Meeting the Information Literacy Skills of Diverse Primary School Pupils Through the School Libraries

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ABSTRACT *The article explores the place of school libraries in meeting information literacy skills on diverse pupils. This was achieved by examining the role of school libraries in building diverse pupils information literacy of diverse school children as well as the need for library period curriculum to facilitate this development. After integrating the primary school curriculum and library period curriculum, pupils were pre tested before the pupils of experiencial group were taught the curriculum. The result of the observations showed that pupils of the experimental group continuously improved in their information literacy skills through exhibiting higher level of literacy, communication, writing, location, organisation and critical thinking skills. The implication is that educational policy makers, school administrators, school librariansd and special educators should collaborate in this information literacy pursuit to see that diverse pupils become interested in lifelong learning.*

Introduction

Information literacy is very crucial for any individual to participate well in this dynamic age of information. The reason is due mainly to the fact that it equips one with life long learning skills. Hence, the American Library Association (2006) defined information literacy skills as the ability that enables individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. All diverse learners in particular need to recognize when information is needed and know how to look for it for them to be information literate. The important of information literacy cannot be overemphasized; in other words "it is a holistic, interactive learning process encompassing skills of utilizing information sources, being able to consider information in the light of current knowledge and adding to existing knowledge capably and confidently to solve information needs" (Ottong & Ntui, 2010). The increasingly complex world in which we live now contains an abundance of information choices and the issue is no longer one of not having enough information but too much information and in various formats yet not of equal value makes information literacy important (Rockman, 2004). In an information society therefore, it is only with these skills that people could make critical judgement about the great amount of information being disseminated. Thus Dike (2009) emphasized that we need information literacy more than ever today because of bewildering amount of information available and the ease with which information and misinformation can now be disseminated. Rockman (2004) notes that for individuals to be held in a high esteem, they need to be knowledgeable about finding, evaluating, analyzing, integrating, managing and conveying information to others efficiently and effectively. The concern of how to communicate, generate, process, and exchange information is prioritized in the context of network and information-filled society and information literacy is therefore understood as a tool for dealing with information explosions (Nghiem, 2010). In an information age therefore, diverse learners become successful at solving problems, as well as producing new ideas and directions for the future. In other words, they are lifelong learners. This paper reports the ways school libraries help in meeting information literacy skills in diverse Nigerian primary school pupils through observations and suggestions of ways that can lead to further improvements of the information literacy programmes.

School Libraries in the Information Age

Information age, as we are in, is characterizedc by individual exploration of their personal needs. This has resulted in what is generally termed "information explosion" and has shifted learning to a situation where diverse learners should become competent users of information in the future and be enabled to lead productive meaningful lives (Kuhlthau, 1996). Research by the Library and Information Science, UNN (2007) shows that school libraries are indeed essential for attaining the goal and services of education at the information age since it provides significant opportunities for developing and improving school programme, enhancing teaching, making learning experiences meaningful. A good school library should aid in promoting effective use of innovative materials in schools. Without a functional school library therefore, students' literacy, creativity, reasoning and life long skills will not be enhanced. It has other activities, which envourage children to develop interest in reading and for information handing skills at great age. The aim of the school library is to introduce students to information technology; develop their awareness and knowledge; and encourage social interaction within and outside the library as well as to develop their reading and research skills (Udoh, 2004). Thus in an information age, through the leadership of library media programme, the school achieves its goal of helping diverse learners gather the information to be lifelong learners, effective evlauators of ideas and information in both their academic and personal lives. Dike (2004) explains that the central mission of the school library is supporting the curriculum, furthering the teaching and learning programme of the school. The school library therefore aims at developing these skills of the information age in pupils. The skills gained through library education programme, equip diverse learners and special educators with appropriate information literacy skills that would meet the challenges of education in the 21st century. This skills acquisition should be an on-going activity and this goes in line with the aim of the school libraries in ensuring the Universal Basic Education (UBE) Programme which among other things is to cater for the learning needs of young persons with and without disabilities and those who for one reason or another have had to interrupt their schooling as well as out-of-school children to ensure the acquisition of the life skills needed for laying foundation for lifelong learning. Ogunsheye, Elaturoti, Kolade and Oniyide (2001) also maintain that the school library media center, being the centre of intellectual activities in the school, develops in pupils and teachers the appropriate library use skills that would facilitate the full

exploitation of the library resources and in effect enhance the acquisition of lifelong learning skills. The development has therefore called for a well-structured library education programme that will equip teachers with appropriate information literacy skills, which would enable them, meet with the challenges of the information age. School libraries, indeed are significant opportunities for developing and improving educational programmes; enhancing teaching; making learning experiences more meaningful for children; and promoting effective use of innovative materials in school in an age of information (LIS, UNN, 2007).

The need for a functional school library in any school cannot be overlooked because of the role it plays in education and information literacy. Usoro and Usanga (2007) warns that for the mission of education for children and youth which "is the development of skills for self-directed enquiry rather than the mere inculcation of subject matter" to be attained, there must be a well-equipped library and users must be educated on how to retrieve and use the available library resources to meet their information needs. Thus, they put it succinctly that the school libraries should strive to meet the needs of diverse learners, special educators, parents and other community members by providing materials and services meaningful for their growth and development in skills-critical judgment and appreciation, personal adjustment, etc. Primary school children ought to be encouraged to develop a reading habit for literacy and lifelong education. This makes libraries as important as education itself for information is power and access to information indispensable for individual advancement as well as corporate educational development. There is therefore need to equip it with resources and services which would help enhance pupils' literacy, creativity, reasoning and life-long skills.

Library period programmes as ways of facilitating information literacy skills in pupils

Library periods are of great importance to the development of lifelong skills in pupils. This is a time carved out for students to learn how they can use the resources in the library, its contents and beyond to gain various skills that help them in continuous learning. The library period reinforces the goal of school library and education in helping pupils develop their information literacy skills. Library period as defined by Library and Information Science (UNN, 2007) is a time set aside to explore the content of the library and beyond in order to develop ones use of library, literacy as well as critical thinking skills. Library period reinforces these gains of education and information literacy by helping pupils develop reading skills and providing resources to support the curriculum and ultimately extend their learning skills. Usoro and usanga (2007) maintain that there ought to be period set aside for users to acquire skills needed to help pupils. Dike, Ngwuchukwu and Onyebuchi (2011) noted that, having the library is not enough but ways need to be found to open libraries for use to give both pupils and teachers opportunities for becoming familiar with library resources and developing habits and skills in using them. Integrating library period into school curriculum helps diverse learners develop their capabilities for exploring school subjects in a creative ways using such information literacy skills as use of library skills, literacy skills critical thinking skills. Incorporating the library period into the school curriculum will ensure active learning geared towards gaining required information literacy skills.

Obanya (2002) explains that library curriculum should be part of basic education to ensure: that interest is developed in print and photographic materials, through being read to, enacting scenes depicting what was heard, re-telling stories heard in one's own words and undertaking out-of-class assignment related to what was read in class; intensive reading habits development in the final years through systematic exercises in reading for detail, exposure to technical vocabulary in a variety of areas, explorations with graphs, tables and other forms of graphic materials and systematic training in the use of dictionaries, atlases, thesauri, and encyclopedia; and self-collection training in collection, storing, retrieval of whatever teaching-learning materials one can final at all levels of primary and secondary education. Library period seems to be difficult to implement. Dike (2004) laments the difficulty in integrating the library with the school curriculum both in Nigeria and worldwide. Without implementing the library curriculum to our education curriculum, the aim of basic education might be affected. It must absolutely depend on team effort involving the librarians, the teachers and the principal or the head teacher.

Problem of the Study and Objectives

The issue of using the library period in Nigerian schools and in Enugu State primary schools in particular needs to be considered urgently. The library period has been a long-standing recommendation by librarians to be a means of integrating school curriculum using library resources. Having recently received an approval of its inclusion in the school timetable, it is surprising that its implementation is still not achievable in primary school. This may be due to lack of time since there seems to be too many subjects taken each school day. This congestion may have made the inclusion unrealistic. It could also be as a result of lack of libraries in inclusive primary schools for without libraries, it would be difficult for the library programme to be carried out. Library services are very easily conducted in schools with library facilities. It also makes learning more efficient. The school administrators may not have recognized the essence of library period in the development of diverse children's lifelong learning. Indeed, the need to include the library periods as part of the school timetable with content designed to suit the syllabus of the school cannot be overestimated as without the library period, it becomes difficult for teachers and pupils to make maximum use of library resources to expand their horizon of learning. The necessity calls for programmes that encourage shifts in the roles of teachers and learners and such changes are essential to prepare diverse learners to live and work in an information-centred society (Hancock, 2004). One reason for not implementing the library periods in primary school timetable could be that there is paucity of curriculum for using this period in building pupils information literacy skills.

This study reports the research which was conducted to assess the information literacy programme in inclusive primary school libraries in an information age. The main objective of the study was to use the library period programme, as developed, to teach diverse pupils information literacy skills. A more specific objective of the study was to evaluate the effectiveness of library period curriculum in meeting information literacy skills of inclusive primary school pupils.

Developing information literacy curriculum

Research carried out by Onyebuchi (2011) has shown that library period programmes such as formal library instruction, story hour and project work are powerful means of building children's information literacy skills in this information age. The study revealed that whereas formal library instruction is a more direct vehicle for building pupil's information literacy skills, story hour and project are indirect but significant means of developing these skills in children. These skills generally encourage physical, mental and independent activities in diverse pupils' learning. There was also need to determine curriculum content to be integrated in library period programmes. The researcher consulted and adapted social studies curriculum of the primary school (UBE Primary School Curriculum, 2006). The integration is analyzed below.

Integration of primary school curriculum and library period programme

TOPIC	CONTENT PROCEDURE	PUPILS' ACTIVITY	LITERACY & COMMUNICATION SKILLS	LIBRARY USE SKILLS	CRITICAL THINKING SKILLS
1. Leadership 1	Story hour picture books on contrasting leaders: Shaka Zulu & M L king	Discussion of types & qualities of leader then the witnesses	Listening skills, speaking skills	Introduction to library presentation and types of resources in the library	Analyzing and comparing extrapolating quotation life stories, action.
2. Leadership 2	More leaders – great kings of Afica other leaders from around the world.	Small group discussion on characteristics of each leader	Picture reading – visual literacy, speaking skills – discussion	Organisation of library materials	Reading for gist, comparing, analyzing.
3. Organisation and co-operation 1	Story hour – picture books and on how people come together and co-operate to achieve their goal.	Discussion: Benefits and difficulties of working together to accomplish and aim. Assignment of project.	Speaking skills – discussion note taking skills – noting down points of the discussion, visual skills.	Selection of required reference materials	Recording point in the discussion, questioning for clarification.
4. Organisation and cooperation	Project work	Presentation of report gathered from project	Reading skills, writing skills, oral communication	Use of library materials to support their findings	Planning for project, location and access analysis.
5. Resources: Developing the school library and other school facilities	Story hour: introduction to the theme of resources with pictures, magazines.	Discussion on how people and government develop resources. Assignment on project work.	Interview with school head	Selecting of information from magazines	Recording for points of the discussion, planning, questioning, analysis, evaluation.
6. Employment: occupation 1	Story hour: picture books onself employed people	Small group discussion	Listening skills for the gist of the story, reading, writing, oral communication	Locating and selecting materials on topic	Recording questioning etc.
7. Occupation 2	Project work	Presentation of report on project	Listening skills, writing skills, oral communication	Locating an access, visual skills, note taking, organizational skills.	Planning recording, questioning, evaluation.
8. Communication 1	Story hour: Picture books, magazine on communication signals	Discussion leading to preparation for debates	Speaking and listening skills	Magazine selection, etc	Questioning, recording.
9. Communication 2	Debate	Debate on communication: The best means of communication	Speaking and listening skills	Use of dictionary, etc for definition of topics	Organisation, questioning, recording skills
10. Transportation 1	Story hour: Picture books linking communication to transportation	Discussion in small groups	Visual reading, writing and oral communication	Map reading, comprehension reading	Recording, questioning
11. Transportation 2	Project work	How and why people travel, etc.	Interview	Locating information sources on the topic	Planning, questioning, observation, etc.

In the table above some contents of the curriculum were merged into one unit resource: presentation, development and distribution. The reason is because they all have a central theme which is resources. The researcher therefore deemed it necessary to merge them. The topics employment, wages and income centers on one theme as shown in the primary school curriculum. The topic was restricted to occupation so as to capture the interest of children. The table also shows that library period curriculum could be applied in each topic of the primary school curriculum in other to develop these skills of information literacy. This is revealed in the first topic for instance which was used to build pupils literacy skill, speaking skill, skills of analysis and comparison, as well as other library use skills. In transportation, skills that were developed are: planning, questioning, note taking, observational, oral communication skills, etc. The whole topics are related in the sense that they all capture relationship and communication between people. That also shows that library period curriculum could be applied in each topic of the primary school curriculum in other to develop these skills of information literacy.

Methods
In order to ascertain the effect of this curriculum on diverse pupils' information literacy skills in this information age, a hypothesis was formulated: there is no significant different between the information literacy skills of pupils participating in the library period curriculum and those not participating. The population consisted of all primary five pupils in inclusive public schools in Nsukka local government educational area. A sample of 346 pupils from (10) public primary schools were selected. These were pupils in primary 5 of the schools used. Purposive random sampling was first used in selecting the schools because the schools were developed on different level and by different organisations.

Pupils' schools were paired according to the organisation – governmental and non gogernmental – developing their school libraries before assigning them to experimental or control groups. Two Universal Basic Education/ Education Trust Fund (UBE/ETF) focus schools, two ETF schools, two schools with mainly UBE collection, two schools were picked from other schools with libraries developed by the People's Unted for Libraries in Africa (PULA) and two schools with libraries developed by Children's Centre Library (CCL) were used. These schools were randomly assigned to experimental and control groups. Intact classes of primary five pupils of the schools were used ranging from twenty (20) to forty (40). Observations were used to compare the performance of the schools in order to make them more comprehensive.

This project was report in two phase;first,pupil were pre-tested.the aim was to ascertain their level of information literacy and make sure that all subjects are under the same codition with regards to their abilities to access, evaluate and use information effectively. Then pupils of experimental group were taught the instruction for the eleven week and their performances were recorded base on observed changes and

on their exhibition of information literacy skills. The per-test revealed that there was no meaningful difference in the performance of both the expermental and control school . This assured the researcher the essence of the study.

Results

The school studies were difference in two regards:some are focus school and in the urban area of the educational center while some are in the rural area . This the level of development will vary. The topic for the first contact was "Leadership ". The lesson was aimed at introducing them and its resources and to conduct story hour which expose them to great leaders: Shaka the zulu and Martin Luther King. The was also to develop their listing skill, speaking skill, visual skill; skills in analyzing the story and comparison. During this contact ,90% of the children were not able to give reason why they visit the library regulary .this was the first question I asked immedaitely I entered . They find difficult to explain about the library and how material aare kept. 10% of the pupils were able to define library as a place where books are kept. Many of them found it difficult espically to express them sef especaily those from the rura area. This could because they do not offten use the library. Based on the topic (Leadership) disscused ,95% of the pupil oculd not diffirentiate between the two leaders ; Shaka the Zulu and Martin Luther King. Just about 5% of them ageed that both were great leaders though the qulaties that made them great and different from each other were not known. 98% were generaly intersted in the song on "Obedience" I gave them as I ended the lesson.

The second contact was still on topic "Leadership". The aim this time was to build their visual skill, oral communication skill, note taking skill, listening skill, skills in analyzing the story and in making comparison, and evaluative skill. I therefore displayed pictures of great leaders. It seemed that children were more interested than on the first. This may be due to the stories and picture read and shown to them or due to the song given on the first contact. As the pictures were displayed, 80% of the children became more interested in the pictures of great kings especially Zik of Africa, Awolowo, Skaka Zulu, Herbert Marcauly, Margaret Ekpo, Queen Amina, Mazi Mbonu Ojike, etc. Also, they were enthusiastic about watching the photos of other African presidents, Nigerian head of states, and other historical figures. When asked to explain what was in the picture, it became a difficult task. This is to say that picture reading and visual literacy were yet to be developed. On library itself, 85% of them were not aware of how library materials are organized hence they seemed surprised when they heard the word "audio-visual". The children were ready to remind me to sing the song, "Five Magic Words" before I ended the contact.

The third contact was becoming more lively. The topic was on "Organization and Cooperation". The procedure was to link up the previous topic with the present one in order to develop their speaking, visual, listening skills; skill of analyses and comparison. The reason could be attributed mainly to the picture books read and shown to pupils. Selection of materials from the library was an uphill task for them hence about 87% of them did not know encyclopedia and most other reference materials. However, 30% of the pupils were now contributing to the discussion hence they readily agreed that good leadership brings about change in community when people are ready to work together and cooperate. The story of Ruby Bridges may have affected their understanding of this topic positively. This may be because Ruby was discussed as their fellow child. Another reason may be because it was a story of black peopole and who were subjugated coming together to fight fvor their right. Pupils also reminded me about the song; "The more we are together" before the lesson ended.

The topic for the fourth contact was still on "Organisation and Cooperation". This time, pupils were expected to present a report on the assignment given to them – to visit an organiza-tion to find out their aim, achievement, problem she is facing, etc. During the contact, I discovered that only 20% of pupils in one school embarked on the interview project given to them (Agu Achara Primary School). The reason given by the pupils who did not do the assignment was that they did not remember it. 95% of them however revealed that they did not know how to go about the assignment. For those that did the assignment, it was obvious that they did not do the assignment properly by analyzing the type of the organization, benefit, problems the organisation is facing and their coping strategy. I clarified then on how that kind of assignment is undertaken. Some of them however contributed on the questions asked. Finally, the lesson was ended with a poem/song: "In and out to go" given by the teacher librarian.

On the fifth contact, the topic was "Resources: developing the school library and other school facilities" and the procedure was to restrict this topic to the school environment so that pupils will capture it and then build their writing, speaking, listening, and visual skills. 98% of the children began to get more interested in the lesson. Selection of magazines, encyclopedia and other picture materials was becoming an easy work for them hence 48% of them shared their views on the meaning of resources development (the topic of the day) and how the school libraries build their resources during the discussion. Pupils readily contributed that schools and other organisations could raise and develop their fund through donation, levies, fund raising, loans, etc. When I assigned them to conduct an interview to the school management (Headmaster or Headmistress or Assistant), many of the pupils felt they could not accomplish it. I therefore urged them to go on. 98% of them were also eager to hear the next song: 'My favorite things'.

The sixth contact was on "Employment" which the teacher librarian narrowed down to 'occupation' the reason was to arouse their interest and with the aim of building their listening, visual, speaking skills, and analyzing and interpreting the stories. The lesson was even more captivating than the previous ones. There could be three reasons for this: 80% of them were now getting more conversant with the library period programme and story hour. Another probable reason may be that the topic (occupation) affected them individually or may be they were beginning to build their various information literacy skills. 70% of the pupils in various schools contributed to the discussion of the day. The major difficulty of some (mainly from rural schools) was oral communication in other words; they were always saying 'yes' or 'no'. Based on the occupation they know, 80% of them mentioned different aspects of life – hair dresser, butcher, native doctor, mason, blacksmith, palm wine taper, potter, carpenter, seamstress, baker, hunter, laborer, driver, barrow pusher, etc having understood occupation to mean anything someone does especially with interest to make a living. The stories of the day: "My Grandfather's work", 'what people do', etc was very colorful and interesting and this attracted their attention and lured them into discussion hence; 85% of them contributed in the discussion. The teacher – librarian gave the song of the day: "My grandfather does good work" having been reminded by the pupils but not before giving them project work to interview people doing different work.

During the seventh contact, the aim was to develop their speaking, listening, visual, reading skills and skill in making comparison. Pupils were expected to present their report on the interview conducted about different thinkgs people do. This did not seem difficult for them and 75% of them did the assignment and were ready to discuss their findings. The people interviewed were even drawn by the pupils and their occupations explained. I commended those that did their project work while those that didn't do theirs were urged to do assignments when given. I was highly move by some of their findings – women being masons and using it to sustain their families, a woman being a driver of heavy loads (trailers) etc. I told the children the essence of learning a skill at this

time of lifelong learning. I ended with the poem of the day: "Roll, roll, roll your boat" before leaving.

The eighth contact became fascinating as pupils were ready to discuss and compare between different kinds of communication and various communication gargets which was the topic of the day. Their visual skills were developing hence they could read the pictures in the magazine and were interested in their fellow pupils' means of communication and other works inside the magazine. Their listening, visual, speaking skills, and skill in analyzing and comparison were also building. On the means of sending messages, 78% of them discussed on how they use telephone and letter writing to send messages to their loved ones. Only about 10% of them said they go to internet to send mail and have their e-mail addresses. 82% of the pupils were also willingly discussing the importance of good communication and problems caused by lack of good communication. I gave them assignment to prepare for a debate the coming week. Pupils were delighted to come to the time for poem/song: "whispers of love" used to end the contact.

The ninth contact was meant for an inter-class debate in the schools used. The aim was to build their speaking, listening, note taking skills as well as skills in making comparison of the topic: computer and GSM, which is a more efficient means of communication. I was very surprise and delighted as pupils were able to defend their side of the debate. The speaker for computer able to convince the listeners that computer is better than GSM in terms of communicatin as well as getting information. Pupils made me and the audience learns that people can now write letters in the net and within some seconds get the replies. People see their friends' faces in internets as they connect to them. Again the most current forms of networking called teleconferencing can be done with computer facilities. Those for the other side – GSM – were also ready to prove their worth hence they convinced the audience that GSM is more efficient: a dial and one hears the caller's voice. One can also view the caller's face on the phone as well as discuss with more than one person at a time. Further on GSM, letter writing is no more a big deal since SMS is available. I was marveled at the outcome of the debate. I therefore had no victor nor vanquish. The pupils, when asked how they came about the points they raised, said they made inquiry on the uses of computer and GSM respectively. Again, when asked whether they had done anything of such before they replied they never participated in class nor school debate before. The pupils, both participating and non-participating members of the class, were highly commended before I left. It was also noticed that 70% of them were taking down notes during the debate and infact during class discussions.

During the tenth contact, 89% of them became more familiar and shared in the discussion. There may be two possible reasons for this. The picture books used for the story hour were very interesting to them ("Take Me Home", "Amina the Milkmaid", etc) or because they were continuously developing their note taking skills, speaking skills, visual skills, listening skills, evaluative skills and so on. On the discussion of "Take Me Home" majority of the pupils were able to share their views; some times when things seem to fall apart and it seems that all hope is lost, we should not lose hope. On "Amina the Milkmaid", many of the pupils also were able to discuss different means of transport at the time; horses, camel and trekking which were all forms of land transport. Apart from means of transport, 90% of them agreed with the point that the book was similar to the former in terms of things falling apart and finally becoming normal in Amina's life again. I was happy as pupils shared their views pupils were ready to remind me about the song for day: "Way down upon the swampy river".

The eleventh contact was collection of project given to pupils. There were interruptions since most schools were running to meet up with their lessons. 50% of pupils were not released to discuss their findings as teachers complained that

the time was an odd time. Those schools visited during break were not also allowed for the contact as they were busy in their classes copying notes.

The observations made above revealed clearly that those pupils who participated in the library period programmes were developing continuously their skills of information literacy as the contact went on. In other words, in the process of the treatment, library period improved their literacy and communication skills as they communicated orally and noted down points. Pupils were also better able to locate information from library resources and beyond. Library period programme (LPP) is in fact a powerful means of building pupils information literacy skills. The obstacles observed were however that pupils were not readily released, schools did not incorporate library periods in their timetable and this interrupted the contacts, teachers were not ready to collaborate with the teacher librarian, etc.

Summary of major findings.
1. Information literacy skills such as planning skills, recording skills, locatin and access skills, organization skills, among others needed to be incorporated into the library period curriculum as pupils in Nsukka Educational zone had a very low level of information literacy skills.
2. Formal library instruction, story hour and project work were very effective in building these skills in children. Story hour proved to have produced more results as there was great improvement in their oral communication skills and visual skills as well as in their enthusiasm in learning. Project work however seemed to be more difficult for them than other methods though later yielded positive result as they mastered it.
3. Primary school curriculum as social studies could be integrated in the library period curriculum/programme. Prior knowledge of the curriculum content was helpful in the integration of the library period curriculum.
4. In the process of the treatment, library perid curriculum improved their literacy and communication skills as they communicated orally and noted down points. Pupils were also better able to locate information from library resources and beyond.
5. Pupils participating in this library period programme (LPP) improved significantly in the ability to reason, speak, listen, write, communicate, organize and evaluate information from variety of sources etc.

Recommendations
The recommendations of this study is based on the implications it has for the educational policy makers, school administrators, school librarians, Special education teachers, regular teachers and children particularly in the South-East area of Nigeria. The recommendation is therefore that they should collaborate in this race by including library periods in their policy and laying more emphasis on information literacy education, alloting adequate time for the effective use of the curriculum / programmes developed, having a permanent school librarian for this purpose so as to make maximum use of the period to teach this curriculum, collaborating with the school librarian in this information literacy activity thereby giving the librarians chance to help build up information literacy skills with library period programme, the learning will become more interesting to them since it is continuous and longlife. This is important, more so now that the world is shifting from traditional way of learning to information literacy acquisition because its ability to make one a life information seeker. It is believed that the result of this paper and the recommendation could go a long way in guiding the people concerned to collaborate in inculcating information literacy skills in people for them to meet the challenges of the information age.

Conclusions
Information literacy skills are a vital key to participating in the information-based world. There is need to encourage school

children to begin to acquire this skills right from the scratch for them to meet the challenges of an information society. This encouragement can only be achieved in this information age through the effective use of library period curriculum in the various schools. Library period curriculum is both effective and affective in pupil's learning. Pupils have exhibited great abilities to manage information from wide variety of resources. Story hour certainly is a very powerful means of developing pupil's emotion, teaching them what they should know in a pleasant manners and re-emphasizing what they already know. Projects also expose them to their wider environment in an attempt, and make them more conversant with people and things around them. This in effect has positive result on their information literacy skills. The implication is that all need to consider the essence of information literacy skills. In other words, policy makers, school administrators, school librarians, special educators, regular school teachers, and infact everybody needs to work hand in hand to see that pupils belong in information society. Ultimately, Nsukka, Nigeria and the world in general would make citizens who have learnt how to learn.

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