ACCESS AND USE OF INFORMATION RESOURCES AND SERVICES BY STAFF AT THE STATE DEPARTMENT FOR EAST AFRICAN INTEGRATION, KENYA

BY

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DEDICATION

This Thesis is dedicated to the upcoming academicians.

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This Thesis could not be possible without the contribution of the following: first my family members who have been an inspiration to me; my two supervisors namely Professor Japhet Otike and Professor Cephas Odini who have been an asset to me and ensured that I was on the right track as I worked on the research study right from the proposal up to the final stage. Last but not least, my colleagues at place of work who have gone through a similar programme were of great help and an encouragement to me.

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ACRONYMS AND ABBREVIATIONS

ASK	Anomalous State of Knowledge
EAC	East African Community
EACJ	East African Court of Justice
EALA	East African Legislative Assembly
CAS	Current Awareness Service
CS	Cabinet Secretary
CPM	Common Market Protocol
ICT	Information and Communication Technologies
MDAs	Ministries, Departments and Agencies
OPAC	Online Public Access Catalogue
PS	Principal Secretary
RICS	Regional Integration Centres
SDEAI	State Department for East African Integration
SDD	Selective Dissemination of Document
SDI	Selective Dissemination of Information

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ABSTRACT

The role of the State Department for East African Integration in Kenya is to coordinate the affairs of East African Community. Access to and use of information by staff at the State Department for East African Integration is so critical if the Department is to achieve its goals and objectives. Despite the importance of information in meeting the aspirations of the department, members of staff appear not to have fully benefited from the information services in the department. For those who have been fortunate to access this information, the information has not been adequate judging from the information resources and services found within the department. The aim of the study was to investigate access to and use of information by staff at the State Department for East African Integration in Kenya with a view to proposing appropriate measures for improvement. The specific objectives of the study were to: establish the kind of work that staff at the Ministry of East African Integration do; determine their information needs and information seeking behaviour; establish tools used by staff in accessing information resources and services; ascertain the effectiveness of the information resources and services provided to the staff in the Department; identify the factors which hinder access to and use of information resources and services; and to propose measures for better access and use of information resources and services by staff at the department. The study was informed by Wilson's theory of Global model of information behaviour and Niedźwiedzka's proposed general model of information behaviour. The study was qualitative in nature. The researcher used interview schedule to collect data. Data analysis was done thematically. The study established that the information resources and services provided in the department were inadequate to meet the needs of the staff and this impacted negatively on their work; tools used in accessing information resources and services were not adequate and effective and funding was also found to be a major obstacle inhibiting provision of information resources and services. It can be concluded that although the staff at SDAA are able to work with the available information services, they are still inadequate thus calling for their improvement in terms of information, staff and financial resources. It is recommended that SDEAI should improve information resources and services by providing adequate information resources in the library and internet services; the department should ensure that tools for accessing information resources and are provided; a strong information management unit should be established to coordinate information resources and services scattered in the department and the department should allocate enough financial resources to carter for the provision of information resources and services.

CHAPTER ONE

INTRODUCTIONAND BACKGROUND INFORMATION

1.1 Introduction

Information is data that are processed to be useful and provides answers to ‘‘who’’ ‘‘what’’ ‘‘where’’ and when questions’’. For the information to be of any value to the user, it must be accessed easily regardless of the format. The relevant resources and services to enhance provision of information must be available. Those seeking information pertaining to the EAC integration process must be able to access information that meet all the characteristics of good information. The staff at the State Department of East African Integration need information that is brief, timely; complete; relevant; concise and the information should be channelled to the right people in order to champion the East African Community agenda. Information assists employees to execute their work more efficiently and effectively. In this regard, it will be of paramount importance for information users to have a robust library or information centre where this information can be accessed and good use made out of it. It is assumed that the officers working at the department, if they can access good information in a timely manner, are likely to see full implementation of the integration process namely; the Customs Union; Common market Protocol; Monetary Union and ultimately the Political Federation.

It is against this background that the researcher intends to carry out investigation to establish the kind of work that staff at the State Department for East African Integration do; determine their information needs and information seeking behaviour; ascertain the effectiveness of the information resources services provided to the users in the Department; identify the factors which hinder access to and use of information resources and services; and propose strategies for better access and use of information resources and services at the department given that access and use of information is very key.

The integration process cannot be achieved if information is not disseminated; accessed and used profitably. People in the region are engaged in cross border trade as an economic activity; they are also concerned in seeking for employment and opportunities and in addition education. It has been argued that the slow pace of the integration process has partly been attributed to lack of information. It has also been argued that the people of the EAC region are likely to realize great heights of prosperity if they can equally access and use information. People in the region have had various challenges in terms of non- tariff barrier and many believe that if they had access to quality information they could be at different level in terms of development Access and use of information is very paramount if the East African Community Partner States have to achieve their objective of regional integration process.

It is through easy access to and use of information coupled with relevant and up to date resources that the region is likely to develop economically, socially and politically.Information is power and when thinking of information that can be used to solve a problem in a development context, we inevitably see information as b a resource. Information is not necessarily the only resource with which to solve a particular problem. First, we need to look at the nature of information and its attributes. Second, we determine how the skilful use of information can add value to information as a development resource. Because information plays such an important role in almost every human activity, its value in the development process has been a topic of extensive debate. According to a number of authors, such as Bell (1986), Boon (1992), Camble (1994), Sturges and Neill (1998), lack of information has impacted negatively on the development process. Although academics and researchers are aware of the value of information in development, there is some concern that information is still not perceived as being as important as other resources.

A number of authors, such as Neelameghan (1980) and Camara (1990), hint that planners, developers and Governments do not yet acknowledge the role of information as a basic resource, or are unaware of its potential value (Sturges & Neill 1998).

It seems that people are not always aware of what information entails (Manzvanzvike 1993; Rosenberg 1993). Ozowa (1995), for example, is of the opinion that a general lack of awareness among the citizens can be attributed to their high level of information illiteracy, which in turn contributes to the low level of adoption of technology. It is argued that those who are able to handle and use information will use it as a tool for development. So far, the nature of information (and particularly its attributes) has not yet been challenged as a possible reason why information is not viewed in the same light as other development resources. On the one hand, it is said that information (or knowledge) is power, but on the other hand, that information by itself is worthless and cannot solve problems if not used and applied (Boon 1992; Martin 1984; Paez-Urdaneta 1989) effectively. This apparent contradiction warrants a closer look at the attributes of information, and at how well these attributes comply with development requirements. Although information is recognised as an important development resource and it is acknowledged that an absence of information may impede development (Boon 1992; Camble 1994), little has been done in the field of information science to determine the use of information among people in rural communities originating from oral cultures. Sturges and Chimseu (1996) admit that information science 'in the past neglected research on what is basically a non-literate society'. Since those people who are eager with development effectively apply information as a resource, the above statements could be seen as a wake-up call for researchers and academics to examine the nature of information and its use in a non-literate or traditional society.

At this stage, it is worthwhile to examine the nature of information since information as has been considered the fifth factor of production after labour, capital, land and entrepreneurship. In this 21st century, we are in the information age and the developed Nations, now talk of information based economy. Information as a resource has been a topic of discussion of academics and practitioners in various subject fields - especially in the field of economics. Economists such as Machlup, Porat and Bell pioneered the ideas of information economy with information as the transforming resource for post-industrial society.

Authors such as Horton (Marchand & Horton 1986) pioneered the view of information being classified as a corporate resource, like other resources such as people, money, raw materials, equipment and energy, and should be managed to give a competitive edge. These authors helped develop both the idea of information as a resource and the idea of information-resources management (Badendoch *et al.* 1994). In the wake of information and communication technologies, Hawkins, T. D (1987) confirmed that information has become a commodity. Yet requirements for economic enhancement are not necessarily requirements for development in rural communities when it comes to the basic survival of people.

This immediately raises the question of what prerequisites a resource should comply with in order to be useful for development purposes. At first glance, when comparing information with other resources, it seems that most of them are tangible in nature, while information is not. And yet, many (Sturges & Neill 1998; Boon 1992; Van Rooyen 1995) view information as one of the most important resources needed for both rural and urban development. Although information is recognised as an important, yet under-utilized development resource, one needs to look critically at the attributes of information to determine whether they could aggravate the problem of under-utilisation.

In addition as much as we look at the nature of information, we need to examine those attributes of information in relation with the attributes of other resources. To this end, Burk and Horton give nine basic similarities between information and other *traditional* resources to fit into a resource-management framework, namely: information is acquired at a definite, measurable cost; information has a definite value, which may be quantified and treated as an accountable asset; information consumption can be quantified; cost-accounting techniques can be applied to help control the costs of information; information has a clear life cycle: definition of requirements, collection, transmission, processing, storage, dissemination, use, and disposal; information may be processed and refined, so that raw materials (e.g., databases) are converted into finished products (e.g., published directories);substitutes for any specific item or collection of information are available, and may be quantified as more expensive, or less expensive. Choices are available to management in making trade-offs between different grades, types and costs of information (Burk & Horton 1988; cited in Eaton & Bawden 1991).

From the foregoing, it is clear that Burk and Horton felt that information should be seen as something tangible, physical and concrete, while viewpoints from within the information profession emphasise the intangibility of information. Counter-arguments from authors such as Vickers (1985), White (1985), Cleveland (1985), Boulding (1968), Repo (1986), Cronin and Gudrim (1986) show that information differs from tangible things generally thought of as valuable resources. In classifying resources needed for development, Boon (1992) distinguishes between material resources and know-how resources. Information, together with data and knowledge, is listed as a know-how resource. There is also the viewpoint of Boulding (1968) that information should be seen as a dynamic force, which constantly alters and extends a store of knowledge (Eaton & Bawden 1991). Shannon (cited in Mark & Pierce 2001) was probably the first to state that information can alleviate uncertainty - another intangible attribute.

1.2 Background Information

1.2.1 State Department of East African Integration

The East African Community (EAC) is the regional intergovernmental organisation of the Republics of Burundi, Kenya, Rwanda, the United Republic of South Sudan, United Republic of Tanzania, and the Republic of Uganda, with its headquarters in Arusha, Tanzania. The ultimate goal of the East African Community is prosperity and development of the region. This ultimate goal can be achieved through economic, social interaction and political unity. The Vision of the State Department of East African Integration is to deepen and widen East African Integration for sustainable development and improved livelihood of all Kenyans while its mission is to: facilitate, coordinate and oversee the development, monitoring and evaluation of the implementation of EAC policies, projects and programs and promote partnerships and maintain linkages with all stakeholders on EAC matters.

The State Department of East African Community Integration is comprised of five directorates within which the above measures are actualized. They include the following:-Directorate of Administration and Planning; Directorate of Economic Affairs; Directorate of Political Affairs; Directorate of Productive and Services; and Directorate of Social Affairs.

The State Department for East African Integration in Kenya's main function is to coordinate the affairs of EAC in Kenya. Therefore it has the responsibility of coordinating and implementing policies, strategies and programs aimed at deepening regional integration. It formulates policy on East African Community, coordinates Government and private sector participation in the EAC Affairs, coordinates the implementation of the EAC regional programs, coordinates the implementation of EAC Treaty and promotes and fast tracks EAC integration process.

The State Department aims at strengthening the participation of Kenya in the implementation of the Customs Union, Common Market and Monetary Union protocols within the established timelines. It is also plays the coordination role in laying the foundation for the EAC Political Federation.

The State department has five directorates and various categories of staff in each of the directorates. They perform their roles according to their respective directorates. For instance those in administrative and planning who are administrators, planners, Human resource personnel, ICT officers, librarians, Record managers, clerical officers and other support staff perform the following roles: Supervision, coordination and direction of administrative and human resource matters, Budgeting and financial management, Planning, Research, Monitoring and Evaluation programs and activities, Records management, Coordination of senior staff meetings, retreats and conferences, Oversee the acquisition, maintenance and installation of Government properties at the Ministry, Coordination and implementation of Government policy initiatives in the Ministry and ICT Management.

It's worth noting that officers in the remaining directorates are referred to as technical officers and are attached to directorates according to their areas of specialization. They perform their work roles for instance those in economic directorates are charged with :Coordination of development and follow-up on the implementation of programs, projects and activities related to economic sectors including trade, industry, investment, standardization, metrology, fiscal, customs union, common market and monetary union, Coordination of negotiations on the economic sectors; Follow-up on the elimination of Non-Tariff Barriers; Initiating and conducting research/studies on economic related areas; Coordination and supporting the preparation of country position papers for the economic sectors; Ensuring effective management of stakeholders including the ministries, departments, agencies, private sector and general public in the EAC integration on economic related matters.

The staff in political directorates are charged with Coordination of development and follow-up on the implementation of programs, projects and activities related to political affairs, regional peace and security, defence, cooperation and foreign policy coordination, Good governance and access to justice, East African Legislative Assembly, Immigration and Refugees. Coordination and negotiations on the political federation; Initiating and conducting, research/studies on political related areas;

Coordination and supporting the preparation of country position papers for the political sectors; Liaising and ensuring effective engagement of stakeholders including the ministries, departments, agencies, private sector and general public in the EAC integration on political related matters.

For those staff in Social affairs are charged with :Coordination of development and follow-up on the implementation of programs, projects and activities related to social sectors including education, training, science and technology, health, culture and sports and social welfare – East African Governments Handbook 37; Coordination of negotiations on the social sectors; Initiating and conduction research/studies on social related areas; Coordination and supporting the preparation of country position papers for the social sectors; Liaise and ensuring effective engagement of stakeholders including the ministries, department, agencies, private sector and general public in the EAC integration on social related matters

The staff in Productive and services sector perform the roles of :Coordination of development and follow-up on the implementation of programs, projects and activities related to productive sectors including infrastructure, energy, meteorology, environment and natural resources, tourism and wildlife management, agriculture and food security, and Lake Victoria. Coordination of negotiations on the productive sectors; Initiating and conducting research/studies on productive related areas; Coordination and supporting the preparation of country position papers for the productive sectors Liaise and ensuring effective engagement of stakeholders including the ministries, department, agencies, private sector and general public in the EAC integration on productive related matters.

The State Department has a resource centre/Library which has various resources including but not limited to general textbook, all the reports emanating from EAC meetings, Government of Kenya Publications and other information materials that are donated from various sources. The State Department of EAS African Integration by its coordination role offers services such as internet services more specifically the E-Briefcase platform that has all the documents generated by the State Department, reference services. It's also worth noting that its resource centre is always available for those seeking information on EAC affairs.

1.2.2 Historical Background to the East African Community

East Africa is credited with one of the longest experiences in regional integration. As early as 1900, Kenya and Uganda operated a customs union, which was later joined by Tanzania, the then Tanganyika, in 1922. More elaborate regional integration arrangements in East Africa have included the East Africa High Commission(1948-1961), the East African Common Services Organization(1961-1967) and the former East African Community which lasted from 1967to 1977.The collapse of the former East African Community in 1977 dealt a major blow to the East African region and was widely regretted, particularly so since the former Community had made great strides and was considered the world's model of successful regional integration and development. At the height, the East African community was, in all but name, a federal government. The former Community operated the Common Services of over thirty institutions, including the four major corporations, East African Railways, East African Harbours, and East African Airways besides a formidable array of joint research institutions. The factors behind the collapse of the initial East African Community in 1977 were varied and the blame game continues who caused the split. One of the weaknesses was that it was politically driven and some of its key decisions depended on the whims of the leaders at the time- Presidents Jomo Kenyatta of Kenya, Milton Obote of Uganda and Tanzania's Julius Nyerere.

There was no political will because, after the three Countries became independent, the leaders got busy with consolidating power within their own turfs. Ideological differences arose with Kenya embracing capitalism, Tanzania opting for socialism in the form of Ujamaa and Uganda oscillating between capitalism and socialism through Obote's political and economic blue print, the common man's charter. Then there was the different levels of economic development, where Kenya took most the benefits and the other Partner States were merely net importers from it its perceived trade dominance being a sticking issue to date. The coup by Amin in 1971 was the last straw; Tanzania refused to recognize his government and gave Obote asylum, and the EAC could not meet.

Lack of compensatory mechanisms for addressing inequalities in the sharing of the costs and benefits of the integration, and lack of vision on the part of some leaders were among other reasons that led to the collapse of the former East African Community. The EAC was born out of the British dream of an East African federation for their economic interests. The British first established in 1917 the Customs Union between Kenya and Uganda, which the then Tanganyika joined in 1927. This was upgraded to the East African High Commission from 1948 to 1961, which provided a Customs Union and a common external tariff, currency and postage and also dealt with common services in transport and communications, research and education. The British then established the East African Common Services Organization from 1961 – 1967. Kenya, Uganda and Tanzania formed the EAC in 1967 in Arusha to strengthen the ties between them through a common market, a common Customs and tariff and a range of public services such as railways, airways, ports and harbours.

The EAC also established corporations that cut across borders and its citizens moved and worked across the region. Other area of common interest was education. However, following the break-up after 10 years, there was a scramble for the EAC'S assets, which heightened the tension, especially between Kenya and Tanzania. Kenya appropriated most of the properties. Since the revival of the EAC in 1999, the issue of a monetary union is a major point of division and fear, despite the existence of a Customs Union and the Common Market.

However, following that collapse, a process was engaged to mediate between the EAC Countries to avoid disastrous break up. With the mediation agreement of 1984 which ensued, the East African States, among other undertakings, agreed to explore ways to resume regional co-operation. This eventually led to a meeting of the East African Heads of State held in Harare Zimbabwe in 1991, where they agreed to revive cooperation in the region. That decision culminated in the signing of the Agreement for the Establishment of a permanent Tripartite Commission for East African Cooperation on 30th November 1993.

Full operation of East African co-operation started on 1th March 1996 when the Secretariat for the Permanent Tripartite Commission was established in Arusha, Tanzania. The first secretary general of the East African Community was Ambassador Francis Muthaura of Kenya was appointed in march 1996 and served for a period of 5years up to march 2001. It was during Ambassador Mathura's tenure that the first EAC Development strategy was formulated. The first Development strategy focused on the development of the policy framework for regional cooperation. Its

Implementation culminated into the signing of the Treaty for the Establishment of east African Community on 30th November 1999 and entered into force on 7th July 2000 following its ratification by the original 3 partner States- Kenya, Uganda and Tanzania.

The Republic of Rwanda and the Republic of Burundi acceded to the EAC Treaty on 18th June 2007 and became full members of the Community with effect from 1st July 2007. The region set itself four targets for implementation between 2005 and 2013, starting with a Customs Union whose implementation came into force in 2005 and a Common market in July 2010. The last two stages a monetary Union and apolitical federation were scheduled for 2013 but are running behind schedule. As is now, the implementation of the four stages of integration is partial at best as the region still deals with non-anticipated realities.

1.3 Statement of the Problem

The new East African Community came into existence when the three East African countries namely: Kenya, Uganda and Tanzania signed the Treaty for the Establishment of East African Community on 30th November 1999 and entered into force on 7th July 2000 following its ratification by the original 3 Partner States-Kenya, Uganda and Tanzania. The Republic of Rwanda and the Republic of Burundi acceded to the EAC Treaty on 18th June 2007 and became full members of the Community with effect from 1st July 2007. Since then the Republic of South Sudan has been acceded to the Community totalling to six partner States. The ultimate goal of the East African Community is prosperity and development of the region. This ultimate goal can be achieved through economic, social interaction and political unity.

The Treaty for the Establishment of East African Community states that in each of the five Partner states that ‘‘there shall be a Ministry in-charge of coordinating the affairs of East African Community’’. In Kenya, the Ministry of East African Community (EAC), Labour and Social Protection is in-charge of coordinating the activities and programmes of EAC. Access and use of information is so critical to full realization of fully fledged integration process. The staff members at the State Department for East Africa integration are engaged in various activities. For them to carry out their activities more efficiently and effectively they need information. However, they may be facing various challenges due to the fact that information provided may not be available nor adequate and effective to meet their information needs. Additionally, there may be some other factors in the department which may be hindering their access to and use of information and probably the department has not put in place proper strategies for better access to and use of information services in the department. The slow pace of the integration process has been attributed to lack of access to information and its use. These are some of the reasons that have prompted the researcher to attempt to unearth the factors responsible for this phenomenon and propose ways and means of improving access to and use of information in the State department of East African integration department.

1.4 Aim of the Study

The aim of the study was to investigate access to and use of information by staff at the State Department for East African Integration in Kenya with a view to proposing appropriate measures for improvement.

1.5 Objectives of the Study

The specific objectives of the study were to:

a) Establish the kind of work staff at the State Department for East African Integration do
b) Determine information needs and information seeking behaviour
c) Identify tools used by staff in accessing information resources and services in the department.
d) Ascertain the effectiveness of the information resources and services provided to the users in the Department.
e) Identify the factors which hinder access to and use of information resources and services with a view of proposing appropriate measures.

1.6 Research Questions

The study attempted to address the following research questions:

a) Which activities are employees at the department engaged in?
b) What are their information needs and how do they seek for this information?
c) What are the tools used by staff in accessing information resources and services in the department?
d) To what extent do the information resources and services provided at the department meet the needs of the information users?
e) What problems hinder the use of information resources and services at the State of East African Integration department?
f) What should be done to improve access and use of information Resources and Services at the State Department of East African Integration?

1.7 Assumptions of the Study

Assumptions are guesses, expectations, or suppositions that a researcher makes as a prelude to the study (Mugenda and Mugenda, 1999). They are fact that a researcher

takes to be true without actually verifying them. They help in shaping the direction the researcher takes and are actually required for data analysis and conclusions.
This study is based on the assumptions that:

1. Although the department has some information resource at its disposal, no proper mechanisms have been put in place to ensure its effective access and use.
2. Information resources found within the department can be harnessed if the department puts in place good information management practices and strategies.

It is believed that if research is going to be carried out based on these assumptions, the department will benefit from its recommendations and we are likely to see proper access and use of its information resources and services in executing its mandate in Kenya.

1.8 Significance of the Study

Since the revival of the Community in 1999, no study has been carried out to find out the Kind of information available on issues relating to the East African Community. Information has become the fifth factor of production after land, capital, labour and entrepreneurship. Since information is a vital resource, it is assumed that access to and use of information by the people of the region will transform their lives hence developing the region economically, socially and politically. The recommendations of this study are likely to go a long way in assisting the policy makers at the State Department for East African Integration in formulating policies that are geared towards facilitating access, use of information resources and services by the staff. The findings of the study will also assist the policy makers at the State Department for

East African Integration by virtue of its coordinating role to come up with solutions to the problems affecting access to and use of information by staff with a view enhancing the improvement of it information resources and services. The findings of this study particularly coming out from their information seeking behaviour and tools they use will reveal if there are gaps in Wilson's theory of Global model of information behaviour1996 Niedźwiedzka, B. (2003) that need to be filled in the proposed general model of information behaviour**.** The study will also forma basis for future research.

1.9 Scope of the Study

The study was confined to Kenya and more specifically to the Ministry of East African Community (EAC), Labour and Social Protection– State Department of East African Integration. The units of study were employees of the department and the study focused on : establish the kind of work that staff at the Ministry of East African Integration do; determine their information needs and information seeking behaviour; establish tools used by staff in accessing information; ascertain the effectiveness of the information services provided to the users in the Department; identify the factors which hinder access to, use of information resources and services; and to propose measures for better access and use of information by staff at the department

1.10 Limitations of the Study

The study had the following limitations:

Some of the respondents who were targeted and were critical in providing useful information got transferred during the rationalization exercise that was being carried out by the government of Kenya by then but the researcher was able to interview those who were present and collected the required data from them.Some of the respondents were always busy while others were out of the country however, the researcher was patient and accepted to interview them at their own convenience.

The researcher noted that during the interview sessions, some of the respondents were uncooperative and behaved as if they wanted to withhold information and were not free to express themselves but the researcher used persuasion and convincing techniques to collect data from them.

1.11 Definition of Operational Terms

Communication

Defined as ‘‘a process: a transfer of information, ideas, thoughts and messages. It involves a sender, a receiver, a code, and, a language that is understood by both the sender and the receiver (James, et al 2004).

Community

Means the East African Community established by Article 2 of the Treaty establishing the East African Community.

Common Market

Means the Partner States ‘markets integrated into a single market in which there is free movement of capital, labour, goods and services.

Information

Scientifically, information is processed data. Information is whatever is capable of causing a human mind to change its opinion about the current state of the real world (de watteville and Gilbert 2000). Information is something that can reduce uncertainty. It is that which assists in decision making. It may exist as data in books, computers, people, files and thousands of other sources.

Information Behaviour

Information behaviour is the term which best encompasses the focus of the current study. Ingwersen and jarvelin (2005:384) define information behaviour as the human behaviour dealing with generation, communication, use and other activities concerned with information, such as information-seeking behaviour and interactive IR [information retrieval].” According to this definition, information behaviour will include all aspects of human behaviour (such as work roles and tasks) that require users to generate, communicate and seek information that is relevant to their information needs. This term also embraces information retrieval activities.

ICT

It is defined as ‘‘the acquisition, analysis, manipulation, storage and distribution of information; and the design and provision of equipment and software for these purposes (de watteville and Gilbert 2000).

Information Needs

An information need arises when an individual senses a problematic situation or information gap, in which his or her internal knowledge and beliefs, and model of the environment fail to suggest a path towards the satisfaction of his or her goals (Case 2007).

Such an identified information need may lead to information-seeking and the formulation of requests for information (Ingwersen & Järvelin, 2005). The term "information need" therefore does not necessarily imply that people are "in need of" information as such but that the use of information can lead to the satisfaction of a more basic need (Wilson 1981:5-6).When considered from a task performance point of view, information needs are the requirements for information as they are necessary to fulfil a task (International Organisation for Standardisation (ISO) in Bloom 1983).

Information Requirements

The terms "information needs" and "information requirements" are often used for the same concept. Information requirements are however user specifications that apply when information is requested or exchanged and include aspects such as accessibility and relevance of information (Gericke 200).

Information Demands

Refers to the demands, which may be vocal or written and made to library or to some other information system.

Information-Seeking

An information need may lead to a decision to seek information. Information-seeking is a form of human behaviour that involves seeking for information by means of the active examination of information sources or information retrieval systems to satisfy the information need, or to solve a problem (Ingwersen, 2005). In order to acquire information the user has to select information from a particular source, system, channel or service. According to Ellis (2005) the information-seeking process involves the activities of

- Starting
- Chaining
- Browsing
- Differentiating
- Monitoring

Partner States

Means the Republic of Burundi, the Republic of Kenya, the United Republic Tanzania, the republic of South Sudan, the Republic of Uganda and any other Country granted membership to the Community UnderArticle3of the Treaty

Protocol

Means any agreement that supplements, amends or qualifies the Treaty

Information Sources

Information sources can be defined as the physical (or digital) entities in a variety of media providing potential information (Ingwersen & Jarvelin 2005)ephemeral value (Gralewska-Vickery 1976). Information sources can also be distinguished as external and internal sources, human and documentary sources, or formal and informal sources of information. Information is accessed through various channels (e.g. colleagues, and the Internet) from various sources (e.g. colleagues, and text books). An information source contains relevant information whereas a channel guides the user to pertinent sources of information (Byström & Järvelin 1995).

Secretariat

Means the Secretariat of the Community established by Article 9 of the Treaty

Telecommunications

Telecommunications means any form of transmission, emission or reception signal, writing, images and sounds or intelligence of any nature by wire, radio, optical or other electro-magnetic systems.

Treaty

Means the Treaty establishing the East African Community and any annexes and Protocols thereto

1.12 Chapter Summary

The chapter looked at the background of the study, particularly State Department of East African Integration, statement of the problem, aim of the study, objectives of the study, research questions, assumptions of the study, significance of the study, limitations of the study the study and finally definition of operational terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical review and framework, presenting theories related to the study and what other scholars have written in relationship to this study. According to Mugenda (1999) literature review involves the systematic identification, location and analysis of the documents containing information related to the research problem being investigated. A literature review is an examination of the research that has been conducted in a particular field of study.

Hart (1998) defines it as:

- The selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data and evidence. This selection is written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic, how they were investigated, and the effective evaluation of these documents in relation to research undertaken.

Mugenda and Mugenda (1999) argue that the purpose of literature review is to help the researcher gain considerable insights into the earlier studies related to the current study in order to avoid unnecessary and unintentional duplication, and to further understand the theories forming the study. In addition, it enables the researcher to compare and recognize contributions and/ or shortcomings of various scholars who have done related studies before. Literature review is a summary of materials that have been published by accredited scholars and researchers on certain topic. Furthermore, it is meant to convey what knowledge and ideas have already been established as strengths and weaknesses of those ideas.

According to Fink (1998), literature review is a systematic and responsible method of identifying, evaluating and interpreting the existing body. Literature review assists the researcher to identify the gaps and attempts to bridge them. In writing the literature review, the researcher‘s purpose is to convey to the readers what knowledge and ideas have been established on atopic and what their strengths are.

The justification of incorporating literature in a research undertaking is to assist the researcher articulating substantiate the authority of the relevant literature read in the course of the study especially that which has direct bearing on the problem investigated. The researcher undertook to describe what is known about the topic under study and shows what others have done so far. By so doing, the researcher acknowledges their contribution and, shows the link between previous work in the area and the researcher's work.

There are other authors who have also identified the benefits of conducting literature review. Birmingam (2003) points out the following:

- Placing the research in a context related to the existing research and theory;
- Providing a framework for establishing the importance of the study as well as well as establishing tools for comparing the results of the study with other findings;
- Ensuring that one's research would contribute to a better understanding of the phenomenon under study;
- Identifying the main methodologies and research technologies and research techniques that have been used;

- Providing an opportunity to discuss relevant research carried out on the same topic or similar topics and; helps to avoid pitfalls and mistakes made by information users.

In this study, the literature review sought to describe, summarize, evaluate, clarify and integrate the content of relevant journal articles and books on access to and use of information by staff at SDEAI. The literature review was guided by the objectives of the study. Although reference has been made to various authors, they were meant to reinforce what was being discussed under each objective.

2.2 Theoretical Framework

Theoretical framework is the basis on which the entire research rests. According to Kombo and Tromp (2006), a theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and supported by data or evidence. A theoretical framework accounts for or explains phenomenon. In social sciences, theories provide a basis for understanding and possibly changing society. ‘‘Theories are both a way of seeing away of not seeing’’ (Walsham, 1993). In other words, it helps to highlight certain perspectives but at the same time blinds us to other perspectives.

The theoretical framework of this study is anchored on Wilson’s general model of information behaviour (1996) but more specifically Niedzweidzka’s proposed general model of information behaviour (2003). These two models are very relevant to the study since they support and reinforce need to seek, receive and have information. The two models have also emphasized information - seeking which is found with the members of staff of the department of East African Affairs and are important in today’s world.

2.2.1 Wilson's Global Model of Information Behaviour Theory 1996

The concepts founding Wilson's original model were presented in 1981 and a variation of this model presented in 1996. The model is one of several employed in research concerned with information use and users. Information seeking behaviour refers to the way people search for and utilize information.

In 2000, Wilson described information behaviour as the totality of human behaviour in relation to sources and channels of information, including both active and passive information seeking, and information use. He described information seeking behaviour as purposive seeking of information as a consequence of a need to satisfy some goal. Information seeking behaviour is the micro-level of behaviour employed by the searcher in interacting with information systems of all kinds, be it between the seeker and the system, or the pure method of creating and following up on searches. Wakehametal (1991) while examining the information needs and information seeking behaviour of nurses said that information - seeking denotes experiences or situations in which content is accessed, used and synthesized into personal knowledge. It has therefore been viewed as a cognitive exercise, as discrete strategies applied when confronting uncertainty. Wakeham et..al (1992) defined information need as ‘‘what is perceived to be required for the competent performance of professional task’’. An understanding of information needs therefore focuses on why information is required and the source from which it is obtained.

Robinson's (2010) research suggests that when seeking information at work, people rely on both other people and information repositories (e.g. documents and databases), and spend similar amounts of time consulting each (7.8% and 6.4% of work time, respectively; 14.2% in total). However, of theoretical interest, the distribution of time among the constituent information seeking stages differs depending on the source. When consulting other people, people spend less time locating the information source and information within that source, similar time understanding the information, and more time problem solving and decision making than when consulting information repositories. A review of the literature on information - seeking behaviour shows that information seeking has generally been accepted as dynamic and non-linear (Foster, 2005; Kuhlthau 2006. People experience the information search process as interplay of thoughts, feelings and actions (Kuhthau, 2006).

The EAC Integration process is hinged on four pillars namely: Customs Union; Common Market protocol; Monetary Union and ultimately Political Federation. This theory supports this study in the sense that those seeking information on EAC integration process might take a multi-sectoral approach. Since the revival of the EAC in 1999, people are thirsty of information concerning EAC integration process. They would want information on Customs Union; Common Market protocol; Monetary Union. Many people in the country and across the region want to know since the revival of EAC how they can benefit as a country and at an individual level.

This is demonstrated by the fact that the general public and other stakeholders seek information from those working in the department while those working in the department will always consult documentary sources in the library, databases and their colleagues. The department normally conducts sensitization workshops across the country and during this period there is free interaction between the general public and facilitating officers from the department. During sensitization exercise, the general public will always seek for information by asking alot of questions to the facilitators.

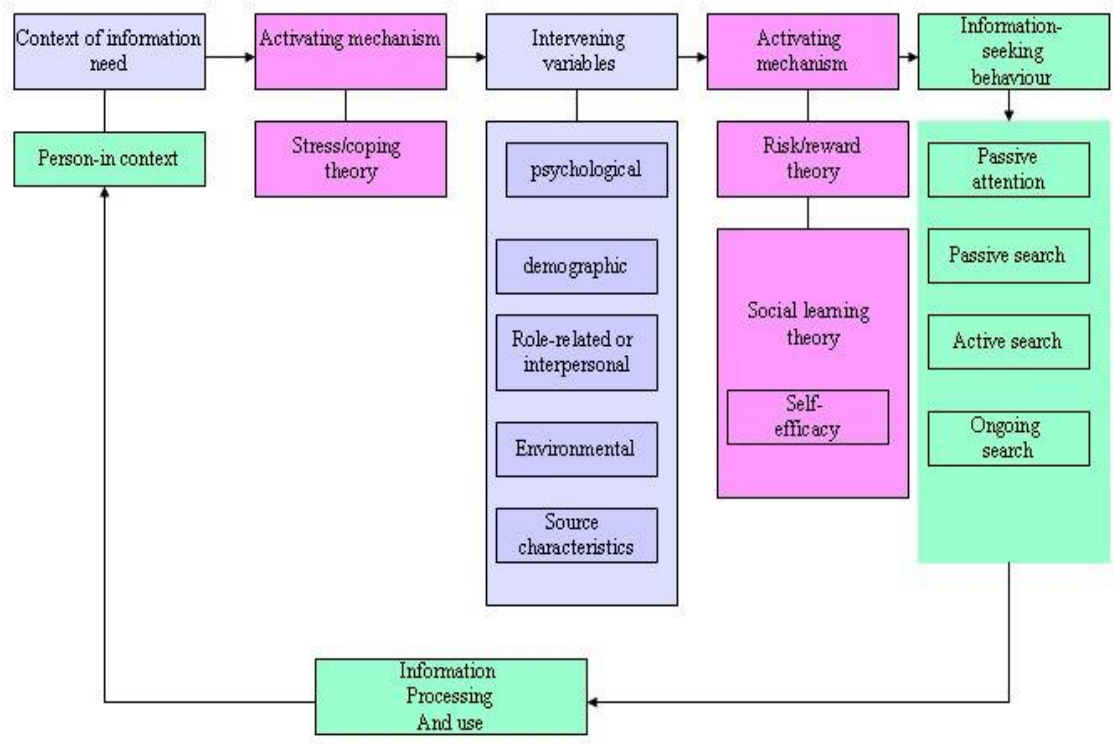

Figure 1: Wilson's Theory of Global Model of Information Behaviour1996

It is important to note that Wilson's (1999) nested model of information behaviour, pointed out that information search behaviour is a subset of information seeking behaviour and that information seeking behaviour is in turn only a subset of all possible information behaviour. As such, the existence of modes of information behaviour, other than information seeking, is implied. Also in 1999, Wilson combined the work of Ellis (1989) and Kuhthau (1991), each of whom had suggested phases or stages which tend to occur within information seeking. Although Wilson came up with this model in 1999, Niedźwiedzka did not consider it in her study in 2003 but relied more on the one of 1996.

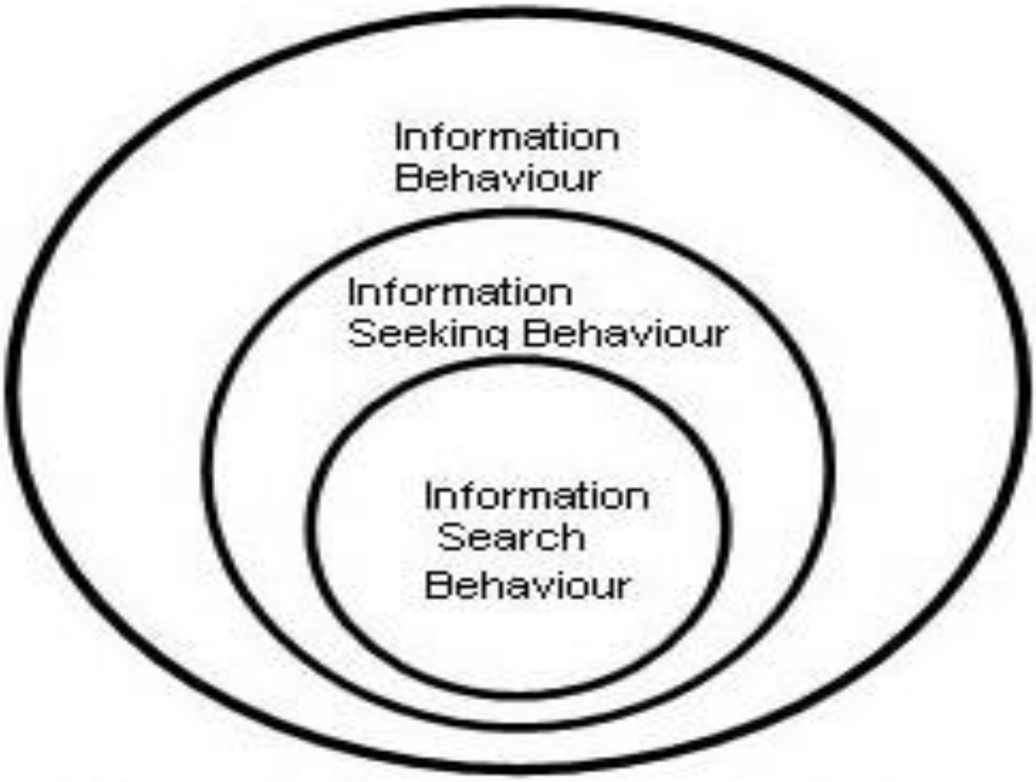

Figure 2: Wilson's 1999 Nested Model of Information Behaviour

2.2.2 Niedźwiedzka, B. (2003) A Proposed General Model of Information Behaviour

Niedźwiedzka, B. (2003), while conducting a study on the Polish health care system found out that lack of data, research evidence and organized systems affected information provision. Niedźwiedzka, found out that professionals who seemed to need effective information systems were mostly policy makers and health care managers. She conducted her study of information behaviour based on Wilson's (1996) global model of information behaviour. A critical description of Wilson's (1996) global model of information behaviour was done. As much as all the components in Wilson's model were retained, she pointed out that Wilson's model had certain imperfections both in its conceptual content, and in graphical presentation.

The model, for example, cannot be used to describe managers' information behaviour, since managers basically are not the end users of external from organization or computerized information services, and they acquire information mainly through various intermediaries.

Therefore, the model cannot be considered as a general model, applicable to every category of information users. Niedźwiedzka's proposed new model encompasses the main concepts of Wilson's model, such as: person-in-context, three categories of intervening variables (individual, social and environmental), activating mechanisms, cyclic character of information behaviours, and the adoption of a multidisciplinary approach to explain them. However, the new model introduces several changes. They include: one, identification of 'context' with the intervening variables; two, immersion of the chain of information behaviour in the 'context', to indicate that the context variables influence behaviour at all stages of the process (identification of needs, looking for information, processing and using it); three Stress is put on the fact that the activating mechanisms also can occur at all stages of the information acquisition process; four introduction of two basic strategies of looking for information: personally and/or using various intermediaries.

Two salient strategies are clearly demonstrated in the new model that: a user seeks information personally, or a user uses the help or services of other people. From Niedźwiedzka's model, that a user can choose one or the other, or both of the strategies. A fully independent user applies his/her own knowledge, available sources and interacts with search systems and information services (uses databases, catalogues, archives, search-engines etc.). Such a rare user also selects and processes the acquired information personally. Probably much more often people use also various intermediaries and their services (information specialists, subordinates, co-workers), and utilize the effects of their information seeking and processing (we might call this person a semi-independent user). A user can also almost entirely depend upon intermediaries, and he or she acts independently only at the stage of mental processing of information. It was said 'almost' because economics of information behaviour probably makes an individual use sources that are at hand and appropriate without using a mediator. But essentially it is an intermediary who engages in systematic information activities: asking, seeking and searching, for this kind of user.

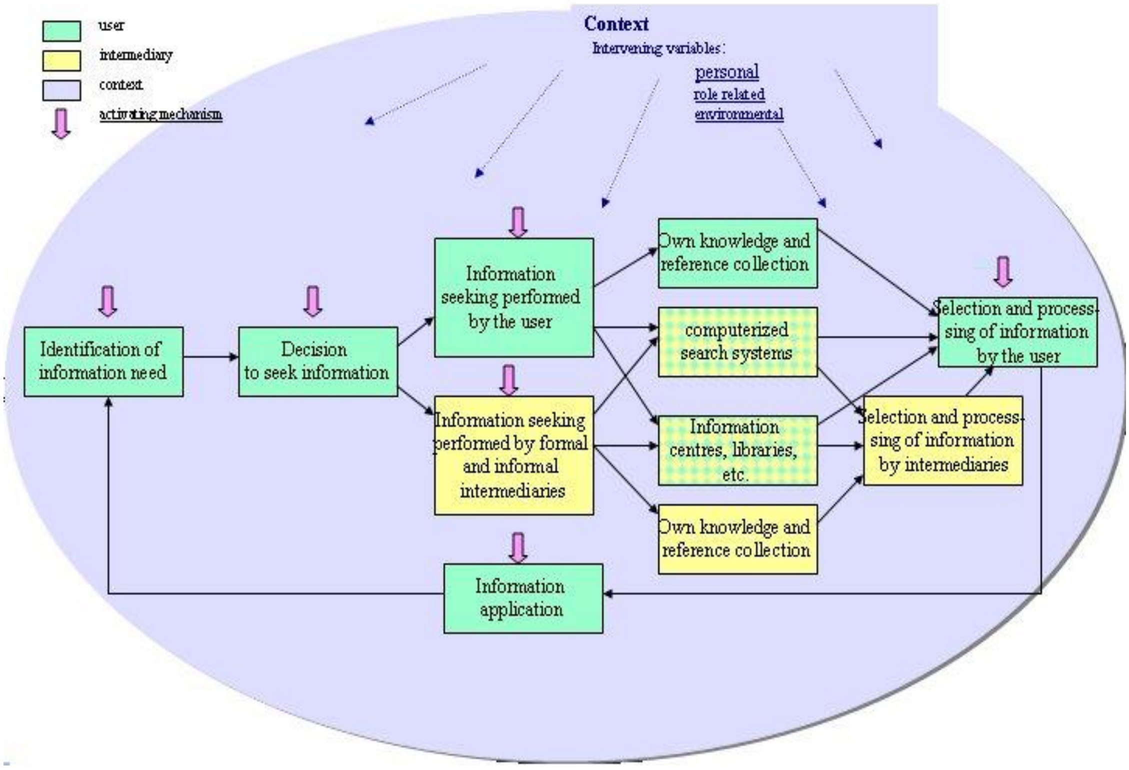

Figure.3: Niedźwiedzka, B. (2003). A Proposed General Model of Information Behaviour

2.2.3 Application of Niedźwiedzka B. (2003) model to the study

This model shows two strategies of information seeking which can be applied by staff at SDEAI. They can seek information personally by interacting with those who have information or those services that are likely to provide information such as books, various EAC reports, internet services, files. According to Niedźwiedzka, B. (2003), the users can as well use the help or services of other people in the department. The people who are in the department who are likely to provide services are librarians, record managers, ICT officers or their seniors who are likely to provide much needed information.

What was also pointed out in the new model of Niedźwiedzka that was not profoundly pronounce in Wilson's model (1996) was that those who need to access and use information were mostly policy makers and managers who use intermediaries a situation that we are likely to see in SDEAI since the department has this kind of staff. Niedźwiedzka came up with a model that could encompass everyone who seeks information regardless of his or her position in the organization. SDEAI has various cadres of staff who are likely to seek information in various ways. Niedźwiedzka noted that the Wilson (1996) general information seeking model did not consider those in decision and managerial position as people who rely on others in their pursuit for seeking information.

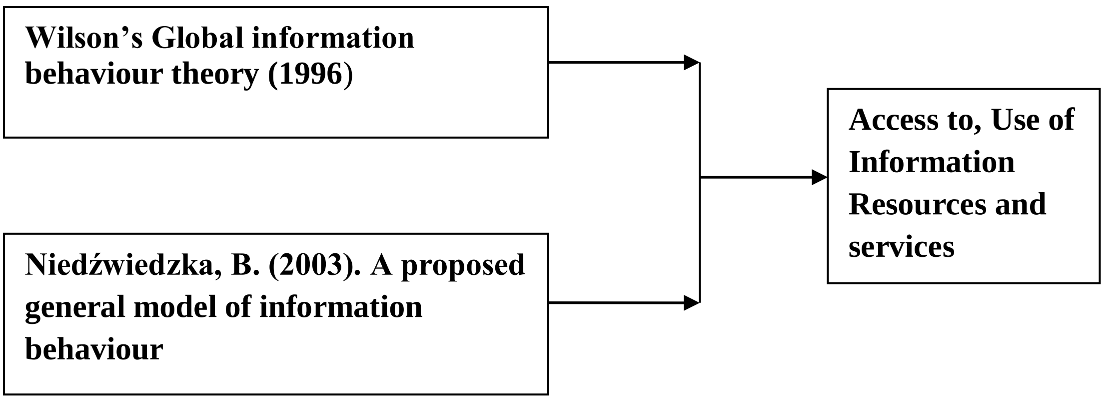

Figure 4: Theoretical Framework

2.3 Review of Related Literature

2.3.1 East African Community

Regional integration is a process in which a group of countries or States enter, negotiate and conclude arrangements in form of a Treaty or other regional arrangements meant to create ground for regional cooperation through established rules and protocols. Its objectives may be economic, political, economic to political or both. The most commonly feature of regional integration is based on the removal of barriers to free trade within the region and the increase of free movement of people, labour, goods, and capital across national borders.

New issues of attention with reference to regional integration are peace and security, food security, environment and climate change. The regional integration process is driven through the implementation of sectoral programmes defined within the Treaty for its establishment, or otherwise decided by the authority of a given regional grouping.

The main regional programmes in the EAC evolve around cooperation in the political matters, defence and security; customs union; establishment of the East African Common Market; laying the foundation of the East for the East African monetary union and laying the foundation for the establishment of the East African Federation. For the East African Community to implement all its programmes information becomes Key. This information can only be useful if its collected, analysed and disseminated. Therefore, sharing of the information becomes very paramount. According to oxford Advanced Learner's dictionary- 7th ed. (2005), information is defined as ‘‘facts or details about something’’.

The establishment of the East Africa community is hinged on four pillars namely Customs union; common market protocol; monetary union; and ultimately political union. Under these broad pillars of cooperation there are over fourteen areas of cooperation. In the EAC treaty significance of information in the implementation of the integration process was given a lot of attention and was mentioned in so many articles. Under article 7 on operational principles of the community states ‘‘(c) the establishment of an export oriented economy for the partner States in which there shall be free movement of goods, persons, labour, services capital, information and technology’’.

It is very clear that in the treaty itself information was disseminated and shared across the partner states. In the subsequent article 8, on the general undertaking as to implementation ‘‘(b) where it is required under the treaty, to supply to or exchange with another partner state any information, send copies such information to the secretary general’’.

This means that information can be exchanged by partner states but for the benefit of the community and for the secretariat, there is need to send copies to the secretary general. Information is being emphasized by even the institutions of EAC for example under article 65 on relations between the assembly and the National assemblies of the partner States, it says that ‘‘(b) the clerk of the assembly shall as soon as practicable transmit to the clerks of the National Assemblies copies of the bills introduced into the assembly and Acts of the community to be laid before the national assemblies for information’’ in the same vein, ‘‘(d) the clerk of the Assembly shall as soon as practicable transmit to the Secretary general copies of all the records of debate referred to in subparagraph (a) and(b) of this paragraph for information to the council.

For the EAC to transact its business, it has attached a lot of importance to information as a vital tool. There are a lot of fields where information should be a facilitator for instance under article 80 in the Treaty, on strategy and priority areas ‘‘(g) disseminate and exchange industrial and technological information’’ and also in the area of Banking and Capital market development article 85 of the Treaty information is ‘‘(g) promote co-operation among the stock –exchanges and capital markets and securities regulators within the region through mutual assistance and the exchange of information and training’’. Another area that information was to assist is enshrined in the Treaty under article 98 on postal services that information will assist in ‘’(c) adopting competitive marketing strategies to increase market shares in the international courier services and further introduce on-line track and trace system electronic data inter-change(EDI) for customer information and expedited inquiry handling systems’’.

If information can be able to facilitate such services it means that speedy dissemination of information in the region can be achieved and the EAC integration process can be fast tracked. On food security, under article 110 the secretariat was charged with the responsibility to ‘‘(c) develop modalities to have timely information on market prices’’. The preparation of this timey information means that proper information on market prices and faster dissemination of the same is undertaken to all the five partner States.

Market Prices keep on fluctuating and this means for this information to be helpful to the citizens of the community, proper channels of communications must be devised. Information also was to assist in the management of natural resources as it is indicated in the Treaty under article 114 that states ‘‘ (iii) to promote the establishment of databases , information exchange networks and sharing of experiences in the management and development of the mineral sector using electronic mail, internet and other means for the interactive dissemination of mineral information''.

It is worth mentioning that information plays a very important role in implementing EAC projects and programmes. The revival of the EAC was hinged on four main pillars namely: the customs union; the common market protocol; monetary union; and political federation as enshrined in the Treaty establishing the East African Community. Although these are the broad areas that were identified for cooperation, there were so many areas under each broad category.

The Partner states were to cooperate in the following areas; protection of cross boarder investment; economic and monetary policy coordination; prohibited business practices; coordination of trade relations; harmonization of social management; environmental management; co-corporation in statistics; research and technological development; cooperation in intellectual property right; cooperation in industrial development; cooperation in food security among other areas. For the EAC integration process to move forward, the nature of information need was identified in various areas.

That the EAC needed information on education; agriculture; manufacturing; government services to the public; research and development centres; commerce; information systems; biotechnology; tourism; immigration data centres; insurance; transport; customs; technology centres and health. It is upon the EAC Secretariat to collect information in these areas already identified.

The big question then becomes how is this information generated? This information is generated through various meetings and research findings. The meetings can be of the sectoral council responsible in these areas; council of Ministers; Summit or any other body that is sanctioned to carry out research. The collection and dissemination of this information to partner states pose a serious challenge and this requires down to earth and well trained staff who will disseminate the right information to where it would be most useful. To propel the EAC integration agenda there is need for those seeking information to access and use information at both the Secretarial and Partner States level of which Kenya is no exception. At this juncture is of paramount importance to examine the four independent variables namely: users of information services; kind of work the employees of the department of East African Affairs do; their information needs and seeking behaviour; and effectiveness of the information services provided and how they affect access and use of information for those seeking information pertaining to the EAC integration process.

2.3.2 Users of information services at SDEAI

Information services provided by the library at the State Department for East African Integration (Ministry of East African Community (EAC) Labour and Social Protection include: lending services; reference services; CAS; SDI and SDD. The type of users for the information services range from the employees of the department to the general public. The information resources include various reports emanating from various meetings; local government publications; reports databases; newspapers; general textbooks; CDs and other publications published by various agencies. The employees of the department normally implement and monitor council decisions since Kenya as a Partner State has the primary function of coordinating the affairs of EAC.

For the general public, they seek for a wide range of information for example issues on customs union; common market protocol; information on EAC updates; information on trade; EAC infrastructure and many other areas of interest to them concerning the EAC integration process.

2.3.3 The Role of EAC Secretariat as far as Information Access and use is concerned

The EAC Secretariat is the executive arm of the East African community and it is therefore important that it pays a very important role. For the information to be accessed and used it calls for its collection, processing and dissemination at both the EAC secretariat level. Although the primary duty of collecting, processing and disseminating information rests on the shoulders of the EAC Secretariat, the Partner States also play a complimentary role. This is clearly seen in the protocol on the establishment of EAC Common market. In this protocol, under article 41 on cooperation in statistics, it is stated that ‘‘the partner States shall cooperate to ensure the availability of relevant, timely and reliable statistical data for:(a) describing, monitoring and evaluating all aspects of the common market; and (b) sound decision making and effective service delivery in the common market’’ (Protocol on the establishment of EAC Common market). On research and technological development, the partner States were to undertake to promote research and technological development through market led research, technological development and the adaptation of technologies in the community, to support the sustainable production of goods and services and enhance international competiveness. To achieve this objective, the Partner States shall: ‘‘(a) disseminate the results of activities in research, technological development and demonstration programmes; (b) facilitate access to their technological and research facilities by researchers and other experts and (c) encourage private sector participation in activities relating to intra-regional research and transfer of technology''.

It is important to note that the relationship between the Partner States and the Secretariat as far as information is concerned is so important as noted in the Treaty that 'the partner States agree to co-operate with and assist the secretariat in the performance of its functions as set out in Article 71of this Treaty and agree in particular to provide any information which the secretariat may request for the purpose of discharging its functions according to the Treaty for the establishment of the east African Community. A very typical example in Kenyan scenario, the Ministry of labour has also registered 132 private employment agencies involved in the ''collection and dissemination of information however there is regional labour market information system''. This is in line of implementing the common market protocol which is one of the pillars of EAC integration(Business weekly Nov. 27th 2012 pg 32). In order for the information that has already been identified to be disseminated without delay, it calls for the EAC Secretariat to put in place proper mechanisms such as creation of e-portal and e- library on its website so that this can be achieved.

Information and communication Technologies (ICT) is one of the cross cutting tools that enables national and regional development through the channelling of data and information essential in management of all production and administration process. Any business requires data and information for management, operation, monitoring, reporting, decision making, or parameters to assess the performance. The more data or information is needed, the more the task of monitoring and evaluation becomes complicated, and this may cause lack of integrity or errors with more or less grand consequences.

ICT is therefore of paramount importance in the implementation of such regional integration programmes as it facilitates the exchange of key information in decision making and management. In the EAC Treaty, the word ‘‘information’’ appears under a good number of Articles, and this demonstrates how regional integration would be a mere dream without appropriate mechanisms of sharing information among partner States and populations of the region.

2.4 Kind of Work the Employees of the Department for East African Integration do

The Ministry of Labour and East African Affairs department of East African Affairs has the following objectives according to its strategic plan 2008-2012.

a) To strive for excellence in service of our nation and East African Community.
b) To comply with statutory, regulatory and other requirements; and continually seek improvement in the quality and levels of services it provides.
c) To promote East African Community integration that enhances a harmonious development and focused service delivery.
d) To coordinate the government of Kenya’s participation in EAC integration process through policy guidance and programme support as envisioned in the Ministry’s strategy and Treaty establishing the East African Community**.**

A part from the objectives, the Department has the following functions:

a) Coordination of the implementation of EAC Regional programmes and Projects
b) Promotion and fast tracking of EA Integration
c) Implementation of the EA Treaty
d) Coordination of Government participation in EAC Affairs.

The department of East African affairs has a directorate and the headship of an Integration Secretary and under it there are four divisions headed by Directors. These form the technical arm of the department. These four directorates are the ones championing the course of EAC integration process. The four Directorates are:

- The Directorate of Economic Affairs
- The Directorate of Political Affairs
- The Directorates of Productive and Services Sectors
- The Directorate of Social Affairs

The role and functions of these divisions as outlined in the scheme of service for integration officers (2013) are as follows:

2.4.1 Directorate of Economic Affairs

The division is responsible for the coordination of EAC activities, including, Trade and Customs; Fiscal and Monetary Affairs; Industry as well as Investment and Private Sector Development.

2.4.2 Directorate of political affairs

The division is responsible for the coordination of EAC activities, including Political Federation Matters; Interstate Security, East African Legislative Assembly (EALA), Defence, Civil Society, labour and immigration, Foreign Affairs, Legal and Judicial Affairs; and East African Court of Justice (EACJ).

2.4.3 Directorate of Productive and Services Sector

The division is responsible for the coordination of EAC activities such as,

Environment and Natural Resources Management; Agriculture and Food Security;

Transport, Infrastructure and Communication; Tourism and Wildlife Management; Lake Victoria Basin Commission; and Energy.

2.4.4 Directorate of Social Affairs

The division is responsible for the coordination of EAC activities, including Education, Science and Technology; Health, Culture, Sports and Gender; and Public Service Management. The four divisions form the technical arm of the department, although we have administration as another division that do provide support services. It is important to note that the four divisions are the life line of the department.

The department is still carrying out some activities with the aim of ensuring that Kenyans access and use EAC information. It has managed to carry out this function by doing the following:

- Carrying out sensitization activities covering all parts of the country, interest groups and media.
- Production and distribution of information, education and communication materials
- Publishing magazine, Jumuiya on quarterly basis- which provides up to date information on EAC.

Establishment of Regional integration Offices at the border posts to act as points of reference for Kenyan nationals on the whole spectrum of regional integration issues-already Namanga and Busia while LungaLunga and Taveta RICs have been operationalized.

2.5 Information Needs/ Seeking Behaviour

The term information seeking behaviour has been used in the research literature since the 1950's (Hayden, 1999). Thereafter it took several decades for the subject to be presented as a major field of study. Some of the most important studies of information behaviour include: Ellis' (1989) behavioural model of information searching strategies, Kuhlthau's (1993) information search process, and Wilson's (1997) problem-solving model. It might be useful to explain the terms information, information need, information seeking, and information seeking behaviour a bit further. The Online Dictionary of Library and Information Science defined information as: "Data presented in readily comprehensible form to which meaning has been attributed within the context of its use" (Reitz, 2004). So a specific data can be considered as information if it conveys a meaning to the person who receives it. Over time the term information need has been used in a variety of ways. Belkin and Croft (1992) suggest that a search begins with a problem and a need to solve it—the gap between these is defined as the information needs. Information need, then, leads to information seeking.

The need may be expressed in various ways. Taylor (1968) posits four points along the need continuum: 1) an actual but unexpressed need (visceral); 2) a conscious description of the need; 3) a formal statement of the need; and 4) a compromised need. It can be argued that whichever angle it takes people would need information which is not unique to staff of SDEAI.

Taylor’s analysis of the question-negotiation dialogue between an enquirer and information is bolstered by Rees (1963) identification of problems which must be resolved in satisfying information needs. It is important to note that while Taylor focuses on the individual involved, Rees emphasises the interface between the user and the library. Both discussions help to reveal the process of information seeking for the purpose of satisfying needs.

On basic assumption behind the discussions of information needs is that people do need information. Nehnevasja (1966) begins at this point and further states that the question is not whether men need information, for they do. Rather, the issue is whether the information available to them is of the right kind and quantity, of acceptable accuracy, and of appropriate timeliness. What Nehnevasjaseem to emphasize on are characteristics of quality information which employees of SDEAI should access and use. Whenever people have information needs will lead to information seeking.

According to Wiberley and Jones (1989), information seeking is a basic activity in which all people participate, manifest through particular behaviours. It is of most interest to librarians in the areas of collection development, services, and organizational structures. It follows that information seeking behaviour is, as Wilson (1999) defines it, "those activities a person may engage in when identifying their own needs for information, searching for such information in any way, and using or transferring that information".

Many other authors have written and have come up with models and concepts of information behaviour. One of those authors was Robert Taylor whose work focuses on the kind of formal information seeking activity that occurs at a library reference desk. His model has been instrumental for the training of reference librarians. He identifies four levels of information seeking: (1) the identification of a *visceral need,* or "vague sort of dissatisfaction" that is unexpressed; (2) the formulation of a *conscious need* that is expressed as "an ambiguous and rambling statement" and which sometimes results in communicating the need to another person; (3) the construction of a *formalized need*, expressed as a "qualified and rational" statement of the need; and finally, (4) the establishment of a *compromised need*, which is a query that is expressed in terms that fit the organization of the information system (i.e., the library collection or database. The need to search for information by the employees of the department and other stakeholders can be supported by Belkin (1980) anomalous state of knowledge where those searching for information or knowledge recognize that there is a gap in their state of knowledge.

2.5.1 User Information Needs

The existing studies on user information needs seem to cluster around four major groupings, regardless of the population being studied: (1)the behaviour of the user; (2)the nature, amount and source of the information being sought; (3)the quality of information; and (4)the timelines of the information.

(a) The behaviour of the user

People tend to seek out information which is most accessible. The search for information is not necessarily undertaken with the idea of maximum return, according to the philosophy of least effort. This principle of "least effort" (carter, 1962) can be observed in almost any facet of life; it is not limited to information-seeking. Dervin (1972, 1973), emphasizes that the lack of accessibility is a major frustration in the citizen's attempt to get information for everyday problem solving. It must be observed that users of information would like to take least time while searching for information.

Ranganathan in is five laws of library science attests to this ‘‘save the time of the user / library staff. It is in this line that the staff of SDEAI would want follow suit.

People tend to follow habitual patterns when seeking information. Since most people are not active information seekers, Dervin (1973) individuals will seek out strategies, institutions and systems which have been used successfully in the past. Paisley and parker (1966) noted in their study of information retrieval that habits of information seeking, built up over a period of years, and influenced the user's patterns of retrieving and seeking information. These habits can be attributed to the cultural norms of a given organization. For instance, if people are used to internet as a means of seeking for information will be accustomed to that culture within their organization of which SDEAI is not an exception.

Users and potential users of information are often unaware of sources and how to use them. This generalisation depends, of course, upon the type of user. The sophisticated as well as unsophisticated users are frequently unaware of sources. Information needs can be stimulated simply by the knowledge of what facilities, services and materials are available. Mendelsohn (1968) found that 60 percent of his low income respondents had no idea of where to go to get information for problem solving. Rieger and Anderson (1968) found that many of their general population adults expressed frustration in finding information on such everyday problems as financial, consumer and occupational planning. Bernal (1957, 1959) noted that "scientists are usually untrained in any matters concerned with the storage and collection of information and do not even know what services are available. He also stated that the user may well know what he wants from an information service, but that he is in no position to know what he needs from it…" Hearle (1963) found that planners were frustrated in their attempts to obtain information because of the scattering of information and data banks. This kind of scenario can make matters worse in many organizations. This calls for information professionals in any organization to intensify information literacy programmes in order to alleviate this kind of problem.

(a) Different types of persons use different sources of information.

Face-to-face communication is a primary source of information. Studies of professionals and researchers indicate that they often contact other professionals and researchers they know have the information required at the moment. The same pattern is reflected in the general public. Studies show that individuals ask friends, relatives or neighbours for information that is needed immediately. In matters of social services, there is often a person in a neighbourhood who is considered to be the major source of information. It has been that while formal lines of communication in an organization are more visible, we should never forget that it is through word of mouth networks that such much diffusion occurs. Some research on industrial settings suggests in fact, that the formal channels only serve to confirm news already disseminated through informal channels.

However, while the grapevine offers opportunity for rapid diffusion, it is also subject to considerable distortion of the message, particularly when the information is complex. Depending on the structure of the organization people would seek information from their colleagues or seniors. It is believed that seniors are more experienced than their juniors hence have a lot of knowledge which can be passed to their juniors to enable them work effectively and efficiently. SDEAI is one such organization where we are likely to see this kind of situation.

The ranking of information needs is dependent upon such individual differences as age, race, level of education, geography, occupation, financial situation, hierarchical status in the community, or organization with which they are affiliated. Hanson (1964) notes that differences in patterns of demand are frequently associated with disciplines and employer groups. It is understood that the simpler the language, the larger the audience. Funkhouser and Maccoby (1971) confirm this hypothesis in their study of the problem of communication of information to a lay audience using a reverse approach to the use of sources of information. They reported on “the results of an empirical, quasi-experimental study on textual variables in science writing and their effects on a lay audience.”

In organizations, there are several sources of information that can be applied by its staff to get information. People in organizations including Ministries and departments are exposed to various information sources and these are internet; library; registries and files SDEAI. In SDEAI there are various disciplines that exist among the employees and the staff might apply various approaches in their pursuit of information.

(b) The nature, amount and source of information being sought

The nature and content of information needed is variable and complex, varying from discipline to discipline and from group to group. Taylor (1968) emphasizes that the negotiators of information should be alert to the personal characteristics of the inquirer since this influences the nature and amount of information needed. Line’s (1971) interviews revealed marked differences between the needs of researchers and teachers. Education lecturers and school teachers needed information less urgently than other social scientists. While many social scientists are engaged in research and teaching, priorities are usually assigned between the two. Bernal (1960) points out variations in the needs of seven subgroups of scientists: Brittain (1970) and Line (1971) those of the social scientists. Unfortunately, most studies have concentrated on the channels of information such as preferences, abstracts, indexes and catalogues used by information seekers and the problems associated with these, rather than studying the content of the material required. Determination of substance is an extremely difficult problem. It is therefore necessary for information providers to present a wide range of information that can provide content and information needed regardless whether it is simple or complex.

To determine whether information needed is simple or complex rests with the information seeker and the type of information sought. Technical staff at SDEAI may be involved in seeking for complex type of information given that with the revival of the new EAC there are many grey areas on integration matters which require research.

There is a wide range of needs among users in the quantity of information required. Sometimes broad, general information is required. At times, specific information is most helpful. At still other times, the individual is attempting to assimilate the information and needs feedback in order to have means of evaluating understandings, ideas, expectations, progress, and his own self-concepts. Menzel (1964), Bernal (1960), Wood (1971), Dunn (1966),Paisley (1966),

Anderson (1968) and Dervin (1973) emphasize the need for delivery of the right amount of information in an acceptable timeframe. Success in interpreting this need is the key to user satisfaction. The information providers at SDEAI should live up to this challenge and provide the right amount of information to enable staff at SDEA to perform their duties diligently.

*The quantity of information often exceeds the capability of the individual to use it.*In many situations there is an overabundance of literature. This is called “information overload.” For instance, congressmen have quite enough information “in the form of bills, reports, speeches, testimony, regulations, decisions...” When an organization is operating at an optimal level the amount of information being generated might overwhelm the staff in terms of consumption and this call for information providers to provide such specialized services such as CAS, SDI and SDD. The provision of these specialized services is aimed at directing or tailoring relevant information to the right people and place for proper utilization.

The information needs of the individual change at different stages of his/her career and with changes in his/her projects. “It is, perhaps, self-evident that information needs will vary not only according to the subject interest of the users, but likewise in relation to the type of activity in which they are engaged.’ Rees’ observation (1963) can be extended even further. Information is gained throughout life. It is often perceived by one individual differently than it is by another. This is what makes information so elusive and the determination of information needs so uncertain. The information needs of the individual change as the various aspects of a task or problem are completed. New needs appear as former needs fade.

There are probably very few needs which recur regularly which individuals do not form a strategy for meeting. The changes of information needs over time differ in substance as well as in source. Menzel (1964) and Voight (1958) correlate changes in information needs with type of project.

Information gaps exist because of the inability to locate information in formal or informal sources. It is likely that the needed information is available, but its location is unknown. This fact often leads to duplication of effort. Hearle (1963) found that the same type of information was frequently scattered throughout a number of government agencies without any key of its location. Boggs (1966) found that the information sought by anthropologists was frequently available in private files inaccessible to other anthropologists. Menzel (1964) and others note that the valuable papers delivered at conferences never appear in the literature, but remain hidden as unpublished manuscripts.

In some professions it has been said that it is less expensive to reinvent a product or procedure than to do an adequate literature search for the information required to reproduce a product or procedure. Information providers are called upon to mount information literacy programmes in order to alleviate this kind of scenario. The staffs of SDEAI are supposed to be information literate people. An information literate person is a person who knows when information is needed, how to get that information and from where to get that information. Those who are information literate are able to navigate and know how to get this hidden information.

(c) The quality of information

Users of information services are often dissatisfied with the quality of services available to them and the assistance they receive in using these services. The dissatisfaction stems from such matters as the inadequacy of the collection or data bank to provide the specific information required; the unwillingness of information personnel to assist in locating appropriate information; and the time it takes to get the information. The president's science advisory committee (1963) urged that libraries and information systems provide competent personnel, quality programs and the development of regional and national networks of knowledge.

There are a number contributing factors particularly in government circles that can lead to this kind of scenario for instance, inadequate funding, lack of qualified staff and lack of proper infrastructure. It is believed that if the above factors can be looked into, then we are likely to see improved service delivery.

*An inverse relationship frequently exists between the quantity of information and its quality***.** We often try to provide more information with the notion that needs will somehow met. A request for information often leads to a long bibliography which may be appropriate but impractical difficult to search. The quantity of information available in many fields is exceeding the capacity of the individual to evaluate their usefulness. There is an expressed need for better rather than more information. With the vast amount of information available, there is a wide range among users in the quantity needed or consumed. This variability is related to motivations, capacity, and nature of tasks among other factors. Quantity of information alone will not, in most cases, bring about consensus nor help to make decisions.

However, insufficient information can lead to hostility. There are groups of parents and citizens who are seeking information about their schools-pupil data, teacher evaluations, costs, productivity, and the like. When such information is “managed” or entirely withheld, dissension occurs. Sufficiency does not seem to be the single critical factor in acceptance of information to meet needs but insufficiency can lead to alienation of publics from whom consensus is being sought (Ely,1973). A very strong attribute of information is not its quantity but its quality. It is true that if information is provided then it must be sufficient enough and quality to help the recipient make the right decision or use it effectively. This attribute should cut across in government Ministries and departments of which SDEAI forms part.

Information for routine, day-to-day, decisions is abysmally low, and the information systems which have been made available to help people answer such questions are grossly inadequate. The findings of Dervin (1973) DervinandZweizig (1973), and Olsen (1973) have revealed that the availability of the information needed by the general public for day-to-day decision making is abysmally low based on studies of urban residents in Baltimore, Seattle, and Syracuse.

Similar surveys of the general public, undertaken by Turick (1973), Mier (1972) and others in Houston, Detroit, Atlanta, and Queens, preparatory to the establishment of urban information centres, also disclosed that the information needs of residents are only fairly well met. The citizens generally did not know where to locate information relating to housing, employment, healthcare, and other service needs. This supposition is probably not as applicable to the needs of the more sophisticated research.

(d) Timeliness of the information

When information is needed, it must be timely, accessible and relevant. The literature is replete with studies emphasizing these three elements of information need. The articulation of information science programs is based on the thesis that there is need for access to recorded knowledge that must be satisfied by providing rapidly, conveniently, economically, and with precision, that portion of the current or previous literature that will be useful-to a particular individual, at a particular time, for a particular problem or interest, and in a form that is useful to him. The utopian dream is to have information available on the day of publication, neatly packaged in quanta which are of infinitely variable size and content.

Timeliness is a need expressed by many of the segments of society whose information needs have been studied; for instance, businessmen, scientists, anthropologists, political scientists. Timeliness not only characterizes the age of the literature which is needed, but the length of time needed to retrieve information. The effect of delay may be measurable in dollars and cents.

Those who would want to access and use information pertaining to EAC integration process have to recognize that they have an information gap. Information users have various ways of seeking for information. For instance, they can consult their colleagues, use internet or ask the librarian for the required specific information. In most cases, majority of them seek f information through the library or EAC reports database. For the general public they seek for specific information but for the employees who are working in the department of EAC Affairs seek for information based on the report of the meeting which contain that specific information.

Maslow (1943) in his hierarchy of needs theory proposed that motivation is the result of a person’s attempt at fulfilling five basic needs: physiological, safety, social, esteem and self actualization. According to Maslow, these needs can create internal pressures that can influence a person’s behaviour. The needs theory attempts to identify internal factors that motivate an individual’s behaviour and are based on the premise that people are motivated by unfulfilled needs. If one looks at the needs we do have esteemed needs that refer to the need for self esteem and respect and admiration from others.

It can also be argued that people wherever they are, should it at their places of work or in institutions of higher learning, seek for information in order to make them learn as exemplified in Maslow's humanistic theory of learning. From Maslow's perspective, the drive to learn is intrinsic. The purpose of learning is to bring self- actualization, and goals of educators should include this process. Employees at SDEAI also have to fulfil these kinds of needs.

As much as we do understand that they are, employed to do what they are meant to do; carrying out their duties in line with the objectives of the organization, they do have their own needs to fulfil and since learning is a continuous process they have to respond to this kind of stimulus. In Maslow's view, human needs are insatiable and learning at whatever level has always taken place. It is believed that the employees of SDEAI will strive to learn in order to fulfil self actuation in SDEAI and outside the department.

The information required to complete a task is accessed through various channels (e.g. colleagues, directories and information retrieval systems) from various sources (e.g. colleagues, codes of practice and reports) (Byström & Järvelin 1995:193). From a worker's point of view, a source contains (or is expected to contain) relevant information, whereas a channel guides (or is expected to guide) the worker to pertinent sources (Byström & Järvelin 1995).The specific problem studied by Byström and Järvelin (1995) was to determine the types of information that was sought while users use different types of channels (i.e. external, internal) and different kinds of sources (e.g. experts, literature, and official documents). Their empirical findings indicated that as task complexity increases, the following patterns emerged: use of internal information sources, especially people, increases and the use of documentary sources decreases; number of sources used increases (Byström & Järvelin 1995;Ingwersen&Järvelin 2005; Vakkari 1998).

These findings suggest that both the task complexity and the information-type dimensions are needed in a general model of task-based information-seeking and retrieval (Ingwersen & Järvelin 2005:84). The opportunity the model offers to explain the relationship between task complexity, the information need and information sources, makes the Task-based information-seeking model valuable for research studying the integration of information-seeking and information retrieval (Ingwersen & Järvelin 2005).

2.5.2 Factors Influencing Information Needs

Information needs arise out of situations pertaining to a specific task that is associated with one or more of the work roles played by the professional (Leckie et al 1996). The information needs of the employees of SDEAI are determined or characterised by their context (situation-specific need, internally or externally prompted), frequency (recurring or new need), predictability (anticipated or unexpected need), importance (degrees of urgency), and complexity (easily resolved or difficult) (Ellis & Haugan 1997; Leckie et al. 1996).

Other factors that influence professionals' information needs include individual demographics or attributes and circumstances, such as age, profession, specialisation, career stage, and geographic location.

2.5.3 Factors Affecting Information-Seeking

The way in which "information is sought" is influenced by a number of factors. Leckie et al. (1996) used the phrase "factors affecting information-seeking" to refer to the “information is sought” process. Factors related to, or associated with the sources of information, an awareness of information and the outcomes of the information-seeking process influence information-seeking. These factors make up the last three components in Leckieetal (1996) model.

a) Sources of information

Professionals seek information from several of sources which can be characterised as formal (e.g. conferences, journals) or informal (personal conversations); internal or external (source within the organisation or outside); oral or written sources (written sources includes paper copies and electronic texts); and personal sources (these include personal knowledge and experience, professional practices) (Leckie et al. 1996).

The choice of information sources is not necessarily confined to one or two sources. A combination of several sources maybe required to fulfil an information need (Leckie et al. 1996). These sources have particular characteristics which appeal to the user and thus have an influence on his choice of a source.

(c) Awareness of information

The professional’s awareness of information sources and, or information content can determine the path information-seeking will take (Leckie et al. 1996).Various important factors are linked to information awareness.

- **Familiarity and prior success**. People will often select a source based on authors they already know and have used before (Leckie et al. 1996).
- **Trustworthiness.** The professional’s faith that a source will provide accurate information, belief that the source is not socially risky when confidentiality is an issue (Leckie et al. 1996).

- **Packaging** is important when information is needed through a specific medium or in a specific format (Leckie et al. 1996).
- **Timeliness.** The staff of SDEAI must obtain the required information immediately or within an acceptable amount of time. The information's usefulness will decrease if it is obtained too early or too late (Leckie et al.1996) and that is one of the good attributes quality information.
- **Cost**. The importance of the information need, time factor and the monies available will determine the amount of effort and expense a professional will spend seeking information from any source. Cost need not only be calculated in terms of the money to be paid for the information, but can also be psychological and physical, for example the time and effort required to acquire the information (Leckie et al. 1996).
- **Quality.** The perceived quality and relevance of the information to the task ought to be primary criteria with which professionals select an information product or service (Kaufman in Pinnelli et al. 1991:316; Pinelli et al.1991).
- **Accessibility.** This could be physical proximity of the information (is the information available in the staffs' office or not) and other considerations such as whether the language used is known to the staff. Most professionals perceive their own collections to be most accessible (Leckie et al. 1996).

2.5.4 Interpersonal Communication as Sources Of Information

Personal contacts or networks within the organisation seem to be the most used source of people working within an organization in sourcing for information. This tendency to use personal information sources and network within the organisation can be ascribed to the many new ideas that are obtained by talking to people who do similar work within the organisation (Jain & Triandis 1990). Anderson et al. (2001) and Jain and Triandis (1990) propose that a problem could arise from this particular pattern of use since oral communication may [be] dysfunctional if the actors who exchange communication do not share a common language …' A common language in this context refers to the evolution of language, concepts and values that are unique to the types of projects undertaken by professionals. However, the use of this local or project specific language could make communications beyond the project boundaries difficult and prone to misunderstanding (Jain & Triandis 1990; Tushman 1982).

2.5.5 Outcomes of Information-Seeking

The optimal outcome of information usage is that the information need is met and the professional accomplishes the task at hand (Leckie et al. 1996). In that sense, it is a final stage in information usage. However, the possibility remains that the outcome of the information-seeking may not satisfy the information need and further information-seeking is required. In this way, the outcome influences information usage. The 'feedback' loop in the model conceptualises these instances. The second round of information-seeking can now involve a totally different set of information sources and will be influenced by different awareness factors. The feedback loop also illustrates that an information-seeking outcome is not a one-dimensional event, and that information-seeking is not a linear occurrence.

2.6 Tools used in Accessing Information

Information seeking and access is a complex affair and it requires a number of tools to be employed. This will depend on the nature of information sought, its urgency, adequacy and even the format in which this information is presented. Therefore, information seekers regardless of their location may be called upon to apply various tools to access and use information. There are conventional tools that have been associated with access and use of information which have been used over time. These are library catalogues, web indexes, search engines and in some cases some organizations have developed tailor made tools to assist them access information. Some other information seekers use databases and regardless of the tools being used this will largely depend on the nature of information sought.

In the case of Ministry of East African Integration, members of staff have been able to apply the most conventional tools but they have also developed E- briefcase which is a web based platform. This platform enables staff to store information in all areas of information concerning the department including the most current information for instance back to office reports.

2.7 Effectiveness of the Information Services Offered

According to oxford dictionaries effectiveness is the degree to which something is successful in producing a desired result andsuccess. While according to the business dictionary, it is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means" doing the thing right," effectiveness means "doing the right thing."In the government departments and Ministries, the information services are provided by their respective libraries which are public. A public library is a library that is accessible by the general public and is generally funded from public sources, such as taxes. It is operated by librarians and library paraprofessionals, who are also civil servants. Most of the libraries found in Government depict a picture of special libraries. Rowley and Turner (1978) define special libraries as those libraries that are serving an identifiable group of users with some common interest.

Although libraries found in government Ministries and departments are fully funded by the tax payer, Rowley says that public libraries now have specialist groups of users who effectively form a special library type relationship with the department they use. It is important to note that special libraries have along history of dissemination, abstracting, bulletins, current awareness services and selective dissemination of information.

According to Fourie and Dowell (2002), the term special library is used as an umbrella term to describe many different types of libraries. They go ahead to say that special libraries have common characteristics the primary one is that their collections include materials relating to specialized subject areas. In addition, these libraries gather their collections and design their services to directly support and further the objectives of the parent organization rather than to support a curriculum as school and academic libraries do.

Finally, these libraries are primarily concerned with actively seeking out and providing information that the parent organization's client or patrons need rather that just acquiring and preserving the information in a collection. In other words, special libraries provide special and even individualized services for their patrons. Some people call special libraries information centres by virtue of the type of servicers they offer. Good examples of these libraries are museum libraries, organizations' libraries, prison libraries and other libraries established for the purpose of serving a special group of people.

Fourie and Dowell (2002) say that personnel working in special libraries and information centres usually have more varied backgrounds than do staff in other types of libraries. Ideally, personnel should have both library and subject expertise. To make sure that all the staff working at the department fully understands what the department does, an induction programme is conducted with a view of sensitizing them on issues concerning the East African integration process. The library that is in the department of East African Affairs can be categorized a special since it has a special collection mainly on the EAC integration matters while it is funded by the government. It is at this forum that the librarians working at the department's library comes to understand the department and what is expected of him. The library offers lending services; reference services; internet services CAS; ISDI; Scanning of document services and also participates in the sensitization programmes which are undertaken by the public communication unit. Examining at what the library at the department of East African Affairs does in terms of its services then it fits well within the definition of what a special library does. The department is in charge of coordinating the activities of all the East African Community in the Country.

The coordinating aspect brings in the idea of highly technical people who are trained in integration matters thus they do require specialized materials and ultimately are served on a more personalized basis. Although it is difficult to comfortably say that its services are effective, there is need to have empirical evidence based on research.

It is important to note that no evaluation of its services has been done since no survey has been carried out to determine how effective its services are. In general, it has been providing services both to the employees of the department and the general public who seek information pertaining to the EAC integration process.

2.8 Factors which Hinder Access to and Use of Information

Information is power meaning any person who has access to quality information is bound to make informed decision in all areas affecting his or her live. Anybody would want to benefit from quality information. As much as one would want quality information there are factors which may hinder access to and use of information depending on the prevailing circumstances. Experts have identified various obstacles to information access and use. Uhegbu (2002) identifies five: economic, social, environmental, occupational, and infrastructure. Although Uhegbu identified these five factors others such as digital divide; lack of proper infrastructure; funding, skills, limited technological factors; lack of information literacy; cultural factors; political factors and lack of awareness.

2.8.1 Lack of Awareness

Information seekers and users may not be aware of the resources available. The role of libraries has not always been made clear to information seekers, particularly in developing countries. Ologbonsaiye (1994) points out about government libraries. In most organizations including government Ministries and departments, users of information have always relied on the library as a source where their information needs can be met since traditionally a library has always been considered to store information materials.

Some libraries and librarians have concentrated on traditional resources and services, which may be an obstacle to information access and use (Ologbonsaiye, 1994). The fact that librarians still provide traditional library services and have not changed their way of providing services to their clientele might be a major obstacle to access and use of information.

In most of the government Ministries and departments budgetary constraints coupled with lack of proper training for information providers might contribute to this scenario including SDEAI. Information access and use can only flourish in a society that appreciates the need for it and where government recognizes that information is the key to national growth and prosperity. Aboyade (1982) observes that even the highly-educated lack awareness of the crucial role that information plays.

2.8.2 Inaccessibility

A library's success depends upon the availability of information resources. It is not enough that they are available, or even bibliographically accessible; they must be physically accessible to those who need them. The growth of knowledge especially in science and technology, have turned attention to the problem of bibliographical or intellectual access to recorded knowledge. There are generally two kinds of failure in library use: stock failure and reader's failure. The former is a library's failure to acquire or produce the material needed by the patron. The reader's failure has two aspects: bibliographical and physical. The bibliographical aspect involves the reader's inability to find the item sought in the library catalogue. The physical aspect is the failure to locate the materials housed in the library.

Reasons for inaccessibility have been identified by Aguolu and Aguolu (2002). If SDEAI has to make access to and use of information both the employees and library staff are supposed to be alive on these two aspects.

There may be a number of issues at play compounding the two situations which might be at play and these might be that: users do not know precisely what they want; if they do, they cannot articulate their needs accurately to the library staff; the bibliographic or intellectual access to the content of the library is inadequate owing to poor indexing system in the library catalogue or of the library collection itself; the circulation policy of the library is inefficient, shelving methods are inadvertent, and guides to the library arrangement are lacking.

Other reasons might be that unnecessary physical and administrative barriers are imposed upon the use of the library material by the library management. Failure to locate on the shelves what has been bibliographically identified in the library catalogue is a common frustration and a challenge to library management. This can be because there is no indication on the library catalogue that an item is lost, sent to the bindery for repairs, weeded, or stolen. Items may be miss-shelved.

Library staff may have removed materials for their private use or that of their relatives, friends, and associates, other significant variables are discussed by Aguolu (2002) restrictive circulation policies and an inefficient loan system, among others.

2.8.3 Information Explosion

The explosion of information is obviously a challenge to libraries. Recognizing its importance, information is increasingly sought in an increasing number of situations by an increasing number of people (Ugah, 2000). This has increased the volume of available information.

The advancement of knowledge is made possible by research by scholars in all fields. Coupled with this is the fusion and fragmentation of disciplines and knowledge. As these break down into smaller segments, the scholarly literature becomes more specialized. In addition, there are thousands of other information packages, e.g., journals, magazines, and newspapers, being turned out by an ever-expanding publishing industry. The electronic media also produce vast volumes of information. The growth of knowledge is related to the growing number, size, and diversity of information transfer packages such as books, journals, technical reports, etc.

As the literature continues to expand, there is a corresponding proliferation of secondary sources, such as indexes and abstracts, which are produced to help control the flood of primary literature. An information seeker now has difficulty navigating the vast ocean of information, much of which he does not need. The persistence of the scientific journal as a medium of reporting scientific findings, the financial investment in research, and constant scientific and technological discoveries have all helped increase research literature output to a level that overwhelms librarians. The impact is that the researcher is no longer able to lay hands on all materials published in his own field if study. Even if that were possible, the volume would be enormous. This situation calls for the mounting of information literacy programs within the department.

2.8.4 Bibliographic Obstacles

Bibliographic obstacles take various forms. In some cases, adequate bibliographic description is lacking, while in others, the bibliographic description is incomplete or incorrect. In many cases, information retrieval devices themselves are lacking. Those devices vary in sophistication and usefulness. They include indexes, abstracts, bibliographies, and catalogues. Their objective is to save the user's time and simplify searching (Banjo 1984).

Lack of information retrieval devices is more serious in developing countries like Kenya, creating a serious obstacle to information access and use. Even when they exist, they lack continuity, are outdated, and do not give a true picture of available current information. This kind of situation is made even worse when taken from point of view of lack of financial resources, enough and skilled personnel which is a common phenomenon in Government Ministries and departments including SDEAI.

2.8.5 Environment

Perhaps the major obstacle to information access and use is the environment. The principal environmental factors include the polluted air in urban and industrialized cities of the world, wide ranges of temperature, pests, and so on (Ononogbo 2002; Ugah 1993). Ologbonsaiye (1994) identified noise as another environmental factor. Noise from traffic or other users' conversation can be negative environmental factors, as can noise from library staff or equipment. Uhegbu (2001) includes language and location of information as environmental factors. Some of these factors such noise can be true given that the Ministry of East African Integration is situated in cooperative house off Hailesalaseie avenue which is in close proximity to motor vehicle and matatu stage hence noise..

2.8.6 Poor Infrastructure

Infrastructure is the basic framework of any information organization. Effective information access and use depends on communication facilities such as telephones, Internet, telex, fax, computers, and even postal service, as well as an adequate supply of electricity.

2.8.7 Declining Budgets and Rising Costs

Faced with declining budgets and increasing demands from users, libraries are finding it difficult to acquire both primary and secondary publications to meet such demands. Worldwide inflation and economic recession have drastically increased the cost of publications. Printing and publishing businesses have become extremely capital-intensive. The cost of publication increases at a faster rate than the general rate of inflation. Many publications have been priced beyond the reach of individual subscribers and many libraries, with only large libraries able afford them. This reduces access to information.

Aguolu and Aguolu (2002) state that, "the high rate of inflation in Nigeria and abroad undermines the acquisition capacity of libraries." And this might not be an exception to Kenya since the two countries belong to the pool of developing nations. Library materials are ordered from countries with a higher standard of living, and prices of books and journals are fixed for societies with higher levels of income. Foreign exchange restrictions, bureaucratic procedures with import licenses, and customs regulations are among the challenges facing libraries.

Libraries and other information systems are not normally allocated enough funds to carry out their functions well. In Kenya, during the budgetary process those who are involved in providing information are not represented in meetings where decisions concerning allocation to government services are given. This situation result in budget cuts and allocation of little funds to run information systems in government Ministries and departments including SDEAI.

2.8.8 Costs for Users

There are a number of costs incurred by users in accessing information. Most government information sources are classified "secret" and may require large sums of money to obtain such information. In Kenya, most people live below poverty line and imposing such cost to the users of information to users of organization might be inhibitive and cause lack of access to and access to information including SDEAI. In addition, many users cannot afford to travel from one place to another in search information. Some may not be able to afford photocopying services. Some information is located in rural areas, and obtaining it is an expensive logistical problem, while some is abroad and also expensive to reach. Because of the expense, some information seekers resort to mutilation and theft. These create more obstacles to information access and use.

2.8.9 Staff

Library staff is the means by which service is provided. Quality of service depends on quality of staff. Ifidon (1995) posits that some library staff lacks a clear perception of their service mission. Dipeolu (1992) states that some librarians refuse to "soil their hands," casting themselves as administrators, while secretaries, clerks, and messengers minister to library patrons. When professional librarians and other employee fail to make adequate use of their knowledge and skills, access to information is affected. If that can be the situation in government Ministries and departments including SDEAI, then that can be a sad state of affairs.

2.8.10 Crime

Criminal activities are a formidable obstacle to information access and use. They include theft and mutilation of information sources, and assault on staff. This is a serious problem that needs urgent attention. Writing on crime and security in libraries, Ratcliff (1992) finds the situation alarming, not simply because thefts cost money, but because of their cost to scholarship and information access. There has been concern about this issue for some time. Zeiderberg (1987), for example, reports on the situation in the US during the 1980s. This situation cannot be unique but it can be applicable to SDEAI.

2.8.11 ICT/Digital Divide

According to Wikipedia the free dictionary, a digital divide is an economic inequality between groups, broadly construed, in terms of access to, use of, or knowledge of information and communication technologies. It is also the gap between those who have computers with internet access and those who do not have, as well as the gap between those who are computer literate and those who are not. An individual must be able to connect in order to achieve enhancement of social and cultural capital as well as achieve mass economic gains in productivity. Therefore, access is a necessary (but not sufficient) condition for overcoming the digital divide. There are challenges that stem from income restrictions. Furthermore, even though individuals might be capable of accessing the Internet, many are thwarted by barriers to entry such as a lack of means to infrastructure or the inability to comprehend the information that the Internet provides.

Lack of adequate infrastructure and lack of knowledge are two major obstacles that impede mass connectivity. These barriers limit individuals' capabilities in what they can do and what they can achieve in accessing technology. Some individuals have the ability to connect, but they do not have the knowledge to use what information ICTs and Internet technologies provide them.

This leads to a focus on capabilities and skills, as well as awareness to move from mere access to effective usage. The world is increasingly being driven by technological innovation.

2.8.12 Lack of Information Literacy

Education is a vital developmental tool as it promotes entrepreneurship and also creates a highly skilled workforce. Only quality education can give the African populace the correct skills and knowledge to create and manufacture things. Thus, it is true to say that the current education offered in countries within the continent hasn’t enabled the students to produce anything of worth. It is for these reasons that changes must be made in the education system to ensure that students are being equipped with the right kind of information that will enable them participate in the global market. In this regard, the staff of SDEAI should be inducted in information literacy. The United States National Forum on Information Literacy defines information literacy as “the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand."

For somebody to access information he or she must be able to understand what of information that he or she requires. He or she must know when information is needed and how to get it. This means that lack of information literacy might be an impediment to access and use of information.

2.8.13 Cultural Factors

Culture is a complex whole that includes knowledge, beliefs, arts, morals, laws, customs and any other capability and habit by a human being as a member of the society. If people cannot communicate, it means they will be unable to receive and access information. This has a direct bearing on any business being transacted in organizations or government.

Kenya as a country is said not to have a reading culture since for those who seriously read are either preparing for exams and after that they keep their information materials away. Culture also encompasses other tenets for example culture for sharing information which should be cultivated within an organization. It becomes increasingly difficult to disseminate information within a particular organization when there is no information sharing culture SDEAI being no exception.

Many communities all over the world have different cultures and in a scenario where information and communication technology has been embraced, access to and use of information appears to be easy. In a society that has acquired information literacy, there is likely hood of information users comfortably using various gadgets to access and disseminate information. Although that might be the case, this might be affected by language is one of the major factors that hinder the easy assimilation of ICTs by many developing countries. This hinders transfer of technology. The radio and TV programmes, computer software and the printed texts are produced in different countries bearing different cultural backgrounds. Communication can be a barrier to access and use of information and communication is found within different cultures in society.

2.8.14 Political Factors

The Kenya Constitution article 35 (a) Every Citizen has the right of access to:

(a) Information held by the State; and

(b) Information held by another person and required for the exercise or protection of any right or fundamental freedom.

This underpins the fact that it is the responsibility of the existing political system in any country including Kenya to provide a framework which can enable the citizens to be able to access and use information. This information accessed and used by employees of SDEAI who are also citizens of this country economic, politically, and socially.

2.8.15 Economic Factors

In developed countries, funds are always available for those concerned with provision of information to put in place necessary infrastructure to ease access to and use of information while in developing countries contrary is the case.

These infrastructures include investment in ICTs. Developing countries often lack the initial allocation as well as matching funds to make feasible investments in ICTs. Many countries often acquire costly technology without making provisions for building sufficient infrastructure to run them. Most developing countries are constrained by resource scarcities. Even where the importance of ICTs is recognized, allocation for the development of these is at best paltry. Due to this, many developing countries are forced to depend on mostly traditional means of communication. These are limited in their efficiency. If a country's budget cannot support ICT it means it will inhibit access to and use of information. Kenya being a developing nation has emphasized on the application of ICTs in its Ministries and departments. There is very little to expect since the funds are inadequate and more so allocation is put to more deserving cases.

2.8.16 Reasons why Access to Information is Critical

Access to information is critical for enabling citizens to exercise their voice, to effectively monitor and hold government to account, and to enter into informed dialogue about decisions which affect their lives. It is seen as vital for empowering all citizens, including vulnerable and excluded people, to claim their broader rights and entitlements.

But the potential contribution to good governance of access to information lies in both the willingness of government to be transparent, as well as the ability of citizens to demand and use information – both of which may be constrained in low capacity settings. A key question in this regard is: to what extent can access to information, and government transparency, advance the claims of poor and marginalised groups and make governments accountable?

Many commentators caution that access to information does not necessarily lead to greater citizen participation, state accountability and state responsiveness. In many developing countries including Kenya, there are real structural and political barriers which hinder both the capacity and incentives of governments to produce information, and the ability of citizens to claim their right to information and to use it to demand better governance and public services. These barriers include: Government may not be actively supportive of the right to information, particularly in contexts where there is a legacy of undemocratic political systems or closed government; citizens may not be aware of their legal right to information, or, in some cases may be reluctant to assert it, either because of fear of a repressive regime, or a prevailing culture of not questioning authority.

In other cases, there are structural barriers to poor people accessing and using information. For example, access to the Internet remains low in many developing countries, particularly in remote areas. The capacity of public bodies to provide information may be weak, and officials may be unaware of their obligations. In low capacity environments, record management and statistics generation may be insufficient to support access to information.

2.9 Chapter Summary.

This chapter has been able to cover the following areas: brief introduction; theoretical framework; theoretical framework of both Wilson and Niezweidzka and their application to the study; review of related literature covering more specifically on all the five objectives.

The objectives covered here were: establishing the kinds of work employees at SEAA do; their information seeking behaviour; tools use in accessing and using information and how effective are these tools. Finally, those factors that hinder access to and use of information were covered in great depth however from the literature review that has been covered in this study, it was noted that very little has been covered regarding access to and use of information thus compelling the researcher to carry out this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

This chapter presents the methodological procedures that the researcher employed in the study. It covered research design, sample design procedures, data collection instruments, data collection procedures, data analysis techniques and lastly ethical issues that were considered in carrying out the research.

3.2 Research design

Research design is the road map of the study to the researcher. According to Kombo and Tromp (2006), research design can be thought of as the structure of the research. It is the ‘‘glue’’ that holds all of the elements in the research project together. They go on to say that a design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions. This study was a qualitative research in nature. Creswell (1998) defines qualitative research as an ‘‘inquiry process of understanding based on distinct methodological traditions of inquiry that explore asocial or human problem’’.

Qualitative research is generally based on the belief that the people personally involved in a particular situation are best placed to describe and explain their experience and feelings in their own words. Therefore they should be allowed to speak without the mediation of the researcher and without being overly strained by the framework imposed by the researcher (Veal, 2006). In the context of the SDEAI employees, there was need of finding out how they receive, access and use information to full advantage of the Department and as a result, it employed a qualitative research strategy because it is a design which combines the individual research participants, the researcher as a research instrument and appropriate data collection technique in a collaborative process of producing meaning from data and using that meaning to develop theory.

The study was qualitative one where the researcher fully engaged the respondents in an interview guided by interview schedule. Qualitative research includes design techniques and measures that do not produce discrete numerical data, data are in form of words rather than numbers which are grouped into categories. The study was carried out the State Department of East African Integration. The data was obtained from both primary and secondary sources. The researcher used qualitative research approach and used interview that was guided by interview schedules as a method of collecting data because the researcher needed to talk to the respondents, get their feelings, their experiences, their expectations and opinions about the EAC integration process. Primary data was obtained through interviews and secondary data were obtained through documentary research and internet.

As earlier noted, one data collection instrument was designed and used in the study interviews. Interview guide were developed, tested to obtain validity and reliability before they were used to collect data. The researcher used non- probability method of sampling (purposive sampling).The data collected was first sorted and categorized into thematic areas, tallied and processed. The researcher authenticated the data obtained by one method through cross-checking against the interview schedules. The data were analysed and interpreted in accordance with the set objectives. That formed the basis for conclusions and recommendations.

3.2.1 Qualitative Research

Whereas the aim of quantitative research is to produce general sable results, qualitative research attempts to describe specific observed phenomena to derive possible explanations for their occurrences (Gorman & Clayton 2005:3; Marshall 1996). Since the aim of this study is to investigate access to and use of information by staff at the State Department of East African Integration in Kenya with a view to proposing appropriate strategies for improvement qualitative approach was found desirable.

The qualitative research approach is typically used to answer questions about the complex nature of phenomena and is also referred to as the interpretative, constructivist, or post positivist approach (Leedy & Ormrod 2005). The key assumption made by qualitative researchers is that the meaning of events, occurrences and interactions can be understood only through the eyes of the actual participants in specific situations and "lies within the interpretivist paradigm" (Gorman & Clayton 2005).

Subjectivity is given in qualitative research and it relies on the interpreted, inter-subjective and human nature of reality (Penzhorn 2002). A qualitative study is likely to produce tentative answers or hypotheses about what was observed and these hypotheses may form the basis of future studies designed to test the proposed hypotheses (Leedy & Ormrod 2005). Fidel (1993) maintains that a qualitative approach to research offers the best methods for exploring human behaviour and most information retrieval studies that used qualitative methods focused on users and investigated human behaviour in relation to information-seeking and retrieval.

Slater (1990) notes qualitative research has a role in mapping or defining the nature of the research problem as well as in investigating its more sensitive aspects. Patton (1990) explains that qualitative methods are particularly oriented towards exploration, discovery, and inductive logic to the extent that the researcher attempts to make sense of the situation without imposing pre-existing expectations on the phenomenon or setting under study. Fidel (1993) and Wang (1999) describe the qualitative approach as having particular characteristics.

- It is non manipulative and none controlling since it aims at understanding people from their own point of view (Patton 1990). Its purpose is to describe how people behave and to understand why they behave the way they do.
- It is humanistic in that the observer and the observed have a good rapport.
- Qualitative research is holistic and case-oriented since it provides for abroad understanding of a particular phenomenon by focusing on unique cases, but at the same time taking into account all the themes that are involved (Patton 1990).
- Qualitative research is focused on processes since it examines the dynamics of a process (e.g. interaction during a search), rather than the static attributes of a process (e.g. users' level of education, cognitive styles, or system capabilities).
- It is open and flexible without a priori conceptual framework. A qualitative researcher is "open to adapting inquiry as understanding deepens and, or situations change … [and] pursues new paths of discovery as they merge" (Fidel 1993; Patton 1990). Quite often data analysis guides data collection (Fidel 1984; Fidel 1993).

- It uses multiple methods for triangulation. Although interviews, observation, as well as document and log analysis can be used together, the selection of the methods to be used in a particular study is determined by the research question.
- Qualitative research involves fitting qualities into categories by coding the data. Coding can be performed simultaneously with observation or through content analysis where elements of text are the units of analysis. Content analysis is often used to analyse the text of transcribed interviews and verbal protocols.
- It is inductive since it is an approach requiring that abstract constructs, such as hypotheses, models, or theories, be developed during a study, not conceived a priori. As a result, both the method of inquiry and the abstract construct are dynamic, evolving as the study progresses. Data analysis involves clustering similar things together and the overall structure of the construct emerges as analysis progresses. Flexible design, the use of multiple methods, and coding of data are needed for inductive analysis to take place (Fidel 1993; Patton 1990).
- Qualitative research is scientific and valid. It cannot be replicated because it examines a phenomenon at a certain point in time (Fidel 1993).Triangulation and peer examination is a common method of ensuring validity (Fidel 1993).

In view of the above characteristics it is clear that a qualitative research approach offers the best method of conducting an in-depth study of any group.

3.3 Population of the Study

Population is a group of respondents, objects or items from which samples are taken for measurement (Kombo and Tromp, 2006). Orodho (2009) defines population as that population from which the researcher wants to generalize results of the study. The total population of State department of EAC Affairs staff was 200 employees. That constituted study population comprising integration officers, administrators, Economists, accountants, procurement officers, support staff and drivers. During the time of collecting data, it was noted that the SDEAI had another category of staff notably the interns who were working in various departments but providing critical services. The interns were neither interviewed nor included in the pilot study sample.

Table 1: Study Population

Department	**Number of Staff in the department**
Administration	50
Political affairs	38
Economic affairs	32
Productive and Services	35
Social Affairs	45
Total	**200**

3.4 Sampling Methods

There are various sampling methods among them, simple random sampling, simple random stratified method, cluster method, surveys and many others, the researcher used purposive sampling method for this study since those who were to provide useful data for this study were targeted.

3.5 Sampling techniques

Sampling is defined as a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey.

On the other hand, a sample size is a sub set of a statistical population or the frame from which it is derived (Kohler, 2002) Mugenda and Mugenda (2008) hold that purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study. Mugenda and Mugenda say that sampling is used when the investigator wants to locate the units of observation that have the required characteristics.

The researcher used purposive sampling whereby interview schedules were developed to gather information from respondents. That method of sampling was used since the researcher intended to interview respondents who were likely to provide pertinent information to the study.

3.6 Sample Size

The researcher used a sample size of 50% of the total population 200 and that translated into 100 respondents. That sample size was ideal since in qualitative research one does not require large numbers of respondents provided one gets enough information which can be relied on. The researcher believed that 100 respondents out of target population of 200 was representative.

3.7 Sampling Procedure

There are various methods used by researchers among them probability sampling, random sampling, stratified sampling systematic, the researcher employed non-probability sampling techniques called purposive.To ensure that all the categories of staff participated in the study, the respondents were drawn from all the five directorates. The department has two regional integration centres namely: Namanga and Busia Borders. The researcher visited the two centres to collect data from the staff there. It was believed that if the respondents were drawn from the five directorates in the Department and the two Centres, it would form a good representative sample of the total population of the Department. It was noted that the staff stationed at Namanga and LungaLunga border post are staff that are part of the technical directorates. The major departments in SDEAI are five in number and a sample of 20 respondents were sampled from each directorate. It is important to note one integration officer who is in-charge of border points was included among respondents from the technical directorates.

3.8 Data Collection Methods

There are various data collection methods for instance interview, use of questionnaire, observation, survey, snowballing and others, the researcher used interview method by formulating interview schedule to guide data collection for the study.

3.9 Data Collection Instrument

The interview schedules were used to guide the researcher to collect data from the respondents.

3.10 Data Collection Procedures

The researcher employed interview method for data collection for this study. The researcher developed interview schedules that contained questions that were used as a guide. That ensured that the interview was carried out systematically and that all the respondents were subjected to the same questions in all the five directorates within SDEAI. The staff was informed in advance that the researcher would be visiting them. The rationale behind informing them was to prepare them to avail themselves and they were not available to indicate when they would be available. The researcher carried out data collection systematically in the sense that he ensured that the interview session was carried on departmental basis. During the interview, the researcher was polite and made clarifications whenever needed by the respondents, it was understood that the respondents were not information science experts and could not easily understand some of the terms used by the researcher during the time of interview.

3.10.1 Justification for Interview

The researcher had many reasons for choosing interview as the most suitable method for collecting data for the study. Busha and Harter(1980) note that an interview is always best method for collecting data about the respondents themselves, their experiences, their opinions or attitudes, their knowledge and their reactions to trends and developments, among others.

According to Odini(1993) and Ojiambo (1994), interview methods give an opportunity to establish rapport and greater flexibility in collecting information since the interviewee and interviewer are both present. Verbal responses of the respondents are often valuable, original evidence or research data. The researcher gains useful insights during the interview situations from both what is said and what is not said. To conduct interview, schedules are prepared. Interview schedules are forms from which questions asked during the interview are listed and are asked in the same order as they appear on the schedule. They can be either structured or semi- structured. In structured interviews, most questions are closed. In semi structured interview questions will be used to collect information from respondents.

The use of semi- structured interviews allows the researcher to obtain what cannot be observed. It will also be very easy to control the line of questions and seek collaboration from the interviewees or any answer not understood. Interview was chosen as the method of data collection.

The researcher was able to understand and the experience of respondents as well as reconstruct events in which he did not participate. According to Chirban (1990) interview in true sense of the word, gives an “inner view” of interviewed person.

There are several reasons why one may use interviewing as a qualitative procedure. This study used interviewing as a research tool to comprehend how libraries in government ministries and departments are managed. Qualitative interviewing has been found to be useful in cases where subjects cannot be directly observed. In this study, employees from all the five departments at SDEAI were involved. Semi-structured interview schedule was employed in this study where by the researcher took responsibility for giving direction and focusing by probing, asking questions and following up on answers. Semi-structured interviews are flexible and therefore allow the researcher to modify and pursue unexpected insights. Interviews allows questioning to be guided by the way the researcher want it and the researcher can clarify points that need to be made clearer much more easily than in other techniques like questionnaire.

The semi-structured interview allowed the researcher to tailor questions to the position and comments of each respondents, thus validated their experiences and feelings thoughtfully. This method also enabled the researcher to suit each participant's situation (Mcleod, 1996).

The primary advantage of in-depth interviews provided much more detailed information than what is available through other data collection methods, such as surveys. They also provide a more relaxed atmosphere to collect data. Participants may feel more at ease talking to the researcher about their views as opposed to filling out a survey or questionnaire.

Semi-structured interviews are conducted with a fairly open framework which allow for focused, conversational, two-way communication. Semi-structured interviews can be used to provide and receive information. Unlike the questionnaire framework, where detailed questions are formulated ahead of time, semi-structured interviewing starts with more general questions or topics (Raymond Opdenakker, 2006). Semi-structured interviews do not only confirm what is already known but also provide the opportunity for learning. Often the information obtained from semi-structured interviews will provide not just answers, but the reasons for the answers.

With semi-structured interviews there is no significant time delay between question and answer; the interviewer and interviewee can directly react on what the other says or does. An advantage of this type of communication is that the answer of the interviewee is more spontaneous, without an extended reflection. Interviews also have the advantage that the interviewer has a lot of possibilities to create a good interview ambience. In other words, the interviewer can make more use of a standardization of the situation.

However, interviews have some few limitations and pitfalls, like the possibility of bias in cases where respondents' stake in the program or for a number of other reasons. The researcher is supposed to make effort to design a data collection, instruments, and conduct interviews to minimize bias. Interviews can also be time-intensive because of the time it takes to conduct, transcribe; and analyse them (Carolyn Boyce, 2006).

The technique does rely on the respondent being willing to give accurate and complete answers. Respondents may often lie due to feelings of embarrassment, inadequacy, lack of knowledge on the topic, nervousness, memory loss or confusion.
In this technique, clarifications are always made, since the interviewees might not be knowledgeable in the field being studied. There is an opportunity for both the interviewer and interviewee to seek more clarifications that enhances clear collection of the right data.

Regarding my own personal experience with the respondents, it was not difficult to conduct the interviews since the respondents were cooperative enough and spared time for me to interview them. It was a very interesting scenario since most of the respondents were interested to know what information science as a discipline is all about.

3.11 Validity and Reliability of Data Collection Instruments

3.11. 1 Validity of Data Collection Instruments

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Validity therefore has to do with how accurately the data obtained in the study represents the variable of the study. If data is a true reflection of the variables, then references based on such data will be accurate and meaningful.

To achieve that, 1% of the employees were interviewed from each category of the five directorates. The researcher then analysed the results in terms of ambiguities in the questions interpretation and language, questions which led to the same answer and asking leading questions that gave biased data were eliminated. That was aimed at ensuring that validity of the questions was increased so as to measure what they were expected to measure.

3.11. 2 Reliability of Data Collection Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. It is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials. Reliability is considered as level of internal consistency or stability of a measuring instrument. A measuring instrument is reliable if it provides consistent measurements that are free from non-systematic (random) error. The researcher examined and went through interview schedules from the respondents and then harmonized the inconsistencies which were unearthed by the pilot respondents. That increased the consistency of interview schedules as measuring instrument in data collection.

3.12 Pre- Testing

The interview schedule that was to be used by the researcher was administered to 1% of those in each of the five directorates but was not within the sample size. It is worth noting that the pretesting aimed at eliminating repetitive questions, ambiguities in the questions and whether respondents understood the questions. The pre-test enhanced the validity and reliability of the data instrument since issues that identified for instance technical language, structure and flow of the questions and ambiguities were rectified before the research instrument could be subjected to the respondents

3.13 Pilot Study

Interview schedules as research instruments were piloted to determine their validity and reliability. Two people formed 1% of the people from each of the five categories were interviewed. The two people selected were not part of the sample size. Mugenda and Mugenda (1999) recommend a piloting sample size of 1% to 10%. Ten (10) employees were used for piloting. Emphasis was placed on the suitability of the procedures, quality of the interview schedules, ease of elicitation of responses from respondents and then, the completeness and variety of information obtained. The objective was to refine the tools so as to obtain a more integrated picture of the situation under investigation. The pilot study took place before the actual data collection since the instrument that was used for pretesting was refined and was later own used for actual data collection from the respondents. The findings of the pilot study were that there some inconsistencies in the research instrument, the language and terms used in the research instrument was to be simplified and that there were ambiguities in the research instrument that were to be corrected before the actual data collection took place.

3.14 Data Collection

Data collection is the gathering of information to serve or to prove some facts. Data collection helps to clarify facts (Kombo et al, 2006). The aim of data collection is to prove or refute some facts. To facilitate the collection of data so as to enhance proper data analysis, a semi-structured interview schedule was designed, and employed in this study.

The researcher booked an appointment with the respondents. The process of collecting data was by means of face to face approach. The researcher visited the respondents in their respective offices and also excused himself to the respondents by also asking the whether they were ready for him. That was mean to avoid a situation where he could put the respondents under pressure in case they were busy.

Once the researcher was welcomed and ushered in that gave an indication that they were ready for him. The researcher asked questions in the order they appeared on the interview schedule. He recorded responses on the schedule and had a tape recorder to assist him later on where there was need for clarifications. The researcher sought permission from the respondents to use the tape recorder. The researcher created an atmosphere that enabled him to get more honest answers and in the process of the interview established a rapport between himself and the interviewee.

Coding started while the researcher was still conducting interviews as he intentionally followed up themes and concepts as they emerged throughout the conversations.

Coding is the process of grouping interviewees' responses into categories that bring together similar ideas, concepts or themes that have been discovered. Semi-structured provided an opportunity to respond to issues more appropriately. The interviews schedules were flexible, to the point and made it appear as if it was a mere discussion. Interviewing schedules also made respondents to respond to issues in a more open and exhaustive way. The prepared interviewing schedules were used as a guide and this assisted in ensuring that there was a flow of information.

The use of interviews compared to questionnaires had the following advantages:

- They were flexible because they allowed the respondents to freely respond to issues and this enabled the researcher to gather a lot of information;
- They were user friendly because the respondents felt part of the exercise thus making him/her free to participate in the research;
- Since they allowed a relaxed atmosphere, the answers given were reliable; they allowed the interviewer to be responsive to individual differences and situational characteristics.

3.14.1 Data Reliability and Validity

During the data collection exercise, the researcher observed the following.The researcher tried as much as possible to maximize the reliability and validity of data collected by ensuring that the data collection techniques yielded information that was not only relevant to the research questions and objectives, but also correct. Busha and Harter (1980) observe that reliability in research studies implies the stability, consistency and dependability of research methods and instruments used, data collected and results obtained after analysis. On the other hand, validity implies the ability of the research methods and instruments used to measure the variables being investigated in the research. In order to ensure reliability and validity of data collected during this study, the researcher applied various techniques to ensure data validity and reliability was achieved.

3.14.2 Member Check Method

Member check method is a procedure of confirming with the participant that the data recorded is the true record of the information the participant gave. Member- check method is a useful tool for capturing the participant's perspectives as accurately as possible as well as for guarding against the researcher's biases. Every time the researcher was in doubt or required further clarification, he used this method.

3.14.3 Politeness and Receptive Approach

Research carried out using interview method has demonstrated fairly conclusively that people respond differently on how they perceive the interviewer (the person asking the questions). There are variables as sex, age and ethnic origins of an interviewer as having a bearing on the amount of information people are willing to divulge and their honesty about what they reveal. In this regard the researcher opted to be so polite, punctual and receptive throughout the interview in order to encourage the right climate for the participant to feel comfortable and provide honest answers.

3.14.4 Total Privacy

Total privacy refers to a situation where the researcher tries as much as possible to observe total privacy during all interview sessions by not allowing any observer or listeners. Many researchers highly encourage this method because it does not only ensure confidentiality to the participants, but also, create a suitable atmosphere for the generation of valid and reliable data. The researcher ensured this by meeting interviewees in their offices and also by ensuring that the tones were kept low not to attract nearby subjects.

3.14.5 Passive Neutral Stance Approach

During the interview, the researcher adopted a passive and neutral stance in order to minimize any influence on the outcome of the research. He ensured this by presenting himself in a manner, which could not antagonize or upset participants, especially by embracing courtesy all the time. He also made sure that he remained neutral and non-committal on the statements made during the interview. In adopting this approach, the researcher encouraged the participant to open up and avoided any move that could have provoked hostility or put the interviewee on the defensive.

3.15 Data Processing and Analysis

Data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. Various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal from noise present in the data (Shamoo & Resnisk, 2003).
This section analysed the research findings compiled from interview schedules. Data analysis was done thematically. Mugenda and Mugenda (2003), states that in qualitative studies, researchers obtain detailed information about the phenomenon being studied and try to establish patterns, trends and relationships. Although there are various methods used by researchers to analyse data, such as coding, recursive abstraction, mechanical techniques, paradigmatic differences and trustworthiness, the researcher used coding.

Coding is an interpretive technique that both organizes the data and provides a means to introduce the interpretations of it into certain quantitative methods. The researcher is also aware of criticism of coding method that it seeks to transform qualitative data into empirically valid data, which contain actual value range, structural proportion, contrast ratios, and scientific objective properties; thereby draining the data of its variety, richness, and individual character. We are informed that analysts respond to this criticism by thoroughly expositing their definitions of codes and linking those codes soundly to the underlying data, therein bringing back some of the richness and might be absent from a mere list of codes. The data recorded from the interviews with the staff of the department will be thematically analysed. All the responses will be recorded and incorporated in chapter four.

3.15.1 Dissemination of the Findings

In disseminating the findings from the study, the researcher will employ a number of techniques to ensure that the findings are distributed in order to reach a large number of audiences. To ensure that the outcome of the study on access to and use of information is communicated to the relevant audience, the researcher will employ local, national and international dissemination of the findings. This will be through:

- Conference presentations
- Publication of the study material in form of a book for easier distribution
- Local seminars and workshop presentations
- Depositing at least one copy of the study to Ministry of East African Integration, Moi University Library (Margaret Thatcher Library, National Council of Science and Technology and East African Community Secretariat in Arusha, Tanzania.

3.16 Ethical Considerations

When most people think of ethics (or morals), they think of rules for distinguishing between right and wrong, such as the Golden Rule ("Do unto others as you would have them do unto you"), a code of professional conduct like the Hippocratic Oath ("First of all, do no harm"), a religious creed like the Ten Commandments ("Thou Shalt not kill..."), or a wise aphorisms like the sayings of Confucius. This is the most common way of defining "ethics": norms for conduct that distinguish between acceptable and unacceptable behaviour. The following ethical considerations were observed during data collection:

3.16.1 Protection of Rights and Welfare of the Respondents

While carrying out research, protecting the rights and welfare of everybody who volunteers to participate in the study is a fundamental tenet in ethical research. It is especially considered extremely unethical if data from a population that is disadvantaged in one way or another is used without their consent of a guardian (Mugenda, 2008). The consideration of these ethical issues was necessary for the purpose of ensuring that privacy and safety of the participants. The data that was collected and used to complete this study was not meant for any commercial use but purely for academic purpose.

3.16.2 Seeking Informed Consent from the Respondents

Among the significant ethical issue that was observed in the research process were informed consent and confidentiality of the respondents. In order to secure the consent of the selected participants, the researcher relayed to each respondent all the important details concerning the study, including aim and objectives. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the study. The respondents were also advised that they could withdraw from the study if they felt uncomfortable participating in the study.

With these assurances, the respondents were comfortable since they felt that they were not being forced to participate in the research.

3.16.3 Confidentiality of the Respondents

The confidentiality of the respondents was also ensured by not disclosing their names or personal information in the research. Only relevant details that helped in answering the research questions were included.

3.16.4 Honesty in Data Presentation and Analysis

The researcher ensured that there was honesty in reporting data, results, methods and procedures. This ensured that the researcher did not imagine fabricate the data that were collected, analysed, presented was what was actually collected from the respondents.

3.16.5 Respect for Intellectual Property

Respect for intellectual property was guaranteed by giving proper acknowledgement or credit for all contributions to this study and the researcher did not engage in plagiarism. It is also important to note that the researcher was objective during the interview, data presentation and analysis, and analysis, and data interpretation and that led to avoiding or minimizing bias or self – deception.

3.17 Chapter Summary

This Chapter has exhaustively covered the following areas; brief introduction; research design; population of the study; sampling techniques the researcher employed in the study; Pilot study; validity and reliability of the research instrument data collection procedures that were used and data collection itself.; data processing techniques that were employed and ethical considerations were all covered.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis, interpretations and discussions on access to and use of information by the 76 out of the sample size of 100 o fthe employees at the State Department for East African Integration. Analysing qualitative data involved synthesis and making inferences regarding the insights provided by the respondents. Qualitative data included information gathered from semi-structured interview schedules conducted by the researcher. The chapter is divided into the following sub-headings based on the study objectives and research questions.

- Background information of the study
- Response rate
- Personal information
- Kind of work that staff at the State department for East African Integration do
- Information needs and information seeking behaviour
- Effectiveness of the information services provided to the users in the Department
- Factors which hinder access to and use of information
- Strategies for better access to and use of information services at the Department.

4.2 Response Rate

The researcher targeted 100 respondents who were employees at the State Department for East African Integration. The response rate was presented on all the areas of the research questions. Although the researcher had targeted to interview 100 respondents 76(100%) were interviewed.

Meeting 100% response rate was not possible due to factors beyond the researcher's control such as not meeting the targeted respondents in their offices having travelled outside the country on official assignments. Although that was the case, according to Mugenda & Mugenda (2003) over 70% response rate is very good. The above response rate can therefore be said to be above average since more than 70% of the respondents were interviewed.

Table 2: Response Rate   N=76

Department	Response Received	Percentage
Administration	18	24
Political affairs	14	18
Economic affairs	15	20
Productive and Services	14	18
Social Affairs	15	20
Total	**76**	**100**

4.2.1 Users of Information Services at SDEAI

The respondents were asked to indicate who the information users at SDEAI were. The reason for asking that question was to establish if employees at SDEAI were the only people involved in access to and use of information. The revival of the new EAC has brought on board a number of issues which stakeholders are interested to know. All the respondents 76 (100%) of the respondents indicated that they were the users of information. When asked whether stakeholders from outside the Department were beneficiaries of the same information, 8 (10%) indicated that they were not sure whether the information at SDEAI was being used by other stakeholders from the outside while 68 (90%) respondents majority of them from the technical departments agreed that they aware since mostly interact with Ministries and Departments from outside SDEAI while performing their coordination role. Based on this information it can then be deduced that the users of information as SDEAI are both the staff and other stakeholders who partner with staff in performing their coordination role or other members of public who come to seek information pertaining to EAC integration process.

According to the treaty for the establishment East African Community signed on 30thNovember 1999), there are fourteen areas of cooperation as opposed to only a few areas in the old East African Community. So far three protocols have been signed and ratified namely the customs union protocol; common market; and monetary union. These protocols have prompted many people to seek and use information. From the responses from the respondents, it was indicated that people including business men and lately scholars who have identified grey areas of research and looking for information. Some of this information cannot be found in the public domain apart from SDEAI. Atypical example of this material is a document on EAC common external tariff 2012 version which guides businessmen on tariffs charged on items within EAC region as it was pointed out by the respondents

4.2.2 Value attached to Information

The employees from the five directorates were asked whether they valued information. The purpose of asking was to find out whether the staff were a aware the role information could play both at their place of work and in their private lives. A total of 76 (100%) responded in the affirmative. The respondents said that they value information since information is power, a source of knowledge, good for decision making, can build management skills and facilitate them to execute their mandate. It can then be deduced that the staff at SDEAI believed that if they were provided with enough and accurate information, it could make their work easy.

Because information plays such an important role in almost every human activity, its value in the development process has been a topic of extensive debate. According to a number of authors, such as Bell (1986), Boon (1992), Camble (1994), Sturges and Neill (1998), lack of information has impacted negatively on the development process. Although academics and researchers are aware of the value of information in development, there is some concern that information is still not perceived as being as important as other resources.

The members of staff of SDEAI were alive to that fact and they had embraced and valued education. Information has power only when used and applied (Boon 1992; Martin 1984; Paez-Urdaneta 1989) effectively. The above writers have reinforced this fact. In their responses, they indicated that they value and value information since it has helped them in a number of spheres.

4.2.3 Access to In-House Information Resources

All the respondents from the five directorates were also interviewed on how they access information within the department. All 76 (100%) respondents accessed information through internet, websites, files, information owners, e-brief case, EAC secretariat, written communication, memos, staff mail, and circulars, through print media, MDAs, from stakeholders and from their supervisors. Based on the above sources of information it can then be argued that the employees at SDEAI have various sources where they access information. That meant that their work was made easy and they could work comfortably. From the above, information staff at SDEAI have diversified sources of information. It is from these diversified sources that they are able to access and use information.

4.2.4 Involvement of Staff in the Selection of Library Materials

The employees at SDEAI were asked to indicate whether they were involved in the selection of library materials. All the respondents 76 (100%) responded in the affirmative. One of them was quoted as saying ‘‘of course yes, the librarian rolls out a memo every beginning of any financial year requesting to forward to him our information requirements’’. That meant that whatever that was bought and stoked by at SDEAI library has full involvement of staff as major stakeholders and internal customers. From the information given it can then be argued that the librarian working at SDEAI library involved stakeholders and did not make unilateral decision of purchasing library materials.

It is important to note that the involvement of staff as stakeholders in the selection materials underpins the importance they attach to information. They value information materials as resources that can provide information. This involvement will alleviate complains from them in terms of the relevance of the materials since they are directly involved in the exercise. Many writers have written more on the importance of information. Although information is recognised as an important development resource and it is acknowledged that an absence of information may impede development (Boon 1992; Camble 1994), little has been done in the field of information science to determine the use of information among people in rural communities originating from oral cultures. Boon and Camble agree that that information plays a very important role both at the rural and urban set ups. Employees at SDEAI are alive to this fact.

4.2.5 Frequency of Visits to the Library by SDEAI Employees

The respondents were asked whether they visited and made use of the library resources. That was meant to establish they were making use of the library resources and whether the library could provide information sought by them. Across the board, 15(20%) indicated that they rarely visited the library, 8 (10 %) said that they rarely visited and made use of the library since most of the books in the library were not in their areas of specialization for those who were not technical officers and 56 (75%) were of the view that the library has almost all information regarding the work they do. One of them remarked that ‘‘the library has the institutional memory of this Department’’. Although they advised that the library needed to keep current information materials.

The majority of the respondents agreed at some point when they were asked whether they value the information stored by the library said the library has all the reports concerning EAC. By virtue of the staff being involved in the implementation of EAC decisions and projects they find the library very helpful in providing information resources that can provide the much needed information. This reason is likely to enhance their visits to the library. Although they indicated as they did, the general observation was that that information was available but not adequate to enable them execute their mandate effectively and more efficiently.

4.3 Activities Carried out by the Employees

The State department had five major directorates. These were Political Affairs, Social Affairs, Economic Affairs, Productive and Services and finally Administrative

Services. A total of 58 (76%) of those interviewed from the technical directorates coordinated matters concerning EAC integration process since the major objective of the Ministry of East African Integration in Kenya was coordination. The researcher had the opportunity to interview respondents from all the five directorates. A total of 18(24%) were interviewed from the administrative directorate. They are involved in matters of policy formulation, management of meetings, support services, security issues, customer complaints, office environment and general security of the offices.

A total of 15 (11%) respondents were from the social directorate. They were involved in issues of gender and social development, education, culture and sports, writing of reports and coordination of activities in the social subsector of the EAC.

Other respondents 15(20%) were from the Economic directorate. Their activities involved co-ordination of EAC integration on trade, EAC financial sector development and regionalization on matters of finance, capital markets, insurance, customs, common market and activities related to the economy of EAC. A total of 14 (19%) respondents interviewed were from the Productive and services. They were involved in activities of coordinating EAC projects, technical infrastructure, telecommunication, civil aviation, energy, tourism, agriculture and dissemination of EAC information to stakeholders and the general public.

Among the respondents 14(19%) interviewed were from the political directorate and indicated that they were involved in activities concerning regional security, EALA, defence, coordination of EAC political federation which is the fourth and final pillar of the EAC integration process and lastly one (1 %) represented integration officers who fall under the technical directorates but are manning the RIC (regional integration Centres) of Namanga and Busia boarders. It was necessary for the researcher to gather information from them since they are part of SDEAI employees. They indicated that their main activities involve coordination of cross boarder issues, monitoring and evaluation of regional programmes.

It is important to note that76%(58) from all those employees interviewed from the technical directorates agreed that they were all involved in correspondence, co-ordination matters, analysis, writing of country position papers and writing of technical reports. The study established that most of the core activities at SDEAI rotate on EAC integration matters and only a small percentage of administrative activities are carried out at the Department.

The strategic plan 2008-2012 one of its salient objectives is to coordinate the government of Kenya's participation in EAC integration process through policy guidance and programme support as envisioned in the Ministry's strategy and Treaty establishing the East African Community**.** This strategic plan is in agreement with what the staff indicated that they are involved in. The EAC calendar of activities 2015 guides the staff and very important to note is that when the SDEAI is preparing its calendar of activities majority of these activities are EAC activities which are mandatory to be carried out by the Staff of SDEAI.

4.3.1 Generation of the Activities at SDEAI

The researcher was interested to establish how their activities are generated. All the respondents 100 % (76) from the five directorates agreed that their activities are generated by policies, supervisors, and schedule of duties and from officers within the department while18 (24%) from the administrative directorate indicated that their activities are generated from the CS, PS, departmental work plan, performance contracting, circulars and policy.

The technical directorates strongly indicated that their activities emanate from EAC calendar of activities, decisions from the council of Ministers, preparatory meetings and development of concept papers by EAC and writing of country position papers from their supervisors. The fact that all the respondents were in agreement that all their activities were generated through policies, supervisors and schedule of their duties when it came to the core mandate of SDEAI,

58 (76%) indicated that their activities arose from the EAC calendar of activities. In pursuit to fulfil their core mandate, it can then be argued that what dictated their activities was EAC calendar of activities.

4.3.2 Activities carried out by Employees Outside SDEAI

The study attempted to find out whether the employees were involved in the EAC activities outside the department. The participation of staff in the activities outside SDEAI could imply that they may be having various information needs.

Table 3: Activities carried out by Employees Outside SDEAI N =76

Directorates	Number of Respondents	Percentages
Technical	58	76
Administrative	18	24

A total of 58(76%) respondents from the technical directorates indicated that they did participate in the activities outside the department and only 18(24%) from the administrative directorate said they are not very much involved in the activities outside the department since they offered support services. Based on the information in the table it can be deduced that majority of the employees involved in the activities outside the Department are mostly from technical directorates since they perform core activities. The technical directorates which indicated that they participated in activities outside SDEAI were asked to state the activities.

The activities included participation in meetings by stakeholders, preparatory meetings, workshops, sensitization and publicity, formulation of documents and policies, launch meetings, attending meetings in boarder Countries, distribution of Jumuiya publication which is a quarterly publication of SDEAI that highlighted its activities.

To enable the employees of SDEAI to fulfil their information needs, they were asked whether the information obtained in the library at the SDEAI supported their activities effectively and efficiently. A total of 76(100%) were of the view that the library plays a critical role in supporting the activities of the department.

They were of the view that the library contained relevant EAC reports; that the library had information that supported planning and policy development; position paper preparation; analytical work; background information; proposal writing; research; skill enhancement through individual growth and since it had a link to EAC Secretariat and had factual information. They all agreed that they can be supported by access to websites, internet, EAC Secretariat, Stakeholders and line Ministries, telephone services, registry, MDAs, files, brochures and other institutions of higher learning in the event information that was found in the library was not adequate.

4.3.3 Information Resources used to Carry out their Mandate

The respondents were asked to indicate the information resources they use to carry out their mandate. That was meant to establish various information resources available at SDEAI. All the respondents 76 (100%) in all the five directorates indicated they use computers, circulars, policies, files, library, registry, books, telephone, journals, reports and other EAC publications.

4.4 Type of Information they look for and how they seek for Information

4.4.1 Types of Information Sought

The researcher sought to establish the types of information they normally seek and in what formats the information was presented. All the respondents interviewed indicated that the information they accessed and used was presented in both electronic and print formats. A total of 58 (76%) from all the technical directorates indicated that they seek information on policy formulation, EAC decisions that are made at various levels and any information that can enable them carry out their coordination role as SDEAI.

The 18 (24%) who were interviewed were from the administrative directorate who provide support services in the department. They sought information because information enhanced their capacity, need to know, and current information, personal enhancement and academic progression. The respondents from the technical directorates were also of the same view.

Arising out of the above responses, it can be argued that the types of information sought by SDEAI employees rotated on EAC coordination and integration matters.
The staff of SDEAI had indicated that they seek for information because of a number of reasons among them to enable them perform their duties effectively; need to know and need to advance professionally in their careers. Wakeham… etal (1992) defined information need as ‘‘what is perceived to be required for the competent performance of professional task’’.

An understanding of information needs therefore focuses on why information is required and the source from which it is obtained. Wakeham in his definition attest to this. It is for this reason that they would seek for the type of information that will enhance their performance. It important to appreciate that, those employees at SDEAI are professionals and trained in different fields. It therefore follows that their information needs are diversified in nature. Although the staff at SDEA might be compelled to seek for the type of information that is likely to enhance their performance at work, they may also would like to seek for information that is likely make them generally to learn as Maslow may attest to this.

4.4.2 Factors prompting them to seek Information

The respondents were asked what prompts them to seek information. All respondents from all the five directorates 76(100%) indicated that skills gap, office assignment, personal interest, personal enhancement, professional growth, when need arises, need to know, to be updated, new technological changes and to be accurate in their work were the major reasons why they sought information. In the technical directorates all the respondents 58 (76%) agreed that the major reason why they sought information in addition to the above reasons was that to be able to handle EAC matters. These were respondents from the technical directorates apart from 18(24%) from the administrative directorate who provide support services.

It can then be argued that most of the employees at SDEAI seek information in their pursuit to fulfil their mandate of coordination. Maslow (1943) in his hierarchy of needs theory proposed that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization.

According to Maslow, these needs can create internal pressures that can influence a person's behaviour.

The needs theories attempt to identify internal factors that motivate an individual's behaviour and are based on the premise that people are motivated by unfulfilled needs. If one looks at the needs we do have esteemed needs that refer to the need for self-esteem and respect, with respect and respect and admiration from others. Not every employee in SDEAI is a technical officer who is involved in coordination matters but we might have other employees who might be prompted to seek for information due some other compelling factors. Some of these factors might be need to learn as articulated by Maslow in his theory of humanistic learning to (1908-1970).Because of diversified nature of needs Wilson's definition of information seeking Wilson (1999) stated that, "those activities a person may engage in when identifying their own needs for information, searching for such information in any way, and using or transferring that information" Wilson is agreement that people will always seek for information because of a number of reasons.

Although it can be argued that staff of SDEAI might want to seek for information because of other compelling reasons, needs associated with their work stand out as the most compelling factor (Wakeham…et al 1992).

4.4.3 Formats of Information at SDEAI

The respondents were asked in what format information was presented. The main reason was to determine in what formats was presented in SDEAI and whether they were able to access and use information in various formats. All the 76 (100%) indicated that information services at SDEAI was presented both in print and electronic formats. As much as they indicated they have access to information both in print and electronic formats, a few 15 (20%) respondents had some challenges on how to access and utilize electronic information for example internet information. They argued that they did not have enough skills and that internet access was only limited to a few offices hence making it difficult to access it.

It can then be argued that since a few employees had difficulties in navigating and accessing electronic information, then there was need to intensify information literacy programmes within SDEAI. All the employees ought to access and use all the information regardless of format. That would ensure that the employees had the right information at the right time, adequate, concise and accurate.

4.4.4 How they seek Information

The respondents were asked how they seek information. All the 76 (100%)respondents indicated visited the library, visit websites, internet and intranet, visit the registry, peruse files, and approach whoever has the information, through books and reports, through memos, telephone calls, staff mail and through collaboration with MDAs. The respondents were asked to indicate how easily and readily the information is available at the SDEAI.A total of 60 (80 %) respondents across the five directorates indicated that information at SDEAI is easily and readily available since the internet is available. Both library and registry are always open.

They had arranged their information well and run by skilled manpower while 16 (20%) were of the contrary view. That information in SDEAI was not readily available since it depended on the nature of information sought. For example, information on IFMIS (integrated financial management Information System), information on vested interest was difficult to get, low staffing levels in the library, communication in the department was not effective and retrieval of information was still not effective and took more time.

4.4.5 Whether Employees of SDEAI seek Information from outside.

The research sought to know whether the information services provided in the department is enough and whether they at some point seek for information from outside sources. A total of 58(76%) respondents from the technical directorates indicated they seek for information from outside sources while 4 (5%) from the same directorate indicated that they did not seek information from outside sources. Those respondents 14(18%) mainly from administrative directorate said they did not seek for information from external sources. For those who indicated that they seek information from external sources, they were asked to say which were these external sources and they said that they seek information from EAC Secretariat library, UON library, other MDAs Libraries, Kenya National Archives and Documentation Centre, from colleagues, Government Printer, Other Partner States, EAC institutions, telephone calls, civil societies, personal visits and Civil societies/organizations. It can then be argued that in their pursuit to seek for information from external sources they use a multiplicity of sources.

There is no one source that can fulfil the information requirements of any person. Robinson’s (2010) research suggests that when seeking information at work, people rely on both other people and information repositories (e.g. documents and databases), and spend similar amounts of time consulting each (7.8% and 6.4% of work time, respectively; 14.2% in total).

Robinson is in total agreement that people while seeking for information spend a lot of time looking for information from various sources. The fact that people seek for information from various sources does not mean the sources are from within the department. This information can be sought from people outside the department and so do the various repositories and databases. The fact that staff of SDEAI can seek for information from outside the department is not a unique situation to SDEAI but falls within the armpit of conventional practices.

4.4.6 Information and EAC Integration Agenda

The respondents were further asked to state whether the information they access and use has any bearing on the integration agenda. This was meant to determine whether the employees of SDEAI are on the right track as far as EAC integration process was concerned. A total of 76(100%) of all the respondents agreed that the information they access and use at SDEAI assisted them to make informed decisions. It was used in;

a) informing stakeholders and creating awareness;
b) setting agenda for regional integration;
c) formulation of policy;
d) developing position papers;
e) co-ordinating and implementing the decisions of the council of Ministers

It can then be argued that if access to and use of information could facilitate the above roles then information was a vital tool in propelling EAC integration agenda.

When the importance of information is looked at from the government point of view, a number of authors, such as Neelameghan (1980) and Camara (1990), hint that planners, developers and Governments do not yet acknowledge the role of information as a basic resource, or are unaware of its potential value (Sturges & Neill 1998). It can be true that if these authors hold a contrary view that governments and other planners are ignorant on what information is all about and the role it can play in development then there is need for concerted efforts to be made to achieve this. Many authors, such as Sturges & Neill (1998); Boon (1992); Van Rooyen (1995); view information as one of the most important resources needed for both rural and urban development. East African community is an inter-governmental organization comprising five partner states namely: Kenya, Uganda, Rwanda, Burundi and Tanzania. It therefore sounds ironical for these governments not to understand the value of information yet most of the policies, decisions and projects cannot be implemented by them without adequate information.

It then follows that if governments which form the East African Community of which Kenya is part, and then there is a problem. It is important to note that when the employees at SDEAI were asked whether they valued information, they all responded in the affirmative. The problem then can be at the policy making level of these governments.

4.4.7 Accessibility of Information at SDEAI Library

The researcher was interested in establishing if the information at SDEAI library was accessible and retrievable. When the respondents were asked to that question, they had different reactions. Majority of them 40 (53%) indicated accessing and retrieving information at SDEAI library was easy since the library was well organized; it was being run by qualified staff. They also pointed out that if the information was in the library, definitely it will be found and accessed. The remaining respondents 24 (47%) had reservations and indicated that it was not easy to find information in the library since it was a mixture of subjects and they could not understand the arrangement.

They argued that the library staff had not conducted information literacy programme hence making it difficult to access and use information. At the same time they indicated that although the library personnel were qualified, they were few in number thus not able to serve efficiently the whole members of staff.

It has been argued that regardless of size, the library should provide relevant and current information materials. If the library of SDEAI had all the relevant and current information material then it could be fulfilling its mandate. The respondents were asked to indicate in general the relevance of the information services being provided at SDEAI.

All the 76(100%) were agreeable that the information stocked at the library was relevant since it consisted mainly reports emanating from EAC activities. They were quick to remark that the library provided institutional memory of EAC stocking mainly EAC publications that provided background information useful in supporting planning and policy; Country position papers; analytical work and assist officers to be knowledgeable in their own areas of specialization. Since all the respondents were in agreement that the SDEAI library stocks relevant information that was aimed at assisting employees in executing their core mandate then it may be argued that the SDEAI library forms a very important component of information systems found within the Department.Reasons for inaccessibility have been identified by Aguolu and Aguolu (2002) who stated that a library's success depends upon the availability of information resources.

It is not enough that they are available, or even bibliographically accessible; they must be physically accessible to those who need them. The growth of knowledge especially in science and technology, have turned attention to the problem of bibliographical or intellectual access to recorded knowledge. There are generally two kinds of failure in library use: stock failure and reader's failure. The former is a library's failure to acquire or produce the material needed by the patron. The reader's failure has two aspects: bibliographical and physical. The bibliographical aspect involves the reader's inability to find the item sought in the library catalogue. The physical aspect is the failure to locate the materials housed in the library.

It can be argued that for those respondents who indicated that there were some issues in terms of accessibility, Aguolo and Aguolo are their advocates. It therefore means that one cannot rule out the issue of inaccessibility of information materials in any given library.

4.5. Tools Used by Staff in Accessing Information in the Department

Table 4: Tools Used to Access Information by Staff in SDEAI

TOOLS	ADMIN. DEPARTMENT	POLITICAL DEPARTMENT	SOCIAL DEPARTMENT	ECONOMIC DEPARTMENT	PRO&SERVICES DEPARTMENT
OPAC	20%	25%	30%	15%	10%
WEB INDEXES	15%	20%	30%	30%	5%
SEARCH ENGINES	25%	25%	25%	25%	25%
E-BRIEF CASE	25%	25%	20%	25%	35%
FILE INDEX	40%	20%	15%	10%	5%

The respondents were asked to indicate tools that they use in accessing information and majority of the respondents over 95% indicated that they use search engines and E-briefcase (a platform that was innovated by the ICT staff in the department) to access information although others indicated they use OPAC of the library, databases, file indexes and web indexes, if computed across all the departments, search engines and e-brief case percentages superseded other tools.

It can be then deduced that the staff at the SDEAI rely mostly on search engines and E- briefcase as opposed to other tools. The fact that these tools can enable staff to access and use information in the department they could not solve their information needs since they require internet connectivity. It was also noted that the department had not done enough to put in place the necessary infrastructure to facilitate information provision. That was a major information handicap on the side of the department. The employees the department are supposed to have all the information provider tools at their disposal so that they are at liberty to choose which tools to use.

4.6 Effectiveness of Information Resources and Services provided at SDEAI

The study sought to establish whether the information at SDEAI was effective and the respondents were asked to indicate. Out of the 76(100%) who were interviewed, 36(47%) indicated the information they received at SDEAI was effective and only 40(53%) were of the view that the information was not effective. For the majority who indicated that the information was effective, the reasons that were advanced were that the information that could be sought by the officers was readily available and adequate in terms of supporting the activities of the employees.

They also indicated that even if the information sought might not be found within the information sources available, employees within SDEAI could provide the needed information. For the few respondents who indicated that information was not effective, reasons advanced for that were that information was not being upgraded regularly and there was need to restock the library with current information materials. Majority were concerned with automation and that there was need to upgrade the existing information systems.

It can be argued that since majority of the staff indicated that the information was effective, then it follows that the staff are comfortable with the kind of information being provided by the information systems at SDEAI.

The respondents agreed that the library in SDEAI provide most of the information needed by staff in order to do their work. That in essence meant that they attach a lot of importance to the information provided by the library and so effectiveness of the information provided can be understood from the library perspective. It was noted that the SDEAI library is special in nature. Rowley and Turner (1978) defined special libraries as those libraries that are serving an identifiable group of users with some common interest. Although libraries found in government Ministries and departments are fully funded by the tax payer, Rowley says that public libraries now have specialist groups of users who effectively form a special library type relationship with the department they use.

According to Fourie and Dowell (2002), the term special library is used as an umbrella term to describe many different types of libraries. They go ahead to say that special libraries have common characteristics the primary one is that their collections include materials relating to specialized subject areas. Secondly these libraries gather their collections and design their services to directly support and further the objectives of the parent organization rather than to support a curriculum as school and academic libraries do. Finally, these libraries are primarily concerned with actively seeking out and providing information that the parent organization’s client or patrons need rather that just acquiring and preserving the information in a collection. It can then be argued that SDEAI library being a special library fulfils the aspirations of the staff meaning the information it provides enables staff to carry out their activities.

4.7 The Extent to which Information Resources and Services provided at the SDEAI meet the information needs of Employees

The respondents were asked the extent to which information services provided by the department met the information needs of the users. Out of 76 respondents who were interviewed, 67 (90%) stated that information was available mostly on integration matters. Majority of them were from the technical directorates and 10 (13%) of the total respondents had some reservations. They were of the view that information materials on many subject areas were not available; that the information services provided were sufficient for the purpose of work but not personal development. They felt that some information was not readily available and a lot of effort was needed to access it.

The fact that a few respondents had their own reservations hinged on their personal needs other that their work, were not sufficient reasons to consider but the researcher was very particular in establishing whether the information was available and could support the activities of the employees. From the above responses it can be argued that the employees at SDEAI had no problem with the information that was available to them.

4.7.1 Absence of Information at SDEAI

The respondents were asked in case the information sought was not available in resources at SDEAI how they executed their mandate. A total of 76(100 %) responded that they resort to internet as a tool to help them solve their information needs while 58(76%) from mostly the technical directorates indicated that they sought information from senior officers who had the experience in the field of their interest, they did a lot of research, they consulted stakeholders, and they applied their experience and source for information from technical integration officers of other directorates. Relatively, a smaller number of employees 18(24%) of the respondents mainly from the administrative directorate indicated that they looked for the information from government circulars, policies and consulted their supervisors but also applied their experience in carrying out their work. It can be the said that individual officers become a vital resource in the absence of both print and electronic sources.

4.8 Obstacles to Accessing and Using of Information at SDEAI

When the respondents were asked to say what was preventing access to and use of information at the SDEAI, a total of 30 (39%) of the respondents stated there were no obstacles in the Department as far as access to and use of information was concerned. However, 46 (61%) of the respondents had some issues. They pointed out that as much as the information found in the Department was good and relevant, there was need to update the information to make it more current. They pointed out that there was communication breakdown that affected getting information in good time. They also pointed out that the information in the department was scattered. Many directorates operate in isolation and this defeated unity of purpose and made the employees in the Department to miss a shared vision. They felt the library should ensure current materials are available.

They observed that since information is not located centrally, has complicated matters since it requires one to struggle to locate and access the information. Due to the fact that information in the library has not been digitized, it has complicated matters at SDEAI although the library has an OPAC link on the Department's website. They argued that officers from various directorates who attended EAC meetings did not share the reports and experiences they obtained from the meetings. Since many reasons have been advanced supporting obstacles to access and use of information at SDEAI, it can then be said that SDEAI needed to take urgent steps in addressing those challenges.

Although the respondents had mentioned what has been affecting them in terms of accessing and using information, but in many cases, information retrieval devices themselves are lacking. Those devices vary in sophistication and usefulness. They include indexes, abstracts, bibliographies, and catalogues. Their objective is to save the user's time and simplify searching (Banjo 1984).

Lack of information retrieval devices is more serious in developing countries like Kenya, creating a serious obstacle to information access and use. For instance, lack of allocation of enough financial resources could affect information infrastructure which include computers and proper internet connectivity in the department. Therefore Banjo is in agreement when he says that lack of bibliographic devices can affect information access and use.

The members of staff at the state department of East African Community are also faced to some extent with these obstacles. There are some other obstacles to use and access to information which might be different from those experienced by SDEAI such as environmental, information explosion and lack of awareness.

4.9 Steps to be taken to Improve Access to, use of Information Resources and Services at SDEAI

The respondents were asked to make suggestions to improve access to and use of information at SDEAI. All the 76(100 %) of the respondents suggested that all the information should be automated, digitized and put on-line on a central server and be accessible to every employee. When they were asked to make further suggestions, 18(24%) respondents did not give further suggestions and remained non-committal while 58 (76 %) suggested that the library should be well stocked with current information materials and the librarian should be empowered financially to avail information to all the staff members.

In addition, they suggested that the library should stock information reflecting all areas represented in the Department. The Department should encourage the culture of information sharing since that would enable officers to know what was happening in other directorates. They also suggested that all government websites including that of SDEAI should have clear information and no other features. There should be increase in devices for accessing on-line information. That information should be timely and staff should be guided on where to get information. Some of the respondents observed that communication in the Department was being done through memos which should be rolled in good time. While others were concerned that information should be availed to all the staff and suggested that such information should be put on the staff notice board. From the above information, it can then be argued that there were many steps SDEAI was to undertake and the faster those steps were undertaken the better.
Other measures which can be undertaken by the National government may include enactment of legislation. Access to information (or Freedom of Information (FOI)) legislation is seen as an essential part of the enabling environment for citizen access to information. In theory, a legal right to information can increase government openness and responsiveness to requests for information. But developing countries often do not have adequate legal provisions for the right to information. Fewer than 7.5 percent of African countries have an enforceable right to information law (Darch, 2009).

Experts suggest the main obstacles include a failure of political leadership, a culture of secrecy, low public awareness, and institutional barriers (Carter Centre, 2010). What Darch is advocating for is a situation where the government will be seen to be enforcing the use and access to information that will trickle down to everybody including its employees. The approach it gave to the adoption of knowledge management Africa where knowledge management Kenyan chapter was launched.

The Kenyan chapter envisaged that all the government Ministries and departments to adopt and initiate knowledge management policies. The policies were to guide knowledge management in their respective Ministries and departments of which SDEAI was not an exception.

4.10 Chapter Summary

This chapter has been able to cover comprehensively, brief introduction; data presentation, analysis and interpretation. Data presentation, analysis and presentation was based on the research instrument that covered all the objectives of the study. The analysis and interpretations were based on the findings of the study and all the findings of the study together with discussions have also been adequately covered.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of findings, conclusion and recommendations drawn from the study. The chapter provides the summary of the findings of the study and makes several recommendations which address key issues that were found to determine access to and use of information by the staff of the State Department for East African Integration. The summary is provided in reference to the aim, objectives and research questions. The research findings are briefly discussed to offer an overview of the major revelations. Conclusion and recommendations of the study are also presented in this chapter as well as suggestions for further research. The aim of the study was to investigate access to and use of information by staff at the State Department for East African Integration in Kenya with a view to proposing appropriate strategies for improvement.

5.2 Summary of Findings

5.2.1 Which Activities do Staff who use Information Resources and Services at the Department engage in?

Main reason of asking the respondents this question was to establish the activities the employees of the employees do. From the findings the study revealed that 65(86%) who were employees from the technical directorates indicated that they concerned with matters of co-ordinating EAC integration process and only 11 (14%) mainly from the administrative directorate were not involved.

The study found that their activities were generated from the CS, PS, Departmental work plan, PC, circulars and policy. The employees were engaged in activities that were in line with the treaty establishing the East African Community and arose out of the EAC Calendar of activities.

The reason for invoking the treaty was because the Treaty spells out the roles played by partner states in carrying out their mandate. From the findings, 65(86%) of the respondents from the technical directorate were engaged in activities outside the department.

5.2.2 Who were the users of Information Resources and Services at SDEAI?

It was established that most users of the information services at SDEAI were members of staff. In addition; members of the public who are interested in information pertaining to EAC integration process for example customs Union, Common Market Protocol, Monetary Union; and Political Federation were welcome. It was also established that all the respondents valued information and were involved in the selection of the library materials of SDEAI. The study revealed that 56(74%) visited the library more frequently while 20 (26%) respondents said they did not visit the library more often. It was established from the findings that 57(86%) of the respondents mostly from the technical directorates solicited information from outside sources while 4 (5%) from the same technical directorates did not. Those from the administrative directorate 14 (18%) were not very much involved in seeking for information from outside sources. The study also revealed that when executing their mandate, SDEAI employees use multiplicity of resources e.g. internet, library, registry and even their colleagues. All the respondents were in agreement that information found in SDEAI library supported their activities.

5.3 What type of Information do they look for and how do they seek this Information?

All the respondents interviewed agreed that they seek information through internet, websites, files, information owners and e-briefcase. The respondents from all the technical directorates 57 (86%) indicated that they seek information related to the EAC integration agenda. This includes information on policy formulation ;EAC decisions that are made at various levels and any information that enable them carry out their coordination role as SDEAI and focal point department on EAC matters.

Only 24% indicated they sought information that can enrich their capacity and personal enhancement. They sought for information because of skills gap, office assignment, personal interest and enrichment and need to know.

All the respondents agreed that the information they used at SDEAI assisted them to make informed decisions; and informing stakeholders and creating awareness; setting agenda for regional integration; developing country position papers; co coordinating and implementing the decisions of the council of Ministers. The study revealed that EAC related issues prompted users to seek information. The study established that accessing information at SDEAI was not easy.

5.4 What are the Tools used by Staff in accessing Information Resources and Services?

Majority of the respondents indicated that they used search engines and E- brief as tools to accessing information as opposed to other tools, for example files, indexes, Library OPAC, web indexes, etc.

5.5 To what extent do the Information Resources and services provided at the Department meet the needs of Information Users?

From the findings, it was established that that the information services provided at SDEAI were not adequate were not adequate and able to assist staff to execute their mandate. The reason for that was because the services provided were not able to provide solutions to their immediate information needs. For example if they needed immediate information during their meeting time, the information was not readily available. The study revealed that all the respondents used internet although 58(76%) from the technical directorates indicated that sometimes they consulted their seniors who were more experienced to handle their information needs.

5.6 What has prevented access to and use of Information and Resources Services by Staff at the State Department of East African Integration?

The respondents were asked whether information found at SDEAI was good. A total of 30(39%) responded in the affirmative but 46(61%) had reservations. The following factors were mentioned as impediments:

- Funding of the information services
- Outdated information resources
- Communication breakdown leading to delays in getting information in good time
- Scattered information held by various directorates that are also operating in isolation
- Directorates not sharing various reports emanating from EAC meetings
- Failure to digitize information that is found in the library

5.7 What should be done to Improve Access to and use of Information Resources and Services at SDEAI?

The main aim of asking that question was to find out steps that should be taken to improve access to and use of information at SDEAI. It was established, automation, digitization and putting information on-line were key in ensuring that information is accessed and used. In addition, he following suggestions were made:

a) the library should be well stoked and the librarian empowered to provide information. The information should be communicated in good time.

b) the employees working at the Ministry of East African Integration should communicate with the outside world and in this respect, that information should be placed in various locations as stated in the Freedom of Information Act (2000) that one communicates with the public in a range of ways.

c) the Department should have a culture of information sharing

d) all government websites including SDEAI should have clear information

e) increase in devices for accessing on-line information

f) memos should be rolled in good time

g) Staff working at SDEAI should make use of notice boards and staff guided to where to get information.

h) Other measures which can be undertaken by the national government should include enactment of legislation. Access to information (or Freedom of Information (FOI)) legislation is seen as an essential enabling environment for citizens to access to information. In theory, a legal right to information can increase government openness and responsiveness to requests for information.

5.8 Conclusion

The aim of the study was to investigate access to and use of information by staff at the State Department for East African Integration in Kenya with a view to proposing appropriate measures for improvement. It was established that the staff at the East African integration are involved in coordination activities on matters concerning EAC, and seek information on the same. They have tools that are used for accessing information resources and services within the Department though not effective and efficient. Based on the findings of the study, it can be concluded that although the State Department of East African Integration has some good information resources and services for instance E, Brief case and other information resources like EAC reports that are mostly used by staff, these information resources and services are still inadequate or unavailable whenever they are needed. Finally, it is very clear from the findings that the State department of East African Integration has not put in place proper strategies of accessing and using information resources and services so that staff can benefit from them.

5.9 Recommendations

Based on the findings and conclusion from the study, it is recommended that:

5.9.1 All the Information needed should be availed to enable Staff carry out their duties more Effectively and Efficiently

This should be executed by the librarians, ICT officers and record managers. For instance, the librarian should ensure that current and enough information materials are stoked and availed in the library while on the other hand, the ICT officer should ensure that there is enough internet connectivity and the department’s website has enough content and was up to date. Record managers, on the other hand, should ensure that proper filing of records; their indexes are maintained and are retrieved at short notice. This will solve the problem of officers not having adequate information to carry out their mandate.

5.9.2 Centralized Information Systems should be put in place

Policy and decision makers should ensure that scattered information within the existing directorates is centralized. SDEAI. In the findings it was revealed that is was not possible to know what other directorates were doing as far as information was concerned and that resulted in an information vacuum. It is therefore the responsibility of the policy and decision makers to establish a strong information management unit that will coordinate scattered information services within the Department and the same unit should be charged with the responsibility of developing an effective communication strategy. While centralizing this information systems, there is need to automate and upgrade them.This will ensure that all the directorates are aware on what is happening in SDEAI. This unit will ensure that all the directorates at SDEAI are working harmoniously by centralizing and sharing information thus enhancing proper access to and use of information.

5.9.3 Allocation of Adequate Financial Resources to Library should be done

The budgeting committee in the Department should ensure that adequate financial resources are allocated to the library. This will that the library will procure enough and up to date information materials. The financial resources will also take care of other areas such as internet connectivity, collecting scattered information within the existing departments and other information related activities.

5.9.4 Information Retrieval Tools should be improved

It will be the responsibility of the ICT officers, librarians, and record officers to improve the information retrieval tools to enable staff access and use information easily

The study established that there was a challenge of internet access and that was attributed to lack of internet services. For the staff to use the internet as a tool enabling access and use of information at the department there was need for internet connectivity to the department. Librarians ought to create an OPAC (online Public Access Catalogue) to enable staff access and retrieve what is stocked in the library more easily. On the other hand, the record managers ought to develop more elaborate tools that aid staff to access and use records more easily, for example file index.

5.9.5 Establishing Effective Information Management Strategies

The Policy and decision makers at SDEAI should ensure that effective information management strategies are put in place. This can be done by establishing Strong information management unit. Knowledge management are Strategies and processes designed to identify, capture, structure, value, leverage, and share an organization's intellectual assets to enhance its performance and competitiveness. It is based on two critical activities: (1) capture and documentation of individual explicit and tacit knowledge, and (2) its dissemination within the organization.

5.10 Suggestions for Further Research

The study has been able to do investigation on access to and use of information by staff at SDEAI, many people particularly at the grass root level do not understand what EAC and its activities are all about. In addition they feel that they have not benefited much with the revival of the new EAC. This being the case, there is need to carry out a study on the stake holders and the general public to establish the impact of the information being disseminated to them by the EAC staff and whether the information has helped them to harness full benefits of the EAC integration process.

Secondly, there is need to carry out a study on whether information accessed and used by SDEAI staff has been helpful in implementing EAC programmes. The primary role of the SDEAI is to coordinate matters of the EAC in Kenya and the primary purpose why the new EAC was revived to come up with programmes aimed improving the livelihoods of the citizens of its partner states through economically, socially and politically. Information accessed and used should be a driving force in attaining all these parameters.

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APPENDIX 1: LETTER TO RESPONDENTS

JOSEPHAT L.M. ODINGA
P.O. BOX 8846 – 00200
NAIROBI.
15TH May 2014.

Dear respondents,

RE: INTRODUCTION

My name is Josephat Odinga pursuing Masters of Science degree in information Science (Library studies) at MoiUniversity - Nairobi Campus. As a requirement I'm supposed to carry out research and come out with a Thesis. My study is on evaluating access and use of information resources and services by staff at the State Department for East African integration, Kenya**.** I thought it would be a good idea to interview you, so that I can be better informed on this topic.

I hope to use this information to help me complete my study and at the same time share the same with those who have little or no information on access and use of resources and services at the State Department of East African Integration.

The interview should take about 30 minutes. I would like to assure you that the information provided will be treated with a lot of confidence.

Thank you in advance for your cooperation

Yours sincerely,

Josephat. L. M. Odinga.

APPENDIX 11: INTERVIEW SCHEDULE FOR STAFF WORKING – STATE DEPARTMENT FOR EAST AFRICAN INTEGRATION

TOPIC

EVALUATING ACCESS AND USE OF INFORMATION RESOURCES AND SERVICES BY STAFF ATTHE STATE DEPARTMENT FOR EAST AFRICAN INTEGRATION, KENYA

A) USERS OF INFORMATION SERVICES

a) As members of staff in the department do you value information?

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b) How do you access information in this department?

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c) As members of staff of the department, to what extent are you involved in the selection of the library materials?

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d) How often to you visit the library?

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e) Do you at one given time seek information from external sources?

a) Yes ☐ b) No ☐

f) If yes which outside sources provided you with this information?

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B) ACTIVITIES OF THE USERS OF INFORMATION IN THE DEPARTMENT

a) What activities are you as employees in the department of East African Integration engaged in?

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b) How are these activities generated?

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c) Are you at one particular time involved in activities outside the department?

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d) If yes what are these activities?

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e) How does the information obtained from the library support the activities of the department?

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f) Apart from the library, which other information services do you find useful in carrying out your activities in the Department?

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g) What is your opinion about the effectiveness of the information resources and services provided in the Department in relation to your activities?

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C) TYPES OF INFORMATION SOUGHT BY USERS

a) What information resources do you use to carry out your mandate in the department?

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b) What type information do you look for?

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c) In what formats is the information presented to you in the department?

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d) What prompts you to seek information?

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e) How do you seek for information within the department?

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f) How easily is the information available in the department?

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g). How does the information accessed and used in the department assist in the EAC integration agenda?

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h) Is the information in the library easily accessible?

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i) If no why?

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J What are some of the tools used in the department to access information

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D) EXTENT TO WHICH INFORMATION RESOURCES AND SERVICES PROVIDED MEET NEEDS OF STAFF AT THE DEPARTMENT?

a) To what extent do the information resources and services provided by the department meet your information needs?

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b) In case you are not able to meet your information needs how do you carry out your work?

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c) If you are seeking for information in the department which people do you consult in order to get the required information?

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d) How relevant are the information resources and services to you as a user of the library?

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E) IMPROVING ACCESS AND USE OF INFORMATION RESOURCES AND SERVICES AT THE DEPARTMENT.

a) How good is the information services provided in the department?

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b) What are the obstacles hindering access and use to information Resources and services in the department?

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c) What do you think should be done to improve access and use of information resources and services in this department?

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