmative while 26.3 % said policy should not be formulated. Findings were as presented in figure 4.4 and figure 4.5 below:

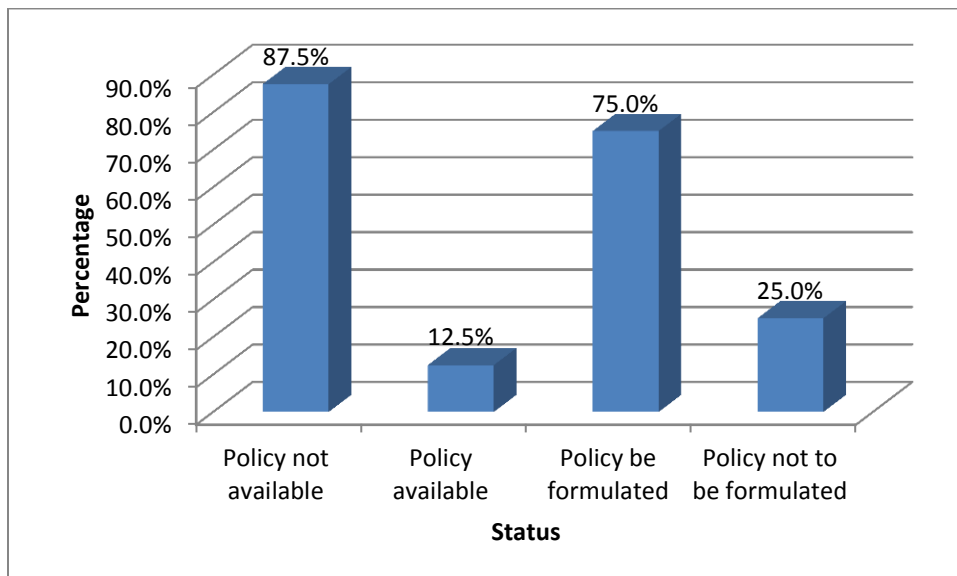
Figure 4.4: Policy on Provision of Information Literacy - Library Clientele Response



Source: Researcher, 2014

From the response from the library staff, 87.5% stated that there was no policy while 12.5% thought that there was a policy in place. On whether a policy should be formulated or not, 75% responded on the affirmative while 25% were of the opinion that it should not be formulated.

Figure 4.5: Policy on Provision of Information Literacy - Library Staff Response



Source: Researcher, 2014

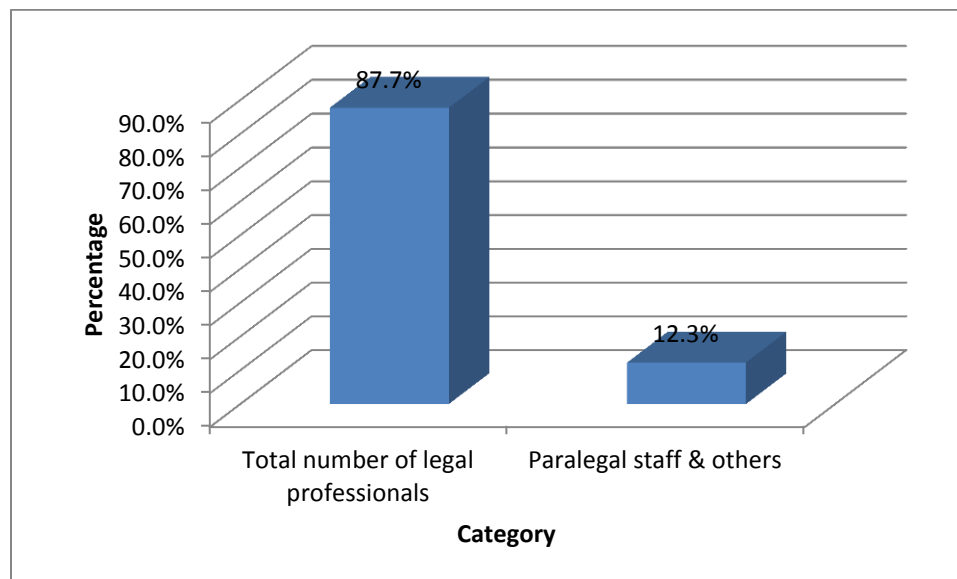
4.8 Category of Clientele in the Milimani Commercial Courts Library

The researcher sought to know the constitution of the library clientele. The purpose of this research question was to help the researcher know the category of clientele served at the Milimani commercial courts library in order to be able to understand what method would be most suitable to consider in the provision of information literacy.

The researcher found out that the larger percentage of the clientele a total of 87.7% were legal professionals with only a few, 12.3% none law practitioners who were mostly paralegal staff, and also a small number of members of public visited the library with minimal requirements which mostly excluded reading or research needs.

The findings were as presented in table 4.6 below:

Figure 4.6: Legal Practitioners as Represented in the Table Below:



Source: Researcher, 2014

4.9 Information Seeking Behaviour of the Clientele in the Library

The researcher sought to know the information seeking behaviour of the library clientele. The purpose for posing the above question was for the researcher to be able to understand the information seeking behaviour and to be able to relate it to the provision of information literacy.

The researcher found out that not all users were able to use the library information resources on their own, getting information resources as they required and making use of the internet to access information resources with ease. According to 75.4% of respondents, it was easier to seek the librarians' assistance to get information than to get it on their own. In one of the questionnaires, the researcher obtained the following response:

“I prefer getting my information materials from the librarian who has much more experience in searching for books and who also takes less time to get the books. Again the librarians know where to find the information I need even when they have to use other materials to trace what I require.”

In another of the questions on the use of the internet, the respondents' response was that there were no computers available for users in the library and so they have to rely on the librarians to assist with electronic information resource searching. It was however noted that most of the users had computers in their chambers and for advocates in their offices yet they still ask the librarians for assistance. One respondent observed as follows:

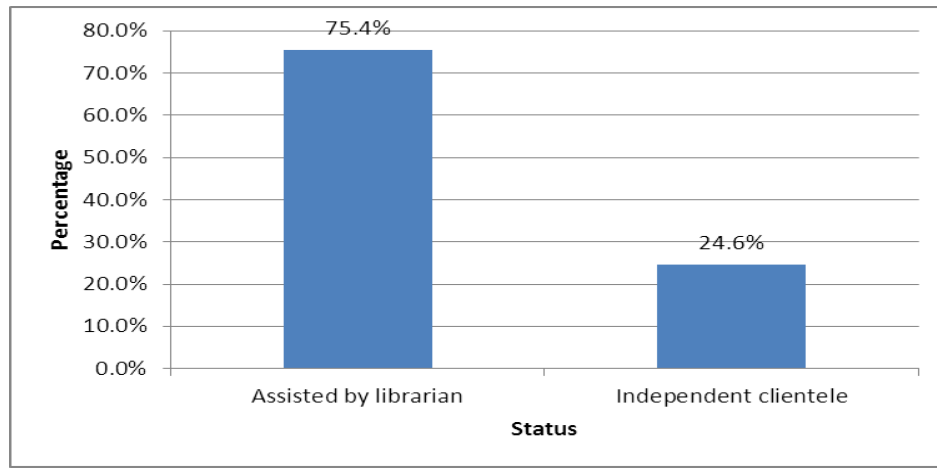
“The internet connection is always fluctuating and I find it difficult to keep trying to get access when I can actually do something else and let the librarian research for me.”

The researcher noted that only 24.6% were independent library users. One of the respondents in response to the question regarding how the clientele seek for information resources observed the following:

“I get the information resources that I require on my own. Sometimes, even from my own chambers since I have some sets of East African and Kenya law reports as well as a Greybook. I must however mention that I still need the librarians occasionally to get me up-dates to the Laws of Kenya statutes (amendments that have been passed by parliament). I find it time consuming to follow up in the Kenya Gazette.”

The findings were shown in the figure 4.7 below:

Figure 4.7: Information Resource Seeking Behaviour



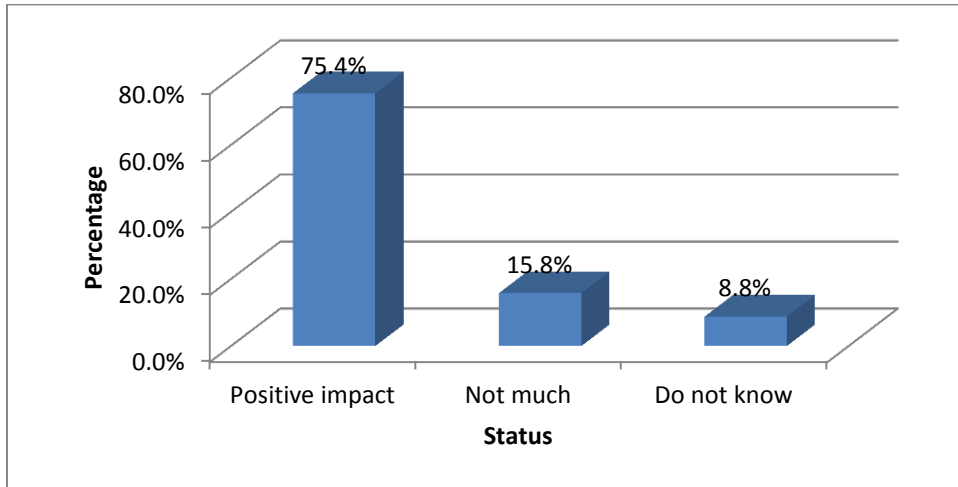
Source: Researcher, 2014

4.10 The Impact of Information Literacy in Dispensation of Justice

The researcher sought to find out the impact of information literacy in the dispensation of justice. The purpose for this question was to enable the researcher find out the impact of information literacy in the dispensation of justice.

Information literacy is key to quality research results. The clientele expect to get the best in their respective research so that they can be able to use the information in their various tasks in the dispensation of justice. That is, judges for example require to be able to get authorities and laws related to the matter one is handling in order to be able to draft a sound judgement. The researcher noted that most landmark cases involved a lot of research work by all the parties involved that is, the litigants counsels, state counsels as well and the judge or magistrate handling the matter. As both the prosecuting counsel and the litigant's counsel research and produce authorities to support their cases, the judge too has to research so as to come up with what is the idle situation in the said matter. The clientele's response on impact of information literacy in the dispensation of justice was found to be positive in 75.4% respondents while 15.8% did not think it made much impact. 8.8% did not know the impact of information literacy in the dispensation of justice. The findings were presented in Figure 4.8 below.

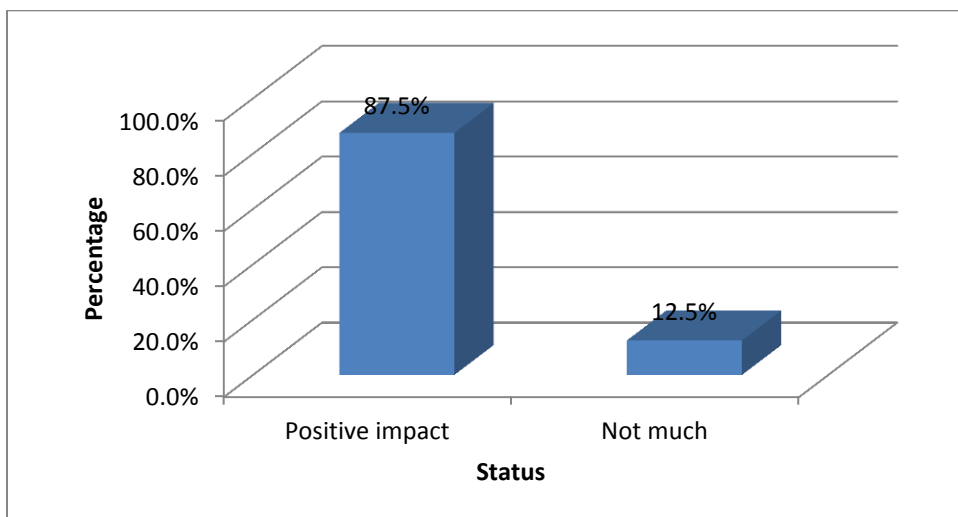
Figure 4.8: Impact of Information Literacy in Dispensation of Justice – Clientele Response



Source: Researcher, 2014

On the staff response, 87.5% thought that information literacy impacted positively in the dispensation of justice while only 12.5 % did not think information literacy had much impact in the dispensation of justice. The findings were presented as shown in figure 4.9 below:

Figure 4.9: Impact of Information Literacy in Dispensation of Justice – Staff Response



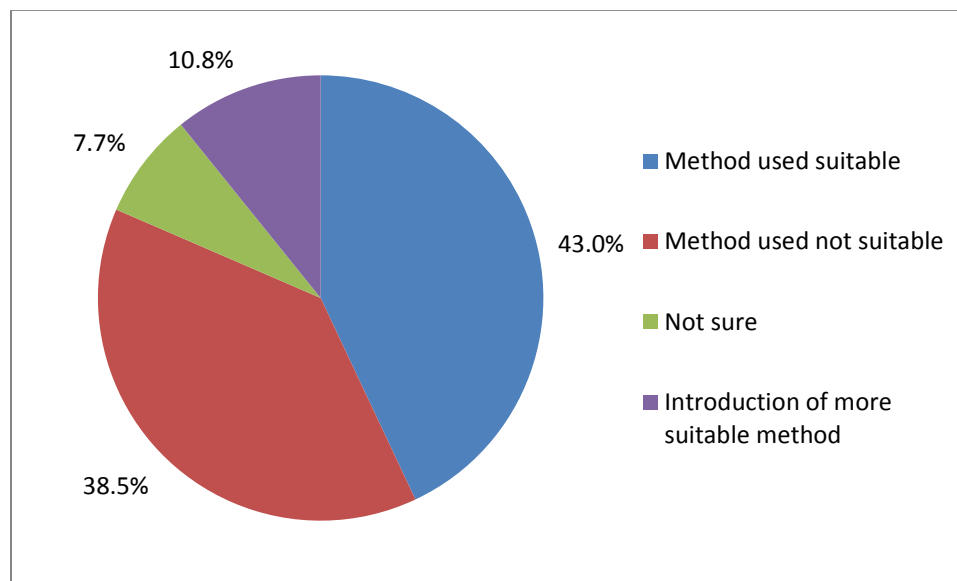
Source: Researcher, 2014

4.11 Challenges Encountered in the Provision of Information Literacy

The researcher sought to know the challenges encountered in the provision of information literacy. The purpose of asking the above question was to enable the researcher understand the challenges encountered in the provision of information literacy at the Milimani commercial courts library.

The researcher found out that one of the challenges in provision of information literacy in the Milimani commercial courts library was that there was no policy on the provision of information literacy. Both users and clientele's response was that there was lack of a suitable information literacy provision method. The researcher came to that conclusion after finding out that less than half of the respondents 43% considered the method in use suitable while a total 57% were of different views. The researcher hence concluded that there was need for the library to get a more suitable method of provision of information literacy. Findings were as presented in figure 4.10 below.

Figure 4.10: Response by Users and Library Staff on Challenges Encountered in the Provision of IL



Source: Researcher, 2014

4.12 Chapter Summary

This chapter gives in detail the findings of the research report as per the questionnaires whose questions were based on the objectives set out in chapter one of the research study. The findings were based on the interpretation and analysis of the answers to the questions given by the respondents. Presentations of the findings were made in pie charts, tables and figures illustrating the various findings of the study. In putting forth the findings, the researcher considered answers to all the questions in sections A and B of both questionnaires captured. Sections A of both questionnaires were general questions which were asked to enable the researcher gather information relating to the respondents and their suitability in answering the questions in section B.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, conclusion and recommendations of the study. It also gives a recommendation on further research. The aim of the study was to explore the impact of information literacy amongst the library users and its effects in the dispensation of justice.

The objectives of the study were to:

- i) Establish whether there is a policy governing provision of information literacy
- ii) Identify the category of clientele in Milimani Commercial Courts library
- iii) Explore the information seeking behaviour of the clientele in the library
- iv) Examine the impact of information literacy in dispensation of justice.
- v) Find out the major challenges encountered in the provision of information literacy.

5.2 Summary of Key Findings

The section sought to summarize the key findings derived from the specific objectives and research questions as follows:

5.2.1 Policy on Information Literacy

The study indicated that there was no policy on provision of information literacy at the Milimani commercial courts library. A large percentage of the respondents that is, 73.7 % of the clientele and 87.5% of the staff, stated that there was no policy on information literacy. This translated to about 80.6% of the entire respondents' response confirming that there was no policy. Again a large percentage of respondents' 73.7% and 75% clientele and staff respectively answered on the affirmative on the formulation of a policy translating to about 74.4% of the entire respondents' response.

5.2.2 Category of Milimani Commercial Courts Library Clientele

The researcher found out that the majority (87.7%) of the library users were in the legal profession with only a small fraction (12.3 %) being non-law practitioners.

5.2.3 Information Seeking Behaviour

The researcher found out that 75.4% were assisted by the library staff to get information resources that they require with only 24.6% being independent library users / clientele, that is, those who were able to use the library resources on their own without much difficulties. The researcher also noted, that the users were not able to access electronic information resources on their own due to lack of access to computers or due to lack of the knowledge on how to search for information resources in the internet on their own hence the over dependence on the library staff.

5.2.4 Impact of Information Literacy on the Dispensation of Justice

Both users and clientele were found to acknowledge that there was a positive impact of information literacy in the dispensation of justice with 75.4% of the clientele and 87.5% of staff respectively affirming that there was an impact. 15.8% of the clientele did not think IL had much impact on dispensation of justice, while 8.8 % did not know whether it had any impact or not. Of the staff respondents, only 12.5% did not think IL had much impact on the dispensation of justice.

5.2.5 Challenges Encountered in the Provision of Information Literacy

Lack of a policy on information literacy was a major challenge. From the findings, the researcher also concluded that the teaching method was not suitable as the number of respondents who thought it was suitable (43%) was not representative. A total 57% of respondents were of different views hence the conclusion.

5.3 Conclusion

Most of the judges and magistrates preferred calling for service from their chambers. That is, they prefer calling the librarian to their chambers to take instructions of their request or make phone calls to make their request or send someone with the request. With information literacy being well provided, the users/clientele can develop interest in using the library on their own and in the process help reduce time spend in drafting judgments (decisions) and also improve on the quality of decisions made as one can research to his/her satisfaction as opposed to using only the information resources that a librarian is

able to get. It is common in research work, for a researcher to stumble upon very relevant information which only the said researcher may appreciate unlike when one has given instructions or made a request for a specific piece of information. A researcher may come across a wealth of information but having been given a specific request may not necessarily take all what they may consider helpful to the user. Something which the user himself or herself would select according to his or her need(s). The researcher concluded that for the library to realize a positive impact in dispensation of justice, it is important that information literacy was provided to the users / clientele enabling and encouraging them to make better and effective use of the available information resources. The state of one being able to research on their own would in the long run speed up the dispensation of quality justice and enhance development of the jurisprudence.

5.4 Recommendations

Based on the findings of this study, the researcher came up with several recommendations to promote provision of information literacy in the Milimani commercial courts library.

5.4.1 Policy on Information Literacy Provision

A major recommendation was the formulation of a policy governing the provision of information literacy in the library. The formulation of a policy would guide the library management in the provision of information literacy.

5.4.2 Method of Provision of Information Literacy

The method of providing information literacy was also discussed and the researcher put forth a recommendation that a suitable mode of delivering information literacy which would not inconvenience or interfere with the clientele's flow of work be introduced. A suggestion was the use of one on one method of instruction as it can be effective for imparting the skills without so much as interrupting the individual clientele's work.

5.4.3 Information Seeking Behaviour

The researcher recommended user education to enable the library show case its services so as to encourage readership. The researcher also recommended encouraging clientele to make more personal use of the library so as to be able to benefit from the wealth of

information resources available and to be able to learn library skills that would encourage and enable future self-dependence in use of the information resources both in print and in electronic format.

5.4.4 Use of the Internet in Accessing Information Resources

The researcher also recommended that the provision of information literacy be designed to help enhance the use of electronic resources through teaching how to search the web, providing URL addresses, search engines and also teaching search strategies so that users can be able to use or perform their research on the internet without necessarily having to rely on the library staff who sometimes might be serving other clientele therefore forcing one to wait. Time spent waiting for such services definitely translated to a longer waiting period of time to get a decision that would otherwise have been made sooner.

5.5 Recommendations for Further Research

The researcher would like to share some personal views derived from the process of the research study which confined itself to the Milimani commercial courts library. Information literacy has not been adequately covered in the library. It came out clearly that information literacy was not being sufficiently provided in the library and that this needed to be addressed in order to accelerate the speed at which decisions can be made and delivered, the quality of the decisions so as to reduce instances of litigants lodging appeal after appeal and also to facilitate development of the local jurisprudence. This would go a long way in enhancing quality dispensation of justice. Below are some suggestions on areas for further research.

- The researcher believed that this research could be replicated in other samples of the judiciary drawn from all the judiciary libraries in the republic.
- A further research was also recommended for the Judiciary Training Institute (JTI) as it handles judiciary staff training and would therefore be an excellent forum for teaching information literacy.
- It is also recommended that library endeavours to find out why the library clientele do not use the internet to search for electronic information resources such as accessing the Kenya Law Reports website and other websites for whom

URL addresses had been provided and which can be accessed even from the comfort of their chambers (offices). This was because the clientele's information seeking behaviour in this respect was seen as heavily reliant on the library staff.

5.6 Chapter Summary

Being the last chapter of the research project report, the chapter outlined the summary of the findings of the entire research project. It gave summary findings on key areas covered in the objectives. The findings were on the following objectives: policy on information literacy; information seeking behaviour; the impact of information literacy on the dispensation of justice and the challenges encountered in the provision of information literacy. It also gave a conclusion arising from the findings. Recommendations of the entire research work were which included recommendations on formulation of a policy, introduction of a suitable method of provision of information literacy, other methods of enhancing information seeking behaviour and use of the internet to access information. Recommendations for further researcher were also given.

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APPENDIX I
LETTER OF INTRODUCTION

Sophy W. Nzuki
P.O. Box 30187-00100
Nairobi

1st July, 2014

The Librarian
Milimani Commercial Court Library
P.O. Box 30041-00100
Nairobi

Dear Sir/Madam,

RE: INTENTION TO CARRY OUT RESEARCH IN YOUR LIBRARY

My name is Sophy Nzuki a post graduate student undertaking a master's degree in library and information science at the University of Nairobi. I am carrying out a research on "Information Literacy and its Impact in the Dispensation of Justice: A Case Study of Milimani Commercial Courts Library."

The aim of this study is to develop strategies for enhancing information literacy among the library user/clientèle so as to fast track the dispensation of justice within the judiciary.

The information obtained will be treated with confidentiality and will not be used for any other purpose other than this research.

Thank you for your cooperation

Yours faithfully,

Sophy W. Nzuki
MLIS Student

APPENDIX II

LETTER REQUESTING RESPONDENTS TO COMPLETE QUESTIONNAIRE

Sophy W. Nzuki
P. O/ ox 30187-
00100
Nairobi

1st July, 2014

Dear Sir / Madam,

REQUEST FOR RESEARCH DATA

I am a postgraduate student undertaking a master's degree in library and information science at the University of Nairobi.

In the attached questionnaire, I intend to investigate "Information Literacy and its impact in the Dispensation of Justice: A Case Study of Milimani Commercial Courts Library."

You have been carefully selected as one of the respondents to form a part of this research study.

I therefore, invite you to fill the attached questionnaire which will take less than ten minutes. Any information given will be used strictly for the study and no other purpose. The data collected from you will be treated anonymously and its privacy will be guaranteed.

I thank you for sparing time to fill the questionnaire.

Yours sincerely,

Sophy W. Nzuki
MLIS Student

APPENDIX III
PRE-TEST CHECKLIST OF ISSUES TO CONSIDER FOR THE USERS /
CLIENTELE'S QUESTIONNAIRE

1. Are instructions about how to answer the questions clear?
Yes
No
If no, give suggestions.....

2. Are the questions clear?
Yes
No
If no, give suggestions on what to improve

3. Are there ambiguous terminologies that may not be familiar to you?
Yes
No
If yes, kindly indicate.....

4. Are there any suggestions you might want to include for improvement of this questionnaire?
Yes
No
If yes, please indicate

5. Are there any questions that you may consider to drop from the questionnaire?
Yes
No
If yes, please indicate

APPENDIX IV

QUESTIONNAIRE FOR LIBRARY USERS / CLIENTELE

This questionnaire will assist the researcher to get information that may be used to improve the provision of information literacy in the Milimani Commercial Courts Library. The information gathered will be used for purposes of the research study only.

PLEASE TICK WHERE APPROPRIATE

SECTION A: GENERAL INFORMATION

- 1) a) What is your name (optional).....
- b) In which membership classification do you belong?

- i) Judge
- ii) Magistrate
- iii) Legal Researcher
- iv) Advocate
- v) Para-legal staff

SECTION B: INFORMATION LITERACY PROVISION

- 2) a) Is there a
- 3) policy governing information literacy in the Milimani Commercial Courts library?

- Yes
- No

b) If the answer in question 2 (a) above is No, would you suggest to the management that a policy be formulated for the library?

- Yes
- No

- 4) a) Does the library charge membership fee?
- b) Besides membership fee, are there any other requirements for membership?
.....
.....
- 5) a) How do you as a library user or clientele seek for information resources?

.....
b) How do you get internet information resources?

.....
.....

6) In relation to dispensation of justice, do you as a library user find information literacy helpful?

.....

7) a) Is the method used by the librarians in the provision of information literacy suitable?

.....

b) What are some of the suggestions you would make to improve provision of information literacy?

.....
.....

Thank you for your co-operation.

Sophy W. Nzuki
10th July, 2014

Note: Filled questionnaires to be collected by respondent by 20th August, 2014.

APPENDIX V

QUESTIONNAIRE FOR STAFF

This questionnaire will assist the researcher to get information that may be used to improve the provision of information literacy in the Milimani Commercial Courts Library. The information gathered will be used for purposes of the research study only.

PLEASE TICK WHERE APPROPRIATE

SECTION A: GENERAL INFORMATION

- 1) a) What position do you hold in the Library.....?
- b) For how long have you worked in the Library?
 - i) 1 – 4 years
 - ii) 5 – 9 years
 - iii) 10 – 15 years
 - iv) 16 years and above

SECTION B: INFORMATION LITERACY PROVISION

- 2) a) Is there a policy governing information literacy in the Milimani Commercial Courts library?
 - Yes
 - No
- b) If the answer in question 1 (a) above is No, would you suggest to the management that a policy be formulated for the library?
 - Yes
 - No
- 3) a) What are the requirements for library membership?
- b) Does the library serve the public?
 - Yes
 - No

4) a) How does the clientele seek for information resources?

.....

b) How do the users get internet resources?

.....

5) In relation to dispensation of justice, how helpful is information literacy?

.....

6) a) Are there challenges encountered in provision of information literacy?

b) Please suggest ways in which provision of information literacy can be improved in the library in order to improve service delivery to users/ clientèle.

.....

.....

Thank you for your co-operation.

Sophy W. Nzuki

10th July, 2014

Note: Filled questionnaires to be collected by respondent by 20th August, 2014

APPENDIX VI
TABLE FOR DETERMINING SAMPLE SIZE

TABLE 1
Table for Determining Sample Size from a Given Population

<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
150	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

Note.—*N* is population size.
S is sample size.

Source: Krejcie & Morgan (1970)

APPENDIX VII
**LETTER FROM THE UNIVERSITY OF NAIROBI AUTHORIZING DATA
COLLECTION**



UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

Telephone: +254 20 318262, Ext. 28095
Telegram: Varsity
Fax: +254 20 2245566

P.O. Box 30197- 00100 GPO
Nairobi, Kenya.
dnjiraine@uonbi.ac.ke

Our Ref: UON/CHSS/DLIS/303

21th July, 2014

To Chief Registrar, of the Judiciary
P. O. Box 30041-00100
Nairobi.

Dear Madam,

RE: NZUKI SOPHY WAENI REG NO: C54/60557/2013

The above named is a bonafide student at the University of Nairobi undertaking a Master of Library and Information Science (MLIS). She is currently in the process of collecting data as part of the requirements for the course.

Her topic is *"The impact of information literacy in dispensation of justice: a case study of Milimani Commercial Courts Library, Nairobi Kenya.*

Any assistance accorded to her will highly be appreciated.

Regards,

for

Dr. Dorothy Njiraine
Ag. Chairperson
Department of Library & Information Science (DLIS)

UNIVERSITY OF NAIROBI LIBRARY
P. O. Box 30197
NAIROBI