

Contribution of Information Literacy in School Libraries for Competency Based Curriculum Implementation in Junior Secondary Schools in Nandi County: A Systematic Review

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Abstract

School libraries are building blocks within every school, they are pillars through which teaching and learning thrive. With the changing nature of education in Kenya to meet the changing needs of the society, the importance of school libraries grows. School libraries are charged with the responsibility of cultivating reading culture through Information Literacy (IL) programs. IL are set of abilities that enable a learner to select, identify, evaluate and use the right information from the large pool of information available both physically and electronically. The purpose of this study was to investigate the contribution of IL in school libraries on the implementation of Competency Based Curriculum (CBC). The study intended to find out the state of school libraries in Nandi County with a view to recommending the best practices that can be adopted to improve them. The systematic review analyzed previous studies and found out that teachers who are information literate were able to integrate it into the curriculum. The data also indicated that schools with robust IL programs showed significant improvement in students' ability to use information thus improving their problem-solving skills. The findings of this study will inform stakeholders within the education sector on the importance of school libraries and IL in a competency-based environment.

Key words: Information Literacy, School libraries, CBC, Curriculum development, Kenya.

Introduction

In the dynamic landscape of education, Kenya has moved through a various paradigm of education to meet the changing needs of the society and the need to produce students who fit the labor market. Three

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significant milestones have been realized, which are 7-6-3 system, the 8-4-4 system and currently the 2-6-3-3; Competency Based Curriculum system. The government of Kenya introduced the new system (CBC) in 2017 to replace the 8-4-4 system of education which had been in place for 32 years. The 7-6-3 system was introduced in 1963 and replaced with the 8-4-4 system in 1985. As Kenya transitions to the 21st century, education reforms took center stage for adoption of a system that focuses on skills and knowledge and the ability of learners to explore and make use of their talents thus the birth of CBC. This system of education is learner centered that focuses on developing critical thinking, creativity and practical skills. It emphasizes on competency over content, aiming at molding learners to be successful in the ever changing world markets (Ngina, 2024). Rapid global changes necessitate changes in learning to incorporate cross cutting ideas, processes and practical skills at the early stages of learners' life. It is envisioned that CBC will prepare learners fully to thrive in competitive environments. Kenya has a National Qualification Framework (NQF) which recognizes formal, informal and Prior Learning thus making implementation of CBC in Kenya easy (Amutabi, 2019). If implemented well, CBC will yield wholistic learners since it is a flexible and friendly mode of education that accommodates both fast and laggard learners. Changes in the education sector compel all the support systems of education to adopt new ways of operating. Libraries being the main player ought to find new ways to meet the needs of the current learner. This means that resources and services tailored for the CBC learners' need to take the lead.

Understanding the education reforms will inform librarians on tailoring their information literacy programs to reflect the

practical skills needed by learners to navigate the vast information available at their disposal. According to American Library Association (2019), Information literacy is a set of abilities to enable a learner know when information is needed, locate it, evaluate its effectiveness and use it for the intended purpose. Further, Information Literacy is important for lifelong learning for any category of learners. American Library Association (ALA) also indicated that an information literate learner will be able to get access to the content he/she needs, carry out investigations, be self-directed and ultimately take control of the learning processes. With CBC focusing on competency, it is imperative for the learner to know when information is needed and how it can be applied to solve problems. Current school libraries are traditional in nature where only spaces for study are provided together with well-arranged reading books. As the system of education shifts to CBC, also libraries need to transform. The process of transforming these libraries to support CBC is dependent on several factors including.

1. Curriculum integration- librarians need to collaborate with teachers to integrate information literacy programs into all learning subjects.
2. Resource development- librarians need to develop guides that will enable the learner to navigate through the vast resources available in the library.
3. Collaborative spaces- change the spaces within the library to allow flexible learning, this is to allow discussion work, group work and even personal studies without much very strict rules of "silence in the library"

4. Integration of technology- Libraries should avail themselves of computers, internet connection and other modern devices to allow further reading as presented in the core texts.

The state of most school libraries does not support CBC because of insufficient technologies, lack of collaborative spaces, non-availability of well-developed information literacy programs and poorly stocked books which are old and not diverse. These factors do not motivate students to visit the library hence making them rely on the class content ultimately hindering critical thinking through wide reading (Ireru et al., 2022). As the country looks forward to admitting learners to senior secondary schools in one year's time, the study aims to critically analyze the state of school libraries and put forward recommendations that will help librarians and school management to transform their school libraries to meet the needs of CBC and the learners.

Statement of the problem

Competency Based Curriculum, being a competency-oriented program assumes the ability of the learner to identify the needed information and use it wisely. That being the case, the problem lies with the provision of information literacy instructions by libraries. Information literacy is an essential component for learners to effectively use information, however most libraries do not have a well-developed information literacy program, and if available, it has not been integrated into all teaching subjects. Some studies have revealed that some students transition to higher learning institutions without knowledge on searching and retravel, computer skills and even lack of knowledge on the basic use of a library. The problem was attributed to the poor learning environment with poorly managed libraries

and lack of computers. CBC emphasizes developing learners' critical thinking skills, problem solving and creativity. These components require access to diverse information resources and the ability to utilize them effectively. However, many schools in Nandi County are poorly equipped with essential resources to support the curriculum. The insufficiency of the resources has created a gap between the needs of the new curriculum and the ability of the school libraries to facilitate the development of IL skills.

In addition, despite the known importance of IL in school libraries, there is limited research exploring its significant contribution in the implementation of CBC in junior secondary school in Nandi County. Such limited studies create a gap in understanding how IL programs in school libraries can support the implementation of CBC. This makes it difficult for the educators and school policy makers to understand the potential of school libraries in the implementation of CBC. Generally, a change in the education system without change in libraries will affect overall learning and full achievement of the potential provided by the education system. This means that all school managers and librarians need to relook at the state of their libraries and improve them to meet the standards of CBC. The analysis by the Ministry of Sports, Culture & the Arts Ministry of Education, (2018) in its effort to align its services with vision 2030 noted that majority of schools have inadequate infrastructure for the establishment of libraries for effective curriculum delivery. This insufficiency translates to lack of information literacy programs that will help in imparting skills to learners on library usage. This study therefore seeks to systematically review existing studies to assess the contribution of information literacy in school libraries towards the

effective implementation of the Competency-Based Curriculum in junior secondary schools in Nandi County. The review will identify the state of school libraries, challenges, and best practices, with the aim of providing recommendations for improving library services and information literacy programs to better support CBC objectives.

Research Objectives

1. To analyze the current state of school libraries in Nandi County
2. To analyze the Information Literacy integration in school libraries
3. To find out library preparedness to adopt CBC in Secondary schools
4. To recommend best practices for transforming school libraries for effective adoption of CBC in Secondary Schools

Reviewed Literature

The concept of school libraries

The 2010 Constitution guarantees every child the right to free and compulsory education (Article 43.1.f). The 2013 Basic Education Act provides for free and compulsory primary and secondary education and explicitly prohibits tuitions fees. Free compulsory basic education is also guaranteed in the 2001 Children's Act (Article 7) (Kamande, 2021). Both free primary and secondary education were made free with the aim of providing access to education to all as per the policy guidelines on providing 12 years of basic education and meeting the 2010 constitution requirements (Government of

Kenya GoK, 2010). Provision of free education implies making available the necessary learning resources which constitute well equipped libraries. In connection with this, the International Federation of Library Associations and Institutions (IFLA) mandates school libraries and library professionals to provide access to learning resources through welcoming and inclusive learning spaces. Provision of such spaces will enable the school community, especially learners to be critical thinkers, effective readers, evaluators of information and producers of information. Such characteristics are built by focusing on the state of school libraries in order to bring them to higher standards consummate to the caliber of learners to be produced (IFLA, 2021). According to IFLA, a school library is a physical digital space within a public or private school that serves the needs of learners through provision of learning resources and teachers through provision of teaching resources. It is managed by a school librarian who is keen on enhancing cognitive, personal, societal and cultural growth of learners and teachers. They provide resources and services that will meet the teaching, learning and research needs to learners and teachers (IFLA, 2021). School libraries just like academic libraries need to provide instructions to users on the basic use of library through information literacy programs, support educational goals of the school, curate and make available all teaching and learning resources, build critical thinking through encouraging reading culture and influence learners into using libraries all along. Further, school libraries influence learners' ability to understand the world through getting answers to the varied questions they may be having. With well stocked libraries together with qualified managers, learners can develop fully because of access to the

right information and proper guidance from librarians.

In Kenya, little is known about the state of school libraries. As much as the Ministry of Education provided the school library policy and guidance, little has been done to ensure that all primary and secondary school in Kenya have functional libraries. Development of these libraries have therefore been left at the control of school management, such cases bring inconsistencies among schools and widen the gap between haves and have-nots. A study by (Mose, 2020) indicated that many learners in public schools face challenges in literacy to the time they join secondary schools and even higher education. These challenges were attributed to insufficient reading materials and the few available would not match the learners' population. Such issues indicate that those schools do not have libraries and if they are available, then they would be rooms just like storehouses for the class texts. With changes of the Kenyan Education curriculum from 8-4-4 to CBC, a lot is required from the Government to ensure equipping the library facility with the right resources, staffing and technology for the success of learners. All schools without libraries should be facilitated to have one in place and be well equipped too. CBC focuses on skills and competence of learners and therefore learners require diverse resources for reading to widen up their minds and enhance critical thinking. The core competencies emphasized in CBC aim to produce a wholistic learner who can thrive in the competitive labor market. These competencies include problem solving skills, communication, collaboration, digital literacy skills and lifelong learning. The question at the disposal is, will these competencies be imparted without the presence of libraries and librarians? According to (Amutabi,

2019) CBC is a good curriculum because it is holistic in nature, it is one which focus on broad outcomes and takes into account formal, in-formal and non-formal contexts giving emphasize to learning and imparting knowledge. CBC being a new curriculum, the government needs to take keen interest in the implementation process and put in place all the pre-requisites for the success of the curriculum. Adequate resources, including teaching materials and infrastructure, are essential for effective CBC implementation. Resource constraints in many schools can hinder the curriculum's success. A library is one of the infrastructures needed for the success of learners involved in CBC curriculum, similar to classrooms, laboratories and playgrounds (Keter, 2023) and will support the curriculum in the following ways;

- a) Resource Provision: libraries need to provide a vast array of both digital and physical resources such books, periodicals, audiovisual resources, and internet databases.
- b) Digital Literacy: Libraries need to support students in acquiring the fundamental skills necessary for digital literacy, which are an integral part of CBC, by providing programs and courses. They should teach students how to use digital tools and resources for research and learning.
- c) Collaborative Learning Environments: Libraries need to offer areas where students can collaborate on projects, promoting cooperation and collaboration.
- d) Professional Development: Libraries can also help teachers by giving them access to resources for professional development and training on how to include CBC in their lesson plans.

In conclusion, as secondary schools are geared towards receiving CBC learners, their libraries should be transformed into learner-oriented spaces to fully provide the needed resources for all learners and teachers. To meet these needs, school libraries should have a wide range of collections in different formats, genres, readings and subject areas. To fully meet the needs of learners and teachers, the following aspects need to be taken into account as stipulated by (IFLA, 2015);

- i. Proper library location and space.
- ii. Organization of library spaces.
- iii. Access to physical and digital resources.
- iv. Collection standards and
- v. Resource sharing

The IFLA guidelines on school libraries have been used as framework for establishment of school libraries over the years. Even with the desire to transform our school libraries in readiness for adoption of CBC, the same guidelines can be used by the Government of Kenya to evaluate the state of school libraries for purposes of making informed decisions. In the evaluation process IFLA stipulates evaluation of school libraries based on.

- i. Staffing.
- ii. Facilities.
- iii. Technology.
- iv. Collections and
- v. Services.

Integration of Information Literacy within Competency Based Curriculum

Competency is the ability of a learner to use the skills and knowledge obtained through formal or informal learning to solve a problem. It encompasses knowledge, skills, attitudes and behaviors that contribute to an individual's performance. Information Literacy (IL) is a set of abilities that a user of information must possess for the purpose of effective selection, use and evaluation of vast information. IL is also the ability of a user to know when the information is needed, know where to find the information, know the right format in which the information is presented and knowledge on evaluation of information (Njuki & Mukundi, 2023). Integration of IL in the curriculum will help alleviate information retrieval challenges thus enabling the learner to access all the information he/she needs. Competency Based Curriculum is skilled based and therefore much reading is undertaken by the learner so enhance critical thinking, proper communication and mastery of language, creativity and learning how to learn. With CBC learners are given room to explain their responses thus learners will constantly evolve their thinking and adapt in the future. Gardner's Multiple Intelligence Theory postulates that learners possess different kinds of minds and therefore learn, remember, perform and understand in different ways (Morgan, 2021). This theory directs the trainers to use different approaches to learning. Integrating Information Literacy within a competency-based curriculum enables learners to navigate through the vast information available in the school libraries as well as online information.

School libraries are responsible for equipping learners with the skills to

navigate the vast information and hence to achieve this objective, school librarians should constantly train learners and teachers on use and access of information resources both physical and electronic. Integrating IL into the curriculum will be useful because it brings both the learner and the trainer on board, thus making both partners information literate. An information literate learner will be able to do the following.

- i. Be able to make informed decisions by using the skills acquired to determine the relevance of information obtained.
- ii. Improve his/her critical thinking and problem-solving skills, making them valuable both academically and in real-world contexts.
- iii. Be able to use technologies ethically thus understanding their digital footprint.
- iv. Be able to complete assignments and projects successfully and
- v. Be competitive and adaptable in their careers

The five mentioned abilities are in line with the core skills focused on CBC as documented in the Curriculum reforms in Kenya. The reforms emphasize that the 4Cs will be applied in all learning areas. They include, Communication and collaboration, Critical thinking and problem solving, Creativity and imagination and Citizenship (Reforms, 2010).

The information world has become complex because of the vast information and as a result, Information Literacy is becoming a useful tool for the 21st century learner. All stakeholders within the education sector including the Ministry of Education, County Directors in charge of

Education, Schools Heads, School librarians and teacher librarians should place emphasis on the total integration of IL within the curriculum for the success of the learners. Learners need IL to supplement classroom learning to compete favorably in the labor market. The reason for curriculum shift in Kenya from 8-4-4 to CBC is the cognizance of the labor market shifting to knowledge based where critical and problem solving skills and multiple literacies take center stage. Koh et al., (2014) observe that the Ministry of Education of Singapore is placing interest in developing IL program in different grades and subjects. This means that IL will be taught in all grades as planned just like any other subject. Such practices will help learners develop literacy skills in their early stages of learning. The same objective can be borrowed from all countries to impart the necessary IL skills to all learners. This will go a long way in solving problems related to information explosion, use of internet information and inability to synthesize information. (Foo & Majid, 2017) carried out a study on “Assessing information literacy skills among young information age students in Singapore” and they indicated that IL assessment is necessary for the purpose of knowing the extent to which guidance can be provided to learners in order to help formulate pedagogical changes. The study streamed the students into normal (Academics) and normal (technical). This study showed that information evaluation was found to be the weakest area. These results prompted the then Minister for education to advocate for the implementation of IL into the curriculum to help students understand the importance of such skills.

School libraries should be able to support the Curriculum in line with the core skills focused on CBC. To ensure full support to the curriculum, the Ministry of Education-

Kenya should intentionally ensure that all schools have active libraries and trained librarians to manage them. The 2018 draft on National policy and framework for school libraries indicated that 20% of schools in Kenya have libraries. Besides, it was noted that school libraries lack resources for effective establishment of the curriculum and that the ECDE level which is purely focused on CBC lacks the appropriate learning materials both in physical and electronic format. The policy also provided guidelines on information literacy and the importance of this program to learners. It was noted that IL will be useful because it will enhance the building of learning resources as well as evaluate them for currency and relevance (Ministry of Sports, Culture & the Arts Ministry of Education, 2018). Generally, taking a keen look at the previous studies, much is still needed to be done in Kenyan school libraries in pursuit of integrating IL in the school curriculum.

Library preparedness in the implementation of CBC

The Competency Based Curriculum is new in Kenya having been introduced in 2017 to replace the 32-year-old 8-4-4 system. CBC aims to equip learners with the 21st century skills such as communication, critical thinking and creativity among other skills. Since the curriculum was adopted to date, several challenges are still faced. Several studies have been done to find out the state of implementation of CBC and several gaps have been realized that need to be critically analyzed for the purpose of ensuring a successful education system in some counties. Globally, the shift from content-based education to CBC was to give emphasis on practical knowledge to students to prepare them to being problem solvers to real world problems. The success of CBC mainly depends on the availability

of infrastructure such as libraries and laboratories, materials resources such as physical and electronic books, technology and trained staff (Chepkilot et al., 2024). Countries that have invested in improving their educational infrastructure and resources have achieved positive outcomes in the implementation of Competency-Based Curriculum (CBC), according to OECD (2022). This translates to differences in implementation of CBC among countries especially the developing and undeveloped countries.

Library preparedness in the implementation of a Competency-Based Curriculum (CBC) involves ensuring that library resources and services align with the CBC's objectives, which focus on equipping learners with the skills and knowledge necessary for practical application rather than routine memorization. This may include training staff, acquiring relevant materials, and fostering an environment that promotes interactive learning and knowledge creation. Proactive engagement from library personnel can enhance the implementation process, enabling better subject dialogue and resource utilization among learners. This kind of readiness is crucial for the successful implementation of the Competency-Based Curriculum (CBC). Libraries should therefore ensure availability of the necessary resources, such as books, digital content, and learning materials that support skill development and knowledge application. By fostering an environment conducive to inquiry and research, libraries can help learners engage actively with the curriculum rather than relying solely on memorization. This preparatory work enables libraries to facilitate discussions and foster an atmosphere that supports the dynamic learning objectives of the CBC (Kridel, 2012). A study of school libraries and its

impact in United Kingdom (UK) revealed that there no statistics on the total number of school libraries available in the country but it was found out that school libraries play a significant role in the academic achievement of pupils by providing the learning resources and the right atmosphere for learning. Several personal achievements such as self-esteem and feeling of success were found to be contributed by library use among students (Teravainen & Clark, 2018). The components of CBC include critical thinking, creativity, collaboration and communication commonly referred to as the 4Cs. School libraries support its students achieve these skills with the support of educators. Globally, school libraries are keen on providing access to a wide range of resources that cultivate these skills, including materials on information evaluation and critical thinking strategies. Libraries promote autonomous investigation and inquiry by creating an atmosphere where students may interact with a variety of sources, which is crucial for successful learning. Furthermore, workshops and training created especially to foster critical thinking and creativity—two qualities that are essential to the CBC framework and which are frequently included in library programs. Successful implementation of CBC in USA is attributed to a close collaboration between teachers and library staff in promoting a student centered learning with the aim of providing improved learning outcomes for the purpose of creating demand for human capital (Muchira et al., 2023). Such cases provide a guideline to countries like Kenya to borrow ideas on successful implementation of the education system.

Generally, librarians should be trained in the curriculum to adapt to the new changes and get to understand the objectives and the expected outcomes of the curriculum. Whereas libraries may be responsible for

stocking the library resources, it is paramount for them to understand the nature of these resources, plans to redesign the library spaces to allow collaborative learning, nature of technologies to bring on board that will allow interactive learning and how to tailor the library services to meet the changing needs of learners. One major challenge noted in the process of implementation of CBC as per the previous studies was putting the focus on teachers leaving out the support systems such as librarians. Even in Kenya, the Ministry of Education has been focusing on teacher training on CBC, leaving out librarians. In addition, direct interviewing of some librarians in Kenya showed that these librarians are struggling on their own to understand the concept of CBC and how they can change the library environment to support the curriculum. These challenges are therefore making it difficult for librarians to redesign their existing library spaces to fit the current needs of CBC curriculum. A study by Mokoro on Tanzanian perspective of Implementation of CBC also agrees that lack of training to both teachers and support staff affect the successful implementation of the curriculum. Further a study on constraints facing the successful implementation of CBC in Machakos county, Kenya by Muasya revealed that school heads confirmed that their school lacked sufficient resources such as textbooks and the right technologies to support CBC. The study recommended that the Ministry of Education should support all school to access the relevant learning resources to achieve the objectives of the new curriculum (Wambua, 2019). Another study on challenges facing implementation of CBC in Kenya, case of Kajiado county also revealed that lack of infrastructure such as libraries and insufficient teaching and learning resources including textbooks, lack of ICT tools and internet connection has

contributed to the slow adoption and successful implementation of CBC. The study recommended that the government through the Ministry of Education to provide the essential resource support to all schools (Robert O. Opondo, 2023). That way, supportive infrastructure like libraries will be equipped with relevant resources for CBC. The availability of resources translates to the need for information literacy sessions to both teachers and students on how to navigate through the vast resources available in the library.

The summary of reviewed literature shows that a lot needs to be done for libraries and by librarians in the quest to meet the needs of CBC. Collaboration between the teachers and libraries through Information literacy sessions is recommended to ensure that library resources are used adequately. The literature also showed that libraries need to be supported to put in place the right resources that will fulfil the objectives of the curriculum.

Methodology

The study is a systematic review where the researcher analyzed previous studies of similar nature that addressed the current problem done within Kenya and other countries. This method allowed the researcher to draw experiences and recommendations that can be applied within school libraries in Nandi County to better understand the contribution of Information Literacy.

Inclusion and Exclusion Criteria

The inclusion criteria required that any included study must be original studies on contribution of Information Literacy in school libraries, the studies must be in English language and published in the last five years. The researcher used five databases including EBSCO Host research

database, Google Scholar, Emerald and Wiley Online Library and a total of 32 articles were obtained. These databases were chosen because they are multidisciplinary and published articles on Information Literacy. Phrases used for searching were limited to Information Literacy, School Library and Competency Based Curriculum and CBC in Kenya. Any study that didn't meet the criteria mentioned was excluded, for example if the study was not original such as discussion panels, opinions or editorial papers. Further, the study was excluded if it focused on higher education and finally if the study did not focus on Information Literacy in schools and CBC in schools.

After scrutiny of studies that met the inclusion criteria, a total of 15 articles were found relevant to address the current problem. The literature obtained was analyzed through narrative basing on the themes of the objectives.

Findings and results

This section presented the results of the 15 articles reviewed focusing on the state of integration of IL, library preparedness to adopt CBC and recommendations on how best school libraries can be transformed for effective adoption of CBC.

Information Literacy in school libraries

The literature indicated that by the time Kenya adopted the competency-based curriculum in 2017, the significance of incorporating information literacy practices within school libraries was widely recognized. Thus the research emphasized that information literacy encompasses the skills required to effectively identify, access, evaluate, and use information, which are now essential in a competency-based educational framework as presented by

(Prince, 2024). Further exploration into the role of school libraries by Ilavonga & Grace (2023) reveal that school libraries serve not only as repositories of knowledge but also as dynamic learning environments that promote critical thinking and problem-solving skills among students. Through a well-structured library program, students are equipped with the ability to search for, evaluate, and utilize information efficiently, which is essential in a competency-based learning environment (Kitur, 2024). Research indicates that students who engage with information literacy resources are more adept at developing innovative solutions to real-world challenges, thus enhancing their competencies (Ilavonga & Grace, 2023); (Prince, 2024). Based on the findings of these studies, it was found that schools with robust information literacy programs in their libraries demonstrated significant improvements in student research skills, critical thinking, and overall academic performance. This enhancement was particularly evident in the context of competency-based curricula, where students were required to engage in more autonomous and self-directed learning. The data indicated that students who participated in information literacy programs were better equipped to locate, evaluate, and use information effectively, which is a crucial competence in the current educational landscape. Moreover, teachers who received training in information literacy were found to be more experienced at integrating these skills into their teaching practices, leading to more effective curriculum implementation. This combined effect between teacher training and student competencies highlighted the pivotal role of school libraries and IL in fostering an environment conducive to competency-based learning.

Level of school library preparedness to adopt CBC

The findings revealed that much is still needed within the school libraries to effectively support the CBC curriculum. A study by Wambua (2019) showed that the curriculum has not been effectively implemented because supportive infrastructure such as libraries have not been well equipped with the relevant resources. That these libraries do not have the right technological tools and learning materials to support the curriculum. This is in agreement with the findings of a study undertaken by (Cheruiyot, 2024) which indicated that many school within the country face shortage of books, technological devices and internet connection which affect the practical application of CBC and also hinder students' engagement. The study recommended equipping the school library with the right tools that will support learners' engagement.

Further, the literature revealed that the few schools with libraries did not have trained librarians but rather managed by teacher librarians. This contributed to the slow adoption of CBC within the school libraries because teacher librarians are loaded with other teaching responsibilities, hence may not get additional time to focus on redesigning the library to match the modern CBC environment. As outlined by Cheruiyot (2024) school libraries are affected by limited funding which hinders their ability to redesign the available spaces, stock the library with the various learning materials, put in place relevant technologies and challenges of maintaining the infrastructure. Such challenges are also realized in the state of school libraries within Nandi County. The effective implementation of CBC is linked to availability of human and capital resources

thus emphasizing presence of trained personnel and good funding. The findings of a study on implementation of CBC in Nairobi county showed that many public school lack the appropriate infrastructure to support teaching and learning hence affecting the implementation of CBC (Kuria, 2022). Webala, (2019) pointed out that challenges of library resources and insufficient information literacy among educators affect the curriculum outcomes. These studies therefore recommend that for effective adoption of CBC, school libraries should be well equipped with relevant learning materials, appropriate technologies should be in place, the right caliber of staff should man the libraries, and the spaces must be sufficient to allow collaborative learning.

Applicable lessons

The literature reviewed has indicated that there are gaps that need to be filled for school libraries to effectively support the new curriculum in Kenya. Management of Schools within Nandi County may benefit immensely from this research since it will shed light on way forward and present possible recommendations for school libraries and the concept of Information Literacy.

From the literature, school libraries should provide personalized instructional programs that will prepare students and equip them with skills for independent lifelong learning and mastery of competencies. In this regard, libraries should support effective use of library resources and tools through digital literacy sessions.

In addition, for effective implementation of CBC, teachers and library staff should collaborate. This will help teachers improve their teaching methodologies and integrate IL into the curriculum. Successful

collaboration translates to shared planning, resource development and professional development opportunities allowing both teachers and librarians to enhance student learning outcomes effectively. Further, the Ministry of Education should provide clear policies on school libraries and include in the policy standardization of IL guidelines so that all schools will be compelled to integrate IL into their curriculum.

Scholars also highlighted that without appropriate training and resources, the advantages of information literacy will not be realized in practice (Yang & Nie, 2024). Therefore, it is essential to address these barriers to ensure that information literacy contributes effectively to the curriculum's implementation, thereby enhancing students' overall competency in using information as a tool for lifelong learning. This literature therefore emphasizes the significance of information literacy as a cornerstone for achieving successful educational practices within Nandi County's junior secondary schools.

Conclusion

The reviewed literature has enabled the researcher to conclude that libraries are important infrastructure in current curriculum since it is not merely a repository of information but a space that allows collaboration which enhances critical thinking and problem-solving competencies. These libraries should then focus on IL programs through collaboration with teachers to integrate into the curriculum. Moreover, the integration of technology in the library together with availing variety of reading materials boosts learners' motivation to read and engage one another, something that has impact in their overall performance. Finally, by elevating the status of information literacy initiatives within school libraries, educators and

policymakers can create an educational environment that promotes informed and skillful learners, equipped to navigate the

complexities of the 21st-century information landscape.

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