INFORMATION LITERACY IN SPECIAL LIBRARIES: A CASE STUDY OF THE HIGH COURT LIBRARY MILIMANI LAW COURTS IN NAIROBI, KENYA

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DECLARATION

This research project 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

I would like to dedicate this research project to my husband Patrick, children Steven, Kenney and Kate for your prayers, support and encouragement when carrying out the research and for walking with me during the entire course.

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ABSTRACT

Information literacy plays an important role in everyday life because it involves a combination of education, work-related tasks, social associations and socio-technical practice. Information-literate person can determine and retrieve the information needed, which can lead to personal empowerment. Information literacy can enable a person to interpret information, question its validity and apply information to the workplace and real world environments. Sorting and filtering out relevant information are also important skills of an information-literate person. If people do not know where to look for information, they can spend hours per week obtaining, reviewing and analyzing information and still not find the right information they need. Lack of information literacy skills could cost any institution millions. This study sought to investigate information literacy in special libraries with focus to high court library Milimani Law courts in Nairobi, Kenya. The study was guided by the following specific objectives, that is, to find out whether there is a library policy which regulates access to information by the high court library users, to establish whether the library users have information literacy skills necessary to access and use information resources effectively, to suggest strategies to be adopted in enhancing IL skills of library users using the high court library and to identify the challenges experienced in the provision of information literacy skills to the library users at the high court. The target population of this study was the users and library staff of the High Court Library. The study relied on primary data sources. The study employed a non-probability sampling technique in coming up with a sample size of 112 respondents. The study generated both qualitative and quantitative data where quantitative data was coded and entered into Statistical Packages for Social Scientists (SPSS Version 17.0) and analyzed using descriptive statistics. The study found out that the high court library did not have a policy governing provision of information literacy. The study also found out that the high court library did not provide information literacy trainings to the library users. The study established that training was the best possible method for the provision of adequate, suitable and appropriate information literacy to the library users. The study also established that some of the users were not conversant with the use of information communication technology.

LIST OF ABBREVIATIONS

ALA	American Library Association
CILIP	Chartered Institute of Library and Information Professionals
HCL	High Court Library
ICT	Information Communication Technology
IL	Information Literacy
JISC	Joint Information Services Committee
KNLS	Kenya National Library Services
KSL	Kenya School of Law
NCLIS	National Commission on Libraries and Information Science
RIN	Research Information Network
SCANS	Commission on Achieving Necessary Skills
SCANYL-ECS	Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa
SCECSAL	Standing Conference of Eastern, Central and Southern African Librarians
SCONUL	Society of College, National and University Libraries

CHAPTER ONE

INTRODUCTION

1.1   Introduction

This chapter comprises the background to the study, evolution of information literacy, High Court Library in Milimani Law Courts, Kenya legal system, statement of the problem, aim of the research, research objectives, research questions, significance of the study, scope of the study, limitations of the study as well as the definition of operational terms and concepts.

1.2   Background to the Study

Over the past few years information literacy has been considered as an important component to find information in any environment and in any discipline, more so in service sector. Information literacy is a set of abilities requiring individuals to recognize when information is needed, have the ability to locate, evaluate and use effectively the needed information (American Library Association, 2012:52). According to ACRL (2014:38) Information literacy is a range of understandings, practices and dispositions focused on flexible engagement with the information ecosystem, underpinned by critical self-reflection. Information literacy involves finding, evaluating, interpreting, managing, and using information to answer questions and develop new ones; and creating new knowledge through ethical participation in communities of learning, scholarship and practice.

Information literacy is increasingly having a pervasive impact on the character of information handling and service delivery. This is connected with the exponential growth of information resources and the resultant complexity of information environment (Etim

and Nssien, 2010:7). Information literacy is required because of the ongoing proliferation of information resources and the variable methods of access. Due to the escalating complexity of this environment, individuals are faced with diverse, abundant information choices in the workplace and in their personal lives.

Information is available through community resources, special interest organizations, manufacturers and service providers, media, libraries and the internet where information come unfiltered (Abell & Skelton, 2011:4). This raises questions about it's authenticity, validity and reliability. In addition, information is available through multiple media, including graphical, audio and textual where it poses special challenges in evaluating, understanding and using information in an ethical and legal manner. The uncertain quality and expanding quantity of information also pose great challenges to the society (Corrall, 2011:11). The abundance availability of information and technology will not in itself create more informed citizens without a complementary understanding and capacity to use information effectively.

The information gap created by rapid technologies change and proliferation of information resources has made it necessary to look for new ways and abilities to use information effectively. The framework provides the principles, standards and practice that can support information literacy in all sectors. Westbrock and Fabian (2010:569) defined information literacy as an understanding and set of abilities enabling individuals to recognize when information is needed and have the capacity to locate, evaluate and use effectively the needed information.

In a broader context, information literate people have been described as those who 'know when they need information, and are then able to identify, locate, evaluate, organize, and effectively use the information to address and help resolve personal, job related, or broader social issues and problems. Such a framework of analytical and technical skills enhances one's ability to identify, select, evaluate, and analyse texts and other information, and to use information in accordance with societal, legal and organizational norms (Dobson & Willinsky, 2009:213). This conception of information literacy is much wider in scope than the aims of a single instructional unit, assignment or any project.

The importance of acquiring skills in information literacy multiplies the opportunities for end users, as they become engaged in using a wide variety of information sources to expand their knowledge, ask informed questions, and sharpen their critical thinking skills for further self-directed learning (Beaudoin, Sheridan & Matthews, 2012: 98). The ability to think critically is similarly directly linked with information literacy. Information literacy supports critical thinking since it emphasizes assessing search results for quality and relevance, evaluating information choices for reliability, validity, authority, and timeliness before making judgments based upon them (Bury, 2010 :89).

An information literate person is one capable of recognizing need for information; determine the extent of information needed; access information efficiently; critically evaluate information and its sources, classify, store, manipulate and redraft information collected or generated; incorporate selected information into their knowledge base, use information effectively to learn; create new knowledge; who finds information as a source of problem solving and decision making, understand economic, legal, social, political and cultural issues in the use of information; access and use information

ethically and legally, use information and knowledge for participative citizenship and social responsibility, and experience information literacy as part of independent learning and lifelong learning (Brynjolfsson et al., 2008: 173).

1.2.1 Definition of Information Literacy

Information literacy has been defined significantly by different researchers in several parts of the world. These efforts are made mostly in academic environment (Crookall, 2011:898). Zurkowski, (1974: 201) president of the Information Industry Association was the first to use the term "information literacy. Smith (2010:17) referred this term information literacy to the competencies of the people to identify information sources to meet the information needs by using and applying related technology (Boekhorst & Britz, 2012:63) .Information literacy is a new concept emerging in different fields during the last three decades. The Alexandria Proclamation of 2005, adopted by UNESCO's Information for All Programme (IFAP),said that Information Literacy is 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.

Information literacy evolved in the domain of library sciences (Saranto & Hovenga, 2011:501; Spiranec & Zorica, 2010:140) and as a result a number of popular definitions came from library associations and different scholars. For example, according to American Library Association (ALA) (2012:1) 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.

Eisenberg (2008:39) defines information literacy as "the set of skills and knowledge that allows us to find, evaluate, and use the information we need, as well as to filter out the information we don't need". Information literacy can be said to entail awareness of various ways of experiencing information use, through pertinent practices and reflections. Squire and Patterson, (2010:112) view information literacy as a socio-technical practice. They argue that information literacy is embedded in the actions of specific communities that use adequate technologies. A few definitions as used in the United Kingdom (UK) include Chartered Institute of Library & Information Professionals (CILIP, 2012) defined information literacy as " knowing when and why you need information, where to find it, how to evaluate, use and communicate it in an ethical manner."

The Society of College National and University Libraries (SCONUL) developed the seven pillars of information literacy model in 1999. SCONUL defined information literacy as "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.

The Research Information Network (RIN) support both CILIP and SCONUL's definition of information literacy. They argue that " it is important to adopt a broader interpretation of information literacy which(i) recognizes that information must be taken to include research data, (ii) Clearly also encompasses the ability to manage and where appropriate preserve and curate one's own information and data. The Joint Information Services Committee (JISC) uses the term i-skills to describe information literacy and IT skills. I-skills are defined as: "the ability to identify, assess, retrieve, evaluate, adapt, organize and communicate information within an interactive context of review and reflection.

Despite some similarities among various definitions, there is no real consensus on how to define information literacy (Futurelab, 2011: 9). Mackey and Jacobson (2011:15) argue that the current definitions are not comprehensive enough. Garcia (2011:29) maintains that information literacy contains various perspectives and practices, and we are not yet able to fully capture its depth and breadth. Specifically, information literacy has been defined mostly through a textual practice (where the interaction is between an individual and a text he or she reads) rather than a social practice (Lloyd, 2012: 570).

1.2.2 Characteristics of Information Literate Person

Information literate person will be able to determine the information that is needed, assess it effectively and efficiently, evaluate information and its sources critically, incorporate selected information into his/her knowledge base, use information effectively to accomplish a specific purpose, and understand the economic, legal, and social issues surrounding the use of information and access and use information ethically, and legally (ALA, 2002: 11).

Ramirez (2002: 17) notes that information literate people "have learned how to learn; know how to organize information; are capable of locating the information they need; and know how to use information in such a way that others can learn from the information they have generated." An information literate people must develop information technology skills to meet information needs using related technologies (Association of College and Research Libraries, 1997).

Julien (2002) cited in Issa (2009) was of the view that if an individual is information literate, he/she must be able to efficiently and effectively use information sources, and

should possess specific online searching skills, which include the ability to select appropriate search terminology, construct a logical search strategy, and evaluate information appropriately.

Librarians have a role in measuring and assessing information literacy through the conduct of user surveys to determine not only information needs, but to assess information seeking behaviour. Librarians should also ensure their systems are configured to provide frequently requested information with minimum searching, and be in the forefront of managing organization's intranets or websites to ensure that this objective is achieved. Basic literacy is a prerequisite for information literacy (Lloyd, 2010: 23).

Clear links between economic, social and political development and information literate societies are now recognized and accepted in the whole world. Tise (2004: 1) points out that a comparison between any successful economy in the world and that of any developing country enables one to appreciate this reality. Successful economies are a result of recognizing the role of information literacy as an essential resource for handling workplace productivity.

Andretta and Debowski cited in Leong (2006:11) were of the view that the practice of information literacy involves not only the development of digital skills but also including higher level analytical and evaluative skills needed to engage effectively with the formulations of complex ideas. Information literacy encourages critical thinking and reflection, both of which are considered as the hallmark of library research.

1.2.3 Evolution of Information Literacy

The term "information literacy" was coined outside of academia by a lawyer named Zurkowski in 1974, who was interested in intellectual property and industries (Badke, 2010:129; Wen & Shih, 2008:787). The term information literacy was first used in a proposal submitted to the National Commission on Libraries and Information Science (NCLIS): People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary resources in moulding information-solutions to their problems (Zurkowski, 1974:. 6).

Zurkowski's emphasis was on the private sector (Bawden, 2010:182), and his concern was using information skills as a problem-solving approach for workplace contexts (Pinto *et al*., 2010:3). The evolution of information literacy, however, has occurred mostly within the public sector, mainly in the field of library sciences. Theoretically, the concept began to shift from teaching tools to teaching competencies that were not limited to particular tools or contexts. In practice, however, the transformation was very gradual because the users were still viewed as passive information consumers (Spiranec & Zorica, 2010:140).

1.2.4 Features of Information Literacy

Information literacy is a concept that is inter-related with other literacies such as technology literacy, network literacy, digital literacy, Internet literacy, media literacy, legal information literacy and computer literacy which refers to knowledge to understand information communication technology (Spires *et al*., 2011:543). It is also multi-

disciplinary since it's not only concerned with library skills but also with the ability to search and use complex information from different sources in decision making.

According to Strachan (2011:3) an information literate person is one who: Engages in independent and self-directed learning; carries out information processes; uses variety of information technologies and systems; has nurtured values which promote information use; has adequate knowledge of the world of information and approaches information logically. Information-literate searchers are conscious of the search process as it takes place. They use metacognition to monitor each step or strategy they try and learn to revise a strategy when a barrier is encountered. Rather than concentrating on a single method for accessing information, theirs is a holistic view of information retrieval.

1.3   The High Court Library

Court libraries are to be found in the Supreme Court, Court of Appeal, High Court and to some extent, Chief Magistrate's Court stations in the country. They exist to provide information support to the bench as well as the bar. The Supreme Court of Kenya has perhaps the oldest special library in Kenya to-date. It was established in Mombasa in 1895 to assist in the administration of justice in the then East African Protectorate. It caters for the immediate needs of the judges and advocates. The entire Supreme Court library system has a total collection of over 60,000 volumes. In addition to the main library in Nairobi, the system has branch libraries in Mombasa, Nakuru, Nyeri, Eldoret and Kisumu. Attempts are underway to upgrade the collections in other major court stations in the country. The researcher's main focus was on the High Court Library at Milimani Law Courts Nairobi. The researcher chose this library because it is the largest and has the highest number of users as compared to other court libraries.

The High Court Library (HCL) is situated at the Milimani Law Courts building in Upper Hill close in the city of Nairobi, Kenya. The HCL is a department of the larger Kenya Judiciary whose main objective is to dispense justice to all. The HCL plays a central role in the empowerment of judicial officers and other users with the required information to enable them perform their crucial duty of dispensation of justice. The HCL being a special library deals with legal collection, whose clientele include Judges, Magistrates, Advocates, Legal Researchers and the Para-legal staff.

The HCL exists to provide information support to the bench and the bar. This can happen most effectively only if the library users are able to apply information literacy skills in accessing the available information resources. Information for the legal discipline is located primarily in certain databases which practitioners of the law must be familiar with. In addition to the IL skills the users must possess ICT skills. There is need for the librarians to provide the clientele with IL skills (Nzuki, 2014:1). Nzuki,(2014:2) adds that IL is an important tool for the library users as their work demands making references, quoting and citing of authorities in decision making, problem solving as well as coming up with new jurisprudence.

Law is inextricably tied in with the written texts upon which it is based such as the texts of judicial opinions, statutes and regulations. Changes in text media brought about by the computer revolution and the Internet have profoundly affected the way these textual source materials are compiled, stored and accessed, and the databases in which they are compiled, stored and accessed (Ryesky, 2007:24). In addition to the foregoing print sources, the Internet has provided additional reliable versions of judicial opinions, including the High Court's own official website

1.3.1 Users of Legal Information

In his article entitled "Legal Information Systems in Kenya" (Otike, 1997:5) clearly points out the major users of library information include but not limited to: Legal practitioners who comprise judges, magistrates, state counsels and lawyers in private practice commonly known as advocates. Judges require information to assist them to preside over cases before them in court and to deliver accurate, fair and just judgments. Magistrates preside over cases in the subordinate courts commonly known as Magistrates Courts. They too, require information for the daily performance of their work which is to dispense justice.

State Counsels who work in the Attorney-General's Chambers and the office of the Deputy Public Prosecutions (DPP) are involved in criminal and civil litigation on behalf of the government. Their ultimate aim is to prosecute and provide evidence to assist the courts to reach to fair and just decisions/judgements. 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. Advocates are major users of legal information. Their survival in legal practice greatly depends on their achievements at the bar. Successful advocates are closer to their law libraries than any other professionals.

Law students who need information to catch up with their studies, to carry out assignments; to revise for exams and to keep abreast of legal developments do spend a lot of their time in the law library. The Para-legal staff are users of the law library as their duty is to support the judicial officers in the dispensation of justice to Kenya citizens.

1.4   Statement of the Problem

Bury (2010: 9) pointed that low utilization of the important resources of information and knowledge is a major challenge in most developing countries due to lack of information literacy. Lack of these skills and efficient use of information and knowledge causes a waste of other resources and affects productivity in all spheres of life and work-education, research, business, and administration, which results into poverty in societies.

The High Court library users sometimes give inadequate information making it difficult to know exactly what information is required. The judges and magistrates hardly ever visit the library. They have a tendency of calling the librarians to serve them in the various chambers/offices or even in open court. It is for this reason that information literacy skills are important to the judges and magistrates so that they can become self-reliant or independent library users without necessarily seeking the assistance of the librarians. The users should be able to visit the databases, websites, where the relevant information is to be found.

Advocates who are the major external library users will benefit in attaining information literacy skills so that the information needed can be found easily and faster. Their clients will benefit as they will be represented adequately from a point of information. The judiciary, the library users, and the country at large will benefit in that fair and just judgments and rulings will be delivered expeditiously. They will have the capability to identify, locate, organize, evaluate and effectively create, use and communicate information, including sharing of information.

Better utilization of information resources as a contribution towards the expeditious dispensation of justice can be realised from the findings of this study. It's evident from the existing literature on information literacy in Kenya, that the library and information science (LIS) professionals are aware of the concept of IL and its importance in service delivery. However no research has been conducted on information literacy in the High Court Library at Milimani law courts.

1.5   Aim of the Study

The aim of this study was to explore information literacy in special libraries with focus to high court library Milimani Law courts in Nairobi, Kenya

1.5.1   Objectives of the Study

The objectives of the study included to:

1) Find out whether there is a library policy governing provision of information literacy in the High Court Library.

2) Establish whether the library users have information literacy skills necessary to access and use information resources effectively.

3) Suggest strategies to be used in enhancing information literacy skills of the High Court Library users

4) Identify the challenges experienced in the provision of information literacy skills to the High Court Library users.

1.6   Research Questions

1) Is there a library policy governing provision of information literacy in the High Court Library?

2) What are the information literacy skills offered to the High Court Library users?

3) What are the strategies that can be used to enhance information literacy skills of the high court library users?

4) What are the challenges experienced in the provision of information literacy skills to the High Court Library users?

1.7 Significance of the Study

The findings of this study will shed light on the actual state of information literacy skills possessed by the High court library users at Milimani Law Courts, the challenges and what needed to be done to enhance it in order to meet the current needs of justice. It would also make the management of the High Court Library at Milimani Law courts to improve. The outcome of this study would contribute to the existing knowledge by indicating the information literacy level required for easy access and use of information resources in the High Court Library. The report will help the management to come up with new and better policies regulating information access, use, if the ones existing are found to be inadequate. The findings will help in identifying the challenges experienced in the provision of information literacy skills. The study would help to come up with solutions to the challenges and make recommendations to improve areas of need. The entire judiciary would benefit by having judges and magistrates delivering fair and just judgements/rulings expeditiously. Advocates and other legal information users would benefit a great deal because of acquiring information literacy skills such as recognizing when information is needed, have the ability to locate, evaluate and use it effectively in decision making and problem solving.

1.8 Scope of the Study

The researcher carried out the study strictly in the High Court Library Milimani law courts and not any other library. This was because the HCL serves the largest number of users as compared to the other law libraries. The study zeroed in on the high court library and its users.

1.9 Limitations of the Study

Geographical limitations: The research was carried out in Nairobi city County only four districts where the high court library is located due to time limit and transport costs of travelling to all the 34 high court stations in the 47 counties of the country: Time limitations: Some of the respondents with tight schedules such as judges and magistrates were expected to give hurriedly responses to questions, hence they gave no answers at all and this has resulted in some bias: Data collection limitations: Some respondents did not feel free to fill questionnaires and did answer reluctantly. This had a negative an impact on the response rate.

1.10 Operational Definition of Terms and Concepts

Information

Is a collection of recorded facts, data or knowledge, and electronic data (Chartered Institute of Library and Information Professionals (CLIP, 2011:78).

Literacy

The ability to read and write (Bothma, Cosijn, Fourie & Penzhorn, 2011: 687) or use language in its written (or recorded) form.

Information Literacy

Abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" American Library Association [Austrialian and New Zealand Institute for Information Literacy, 2011:1).

Information Literacy Skills

Refers to the capabilities to identify, locate, organize, evaluate and effectively create, use and communicate information. Computer literacy is defined as "the knowledge and skills necessary to understand information and communication technologies (ICTs), including hardware, the software, systems, networks (Eisenberg, 2012).

Information Literate Person

Person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (Association of College and Research Libraries, 2011:103).

Information Technology Literacy Skills

Associated with an individual's use of computers software applications, data bases and other technologies to achieve an academic, work related or personal goal (Jeffrey, *et al.,* 2011).

Computer Literacy

Knowledge and skills necessary to understand information and communication technologies (ICTs), including hardware, the software, systems, networks (Crebert, *et al*, 2011: 7).

Media Literacy

Ability to access, analyse, evaluate, and communicate information in a variety of forms-is interdisciplinary by nature (Johnson, 2010).

1.11 Chapter Summary

This chapter established a framework for the research. It gives a background to the study; definition of information literacy; characteristics of information literate person; evolution of information literacy; features of information literacy; the high court library and statement of the problem. The chapter also presents aim of the study; significance of the study; scope of the study, limitation of the study and definition of the operational terms and concepts.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviews literature based on the following issues; information literacy competencies and skills for library users, library policies in regard to information literacy provision, strategies adopted to enhance information literacy to the users of the HCL and the challenges experienced in the provision of information literacy competencies and skills to library users.

Kirby, Greaves and Reid (2006: 101) states that a literature review is a critical analysis of a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature and theoretical articles. A literature review is a survey of everything that has been written about a particular topic, theory, or research question (Boote and Beile, 2010:4). It may provide the background for larger work, or it may stand on its own. Much more than a simple list of sources, an effective literature review analyses and synthesizes information about key themes or issues.

Shuttleworth (2009: 9) noted that literature review is an evaluative report of studies found in the literature related to your selected area. The review should describe summarise, evaluate and clarify the literature. Literature review can also be looked at as a critical and in-depth evaluation of previous research. It is a summary and synopsis of particular area of research allowing anybody reading the paper to establish why the researcher is undertaking a particular research.

2.2   Concept of Information Literacy

Globally, information literacy has been embraced throughout the world in both developed and developing countries each appreciating the fact that information literacy skills are essential to produce a flexible and competent work force (Sloep *et al*., 2011: 204). As described in the Organization for Economic Cooperation and Development (OECD)'s Global Project on Measuring the Progress of Societies, information literacy enables people to move from dependence on 'knowledge brokers' to become 'knowledge builders' (Swanson, 2011: 877). In 1997, Australia which has a well-developed concept on information literacy, hosted the third National Conference of the same (Nassimbeni, 2011: 263). The Legal profession has witnessed gradual shift from the traditional print to electronic databases, with much of information resources requiring the need to pass effective research skills from the librarian to the users.

In Africa, information literacy programs face a great challenge. This has made some developing countries like Namibia to make information science mandatory so as to appreciate the value of information socially, politically and economically (Palmer &, Tucker, 2011). Meyer (2010: 142) notes that the debate on the poor research skills of law graduates is advocated by practicing attorneys and librarians who have dealt with students in their scholarly pursuit. In 2004, Uganda hosted the Standing Conference of African National and University Libraries in Eastern, Central and Southern Africa (SCANUL-ECS) and undertook as its main theme, as User Information Literacy: a challenge for national and university libraries (Mikungu, 2011). De Kock, Bettie (2010:11) noted that information literacy improves quality of research and is central, not only to librarians, but also to the mission of any research institution.

In Kenya, enhancement of information literacy has been a challenge even though some scholars like Myers et al (2013: 62) have recognized it as a development catalyst. Few institutions and libraries such as the Kenya School of Law (KSL) and the Kenya National Library Services (KNLS) have adequate Information Communication Technology infrastructures to facilitate the effective provision of information literacy. The Kenyan government has made major steps towards enhancing information literacy by developing standards such as the Commission for Higher Education Standards and Guidelines for University Libraries in Kenya (2012), information literacy standards for media students, professionals and teachers (2011). Bothma (2011: 19) advices that library users need to acquire information literacy skills to enable them use the library information resources efficiently and effectively.

The importance of information literacy has continued to be recognized and there are strong arguments that information literacy and lifelong learning are critical in the knowledge-based economy today (O'Sullivan, 2011:7). Information literacy is perceived as a prerequisite for lifelong learning (American Library Association, 2012: 31), "active, effective and responsible citizenship," personal growth, empowerment, self-actualization and social inclusion (Bundy, 2004: 16). It is believed that the digital divide, strengthens the employability of a workforce, counter information overload, and support evidence-based policy and decisions in governments and professions (Bloch & Ndebele, 2010, 12).

Britz (2010: 11) argues that information literacy and library instructions are equated because the two topics are closely aligned in the profession. Lau (2011: 8) points out that

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while library instructions emphasizes the location of library materials, the concept of information literacy focuses on both information seeking strategies and user competencies. This includes recognition of the need for information, information analysis, evaluation and synthesis, and recognition of legal and social issues. Information literacy focuses on information use rather than bibliographic skills.

Although the concept of information literacy emanated from the library profession, it has been embraced by those within and outside the profession throughout the world (Bothma, 2010: 334). Britz and Lor (2010: 11) noted that if universities are to prepare graduates to be world-class professionals, then the academy must place information literacy skills at the core of instruction in every discipline.

Julien and Williamson (2010: 8) have identified differences between practitioners' and scholars' conceptions of information literacy. Practitioners define IL mainly instrumentally and scholars more conceptually, while information seeking is a foundational concept for information science scholars, IL has been a concern primarily of practitioners, the relationship between these concepts has not been fully explored and has been largely ignored in the research literature.

2.3   Skills and Competencies of Information Literacy

Hargittai (2010: 93) noted that most texts can be categorized as "an individual centred generic skills definition of information literacy (IL). The generic skills approach sees information literacy as consisting of a set of attributes that can be defined and measured in an exact manner. Ghaith (2010: 489) argues that one prevailing problem appears to be

the enthusiasm of many commentators to give single all-encompassing information literacy, whereas it has been recognized from an early stage as multifaceted topic.

Shute (2011: 503) has examined the different ways in which information literacy is described in the literature arising out of scholarly reflection on the subject. IL is described as using information technology; including library and computer literacy; acquiring mental models of information systems; a combination of information and information technology skills; a process; an amalgam of skills; attitudes and knowledge; actively engaging with information; the ability to learn; the first component in continuum of critical thinking skills; and part of the literacy continuum.

The concept of information literacy seems to be related to the way in which the concepts of competence and skills are defined and perceived. The concept of competence has different meanings and it is not always clear whether competence refers to identifiable skills or it is related to patterns of behaviour. Sweeney and Meadows (2010: 190) observed that there are several other concepts closely related to them and belonging to the same family of concepts: 'ability', 'capacity', 'expertise' and 'know-how' and it can be difficult to determine whether these form of conceptual hierarchy or whether they reside at the same level of generality.

Shute (2011: 507) noted that competence has two dimensions; knowledge and skills. Knowledge may be seen as our understanding of how our everyday world is constituted and how it works. Skills involve the ability to pragmatically apply, consciously or even unconsciously, our knowledge in practical settings, 'skills' can be conceived as the technical aspects of competence, emphasizing the aspect of 'how to do'.

Strachan (2011: 59) notes that different terms are used interchangeably and it is not always clear what different authors mean by the terms 'competence' and 'skills'. For example if the terms competence and skill are defined as synonymous, as well as information literacy and information science, information literacy is defined as 'a set of competencies' then it is not always easy to understand the meaning of phrases such as 'information competence skills' 'information literacy skills', skills of information literacy and skills' or 'information literacy competence or competencies' used by the same authors.

2.4   Strategies of Information Literacy Enhancement

Shute (2011: 518) summing up viewpoints made by a number of the authors in the foreword for the book 'information literacy around the world: advances in programs and research' notes that there are no easy answers, because information literacy is 'complex, messy and political' or as another stated it is 'deeper, richer and more complex' than we had originally perceived. It is also clear that these authors do not see information literacy as teaching strategies that enhance information provision and service delivery, but rather as a process that can, and should transform both learning and the culture of communities better.

The concept 'information-related' competencies allows for the differentiation of several blocks of competencies related to information handling and use; for example identifying, locating, gathering, selecting, storing, recording, retrieving and processing information from a variety of sources and media; developing successful information seeking and retrieval strategies; mastering complex and multiple information systems; organizing, analysing, interpreting, evaluating, synthesizing, and using information; and presenting

and communicating information clearly, logically, concisely and accurately (Tomic, 2010: 12).

Libraries all over the world are making an effort to implement information literacy programs to enable their users cope with the current information proliferation, improve their service delivery performance and enable them to compete favourably in the information society. Connolly, Stansfield and Hainey (2011: 1389) observed that every library is responsible for its users in terms of their information literacy level. Higher education institutions are accountable for the types of graduates they produce, and are responsible for ensuring that graduates have the competencies required in the society (Kangas, 2010: 11).

A strategy is a plan to achieve a particular purpose (Hornby, 2000: 694). Strategies for enhancing information literacy among library users may include investigating the state of information literacy skills among users at work places, employers' information literacy expectations, information literacy programs in libraries, and examining the existing infrastructure; and noting the suggestions from the stakeholders in the information sector.

2.5 Challenges Encountered in Provision of IL Skills to Library Users

There are a number of challenges facing libraries in the 21st century requiring them to effectively reinvent themselves if they are to remain required, relevant and resourced. Among the real uncertainties and negatives about just how, and at what speed they do this, is one positive indication which provides the libraries with an unprecedented opening to foster educational change, and for which there will be a high opportunity cost if the challenge is grasped.

Developing countries suffer from general low utilization of the most important resources of the present time – information and knowledge, due to lack of information literacy skills. Lack of these skills and efficient use of information and knowledge causes a waste of other resources and affects productivity in all spheres of life and work, education, research, business, and administration, which results into poor societies. Ghaith (2010: 489) points out that, the global information explosion has made the acquisition of information literacy skills mandatory if the society has to enhance information provision to its citizens.

2.5.1 Information Literacy and Service Delivery

In recent years, the relationship between information technology and service delivery has become a source of debate. According to Brynjolfsson et al., (2008:178) empirical research associated with information technology, generally, did not significantly improve service delivery. They argued further that information technology is associated not only with improvements in productivity, but also in intermediate measures and economic supply as new data is identified and new technologies are applied.

Information literacy is very important in the workplace. It is the first step towards information management in the workplace. O'Farrill (2010:706) refers to the fact that information literacy and knowledge management can be combined in the workplace to support learning, sense-making and decision-making in the workplace. Oman (2012:732) supported the suggestion that information literacy is important in the workplace in view of the current information overload. Employees and other stakeholders should be information literate to be able to find, manipulate and use information in the workplace mostly for decision making/problem solving.

Information literacy training can have a definite impact on service delivery. Craig and Corrall (2010:120) found that information literacy training had a positive impact on both skills and confidence, key areas of skills development include; identifying more relevant information selecting search terms and evaluating information quality. To ensure information-literate institutions, collaboration between departments of Library and library services is essential. Floyd, Colvin and Bodur (2010:367) found that library instructions have a positive impact on the use of library information. They further found that guidelines established by any institution pertaining to library services improve library instructions and emphasize the importance of collaboration between libraries and end user. Emmons *et al.* (2009:143) lay emphasis on the importance of collaboration between library department and librarians to improve the information literacy of in-service. Pierce (2009:15) states that the expertise of a librarian can enhance library services delivery, but that training of end users can be a challenge for librarians, which in turn implies the need to improve collaboration between librarians and departments.

Library instructions can be seen as the first step towards information literacy to enable a user to make a sound decision and judgment. Library instruction and information literacy training are complementary to one another and are part of the whole process of information literacy training (Western Carolina University, 2011:7) Librarians have a role in measuring and assessing information literacy through the conduct of user surveys to determine not only information needs, but to assess information seeking behaviour. Librarians should also ensure their systems are configured to provide frequently requested information with minimum searching, and be in the forefront of managing

organization's intranets or websites to ensure that this objective is achieved. Basic literacy is a prerequisite for information literacy (Lloyd, 2010: 570).

According to Pierce (2011: 705), a point-of-need information literacy training session might be the solution to the problem that not everyone realizes the importance and difficulty of information seeking. Clear links between economic, social and political development and information literate societies are now recognized and accepted in the whole world. Vandevord (2010: 173) points out that a comparison between any successful economy in the world and that of any developing country enables one to appreciate this reality. Successful economies are as a result of recognizing the role of information literacy as an essential resource for handling workplace productivity.

Andretta and Debowski (2012) were of the view that the practice of information literacy involves not only the development of digital skills but also include higher level analytical and evaluative skills needed to engage effectively with the formulations of complex ideas. Information literacy encourages critical thinking and reflection, both of which are considered as the hallmark of library research.

2.6 Models of Information Literacy

Different authors have overtime developed various models of information literacy. The following are models for Information Literacy that are generally the most widely used across the United States. Many places develop their own stages based on either of these models.

2.6.1   The Big 6 Model

Eisenberg and Berkowitz, (1990: 12) developed the information literacy model known as the Big 6 which is one of the most well-known models in the field and is being taught widely to students as a guide for their research, especially at the K-12 level. The Big 6 steps include: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation.

2.6.2   Information Search Process Model

Kuhlthau, (1989: 419) developed the information literacy model known as information search process. This model shows how users approach the research process and how a user's confidence increases at each stage. These stages include initiation, selection, exploration, formulation, collection, presentation and assessment.

2.6.3   Stripling and Pitts Research Process Model (1988)

This model guides students through the stages of creating a research paper. The 10 steps in this model include, Choosing a broad topic, getting an overview, narrowing the topic, developing thesis statement, formulating questions, planning for research, find, analyse, evaluate, evaluate evidence, establish conclusions, create and present final product.

2.6.4   Pathways to Knowledge Information Skills Model

Pappas and Tepe (1995:152) developed an elaborate model of information literacy complete with recommended strategies, forms of expression, methods of teaching and learning embedded in the model. The model is known as pathways to knowledge information skills. The stages in this model include appreciation, pre-search, search, interpretation, communication and evaluation. The researcher has decided to use the Big

6 model for purposes of this study. The six stages of this model reflect the stages which the HCL users will be taken through for them to acquire information literacy skills.

2.7   Conceptual Framework

A conceptual framework is an analytical tool with several variations and context. It is used to make conceptual distinctions and organize ideas (Onwuegbuzie, Dickinson, Leech & Zoran, 2009:8(41). Levering (2002: 38) states that a conceptual framework provides knowledge of "hard" facts but rather "soft" interpretation of intentions conceptual frameworks capture something and do this in a way that is easy to remember and apply. There are two types of variables independent and dependent variables.

An independent variable is manipulated in order to determine its effect or influence on another variable (Mugenda (2008: 117). Mugenda continues to state that "a dependent variable varies as a function of the independent variable or varies in study. Mugenda (2008: 118) observes that dependent variable(s) also known as the criterion variable or outcome variable and is always proceeded by an independent variable or variables.

Intervening variable is the link between the independent variable and dependent variable. The researcher will consider the following variables in the study, locate and access information, use information, synthesis information and evaluate information.

Dependent Variable   **Independent Variables**

Expected Outcome
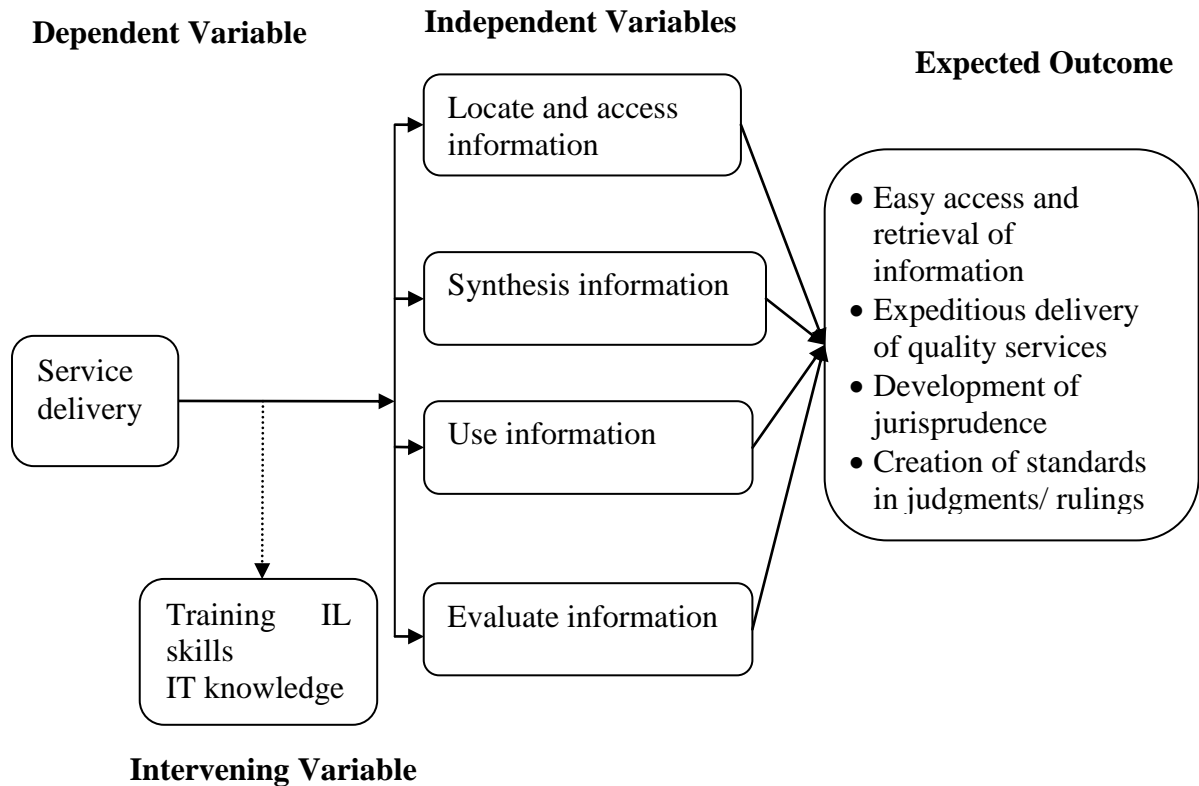
Figure 2.1 Conceptual Framework

Source: Researcher (2015)

The information literacy conceptual framework shown in figure 2.1 covers the following concepts; locate and access information, use information, synthesis information and evaluate information as the independent variables while easy access and retrieval of information, expeditious delivery of quality services, development of jurisprudence and creation of standards in judgements /rulings are the expected outcome. Njue (2011: 116) states that "the independent variables are also called predicator variables because of their predicting role in predicting the nature and amount of variation that occurs in another variable". Teaching information literacy is the intervening variable.

2.8   Chapter Summary

This chapter has provided the literature review pertaining to information literacy in special libraries with focus to high court library. The issues discussed include, concepts of information literacy, skills and competencies of information literacy, strategies of information literacy enhancement, and challenges encountered in the provision of information literacy skills to the library users.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter focuses on the procedure the researcher used to carry out the study. The issues here include research design, target population, sample and sampling techniques, data collection methods, data collection instruments, validity and reliability of research instruments,   data analysis and Ethical issues.

3.2   Research Design

The study used a descriptive research design where a case study strategy was employed. Descriptive research design is defined as a study designed to depict the participants in an accurate way. More simply put descriptive research is all about describing people who take part in the study (Parahoo 2001: 201). According to Burns and Grove (2003: 201) descriptive Research "is designed to provide a picture of a situation as it naturally happens." It may be used to justify current practice and make judgment and also to develop theories. Descriptive research was used to obtain opinions of the library users' in the High Court Library Milimani Law Courts.

The main focus of this study was quantitative. This method concerns the intense investigation of problem solving situations in which problems are relevant to the research problem. The underlining concept is to select several targeted cases where an intensive analysis identified the possible alternatives for solving the research questions on the basis of the existing solution applied in the selected case study. The researcher attempts to describe and define a subject, often by creating a profile of a group of problems (Cooper and Schindler, 2003: 35).

The study also used qualitative approach in order to gain a better understanding and possibly enable a better and more insightful interpretation of the results from the quantitative study. Parahoo (2001: 706) stated that qualitative research focuses on the experiences of people as well stressing uniqueness of the individual. Holloway and Wheeler (2002: 347) refer to qualitative research as "a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live. Kothari, (2009:1) opined that quantitative techniques are those statistical and operations research or programming techniques which help in the decision making process especially concerning business and industry. They involve the use of numbers, symbols and other mathematical expressions. Various methods of approach were used in this study as both qualitative and quantitative methods were applied in data collection.

3.3   Target Population

Mugenda and Mugenda (2008: 125) define population as "the total number of units from which data can be collected", such as individuals, artifacts, events or organizations. Burns and Grove (2003: 213) describe population as all the elements that meet the criteria for inclusion in a study. The target population for this study was the judges, magistrates, advocates, legal researchers and para-legal staff who use the High Court Library. It included library staff who comprise of librarians and office assistants. The total population of library users was 125 while the selected sample size was 102 that is 81.6% as shown in the table below. The total population for library staff was 10 and 100% of the same was used for this study.

Table 3.1 Sampling Frame

Category	Size of population	Sample size	Percentage
Judges	20	15	75%
Magistrates	25	20	80%
Advocates	35	32	91.4%
Legal researchers	20	20	100%
Para-legal staff	15	15	100%
Total	**125**	**102**	

Source: Researcher, 2015

Table 3.2 Total Population of Library Staff

Category	Size of population	Sample size	Percentage
Librarians	6	6	100%
Office assistants	4	4	100%
Total	**10**	**10**	**100%**

Source: Researcher, 2015

3.4 Sample and Sampling Techniques

Cooper and Schindler (2003: 23) define sample as a proportion of a population. The sample was chosen from judges, magistrates, advocates, legal researchers and para-legal staff who use the high court library.

3.4.1 Sample Size

Holloway and Wheeler (2002: 128) assert that sample size does not influence the importance of quality of the study and note that there are no guidelines in determining sample size in qualitative research.

3.4.2 Sampling Methods

Burns and Grove (2003: 31) refer to sampling as a process of selecting a group of people, events and behaviour with which to conduct a study. This study used purposive sampling technique which is a non-probability sampling technique. According to Parahoo (1997:

223) in non-probability sampling researchers use their judgment to select the subjects to be included in the study based on their knowledge of the phenomenon.

3.4.3 Purposive Sampling

Purposive sampling describes sampling as "a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data". The researcher chose the non-probability sampling technique which is purposive technique since it allowed the researcher to select the sample for the study at the researcher's own discretion. The library being a law library, the researcher was interested in selecting a sample from the population of the legal fraternity who frequently used the Law Library.

3.5 Data Collection Methods

The researcher collected data by use of questionnaires. Questionnaires were administered to the target population identified in the sampling frame. The questionnaires were formulated, and divided into two sections; the first section aimed at gathering the demographic information of the respondents. The second section addressed the various themes in the background and objectives of the study. Questionnaires tend to be more objective and detailed in the data collection exercise. The questionnaire was directly given to the respondents by the researcher.

The questionnaire help in saving time since information is collected from large number of respondents within a short time. In most cases respondents can be approached in their respective work stations. The disadvantages of questionnaires are that the response rate can be quite low and in that case the data collection is hampered by court sessions.

3.6   Data Collection Instruments

The main tool for data collection for this study included questionnaire for the respondents. The questionnaire had two parts, A and B. section A sought for respondents background information while section B consisted of items that addressed the research questions.

3.7   Data Collection Techniques

The researcher personally administered the questionnaire to the respondents in High Court Library (HCL). The respondents were assured of strict confidentiality to the information provided.

3.8   Pilot Testing

The purpose of the pilot testing aims to establish the validity and reliability of the research instruments and hence enhance face validity (Joppe, 2000). 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…" The pilot testing was conducted using the questionnaire on 10 library users and 1 librarian. The pilot group was conducted through random sampling. The researcher carried out a pilot test in Kibera law courts library.

3.9   Validity and Reliability of Research Instruments

Validity: Mugenda and Mugenda, (2003) defined validity as the accuracy and meaningfulness of inferences which is based on the research results. Mugenda continues to state that validity is the degree which results obtained from the analysis of the data, actually represents the phenomena under study.

Reliability: Reliability is a measure of the degree to which a research instrument yields consistent data after repeated trials (Mugenda and Mugenda, 2003). Validity in this study was achieved by making sure that the questionnaires were related to information literacy in special libraries with focus to the High Court Library in Milimani Law Courts. The researcher counterchecked the findings with respondents to the correctness of the data collected.

3.10 Data Analysis

Once the questionnaires were collected from the respondents, the researcher checked for incompletion error then coded and entered the data into statistical package for social science (SPSS). Data collected was both quantitative and qualitative in nature. Quantitative data analysis consists of measuring numerical values from which descriptions such as mean and standard deviation are made. Descriptive statistics such as percentages means frequencies were used to report data. The result of data analysis was reported in summary from using frequency tables, bar graphs and pie charts. Qualitative data analysis, content analysis describes the form or content of written or spoken material. Ideas were grouped into themes. The frequency of different descriptions was generated by categorizing and coding pieces of data and grouping them into themes.

3.11 Ethical Considerations

Resnik, (2011: 13) defines ethics as "norms for conduct that distinguish or acceptable and unacceptable behaviour". Shamoo and Resnik, (2003: 19) observed that ethics is a method, procedure or perspective for deciding how to act and for analysing problems and issues. Ethical issues considered in this study included confidentiality professionalism, respect and non-discrimination of the respondents.

Official permission was sought from the chief librarian High Court Library for the respondents who participated in the study. The principle of voluntary participation was strictly adhered to and the respondents were not coerced into participating in the research. Protection of the research participation was assured. The researcher assured the respondents of their confidentiality. The participants were not required to reveal their own identity; they were advised to remain anonymous throughout the study, by ensuring that they didn't provide their names or particulars anywhere in the questionnaire. The researcher was polite and courteous and treated the participants with the dignity and respect they deserved during and after the research.

3.12 Chapter Summary

This chapter has discussed the research methodology used by the researcher in carrying out the research. The researcher outlines the research design, target population ,sample and sampling techniques, data collection methods used, data collection instruments, data collection techniques, validity and reliability of research instruments as well as ethical considerations.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. The purpose of

the study was to explore information literacy in special libraries with focus to high court

library Milimani Law courts in Nairobi, Kenya. The study made use of frequency tables

and figures to present data. The finding was intended on answering the study's research

questions. Data composed was collated and reports were produced in form of tables and

figures and qualitative analysis done in prose.

4.1.1 Response Rate

The study targeted a total of 112 library users and library staff from high court library

Milimani Law courts in collecting data with regard to the information literacy in special

libraries. From the study, 100 (90 library users and 10 library staff) out of the 112

sample respondents filled-in and returned the questionnaires making a response rate of

89%. This response rate was sufficient and representative and conforms to Mugenda and

Mugenda (2008) stipulation that a response rate of 50% is adequate for analysis and

reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This

reasonable response rate was made a reality after the researcher made personal calls and

visits to remind the respondent to fill-in and return the questionnaires.

Table 4.1 Response Rate

Response	Frequency	Percentage (%)
Filled in questionnaires	100	89
Un returned questionnaires	12	11
Total	**112**	**100**

4.2   Background Information

4.2.1 Gender of the Respondents

The study aimed to investigate the gender of the respondents. According to the findings, majority (65%) of the respondents were male while the rest (35%) were female. This means that even though there is gender distribution in the Milimani Law courts, male take up the largest share of the jobs.
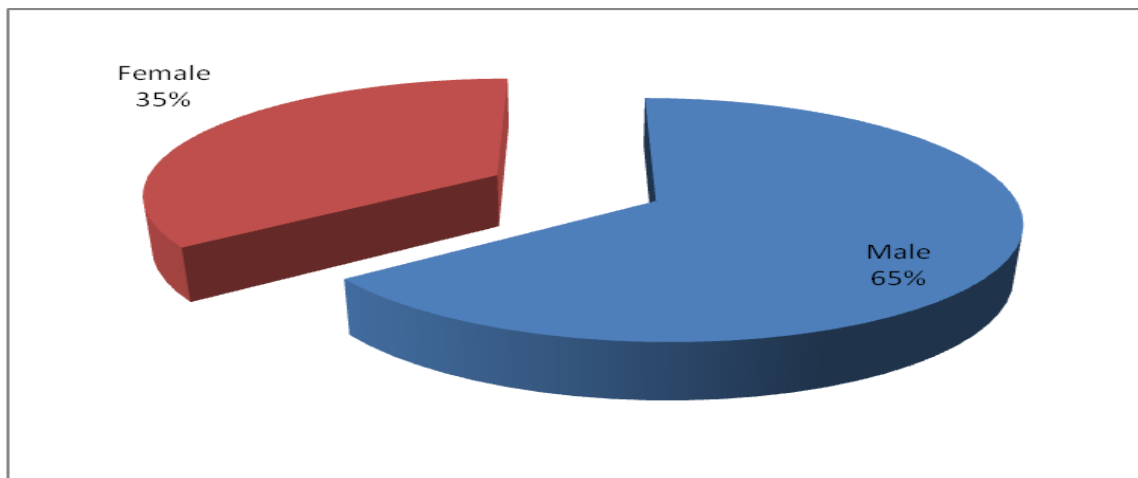
Figure 4.1 Gender of the Respondents

4.2.2   Membership Category

The study further sought to establish the membership category of the users of the library. The findings are as illustrated in table 4.2.

Table 4.2 Membership Category

Membership Category	Frequency	Percent
Judge	9	10
Magistrate	12	13
Advocate	24	40
Researcher	18	20
Para-legal personnel	15	17
Total	**90**	**100**

According to the findings most (40%) of the respondents were advocates, 20% were researchers, 17% were para-legal personnel while 13% and 10% were magistrates and judges respectively. This implies that most of the library users were advocates.

4.2.3   Position in the Library

The study aimed to investigate position held by the respondents within the library.
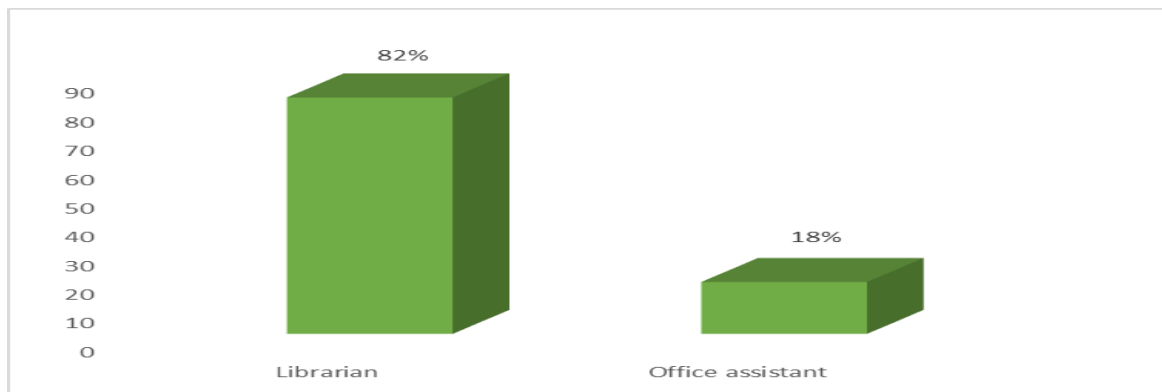
Figure 4.2 Position in the Library

From the findings as illustrated in figure 4.2, majority (82%) of the respondents were librarians while the rest (18%) were office assistants. This means that majority of the library staff sampled were librarians and were therefore suitable for the study as they

40

dealt with the daily activities of the library and had the necessary information that the study sought.

4.2.4 Duration of Work in High Court Library

The study also sought to determine the duration in which the respondents had worked in the library. The findings are illustrated in table 4.3.

Table 4.3 Duration of Work in High Court Library

	Frequency	**Percent**
Less than one year	1	10
1-4 years	3	30
5-9 years	5	50
10 years and above	1	10
Total	**10**	**100**

According to the findings most (50%) of the respondents had worked in the library for 5-9 years, 30% had worked for 1-4 years while those who had worked for less than one year and 10 years and above were 10% each respectively. This shows that majority of the library staff had worked for 5 years and above and had garnered the necessary experience to give the relevant information the study sought.

4.3 Information Literacy Services

4.3.1 Membership Charges

The study requested the respondents to indicate whether the library charged for membership. The findings are as illustrated in figure 4.3.
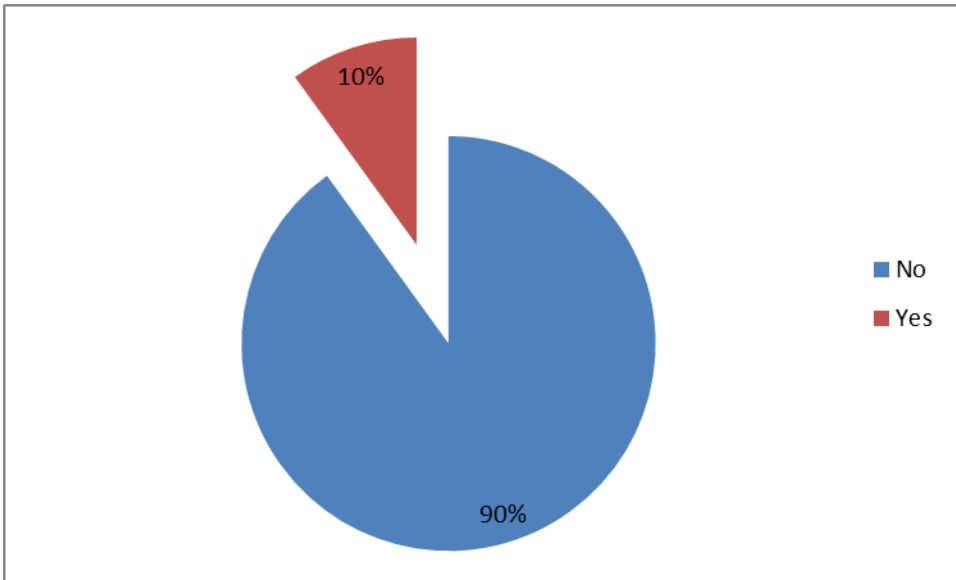
Figure 4.3 Membership Charges

From the findings majority (90%) of the respondents indicated that they were not charged for membership of the library while the rest (10%) indicated otherwise. This implies that the high court library does not charge membership fees.

4.3.2 Information Literacy Trainings

The study further sought to find out whether the library provided information literacy trainings to the library users. Figure 4.4 shows the findings.
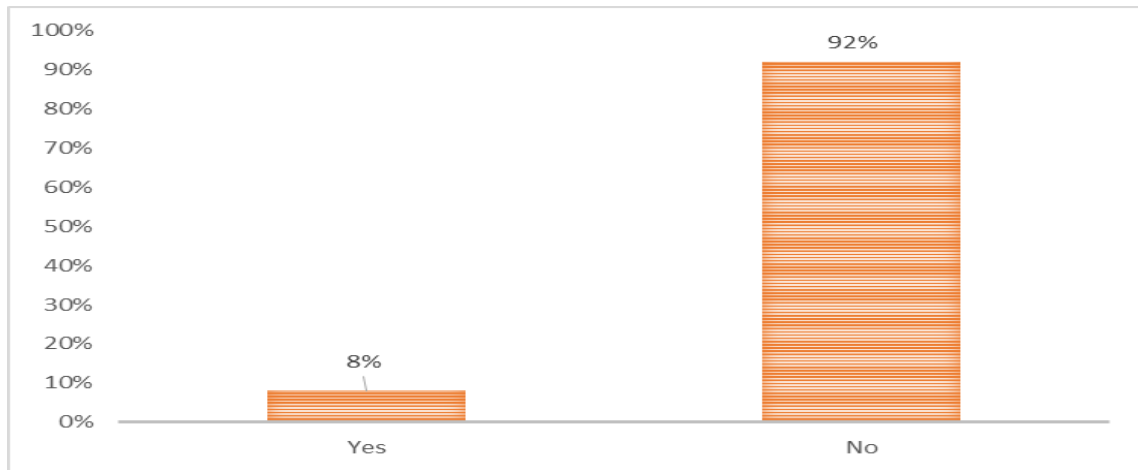
Figure 4.4 Information Literacy Trainings

From the findings majority (92%) of the respondents indicated that the library does not provide information literacy trainings to the library users while the rest (8%) indicated the contrary. This illustrates that the High Court Library did not provide information literacy trainings to the library users.

4.3.3 Types of User Trainings

The study sought to find out from those respondents who indicated that the library provided information literacy trainings to the library users, what specific types of user trainings the library provided. Figure 4.5 shows the findings. According to the findings majority (95%) of the respondents indicated that the specific type of training provided was orientation, 3% indicated training while 2% indicated workshops. This implies that the specific type of training the respondents were referring to was orientation which is common for all new library users.
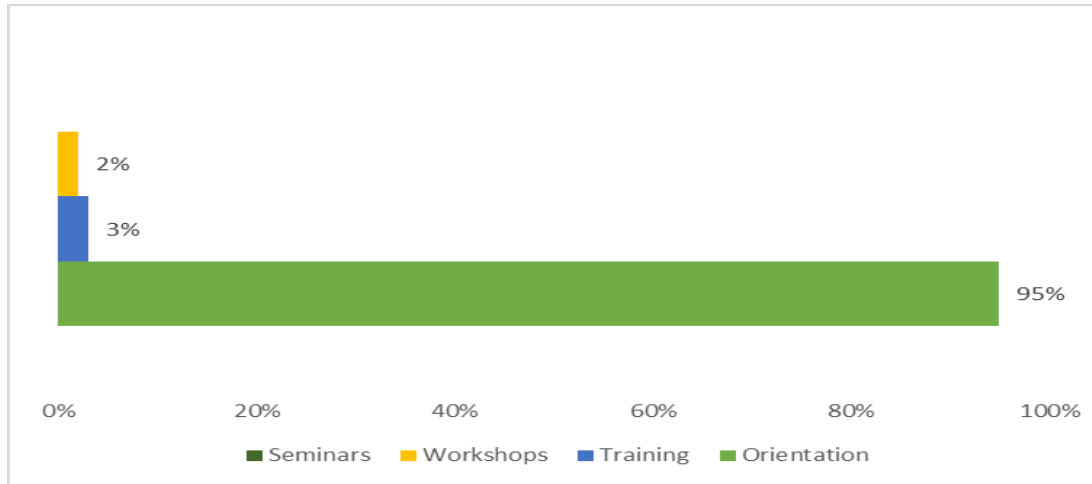
Figure 4.5 Types of User Trainings

4.3.4   Policy Governing Provision of Information Literacy

The study also aimed at finding out whether there was a policy governing provision of information literacy in the High Court Library. The findings are as illustrated in table 4.4.

Table 4.4 Policy Governing Provision of Information Literacy

	Frequency	Per cent
Yes	98	88
No	14	12
Total	**112**	**100**

From the findings majority (88%) of the respondents indicated that there was no policy governing provision of information literacy in the High Court Library while 12% of them indicated otherwise. This infers that the high court library did not have a policy governing provision of information literacy.

4.3.5   Need for Formulating an Information Literacy Policy

The researcher went further and requested the respondents to indicate whether they found it appropriate to recommend to the management on the need for formulating an information literacy policy for the library.
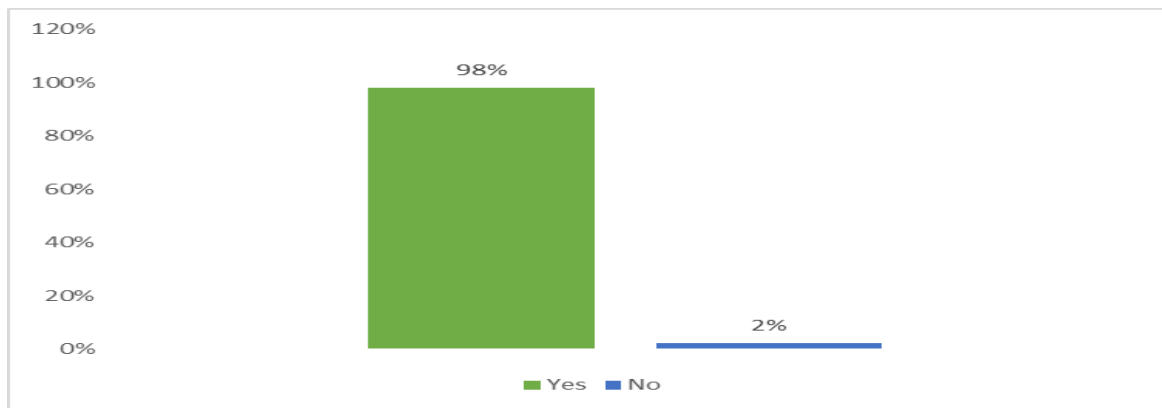
Figure 4.6 Need for Formulating an Information Literacy Policy

According to the findings as illustrated in figure 4.6 majority (98%) of the respondents indicated that they found it appropriate to recommend to the management on the need for formulating an information literacy policy for the library while the rest (2%) indicated otherwise. This implies that there was need for the management to formulate an information literacy policy to regulate access to information by the high court library users.

4.3.6   Method(s) Used in the Provision of Information Literacy

The study further aimed at finding out from the respondents whether they found the method(s) used by the librarians at High Court Library in the provision of information literacy appropriate. The findings are as shown in table 4.5.

Table 4.5 Method(s) used in the Provision of Information Literacy

	Frequency	Per cent
Yes	30	33
No	60	67
Total	**90**	**100**

From the findings majority (67%) of the respondents indicated that the method(s) used by the librarians at High Court Library in the provision of information literacy were not appropriate while 33% of them indicated the contrary. This implies that the method(s) used by the librarians at High Court Library in the provision of information literacy were not appropriate.

4.3.7 Services Provided to Users Seeking Electronic Based Information Resources

The study also sought to find out what services the library staff provided to users seeking electronic based information resources. The respondents indicated that they assisted the library users to open the computers and directed them to the sites where they could access the relevant information that they sought. The respondents would also guide the library users on how to search the information they were looking for and the appropriate portals they could get the information from. The respondents would also shut the computers after the users had gotten the information they were seeking and were through.

4.3.8 Provision of Information Literacy Skills to the Library Users

The researcher also requested the respondents to rate their information literacy provision to the library users. The findings are as illustrated in figure 4.7. According to the findings majority (67%) of the respondents rated their information literacy provision to the library users as poor, 23% indicated that the information literacy provision was average while 10% rated the information literacy provision as good. This implies that the information

literacy provision by the library staff was not appropriate and not to the expectation of the users and staff.
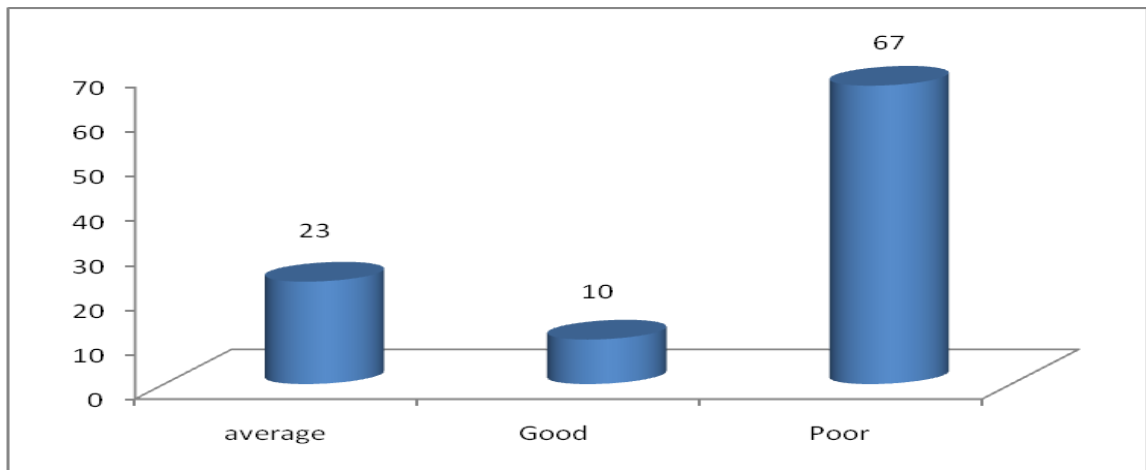
Figure 4.7 Information Literacy Provision to the Library Users

4.3.9 Challenges Encountered While Providing Information Literacy

The study further requested the respondents to indicate the challenges they encountered while providing information literacy to the library users. The respondents indicated that some of the users were not conversant with the use of information communication technology. The respondents also indicated that the library users also lacked information literacy skills and therefore were not able to use the library resources adequately.

4.3.10 Possible Strategies for the Provision of Information Literacy Skills

The study further requested the respondents to suggest possible methods for the provision of adequate, suitable and appropriate information literacy to the library users. The findings are as illustrated in table 4.6.

Table 4.6 Possible Strategies for the Provision of Information Literacy Skills

	Frequency	Percent
Workshops	1	1
Seminars	3	2
Trainings	96	86
Orientations	12	11
Total	**112**	**100**

From the findings majority (86%) of the respondents suggested that training the library users was a possible method for the provision of adequate, suitable and appropriate information literacy to them, 12% suggested orientations, while 3% and 1% suggested seminars and workshops respectively. This implies that training was the best possible method for the provision of adequate, suitable and appropriate information literacy to the library users. The respondents suggested that the court should ensure all the librarians are conversant with the library resources and management to make service delivery efficient and effective. Management of information should be provided through the use of information communication technology as a tool in enhancing information provision and retrieval. This will make search for information more effective and fast.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the data findings on information literacy in special libraries with focus to high court library Milimani Law courts in Nairobi, Kenya. The purpose of the study was to explore effect of information literacy in special libraries with focus to high court library Milimani Law courts in Nairobi, Kenya. The objectives of the study included to:

i. Find out whether there is a library policy which governing provision of information literacy in the high court library users.

ii. Establish whether the library users have information literacy skills necessary to access and use information resources effectively.

iii. Find out strategies adopted in enhancing information literacy skills of the high court library users.

iv. Identify the challenges experienced in the provision of information literacy skills to the high court library users.

The conclusion and recommendations are drawn there to. The chapter is structured into summary of the findings, conclusion, recommendations and areas for further research.

5.2 Summary of the Findings

5.2.1 Library Policy Governing Provision of Information Literacy

The study sought to explore the effect of information literacy in special libraries with focus to the High Court Library, Milimani. On whether the library had a policy governing

provision of information literacy in the High Court Library the study found out that the high court library did not have a policy governing provision of information literacy as indicated in table 4.4 pg 45. According to Bloch and Ndebele (2010, 12) digital divide, strengthens the employability of a workforce, counter information overload, and support evidence-based policy and decisions in governments and professions. The study further established that there was need for the management to formulate an information literacy policy to regulate access to information by the high court library users as indicated in figure 4.6 pg 46. Nzuki (2014:2) adds that information literacy is an important tool for the library users as their work demands making references, quoting and citing of authorities in decision making, problem solving as well as coming up with new jurisprudence.

5.2.2 Possession of Information Literacy Skills by Library Users

On information literacy skills necessary to access and use information resources effectively in the library, the study found out that the high court library did not provide information literacy trainings to the library users as indicated in figure 4.7 pg 48. This is contrary to the views of Sloep *et al*., (2011: 204) who infers that information literacy skills are essential to produce a flexible and competent work force. The study further established that the library users were taken through an orientation as illustrated in table 4.6 pg 49. The study also found out that the information literacy provision by the library staff was inappropriate as indicated in table 4.5 pg 47. Additionally the study established that the librarians assisted the library users to open the computers and directed them to the sites where they could access the relevant information that they sought. This is in line with the views of Nassimbeni (2011: 267) who suggested that the Legal profession has

witnessed gradual shift from the traditional print to electronic databases, with much of information resources requiring the need to pass effective research skills from the librarian to the users. The librarians do guide the library users on how to search the information they needed and the appropriate portals they could get the information from.

5.2.3 Suggested Strategies in Enhancing Information Literacy Skills

On the strategies suggested in enhancing information literacy skills of library users in the high court library, the study established that training was the best possible method for the provision of adequate, suitable and appropriate information literacy to the library users as indicated in table 4.6 pg 49. This conforms to Britz (2010: 11) who argues that information literacy and library instructions are equated because the two topics are closely aligned in the profession. Lau (2011: 8) further pointed out that while library instruction emphasizes on the location of library materials, the concept of information literacy focuses on both information seeking strategies and user competences. The study further established that the court should ensure all the librarians are conversant with the library resources and management to make service delivery efficient and effective. Management of information should be provided through the use of Information Communication Technology (ICT) as a tool. This will make search and retrieval of information more efficient, effective and faster. This is in line with Brynjolfsson et al., (2008:178) who argued that information technology is associated not only with improvements in productivity, but also in intermediate measures and economic supply as new data is identified and new technology is applied.

5.2.4 Challenges Experienced in Provision of Information Literacy Skills

On the challenges experienced in the provision of information literacy skills to the library users the study established that some of the users were not conversant with the use of information communication technology as indicated in sub-topic 4.3.9 pg 48. The study also found out that the library users also lacked information literacy skills and therefore were not able to use the library resources adequately and effectively. This finding contrasts the advice of Bothma (2011: 29) that library users need to acquire information literacy skills to enable them use the library information resources efficiently and effectively. The study further established that the method(s) used by the librarians at High Court Library in the provision of information literacy were not appropriate.

5.3   Conclusion

- Based on the findings the study concluded that the High Court Library did not have a policy governing provision of information literacy. The study further concluded that there was need for the management to formulate an information literacy policy to regulate access to information by the high court library users.

- On information literacy skills necessary to access and use information resources effectively in the library, the study concluded that the high court library did not provide information literacy trainings to the library users. The study further concluded that the library users were taken through an orientation. The study also concluded that the information literacy provision by the library staff was inappropriate. Additionally the study concluded that the librarians assisted the library users to open the computers and directed them to the sites where they could access the relevant information that they sought. The librarians would also guide the library

users on how to search the information they were looking for and the appropriate portals they could get the information from.

- On the strategies to be used in enhancing information literacy skills of library users using the high court library the study concluded that training was the best possible method for the provision of adequate, suitable and appropriate information literacy to the library users. The study further concluded that the management should ensure all the librarians are conversant with the library resources in order to make service delivery efficient and effective. Management of information should be provided through the use of information communication technology. This will make search for information more effective and fast.

- On the challenges experienced in the provision of information literacy skills to the library users the study concluded that some of the users were not conversant with the use of information communication technology. The study also concluded that the library users also lacked information literacy skills and therefore were not able to use the library resources adequately. The study further concluded that the method(s) used by the librarians at High Court Library in the provision of information literacy were not appropriate.

5.4 Recommendations

5.4.1 Library Policy Governing Provision of Information Literacy

Based on the findings the study recommends that management should formulate policies that govern the provision of information literacy skill to the library users. The court should ensure that all the librarians are conversant with the library resources both printed and electronic to enhance service delivery. Management of information should be

provided through the use of information communication technology. This will make search for information more effective and fast.

5.4.2 Possession of Information Literacy Skills by Library Users

The government should make information science mandatory so as to appreciate the value of information socially, politically and economically. In doing so the government should ensure that all the state owned special libraries have adequate Information Communication Technology infrastructures to facilitate the effective provision of information literacy.

5.4.3 Strategies in Enhancing Information Literacy Skills

Court libraries all over the country should make an effort to implement information literacy programs to enable their users cope with the current information proliferation, improve their service delivery performance and enable them to compete favourably in the information society.

5.5 Suggestions for Further Research

5.5.1 Wider Research in Information Literacy

The study suggests that a wider research in information literacy should be carried out in order to enhance service delivery in special libraries. This is because special libraries are repositioning themselves as strategic instruments providing business benefit for their parent organization. Knowledge sharing and knowledge exploitation are driving forces for improved business performance.

5.5.2 Comparative Studies in State Owned Special Libraries

In carrying out the further research the study suggests that the study area be widened to cover other state owned special libraries for comparison purposes and to allow for

generalization of findings. A future success criterion for special libraries is to be found in the ability to fusion digital library services and the physical library in such a manner that the two arenas are stimulating each other rather than competing. Knowledge sharing and knowledge exploitation has led to many organizations revisiting their library resources and expertise and as a result re-establishing attractive library facilities.

5.6 Chapter Summary

The chapter has highlighted key findings in the study, given recommendation and suggested further research options. Special library have to put down appropriate strategies to that can enhance services delivery to the public. Library users, librarian and management is crucial in enhancing service delivery particularly in courts.

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LETTER OF INTRODUCTION

Esther Mwangi
Department of Library and Information Science
University of Nairobi
P.O. Box 30197-00100
NAIROBI

Dear Respondents

RE: INTRODUCTION LETTER FOR RESEARCH
I am a post graduate student pursuing a master's degree in the department of library and information science in the University of Nairobi. I am conducting a research titled: Information Literacy in special Libraries: A Case Study of the High Court Library, Milimani Law Courts in Nairobi, Kenya**.** The aim of the study is to explore the IL skills amongst the judicial staff, policies regulating information access and challenges and strategies of enhancing IL among judicial staffs using the high court library. The objectives of the study are to:
1) Find out whether there is a library policy which regulates access to information by the high court library users.
2) Establish whether the library users have information literacy skills necessary to access and use information resources effectively.
3) Suggest strategies to be adopted in enhancing information literacy skills of library users using the high court library
4) Identify the challenges experienced in the provision of information literacy skills to the library users at the high court.

The attached questionnaire is meant to help in collecting data for the research and information gathered will only be used for the research study

Kindly fill as appropriate against each question. Your response will be treated with utmost confidentiality.
Thank you

Yours faithfully,

Mwangi Esther
Student No: C54/62322/2013

APPENDIX II

AUTHORIZATION FOR RESEARCH LETTER

UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE (DLIS)

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

Our Ref: UON/CHSS/DLIS/303   11th SEPT, 2015

To whom it may concern

Dear Sir/Madam,

SUBJECT: RE: MWANGI, ESTHER REG NO: C54/62322/2013

The above-named is undertaking master in Library and Information Science (MLIS) in our Department. She is currently undertaking her research project and has already embarked on her research which is a partial fulfillment in the programme.

Her research topic is *"Information Literacy in Special Libraries: a case study of the High Court Library Milimani Law Courts in Nairobi"*

Any assistance accorded to her will be appreciated.

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

QUESTIONNAIRE FOR LIBRARY USERS

Introduction
Please read each question carefully and respond to it appropriately. Kindly answer all the questions to your utmost ability. All your responses will be kept confidential.
.
Section A: Background Information
1. Gender
   Male ☐   Female ☐
2. Name (Optional) _____
3. What is your membership category?
   i)   Judge   ☐
   ii)   Magistrate   ☐
   iii)   Advocate   ☐
   iv)   Researcher   ☐
   v)   Para-legal personnel   ☐

Section B: Information Literacy Services
4. a) Does the library charge for membership?
   Yes   [ ]   No   [ ]
5. A) Does the library provide information literacy trainings to the library users?
   Yes   [ ]   No   [ ]
   b) If the answer to question 5(a) above is yes, then specify the types of user trainings?
   Orientation   [ ]   training   [ ]
   Workshops   [ ]   seminars   [ ]
   Any other (specify)..
6. a) Does the library have a policy governing provision of information literacy in the High Court Library?
   Yes   ☐   No ☐
   b) If your answer to question 6(a) above is no, then do you find it appropriate to recommend to the management on the need for formulating an information literacy policy for the library?
   Yes ☐   No ☐
7. Do you find the method(s) used by the librarians at High Court Library in the provision of information literacy appropriate?
   Yes   [ ]   No   [ ]
8. Please suggest possible methods for the provision of adequate, suitable and appropriate information literacy to the library users.
   _____
   _____
   _____
   Thank you for your cooperation

LIBRARY STAFF QUESTIONNAIRE

Please read each question carefully and respond to it appropriately. Kindly answer all the questions to the best of your ability.

Section A: Background Information

1. Gender
   Male [ ]   Female [ ]
2. Name (optional) _____
3. What is your position in the library?
   Librarian   [ ]   office assistant   [ ]
4. How long have you worked in High Court Library?
   i)   Less than one year   [ ]
   ii)   1-4 years   [ ]
   iii)   5-9 years   [ ]
   iv)   10 years and above   [ ]

Section B: Information Literacy Services

5. A) Do you have a documented policy governing information literacy at the High Court Library?
   Yes [ ]   No [ ]
   b) If you answer to question 5(a) is No, then do you find it appropriate to recommend to the management on the need for formulating an information literacy policy for the library?
   Yes   [ ]   No   [ ]
6. What services do you provide to users seeking electronic based information resources?
   _____
   _____
   _____

7. How do rate your information literacy provision to the library users?
   Excellent   [ ]   good   [ ]
   Average   [ ]   poor   [ ]
8. What are the challenges you encounter while providing information literacy?
   _____
   _____
   _____

9. Please suggest the possible ways for the provision of adequate, suitable and appropriate information literacy to the library users
   _____
   _____
   _____

Thank you for your cooperation