
The State of Information Literacy in Selected Private Secondary Schools in Dar es Salaam Region, Tanzania

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Abstract

This study examined the state of information literacy (IL) in selected private secondary schools in Dar es Salaam, Tanzania by looking at the availability of IL programmes in secondary schools; methods used to impart IL skills to students; the challenges and strategies that could be used to enhance effectiveness of IL programmes in secondary schools to ensure students become lifelong independent learners. The study involved four private secondary schools, namely: Alpha, Loyola, St. Anthony and St. Joseph Secondary schools. The sample was composed of one hundred students, twenty classroom teachers, four head teachers, eight librarians and four heads of the school libraries. A survey method was used in which data were collected using a standardized questionnaire with both closed and open-ended questions which was administered to respondents in, face –to –face interviews, data were also collected using Focus Group Discussions and observations.

The findings revealed that library orientation is the most popular method used to impart IL skills to students. Factors constraining IL programmes in secondary schools include lack of cooperation between librarians and teachers, inadequate IT facilities, inadequate library skills, lack of awareness on the importance of IL in schools, failure to integrate IL in the curriculum, poor searching skills, inability of students to evaluate information accessed over the Internet, lack of IL policy, exclusion of IL in the timetable, inadequate librarians and financial constraints.

This study recommends cooperation between classroom teachers and library staff in the implementation of IL programmes; improvement of methods of running IL programmes; change of teaching approach in advanced secondary schools and formulation of the IL policy in secondary schools.

1.0 Introduction

Information and Communication Technologies (ICTs) are changing the world of information rapidly as more information is being produced in large quantities, information providers have taken this challenge by reshaping service delivery modes (Krubu and Osawaru, 2011). As a result, there is a need for people, including students, to develop essential information handling skills in their academic, professional and private lives. Bruce (2002) is of the view that effective learning, researching, communication, decision-making and problem-solving require

individuals to have the ability to locate, manage, evaluate and use information from various sources. Information literacy forms the basis for lifelong learning. It is common to all disciplines, learning environments and at all levels of education. It enables learners to master content and extend their investigations, become self-directed and assume greater control over their own learning. Librarians in schools, need to work closely together with the teachers to incorporate information literacy in the curriculum to form the basis for lifelong learning. Information literacy is also important because it leads to a shift from teacher centred to student centred learning (Lwehabura, 1999).

Information literacy programmes are vital in secondary schools which prepare students to pursue university education. Unfortunately most students who join the university for the first time are not aware of the complex information resources available in the university library systems (Solony, 1995). They come direct from high school, some of them with no experience of using libraries. Therefore, information literacy programmes in secondary schools are a key stepping stone for life-long learning process.

The ineffective information literacy programmes affect many secondary schools in Africa and Tanzania in particular. Goitseman (2002) observed that what the librarians did mostly was orientation, especially when students arrive at school with no information literacy skills. According to Williams (2006), teachers understand the importance of information literacy for lifelong and independent learning but do not feel they can effectively support the development of information literacy skills in their students within their current curriculum environments. It is very important for students to become independent learners, but for this to occur, they need to be given the necessary skills such as how to find information, select what is relevant, use it ethically, for their own particular needs, and take responsibility for their own learning and acknowledging cited sources.

This study was designed to examine the state of information literacy in selected private secondary schools in Dar es Salaam Region, Tanzania with a view to recommending viable strategies for improving the current scenario. Specifically, it identified available IL programmes, assessed methods used to impart IL skills, identified challenges librarians and teachers face in conducting IL programmes and solicited views on strategies that could be adopted to enhance IL programmes in private secondary schools in Dar es Salaam.

Literature Review

Global Overview of Information Literacy

Information literacy has acquired a global perspective. People in all walks of life need information literacy skills for their professional, personal needs and entertainment. Librarians, teachers, technologists and some policy makers have been addressing the need for training and teaching of IL at all levels of education. Its global nature is demonstrated by diversity of the IL initiatives that are undertaken and documented throughout the world. These include research, conferences,



workshops, taskforces and several publications, all of which address IL from different perspectives. From these initiatives, policy statements, standards and programmes for IL have been formulated. Worth mentioning, is the world's Information Literacy Meeting of Experts organized by the US National Commission on Library and Information Science and the National Forum on Information Literacy, with UNESCO's support (Abid, 2004).

Information literacy programmes are run to impart use and IT skills to both students and staff. Basic library skills are obtained through information literacy programmes such as library orientation, integration with subject courses or inclusion of information literacy and bibliographic instruction training in the curriculum. These skills are fundamental building blocks to information literacy people, whereby an information user acquires basic skills which enable him/her to have the ability to identify or recognise his/her information need, distinguish ways of addressing issues, constructing strategies for locating, accessing, comparing, evaluating, organising, applying, communicating, synthesising, creating and using information ethically and effectively.

Information Literacy in Africa

Unlike in developed countries, IL programmes in Africa are yet to attract due attention of key actors (Tilvawala et.al., 2009). However, compared to other African Countries, South Africa has made significant steps in terms of information literacy initiatives. According to Zinn (2000), the restructuring of education that has been taking place in South Africa since 1994 also enabled IL to be inculcated in both secondary and primary education. For example, in Western Cape an interim policy on information skills was introduced. This made information skills a compulsory subject in schools. The move was further supported by the appointment to the Western Cape Department of Education of a subject advisor for information skills (Underwood, 2002). In 1999, the InfoLit Project launched a study on IL in Western Cape schools.

In East Africa, there are several initiatives taking place which aim at improving access to information and ICTs in educational institutions. However, they are fairly new. For instance, a study conducted by Lwehabura (2008) noted some IL rubrics were being practiced although IL was new and amid inadequate resources, lack of IL policy and proactive solutions among librarians and teaching staff in Universities' curricula in Tanzania. Such observations also apply elsewhere in the region and continent. In Kenya, notable IL initiatives include activities of organizations like the National Book Development Council of Kenya and its partners such as the Kenya Library Association, Egerton, Daystar Universities and the Kenya National Library services where the Council carried out a pilot project in training capacity-building of teacher-librarians at primary school level; and provision of reading materials (Amunga, 2007). The impacts of such initiatives are expected to be felt at higher education levels.

Importance of Information Literacy

The importance of information literacy and lifelong learning is evident not only in the definitions and models produced by library bodies, but also in the IL frameworks designed for use in both Scotland (2010) and Wales (2011). In addition, UNESCO has released a ‘media and information literacy’ curriculum designed to support citizens’ rights to freedom of expression and access to information (Williams, 2006).

In a nutshell, it is clear that information literacy is a fundamental human right, it is common to all learning at all levels, a key factor in the knowledge economy and “a potential weapon in the cognitive arsenal available to the citizen of the information society”(Whitworth, 2006). It empowers individuals with an understanding of how to access and use information ethically, makes one’s voice heard and how to make a difference.

Objectives of IL Programmes in Universities and Schools

Kiondo and Katunzi (2005) pointed out that the University of Dar es Salaam Library introduced an intensive information literacy training programmes whose objectives were to create awareness among students, teaching and research staff on an array of print and electronic information resources. In addition, the training was intended to foster information searching and retrieval, evaluation skills and selection of appropriate sources, as well as analysis, interpretation and ethical use of information.

Contribution of IL to Students’ Learning

Information Literacy is very important to students’ learning at every level of education. Information literacy skills enable learners to be self-directed and assume greater control of their learning. With all the information and communication technologies (ICTs) available, information comes out increasingly unfiltered. Consequently, students need to have skills which will assist them in the evaluation of information that they find in order to determine the authenticity, validity and reliability of information. The uncertain quality and expanding quantity of information pose major challenges for everyone who deals with information (Goitseman, 2002).

Williams (2006) observed that Information literacy enables students to become more efficient and effective learners. Impact on learning is described in four distinct facets: affective elements, efficiency in the way information was handled, achievements in terms of results, and new or greater knowledge.

School Library and Information Literacy

Information literacy provides students with skills to recognize when they need information, how to locate, critically evaluate, and use information effectively. Students with these skills are less likely to stumble across inappropriate materials and are more likely to put it in context when using it. Thus, school library media specialists must prepare youngsters to function in an information society and teach them how to inquire, seek, evaluate and apply information to new problems (Ntulo, 2007).

The Role of the Librarian/Teacher Librarian in Imparting IL Competences

School librarians or teacher librarians have traditionally been responsible for teaching library skills in school libraries. Students on their own cannot appreciate the value of the library by mere instinct, and neither force nor compulsion will make them appreciate the value of the library unless library instructions are handled by professionals who are specialised in the educational use of the library. Breivik (2000) argues that, an effective school library requires an appropriate mix of teaching and library management expertise to ensure it is not only well-managed, organised and promoted but also plays a central role in supporting learning programmes. This has implications for those who lead learning to advocate for and build a shared educational philosophy with the school community, centred on ensuring that the whole-school infrastructure, including the school library, supports students to develop information literacy skills.

Imparting IL Skills in Schools, Colleges and Universities

Various strategies are used to impart IL skills to students. The most strategies include: library orientation, integration of IL in courses taught, bibliographic instruction, training programmes, and signage.

Information Literacy Training

IL training is normally conducted as part of the library function to keep users abreast of new developments targeted to ease access to information. For instance at the University of Dar es Salaam, the application of information technology in library functions and services in the early 1990s, led to introduction of new techniques and strategies for educating library users. By 2001, the library started to effectively conduct training on how to use the Internet to access both commercial and open access electronic resources for teaching, learning and research. It was at this stage that the library started to embrace the concept of information literacy that demanded the user community to be both computer and information literate (Kiondo and Katunzi, 2005).

Challenges in Conducting IL Programmes

One of the major challenges being faced by those working on information literacy programmes in Africa is identification of strategies that could be applied in African context for running such programmes as most of these programmes are fairly new (IDS & ITOCA, 2010). Another challenge is that many African countries have neglected information literacy as an important aspect of education (Ojedokun and Lumande, 2005).

Methodology

The research design for this study involved both qualitative and quantitative research approaches. A combination of methods was used to bring together the strengths and counterbalance weaknesses of the single approach and to facilitate collection of research data. Self-administered questionnaires with both closed and open-ended

questions, interview schedules and focused group discussion guides and observation checklists were used to collect primary data. A sample of 136 respondents was drawn from four private secondary schools: Alpha, St. Joseph, and St. Anthony Secondary Schools in Dar es Salaam Region. Dar es Salaam Region was selected because of the availability of the targeted population and access to and use of ICTs in Dar es Salaam is higher than other regions. Private secondary schools were selected because they have had well developed libraries.

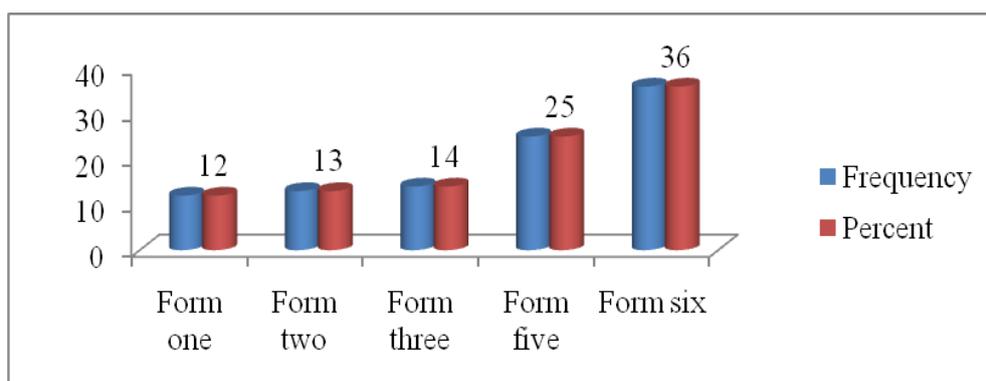
This study used a sample size of 136 respondents of which one hundred (100) were students. Twenty five (25) students from each school were included in the sample. Stratified sampling technique was used to select students since they were many in number. In each school, students were divided into five groups according to class year, that is form one, form two, form three, form five and form six from which 25 students were randomly selected. Form four could not participate because at that time they had finished national examinations so they were not in school. Convenient sampling technique was used to select twenty (20) classroom teachers (5 from each school) and eight (8) librarians (2 librarians from each school). Purposive sampling was used to select four (4) head teachers and four (4) heads of the school library.

Both qualitative and quantitative data were collected, processed and analysed to test the defined objectives. Whereas qualitative data arising from interviews were analysed through content analysis, quantitative data were organized, described, coded and analysed using Statistical Package for Social Sciences (SPSS) programme to derive simple descriptive statistics and to draw tables and charts.

Findings

Demographic Characteristics of the Respondents

Sixty one (51%) of the respondents are male and 59 (49%) female. Thus, there was a slight difference between the male and female respondents in terms of numbers. Findings indicated that the ratio of high school students (61%) was higher than those ordinary secondary school respondents (See Figure 1). This is because it was assumed that Form Five and Form Six students could have more cumulative knowledge on information literacy programmes from their Ordinary-level schools and it was necessary to determine insight experiences gained during their previous period of study, which proved true during data collection.



**Figure 1: Distribution of Respondents (students) Class/Educational Level
(N=100)**

Source: Field Data (2012)

The findings indicate that four (50%) library staff are certificate holders, 3 (37%) are Form Four leavers and 1(13%) is a diploma holder while 8(67%) teaching staff are degree holders, 3 (25%) are diploma holders and 1(8%) holds a masters degree. The fact that most secondary school teachers are degree holders implies that they are qualified and may have cumulative knowledge and ideas concerning information literacy programmes from universities they graduated from. Thus, if teachers collaborate effectively with library staff, rubrics of IL can be imparted to students because teachers know the importance of IL and how it can positively foster learning activities from their own personal experiences as university student pursuing degree programmes.

The success of any school library regardless of how well it is equipped depends on the quality and number of its library staff and the competencies they possess. It is important to have well-trained and competent staff, in line with the size of the school, library collection and types of services offered. This study is in line with IFLA/UNESCO (2002) guidelines which assert that school librarians should be professionally trained in educational theory and methodology. Moreover, it should have the knowledge and skills regarding the provision of information and the use of all sources, including both print and electronic. Although the findings of this study indicate that most secondary school library staff are para-professionals, a fact that may negatively affect introduction and implementation of information literacy programmes, support from teaching staff may still contribute positively to the introduction and implementation of the rubrics of IL.

How Students Locate Materials in the Library and Frequency of Use

Strategies frequently used by most students to locate materials were browsing the shelves (100%), consulting library staff (98%) and consulting colleagues (11%). See Table (3) for details. Browsing is the most preferred method because school libraries are small and therefore the collections are relatively small and materials are arranged according subject.

Table 1: How Students Locate Materials in the Library (N=100)

Method	Frequently		Sometimes		Never	
	F	%	F	%	F	%
Browsing the shelves	73	73	27	27	0	0
Consulting library staff	28	28	70	70	2	2
Consulting colleagues	11	11	73	73	16	16
Searching indexes	7	7	28	28	65	65

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Searching the card catalogue	5	5	21	21	74	74
Searching the electronic catalogue (OPAC)	0	0	0	0	97	97

Source: Field Data (2012)

F= Frequency, %=Percentage

Ability to locate materials is one of the key indicators of information literate people. These skills are intended to make students capable of using the library to locate and find relevant information. Uninitiated library users in secondary schools and in higher learning institutions do not know where to go or what to do to meet their information needs; but this situation, especially at the tertiary level; can be avoided if a good user education programme is implemented in secondary schools such that by the time students master these skills, they are able to use author, title, classified and subject indexes in the catalogue, and also use indexes in books and non-book materials (Breivik, 2000).

Challenges Faced by Students when Accessing Information from the Library

Findings revealed that major challenges encountered by respondents when accessing information include limited access to Internet services (98%), inadequate computers in the school library (74%), inadequate ICT skills (64%) and inadequate library search and retrieval skills (40%). See Table 1 for details. This challenges imply that IL is a major challenge for students because sharing of resources, if students have adequate IL skills, as inferred from strategies they use to locate materials in the library (browsing the shelves- 100% and consulting library staff -98%) and interviews with teachers, other challenges could be minimised.

Table 1: Challenges Faced by Students in Accessing Information From the Library(N=100)

Challenges	Frequency	Percentage
Poor arrangement of library materials	12	12
Lack of library skills	40	40
Inadequate computers in school libraries	74	74
Limited access to internet services in school library	98	98
Inadequate ICT skills	64	64
Inadequate reading space in the library	24	24
Poor assistance from the librarian	10	10
Inadequate teaching and learning materials in the library	20	20
The school library learning materials are out of date	13	13
Time limit.	2	2

Source: Field Data (2012)

Availability of Information Literacy Programmes in Private Secondary Schools

All respondents were aware of the existence of the library. One hundred and twenty participants responded to this item and 113 (94%) indicated that there were IL programmes in their schools, while 7 (6%) said IL programmes do not exist in their schools (See Table 2for details).

Table 2: The Availability of IL in Private Secondary Schools

Response	Students N=100		Teachers N=12		Librarians N=8		Total N=120	
	F	%	F	%	F	%	F	%
Yes	93	93	12	100	8	100	113	94
No	7	7	0	0	0	0	7	6
Total	100	100	12	100	8	100	120	100

Source: Field Data (2012) F=frequency, %=Percentage

These responses indicate that rubric of Information Literacy Programmes are found in private secondary schools. Information literacy is important because of the accumulation of information in all forms. Not all information is created equal, some is authoritative, current, reliable, but some is biased, out of date, misleading, and false. The amount of available information keeps on growing. The types of technology used to access, manipulate, and create information has also expanded. Thus, Adekeye 1997) asserts information literacy forms the basis for lifelong learning and is common to all disciplines of learning environments and levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Students need to know how and when they need information, locate efficiently and effectively, evaluate information from a variety of sources, process information and use information to make appropriate decisions.

Methods Used to Impart IL Skills to Students

In this study library orientation was ranked by all library staff as the main strategy used for imparting IL skills to students followed by bibliographic instruction mentioned by only three respondents. During an interview with heads of the library, it was noted that library orientations was done when Form One and Form Five students report to school. This practice has been noted in various studies. For instance a study conducted by Goitseman (2002) found that library orientation is a strategy mostly used by library staff to impart IL skills and this is done when students arrive at the school for the first time.

Students' Views on Usefulness of Strategies used to Impart IL Skills

Library orientation was mainly used to impart library skills and strategies highly rated as useful to impart IL skills were library orientation (95%) and bibliographic instructions at school (45%). The figure for those who were unsure of using three strategies: including information literacy skills in other subjects taught (88%), library orientation at a public library (79%) and bibliographic instruction at school (53%) for imparting IL skills. The figure for those who considered the strategies as not useful was negligible. Details are provided in Table 3.

Table 3: Methods Used for Imparting IL Skills and Level of Usefulness (N=100)

Methods	Useful		Not sure		Not useful	
	F	%	F	%	F	%
Library orientation at school	94	94	5	5	1	1
Library orientation at a public library	19	19	79	79	2	2
Bibliographic instruction at school	45	45	53	53	2	2
Information literacy skills taught in other subjects	9	9	88	88	3	3

Source: Field Data (2012) F= Frequency, %=Percentage

Responsibility for Imparting IL Skills to Students

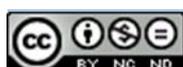
Findings revealed that 93 (93%) respondents indicated that library staff taught them how to access and use library resources, while 7 (7%) respondents said they were taught by subject teachers. From these findings it is clear that IL programmes activities are mainly done by library staff. It was also noted that there is little collaboration between library staff and teachers. For effective IL programmes in secondary schools, collaboration between library staff and teachers is very critical in imparting IL Skills (Lwehabura, 1999). Collaboration between teaching staff and librarians is essential for effective IL development, planning and delivery of training. Collaboration also fosters sharing of ideas and expertise.

Integration of IL in the Curriculum

Notwithstanding 3 (25%) respondents who said that IL is integrated in teaching and learning processes, information gathered through interviews and Focus Group Discussions indicated that it is not integrated in the curriculum. It was also noted that even though teachers play a major role in developing the habit of independent learning in students through library use and assignments which require using library materials, but most students do not take this seriously.

Barriers to Integration of IL in Teaching and Learning Processes

Barriers to integration of IL in the teaching and learning process were attributed to lack of skills and inadequate knowledge was mentioned by 25% of the respondents,



lack of awareness of the importance of IL in the school library (22%), inadequate funds (18%), insufficient facilities (17%), while 17% of the respondents mentioned lack of technical support, and 13% said inadequate time. From the findings, it is clear that lack of IL skills and lack of awareness on the importance of IL in school libraries are major barriers constraining integration of IL in teaching and learning processes. Lack of ICT skills among secondary school teachers is also an important factor which means, it is impossible for teachers to teach what they don't know or are not conversant with.

Access to the Internet, Computers at Home and Level of Search Skills

The Internet has become a useful tool in education. Access to Information Communication Technology (ICT) and the Internet in particular, provide people, especially students with a foundation for meeting their information needs (Ukpebor, 2012). Seventy four (74%) students had access to the Internet, and that 47 (47%) respondents had access to computers at home. It was also observed that several students of Loyola High school had laptop computers. However, it was noted that the level of the Internet access in schools was poor despite the schools having computer laboratories. Students access the Internet from their homes and cyber cafes for educational activities since they may not have access to their respective schools sometimes. These findings imply that Internet should be deemed a necessary scientific tool in schools.

Seventeen (17%) respondents indicated that they are very highly skilled, 41 (41%) said skilled, 29 (29%) fairly skilled and 11 (11%) moderately skilled, while 2 (2%) respondents indicated that they are not skilled. From the findings it is clear that most student respondents consider themselves to have rubrics of search skills. Seventy nine (79%) respondents use simple search, 36 (36%) use single keyword searching, 13 (13%) said they use multiple keywords to search for information and currency of information (67-32%) and authors of the information (60-29%) for evaluating information. Since most of them acquired the skills from informal sources (trial and error, colleagues, friends, parents, relatives) and depend heavily on currency and author of the information for evaluation, it is likely that the skills are inadequate (See Figure 2 and 3). This phenomenon was also observed by Ukpebor (2012) who noted that popular strategies used by students for acquiring Internet search skills include training by friends, computer specialists and trial and error.

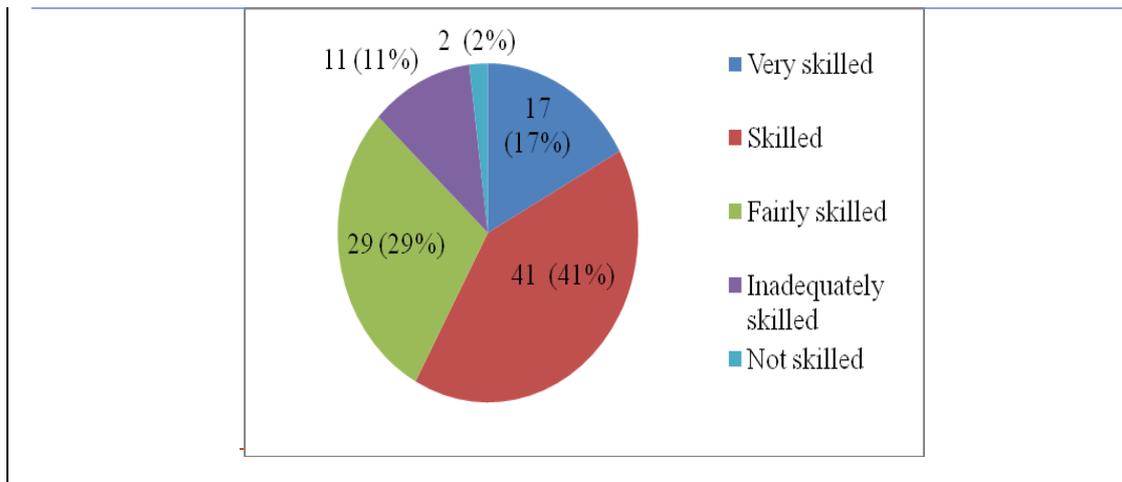


Figure 2: Respondents' Level of Searching Skills (N=100)
Source: Field Data (2012)

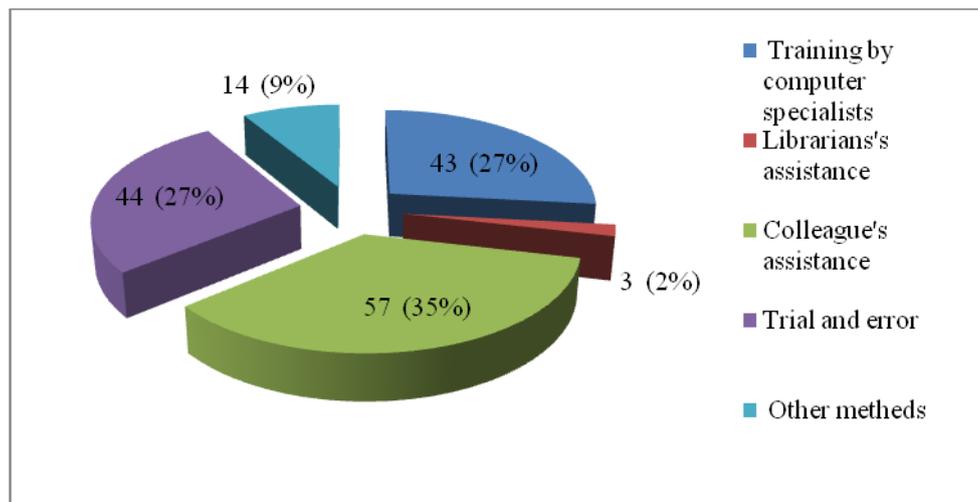


Figure 3: Acquisition of Skills on Internet Use (N=100)
Source: Field Data (2012)

Challenges of Conducting Information Literacy Programmes in Private Secondary Schools

Eighteen (90%) respondents indicated that lack of awareness on the importance of IL programmes in secondary schools is a major challenge when introducing or improving IL programmes in secondary schools. Lack of clear school policy on IL programmes was ranked second in importance, as ranked by 15 (75%) respondents. Other, challenges mentioned includes inadequate teaching facilities, insufficient funds, lack of time to conduct IL programmes, as well as inadequate trained personnel. Details are given in Table (3) below:

Table 3: Challenges of Conducting Information Literacy Programmes in Secondary Schools

Challenges	Teachers N=12		Librarians N=8		Total N=20	
	F	%	F	%	F	%
Inadequate teaching facilities such as computers	8	67	4	50	12	60
Lack of specific time to conduct IL programmes	2	17	6	75	8	40
Lack of clear school policy on IL programmes	8	67	7	88	15	75
Insufficient money to conduct the programmes	9	75	2	25	11	55
Lack of awareness on the importance of IL programmes in the school	11	92	7	88	18	90
Inadequate personnel /librarians	1	8	1	13	2	10

Source: Field data (2012)

F=frequency, % =percentage

Strategies for Enhancing IL Programmes in Secondary Schools

Creation of an IL policy in secondary schools and awareness creation on the importance of IL programmes in secondary schools were mentioned by all respondents as effective strategies for enhancing IL programmes in schools. Other strategies mentioned include integration of IL programmes in the curriculum (85%), visits to more advanced libraries to acquire more knowledge (80%), recruitment of ICT technical support (80%) and qualified and adequate library staff (75%)

Table 4: Strategies for Enhancing Effective IL Programmes in Secondary Schools

Strategies	Teachers N=12		Librarians N=8		Total N=20	
	F	%	F	%	F	%
IL programmes to be integrated in the curriculum	9	75	8	100	17	85
To have IL policy in secondary schools	12	100	8	100	20	100
To visit more advanced libraries to acquire more knowledge	8	66.7	8	100	16	80
To create awareness on the importance of IL programmes in secondary schools	12	100	8	100	20	100
employ qualified and adequate library staff	7	58.3	8	100	15	75
Increase more computers	8	66.7	7	87.5	15	75
To employ ICT technical support staff	10	83.3	6	75	16	80

Source: Field Work (2012)

Conclusion

Information literacy programmes in secondary schools are very important for enabling students to become independent learners and thinkers and to question things about the universe, make their own decisions and take responsibility for their actions. It is vital to give students the opportunity to learn how to find information, how to select what is relevant, and use information in ethical manner. In this study it was noted that the success of information literacy programmes in the surveyed schools is still a long way based on challenges observed: inadequate teaching facilities such as computers, lack of time to conduct IL programmes, lack of clear school policy on IL programmes, insufficient money for running the programmes, low level of awareness on the importance of IL programmes in schools, inadequate library staff and lack of cooperation between library staff, teachers and school administrators. These challenges need to be addressed in order to achieve the objective of imparting IL skills to secondary school students. The persistence of these problems may lead to one serious consequence: when secondary school graduates proceed to university or higher education they will not have skills to cope with the demands of the 21st Century.

Recommendations

Based on the study findings, it is recommended that teachers and library staff should work closely together in implementing IL Programmes. This collaboration also serves other purposes including fostering the sharing of ideas and expertise. The teaching approach in secondary schools should change from being teacher centred to being student centred and IL should be integrated in the curriculum. Students must be given assignments which require them to use both printed and electronic sources of information and to make correct citations. Visits to other developed libraries from which they could see and learn different strategies for getting access to and using information appropriately should also be encouraged. This will help in fostering IL in secondary schools. These undertakings could best be harmonised by creating an IL policy to guide IL activities in schools. School Libraries should have policies that guide their programmes (including IL), preferably developed under the umbrella of the Ministry of Education and Culture to encompass the whole school library system. IL programmes should be imparted using more than one method as revealed in this study. These methods include: library orientation, bibliographic instruction, integration of IL in study and learning processes and information literacy training. Also simple slides, tapes and short video instructional programmes with live dialogue and voice-overs are an effective means of delivering instruction to users. A combination of images and voices are effective tools for capturing an audiences' interest.

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