

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

Winter 10-19-2017

Analysis of Relative Contributions and Challenges of Acquiring Information Literacy Skills for Lawmakers' Constituency Performance in South West Nigeria

Joshua Onaade Ojo Dr.

University of Lagos, Akoka, Yaba, Nigeria., jojo@unilag.edu.ng

Uwem ETENG (Mrs) PhD. Nigeria Institute of Advanced Legal Study, NIALS Library, Technical Services Department, Akoka, Yaba.

uwemet@yahoo.com

Olukemi Titilola OLANIYI (Mrs). Federal College of Education (Technical), College Library, Readers' Services Department, Akoka, Yaba

lolakemi@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Collection Development and Management Commons](#), and the [Information Literacy Commons](#)

Ojo, Joshua Onaade Dr.; ETENG, Uwem (Mrs) PhD. Nigeria Institute of Advanced Legal Study, NIALS Library, Technical Services Department, Akoka, Yaba.; and OLANIYI, Olukemi Titilola (Mrs). Federal College of Education (Technical), College Library, Readers' Services Department, Akoka, Yaba, "Analysis of Relative Contributions and Challenges of Acquiring Information Literacy Skills for Lawmakers' Constituency Performance in South West Nigeria" (2017). *Library Philosophy and Practice (e-journal)*. 1657. <https://digitalcommons.unl.edu/libphilprac/1657>

Analysis of Relative Contributions and Challenges of Acquiring Information Literacy Skills for Lawmakers' Constituency Performance in South West Nigeria

Abstract:

This study examined the challenges of information literacy skills capacity building for the lawmakers in the South West Nigeria. Survey method was adopted for this using questionnaire as instrument for data collection. 177 legislators participated from the six states of assembly in South-West Nigeria through total enumeration to determine the number of lawmakers in the study. The questionnaire titled "Lawmakers' Information Literacy Skills and Constituency Performance in South-West Nigeria (LILSCP)" were distributed to respondents, out of which 151 usable copies were returned to the researcher. The data collected were analyzed and presented in tables using descriptive statistics particularly frequency counts, standard deviation and simple percentages. The result of the study showed that 66.4% of the legislators have contributed to the development of their constituencies through a number of projects. 73% of the responded agreed they initiated and organized programmers based on their level of information literacy skills, as against those who search for information through CD-ROM for collaboration with international agencies find it difficult. 59% of the respondents could not locate most appropriate information resources, as against 3% who did not know how to locate at all. In spite of these challenges faced by the legislators, they were still able to contribute execute some developmental project. However, a well-informed lawmaker is a panacea for robust deliberations in the house; thus, adequate recommendations were made to achieve this.

Keywords: Constituency, Lawmaker, Information, Literacy Skills, Challenges, Information Communication Technology, South West, Nigeria, Capacity Development, Village Square Meeting

Introduction:

Democratic governance aims at increasing state capability, accountability and responsiveness for constituency performance. Lawmakers are pillars of democratic governance. They do this through three major functions of parliament, namely representation, law-making and supervision for a viable democracy (Inter-Parliamentary Union, 2007). Achieving this depends on the institutional setting of the parliament, the members' capacity

and the parliament's place and importance in national and international system (Overseas Development Initiative, 2007). It would appear that in most countries of the world, lawmakers are deemed to be ineffective in carrying out their legislative function of governance.

Legislative representation is not a new phenomenon in Nigeria. It has always been an integral part of political administration, even in the pre-colonial Nigerian societies, where governments (including legislatures) routinely consult, interact, and exchange views and information with the public, so as to enable the citizens to express their preferences and provide their support for decisions that affect their lives and livelihoods (Kurtz, 2007). According to Coleman (2006), prior to the creation of the present state of Nigeria, through the amalgamation of the Northern and Southern protectorates in 1914 by Lord Lugard, there were large state structures with well-developed and organized systems of administration.

The 1999 constitution of the Federal Republic of Nigeria has a section concerning the legislature under the provision of Sections 69 and 110. Which says a member of the House of Assembly may be recalled as such a member if- (a) there is presented to the Chairman of the Independent National Electoral Commission a petition in that behalf signed by more than one half of the persons registered to vote in that member's constituency alleging their loss of confidence in that member; and (b) the petition is thereafter, in a referendum conducted by the Independent National Electoral Commission within ninety days of the date of the receipt of the petition, approved by a simple majority of the votes the persons registered to vote in that member's constituency. This is the power of the electorate to 'RECALL' that is, to summon up a representative in any of the legislative houses. Imhanobe (2001) observes that this is to ensure accountability, genuine representative government and good governance.

Oyelami (2011) posits that in any democratic system of government, the law making rightly belongs to the legislature. This body is represented in Nigeria in the form of the National Assembly made up of the Senate, and the House of Representative as well as the Houses of Assembly at states levels. The legislature has three basic functions which are representation, oversight and law making. In other words, effectively represent constituencies, act as a moderating force on executive power by exercising some degree of oversight and enact laws.

The focus of the study is on six State Houses of Assemblies located in South West geopolitical zones of Nigeria, consisting of six states- Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. The states are located in the South West geopolitical zone of the country; they all belong to the Yoruba speaking states of the country. Perhaps a brief description of all the

selected states will enrich the background by providing an in-depth understanding of the people, their culture, agriculture, social and economic developments of the states, upon which their legislative houses will perform their statutory functions as contained in the constitution.

Ekiti state was created on 1st October 1996. The recently released census of 2006 by the 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 by a 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- State, apart from the fact that it is the only state with a warm spring in Nigeria is the watershed and the 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 –State 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 University at Akungba. There are eighteen Local Government Areas; education is a high priority by the state government with the reputed as the education factory of Nigeria as a result of emphasis in the sector over the years (Policy Analysis and Research Project, 2008)

Osun state was created in 1991 from part of the 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, Ibolo 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 in Abeokuta; the 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 in Ibadan. It was part of the state created in 1976, it is a 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 peoples 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 a 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 the 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. Lawmakers as representatives of their people carry out constituency outreach programmes, where decisions are taken through the representative of all the constituencies.

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 legislators' duty of bridging the gap between the government and their constituency is performed by intervening sometimes in complex and confusing structures and processes. 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 a startup or a booster of existing concepts programmes and projects (UNDP, 2006).

Objective

Objectives of the study:

In order to achieve the aims of this study, the researcher intends to:

1. To assess lawmakers' constituency performance
2. To identify the relative contribution of information literacy skills of lawmakers to constituency performance in South West Nigeria
3. Find out the challenges faced by lawmakers in acquiring information literacy skills for constituency performance

Research Questions:

1. What are the assessments of the lawmakers' constituency performance?
2. What are the relative contributions of information literacy skills to constituency performance in South West Nigeria?

3. What are the challenges faced by lawmakers in acquiring information literacy skills for constituency performance?

Literature

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 analysed 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 geo-political 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 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 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. Of the 177 copies of questionnaire distributed to the state houses of assembly lawmakers in the south west of Nigeria, 151 were returned. 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.

Data Analysis:

Data collected were analyzed based on the objectives, research questions and hypotheses in respect of lawmakers’ information literacy skills and constituency performance in south-west Nigeria. The results were presented in frequencies, tables and percentages, as well as in graphs and charts for easier understanding. Data generated were analyzed using Statistical Package for Social Sciences.

Findings and Discussions:

Demographic data of respondents: The demographic characteristics of the respondents of this research are displayed below.

Table 1: Demographic characteristics information of respondents

Items	Frequency	Percentage
Gender		
Male	122	81.3
Female	28	18.7
Marital Status		
Single	1	0.7
Married	122	83
Widowed	12	8.2
Divorced	12	8.2
Age Bracket		
30-39	11	7.5
40-49	73	50
50 years and above	62	42

Educational Qualification		
Primary School Leaving Certificate	6	4.1
SSCE	18	12.2
NCE/OND	34	23
HND	18	12.2
Bachelor's Degree	39	26.4
Postgraduate Diploma	28	18.9
Master's degree	5	3.4
Political Party Affiliation		
APC	107	73.8
LP	19	13.1
PDP	19	13.1

Figure 1: Gender of lawmakers

Table 2 shows that there were far more males than females in this study, with females constituting a mere 19% representation. Women legislators were found to be only one quarter (20%) of the number of male legislators. Despite this low figure, it can be considered, in a way, as encouraging. This is because it is a great improvement on what took place in the Fourth Republic when women were elected as legislators or the 1999 elections when only 23 women legislators were elected (Okoosi-Simbine, 2012). More women are still, however, needed in governance to make up the 30% proposed as part of the Beijing Platform of Action Resolution in 1995, and supported by various international programmes such as MDGs, NEPAD and the National Economic Empowerment and Development Strategy (NEEDS), (United Nations, 1996).

Figure 2: Age bracket of respondents

Half (50%) of the legislators were between the ages of 49-50 while 42% of them were fifty years and above. Only 8% of the legislators were less than 40 years. This finding agrees with findings from previous research which showed that the legislators are young and vibrant (Owoyemi, Elegbede&Gbajumo-Sherif, 2011, cited in Odunlade, 2013). That most of the legislators (92%) were 40 years and above suggests that the work of governance requires a certain level of maturity. It can also be deduced from this finding that a lot of money (particularly in Nigeria) is needed by anyone seeking election into political office. People

below the age of forty years are unlikely to have made the sort of money required to seek elective office in Nigeria. This age distribution seen among legislators in the state houses of assembly was therefore not surprising.

Figure 3: Educational qualification of respondents

Most of the respondents had a first degree (26.4%), followed closely by NCE/OND (23%) and postgraduate diploma (18.9%). Those with HND were 12.2% and master's degree were 3.45%. In addition, Senior Secondary School Certificate Examination (SSCE) holders were 12.2%, followed by Primary School Leaving Certificate holders with 4.1%. The finding showed that there were more educated elite in the parliament. This is supported by Eldersveld and Ahmed (1978), who have empirically shown that the role of education as a factor in generating interest in politics and support for democratic system is important. This is contrary to Kumar (2002), who is of the view, that it is unreasonable to expect people's representatives to be highly educated. The implication of more higher education than what obtained in 1999 at the onset of this democratic dispensation is that a well-educated legislative house certainly helps comprehension of not only the legislative process but also the interconnection between legislative process and democratic strengthening as well. By implication, it means this can influence the efficiency of legislators' access to and use of information (Ofori-Dwumfuo & Addo, 2012).

Figure 4: Marital status of respondents

Married legislators constituted the highest number of respondents (83%), while the singles constituted 0.7%. Those bereaved among the legislators were 8.2%, followed by those that were divorced with 8.2%. Most of the researches conducted in a similar study could not be justified other than a greater percentage of the legislators were married, as reported by Folorunsho & Ibrahim (n.d.) and Abdullah & Hussein (2012). This implied that the act of lawmaking in terms of decision-making is for serious minded and mature people who are experienced, regardless of their educational attainment.

Figure 5: Respondents' political party affiliation

The political party affiliation table showed that the All Progressives Congress (APC), as the dominant party in the south-west geo-political zone, recorded the highest respondents of 74%. The APC is a party that metamorphosed from the Action Congress of Nigeria (ACN) and Alliance for Democracy (AD). The result here is in agreement with the study by Okoosi-

Simbine (2010), where majority of the members were from the Alliance for Democracy. APC is an opposition party, and it is one of the major political parties in the country. The finding is closely followed by the People’s Democratic Party (PDP) (13.1%). One of the major political parties at the federal level, the People’s Democratic Party (PDP) is a conservative party. It is the largest party in control of the government at the federal level.

Although the recent political party mergers and cross the carpeting among the politicians from one party to the other make it difficult to know how many states the PDP is controlling, the People’s Democratic Party (PDP) still has the highest number of states under their party and the highest number of seats in the national assembly. Labour Party (LP) equally had (13.0%). Labour Party was formed during the Sixth Republic and won only one state among the APC-dominated states in the south-west. The demographic result showed the strengths of the parties. Parties are formed in a democracy to cater for the diverse interests that are dominant in society. Parties have their ideologies and programmes and, ideally, votes are canvassed based on these programmes. The coherence and strength of a political party would impact, to some extent, on the ability of a legislator to perform his function (Baxter, Marcella &Varfis, 2011). The significance of the All Progressives Congress party as a ruling party in the south-west is that it is supposed to represent the dominant interests and views in the society and execute programmes put forward to the electorate during campaigns.

Research Question 1: What are the assessments of the lawmakers’ constituency performance?

Table 2: Assessment of lawmakers’ constituency performance

As a legislator	SD (%)	D (%)	U (%)	A (%)	SA (%)
I contribute to the development of my constituency by identifying the needs of the people of my constituency.	-	-	-	99 (66.4)	48 (32.2)
I create a sustainable environment for the attraction of developmental facilities to the constituency.	2 (1.4)	5 (3.4)	2 (1.4)	80 (55.2)	56 (38.6)
I influence the development of capital project executions.	2 (1.4)	3 (2)	-	71 (48.3)	71 (48.3)
I execute construction and rehabilitation of	2 (1.4)	2 (1.3)	11 (7.3)	57 (40.7)	68 (48.6)

roads.					
I make provision for designing of rural electrification projects for both rural and urban areas.	2 (1.4)	5 (3.4)	1 (0.7)	92 (60.9)	48 (31.8)
I complete the construction of hospitals and healthcare centres.	2 (1.4)	2 (1.4)	-	59 (41.3)	80 (55.9)
I ensure the construction of new markets and rehabilitation of old ones.	3 (2.1)	1 (0.7)	11 (7.3)	71 (50.7)	54 (38.6)
I participate in the execution of pipe-borne water projects for rural dwellers and some urban dwellers.	1 (0.7)	4 (2.7)	4 (2.7)	61 (41.2)	78 (52.7)
I ensure the designing of educational facilities for both primary and secondary schools in the constituency.	1 (0.7)	5 (3.4)	1 (0.7)	75 (51.4)	64 (4s3.8)
I carry out the implementation and execution of empowerment programmes for my constituency members.	2 (1.4)	-	-	68 (46.9)	75 (51.7)
I set up sustainable development for the attraction of investments to the cottage industry.	2 (1.4)	2 (1.4)	1 (0.7)	59 (41)	80 (55.6)
I execute empowerment programmes for my constituency members.	2 (1.4)	-	-	63 (43.2)	81 (55.5)

Major respondents, from these findings, had shown a greater percentage of 66.4% in terms of their contribution to the development of constituency projects through the identification of their needs, while this was strongly agreed by 32.2%. Obviously, none of the lawmakers had shown an exception to this, meaning that the result supports the fact that no matter how small the contribution, lawmakers have supported the development of their constituencies. Another remarkable finding was the provision for the design of rural and urban electrification projects, with 61%, closely followed by educational facilities for both primary and secondary schools. 57% of the respondents strongly agreed to the setting up of sustainable development for the attraction of investments to the cottage industry. Disappointment with these results stems from those respondents who were undecided (8%) and responded about the construction and

rehabilitation of roads, although the lower percentages of those that strongly disagreed were expected, ranging from 2.1% to 1%. The result has provided a good framework and laid the background in terms of legislators' constituency performance for this study to build upon, as this finding is in agreement with Clarke (1978), whose studies, conducted in diverse political settings, showed consistently that legislators engaged in the performance of constituency service. It is also in agreement with that of Commonwealth Parliamentary Association (2000), who reported that legislators often enjoy constituency performance role as it provides them with an opportunity to make a positive contribution by offering service to their constituents.

Research Question 2: What is the relative contribution of information literacy skills of lawmakers to their constituency in south-west Nigeria?

Table 3. : Relative contribution of information literacy skills of lawmakers to their constituency performance

Information literacy skills facility	Interaction with electorate freq. (%)		Carrying out outreach programmes freq. (%)		Bridging the gap between constituency and government freq. (%)		Identify-ing and collaborating with private agencies and civil societies to bring development freq. (%)		Organising and initiating development projects freq. (%)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Criteria	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Use of card catalogues to retrieve information	82 (54.3)	69 (45.7)	44 (29.1)	107 (70.9)	57 (37.7)	94 (62.3)	86 (57)	65 (43)	109 (72.2)	42 (27.8)
Information on specific legislative subjects	76 (50.3)	75 (49.7)	104 (68.9)	47 (31.1)	99 (65.6)	52 (34.4)	84 (55.6)	67 (44.4)	84 (55.6)	67 (44.4)
Skills in manual searching for special collections	83 (55)	68 (45)	81 (53.6)	70 (46.4)	85 (56.3)	66 (43.7)	109 (72.2)	42 (27.8)	110 (72.8)	41 (27.2)
Use of microform films for print and non-print materials	103 (68.2)	48 (31.8)	63 (41.7)	88 (58.3)	89 (58.9)	62 (41.1)	99 (65.6)	52 (34.4)	110 (72.8)	41 (27.2)
Use of computer systems	24 (15.9)	127 (84.1)	32 (21.2)	119 (78.8)	37 (24.5)	114 (75.5)	38 (25.2)	113 (74.8)	38 (25.2)	113 (74.8)

Internet facilities	109 (72.2)	42 (27.8)	85 (56.3)	66 (43.7)	96 (63.6)	55 (36.4)	97 (64.2)	54 (35.8)	106 (70.2)	45 (29.8)
CD-ROM	5 (3.3)	146 (96.7)	3 (2.0)	148 (98)	3 (2.0)	148 (98)	7 (4.6)	144 (95.4)	5 (3.3)	146 (96.7)
Assessing database	7 (4.6)	144 (95.4)	5 (3.3)	146 (96.7)	7 (4.6)	144 (95.4)	6 (4)	145 (96)	15 (9.9)	136 (90.1)
Use of digital cameras	67 (44.)	84 (55.6)	53 (35.1)	98 (64.9)	53 (35.1)	98 (64.9)	58 (38.4)	93 (61.6)	60 (39.7)	91 (60.3)
Photocopier	138 (91.4)	13 (8.6)	104 (68.9)	47 (31.1)	109 (72.2)	42 (27.8)	90 (59.6)	60 (39.7)	97 (64.2)	54 (35.8)
Printing Machine	84 (55.6)	67 (44.4)	61 (40.4)	90 (59.6)	65 (43)	86 (57)	69 (45.7)	82 (54.3)	79 (52.3)	72 (47.7)
Scanner	89 (58.9)	62 (41.1)	75 (49.7)	76 (50.3)	75 (49.7)	76 (50.3)	58 (38.7)	92 (61.3)	69 (45.7)	82 (54.3)
Mobile Phones	119 (78.8)	32 (21.2)	91 (60.3)	60 (39.7)	94 (62.3)	57 (37.7)	94 (62.3)	57 (37.7)	105 (69.5)	46 (30.5)
Analogue Telephone	29 (19.2)	122 (80.8)	29 (19.3)	121 (80.7)	22 (14.6)	129 (85.4)	27 (17.9)	124 (82.1)	46 (30.5)	105 (69.5)
Multimedia Projector	113 (74.8)	38 (25.2)	75 (50)	75 (50)	89 (58.9)	62 (41.1)	89 (58.9)	62 (41.1)	101 (66.9)	50 (33.1)

As indicated in Table 3, the responses to the use of facilities for information literacy skills in relation to legislators' specific roles in their constituency performance were based on the ratings "yes" or "no" which would be analysed according to the highest/lowest percentage scores in responses to their answers. The results indicated that 72.2% of the respondents preferred information retrieved from the library card catalogue either by title, author or subject, to source for information in organising and initiating development projects, while 71% of the respondents said "no" with regard to using it to carry out outreach programmes. For respondents that had skill in-depth literature searching in legislative specific subject, (69%) of the respondents preferred using it to carry out outreach programmes, while 73% of the respondents, for effective constituency performance in the area of organising and initiating development project, make use of information from manual searching for special collections on parliamentary documentations, organising and initiating development projects.

In the area of use of microforms for both print and non-print materials, 73% of the respondents retrieved information from this source for organising and initiating development projects, followed by 76% of respondents on the use of computer systems for carrying out outreach programmes. Still related to this is the use of internet facilities. 72.2% of the respondents made use of the internet in various ways such as sending and receiving of mails, downloading, browsing, tweeting and chatting on Facebook for the purpose of relating with constituency members. Only 5% responded to the use of information from CD-ROM for identifying and collaborating with private agencies and civil societies to bring development, while 98% of respondents do not have the skill to use a CD-ROM.

Another information literacy skill facility is accessing of database. Most databases are loaded with information that can be useful for legislative purposes. 15 (9.9%) respondents said they had the skill, while 145 (96%) respondents did not know how to use this, most especially in identifying collaborative partners such as civil societies (NGOs and CBOs) to bring development. Skillful use of digital camera can assist in capturing good images of projects, programmes, seminars and conferences. An average of 44% responded to this, because pictures captured might be useful as part of documentation for sending proposals for funding of projects to their collaborative partners.

Photocopier machine served as unique equipment for repository of knowledge, documents and other sources of information for proper storage, retrieval and dissemination. The majority of the respondents (91.4%) used it, closely followed by 69% of them that cut across the constituency duties. The least from the respondents (8%) made use of photocopier for all their programmes. Printer is another facility which is important for all the constituency duties. 56% of respondents said they used it; for scanner machine, 89 (58.9%) of the respondents preferred its use; for mobile phone, 79% of them responded, while for analogue phone 85.4% responded that they did not use it. Only 31% responded that they used it for programmes. Lastly, multimedia projector is important training equipment for all the programmes under constituency duties. It is useful for legislators' constituency work. 75% responded, followed by 67%, while 33.1% of the respondents said ``no``.

The findings from these results show that information literacy skills facilities are useful for constituency performance with variation in application amongst the respondents in this study. This implies that for the successful implementation of constituency programmes, there is need for the legislators to consider the usefulness of these information literacy facilities, such

as CD-ROM and database, and the skills required in using them. This finding is in agreement with Abdulahi & Hussein (2012); Baxter, Marcella and Varfis (2011). Menhennet (1981) stated that about 70 to 80 members of the House of Commons in England use the parliamentary library on a daily basis. This shows how important the library is in the legislative process. If the parliament library is automated, it will facilitate internet connectivity and access to information. This will influence their constituency work.

On this note, the use of library and the need for computer literacy training becomes vital for legislators, as they source for and make research, probably through the internet, in order to access available information to meet their constituency challenges (Iwhiwhu, 2011).

Research Question 3: What are the challenges faced by lawmakers in acquiring information literacy skills for constituency performance?

Table 4: Challenges faced by lawmakers in acquiring information literacy skills

Constraints faced by legislators when sourcing for information	SD (%)	D (%)	U (%)	A (%)	SA (%)
I find it difficult to locate the most appropriate information resources in the State House of Assembly library catalogue.		4(2.7)		62 (42.5)	80 (54.8)
There is too much of information resources (information explosion).		2(1.4)	2(1.4)	82 (58.6)	54(38.6)
Ability to evaluate information resources is essential.		1(0.7)	1(0.7)	80 (55.7)	61(42.7)
Electronic/Online Sources					
I lack knowledge of search techniques to retrieve information effectively.		2(1.4)	2 (1.4)	53 (38.7)	80 (58.4)
I encounter low bandwidth (slow internet connectivity).		1(0.7)	1 (0.7)	73 (53.7)	61 (44.9)

I retrieve records with high recall and low precision.	1(0.7)	1 (0.7)	2 (1.4)	72 (52.6)	61 (44.5)
Personal Sources					
I experience uncooperative attitude from library personnel.	2 (1.4)	10 (6.9)	1(0.7)	49 (34)	82 (56.9)
I understand the ethical issues guiding the use of information.		3(2.1)		78 (54.5)	62 (43.4)
I experience financial constraints.		1(0.7)		89(61)	56(38.4)
Institutional Sources					
There is too much time necessary to retrieve the needed information.		1(0.7)	2(1.4)	94(63.9)	50(34)
Most public libraries do not have current information resources.		1 (0.7)	1(0.7)	85 (58.2)	59 (40.4)
Information resources from society leaders like traditional rulers, leaders of thoughts, religious groups, community-based societies (NGOs) are censored because of their role in the society.	1(0.7)			91 (61.1)	57 (38.3)

In order to determine the constraints faced by legislators when sourcing for information in this study by the respondents as it appeared in Table 4, The elements for measuring the constraints are based on the following sources: general, electronic/online, personal and institutional; thus 59% of respondents strongly agreed that they found it difficult to locate the most appropriate information resources in the State Houses of Assembly library catalogue, while 43% of the respondents agreed. The least of the respondents had 4 (3%), which implies that most of them did not know how to locate information manually. Majority of the respondents (59%) showed that they were faced with the problem of information explosion, closely followed by those (39%) who responded with strongly agreed, indicating that they

had too much information which they could not control. However, one of the objectives of this study was to identify the legislators' ability to evaluate information resources. 56% of the respondents stated that they had the ability, while 44.7% of them responded that they strongly agreed; therefore, this finding revealed that only few of them cannot evaluate information resources.

Majority of the results gathered from the electronic online sources indicated that 54% of the respondents were having the problem of low bandwidth of internet connectivity, while only 1(0.7%) totally disagreed and equally were undecided. This is significant when compared to those that complained. In terms of information retrieval, 77 (53%) of the respondents agreed that they did so with high recall and low precision, while 45% respondents strongly agreed. For personal sources, most of the legislators experienced uncooperative attitude from library personnel; 57% had issues, followed by 34%, while the remaining 10 (7%) respondents disagreed. 1.4% strongly disagreed and 1 (0.9%) respondent was undecided. Another issue that was important in this medium was the financial constraint. 61% of the respondents agreed; 38.4% of the respondents strongly agreed. This implies that majority of the respondents were in support of that financial constraint.

For institutional sources, 58.2% of the respondents found out that most public libraries did not have current information sources, while 61.1% responded that information resources from leaders of the community and civil society-based NGOs are censored. All these combined give room for constraints and challenges in their use or acquisition of information literacy skills.

Some of the findings from this study are worthy of being highlighted. First and foremost is the fact that most of the legislators had indicated their difficulties in locating information from the library. This phenomenon is similar to what was reported by Watt (2010), whose paper suggested that some members of parliament seemed to be able to function without the use of information from the library. However, from this study, it cannot be said that legislators make use of information because of these avalanche of constraints. Otherwise, maybe they would have done better. Secondly, the results have further shown that majority of the legislators use electronic sources available online to fulfill their information needs and upgrade their knowledge. The high rate of obtaining information from online newspapers, Facebook, Twitter, and blogs is consistent with their primary need for information on current

issues, as indicated by Hikwa (2007) that such information is for good democratic governance.

Conclusion:

This study has been able to provide empirical evidence based on the assessment and analysis of relative contributions of information literacy skills of the legislators towards the development of their constituencies, it is imperative to know that there were some insurmountable challenges faced by the lawmakers in acquiring some of the skills. From the study it is obvious that well-informed lawmakers would not only performed very well and impacted statutorily but will have the capacity to face the constituency members during the stewardship at village square meetings.

Recommendation:

In view of the various challenges which lawmakers face in their quest to effectively acquire information literacy skills that might have relatively contributed to their constituencies performance, the following recommendations are made:

Lawmakers should strive to embrace and acquiring information literacy skills for their capacity building;

It is crucial for the lawmakers to know that no matter how busy their schedule of work in the house of assembly. There is need for them to create the habit of reading culture by making use of the library and information resources to abreast themselves of latest development happening around the world and within their localities;

Computer literacy training programme through self-development becomes vital and as a tool for the legislators. It is not every task their personal aides would be able to handle professionally, there are some pertinent issues that require direct intervention from the lawmakers to handle but would not be able to do because they lack the necessary information literacy skills;

Beyond the use of some information communication technology facet, some of the lawmakers cannot retrieve information resources manually from their libraries and information centres. It is urgently required that some of the legislators have to go back to the basic in order to meet up with the reality of being information literate in the 21st century;

There is need to resolve the financial constraint being experience in terms of provision of basic infrastructure, information communication technology is capital intensive. The legislative assembly body must ensure adequate provision for this in their annual budget.

There is need to employ qualify library and information services professionals in their various legislative houses of assembly libraries, most especially in the area of electronic – library information resources provision (e-library services).

Reference:

- Abdudulahi, S. & Hussain, H. (2012). The information needs and information use of Malaysia's members of parliament. IFLA 78th General Conference and Assembly 2012 Helsinki. <http://conference.ifla.org/ifla78>.
- Baxter, G. Marcella, R & Varfis, E (2011). The use of the internet by political parties and candidates in Scotland during the 2010 UK general elections campaign Aslib Proceedings, 63(5) 464-488pp.multivariate analysis. *Legislative Studies Quarterly*, 3(4). 601-628.
- Clerk, K. (2012). How elected members learn parliamentary skills? Monash University, Monash Governance Research Unit. Senate Occasional Lecture 23 November.
- Coleman, J.S. (2006). *Nigeria: Background to Nationalism*. Benin City: Ilupeju Press Limited, p.510.
- Ekiti State House of Assembly Legislative Annual Report (2011). Report of activities and events during the year. www.ekitistate.ng.org
- Eldersveld, S. J & Bashiruddin, A (1978). *Citizens and politics mass political behaviour in India*. Chicago: University of Chicago Press
- Folorunsho, N.G. Ibrahim, J.D. (n.d.). *Information literacy development within oral cultures: challenges and opportunities within a southern African country*. Paper presented at the World Library and Information Congress: 72nd IFLA.
- Hikwa, L. (2007). *Governance and information literacy: pillars of sustainable development in Southern Africa*. Paper presented at a colloquium on information literacy and lifelong learning, Addis Ababa, Ethiopia, 29 to April.
- Imhanobe, S.O.(2001). *The legislature and executive, report of training workshop for members of Nasarawa State House of Assembly*. Lafia: Nasarawa -State Government Printing Press.

- Independent Electoral Commission (2008). *“Nigeria atlas of electoral constituencies.”* Independent National Electoral Commission. Abuja: Independent Electoral Commission.
- Iwhiwhu, B.E. (2011). “Information resources availability and utilization in the legislative process by lawmakers in Edo- State” *Journal of Law and Conflict Resolution* 3(7), 112-116.
- Iwhiwhu, Ene Mute Basil (2008). “Information repackaging and library services: A challenge to information professionals in Nigeria.” *Journal of Library Philosophy and Practice* 4(25).
- Kumar K.T. (2012). Legislatures and citizens communication between representatives and their constituents. Director, Trust for Representative Democracy NCSL. Retrieve from [http://www.ncsl.org/documents/public/trust/legcitizens comm_17/11/2012](http://www.ncsl.org/documents/public/trust/legcitizens_comm_17/11/2012). Accessed January 23rd, 2013.
- Kutz, A.M. (2007). *Information literacy: what does it look like in the library media centre?* West Port: Library Unlimited, pg. 65-70.
- Lagos-State House of Assembly (2010). Legislative bulletin report for 2009
- Leke, O. (2010). Democracy and good governance in Nigeria’s fourth republic. *African Research Review-An International Multi-Disciplinary Journal*, (4) 3a. 31-40
- Menhennet, D (1981). Research and information services. Summary and Proceeding of the Thirtieth Parliamentary Seminar in London.
- Meze, M.L. (2009). *Comparative legislatures*. Durham, North Carolina : Duke University Press. pg. 320.
- National Democratic Institute, (2005). Constituency handbook for elected representatives in Namibia. New York, National Democratic Institutes.
- Odunlade, R.O. (2012). *Information resources utilization and teaching effectiveness of lecturers in federal polytechnics in Nigeria*, Unpublished Dissertation, Department of Information Resources Management, Babcock University, Ilishan Ogun-State.
- Offori-Dwunfo, W. W. (2012). Exploring models of information behavior: the uncertainty project. *Journal of Information Processing and Management*, 35 (6). 839-849.
- Ofori-Duwunfao, D & Addo, R. (2012). The search for information specialists and non-specialists in the U.S. House of Representatives, *Legislative Studies Quarterly* 4: 31-42.
- Ogun-State House of Assembly Report (2011). Report of legislative work
- Okoosi-Simbe, G. (2012). The people of representation: specifying components for responsiveness. *Legislative Studies Quarterly*, 2.51-66.

- Okoosi-Simbine, A.T. (2005). Political vagrancy and democratic consolidation in Nigeria
- Oversea Development Initiative (2007). Parliamentary strengthening in developing countries. <http://odi.uk/resources/download/103.pdf>.
- Oyelami, R. (2008). Question-negotiation and information seeking in libraries. *College and Research Libraries*. pp.178-194.
- Policy Analysis and Research Centre (2008). Legislative advocacy policy development in democratic governance, Paper Presentation for Annual Conference, Abuja.
- Rugambwa, I. (2010). Emerging library and research services for legislatures in Africa: The case of the Parliament of Uganda. *Library Trends*, 58 (4), 517-526.
- The Federal Republic of Nigeria (1999). *Constitution of the Federal Republic of Nigeria 1999*, Lagos: Times Press Limited.
- United Nations Development Program. (2011). Democratic governance: parliamentary development. Retrieved 14th March 2011, from www.undp.org
- United Nations, (2006). The United Nations fourth world conference on women Geneva. www.un.org/womenwatch/daw/beijing/platform/palt.htm
- World Directory of Parliament, (2007). Parliament at work: a conceptual framework and democracy in the twenty –first century, a guide to good practice, IPU.
- Zeigler, H. (1968). The effects of lobbying: a comprehensive assessment, *Western Political Quarterly* 22: 122-140.