

Information Literacy Skills: A tool for Capacity Building of Lawmakers in Democratic Governance in Nigeria

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Abstract

Purpose: This study was carried out to investigate how democratic governance aims at increasing state capability, accountability and responsiveness for constituency performance.

Design/Methodology/Approach: The survey research design was used for this study. Three objectives and three research questions were formulated to guide the study. A purposive sampling technique was used to select a sample size of 177 legislators from all the six states of assembly in South-West Nigeria. The Cronbach's alpha was used to validate the questionnaire which gave a reliability coefficient of 0.188. Return rate was 85.3%. Data were analyzed using descriptive statistics, Person moment correlation and ANOVA.

Findings showed that legislators (64%) had a clear understanding of the information they needed for their constituency work. Moreover, similar to these results legislators (54%) were able to assess quality, credibility relevance and accuracy of information from print sources. Legislators (35%) also found it easiest to retrieve information from community based sources such as traditional and religious leaders as well as NGOs (31%). Majority of the legislators (62%) affirmed their ability to create and communicate legislative proceedings to their constituency, through newsletters and magazines. It can be seen that legislators understood the need to act confidentially when dealing with information (44%). They understood and adhered to copyright laws (44%) and to a lesser extent, they had the skill to regularly recognize that accurate and complete information was the basis for intelligent decision-making.

Implications: Legislators had shown their readiness to acquire information literacy skills, since information literacy and constituency performance were closely related, even though information literacy skills does not have much contribution to the constituency performance of the legislators, there is need to encourage the development of information literacy skills.

Originality/Value: It was recommended that the complexity of the parliamentary structure and processes require the need for information literacy skills, through the use of information and communication technologies. This can be achieved by training for newly elected members and orientation programmes.

Keywords: Capacity Building; Constituency Performance; Democratic Governance; Information Literacy Skills; Lawmakers; South-West Nigeria.

Paper type: Empirical

Introduction

Information is an indispensable and essential ingredient in today's social, economic, industrial, political and technological world. It is now very clear that without timely and relevant information, no meaningful development can be achieved. According to Peace (2007), the word information is derived from Latin verb 'informate', which means to give shape or form to the mind. Information is a process of

communicating a message; the further refinement of information into intelligence is known as knowledge. Curers (1999), cites by Afolabi (2003) conceives information first as stimulus and, second, as a process of decision making. In view of the foregoing, information can be regarded as a process by which the event of the externals is received giving the receipt the opportunity to make informed judgments and decisions.

We live in the age of information, where the physical, economic and social barriers that previously stemmed the flow of knowledge have been largely broken down by the internet and related technologies. This is the digital age, where computers and technologies are supremely powerfully and the potential that they offer for human endeavour and particularly to education is great. However, in this world of digital information it is more critical than ever before to ensure that citizens of the world are information literate. People need the skills and value to enable them not just to access information but to use it to make informed judgements and choices, to make their voices heard and make a difference. Librarians have recognised this for many years and call these skills and values information 'literacy literacy' (Secker & Coonan, 2013).

Faibisoff & Ely (2010) posit that information is that which reduces uncertainty. It is that which assists in decision-making. It may exist as data in books, computers, people, files and thousands of other sources. These sources have to be considered simply as raw data until they are used to resolve uncertainties. What is often called information is often a random collection of data which does not become information until it is used by someone to achieve a specific purpose. In the broadest sense, every stimulus offers the potential of providing information but a more manageable way to look at information is to consider it as symbolic representations of reality (words-spoken and written; graphics; pictures, numerals and combination of these). A basic test of information, however, is its capability to reduce uncertainty.

Information- literate people are discerning in their choice of information sources and their use of knowledge. They are judicious citizens who can use information to transform their circumstances, create new knowledge and reach their full potential. There is a growing recognition that simply providing access to information through digital technology is not enough. There is a need to develop individuals with the ability to ask questions of the information they find and to evaluate sources critically. These abilities are recognised by UNESCO as human rights, fundamental to democracy UNESCO, 2005 cited in Secker & Coonan, 2013) and they should be a goal for educators everywhere. Menzel (2008) says that

information literacy research is to ascertain how researchers, who are exploring information literacy in various contexts, understand the phenomenon. However, in a given community, it is pertinent to know the level of their information literacy, because the onus of this research also touches on the understanding of the roles of ward and constituency members. Members of the community are supposed to be well informed in order for the citizenry to be able to monitor and evaluate the lawmakers representing their domain in their constituency performance duties. However, the constituency performance duties of the lawmakers, as representatives of people may not be attained if lawmakers are not well informed and grounded in information literacy skills. Social and economic matters relating to governance go beyond ordinary rhetoric.

Antecedents have shown that some of the parliamentarians especially in this part of the world may lack sufficient information about issues pertaining to resource control, federalism and constitutionalism. When they appear on television during debate, this is depicted in the way some of them found it difficult to make useful contributions on issues affecting their constituents during media debates. This may be traced, in part, to a deficiency in information literacy (Ogunseye, 2003). To improve on their information literacy skills lawmakers might need to develop ability to access information resources in their various formats (Ubherin, 2004). The essence of this is to assist and support them, as representatives of the people in their constituency performance and decision-making, which include implementation of beneficial programmes and projects for the betterment of the society. This assertion is further supported by Brophy (2006) who argues that libraries are essential to the functioning of a democratic society and libraries are great symbols of freedom of the mind.

The focus of the study is on six States House of Assemblies located in South West geo-political zones of Nigeria, consisting of six states- Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. The states are located in the South West geo-political zone of the country; they all belong to Yoruba speaking states of the country Ekiti state was created on 1st October 1996. The recently released census of 2006 by National Population Commission put the population of Ekiti at 2,384,212 million. There are 16 local

government Areas in Ekiti State. Ekiti as a people settle in nucleus urban patterns, well linked with network of roads. The State can boast of more than 127 large and small, ancient and modern towns, located on hills and valleys that characterize the state from which the confinement takes its name, Ekiti. Ekiti State, apart from the fact that it is the only state with a warm spring in Nigeria is the watershed and source of some prominent rivers such as Ero, Ose, Ogbese and others. The people of Ekiti are hard-working, upright, studious and very articulate. Ekiti men are predominantly farmers but women engage in trading (Ekiti State Legislative Report, 2012)

Lagos-State was created on May 27, 1967 by virtue of state (Creation and Transitional Provisions) Decree No. 14 of 1967, which structured Nigeria Federation into 12 states. It is the smallest state in area of Nigeria; Lagos State is the most populous state (after Kano State) and arguably the most economically important state of the country, containing Lagos, the nation's largest urban centre. The state is known for her business and financial hub, developments, investors, Technologists, Financial Capital, IT, Investment firms, Banks etc., (Lagos House of Assembly Annual Report, 2010). For Ondo state, it belongs to one of the states created in February 3, 1976 from the former Western State, with the capital at Akure. The state contains eighteen local governments; the majority of the citizens live in urban centres. The big government universities in Ondo State are the Federal University of Technology Akure, and the Adekunle Ajasin Univeriaty at Akungba. There are eighteen Local Government Areas; education is a high priority by the state government with the reputation as the education factory of Nigeria as result of emphasis in the sector over the years (Policy Analysis and Research Project, 2008)

Osun state was created in 1991 from part of old Oyo State. The name was derived from the River Osun, the venerated natural spring that is the manifestation of the Yoruba goddess of the same name. The major ethnic groups in Osun State are Ife, Ijesha, Oyo, Ibolu and Igbomina of the Yoruba people. Osun state is divided into three federal senatorial districts, each of which is composed of two administrative zones. The state consists of 30 local government areas, the third arms of government in Nigeria (PARP, 2008). Ogun-State created in February 3, 1976, with

capital at Abeokuta; major cities are Abeokuta, Ewekoro, Ikenne. It borders Lagos-State and Atlantic Ocean to the South, Oyo and Osun states to the North, Ondo state to the East and the Republic of Benin to the West. The state is made up of six ethnic groups the Egba, the Ijebu, the Remo, the Egbado, the Awori and the Egun. The major food crops include rice, maize, cassava, yam and banana. The main cash crops include cocoa, kola nut, rubber, palm oil and palm kernels. About 20% of its total area is constituted of forest reserve suitable for livestock (Ogun House of Assembly Annual Report, 2011)

Finally, the last state within the research study areas is Oyo- state; it is an inland state in South Western Nigeria, with its capital at Ibadan. It was part of the stated created in 1976, it is an homogenous, mainly inhabited by the Yoruba ethnic group who are primarily agrarian but have a predilection for living in high density urban centres. The indigenous mainly comprise the Oyos, the Oke oguns, the Ibadans, and the Ibarapas, all belonging to the Yoruba family and indigenous city in Africa of the Sahara. Ibadan had been centre of administration of the old Western Region, Nigeria since the days of the British Colonial Rule. The climate of the state favours the cultivation of crops like maize, yam, cassava, millet, rice, plantain, palm tree and cashew (Leke, 2010)

However, legislators, as representatives of their constituencies are expected to provide effective representation for members of their constituencies. According to Mezey (2009), Kurt (2007), Hanna (2007) and Gladdish (2005) legislative duties include interaction with electorates, carrying out outreach programmes, bridging the gap between their constituencies and government, organising, initiating and monitoring development projects. Others are collaborating with private agencies and civil society groups to bring about development.

In order to make themselves accessible to their constituency members, lawmakers need to have functional offices in their constituencies, where they can be visited for discussion about the affairs and problems affecting the members of their constituents through complaints and observations. Such functional offices should have appropriate mixture of staff as well as manual and electronic equipment for receiving, retrieving and disseminating information.

According to Rugambwa (2010) state Members of Parliament (MPs) often access question and answer information services from their constituents through cell phones, short messages service and emails, to do this effectively lawmakers need to have right information resources and the means of accessing them. This would not only build their confidence in providing answers to questions from members of their constituencies, but also keep them abreast of events and situations with them and outside their constituencies. The legislators need to make their phone numbers, email and websites available to the members of their constituencies. Holding town meetings is another activity which will promote access to members of their communities and increase their visibility. Included are community social gatherings such as weddings, burials, house-warming and so on. All these activities make it possible for constituency members to see and interact with their representatives and to provide avenues for open discussions on matters affecting their communities.

Lawmakers as representatives of their people carry out constituency outreach programmes, where decisions are taken through the representative of all the constituencies. The responsibility here is to understand the problems, concerns and priorities of their constituents and ensure that the government works in their interests. Where legislators are not effective and engaged in their constituency by fulfilling these responsibilities, it would be obvious that the members of the constituencies may be denied of their democratic right to representation (National Democratic Initiative, 2005). The outreach programme can be effective if lawmakers are able to identify their needs; this they can do by identifying their information needs which cover education, health, transportation, industry, agriculture, arts and culture etc. The need for this outreach programme is to develop a consensus, a constituency programme that will provide a framework for arriving at appropriate decisions on which basis different development philosophies can emerge.

In addition, organizing and initiating development projects that will address the most pressing needs of constituency members as part of the duties of lawmakers. Most of the concerns of the constituency members are local issues; many of them want food, water and education for their children, good health, adequate housing,

good roads and access to business opportunities. Every constituent wants development and as representatives who have the intimate knowledge of the constituency they represent, it is a matter of identifying priority areas, as an elected leader that can help organize and initiate development projects (World Directory of Parliament, 2007). The constituency performance role of the legislator in Africa has been described as that of "an entrepreneur" whose job was to mobilize the resources of his constituency for community development projects and to extract resources from the central government to finance such undertakings (Gladdish, 2005). As a leader in development, an informed legislator may have information pertaining to development initiatives in their constituency and other constituencies, including information on potential international and local partners in development.

The legislators' duty of bridging the gap between the government and their constituency is performed by intervening sometimes in complex and confusing structures and processes. Gladdish, (2005), observed that being legislators give them a great deal of stature and respect. They have the right and power to question civil servants and government officials about their activities in their constituencies, provided they have access to information and resources that many citizens do not have. Parliament can use their power for the benefit of their constituents that will bring support and will ensure that projects are accomplished in their constituencies. A constituency programme provides mechanisms by which the elected representative can understand the problems, issues, and possible solutions from the particular perspectives of interest groups, and therefore provides room for monitoring development initiatives and mobilizing support (Hanna (2007).

Moreover, lawmakers' constituency duties involve identifying and collaborating with likeminded people or organization. There are a number of non-governmental organizations (NGOs) and constituency based civil societies conducting work in their constituency. Some of the NGOs serve as alternative means of providing basic infrastructure where government has failed in doing so. As elected representatives, lawmakers can leverage on the support of NGOs as startup or a booster of existing concepts programmes and projects

(UNDP, 2006). The aim is to promote development by encouraging them to undertake projects in their constituencies. NGOs have the capacity to mobilize both financial, human and technical resources and effect development. This can be effectively done by lawmakers if they have the ability to locate and access information on developmental programmes organized by United Nations for developing countries, where data and statistics, reports of NGOs collaborating efforts in project executions such as rural water provision, solar-powered streetlights, rehabilitation of roads, vocational training centres and others can be sourced and utilized.

Lawmakers are constituency leaders responsible for policy making and their Parliamentary work as argued above. The constituency has daily needs and problems that require their attention. To achieve this, a constituency programme that will establish the elected representative in a structured manner, making them an organized, effective institutionalized constituency leader, even when they are not physically present in their constituency at a particular time to address a particular issue (Hanna, 2007), should be organized, finally, lawmakers are people's voice in government. As the elected representatives in their constituencies, they are unique to help ensure that government officials in their area do their jobs and that the constituents receive a fair share of government resources (United States Agency for International Development, 2005).

Objectives of the Study

1. Find out lawmakers' ability to identify information needed in the performance of their constituency duties;
2. Establish the extent to which legislators can store and retrieve information needed for constituency performance;
3. Investigate constraints to lawmakers creation and communicate information in the performance of constituency duties;

Research Questions

1. What is the level of lawmakers ability to evaluate information needed for constituency duties?
2. What is the extent to which lawmakers' can store and retrieve information needed for constituency performance?
3. What is the relationship between creation and communication of constituency performance?

Research Hypothesis

Two hypotheses were formulated for the study at <0.05

- H₁ There is no significant relationship between lawmakers' ability to identify information need and their constituency performance;
- H₂ Lawmakers' ability to store and retrieve information does not significantly influence their constituency performance;

Literature Review

The role of information in governance has made it increasingly difficult for developing nations to continue to ignore the need to develop effective database on their activities, while accessing the growing volume of information generated and disseminated around the world. Information is essential for legislature to effectively represent their constituencies and for the constituencies to develop and sustain the thrust of their elected representatives (Ladi, 2005). Thus, the activities of state legislature impact on the same space as those of the constituencies represented by members of the National Assembly.

Information is very important to our everyday life. It is known throughout history as an important agent of human development. Nalumaga (2012) argues that information literacy is a set of skills required to find, retrieve, analyze and use information. It is common to all disciplines, learning environments and levels of education. Information literacy equips information users with the critical skills necessary to become independent. It can be argued that an information-literate person would have the ability to understand and use practical and conceptual tools of current information technology. This may include software, hardware and multimedia, as well as the ability to understand the form, format, location and access information resources. Not only that, information literacy is about knowing how information is socially situated and produced, how it fits into the life of groups and institutions and social networks such as polytechnics, universities, libraries and governments (Head & Eisenberg, 2004)

Information, as a highly abstract concept, cannot be properly defined without understanding the notion of information society, information knowledge, and information age. These attributes make up the concept of information literacy. According to Muranyi, (2000, cites by Karvalis, 2001) information society is a new society in which humanity has the opportunity to

lead a new way of life, to have a higher standard of living, accomplish better work, and to pay a better role in society, thanks to the global use of information and telecommunication technologies. The increasingly complex world in which we live contains an abundance of information choices: print, electronic, image, spatial, sound, visual and numeric. The issue is no longer one of not having enough information; it is rather about the availability of too much information in various formats, which are not all of equal value (Babalola, 2002).

According to Behrens & Zurkowski (2004), people are trained in the application of information resources so that their roles can include the application of information resources to a work situation. Techniques and skills are needed for using information tools and primary sources. Information is also used in problem-solving. For instance, in the United States of America where the population is nearly 100% literate, only one sixth of the populace can be said to be information literate (Rosenburg, 2001). Information literacy is beyond library instruction, bibliographic instruction or user/reader education (Bruce, 2008).

There is need to trace the genesis of information literacy from the viewpoint of library and information professional services, since library and information centres have a role to play in a democratic setting. By the 1930s, the phrases 'library orientation' and 'library instruction' became commonplace in Anglo-American librarianship. Library literacy is usually defined as 'the learning of the basic skills of finding information' (Lijphart, 2005). It refers to competence in the use of libraries with a particular emphasis on the ability to make informed decisions about sources of information. Bawden (2001) defines information literacy as a set of skills. He links information literacy with (1) skills that include locating and using information, (2) the use of information for problem solving and decision making, and, (3) efficient and effective information location and utilization.

Nzotta (2006) ties information literacy to democracy, suggesting a connection between active citizenship and information literacy. In 1979, the Information Industry Association (IIA) defined an information literate person as one who knows the techniques and skills of using information tools in moulding solutions to

problems (Khan, 2008). The definitions of the 1970s highlighted a number of requirements for information literacy, but did not identify the actual knowledge and skills required for information finding and use. However, information literacy was also seen as something serving the functions of citizenship. Behrens (2004) points out that the definitions of the 1970s were developed in response to the rapidly increasing amount of information available and the need to cope with information overload. In higher education settings, a definition created by Martin Tessmer for the Aurira Library at the Denver campus of the University of Colorado (2005) states: that "information literacy is the ability to effectively access and evaluate information for a given need". It gives a list of skills required as characteristics of information literacy.

America Library Association (1989) provides a capstone for information literacy efforts, emphasizing the importance of achieving information literacy. Decandido (2004) reported that information literacy could be achieved only by means of a new model of resource-based learning. Spitzer *et. al;* (2008) supports that to be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. In general, users of information should be should be competent in six general areas:

- (a) recognizing a need for information
 - (b) identifying what information would address a particular problem
 - (c) finding the needed information
 - (d) evaluating the information found
 - (e) organizing the information and,
 - (f) using the information effectively in addressing the specific problem
- (America Library Association (ALA, 1989).

Therefore, constituency performance of legislators can only be effective if lawmakers have the ability to utilize information acquired. There are lot of collaborative efforts expected from lawmakers with private agencies and civil society groups. Miller, Pelizzo & Stapenhurst (2004) describe countries, in which substantive, policy-relevant information is often exclusively the province of the government. In developing countries, the legislature needs free (of government influence) and reliable information

to understand government choices, decisions and policies, to assess whether they are valuable or not, and if not, to criticize them and propose policy alternatives. Members of parliament have representative responsibility for their constituents, thus information needs could be taken in terms of legislative career, information of necessity that is government information, information from interest group, political parties, individual citizens and groups on issues concerning their communities (Coleman, Taylor and Miller, 2004).

Methodology

The research design that was used for this study was survey design type. This method was suitable for this research in the sense that the study had identified and systematically analyzed issues relating to lawmakers' information literacy skills and constituency performance. This study had focused on the legislators from the six States' Houses of Assembly of the South Western geopolitical zone of Nigeria. Although, there are 6 geo-political zones in Nigeria comprising of the South Western zone, South-South, South west, North East, North Western and North Central.

However, the South Western zone which is made up of 6 states (Ekiti, Lagos, Oyo, Ogun, Ondo and Osun states) was picked for the study. The main reason for selecting one zone amongst others is because of the nature of category of study sample. One of the reasons is that the country is large (170 million people situated across 6 geo-political zones made up of 36 states and the Federal capital Territory, Abuja). Therefore conducting this type of research to cut across the whole nation may be cumbersome and may drag for years. Besides, parliamentarians are very busy people and are always on the move. Getting their attention is a bit challenging. The researcher had to select a sizeable sample that could be managed within a time frame. Besides, the South Western zone is one of the

zones that enjoy relative peace. For instance in the North, especially the North Eastern and North Central zones of the country has remained volatile due to terrorist attacks for a couple of years (2009 till now) while the south-southern zone too has been subjected to militant activities. The South Eastern zone too has been under rampage by kidnappers over time. Therefore, gathering data from these zones was almost impossible as research assistants were not willing to go to those areas.

According to Nigeria Atlas of Electoral Constituencies (2008), there were a total of 177 constituencies and 177 lawmakers in this geopolitical zone. Total enumeration was used to determine the number of lawmakers that participated in this study. This means that all the 177 lawmakers in the South West geopolitical zone of Nigeria who represented the 177 constituents in the zone participated in the study due to their small number. To gather data, 6 research assistants were employed and trained. One person was attached to each state's parliament in the selected zone. They were detailed to attend to parliamentary sessions so as to gain direct contact to the lawmakers. This was done over a period of 4 months sometime, the questionnaire were read to some of the respondents who were too busy to create time to fill the questionnaire. Out of the 177 copies of the questionnaire administered were filled, 151 returned and found analyzable. The remaining 26 could not be retrieved because of logistics while others were invalid coupled with other constraints, this gave a response rate of 85.3%. It was based on the data from the total 151 copies questionnaires retrieved that the analysis was made.

Findings and Discussion

Research Question 1: What is the ability of the lawmakers' perception of their information needs for the performance of constituency duties?

Table 1: Lawmakers’ perception of their information needs for the performance of constituency duties

As a lawmaker	SD (%)	D (%)	U (%)	A (%)	SA (%)
I understand the need to use information resources to do my work	-	-	-	54 (36.5)	94 (63.5)
I recognized the need for information and data to achieve a specific end.	-	1 (0.7)	1 (0.7)	76 (54.3)	62 (44.3)
I need information every day in order to understand current issues	-	-	-	62 (45.3)	75 (54.7)
I need information to solve problems			1 (0.7)	50 (36.2)	87 (63)
I can determine the extent of information need	1 (0.7)	1 (0.7)	1 (0.7)	62 (44.6)	74 (53.2)
I can access the needed information effectively and efficiently	-	-	1 (0.7)	57 (41.3)	80 (58)
I know how to locate needed information needs	-	2 (1.4)	2 (1.4)	46 (33.1)	89 (64)
I formulate questions based in information needs	2 (1.4)	9 (6.5)	13 (9.4)	47 (34.1)	67 (48.6)
I cannot define my specific information resources needs	23 (16.8)	36 (26.3)	14 (10.2)	30 (21.9)	34 (24.8)
I can define the idea of a topic for legislative research	-	10 (7.2)	16 (11.5)	36 (25.9)	77 (55.4)
I lack the needed skills to recognise appropriate reference sources.	28 (19.7)	39 (27.5)	13 (9.2)	24 (16.9)	38 (26.8)
Searching for information is time wasting	31 (21.7)	38 (26.6)	14 (9.8)	25 (17.5)	35 (24.5)

SD-Strongly disagree, D-disagree, U-Undecided, A-Agree, SA-Strongly Agree

Lawmakers appeared to have a clear understanding of their need for information to carry out their constituency duties. For example most (64%) of them ‘strongly agreed’ that they understood the need for them to use information sources to accomplish their work; that they needed information to solve problems (64%), that they knew how to locate needed information (64%), and how to effectively and efficiently access such information (58%). To further buttress this, only a mere 25% ‘‘strongly agreed’’ that they could not define their specific information needs or that searching for information was time wasting. The results have shown that the legislators will impacted very

well on their various constituencies by translating these results into action plans that will of benefit to the members of the constituency, through these they would be able to indentify likely areas that needed urgent attention. It may be in the area of education, environment, health, agriculture, finance, trade and industry etc. Thus this will translate into constituency development of the areas where some of the legislators were representing.

Research Question 2: What is the extent to which legislators can store and retrieve information needed for constituency performance?

Table 2: Ability to store and retrieve information for constituency performance

Rating	SD (%)	D (%)	U (%)	A (%)	SA (%)
Institutional Sources					
I have the understanding of instruction on how to use the library;	2 (1.4)	10 (6.8)		99 (67.8)	35 (24)
I regularly utilize basic tools of the library, such as the card catalogues, indexes, abstracts, reference books, etc.	2 (1.4)	22 (15.2)	3 (2.1)	80 (55.2)	38 (26.2)
I know how to search for specific topics relating to the legislative field.	4 (2.8)	18 (12.7)	8 (5.6)	82 (57.7)	30 (21.1)

Rating	SD (%)	D (%)	U (%)	A (%)	SA (%)
Personal Sources					
I know how to get information from traditional rulers, religious and community leaders	1 (0.7)			94 (63.9)	52 (35.4)
I am aware that community based societies (NGOs) have conducted various research into parliamentary constituency performances in the past and disseminated them	12 (8.1)	1 (0.7)	2 (1.4)	87 (58.8)	46 (31.1)
I often incorporate selected information into one's existing knowledge base	28 (20.4)	28 (20.4)	26 (19)	31 (22.6)	24 (17.5)
Print Sources					
I know through library collections such as print and not print materials back-runs of newspapers and journals are conserved in microform, microfilm, micro-card. Microfiche and microprint are done to make information available to the researcher	1 (0.7)	6 (4.2)	1 (0.7)	101 (70.6)	34 (23.8)
I can identify special collections and local history collections relating to legislative and parliamentary documentations	7 (4.8)	17 (11.6)	6 (4.1)	89 (60.5)	28 (19)
My skill on the use of appropriate library catalogues through manual method for information storage and retrieval is higher than digital	1 (0.7)	1 (0.7)	4 (2.8)	104 (72.7)	33 (23.1)
I am conversant with copy right laws guiding photocopying of information resources for legislative research work		1 (0.7)	3 (2.1)	108 (76.6)	29 (20.6)
I always acknowledge information sources used for research purposes such as conference and seminars papers	21 (14.1)	34 (22.8)	40 (26.8)	41 (27.5)	13 (8.7)
Electronic Sources					
I can initiate search strategies by using indexing and abstracting to retrieve information	33 (22.3)	31 (20.9)	45 (30.4)	27 (18.2)	12 (8.1)
I am skilled in the use of electronic library tools e.g. CDROM, OPAC, Subject Gateways etc.	31 (20.9)	33 (22.3)	45 (30.4)	27 (18.2)	12 (8.1)
I know that information can be stored and retrieved faster from Online Public Access Catalogue (OPAC) than card catalogue.	51 (34.5)	15 (10.1)	11 (7.4)	40 (27)	31 (20.9)

SD-Strongly disagree, D-disagree, U-Undecided, A-Agree, SA-Strongly Agree

It can be seen from Table 2 that legislators found it easiest to source and retrieve information from institutional sources such as traditional and religious leaders, community based groups (35%) as well as from non-governmental organisations (NGOs) (31%). This was followed by institutional and print sources such as libraries (26%) where legislators said that they regularly used basic tools of the library such as card catalogues, indexes abstracts and reference books. They noted in addition, that they were conversant with copyright laws. It was clear that even though legislators were aware of the extensive storage and retrieval opportunities offered by electronic media (21%), most of them were unable to use the media. For example, only

8% of them said that they could initiate search or use electronic library tools such as CDROM, OPAC and subject Gateways. The findings have shown that ability to store and retrieve information touched all the various formats of information literacy skills, concentration were much on traditional sources. An indication that legislators were closer to the members of their constituencies so much that current information were retrieve from all facets of people in the community. Thus during village square meetings they were able to discuss issues affecting members of the constituency.

Research Question 3: What is the relationship between creation and communication of information and constituency performance?.

Table 3: Ability to create and communicate information for constituency performance

As a legislators	SD (%)	D (%)	U (%)	A (%)	SA (%)
Personal Sources					
I have the skill to cite bibliographic references in legislative research reports	2 (1.4)	17 (12.1)	4 (2.8)	73 (51.8)	45 (31.9)
I have the ability to trace legislative proceedings, conference and seminar papers that are produced in the state house of assembly for public consumption and dissemination accordingly	-	1 (0.7)	-	84 (56)	65 (43.3)
I have the skill to make use of information resources to solve some problems at the constituency level	-	2 (1.4)	-	87 (59.2)	58 (39.5)
I have the ability to communicate effectively with the constituency members using appropriate medium.	-	1 (0.7)	-	66 (45.8)	77 (53.5)
Print Sources					
I have the ability to participate in producing legislative proceedings into annual reports, newsletters and magazines for constituency members and the general public	-	1 (0.7)	-	56 (37.6)	92 (61.7)
I know that our publications inform of books and non-books materials created in the parliament can be communicated to the public	-	-	-	70 (47.6)	77 (52.4)
Electronic Sources					
I know that some of our publications are also produced electronically and can be located, sourced and downloaded from our websites	1 (0.7)	1 (0.7)	5 (3.4)	79 (53.4)	62 (41.9)
I develop successful search strategies	32 (21.9)	37 (25.3)	12 (8.2)	48 (32.9)	17 (11.6)
I know how to access sources of information including computer based and other technologies	37 (25.7)	18 (12.5)	6 (4.2)	65 (45.1)	18 (12.5)
I have the ability to source for legislative materials from our library	1 (0.7)	2 (1.4)	-	94 (65.7)	46 (32.2)
Institutional Sources					
I have the ability to collate and generate information sources from various leaders in the community like religious; and traditional rulers, pressure groups, community based society (NGOs), market women and men, artisans etc.	-	-	-	94 (63.1)	55 (36.9)

SD-Strongly disagree, D-disagree, U-Undecided, A-Agree, SA-Strongly Agree.

Legislators (62%) affirmed their ability to create and communicate legislative proceedings to their constituency, through newsletters and magazines. In addition to relying on print sources (52%) to create and information to their constituency, legislators also affirmed their ability to communicate with members of their constituencies through oral media and other appropriate media (54%). Closely followed within the print sources (52.4%) were responses from lawmakers who knew the legislative publications inform of books and non books materials that were created could be communicated to the public. Legislators (41.9%) from electronics sources managed to know that some of the legislature’s publications were produced electronically and can be sourced and

downloaded on the websites, similarly (36.9%) responded from traditional sources that had the ability to collate and generate information sources from various leaders in the community. Findings showed that all deliberations in the house information speech making, public hearings, legislative discussions, conference seminar papers generated were published and disseminated thus carrying the members of the constituency along. Most of them were published as annual reports, in magazines and newsletters.

Hypothesis 1: Lawmakers’ ability to evaluate information needed does not significantly influence the performance of their constituency duties

Table 4: Correlation analysis of lawmakers’ ability to evaluate information needed for performance of the constituency duties

Measure	Means (%)	Standard deviation	Correlation coefficient (r)	p-value	Remark
Measure of lawmaker's constituency performance	85.56	14.13	0.238**	<0.001	Significant
Measure of lawmaker's ability to evaluate information obtained	77.05	15.41			

Findings from Table 4: had showed that the correlation coefficient obtained was 0.283 with a p-value < 0.01; therefore the null hypothesis was rejected. This implies that there was a low significantly positive relationship between lawmakers’ constituency performance and their ability to compare and evaluate information obtained.

Regression model coefficient for estimating lawmakers’ constituency performance based on their ability to evaluate information.

The model fitted for the linear relationship between constituency performance and ability to compare and evaluate information obtained is:

Constituency performance = 65.49 + 0.26 ability to compare and evaluate information obtained.

This means that without the ability to evaluate information obtained, lawmakers’ measure of constituency performance will be 65.5% while every 1% increase in this ability will increase performance by 0.26%. This result showed that ability to evaluate information obtained made significant contribution to lawmaker’s constituency performance, hence, the null hypothesis was rejected at (p<0.01).

Hypothesis 2: Lawmakers’ ability to store and retrieve information does not significantly influence their constituency performance

Table 4: Correlation analysis of lawmakers’ ability to store and retrieve information for their constituency performance

Measure	Means (%)	Standard deviation	Correlation coefficient (r)	p-value	Remark
Measure of lawmaker's constituency performance	85.56	14.13	0.378**	<0.001	Significant
Measure of lawmaker's ability to store and retrieve information	69.39	12.70			

Testing of this hypothesis revealed that the correlation coefficient obtained was at 0.378 with a p-value < 0.01, as indicated in Table 4. This implied that there was a low significantly positive relationship between lawmakers’ constituency performance and their ability to store and retrieve information. Therefore the null hypothesis was rejected. Information storage and retrieval are essential components of information literacy skills, and this can only be achieved if legislators know how to search for information, which can either be manual or electronic.

Regression model coefficient for estimating lawmakers’ constituency performance based on their ability to store and retrieve information for constituency performance

The model fitted for the linear relation between constituency performance and ability to store and retrieve information is:

Constituency performance = 56.34 + 0.42 ability to store and retrieve information.

This means that without the ability to store and retrieve information, lawmakers’ measure of constituency performance will be 56.3% while every 1% increase in this ability will increase performance by 0.42%. The results showed that ability to store and retrieve information made significant positive contribution to lawmaker’s constituency performance (p < 0.01). Therefore the null hypothesis (H₀) was rejected.

Hypothesis 3: Lawmakers’ ability to create and communicate information does not significantly influence their constituency performance

Table 5: Correlation analysis of lawmakers’ ability to create and communicate information for their constituency performance

Measure	Means (%)	Standard deviation	Correlation coefficient (r)	p-value	Remark
Measure of lawmaker's constituency performance	85.56	14.13	0.222**	0.007	Significant
Measure of lawmaker's ability to create information and communicate same	79.93	10.44			

The correlation coefficient obtained was 0.222 with a p-value of 0.007; hence, the null hypothesis was rejected. This implies that there was a low significantly positive relationship between lawmaker’s constituency performance and their ability to create information and communicate. This ability was an aspect of two forms of information behavior of legislators, which was passive receipt and active solicitation.

Regression model coefficients for estimating lawmakers’ constituency performance based on their ability to create and communicate information same.

The model fitted for the linear relationship between constituency performance and the ability to create information and communicate it is:

Constituency performance = 60.773 + 0.309 ability to create information and communicate it. This means that without the ability to create information and communicate it, lawmakers’ measure of constituency performance will be 60.773% while every 1% increase in this ability will increase performance by 0.31%. The results showed that ability to create and communicate information made significant positive contribution to lawmaker’s constituency performance (p = 0.007), therefore the null hypothesis (H₀) was rejected.

Conclusion and Recommendation

The world has moved from an industrial society to an information society, in advanced countries it is much of knowledge economy about what and who you know, how quickly we can respond to change, and the ability to make decisions quickly and efficiently and solve problems, are all critically important. Information literacy skills ability as recognised by the UNESCO as human rights and fundamental to democracy should not be taken lightly by our lawmakers. In essence, it is only members of the parliament

that are well informed will make meaningful changes at constituency performance levels. However, some of the challenges faced by the lawmakers are surmountable and can only be ameliorated through training which can be formal and informal. As representatives of their constituency and policy maker, democratic governance can only be improved if the lawmakers see information literacy as the tool for effective performance that can enhance their deliberations during debate in the parliament for their constituency performance. Lawmakers should not forget the crucial role that information literacy can play in human development through effective capacity building.

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