

**INVOLVEMENT OF GOVERNMENT AND NON-GOVERNMENTAL AGENCIES IN
THE DEVELOPMENT OF PRIMARY SCHOOL LIBRARIES IN SOUTH EAST OF
NIGERIA 1980-2010**

BY

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TITLE PAGE

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LIBRARIES IN SOUTH EAST STATES OF NIGERIA 1980-2010**

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DEDICATION

This thesis is dedicated to all selfless persons in the struggle of developing humanity.

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To the infinite mind, the Great God who outline for me, who does all the planning, the researcher gives her greatest gratitude. The researcher is also grateful to God for having an inspiring, selfless and thoughtful husband who has always been behind all my successes in life, baby, thank you.

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ABSTRACT

The study was carried out to trace and document the history of agency involvement in the development of primary school libraries in Southeast Nigeria over a thirty year period. It looked at the contribution of agencies during the period of 1980 to 2010 and, it looked at the successes and the factors that limited the agencies efforts. In carrying out this research work, five research questions guided the study, which adopted historical design. The accessible population of this study comprises fifteen agencies in the five states of Southeast involved in the development of Primary school libraries during the period. Purposive sampling technique was used in getting twenty respondents who made up the sample size for this study. The instruments used for collecting data were documents and structured interview. The examination of archival documents was apt as it has to do with events that occurred in the past, while key players who worked or are still working in the agencies identified were interviewed. The results of the study showed that professional associations were very active in the 1980s to early 1990s. The activities that were in place then were awareness campaigns, training of teacher librarians, placing of jingles, lobbying of government and collaboration with other agencies. This helped in getting to the grassroots of library development but their activities dwindled from about 1990. It was found that government agencies took the lead in library development from the late 1990s but were not as effective as the professional associations and other informal agencies. Again, the study revealed a regression in school library development in later period when the professional association's activities dwindled. In view of these, it was recommended that the spirit of professionalism be reawakened by revitalizing professional associations as the study has revealed that it worked in the past and will still work again if tried. It was recommended that public libraries should be revitalized so that the supportive role they played in the past is used again. Other recommendations were made and finally, areas for further research were suggested by the researcher.

CHAPTER ONE

INTRODUCTION

Background of the Study

The establishment of a library is crucial in any educational institution, most especially primary school education which is the foundation for all levels. This is so because it supports the curriculum and enables resource based learning, which in the long run makes for lifelong learning. Consequently, the development of school libraries becomes very important.

School libraries are resource centers where teachers and pupils get materials for teaching and learning. They also serve as lending and recreational centers for the students. The variety of resources in primary school libraries include textbooks, information books, picture books, beginning readers, juvenile readers, periodicals, reference materials, audio- visual materials, toys and electronic resources. They offer different kinds of services which, according to Dike (2002), include reference and information services, lending services, recreational services, information skills instruction, reading guidance and promotion.

School libraries with their resources and services support the curriculum, they also create room for resource based learning .In addition to this, they provide opportunities and resources for reading promotion. A well equipped school library provides room for interaction with library resources which will make way for the development of information literacy skills. School libraries, especially primary school libraries are very crucial for the achievement of functional education in Nigeria.

History reveals that school libraries have a major role to play in the proper education of pupils in primary schools and in achieving the objectives for which primary schools were established. Primary school education, as referred to by the National Policy on Education in section

3(3) Nigeria, (2004), is the education given in an institution for children from the ages of 6-11 years. The primary level is the key to the success or failure of the education of an individual since the rest of the education system is built upon it {Federal Republic of Nigeria, 2004}. Primary education plays a vital role in the entire education of an individual. This is because this stage of development is crucial for the development of future adult citizens and workers. Just as a child cannot stand up and walk from birth, so one cannot develop without primary school education (Usoro and Usanga, 2009). In fact primary education is the foundation upon which the rest of our educational system is built (Lynch, 2007).

The mission of education for children in primary school is connected with the general objectives of education which advocate for learner-centered education, self-directed learning, active and inquiry-based education and life-long education. This goes to explain the emphasis laid by the National Policy on Education (NPE) on enhancing the educational system right from primary education (Akanbi, 2009). Primary schools seek to help children expand their knowledge of the world around them. They emphasize reading, writing, listening and speaking, as well as understanding and using number and character development (Sterberg, 1990). Primary school education if properly given nurtures the child and prepares the child for greater tasks ahead. On this note, Daniel (2003) asserted that a nation which ignores its children is the unluckiest of all and ôif the seed or the soil is not of proper kind that the harvest can never be of high qualityô. This infers that primary school education should be a nation's priority as it is the key to all levels of education.

The philosophy of the National Policy on Education emphasizes the creation of sound and effective citizens and the provision of equal educational opportunities for all. Its general objectives are: the inculcation of national consciousness and national unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; and the training of the

mind in the understanding of the world around and the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute viably to the nation. In connection to these general objectives of Nigerian education, the NPE also set forth the objectives of primary school education which laid emphasis on permanent literacy, development of reflective thinking and manipulative skills, and moral training.

The primary school library helps in so many ways in achieving these objectives. The availability and use of the library by pupils and teachers helps achieve the functional education which the National Policy on Education emphasizes (Dike, 2002). It also helps in promoting modern education techniques which emphasize lifelong education and focus on the learner. The National Policy states in section 3 (subsection 3) that the teaching methods to be employed will de-emphasize the memorization and regurgitation of facts and encourage practical exploratory and experimental methods. School libraries achieve this through the supply of resources and other services for teachers and the pupils.

School libraries play a vital role in the educational development of children by providing reading and learning materials. The school library has left its traditional form as a custodian of books, to a nursery of intellects. This is because it teaches children to be readers for pleasure and not for passing exams. Daniel (2005) noted that one of the best ways of caring adequately for the mental, moral and physical development of the child is to ensure that the child enjoys all reasonable opportunities to use books, which are the bread of the intellect, and books and non- book materials are found in the library. Children are the future hopes of a nation and if they are not well educated, the whole nation is doomed.

The primary school library supports the school curriculum. Through the library, the primary school child is exposed to the world of books and other information media by listening to stories

read, reading picture books, using educational toys and games in learning concepts, and developing manipulative skills. The primary school child has to be taught the skills of using books and where to look for information on particular topics to facilitate self-learning, and the school library provides all these. To be effectively taught all the subjects in the primary school curriculum require both the relevant information resources and the skills of using them effectively. Elaturoti,(1978) demonstrated how the library can support the primary school curriculum in social studies by providing information materials such as slides, films, filmstrips, tapes, pictures, photographs, posters, specimens etc. Dike (2009) also explained how different themes in the primary science such as color, size, texture, shape, animals, soil, can be taught using a variety of library resources.

The school library is the most effective vehicle for ensuring that children in primary schools acquire permanent literacy, oracy and effective communication. It is said that the literacy rate of a country is the most potent force in economic development affecting all aspects of a country's culture (UNESCO, 2000). Dike, Amucheazi and, Ajogwu (2006), pointed out how children can use resources of the library in preparing project work as a means of achieving literacy include reading skills, communication skills, and writing skills through project work on topics in the curriculum such as marriage, transportation, etc. Children can learn in the process of interview, observation, communication and documentation .Oyewusi (2010) also investigated how libraries help in the acquisition of literacy skills among pupils with disabilities. Through this the school library makes way for lifelong education for all. Sequel to this, Ogbonna (2006) reported that the result of the three national assessments of pupils in primary schools on level of competency in numeracy, literacy and life skills by the Federal Government, the United Nations International Children Emergency Fund (UNICEF) and the United Nation for Economic and Cultural Organization (UNESCO) between

1996 and 2003 revealed that there was a very low level of achievement in literacy skills. This situation can be effectively handled through the services of a school library.

The school library provides resources such as reference materials that help children discover things for themselves. It also provides instructional materials and books that help teachers explore for effective teaching. The availability of such materials makes a literacy rich environment. This is because the vehicles carrying information are books and non-book materials. A child cannot have a basic functional education without a good school library to support the school curriculum; act as a resource centre, recreational centre, and laboratory and as a friend to foster the child's personal development. The basic purpose of libraries in primary schools is to help the children to increase their knowledge and understand themselves; their fellow human beings, and then the world that is beyond their immediate horizon. Having recognized the role of libraries in primary schools, it becomes imperative that libraries in primary schools are well developed.

Development is the process of making something better; it is the process of gradual growth. In the context of this work, development encompasses the process geared towards improving the state of primary school libraries. These processes relate to issues of personnel, standards, policy, legislation, collection development, infrastructure, programmes and funding. These issues when worked upon make way for adequate school library development.

Governments around the world have recognized that libraries help in achieving the objectives for which primary schools were set up and so efforts have been made at developing primary school libraries worldwide and in Nigeria as well. Recognition of the role of the school library and the movement for its development gained grounds in the 19th century, as reported by Clyde (1999), Dike (1999), Davies (1979) a new educational trend propounded by John Dewey necessitated a shift in emphasis from old to new ways of learning, (Gaver, 1989). The new ways of learning called for

libraries with resources that promote learning. It was pursuant to this new way that fast-tracked school library development in many countries, and this was done through various agencies.

Agencies are organizations that provide a particular service, especially on behalf of other businesses or organizations. It could be a government department that provides a particular service or a non-governmental unit which is rendering some service. Agencies in the context of this work involve institutions, whether government or non-governmental, that are involved directly or indirectly in school library development. These agencies work in different capacities in different countries. For instance, Oberg and Wright (1991) reported that in Canada, library development was fostered by government agencies. The ministries of education made way for new curricular programmes and training of teachers to become teacher librarians to take charge of the library. In South Africa, a non-governmental agency called READ, an independent educational trust funded entirely by donations has developed classroom libraries and trained teachers on new methods of teaching. Likewise, non-governmental agencies like the ATD - Fourth World in France, the Banco del libro in Venezuela, small libraries for small people in Sri Lanka, and Portable libraries and children's literature projects in Thailand. All achieved much in extending library services to disadvantaged children. School libraries have also been developed through networking, cooperation and collaboration with agencies such as public libraries (Tawete, 1991). In some countries, a strong centralized government and a tradition of concern for centralization in education facilitated the development of school library collections; school libraries also improved through bequests and donations from philanthropists.

In Nigeria, many agencies have contributed to the development of primary school libraries. These agencies include the ministries of education, library boards, professional associations, World Bank, United Nations, International Children Emergency Fund (UNICEF), Educational Trust Fund

(ETF), National Primary Education Commission, (NPEC) Universal Basic Education Commission (UBEC) State Primary Education Board (SPEB/SUBEB), NGOs, communities and philanthropists.

The development of school libraries in Nigeria was first advocated by professional associations, beginning with the West African Library Association (WALA) in 1954. Later on WALA gave birth to the Nigerian Library Association, which had an active section for school libraries in the eastern part of the country. This section began in 1963 as the Eastern Nigeria School Libraries Association, changing its name when East Central State and later Anambra State were created (Dike, 1991). The Anambra State School Library Association acted as a pressure group for school libraries and was successful in having some of its proposals approved by the government. Such proposals include the minimum standard and a library Fee .It also organized refresher courses for teacher librarians, mounted a best school library competition and published the School Libraries Bulletin. Obi (1998) reported that Eastern region of Nigeria made remarkable progress in the development of school libraries due to the work of these professional associations On a national level, the Nigerian School library association (NSLA), founded in 1977, advocated for school libraries with the federal government, provided a forum for school library stakeholders, and advanced the cause of school libraries through conferences and publications.

The first major federal government initiative was National Primary Education Commission (NPEC), established in 1989 to take charge of primary education nationwide and improve the deplorable state of primary education. The commission showed interest in primary school library development, improving the physical infrastructure in the schools, adding more qualified teachers and providing training for library services in schools. Elaturoti (2002) reported among many others that the commission accepted and sponsored the Abadina Media Resource Centre's proposal for a

national teacher librarian workshop for primary school teachers that would run the libraries set in the schools. The disbanding of the commission led to discontinuation of their efforts in library development, but until the government launched the Universal Basic Education (UBE) programme , which took over the functions of NPEC, in 1999 (Okezie, 2006). The UBE also carried on the services of NPEC relating to school libraries and has been at the fore-front in school library development. They have also collaborated with international agencies such as the World Bank, UNESCO and UNICEF, and national agencies such as Education trust Fund (ETF) in developing primary school libraries.

Public libraries have also been involved in school library development through the library boards. The UNESCO seminar of 1953 held at Ibadan assigned some school library functions to public libraries. The UNESCO pilot public library project for Africa based in Enugu State funded the Eastern Nigeria Library Board to develop children's library services to schools, using book boxes and book mobile services provided by the board (Elaturoti, 1988). Obi (2002) also reported that the Anambra State Library Board and the Bendel State Library Board rendered services such as staff training, and development, supply of books and other materials through book depots and book mobile services, inter-library loan service and, consultancy services. From the 70s, most states in Nigeria had library boards enacted with responsibilities to provide library materials to schools (Elaturoti and Udo, 1986).

It was gathered from literature that a number of events set the stage for primary school library development from the 1980s. The National Policy on education with its emphasis on modern education and consequent implication for school libraries came out in 1979 and was revised in 1981. The Universal Primary Education (UPE) programme initiated in 1976 placed new emphasis on primary education for all and the use of primary education as a tool for national development. In the

eastern part of the country, in what is now the South-east Zone, the 1970s brought a number of changes including the creation of states, the government take over of schools, and recovery from the destructions of the Nigerian Civil War. These were followed by a period of dynamic school library development in the 1980s. Since the 1990s government agencies at federal and state level have initiated a number of programmes for primary school library development.

In spite of the efforts of the governmental and non-governmental organizations towards the development of primary school libraries, the present state of libraries in primary schools is not encouraging. This suggests the need to provide a historical perspective on the agencies involvement in school library development with a view to providing insights on ways of improving libraries in the present time.

Statement of the Problem

The primary school tier of education is the key to success or failure because it is the foundation of life-long education. For a child to have qualitative education at the primary level there must be a well-equipped library that will support the curriculum, provide the child and the teachers with adequate learning resources, and provide an enabling environment for learning. It was because of its importance that a number of agencies, both governmental and non-governmental, initiated efforts at developing school libraries in Nigeria.

It has been observed in literature that many agencies have been involved in developing school libraries in the Southeast zone and that these efforts attained a measure of success. However, despite such involvement, it has been noticed that school libraries are presently in a poor state. It has also been observed that educational standards have fallen and many school leavers are not functionally literate. This state of affairs may be connected to the poor state of libraries in primary schools. This may have accrued from the lack of documentation and emulation of the agencies effort

over the years, which would give insight for the future growth and development of school libraries. It is therefore important to look at these agencies which had given rise to functional libraries at a time. This will help in the improvement of primary school libraries that are presently in poor condition.

Posed as a question, the problem investigated in this study is: What was the involvement of government and non-governmental agencies in the development of primary school libraries in the Southeast states of Nigeria from 1980-2010?

Purpose of the Study

The general purpose of this study is to examine agency involvement in the development of primary school libraries in Southeast Nigeria from 1980-2010. The specific purposes are to:

1. Trace the factors that gave rise to the development of primary school libraries in South East states of Nigeria from 1980-2010
2. Identify the agencies that are involved in the development of primary School libraries in South East states of Nigeria from 1980-2010.
3. Examine the contributions of these agencies to the development of primary school libraries in the South East states of Nigeria from 1980-2010
4. Identify the factors that promote or inhibit the agencies developmental efforts at primary school library development.
5. Find out the major achievements and challenges of these agencies in primary school library development.

Research Questions

The following research questions guided the study:

1. What are the factors that gave rise to the development of primary school libraries in South East states of Nigeria from 1980-2010?
2. Which agencies are involved in the development of primary school libraries in Southeast states of Nigeria from 1980-2010
3. What are the contributions of these agencies in the development of primary school libraries in South East states of Nigeria?
4. What are the factors that promote or inhibit the agencies developmental efforts at primary school library development?
5. What are the major achievements and challenges of these agencies in primary school library development in South East states of Nigeria?

Significance of the Study

The outcome of this research work will benefit the following: Federal Ministry of Education and its parastatals such as the Universal Basic Education(UBE),and State Universal Basic Education Boards (SUBEBs), Nigerian Educational Research and Development council (NERDC),Petroleum Trust Fund (PTF), Education Trust Fund (ETF),United Nations Economic, Scientific and Cultural Organization (UNESCO),United NATIONS International Children Emergency Fund(UNICEF), The World Bank, Professional Associations ,Publishers, Authors, individuals and the communities where the school libraries are situated, the local educational authorities, teachers, parents and pupils.

The findings of this research work will serve as a yardstick for governmental and non-governmental agencies in measuring their efforts. This could help them in knowing the policies to make and in knowing the agencies to partner with if any project is outlined for primary schools.

International organizations such as UNESCO, UNICEF and the World Bank will be better informed on how lasting and effective their efforts and other agencies efforts have been over the years and then know which agency to partner with in developing libraries.

Professional associations that are interested in developing school libraries such as Nigerian School Library Association (NSLA), Nigeria Library Association, (NLA), and International Association for School Librarianship, (IASL) could also benefit, as the outcome of this research will provide them benchmark information for assessing past efforts and improving future performance. Individuals, communities and schools interested in the education of children will also benefit from the results of this study. It is expected to reveal the efforts of different agencies in the development of primary school libraries. This could be useful to individuals and communities in fostering collaborative effort with such agencies in the development of primary school libraries.

Finally the results of this study will be beneficial to researchers who are interested in further research in school librarianship as they could use the findings and the procedures adopted in executing their own research.

Scope of the Study

This research work is a historical study on the development of Primary school Libraries in the Southeast States of Nigeria. It will document the development of primary school libraries and the agencies involved between 1980-2010. The date of 1980 was chosen because it marked a period educational expansion and the expansion of school libraries following educational reforms such as the national policy on education.. The study is also geared towards delineating those agencies that have played key roles in the development of primary school libraries in the Southeast states and documenting their activities in terms of personnel development, infrastructural development, awareness, policy development and implementation and initiation of library training programmes. It

is also geared towards ascertaining the extent of success, and finding out the hindrances to the past efforts and proffering suggestions for overcoming such hindrances for future development.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the review of literature related to the present study. It was presented under the following headings:

Conceptual Framework

- Concept and role of School Library in Primary Education
- Concept and Techniques of School Library Development
- Constructs of School Library Development
- Historical Overview of Primary School Library Development
- Problems Associated with the Development of Primary School Libraries

Theoretical Framework

- Educational Theories Supporting School Libraries Development
- Theories of Development

Empirical Studies

- Historical Studies on School Library Development
- Survey Research Works on School Library Development
- Studies on Role of Government in School Library Development

Summary of Literature Review

Conceptual Framework

Concept and Role of School Library in Primary Education

A school library as defined in the Librariansö Glossary (2006) is an organized collection of books placed in a school for the use of teachers or pupils, but more usually for pupils. Expansively, a school library can be defined as a library within a school where students, staff, and often, parents

have access to a variety of resources. A school library is more than a store of books; rather, it is an integral part of the school. A school cannot be called a school without a library. The goal of the school library is often to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology.

Onwuka (1998) described school libraries as those located in primary schools, secondary schools and teachers training colleges; the libraries are meant to provide materials and services in response to the schools curricula as well as for general reading interest. Furthermore, Ojo-Igbinoba (1993) defined school libraries as libraries located in primary schools, comprehensive, secondary and grammar (high) schools, trades schools, teachers colleges and technical colleges. The main purpose of a school library is to support the school curriculum; serve as study centre for pupils and research centre for teachers and the community.

A school library stores books and non-book materials for teaching and learning in primary schools. The school library not only exists for children but teachers as a well stocked primary school library contains materials such as textbooks, information books, fiction, picture books, audiovisual materials, magazines, reference materials such as dictionaries, maps and encyclopedias, toy and games, etc. Through these resources the primary school library offers different services.

The library serves as a reading centre, recreational centre, lending centre, laboratory centre and so forth. Dike (2002) explained that libraries offer materials that encourage reading; she emphasized that resources and therefore by the library can take children beyond technical literacy to a reading culture. The school library is also a place for recreation; it offers the children opportunities to interact with each other. That is why the arrangement of seats in the library is not formal but informal, giving children opportunity for recreation. The school library also offers lending services, the children can borrow books to read at home and then write assignments. It also renders laboratory

services in the sense that it provides opportunities for children to demonstrate what they learn in class. School libraries offer services that help to achieve the objectives of primary education

These objectives according to the National Policy on Education (Nigeria, 2004; 14) as set forth in sec 4 subsection (5) are:

- i. The inculcation of permanent literacy and numeracy and the ability to communicate effectively.
- ii. The laying of a sound basis for scientific and reflective thinking thereby developing in the child the ability to adapt to his or her changing environment.
- iii. The inculcation of Citizenship education as a basis for effective participation and contribution to the life of the society.
- iv. Inculcating in the child Character and moral training and the development of sound attitudes in life
- v. Developing in the child the ability to adapt to the child's changing environment
- vi. Giving the child basic opportunities for developing manipulative skills that will enable him/her to function effectively in the society within the limit of his/her capacity.
- vii. Giving the child basic tools for further educational advancement

A look at the objectives suggests that the mission of education for children is the development of skills for self-directed enquiry rather than the mere inculcation of subject matter (Usono and Usonga, 2009). This can only be achieved through the provision of a well equipped library.

Permanent literacy, oracy and effective communication entails having the ability to develop full literacy skills such as comprehension, listening, speaking, writing and communication that will promote life long learning. A study carried out by Dike, Amucheazi and Ajogwu (2006), found that project work through the use of library resources helps children to develop literacy, numeracy and

communicative skills; these are acquired during the course of gathering data for a project work. A child's involvement in interviewing people, documentation of interview results and presentation of facts, develops communicative, writing and listening skills. Another way the library makes learning permanent is through the provision of materials and environment for children to do their assignments, in other words testing the validity of what the teacher teaches in the classroom. In supporting this view, Sterberg (1990) asserted that the library provides an opportunity for children to develop skills that will make way for lifelong learning. More so in achieving permanent literacy and numeracy, the library creates opportunities for children to learn the concept of numbers, colors and shape through the provision of materials that appeals to their senses of touch, sight, hearing, etc.(Dike,2009) Children's interaction with resources such as picture books ,toys and games make literacy permanent, An adage says that what one hears, sees and touches is always recalled effortlessly; teachers also can employ the resources so as to make the lesson permanent.

The school library also provides resources for stimulating the creative, independent, reflective and critical thinking of children. Reflective thinking has to do with the ability to be thoughtful about things; it is in fact the process of thinking deep. When children use the library for their assignments, project works and for other independent works, they have the opportunity of developing critical thinking. They will be thoughtful about questions that may arise in the course of their work and proffer solutions without depending on their parents. Okezie (2006) summing up this view stated that the primary school library provides learning services, resources and good environment which enable all members of the community to become critical and reflective thinkers and effective users of information.

Furthermore, Dike (2008) noted that libraries help children develop critical thought. This is achieved through the use of fictional materials that are rich in content and issues of concern to

children. Libraries through their resources help children learn how, for instance, a scientist or a historian works; the effects of faulty, incomplete and or conflicting data, the effects of prejudice, bias and values, this makes children discriminate between good and bad and not taking statements at their face value; this makes a child innovative and productive in life and to the society. This attitude lays the foundation for citizenship education as a basis for effective participation and contribution to the life of the society. Watkins (2002) noted that libraries inform citizens, break down barriers and build communities; this is achieved by the wealth of resources and activities of the school libraries that help in opening the children's minds. Children also acquire information with which libraries break down barriers as they accommodates all and makes everyone relevant to the society irrespective of race or color. Hones, (1997) was of the view that the school library when adequately equipped can be a powerful catalyst in a young person's life offering an amalgam of attentiveness, encouragement, ideas, hope, and knowledge which helps in redirecting a life so as to affect the society positively.

As a result of these services, school libraries provide opportunities for children to develop sound attitudes, and ethical values, this occurs as they read materials which address relationships, religions and philosophical issues (Dike, 2002). Through the reading of poetry, children develop a sense of appreciation, values and feelings for others; this comes from the ability to appreciate nature and people. This in turn removes hatred, envy and other vices, from a child. Watkins (2002) supporting this view stated that use of libraries resources creates feeling of peace, respect and humility in children; when this is attained, it makes way to achieving other objectives such as morals. In addition to this, Nwokedi (1985) asserted that a high standard of discipline is achieved as the library helps to inculcate discipline in the child who uses it as the library provides the environment for orderliness, quietness and a sense of decorum.

In furtherance of the fifth objective, the school library also helps in moral training and the development of sound attitudes in children. Moral training can be acquired through moral lessons learnt from story hour programmes held in libraries; this is effective through the use of library resources such as picture, books, flannel board, puppets and, flashcards which help enrich the programme. Ajogwu (1996) and Pellowki (1987) supported this view when they asserted that story hour programmes inculcate morals in children. Also, Authors such as Wessel (1955), Odejide (1984), Nzeako (1984), Brothers (1992); Dike (1993), Fayose (1995); Waungana (1996), Ajogwu (1999), supported this affirmation in their studies. Brothers (1992) stated emphatically that 'there is wonder in story telling. Ajogwu (1999) found out in her study that story-hour is a good learning resource in primary schools while Odejide (1984) observed that stories if properly planned with library resources inculcate in the children the vision of their society, its values, hope and aspirations. Educational programs designed for school use bring enrichment and information to students in classroom in such fields as social studies, science, music and literature.

Culture affirmation is also achieved through this process; most of the stories in picture books are culled from myths and legends folktales which have the dos and don'ts of the society. These will expose children to their culture and make them live it. Amucheazi (1987) also noted that recordings of oral traditions such as stories, folktales, riddles, poetry and of other aspects of culture for instance festivals, rituals, crafts such as blacksmithing, carving help children imbibe their cultural heritage.

The elementary school regards the development of reading skills and the cultivation of free reading among pupils as one of its most important tasks and one of the ways of achieving this is to operate libraries in primary schools. School libraries provide resources which promote reading. In recent times, emphasis has shifted from teacher-centered to child-centre education ;furthermore, knowledge explosion makes the use of school library imperative, Dike, (2002) noted that for

effective education, children should be encouraged to read for pleasure and not only for examination purposes so as to function effectively in the society within the limit of his or her capacity. The best any school can do for its pupils is to teach them how to collect information from books and other sundry sources, with this skill the child goes on learning even after he has left school. No teacher even if he sleeps in the classroom can afford to give a child all the information he need but if the teacher train him to read half the teaching is already done as the pupil is equipped for self help and library resources does that (Agunwa, 1979). Expanding on this, Shoham (1997) noted that one of the goals of an enlightened society is that members will be readers for pleasure or free readers and the school library makes this happen, Bodrova and Leong (2007) noted that children's thinking is dominated by sensation and perception and that their thinking is usually receptive. The library provides materials such as audio-visual materials, picture books, children's magazines, bulletin, books that catches children's perception which make for effective reading. Shoham, (1997) in a study on reading habits of children found out that children who had access to school libraries did more reading than those who did not have a library. The school library therefore is an integral part of the education process.

The school library is not an end in itself, rather it is a means to achieve the end, and this is the cultivation of the mental faculties of the child. Vygotskians, like many other psychologists argues that learning takes place when an 'expert' assists the learner to learn within his zone of proximal development (Wardle, 2007) and the best expert could be the school library with aid from the librarian. A child is forced to expand his existing schemas to match overwhelming evidence from the environment.

The primary school library is an essential element of the school program and the basic purpose of the library is identified with the basic purpose of the school. Additionally, primary school

library is a place where children learn key skills and gain knowledge about the world; it is a place where they are socialized, made aware of society's future expectations of themselves as citizens (Bellany, 2003). It rid off fences that obstructs vision and the ability to educate oneself. Watkins (2002) further stated that library offers collections that make room for the historical, global, cultural and political perspective that is necessary to foster the spirit of exploration that challenges orthodoxy. With these roles, the primary school library achieves both the primary school objective and the national objective.

Obi (1994) stated that primary school libraries help children discover and develop special gifts and talents which will make them functional in the society. It is also a place where these children can express themselves; socialize and form opinions about their lives. Since the normal class setting is keeping quiet and listening to teacher's instruction, the library now becomes an environment that these children come out to express themselves, exchange ideas thereby socializing and having their expectations shaped. Bellany (2003) went further to say that 'a child's competency reflect the opportunities for participation'. The school library provides such opportunities for participation.

The primary school library also serves as a resource centre housing everything that can bring about more effective teaching and learning. Allen quoted in Dike (1993) noted that 'the scope of knowledge has become too vast to be covered extensively within the four walls of classroom but through the school library, these boundaries can be extended immeasurably in all areas of knowledge and in all forms of creative expressions'. Nwokedi (1985) in discussing the role of primary school library noted that the validity of what the teacher teaches in the classroom can be tested by the pupils use of the library as knowledge will be expanded when library is put into use.

The teacher in the primary school is not left out as he is the final implementer of the school curriculum. A teacher that uses the library usually obtains additional and detailed information concerning what he is to teach. Mere reading of encyclopedias and other reference materials helps to expand the teacher's knowledge thereby making teaching very effective.

In primary school, the library helps to inculcate discipline in the child who uses it. This is achieved when there are instructions on how to take care of books, maintain silence in library, and read together, in fact the need for school library is inevitable that was the reason there were efforts to develop school library.

Concept and Techniques of School Library Development

Development during the early 20th century was viewed completely as an economic concept. This view has been observed to be narrow as it ignores all other aspects of development such as institutional development, human development, and social development. Many countries that seem to be economically buoyant attribute such to their human capital; this is because when one's citizens are educated, then the country's economic development is ensured. This perspective changed the view of the concept in the later part of the 20th century.

A new vision of development was conceived in the 21st century this vision focuses more on human-centered development, the new vision was embraced by Nigerians in the ratification of millennium Development goals (MDGs) which was meant to further mobilize resources and make the education for all goals (EFA) achieved. Education for all (EFA) is implemented by all developing countries including Nigeria, this was set because of the failure of the developing countries to reach the Jomtain goals set in 1990. According to Alabi (2005), the new targets of EFA is for every Nation to attain the desired hundred percent literacy rate and make basic education available to all by the year 2015, It was because of this that Nigeria launched Universal basic education which is

intended to provide free, compulsory and qualitative education at Primary and junior secondary schools and other aspects of basic education. The EFA goals addressed the problems of Nigerian education, this is because it laid emphasis on qualitative education most especially at the foundation level. This indicates that for Nigerians to develop manpower, humans must be developed intellectually, for humans to develop, there must be a qualitative education and for the country to have qualitative education, Learning must be resource based, independent, child centered and lifelong. Quality human capital emerges from quality human beings. In other words, this process entails the education of humans to empower them to define their own problems, analyze the causes and set priorities for overcoming them; to responsibly take charge of their destinies. It is people that bring change and so they need to be informed and what can inform them? But library resources such as books and any material that has good information.

The place of libraries for development has been captured by (Afolabi, 1989). Libraries had led to revolutions in countries like Europe, Russia. He emphasized that America has been accorded great America world powers because they value the place of libraries and since then had developed their libraries to a great extent; the library is one of the commonest features of America. He reiterated that leaders of the French revolution of 1889 view the role of libraries when they confiscated large collections of royal and private libraries and for the first time made them available to the people; the same goes to the priest legislative kings of Egypt, the emperors and kings in Assyria, the church. Those in the seat of power have always known that libraries are the major instrument of developing humans because it is potent with all the explosive thoughts of mankind. (Harris in Afolabi, 1989)

Development cuts across every sector of the economy but especially humans. Okeke (2006) stated that the popular saying that a well developed nation is one that is geographically very large

and naturally endowed is negated in the case of countries like Denmark, Switzerland and Israel who besides its small population have developed economically due to their highly developed human capital which was achieved through qualitative education. This is in contrast with some developing countries in Africa for instance Nigeria who is geographically wide, and naturally endowed but still lags behind in economic development, the reason being the poor human development which can be attributed to poor education and poor state of Libraries.

Human development is an aspect of development that can be tagged to education; this is because education is the only means for humans to develop skillfully, motivated so that they can contribute to the growing economy of the country, what can do this except books, information resources which libraries manage. This realization was what made developed countries spend resources and develop their libraries. Developing countries like Nigeria followed suit to some.

In 1960 in developing countries such as Nigeria, focus on economic growth shifted to an awareness of the importance of human features in national development. Just like other countries this shift to improvement of humans led to the need for libraries and consequently the need for development especially primary school library.

Libraries in primary schools are mostly needed to be developed because they serve children who are the future leaders of tomorrow; the pupils are in their developmental stage, where concepts of life are formed early in life so there is need for libraries at this level to be well developed if the nation will have a well informed human capital which is needed for national development. But before the library can develop there are areas to work on such as awareness, policy, legislature, funding, resources in terms of accommodation, collection and staff and then services which emphasizes use focusing in these areas will help in facilitating development.

Dike (1991), Tawete (1999) were of the view that attention be paid to these library constructs of development if the school library will achieve its objectives. In a review of school library development at international level it was noted that awareness played a major role in the development of school libraries. It was found out that school libraries developed only when the role of libraries in education was realized. Part of this was achieved; through awareness government recognizes this need to even make policies and legislation that can guide library development. Authors such as Oberg and Wright (1991), Pederson (1991) and Dike (1991) reported that in their various countries that school libraries began to develop only when the government recognized the need for libraries; it led to government support which resulted into making laws and setting aside fund for school library development. Awareness also on the part of the teachers and the communities is also important as the teachers are the final implementers of the curriculum. Obi (1987) suggested that the teachers should be given orientation, workshops making them aware of the importance of school library to their success. Pupils and teachers to be taken round the library every term so that they will appreciate the usefulness of library. It is only when the role of library is fully recognized that policies would be put in place by the authorities.

Primary school libraries are meant to brood intellects; they are meant to serve as a good support to the schoolsõ curriculum. They are meant to be a critical facility in the developmental process of humans because of this there should be policies that will make way for adequate development of libraries. Policies that will make sure that libraries are adequately taken care of in terms of funding, training of personnel, facilities etc.

Developed countries such as USA, Denmark etc had seen this need and developed some policies in order to aid development of libraries. Afolabi (1989) reported in his book õHow Nigeria underdeveloped Nigeriaõ that developed countries developed policies that aided library

development. He reported that the French national library, the "Bibliothèque Nationale" founded in 1362 was founded by the French policy for such establishment an idea that libraries be provided for at public expense; also in England the British Museum (National Library of Britain) was established with a policy that libraries be provided for at public expense. The famous "penny rate" which was an Act of parliament was passed enabling local councils to levy such rate for the provision of free library facilities to the people.

On the destruction of America's Library of Congress in 1800 by the British Army when they captured Washington in 1814 President Jefferson offered his personal library as nucleus of a new Library of Congress (Afolabi, 1989).

In Nigeria in the 1970s and 1980s the policy makers woke up to the importance of education via libraries, the 2nd National Development plan (1970-74) marked the beginning of increasing government participation in education away from voluntary agencies to the formulation of NPE in 1997 which emphasized role of library and UPE, which took care of primary education. It was during this period that money was first voted seven hundred thousand naira (N700, 000) for library development in Nigeria. Development of libraries follows certain criteria and so it is imperative to study the constructs of school library development.

Constructs of School Library Development

Development of school libraries is unique in such a way that there are trends to be followed if it will be a success. Such trends as having legislation that will guide its development, addressing the issue of personnel, setting standards etc. Dike (1997) reported that the library legislation developed in countries like Denmark and Japan, helped the countries in building and establishing standard libraries throughout the school system. She further reported that in developing countries like Malaysia, Hong Kong, Singapore and Thailand that the countries legislation on school libraries

have led to considerable progress in school library development. Through legislation, uncommitted administrators will be mandated to work and provision of directives by government may attract reward and punishment for offenders. This will help primary school libraries to develop. Nigeria has joined its counterpart in the 1970s to make education policies which reflected library development but how has these policies resulted to legislations. This is a question to be treated in this discourse. The making of policies and legislation makes way for funding and cooperation.

Funding is the major aspect of development without fund school libraries cannot develop so it becomes imperative for the schools, the government to explore every avenue to make fund available for school library development. Fund could come directly from government through government policies, certain allocation could be for primary school library development; Afolabi (1989) reported that it was with the formulation of the Nigerian policy of education (NPE) which emphasized library role that money seven hundred thousand naira(N700,000) was for the first time set aside for library development in primary schools.

Funds could also be realized from international agencies such as UNESCO, World Bank and ETF and even from people who have interest in libraries. Dike (1997) reported that countries like Jordan, Tanzania and the South Pacific and Nigeria had been assisted in the development of libraries through funds from the above mentioned international bodies; the communities have also been of help in financing the schools for developing libraries. This is done through donations from the communities, the Parents Teachers Association has been a vital instrument of such library development their efforts has been captured by Tawete (1991) in South Africa, Daniel (2004) in Nigeria in developing primary school libraries .In addition to these, it was the view of Saka and Bitagi (2010) that school libraries should be funded by library development levy, donor agencies, overdue charges, Parents teachers association, community efforts etc. These according to these

authors will go a long way in developing school libraries in Nigeria Funds cannot be easily managed if there is no professional that knows what the library needs. Hence there is need for library qualified library personnel.

Personnel are a crucial issue for school library development. The minimum standards for school libraries in Nigeria emphasized the issue of personnel it stated that the school library should be managed by the school librarian who is the professional and administrative head of the library and other staff like library assistant, typist, and technician and security men. It further stated that those who are expected to administer the school libraries must be well suited both by temperament, this is because the degree of success in this regard is directly dependent on staff abilities and attitudes. Library competencies are crucial to school library development. Muogilim, (1989) stated that what goes on in the school library and with what effect would, to a large extent, depend on the quality of its personnel. It has been noted that the main reason for poor state of school libraries were because of its being manned by ill-prepared and incompetent staff who had no idea of the role of library. Back into history the issue of school library personnel has been taken very crucial. Clyde (1999) noted that a priest was advised to be a head teacher to take care of the library in the 18th century. Also Dewey, the first president of American Library Association made sure that teachers are trained to Mann the library, Obi and Dike (1995) noted that there should be professional librarians to manage the library so as to help selection and acquisition of library resources, selection of resources for teachers and pupils and having progress such as orientation workshops for teachers on use of library resources. Other constructs for school library development, are development of facilities and other services such as library resources which include accommodation and services, the minimum standard prescribed the kind of accommodation, and facilities and services for school library. It has measurement of seats shelves, charging systems for school libraries. For primary school library it

stipulated that the shelves and the seats should be constructed in a way it should be convenient for children, making the library more informal, unlike the classroom setting. There should be adequate ventilation and it should be a well lit room with attracting posters and pictures without accommodation, the library cannot be put into its full use.

The school library services such as selection and acquisition of library materials, organization of library resources, current awareness services (CAS), reference services, circulation or loan service, production of instructional materials, promotional activities and library use education, these services harnesses teaching and promotes pupils and teachers interest in reading therefore it needs to be developed.

Development of these constructs can take different patterns, it could be approached through cooperation and networking, it could be through partnership or even through fundraising Fahimnia (2006) noted that cooperation is needed for school library development. Through cooperation resources could be shared between the public library and the school library. Tawete (1991) corroborating Fahlimnia (2006) explained how joint school public library worked out in Tanzania. This gesture entails having a library within the school compound serving school children, teacher, and community and even members surrounding the school example parents; this pattern is proposed to be the best for African countries where there is a significant absence of school libraries and the slow development of it.

Development of Primary school library can be dreams come true if development touches the above discussed constructs. It will become a success if patterns such as cooperation and networking, intervention of international and national agencies are properly put in place. Library development took different shapes in different countries, it will be essential to view these shapes in different countries.

Historical Overview of Primary School Library Development

International viewpoints on agencies involvement in primary school library development

Libraries according to history have existed in English schools from the 8th century; this was notable in Canterbury, York, Winchester and Hexham as they were the first school libraries established whose literature was documented. Afolabi (1989) noted that priests and divine kings of Egypt, the emperors and Kings of Assyria, rulers of ancient Greek world, the church all saw the need for libraries and developed them at some points even after revolutions. During this period, school libraries developed through donations from interested individuals, for instance in the 8th century, it was reported that a certain secular priest called Albert, who was active in education and church administration donated all his books to the schools to improve collections. In his letter, to the Romans he urged those saying óteach boys and young men diligently in the learning of books in the way of God ã for the increase of the flock is the glory of the shepherd, and the multitude of learned men is the safety of the worldô (Leach 1991 p: 21).

In the 18th Century precisely in 1814, President Jefferson former president of USA out of patriotism offered his personal library as a nucleus of a new library of congress. School libraries at this period developed through bequeath and appointment of teachers to man the school library. Leach (1991) confirmed this when she reported in her research that Richard de Belonies confirmed the high school master of St. Paul's London as ex-officio library and granted him custody of all the books in the church; this according to history indicates the need for personnel in a school library. These notwithstanding, school libraries were still underdeveloped in the earlier centuries as it was reported that books were chained in shelves and heavy penalties were given to a fellow who fails to return books loaned at an appointment date.

In the 19th century, there was a boost in school library development, this was because of the major change in type, purpose and emphasis in education, there was a new learning/education trend which emphasized the use of library resources. This period witnessed the involvement of many government and non-governmental agencies in the development of school libraries such as professional associations and other non- governmental organizations(NGOs), Universal basic Education local education authorities, the public libraries ,ETF, UNESCO, Ministry of Education etc. A typical example of this was the formulation of professional associations in America, the American Library Association (ALA), this was under the leadership of Melvin Dewey (first president). This president associated himself to the task of improving and extending school library services (Davis, 1979). He spearheaded the making of standards for elementary libraries in 1925. It was clearly indicated in the standards that modern education demands upon the public school adequate resource and library services to serve pupils. Also significant changes in teaching method were recorded during this period as it had also necessitated the school library being a live wire of the school through its enrichment of the school's curriculum. The primary school library standard set up by the Association required the school librarians to be freed of clerical tasks to work with children and teachers and to provide guidance in the use of both information and recreational materials. Also were governmental agencies participation in school library development during this period, Clyde (1999) reported that in some developed countries for instance U.S.A. and Britain library formed a national part of a school, most especially at the elementary, secondary and Sunday schools. It was this recognition that led a number of states to pass laws providing that all schools should have libraries. The first law made on school library development was reported to be that of the New York state. Sawyer (1963; p. 7 in Clyde 1999; p/ 12) stated that the law allowed voters in any school to levy a tax of 20 and to books for the library.

The Ministries of Education were also involved in school library development, this was evident in South Korea where Kim (2000) reported that the master plan of the south Korean Ministry of Education and Human resources; generated the driving force of the development and prosperity of school libraries, it was said to be a model all over the world. It was also in the 19th century, precisely 1950, that public libraries were revitalized to the extent of helping in various ways in school library development. Public libraries are meant to serve all kinds of users including children. Most library services in schools were engineered by the public library. Rodriglez (2002) reported that in Medellin Latin America, public libraries were reported to take care of school library services in schools. An example is the use of traveling boxes, book mobile which enables schools belonging to low income groups to have library services at their door steps. Tawete (1995) also reported that there was cooperation between the public library and the school library as there was a joint service between public/school library, this was a way of sharing resources.

The public library and school library have the same clientele which are children and so help each other in development. Dike, (2002) noted that there has been a long history of cooperation between the two. In line with Dike's view on cooperation, Tawete (1995) in a study found that joint school public libraries can be an aid to fast track such library development. In his study he explained how a public library which is near a school can share resources with the pupil and the community having noticed that the pupil are part of the community, it becomes necessary to have this cooperation so as to aid adequate development of both.

Awuah (2003) in her paper 'the Carnegie Revitalization of Public Libraries in Africa: a possible tool for breaking down barriers to school library development' noted how school libraries could benefit by the revitalization of public libraries. She used countries such like Botswana, Kenya, and South Africa who benefitted from the Carnegie Grant as a focal point. The result was that public

libraries in those countries offer book box services to schools in their country, through donations from books aid, the Scottish Charity Book Abroad etc.

British council also made significant contributions in school library development they donated books to school library in British colonies, this was made by way of appointing school library specialists, to give special advice on library development conducting conferences, making grants, scholarships etc.

More so, international agencies such as UNESCO have contributed in the development of school libraries in so many countries. Since the inception of UNESCO in 1946 UNESCO has held so many seminars which sky rocketed libraries development in so many countries. In 1950, it was UNESCO seminar that made public libraries mandated to serve school libraries. Ranasinghe (2007) reported that UNESCO entry to public library development in African countries began in 1949 and 1950 it began with the Public Library manifesto which emphasized on serving different kinds of users. As a result of UNESCO seminar of 1953 library schools were started in many countries like Accra, Dakar, Ibadan Nigeria, these library schools helped in training librarians.

Tawete (1991) reported that the governments collaboration with UNESCO led to the establishment of model school libraries in so many countries, this were set as demonstration centers and this set pace for others to develop. UNESCO also conducted functional literacy concept which emphasized role of libraries; it also conducted several conferences in countries. It also initiated experimental world library programme, its literacy campaign cites libraries as one of the effective, methods of eliminating illiteracy. These efforts have helped school libraries to develop because of the sense of purpose. UNESCO also helped in assisting in the development of libraries in Tanzania, this was achieved through cooperation between the Tanzania Ministry of Education and UNESCO.

UNESCO provided expert advice and helped in surveying the state of libraries in primary and secondary schools with these advices the libraries developed.

The British council for instance appointed an expertise as the library development organizer in the government of Africa especially for Kenya, Tanzania helped in setting up libraries in capital cities and using book mobile services in serving children in schools Ranasinghe, (2007).

The effort of 1950s progressed to 1960; the 1960 marked a turning point in the development of libraries. It was then that there is a significant change in the approach to school library services, it was then that new curriculum programs promoted individual learning, incentive teaching and independent reading; it was then that teachers were trained to learn the unique role of library and this shift in role made them have teacher librarians to take charge of the library.

In 1964, an act concerning public libraries fostered the development of school libraries as it provided that school libraries would be established at all public schools and that the daily administration of the school library should consequently be in the hand of a teacher librarian. Knuth (1996) reported that it was during this period that the focus on economic growth shifted to an awareness of the importance of human factors in national development, literacy became a human right and éducation for allô. There was a growing feeling that development of a literate society required libraries, and library was perceived as an instrument of education during this period, the desire for school libraries were acknowledged but the development was very unsteady.

This period witnessed the formulation and proliferation of professional Associations such like the International Association of School Librarianship (IASL) and International Federation of Library Association (IFLA) school library sections of library associations in other countries, such as the Australia Library Association, Nigerian library association, Malaysia Library Association,

America Association of School Librarianship (AASL) they began to exercise leadership in various national groups to serve school aid and help in development.

The International Association of School Librarianship (IASL) had a good government in 1960 in helping with school library development in different countries. Knuth (1991) reported that in 1960, school library development made great progress in countries such as the United States, Canada and Australia unlike in some developing countries. It was because of the poor state of libraries in developing countries that there were informal efforts in developing school libraries, these efforts came from professional Associations and other non-governmental organizations.

IASL in a bid to develop school libraries had sponsored projects such as support ñ a friendô this was geared toward increasing membership in developing countries Knuth (1991) stated that it is also an instrument for disseminating information and promoting library development for instance Lavington primary school in Nairobi, Kenya, was visited by Lowrie and Thomas who are top officials of IASL; the school attracted the sum of \$2,000; based on the evidence of need, this shows IASL supportive characteristics to developing countries. These supportive means entails, touching these countries to meet the leadership teams at various levels. IASL and IFLA had supported the development of school libraries by training programmes on a seminar or workshop basis and by sponsorship of conference etc.

Other informal efforts were from Non-Governmental Organizations (NGO). Ranasinghe (2007) noted that Carnegie Corporation had been an agent of school library development. It supported South Africa in modern library development; in Tanzania they initiated joint public/school services as a good way of sharing resources within the duo. Another informal effort was from Rockefeller Foundation. Rockefeller Foundation contributed to East Africa in the development of

library training, they held conferences in Nairobi 1963 and it helped school librarianship, thereby helping in training school library personnel.

Other NGOs like the Suwon Woman's Council based in Korea was very instrumental to the development of the Korean school library system. The NGO suggested strategies for using school libraries as a means to promote reading in children their activity led to the establishment of the Kyonggi province council for good school library (Kim, 2000).

Another NGO called the Council of Women requested for funding from the Kyonggi's provincial government to create more school librarians' jobs. They persuaded the government to hire librarians for primary schools. Also in Venezuela, an NGO called The Banco del libro with the support of the organization of American states has designed different types of library services specially to serve the rural schools with few library resources. They had succeeded in installing more than 100 rural mini libraries throughout the whole country they had also introduced a portable library services which enabled the teachers bring boxes of books in the library every day for teaching. This was mostly used for schools operating under a tree or a shed. Since the 1960 about 100,000 primary and secondary school students have studied with textbooks exchanged in Banco del Libro. Another NGO is the Read Educational Trust of South Africa, this was formed in 1979 to support school library services they engage in training of teachers to learn the new ways of teaching which involves use of library resources, they also give story kit to teachers to teach in their various classes, READ also supplies group reading collections to support its group reading.

It is pertinent to note that in 1970's there was NGOs who helped out in the development of libraries in developing countries due to the fact that government were not taking leadership role as noted in library development.

Other NGOs were the ATD fourth world based in France, the Shramadana movement of Sri Lanka, all these were involved in school library development through different ways (LANG, 1982).

The period of 1980, saw the continuation of involuntary efforts at library development, some developing countries like South Korea, Nigeria, were under the military regime, during this period school libraries went back to its state but for the activities of some of these non-governmental organization.

In mid 1990, most countries had become a democracy and school libraries entered a new era, so that some government agencies came in to help out in development of library education began to play a greater role in society. In South Korea for instance the Ministry of Education and Human Resources Development adopted such concepts as 'open education' independent self study and Resource based, this moved up to 2000 where some developing and developed countries had even computers in their school libraries in IFLA 2002 conference in Glasgow it was reported that in Malaysia there was internet link to school portals. These new technologies challenge the usefulness and role of the school libraries.

The question is what the situation of other developing countries like Nigeria is. What has become of school libraries in the last 30years? History will help to bring out role of agencies and proffer the way forward.

The development of school libraries is also tied to government recognizing its need and awareness which led to reaching out for cooperation and networking among agencies. In countries such as South Africa, Tanzania, the need for school libraries were recognized, this led to the acceptance of the library as an integral part of the total school curriculum and education program was recognized. This need gave rise to school libraries development. In the same vein, Romat-Schurk (1991) reported that the recognition of the role of libraries in education gave rise to the

governments through its ministries to make laws on school library development this took its lead in the 80s. In Finland, this recognition led the National Board of General Education to set up a working group with the objective to investigating the school library situation in the country and made suggestions as to future developments.

Also in 1970 Hannesdottir (1991) reported that the systematic organization of school libraries in elementary schools was not initiated until early 1970 when the United States of America had the greatest effect on some countries primary school library and its development. The recognition of the need of libraries and its development led the municipal director of education to appoint a committee of three primary school principals along with the director of the Public Library to make plans for library development part of this plan made were that school libraries were to be a integral part of the educational activities in the schools and also provide books and other materials. Oberg and Wright (1991) reported that as a result of this participation by government almost all school in Canada had libraries in 1979. Tawete (1991) also reported that government appointed an expert to study the situation of school libraries in developing countries in the world. It was then that model school libraries were built in different regions and since then it has helped so much in the current state of school libraries.

The development of school libraries also tied to a conviction on the part of education leaders that books and reading are important parts of the educational process that led to government using legislative processes as a way of developing school libraries.

Nigeria perspective on primary school library development

In Nigeria before independence library grew out of the need to have educated elites for national development. The missionaries needed people that would preach the gospel. This led the missionaries into having religious materials for catechisms for the children in mission houses infact,

Ojo-Igbinoba (1995) noted that these materials kept for catechism classes metamorphosed to primary school libraries. The various missionary societies competed with one another to win the souls of Nigerians for Christ by setting up libraries in primary schools to educate them in their doctrine. This led to their having books in cupboards for the converts to study and then win souls for God. This effort made it possible for the country to have many educated persons and many institutions as well; the proliferation of these institutions called for the development of libraries most especially in primary schools.

Some group of elites who saw the need for libraries moved up the motion for setting up libraries in the country, these elites struggled to develop libraries and also to show for their class that they are elites, during that period people measured wealth of a community with a good well equipped library; prominent people donated houses to the library boards and the government. A case in point was the Bendel state of Nigeria where local people, built and donated library buildings to government.

A major boost to school library development in the 1950s precisely 1953 was the UNESCO seminar on public libraries in Africa held in Ibadan. The seminar gingered the establishment of the regional library boards in every zone. It was during this period that there was free primary education. Regional libraries during the period maintained a school library service which encouraged schools to run their own libraries. In Western region it was reported that every school was to start with N1, 000 worth of books ñ N6000 annually. The school libraries were run by teacher librarians. In addition, the regional libraries organized training of teacher librarians, Visited schools and organized other school library programmes.

The Eastern Nigerian library board became the UNESCO pilot demonstration project in Nigeria and the first of its kind in Africa; this was achieved through a detailed expert survey on the

state of library by Mr. Kalu C. Okorie an experienced public librarian at that period. He was an architect of library development at that period. Elaturoti and Udoh (2002) reported that in 1950 the UNESCO pilot public library project for Africa based at Enugu funded the Eastern Nigerian library board to develop children's library service to schools using book boxes and the book mobile services. In 1955, it was when the Eastern region of Nigeria enacted the library Act, this was the time that regional libraries were established in all states and was charged with responsibilities to provide library services to schools. In Bendel State of Nigeria, for instance the regional library had book depot services and book mobile services which serve the schools.

In Eastern Nigeria, the regional library legislation provided for a fifteen member library board under the Ministry of welfare and this time it was only reference services that was offered, later on in 1957, there was UNESCO agreement that lasted for four years. This agreement was spelt out thus, that Eastern Nigeria government allocated a minimum of 512,500 i.e. (25,000) per annum for a period of five years and provide house where public library will be operated in then. UNESCO in turn was to provide an expert for a period of 12 months and assist both financially and otherwise. It was in accordance with the agreement that UNESCO established mobile services.

Mobile library services were officially opened in 1959. Two vans were made available to equip the mobile library services. These vans visited schools mostly primary schools and donated materials for them. The vans dropped off small collections of books to schools in their reading rooms. The routes were from Abakiliki, through Nsukka to Onitsha. In 1960, a five year development plan was issued, which led to the establishment of the divisional libraries. In 1962, a divisional library was opened in Port Harcourt, the second at Ikot-Ekpene in 1964, the third in Umuahia in 1956, then in Onitsha in January 1966. By 1963-1965 there was a model children's library which have over three thousand children using the library. By 1966, library services for

children were flourishing but by 1969, it came to an end due to war. The creation of states gave the public libraries their stand today in 1967, finally, 12 states creation prompted the change to 3 divisional libraries in Port Harcourt and Ikot-Ekpene subsequently in 1976, the 19 states creation led to public library in East central to be divided into Anambra and Imo State in which the state inherits the library within its community. With this Anambra State took the Central Library in Enugu State and the divisional library in Onitsha. Again with 31 states creation in 1991, Anambra State Library Board located at Enugu was taken back by newly created Enugu State government this was same with other states, the different states also had their library board.

A survey conducted to determining the level of involvement of public libraries in school library development indicated that almost 13 state library boards provided library services to schools as a way of developing the library, it does this through bulk loans to schools, processing of books for school libraries selection of books and other media and training of teacher librarians.

In the regional boards in different states there are children's section, in the western region for instance there was children's library which was initiated in Ibadan in 1954, this section helped the schools through loaning out materials for them, donation and training.

The fifties was transitional period of the Nigerian government; as Nigeria was about having their independence so school library development took a new perspective. Wali (2008) reported that the development of libraries in Nigeria began in earnest in the mid sixties; this was because Nigeria had independence and it was a period Nigeria could boast of five small public libraries systems, eighteen learned and research libraries and a national library of Nigeria in 1964. With the creation of more states in the country starting from 1967, more libraries became available to the general public. In the 1960's due to the interest of expatriate members who grew up with libraries and was in public and government positions, libraries developed rapidly. This was because development of libraries

was government interest then, such interest led to the formation of viable professional associations. During this period in the United States of America, there was the formulation of professional association headed by Melvin Dewey.

History had it that professional associations have been one of the agencies that contributed to the development of school library centres. Such are the Eastern Nigeria schools library association (ENSLA) in Eastern Region in 1963, subsequently the formulation of Nigeria as the Nigerian Library Association (NLA) which emerged as a national body of west African Library Association (WALA). The Association did a lot in the development of school library in Nigeria. They pulled forces together in training teachers by holding conferences, seminars for them and to very large extent collaborated with individuals, philanthropist, British Council and Ministries of Education in making sure that school libraries are very well developed. Individual have also been supportive in school library development. Aguolu (1997) noted that philanthropist such as Dr. Nnamdi Azikiwe, was a historical agent of primary school library development. The ardent nationalist and non-Africanist attracted funds from the Carnegie Corporation for the development of school libraries. Money was given for the purchase of books for schools like the primary and secondary schools. As president of Eastern Nigeria and the first and indigenous Governor-General and first premier of Nigeria in the 1960s, he made sure that libraries at all levels are in good shape. Further to this, it was the professional associations like NLA in the Western Region who assisted in the development of school libraries by having workshops on the need for libraries in education. This workshop helped in raising awareness on the role of library in education among teachers and teacher librarians and even government officials. This association also engaged in training teacher librarians and school librarians and even inaugurated a school library section in 1961 at its conference. This section compiled a standard list of books for primary and secondary schools and also developed course

content for training programmes for teacher librarians and school libraries (Ogunsheye, 2002), The NLA also in the Eastern Division inaugurated the Eastern Nigeria school libraries as a section to see to the development of school libraries. This association also helped through the publication of minimum standards for school libraries; this was one of the ways of setting standard which is an aspect of development. It also produced list of recommended books and funds for schools and also published the Eastern Nigerian School Library Association's Bulletin and worked closely with the government and distributed to schools and approved fifty naira as students levies for the maintenance of the school libraries (Obi, 1998).

The development of primary school libraries continued from 1960's to 1970's. This was the period government formed policies that favoured primary school library development; policies such as the National Policy on education were first formed in 1977. The policy made provisions for school library in primary schools knowing fully well that the basic requirement for a better society starts from the primary school system. the 1970's were also the period that there were new educational ideas that were favourable to school libraries according to Fabunmi (2007) such ideas transformed to formulation of National Policy on Education (NPE), which emphasized the roles of libraries and Universal Primary Education (UPE), which led to a large enrolment of pupils in primary schools. Furthermore, there was good economy in Nigeria in the 1970's and in the mid-1980. This time was the oil boom years which made libraries to develop rapidly through government grants and sponsors. It was a period of expansion of school libraries in Nigeria as well as other countries. Due to educational reform, economic prospective and expansion of school libraries in Nigeria as well as other countries; there were many efforts for the development of libraries in many regions such as Eastern Nigeria.

The progress of mid 70s progressed through the 1980s and 1990s. This period also witnessed government participation in school library development. It was in 1989 that the first Nigerian Primary Education Commission (NPEC) came into being; it was the first federal government effort at developing primary schools. It was charged with the responsibility of improving the deplorable situation of primary education including their libraries. NPEC has helped in improving the issue of personnel, infrastructure and supply of library materials to primary schools. In 1989, NPEC accepted the proposal of Abadina Media resource centre for a national teacher librarian workshop for primary school teachers who will run primary school libraries. They attracted World Bank loan for primary education and library development, the commission evaluated, selected and purchased books for primary school libraries. Ten years later NPEC was abolished. It was then that the Universal Basic Education (UBE) programme was inaugurated to take over the functions of (NPEC) and later UBEC who had been helping out in school library development in 2000s. According to Elaturoti, (2010) the UBEC, SUBEBS, State Public Library Board., Nigerian Education Research and Development Council (NERDC) and the Federal Ministry of Education and other agencies have made landmark achievements in the development of school Libraries in Nigeria

The Universal Basic Education (UBEC) had the executive committee at Abuja and the State Primary Education Boards at the state level and the local government education board at the local government level. Recently the administration of primary school is under the auspices of the primary education board (SPEB) and later (SUBEB). The Board has been overseeing the welfare of primary school libraries in the country through the ministry of education.

The Board took a World Bank loan in 2000. The World Bank loan attracted by UBE had been responsible for school library development during this period. The loan was spent in

purchasing selected books for one thousand, one hundred and ten (1110) focus primary schools with the assistance of libraries as consultant and resource persons.

Elaturoti, (1989) reported that each of the 774 local government developed a zonal school library resource centre with the ultimate goal of having school library service in each primary school. The progress of the development of primary school libraries in Nigeria can be traced from pre-independence period where there were more of informal efforts (1950s) to the independence era of the 1960s when professional associations took the lead to 1970s and 80s when there was government interest due to expatriate official interest together with the presence of professional Associations. In the 1990s and 2000 government parastatals took responsibility of taking care of primary schools and their libraries. The question has always been to what level are these agencies involved in the different period of participation.

Problems Associated With the Development of Primary School Libraries

The review of literature revealed that there are problems associated with the development of primary school libraries. The problems militating against the development of school libraries cut across Nigeria and other developing countries. It is associated with the issue of legislation, awareness, personnel, standards, facilities, funding, collection development and services.

Primary school libraries have been hampered by lack of government legislation on developing school libraries .The issue of legislation is crucial to development of any sort once there is legislation funding is ensured and supervision will follow as the government will ensure that those concerned render efficient service. Afolabi, (1989) reported that libraries in countries like USA, Denmark and, Malaysia developed very well because the countries had legislative acts backing

school library development. Dike, (1997) also noted that in Thailand that issue of legislation had led to a good progress on the development of libraries. The issue of not having good legislation has affected countries such as India, and Nigeria. In India for instance Mahajan, (2010) in a review of the present day scenario of school libraries in India reported that most of the primary schools had no libraries. School libraries have been neglected a lot in India unlike university libraries that have developed to a great extent. In the survey, the author found out that only 40% of the schools in India have libraries but that the situation is worse in the rural areas than in the urban areas. The problem is that there is no government legislation governing school library development. The government has left the responsibility of school libraries to the schools themselves; this made most of the schools not to have a separate room for the library.

This problem of Legislation is peculiar to Nigeria. In Nigeria, library development has no statistics, dates, laws, or regulation, in fact, there is no law authorizing the establishment of primary school library either from federal government or the state government. Marinho (2009) supported this fact when he lamented on the poor state of the primary school libraries; he went as far as crying out to the minister of education to help earmark money for the development of primary school libraries. He went further to say that the minister of education should remind corporate Nigerians that "even those little children sitting in the bare classrooms are their customers directly through soap, toothpaste, food, and clothing or indirectly through their parents". He attributed the poor state of the school libraries to the downturn in the economy and lack of legislation and blamed the government for such neglect. He suggested that every educational aspiration should be kept on hold until the government agrees to start buying books for schools or at least encourage the development of libraries through donations.

In addition, Igwe, (1982) asserted that lack of legislation, concerning development of school libraries have reduced the attention that government would have given to primary school libraries. Since 1960 that the government took over schools little had been done on the development of libraries in schools. In fact the majority of schools especially, primary schools have no libraries. Sequel to that Tawete, (1995) reported that there are relatively few functional school libraries in Africa as a whole.

Another problem militating against primary school library development is lack of awareness, identification of the role of school libraries in primary education. The recent national policy on education (NPE), the Universal Primary Education (UPE) and many others recognized the need for school libraries and even made provisions for it but lack of awareness, interest, among the implementers have had a major set back in school library development, Dike (2002) associated this lack of interest with poor reading culture among Nigerians while Tawete (2002) noted that it could be because of poor knowledge of role of library in education which is as a result of poor library background among the populace. This has resulted in people finding it difficult to use their money to buy textbooks for their children not to talk more of donating for library development (Dike, 1991). More so, education officers misappropriate money set for library development due to lack of awareness on role of library.

Lack of library training on use of library resources in teaching has also resulted to poor teaching methods which lead to slow development of libraries. Nwoye (1977) stated that as at the beginning of formal schooling, school syllabuses are geared almost exclusively to passing examinations and any book that treat ideas not intended for examinations are generally discouraged. It is disheartening to note that it is still in practice as at now in Nigeria, this is because neither the headmistress nor the teacher knows the need of having libraries in school. Tawete (1995) supporting

this fact stated that lack of vision of what school libraries can provide to education is the major factor to its slow development. Modern education abhors rote way of learning, it advocates for lifelong learning which involves using library resources for teaching and learning.

School library development is also set back by lack of trained personnel. Human resources is the major resource in development of minimum standards for school libraries in Nigeria and other countries emphasis on having professional librarians to man the school library but it has been stressed by authors such as Ike (1998), Onwuka, (1998) and that most times most libraries are being locked up for lack of personnel, low development. Sometimes the library is looked after by a pupil and this scenario hampers library development. Onebune (1980) stated that even where there are teacher librarians that they are being overlabeled in school by doing classroom teaching and also library work. This situation led to neglect in library activities so that even where the library exists there will be no personnel to handle it. The most disturbing problem is that most of the people manning primary school libraries are not trained which poses a threat to primary education. A qualified librarian will know which material is most appropriate for a teacher teaching a particular subject which a layman will never understand. By virtue of the librarian's training in acquisition, organization and book selection, the librarian stands a better chance to choose the right books for pupils.

Another major problem hampering school library development is lack of facilities in terms of accommodation, resources. Most primary school libraries are housed either in the headmasters or principals offices, in cramped stores, or in staff rooms so that they are not used at all by either pupil or staff. Onwuka (1998) went further to say that even the libraries that have separate rooms are also unfurnished and ill-equipped. The issue of space is very important if libraries will be adequately utilized by the pupils and their teachers. There must be spaces for reading, for lending and for story

hour sessions. School libraries cannot exist in a vacuum and so accommodation is vital to its development.

Libraries are in need of resources as Cleaver (1981) asserted that a library is not a library if users do not use materials in it. In other words, primary school libraries need to be developed in such a way that children will benefit from its use. Unfortunately, Tawete (1995), Ike (1998) Onwuka (1998), Dike (2002), Mahajian (2010) reported that most of the libraries are not adequately equipped with library resources. Fafunwa (1966) noted that the most depressing aspect of primary education is the lack of adequate reading materials; he went further to say that lack of elementary school library has adversely affected low educational standards in our primary schools and manpower wastage after elementary schooling.

Consequent to these problems, school libraries have been affected by poor funding. Fund is needed in developing every sector of the economy including institutions such as schools and their libraries. In developed countries like Europe, money is set aside for developing libraries. Afolabi (1989) reported how countries such as USA developed their libraries through tax payer's money, but in some developing countries like Nigeria, there is no fund set aside for developing libraries and this has affected the development of libraries. Though efforts have been made by some agencies and even individuals, but the situation is still not very encouraging. It is quite unlikely that our public primary schools will recover the old academic standards in short time at the rate dictated by UBEC as the teacher, to teach these children have also been neglected for so long, and that lost the will and techniques to teach not to talk of integrating libraries into their teaching. These whole problems are linked to poor library funding which is due to lack of awareness resulting in lack of policy on school library development, lack of interest, lack of legislation, which have been major problems hampering library development. Amidst all these problems there is an urgent need for developing school

libraries. This is because it has a lot of contributions to make in the education sector. It was because of this need that there are many educational theories that supported the need for school library development.

Theoretical Framework

Educational Theories Supporting School Libraries Development

The school library is an inevitable contributor to achieving quality education. It has a lot of role to play in achieving the objectives of primary school education. In view of this, there are some developmental learning theories that supported the case for school library development.

Theory is a statement or group of statements established by reason of argument based on known facts intended to explain a particular fact or event, explanation for which certain proof is needed but which appears to be reasonable (Cowen, 1996).

In the context of this work, learning theory of education entails theories that are advocating for making education learner centered, and lifelong. These theories can be experimented through the services of school library, which is the main vehicle for attaining this goal, the school library functions as laboratory for children in school. It is a gateway to knowledge and plays an important role in building up love for reading. Books are bread of the intellect (Medina, 2000) and the library houses such. The school library according to IFLA/UNESCO school library manifesto provides information and ideas that are fundamental to functioning successfully in today's information and knowledge based society. The school library makes children equipped for life-long education, thereby equipping them for life. The school library is an environment that nurtures a child to be all round developed individual.

There are so many developmental learning theories that support the need for the development of school library or rather makes the justification for the existence of school library in Primary

Schools. Children learn in different ways and school libraries through its resources and services provides resources which make the child develop educationally, rationally, creatively and morally. These theories of development were propounded by Piaget, Gardener and John Dewey.

Piaget theory of development: Piaget propounded that Behaviors are controlled through mental organizations called schemes that the individual uses to represent the world and designate action.

Gardener propounded the theory of multiple intelligence. He propounded that there are seven independent types of intelligence. They include: linguistic, logical, mathematical, musical, bodily kinesthetic, spatial, interpersonal, intrapersonal intelligence and in addition naturalist, spiritual and existential intelligence.

John Dewey–movement of children’s education reform

In Gardner’s theory, the library creates opportunities for children to develop such intellect. A child is a linguistic genius and the library provides materials and activities which helps a child develop linguistically. Dike (2002) noted that children’s participation in refrain during library story hour programme help the children improve linguistically.

Games, panorama, tactile materials help a child develop logical mathematical intelligence, library provides such games as Okwe, Nchokolo, puzzles, number building cards, which helps in developing Gardner’s multiple intelligence particularly mathematical and logical intelligence.

Interpersonal and intrapersonal intelligence is sharpened by the informal interaction children get while in the library. The library is like a recreational centre where one can work independently or work in groups as the case may be; such interactions help the child to develop the spirit to work together.

Musical instruments like piano, band, guitar are learnt especially during break periods or vacation programmes in the Library and this also help boost Multiple intelligence which Gardener made persuasive argument for. Piaget's theory is also fostered through library activities as the library gives room for independent study, makes way for exploration, and mental organizations which is instrumental for a child's concept of life. Other theories were propounded by John Dewey.

One of John Dewey's theories of education development is the movement to reform children's education. Children are one of the weakest, defenseless and most dependent section of the population. This theory dealt with the claims of childhood as a specific and independent stage in human growth which arose from the adults' ways of subjecting children to conform to their own needs. Due to this Rousseau protested and revealed that:

“Nature wants children to be children before they are men – childhood have ways of seeing, thinking and feeling, peculiar to itself nothing can be more foolish than to substitute our ways for them.”

This led to effort to reshape the obsolete system of schooling to make it fit the revolutionary changes in social life. Children were to get from the public school whatever was missing in their lives elsewhere that was essential for their balanced development as members of a democratic country. He therefore urged that mind training, science, nature study, art and similar subjects be given precedence over reading, writing and arithmetic which are the traditional subjects in the primary school curriculum.

For effective development of a child, the actual interests of the child must be discovered so that the worth of his life will be achieved. The child learns best through direct personal experience; children should be permitted to go outdoors and feel the world and not being shut up in a classroom

where each pupil sits at a screwed desk and studies the same part of some lesson from the same textbook at the same time.

These ideas from Dewey called for the development of primary school libraries which is the backbone of primary school education. A good school library is a laboratory for experiment and nurturing all the ideas that Dewey propounded. A primary school library lives room for a child to learn through direct experience through the use of toys, games and other activities which will make children learn things themselves. The library serves as a recreational centre because it is very informal unlike a classroom. The library gives room for interaction where a child can freely realize his capacities; just like these theories supports need for libraries, there is also need for its development.

Theories of Development

Development can be defined as the process of growing, changing or becoming better (Oxford Dictionary, 1999). Development is about how desirable change in society can best be achieved.

Development has many definitions, it is dynamic in nature, and the very meaning a particular individual attaches to it is dependent on the person's view of the word. Nevertheless Walter (1972) stated that the concept is many sided, it could be viewed through human beings, the society and the economic aspect of the human society.

The Concept of development evolved through the emergence of capitalism which is an economic aspect of the human society. Capitalism has been in existence in the west for centuries and has been closely bound with development though no one is sure when the concept originated but it is frequently used in 20th century to reflect economic development. Walter (1972) defined economic development as the ability and capacity of people to increase their ability to live a more satisfactory life through exploiting the resources of nature, to have a good economic development man has

developed from crude methods of living to a modern way of living through the use of modern technology. This kind of development is also connected to social development which is another aspect of development. Karl Max was of the view that expansion of the economy leads to a change in the form of socialism this advocated for equality in economic development

Development cannot be explained fully if seen only from economic aspect, this is because countries such as Denmark, Switzerland and Israel have proved otherwise. These countries despite its small natural resources have developed more than countries like Nigeria that is well endowed with natural resources. Okeke, (2006) was of the view that for the concept of development to be properly explained it must be viewed in three dimensions which are utilitarian, rational and institutional development, while utilitarian development has to do with the consumptive capacity of a country, relational development is connected to social relationship as determined by the economy or prevailing mode of production. The third dimension is institutional development, this advocates for development of institutions like the judiciary, legislature, hospitals, market, schools, libraries, etc.

From this third dimension institutional development, the researcher drew the operational definition of this very concept school library development. School library development is the ability of having better and more adequate and useful library in schools especially primary and secondary schools. It can also be further stated that it encompasses all effort geared toward increasing and improving the standard of school libraries so that it will reform humans who are the major agents of development.

Drawing from the operational definition human beings are the critical factors in the developmental process and education is the only means of developing humans to be skilled, motivated and then contribute to the growing economy of the country. No amount of investment will

change the living standard of people who cannot participate in making decisions on what affects them, it becomes imperative for humans to be developed. For humans to develop they must be taught and be exposed to different ideas, aspirations, norms, principles that will make them functional citizens and in addition ambassadors of development in their country. Medina (2000) stated that books are the bread of the intellect because it has such information that will develop an individual and where one would find these books without bias, prejudice and an appetite for reading except in libraries especially primary school libraries.

Education has no better tool in achieving it than school library where a wide variety of information is available for all the pupils to consult. The library is the one place where the motivated child can by reading widely learns more than what is in his textbooks, this method of reading will correspond to the growing and changing environment where there is avalanche of information which cannot be tapped through textbook reading and rote learning.

Libraries are the most potent instrument for developing humans who are the major agents of development. We cannot conceive of development in the absence of libraries because libraries are the most potent tool to which the objective of education can be achieved. Through Libraries, knowledge is inculcated in children and this makes them skilled and motivated. Infact libraries contributes a lot to the overall development of children.

The various explanations accorded to the word 'development' led to the emergence of different schools of thought with each emphasizing an aspect of development for instance this different views do not make the concept loose its savor rather it brings a clear picture of the word making it rich in diversity. These theories are as follows:

- ❖ Modernist theory of development
- ❖ The classical theory

- ❖ Neoclassical theory
- ❖ The radical theory of economic development
- ❖ Dependency theory and
- ❖ Marxist theory

For this discourse, the modernist theory, classical theory and the neo-classical theory best applies to school library development. This is because it brought out indices of development that can be used to effect rapid development in libraries. One of such theories is the classical theory also known as the liberal or conservative theory. The ideas which were propounded by Adam Smith and others opined that government involvement in the process of development usually causes more problems than it solves, they agreed that change comes through free actions of individuals agencies, institutions, and it is only through this means that gradual change can begin to occur. Following this theory, it can be deduced that government alone cannot properly address the problems associated with primary school library development. There is need for interplay between interested individuals, agencies, institutions, professional associations that can help foster rapid development of primary school libraries.

A follow up to this theory is the modernist theory. The proponents equate development to westernization which implies that for a country to fully develop, it must adopt the same path and pattern of development the west adopted. This opinion was criticized on the grounds that no country has the same structure and ideology. But in some sense, it could be applied to school library development. For instance, Nigeria can borrow a leaf from developed countries like USA South Africa etc, Tawete, (1995) advocated for joint school/public library as a strategy used by South Africa for developing school library. Also, Knuth (2002) reporting from western countries like America noted five factors that influence school library development which includes evolution of

acceptance and consensus on the viable self delivery model ,the influence exercised by professional associations, the generation of acceptable standards, overt support from government and acceptance of coherent mission which can influence the receptivity of individual schools and systems.

A developing country like Nigeria can adopt some of these models if it best suites its social status. The argument that a country does not have the same structure and ideology does not apply here. This is because good ideas can be borrowed.

In addition to this theory, neoclassical theory or neoliberal theory unlike other theories advocates for government to borrow and help the populace, Keynes General the proponent of this theory advocates for such. There is need for unilateral foreign aids such as US Agency for International Development, World Bank, US Peace Corps, etc. the implication of this for school library development is that there is need for government to attract loans from foreign aids to aid rapid development of primary school libraries.

The theories of development that hinges on this discourse made a case for interplay of government and non-governmental agencies for proper development of primary school libraries.

Empirical Studies

Studies on School Library Development

There are many empirical works that are related to this very work, few of them adopted the historical style of analysis, some of them are case studies, a quite number of them are survey research.

One of the historical works was a Ph.D thesis written by Itedjere Philip Ogimagbo in 1986. The topic was on impact of westernñtype education on indigenous education among the Urhobo people of Bendel State. The Author employed historical method and used stratified random sampling in choosing his respondents. The stratified strata was based on the class, sex, age, location while the

instrument for data collection was interview which was divided into sections to capture the research questions that guided the work. The findings were that the missionaries who were taught to be the pioneer of bringing western type of education to Nigeria were not truly the ones but that it was individuals that brought western-type of education though they were greater force from the missionaries. The author further found out positive effects that western type of education brought to Urhobo land.

This work is connected to the research work at hand because it used the same instrument and technique of collection of data and analysis of data; it used strictly interview, observation of documents in the archives and employed descriptive method of analysis. These procedures are essential for historical studies like this.

The next historical work that adopted this technique was written by Adakole (1996). The title is on the impact of the missions on Educational development of Idoma Area of Benue State. The research design was primarily historical; while purposive sampling technique was used to select part of the respondents from government grant aided secondary schools. Simple random sampling technique was adopted for selecting other respondents. The instrument for data collection was questionnaire and interview while data was analyzed using descriptive method. The study revealed that there was proper financial management of schools then than in recent times when schools went over to the government. It was also found that there was proper supervision by principals, inspection by the missions, teacher's supervision of students in their various assignments etc. This was revealed by interviews carried out with those who were in the system even though random technique was used; but for the study purposive sampling technique was used for selecting people who were involved in school library development. These two researches shared one thing in common with the current research work which is historical approach.

Another historical study was carried out by Knuth (2002), this work dealt with the contribution of International Association of School Librarianship (IASL) on school library development. The author traced the history of the Association and linked its origin with the world confederation of organizations of the Teaching Profession. The objectives of the organization is to encourage the development of school libraries and library programmes throughout all countries, to encourage the development of school library materials, to bring about close collaborations between school libraries in all countries etc All these were for the promotion of school libraries of which Primary schools are inclusive. The x-ray of these organizations activities unveiled their commitment to school library development.

The author generated data for writing the history of this Association through interviews, and scrutiny of documents of IASL which includes letters, reports, minutes and publications. With these documents in the archives of the Association, the author traces the associations evolution, structure of the organization, objectives, programmes, and services and more so its major achievements in school library development.

The analysis of data collected was thematically and periodically arranged. The history of the organization revealed that the organization has contributed immensely to school library development in these ways: sponsorship of developing countries in acquiring library materials, training of librarians through workshops and conferences. Giving of grants and awards, and encouragement of collaborations between countries etc these ways were also captured in another historical work by the same author titled "Adaptive, Goal, achievement, integration, and latency: An Analysis of the projects and programs of the International Association of School Librarianship" In that work, Knuth (1996) revealed that the organization (IASL) helped in school library development worldwide through the following actions:

- ❖ Support a friend project
- ❖ The school library Leadership Development Award
- ❖ The International Book Exhibit
- ❖ Several jointly sponsored grants and awards, and the Assembly of Associations.

Collaborations with other international agencies like UNESCO on co-action project for school library development, this joint action led into book provision to schools worldwide, it also attracted non-governmental organizations into joining force in the development of school libraries; it provided a framework for action by non-governmental organizations in their chosen fields of concern. This was best captured in these words 'the process is essentially a bridge – building one for only by building bridges from each side of the gap which separates ignorance from knowledge, privilege from under-privilege, wealth from poverty, state of affairs begin to come out' (Knuth 1996).

The historical study got to the root of the professional associations contributions to school library development. This justifies this study at hand for it has explained in details that for a particular unit to be well studied and for its activities to be well revealed and criticized; such study is better done through historical method.

Survey Research Work on School Library Development

Many survey research studies have been carried out on the development of school libraries. Some dealt with trends in school library development, role of professional associations in library development; factors that led to school library development and problems facing school library development.

Three studies on Primary School library development focused on Onitsha LGA. Eneogwe et al (1983) investigated the developmental trend of the primary school libraries in Onitsha Urban; the

study was guided by 3 research questions which were to find out how primary school libraries developed in the area, and to what extent they had developed; agencies involved in this development, and how often the libraries are being used by the pupils. The research design was descriptive survey while the sample population was 24 out of 45 primary schools that have functional libraries. To obtain the required information for the study, the researchers used questionnaire, interview and observation schedule for the study. Frequency tables and percentages were used to present and analyze data. The analysis revealed that 24 out of 45 primary schools had libraries as of 1983; it was also found that the agencies that were instrumental to library development during that period were individuals in key positions who had interest in school libraries and the Parent Teacher Association (P.T.As) of the various schools, more so the local government areas and the publishers of facilities and resources were instrumental to making some of the libraries to be developed to some extent, this was done through donations and other forms of support. It was also discovered that pupils and teachers adequately made use of the library. The result of this study revealed that in the 1980s that primary school libraries were developed in Onitsha.

Another work carried out on this line was by Onyejekwe (1995) which was a case study of Onitsha local government exploring factors that led to the development of primary school libraries and the developmental stage at that time. The research employed survey research design while four research questions guided the study. To obtain relevant data, the researcher used two instruments- questionnaire and oral interview. The questionnaire contained both 'closed' and 'open' ended questions while data was analysed using frequencies and percentages. The result of Onyejekwe's (1995) research concurred with that of Eneogwe et al (1983). Findings were that involvement of individuals and PTAs in developing primary school library was very prominent in Onitsha zone. It also showed that the establishment of primary school libraries in Onitsha zone had been more than

10 years, that during those years, libraries that have teacher librarians took care of the libraries and that they were sponsored to attend refresher courses by their head teachers. It was discovered that these refresher courses were organized by the Anambra State School Library Association and the State Government. It also identified some lapses in library development at the period. This goes to confirm that some informal and formal agencies have been major contributors to primary school library development. It also explains that in the 1980s libraries existed and that there had been efforts at developing them in those years; which necessitated this study.

Another study on school library development in Onitsha local government area was carried out by Odukwue (1991). The study was a case study and was guided by five research questions. The researcher chose only ten schools using questionnaires for both primary and secondary school teachers. The data generated was analysed using frequency table. The result shows that libraries do exist in the schools but that they are not fully developed due to lack of funding from the government. It was found that individuals and Parents Teachers Association have been instrumental in library development. One problem identified was the excess workload given to the teacher-librarian on the bases that they have less work.

Despite the developmental efforts on school library development there have been problems that have been hampering the development of primary school libraries; this was captured by Abonyi (1993) in his study on the problems and prospects of school libraries in schools in Nsukka Local Government Area. Ten schools were sampled out of twenty nine schools while the researcher used survey research design to carry out the study. The study was also guided by four research questions which is on availability, use and problems of school library development. The instruments used for collection of data are questionnaire, unstructured interviews and personal observation. The major findings were that most schools have libraries located in non-permanent library building, they are

largely ill-equipped, unorganized, with books often in closed access and most often the library is closed due to the absence of the teacher librarian. Students indicated high interest in using the libraries but lacked full opportunities to use it. Most of the books were not current and also are inappropriate for use. The hindrances constitute problems to school library development these problems accrued from lack of professional teacher/teacher librarians, lack of funds, poor security for library materials and work overload of teacher librarians.

These works are related to this study in the sense that it is an eye opener to agencies involvement to the development of Primary school Libraries but that these efforts were not documented as to know their modus operandi and to know if it is still ongoing or had stopped and if stopped what had been instrumental to that so that there will be way forward.

Studies on Role of Government in School Library Development

Studies have also focused on the role of some agencies in school library development Public Libraries, for instance, have been on the path of helping school libraries develop In the late 80s public libraries were involved to a great extent in the development of school libraries though it started dwindling in recent period .A study carried out by Udumelu (2001) examined the role of Delta State Library Board in the development of school libraries in the state. In pursuance of this research, the researcher set out 5 research questions to guide the study; he used case study research design and employed questionnaires for gathering data. The result of the study was that despite all the role public libraries are meant to play in library development the Delta state Library Board is not directly involved in the selection, acquisition or organization of materials for the school libraries but rather they only organize workshops at irregular basis and had inactive mobile library services. This finding revealed that library boards are involved in library development but it only depends on the

administration at the particular point in time. Concurrently on this, Nwogwuogwu (2005) undertook a study on the cooperative role of the public library and state primary education board in the development of primary school library services in Imo State. The study was a survey research while the sample population was the Owerri and Primary schools in Owerri municipal council, the directors of the Imo State library board, SPEB, heads of the primary schools were the respondents. The researcher used interview as an instrument for collecting data, thereafter used mean and frequency mode to analyze data. The analysis revealed that SPEB occasionally embark on book distribution to schools and that the library board operates a book depot and also helps in recommending books for purchase for SPEB. Similarly Udeonwu (2003) also carried out research on the role of State Primary Education Board (SPEB) and the local government in the development of primary schools library services in Uzo-Uwani Local Government Area of Enugu State. The study was a case study research design and the method of data collection was interview while data was analyzed using descriptive means; it was found that Petroleum Trust Fund helped in providing books for primary school library and that UBE, SPEB and LGEA have also been involved. This makes room for probe further into these agencies. The library board was also found to offer mobile library services though it was hampered because of breakdown of the mobile van. Other things done by this board was training of teacher librarians through SPEB partnership with the board. The researcher recommended that state governments should allocate more fund to library boards to improve the level of its services to schools as literature revealed a host of activities that public libraries have for the schools. There has been an age long tradition of cooperation between public libraries and school libraries these should not be allowed to die

Summary of Literature Review

In reviewing the literature that is related to this topic, the researcher consulted grey literature, government documents, document of some agencies who are involved in primary school library development, monographs, newsletters and bulletins of these agencies, dictionaries, encyclopedias, reviews, journals and abstracts and even papers delivered at several conferences and workshops in the past on school library development.

The review was done under the following headings: concept and role of library in primary education, Educational theories supporting school libraries development, concept and theories of development, patterns and techniques of development, constructs of school library development, problems associated with school library development ,historical overview of library development, and review of empirical studies. The review revealed that so many agencies have been involved in the development of primary school library, and that libraries are major catalyst to achieving functional education and that development took different perspective in different countries. It also revealed that so many agencies are involved in one way or the other in primary school library development and that there are major constraints of development which needs to be worked on for development to be achieved.

It was found out that a gap exists in literature; the gap is that many works have been found on primary school library development in south east zone of Nigeria at various points in time and the agencies involved in supporting development. But what is missing is that there is no historical approach that will link what is known in various instances and explain progress and regression in development. Adding more to this little is known about these agencies and their efforts; there has not been a documentation of these agencies effort, despite the role they have played. Hence this study fills this gap in literature and the gap in school library history. This history is imperative as it will help to foster further development through information that will be made available to the public.

CHAPTER THREE

RESEARCH METHOD

This Chapter describes the research design, area of study, population of study, sample and sampling technique. It further discusses the instrument for data collection, instrument validation, its reliability and method of data collection. Finally it featured the method of data analysis.

Research Design

The design of this study is historical. This is so because the study intend finding out past efforts geared towards the development of primary school libraries in the South East States of Nigeria. Osokoya (2006) described it as the process of investigating ,recording ,analyzing and interpreting the events of the past for the purpose of discovering generalizations that are capable and helpful in understanding the past, and to some extent in anticipating the future, Ifidon (2005), went further to state that historical research describes almost everything that was including social history, intellectual history and history of mass media .In addition, it studies issues of development, .This design therefore is the most appropriate for this work because it tends to look at past efforts on the development of primary school libraries in South East States of Nigeria, how lasting they have been over the years, and the factors that have limited primary school library development in the past.

Area of Study

The study is conducted in the Southeast States of Nigeria comprising Abia, Anambra, Ebonyi, Enugu and Imo states .This geographical area was chosen because literature revealed that this zone has played a leadership role in school library development. Precisely, Obi (2002), Dike (2005) and Elaturoti (2002) noted that more activities on the development of school library took place in the Eastern region than in other parts of Nigeria.

The South East zone is largely made up of the Igbo speaking group. They are one of the major ethnic groups in Nigeria. The Igbos lives in a territory surrounded by evergreen forests and hills. Before the coming of the Westerners their system of education was informal adults educate their children through stories and imitation but in the modern period, this was made formal as the Igbos embraced Western education. This interest in formal education was perhaps instrumental to making the South East a fertile ground for library development.

Population of Study

The targeted population for this study comprises fifteen agencies involved in the development of primary school libraries from 1980-2010. The accessible population comprises twenty key players who have worked or are still working in the agencies and have been very active in the development of primary school libraries during the past thirty years. These consist of key functionaries in those agencies involved in school library development, key individuals associated with the development of primary school libraries, professional associations, and nongovernmental organizations involved in Primary school library development.

Identified Agencies Involved in Primary School Library Development in South East States of Nigeria (1980-2010)

Governmental agencies

- ❖ Universal Basic Education Commission (UBEC)
- ❖ State Primary Education Board (SPEB)
- ❖ State Universal Basic Education Board (SUBEB)
- ❖ Education Trust Fund (ETF)

Public libraries (library boards)

- ❖ Enugu State Library Board

- ❖ Anambra State Library Board
- ❖ Ebonyi State Library Board
- ❖ Imo State Library Board
- ❖ Abia State Library Board

Professional associations

- ❖ Eastern Nigeria Library Association (ENSLA)
- ❖ Anambra State School Library Association (ASSLA)
- ❖ Imo State School Library Association (IMSSLA)
- ❖ Nigerian Library Association (NLA)
- ❖ Nigerian school library association (NSLA)
- ❖ Childrensö Centre Library

Sample and Sampling Procedure

The sample size for this study consists of twenty people. These people have worked or are still working in the fifteen agencies identified as having played a part in the development of primary school libraries in the five states of South East Nigeria.

Purposive sampling technique was used for getting the number of respondents that made up the sample size for this study. This sampling technique is mostly used when specific elements which satisfy some pre-determined criteria are selected. This criterion was determined by the researcher as she decided that only those who participated in primary school library development from 1980-2010 in the agencies under study would have the required information and would therefore be selected and used. See the appendix for the respondents

Instrument for Data Collection

The instrument employed for collection of data includes structured interview schedule and document analysis schedule. The interview schedule was a twenty-one item instrument. It was designed in 12 clusters so as to cover the research questions for this study

The first cluster covered questions on the factors that led to the development of primary school libraries in Southeast Nigeria from 1980-2010.while the second and third cluster dealt on the contributions of these agencies in the development of primary school library. The fourth and fifth cluster was on the successes and the problems that hampered the developmental efforts of the agencies. The questions in the instrument had probing questions that helped the researcher get detailed information for the study

The interview was held with individuals who have worked or still working in the agencies identified as having played a major role in Primary school library development .These people must have held strategic positions in the agencies so as to give accurate and detailed information on the issue. They include government functionaries in charge of school libraries in government agencies, key officers in professional associations and nongovernmental organizations.

The document analysis schedule was organized in such a way that the researchers perusal of the agencies document will be in line with the purpose .The intention was to find out from the agencies document ,their activities ,programmes and projects embarked in the development of primary School Libraries in the past and present, and also find out resolutions of meetings held, contributions of the agencies in terms of donations ,activities ,funding etc In addition to that ,areas of collaborations were also identified with this guide .The document analysis guide helped the researcher into finding out information that one cannot get from interview.

Validation of Instrument

The interview schedule and document analysis schedule were face validated by four experts in measurement and evaluation in Faculty of Education and the Department of Library and Information Science at the University of Nigeria Nsukka. The validators were asked to look at the appropriateness of the wordings of the instruments, coverage and other issues as they deemed it fit for a study of this nature and to make their suggestions.

Documents were subjected to external and internal criticism. This was to make sure that the documents were genuine and the information found was correct and valuable for the work. The observations and suggestions of the validators were used to produce the final drafts of the instruments. See (Appendix IV) for the validators comments and corrections made.

Method of Data Collection

Data was collected through examination of the agencies documents and face to face interview or telephone interview with key players in the agencies involved in primary school library development. This method was suitable as primary and secondary information is essential for this study.

Method of Data Analysis

Data was presented using the thematic order of reporting. The purpose provided the themes for the content analysis of the data collected. Donal.etal(2010) were of the view that the use of content analysis is a good qualitative method for bringing out results in a study of this nature. This is because no issue will be left behind as the themes on the development that took place during those periods will be given good treatment.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the researcher presents data collected on the development of primary school libraries in Southeast Nigeria from 1980-2010. Data was retrieved from agency documents and through interview with key players who took an active part in school library development during the period. The focus is on the contributions of agencies in primary school library development, their activities, major achievements, and challenges.

This historical approach will link what is known about these agencies and their role so as to explain progression and regression in development of school libraries in Southeast Nigeria. The data is presented periodically and thematically based on the research purposes.

Research Question 1

What were the factors that gave rise to primary school library development in South East states of Nigeria?

Antecedent variables

The development of primary school libraries in Southeast Nigeria can be traced to a number of factors. These factors were the antecedent variables that made the Southeast a fertile ground for such developments. They include: the Unesco seminar on public libraries; beginning of professional associations such as West African Library Association (WALA) which gave birth to other bodies such as NLA, ASSLA, NSLA; the spirit of professionalism among librarians of that period; cooperation between professional associations and government parastatals; shift in emphasis from rote learning to resource based learning; relatively good economy of the country at that time and interest of people who grew up with libraries.

Primary school libraries' development sparked off in the Southeast in the 1950s when Eastern Nigeria benefited from the UNESCO seminar on public libraries, as a result of which public

libraries were charged with the responsibility of taking care of school libraries. There were also individuals that held leadership positions in government parastatals who recognized the need for libraries and this led to efforts in developing school libraries.

This period also marked the beginning of a viable professional association in librarianship, the West African Library Association (WALA). Her membership comprised librarians from Nigeria, Ghana, Sierra-Leone and Liberia. It was at its first conference that the issue of school library development was first discussed. The then secretary of the association, Mr. Kalu Okorie, made a broadcast talk on the place of libraries and librarianship with emphasis on the role of library associations in developing countries like Nigeria. Obi (personal communication, 2011) stated that there were discussions during this conference on the importance of having good library service for children and youngsters as that would help have good and well informed leaders of tomorrow and consequently a good nation. This conference awakened the spirit of professionalism and the desire to develop school libraries in some of these states and countries. They saw the need to encourage reading through libraries in schools so as to substantiate the oral tradition that was prevalent at that time. This spirit brought them together in forming professional associations in their various countries and states.

The West African Library Association (WALA) later broke down to national associations, such as the Nigerian Library Association, (NLA) which had its school library section as a way of taking care of the development task of school libraries. In the East, this section evolved into the Eastern Nigeria School Libraries Association (ENSLA) with its successors: the East Central State School Libraries Association, (ECSLA) the Anambra and Imo States School Libraries Association, and the Anambra State School Libraries Association (ASSLA) (OBI, 2002). Apart from these professional associations, agencies such as Children's Centre Library, a project of the University

Women's Association at the University of Nigeria, Nsukka, the British Council and the public libraries helped in different ways in developing primary school libraries in Southeast Nigeria.

The Anambra State School Libraries Association was very active during the 1980s. This association grew out of the Eastern Nigeria School libraries Association, Eastern Central States School libraries Association and Anambra/Imo State School libraries Association and built on their earlier achievements. Landmark achievements in the development of school libraries were made by the Anambra State School Libraries Association in the 1980s but the Association worked closely with government parastatals such as the Ministry of Education, public libraries, the British Council, universities, communities, town unions, publishers and some philanthropists. Dike (personal communication, 2011), confirmed this close cooperation between the ASSLA, a section of the NLA, the Anambra State Library Board and the state through the state Ministry of Education, Ministry of Information, the Post Primary School Management Board (PPSMB) and some local government educational authorities (as in Onitsha) in developing school libraries. The British Council and libraries in academic institutions and in library schools also contributed to this process. In other states, the Imo State School Libraries Association and other state branches also took their turn in developing primary school libraries in their various states; their activities were informal but was later formalized and taken closer to government through the activities of the public libraries. The collaboration with the public library and the British Council helped considerably in developing school libraries in South East Nigeria, but the professional associations were the force behind the development because of their leadership role during the period.

Another factor was the shift in emphasis from the old way of learning to the new way of learning, as was captured by the revised National Policy of Education (2004). The stipulation that education should be resource based spurred primary school libraries in the years that followed. It

was a new educational idea that was favourable to school libraries and with this recognition a period of expansion for school libraries ensued. In addition to that, emphasis on new methods of learning and the clamour for resource-based learning ushered in educational reforms and policies that improved the state of libraries at that period though these policies were affected by the changes in government.

Another interviewee (F.C. Eze, Personal communications, 2011), stated that the development of primary school libraries in Southeast Nigeria was greatly influenced by the attitudes of people in government. Such persons had listening ears and were very cooperative whenever their attention was needed for library development. It could also be connected to a very great extent to the enthusiasm of people who grew up with libraries. These people were members of professional associations, some were government functionaries but they had interest with the development of school libraries due to the fact that they had experience and were well informed on the benefits of using the school library.

The development of school libraries in the South East Nigeria can also be traced to a relatively good economy from the mid-1970s to the mid -1980s. The oil boom years saw the rapid development of these libraries, a situation that changed with the recession of the late-1980s and 1990s. Changes in national leadership also were instrumental, as in 1983 the military took over the leadership of Nigeria and things started falling apart as not much attention was given to education as it was before. At the same time, the economy went into recession from about 1986, reducing funding for libraries and education. In fact, Okebunne (personal communications, 2011) reported that it was during this period that most of the programmes for implementation of the new policies and strengthening the new emphasis on education were disbanded. This situation crippled school library development, especially primary school libraries. Dike (personal communications, 2011) reported

that a case in point was the disbandment of the National Primary Education Commission in early 1990s, just as it was embarking on primary school library development. The creation of states which resulted in the splitting of Anambra into Enugu and Anambra States disrupted both public libraries and governmental efforts at the development of primary school libraries. It also signaled the end of the Anambra State School Libraries Association, which was unable to reform as two separate associations after the creation of states.

The inactivity of government and the poor state of libraries during the early periods made interested individuals to form professional associations and other informal efforts to develop school libraries in the South East States of Nigeria. In fact, there were elites who had interest in libraries and worked tirelessly in making sure that there are good libraries in primary and secondary schools.

Research Question 2

Which agencies were involved in the development of primary school libraries in South East States of Nigeria from 1980-2010.?

In the course of the research work, the researcher identified a number of agencies that were actively involved in the development of primary school libraries in the South East states of Nigeria during the period. These agencies comprise the governmental education agencies, public libraries, professional associations, and other non-government organizations.

Governmental education agencies

Government agencies are those agencies that use the public fund to render services to the people. Such agencies do not depend on their private initiatives but rather follow government programmes in order to help the nation.

The government agencies that were active during the period of the study consist of the Federal and State Ministries of Education, State School Management Boards, National primary

Education commission(NPEC), Universal Basic Education Commission (UBEC), The State Primary Education Boards(SPEB), later renamed the State Universal Basic Education Boards (SUBEB,) and Education Trust Fund (ETF).

The coming of the missionaries ushered in primary education in Nigeria; schools were largely established and managed by voluntary agencies such as the missions (Ojo Igbinoba, 1998). The federal government first took charge of primary education in 1945 during the adoption of Richards's constitution. This led to the regionalization of education in 1951 and introduction of the first Universal Primary Education in the defunct Eastern and Western regions in 1955 and 1956. During Obasanjo's regime in 1976 there was the second nation- wide Universal Primary Education when, according to Alesin (personal communications, 2011) funding of primary education became the responsibility of the federal government for the first time.

State Education Authorities

During the 1980s, primary schools were managed at state level by the State Ministries of Education, State Education Commission, and Primary School Management Board (PSMB) And Local Government Education Authority (LGEA). Most of the zonal inspectors general of education were involved in the development of primary school libraries within the time frame of this study. From the reports of the Anambra State School libraries bulletin volume 1 no.1, 1980, it was reported that the chief education officer C.O Agunwa proposed that Henry Nwokedi be placed as floating teacher in charge of school libraries and also as zonal organizer of ASSLA for Onitsha. It was also resolved that government should give the post of teacher librarian duty post status. The principal inspector of education Anambra State, member of ASSLA (Mrs. Okechi) worked in close cooperation with public libraries, Parents Teachers Associations (PTA) and the ASSLA in the development of school libraries.

State government

The state governments also were very cooperative during the period as they according to Aniugbo (personal communications, 2011) joined hands with the professional associations in supervising school libraries. The state government adopted and implemented the Minimum Standards for School Libraries.

They also introduced library programmes in Colleges of Education, gave grants to Anambra State School Libraries Association (ASSLA) for hosting conferences and attending to other issues that concerns school libraries. In addition to these, they sponsored teachers to refresher courses during the period.

National Primary Education Commission (NPEC)

During the period there was conflict of interest within the different levels of management at the state level, this led to the diversion of fund set aside for primary school development to other projects, and the worst of it all was the non payment of teachers' salaries. Gamba (2002) noted that the administration of primary schools reverted to the Federal government. This led to the establishment of the National Primary Education commission (NPEC) by the federal government in 1986. This was their first attempt at developing primary school libraries.

NPEC contributed a lot to primary school library development at that period in so many ways. The first effort made by NPEC was the training workshop held for teacher librarians to equip them to manage libraries in their schools. NPEC built more classroom blocks in primary schools which helped in giving accommodation to most of the libraries existing at that period. The federal government through NPEC had a World Bank project on primary school library development over a period of four years; this attracted seven million books which were distributed to schools in the

different local governments of the Federation. Dike (Personal communications, 2011) noted that at the peak of its activities at primary school library development, NPEC was disbanded.

The management of primary education then reverted again to the Local Government Education Authority. The LGEA at Onitsha under C.O Agunwa chief education officer with Henry Nwokedi in charge of School libraries had major achievements in developing libraries in Onitsha. For instance, Henry Nwokedi who was an education officer in charge of libraries was also the zonal organiser of ASSLA during the period and he participated very actively to the development of school libraries in the zone. Mr. C.O Agunwa proposed during the period that Onitsha Local Government should provide two copies of the Daily star and one of the Daily Times to each school libraries every year.

The Management of primary education at this level had its problems and it ceased again with the promulgation of decree 96 of 1993 which established the Universal Basic Education Board (UBEB) and the State Primary Education Board (SPEB). This was established to ensure proper supervision and enhancement of quality of primary education. Later on in 1994, the name was changed to the Universal Basic Education Board and in 2004 to the Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB) .They contributed a lot to primary school library development.

Universal Basic Education Commission (UBEC)

The Universal Basic Education Commission (UBEC) was established by UBE Act, 2004. It was introduced to ensure unfettered access to nine years of formal basic education as well as reduce the incidence of drop-out from the formal school system. It is geared towards ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills,

as well as the ethical, moral and civic values needed for a solid foundation for lifelong learning. UBEC has its headquarters at Abuja and zonal offices in all the states. Each State establishes the Universal Basic Education Board (SUBEB) and the Local Government Education Authority (LGEAs). The commission controls the affairs of the states and has played a very big role in the development of primary school libraries. Through World Bank loan, UBEC provided library materials to school libraries in the country. They also trained teacher librarians and have projects like school based management project, self help project which helped in developing school libraries.

The Universal Basic Education Commission (UBEC) also came into being as a result of the Nigeria's ratification of the Millennium Development Goals (MDGs) and Education for All (EFA). This declaration was a United Nations effort aimed at achieving qualitative transformation of a whole society and a shift to new ways of thinking. The heads of developing nations and Nigeria in particular saw it as a means of assisting impoverished nations to spur development by embellishing their social and economic conditions by the year 2015.

Among its eight MDGs goals, the second goal concerns the achievement of Universal Primary Education. To achieve Universal Primary Education, there is need for libraries that will support the school in achieving its goals.

State Universal Basic Education Board (SUBEB)

State Universal Basic Education Board is an offshoot of UBEC in the states. It was established to address the inequality in educational opportunity at the basic level and improving the quality of its provision. The programme was introduced by the Federal government to remove distortions and inconsistencies in basic education delivery in states. It was also designed to reinforce the implementation of the National Policy on Education as well as ensure access, equity and quality

of basic education throughout the country. The board was formerly called State Primary Education Board in 1999 when the first UBE came into being. With the second UBE, now called Universal Basic Education Commission (UBEC), the state branches were renamed State Universal Basic Education Boards (SUBEB). It works with Local Government Education and relevant departments in the Ministries of Education to establish and manage schools. Functions of SUBEB include school buildings, furniture and instructional materials, human resource procurement, management, monitoring, supervision of schools, and finally training and capacity building and library development.

Public Libraries

Public libraries are libraries accessible by the public .They are generally funded from public sources such as tax money and operated by civil servants. There are five fundamental characteristic shared by public libraries. The first is that they are supported by taxes. They are governed by a board to serve the public interest. Furthermore, they are open to all and every community member can access the collection. They are entirely voluntary, in that no one is ever forced to use the services provided. Moreover, public libraries provide services without charge.

In Nigeria, public libraries before 1955 were in the form of reading rooms with small collections of printed materials. These reading rooms were established by the Public Relations Department, Lagos State as a storehouse of books used for colonial propaganda. The rooms were usually housed in Native Authority Buildings, School Buildings or Town halls in village squares. These rooms were established in different states of the federation including South East Nigeria. In South East Nigeria, the reading rooms were located at Aba, Calabar, Port-Harcourt, Enugu and Nsukka. In 1995 a significant landmark in the history of library development occurred, with the

establishment of the Eastern Nigeria Library Board Law. This legislation established a Library Board charged with the responsibility of establishing, equipping, managing and maintaining libraries in school libraries in Eastern Nigeria. It was in consequence of the 1953 UNESCO seminar on development of libraries in Africa that public libraries were charged with the responsibility of taking care of schools. . The Eastern Nigerian Library Board according to Nkala (1985) became the UNESCO pilot demonstration project in Nigeria. This giant stride brought in several developments in the public library system.

First, it was through this that it was recommended that there should be a headquarters at Enugu and five provincial libraries with the later developing a network of local libraries. The report formed a blueprint for public library development in the defunct Eastern Nigeria. The implementation of the report led to the establishment of the Regional Central library at Enugu and the first reference services opened to the public in 1956 by Dr. Nnamdi Azikiwe.

Secondly, UNESCO also provided a mobile library which was formerly launched in May 1958. The contract for the design of the main library building was awarded and a library was erected housing the children's section and the reference section and was officially commissioned in March 1959.

Thirdly, the UNESCO seminar held in Enugu on the development of public libraries in the context of educational, social and economic development in Africa provided an avenue for the release of fund to embark on a rural expansion programme.

This led to launching of divisional libraries. These divisional libraries were established in Port-Harcourt on March 2, 1962 in Ikot-Ekpene on July 2, 1964, in Umuahia on April 17, 1965 and in Onitsha on November 20, 1966. Branch libraries were also established in Calabar, Owerri and Aba. Each divisional library was on when the Nigerian Civil War broke out. After the Nigerian Civil

War, the Ikot-Ekpene and Port-Harcourt libraries passed over to Cross River and Rivers States respectively and the East Central State continued to operate the rest.

At this period, Eastern Nigeria ceased to exist, there was East Central State. This change necessitated the enacting of East Central State Library Board Edict in 1971 to give authority to the management of library services within its areas of jurisdiction. This period transited into state creation.

According to Ekweozor (2011), following the creation of the 19 states structure in the federation in 1976, the former East central state was divided into two, Anambra and Imo State. Each inherited the libraries within its area, thus Anambra State inherited the headquarter central library at Enugu and the divisional library at Onitsha while Imo State had the Umuahia Divisional library and the Owerri library which was under construction at the time of the creation of states. In 1981 as well, divisional libraries were opened in Abakaliki, Awka, and Anambra and branch library at Ihebosi. This also led to a Divisional library at Nsukka in 1983. The Anambra and Imo State Library Boards and their branches have introduced many services for the development of primary school libraries. With the mobile library project, library services were extended to institutions and communities in distant areas. The Anambra state book depot services which was commissioned in 1984, contributed much to the collection development as it helped in the selection and sale of books to members of the public at moderate prices. With the induction courses organized by the public libraries teacher-librarians were trained. Public libraries were also involved in book fairs. The details of their involvement will be covered in the next research question.

Education Trust Fund (ETF)

The Education Trust Fund was established with the sole purpose of providing funding for education. This is the basic intervention project that addresses academic infrastructural needs of

beneficiary institutions and it is a statutory yearly intervention for all public institutions. The allocated fund for this intervention is accessed by the processes of the beneficiary identifying its projects priority through proper project planning.

Education Trust Fund was set up in 1993 to improve the quality of education in Nigeria. The ETF vision is to be a world-class public sector interventionist agency in Nigeria. It was established by the Education Tax Act No 7 of 1993, amended by Act No 40 of 1998. The amended act imposed a two percent education tax on the assessable profit of all registered companies in Nigeria and empowered the Federal Inland Revenue Service to assess and collect the tax for the development of schools. ETF receives the tax from firms and disburses it to primary secondary, tertiary and other educational institutions across the Federation. The ETF mission is to deliver competent and forward looking interesting programmes, through funding, to all educational sectors. ETF objectives were set out thus:

- ❖ To provide funding for educational facilities and infrastructural development.
- ❖ To promote creative and innovative approaches to educational learning and services.
- ❖ To stimulate support and enhance improvement activities in educational foundation areas like library development, teacher education, teaching practices.

Education Trust Fund was covering primary and secondary schools during the time frame of this study, but recently they have stopped funding schools except tertiary institutions, as indicated by the change in name to Tertiary Education Trust Fund (TETFUND) (Eze, Personal communication, 2011).

Non-Governmental Agencies

During the course of this research work, the researcher discovered that professional associations were very much involved in the development of primary school libraries in the different states of the South East; in fact they formed the major component of non governmental involvement in primary school library development .They include the Eastern Nigeria school libraries Association (ENSLA), the Anambra State School Libraries Association(ASSLA) the Imo State School Libraries Association (IMSSLA) and the Nigerian School Library Association(NSLA).These associations helped in different capacities in the development of school libraries in both primary and secondary schools.

The Eastern Nigeria School Libraries Association (ENSLA)

The Eastern Nigeria School Libraries Association was established in 1963, before the period under review but the history of the Anambra State School Libraries Association (ASSLA) and Imo State School Libraries Association (IMSSLA) cannot be traced without linking it to their predecessors. According to Obi (2002), a resolution to have a sub-committee for the School Libraries Section in Eastern Nigeria was taken from the preliminary meeting on March 2, 1963 of the Eastern Nigeria division of the Nigeria Library Association. This occurred after two teacher-librarians became members of the executive committee and made school libraries a matter of concern. The new association held several conferences for teacher librarians at that period .they also initiated library fees in both primary and secondary schools .The Association held its final training course in August, 1966, just before the Nigerian Civil War.

In 1967, the name Eastern Nigeria ceased to exist, as there were now twelve states in Nigeria. Obi (2002) noted that it was then that Mr. A.C. Ndulue returned to his position in the East Central State Ministry of Education as Inspector of School Libraries. The libraries of the state

division met and inaugurated on May 22, 1971 the East Central State Division of the Nigeria Library Association and the School Libraries Section was inaugurated on August 13, 1971.

Anambra State School Libraries Association (ASSLA) and Imo State School Libraries Association (IMSSLA).

The creation of additional states for Nigeria in 1976 led to the members' decision to divide the association into the Anambra State School Libraries Association, and the Imo State School Libraries Association. It was these two associations that fell into the time frame of this study as their activities were within the purview of the 1980s and made landmark achievements in the development of school libraries. They held joint activities until 1980, ending with a refresher course at Alvan Ikoku College of Education in April 1980, but then had to separate to follow the new state government structure. The Anambra State School Libraries Association (ASSLA) continued as a section of the Anambra state Nigerian Library Association (NLA), while the Imo State Association became a branch of the Nigerian school library Association and hosted its annual conference in Owerri in 1980.

Another round of state creation in 1991 led to further division and decline of the association, this time into Anambra and Enugu states. The ASSLA met in 1993 to try to divide assets and published one last issue of the school libraries Bulletin, but after that, the association ceased to exist.

Nigerian School Libraries Association (NSLA)

The NSLA was formally launched in October, 1977 at the University of Ibadan following the 6th annual conference of the International Association of School Librarianship (IASL) held in July, 1977. Among other objectives, the Association aimed at promoting the interest of school libraries and media resource centres in Nigeria, providing a forum for persons interested in school libraries/media resource centres, and stimulating and promoting the effective utilization of libraries. Most of it aimed for the development of school libraries in all ramifications. The Association worked for the development of school libraries at national and branch levels. Another role of NSLA was the preparation and submission of guidelines for Nigerian legislation for school libraries/media resource centres to Federal and State Ministries of Education and related parastatals. The NSLA also experienced a lull in the 1990s, following states creation in 1991 and during the economic recession of that decade, no conference was held between the Sokoto conference of 1991 and that held in Ibadan in 1997. The Anambra State School Libraries Association was resuscitated as a branch of NSLA in October 1997, in preparation for the hosting of the 14th annual conference of NSLA in 1998. This was initiated by Virginia Dike of University of Nigeria ,Nsukka and the Anambra state library Board under Ekweozor. Likewise, C.C. Ude, Director of the Enugu State Library Board called together those who would form a temporary executive for Enugu state. The new branches both had strong ties with the state Universal basic education(SUBEBS) in their states, as well as with the public library and Nigeria Library Association (NLA) state chapters. The conference was held in Cana house, St. Patrick's cathedral premises at Awka on 16-18 February, 1998, with the theme improving the State of Libraries in Nigerian Schools. The conference was very successful as it was reported in the association's report that about two hundred teacher- librarians attended. The Association had a general meeting of all the members in July 1997 and February 1998 at Awka, Anambra state. It was there that an anniversary conference tagged NSLA at 21 was agreed to be

held in October at the University of Ibadan. Again, these meetings helped them to champion the cause of librarianship in schools.

The Awka conference of the NSLA brought the case for school libraries to the attention of the government. It was also instrumental to the rebirth of the two state branches which had been dormant since 1993. Enugu state hosted the NSLA conference at the University of Nigeria in 2000, and the branch hosted another conference in 2006. Thereafter, the association again became inactive in the state.

Children's Centre Library (CCL).

The Children's Centre of the University of Nigeria, Nsukka has its roots in the aspirations of the University women residing in the University community towards the welfare of children. In the pre war years there was a children's library and the desire to establish a play ground for children. Various sites were allocated for this project but it never materialized.

On October 17, 1978 the Children's Centre Library was founded as the first organ of the Children's Centre project of the University Women's Association, University of Nigeria, and Nsukka. The library was opened by the Anambra State Chairman of the Anambra State Library Board. The objectives of the Library are to: expose children of the community to the use and functions of a library, offer them quality literature relevant to Nigerian and African culture and to their ages of development, serve as an activity centre with playground and library to cater for children's needs, provide room for adult activities concerned with child education, health and welfare. The initial book collection was increased courtesy of the Anambra State Library Board book box loan scheme and individual and international donations. As its facilities expanded the

Children's Centre library began seeking ways to extend its services beyond the University community.

Since inception, the library has been involved in a number of activities for developing school libraries including the training of teacher-librarians through the organization of the 1986, 1987 and 1988 refresher courses of the ASSLA and smaller local workshops. Books have also been donated to schools in the area, with adequate supervision of their arrangement and use. Moreover, since 1989 the Centre has been involved in story hour programmes through the use of undergraduate students of the Department of Library and Information Science. This helped in inculcating the habit of reading in children. Through its efforts, the library helped develop about fifteen (15) primary school libraries in the Nsukka Area between 2002 and 2010.

Research Question 3

What are the contributions of these agencies in the development of primary school libraries in South East states of Nigeria?

Early period

Professional associations

In South East Nigeria, professional associations have played a leadership role in the development of school libraries in the time frame of this study. These included the Anambra States School Libraries Association (ASSLA), Imo State School Libraries Association (IMSSLA), the Nigerian School Libraries Association (NSLA). These professional associations worked in collaboration with other agencies, such as the Children's Centre Library, University of Nigeria Nsukka; the British Council; institutions; communities; State Ministries of Education; Ministries of Information; publishers; Parents Teachers Associations (PTA) and philanthropists.

Obi (personal communications, 2011) in an interview recounted the leadership role of professional associations in the former Eastern Region on school library development. According to her, the Eastern Nigerian School Libraries Association (ENSLA) was formed as a section under the local division of the Nigerian Library Association (NLA). As states were created, it was further broken down to states school libraries associations, namely; the East Central School Libraries Association, the Anambra State School Libraries Association (ASSLA), the Imo State School Libraries Associations (IMSSLA) and other state branches which were branches of NLA.

The Anambra State School Libraries Association (ASSLA) which was active during the 1980 was created as a result of the separation of the Anambra/Imo State divisions of the Nigeria Library Association into separate state divisions. The school library section at its Annual General meeting in October 17, 1980 dissolved the Imo State and Anambra State School Libraries Association to operate as separate associations affiliated to their respective state divisions of the Nigerian Library Association. This Association saw the need for the development of school libraries.

The Anambra State School Libraries Association (ASSLA) played a significant role in primary school library development during the 1980s. It is imperative to note that they did not work alone in the struggle, they collaborated with other agencies, such as the public libraries, the Federal Ministries of Education, the British Council, library schools such as the department of Library Science, University of Nigeria Nsukka, the Children's Centre Library University of Nigeria, Nsukka, and Alvan Ikoku College of Education. These associations worked tirelessly in the development of school libraries especially primary schools. The major areas of contributions of these agencies are: awareness and advocacy, training, development of standards, funding, programmes and services.

Awareness and advocacy

The professional associations worked very well in the area of awareness and advocacy. Anuigbo (personal communication 2011) in an interview stated that they embarked on an awareness campaign in the 80s, this campaign took the form of readership campaign involving the use of posters, distribution of fliers to schools, giving out posters to people in the streets and even traders in the market, all to awaken the need for books and reading in the minds of people. The awareness campaign also took members to the village chiefs in some communities of Enugu State and Ebonyi State for instance. This led to the village chiefs' donation of lands, and money as a way of helping build and equipping libraries. In addition to that, there were donations by the then commissioner for education, Prof. Nduka Eya. These efforts were informally made by the members of the association.

In addition to these, they embarked on competitions of different types such as the best school library competitions, reading promotion campaigns, jingles and logo competitions. Aniugbo noted that awareness campaigns in the form of jingle and logo competitions through advert on radio and television was a very good means of establishing in the minds of people the need for libraries. The interviewee reported that the then Ministry of Information sponsored the jingles after considerable persuasions by some members of the association. The researcher found in the Anambra State School Libraries' Association's minutes of meeting held in August 1980 that announcement were sought from the Ministry of Information concerning campaigns for the promotion of school libraries. Through these, the professional associations spread the message of the need for school libraries and their role in education. It was reported that the awareness campaign led to the successful establishment of forty-five (45) primary school libraries in Onitsha Local Government Area.

The ASSLA according to Dike (personal communications, 2011) kept the cause of school libraries before the eye of governments; through lobbying and constant visitations during

conferences. Apart from this, Onebunne, and Anuigbo added that they conducted annual refresher courses, workshops in different zones of the association and also brought out regular publications that covered the reports of the association's activities in the zones. This made them cover many schools even in the rural areas. In fact the association went down to the local level in the development of school libraries.

At Onitsha primary schools for instance, the zonal organizer, Henry Nwokedi was given assignment and relieved of classroom teaching so as to enable him carryout supervision of school libraries. He worked closely with the superintendent Clement Agunwa, and together they persuaded the Parents Teachers Association (PTA) of several schools to build or set up school libraries. The Onitsha Divisional Library also was reported to have cooperated, closely on training. Publishers based in Onitsha gave book donations while individual philanthropists donated money as usual. This was the aftermath of the awareness campaigns held in the communities.

Training of personnel

The Anambra State School Libraries Association developed school libraries by training personnel. This was done through refresher courses which were done almost annually so as to equip the teachers to man the school library very well. These courses were held for the teachers and teacher librarians to get them acquainted with the rudiments of librarianship so that libraries would be taken charge of and also used in teaching classes. The ASSLA coordinated organization of courses with assistance from the host institutions such as the Anambra State Library Board, British Council, Alvan Ikoku College of Education and the University of Nigeria, Nsukka, as well as Publishers and Education Authorities. These institutions provided financial support, resource persons and programmes for the courses. The state government sponsored participants while British Council and publishers often donated bags, stationery and refreshments for the conference. The conferences

helped to rekindle the spirit of professionalism and quest for library development among the teacher-librarians and professional librarians as well.

There were several instances of these refresher courses. For instance in 1980, there was a refresher course for teacher librarians organized by the Imo State Library Board in collaboration with Anambra and Imo States School Libraries Association .In 1982 there was another refresher course jointly organized by the Anambra State Library Board and the Anambra State School Libraries Association with additional support from the British Council, Enugu. Conferences were also held in 1980, 1988, 1991, 1993, and 1994 with themes such as óschool library: centre for life long learning, teaching of information skills, developing of reading habits and training teacher librarians for Nigerian school librariesô. Some of these conferences were held in the conference room of CUDIMAC Faculty of Education, and the Childrens Centre Library, University of Nigeria, Nsukka, the British Council, and the State Central Library. These refresher courses and conferences were geared towards empowering teacher- librarians to manage the school libraries with ease.

Zonal refresher courses were also held during the 1980s .In the minutes of the ASSLA of 1982, it was discovered that in 1980, there were zonal refresher courses held in St. Paul College Awka. In the minutes of the associations joint meeting of 1980 and subsequent years it was reported that there were refresher courses held by the association in 1981 at Nsukka, 1982 at Enugu Campus, University of Nigeria, Nsukka, 1986, 1987, 1988 and 1989 at Nsukka. There were also zonal non-residential refresher courses held in Abakaliki, Onitsha, Enugu, Nsukka and Awka zones. For clarity these are some of the list of the refresher courses held during the period of this study

YEAR/DATE	AGENCIES (ORGANIZER)	COLLABORATIVE AGENCIES	VENUE	THEME	
1980 31 st March -1st April	ASSLA	UNN	CUDIMAC Faculty of Education UNN	Introduction to School Library	

1980, 1981, 1982 (April 7-12)	Anambra/Imostate school libraries Association	Anambra State library Board and the University of Nigeria Enugu Campus	UNEC		
1980	ASSLA Nsukka Zone	Divisional library Onistha and Anambra State Library	CUDIMAC, Faculty of Education UNN		
1980	Imo State Library Board	Anambr/Imo States School libraries, Alvan Ikoku College of Education and the British Council	Alvan Ikoku College of Education	Need for the school librarian	
1982 13 th -17 th April	ASSLA	Anambra State Library Board and the British Council	State Central Library	Administration of School library	
1986,1987,1988,1989	ASSLA		UNN		
1988 20 th -22 nd April,	ASSLA			1. Role of motion picture in user education. 2. An introduction to Dewey Decimal Classification Scheme	
1989 April26-28	Anambra/Imo State School Libraries Association	Imo State Library Board	Children Center Library, UNN	Fiction in the lives of children	

These annual refresher courses were supported by the Anambra State Library Board and the British Council. The Public Library helped out by providing venue/hall and personnel for the refresher courses while the British council also assisted with accommodation, donation of library materials used for the refresher courses and other exigencies. According to Onebunne, (personal communications 2011) the refresher courses were to teach the teacher librarians the rudiments in librarianship, including cataloguing and classification, circulation, organizing of knowledge, library

administration, how to set up libraries with a small budget, etc. The resource persons were invited from the public libraries, the Libraries of University of Nigeria, Nsukka and Alvan Ikoku College of Education, Owerri and lecturers in these universities. In support of the refresher courses, Dorothy Obi and others provided a manual called *A Manual for School Libraries on Small Budgets* as a textbook for refresher courses and a manual for use in organizing school libraries. In an interview with Onebunne (2011) he commended Dorothy Obi for making the manual available in most of the schools free of charge. Other publications were the *Anambra/Imo States School Libraries Association Bulletin*, which was edited by V. W. Dike. The Bulletin helped to document the activities of the organization published papers from refresher courses and promote its activities to the public.

The period of 1980s recorded an increased participation by primary school teacher librarians in refresher courses and also an increased sponsorship of these teacher librarians by the government as well as the Association. Report from Onitsha zone indicated that 1980 saw an increased participation of teacher-librarians in workshops. In a survey of primary school libraries in the zone praised the achievement of the association in the development of 23 school libraries in the zone. The refresher courses helped the head teachers and teacher librarians to demonstrate what they have learned in their various schools.

The association also lobbied for employment of staff to operate school libraries. Onebunne, (Personal communications, 2011) noted that in the 1980s that the association having known the importance of personnel in every establishment, lobbied the government, i.e. the State School Board, into adopting the association's recommendation that full-time library assistants be appointed and posted to those schools with a library. During this period, the Ministry established a school library

section in the Ministry of Education so that the needs of the school library would be brought to the attention of government (Obi, personal communication 2011).

The ASSLA also lobbied government on creating a duty post for teacher librarians with an extra allowance as with games masters and others and giving half teaching load so that they would have time to manage the library. In addition to that, the association also made sure that the state government accepted library studies as an approved course to which serving teachers might use study leave to get a degree or even sponsorship.

A follow-up to this is the issue of having a good library school. Part of the problem at that time was that only the University of Ibadan Library School existed then, so in order to have more librarians, the Association fought for the introduction in 1982 of Library Science as a course of study in the three post-secondary colleges of education in Anambra State. More so, the Association lobbied for the establishment in 1983 of the Department of Library Science in the Faculty of Education University of Nigeria, Nsukka to offer a first degree course combining Library Science with an academic subject in the arts, sciences, or social sciences, this giant stride by the Association had gone a long way in producing more librarians. It has also helped in providing more resource persons for the annual refresher courses held by the Association.

Development of standards

The association worked in this area through the development of a manual for school libraries. This manual was developed by Dorothy Obi and other members. According to Onebunne, copies of the manual were freely donated to schools. This was done to make sure that libraries developed during that period were of standard. The association in order to maintain good standard went into a best school library competition which involves using standard criteria to select the best library. This exercise helped other libraries who did not win the competition to try hard and come up to the

standard that was required. In addition to these, the Association in collaboration with the Ministries of education supervised these libraries. Through these ways, standards were maintained in these libraries.

Funding

On the issue of funding, the most important thing the Association did was to lobby for a library fee to be paid by students; the attraction of gifts from collaborative agencies and hosting of activities like the school library competitions which had attracted money for the schools. The Association for instance wrote letters to agencies such as the British Council, publishers, Parents Teachers Associations, local government authorities; education authorities and some village heads for sponsorship.

The professional association lobbied the government into the re-introduction of the payment of annual library fee by pupils in both primary and secondary schools in 1981. This was given administrative backing by the Anambra State Library Board. It was at that time that there was a resolution by the Association to the government to ensure that a school library is established in every primary school and as a result approved a minimum levy of 50k per child per term i.e. 150k per annum. This was to be supplemented by each primary school pupil. This led to the then Anambra State government resolution in 1987 that with effect from the 1987 school year, heads of schools might retain ₦1, out of ₦3 library fee paid by each student per annum in order to make sure that library equipment was maintained. The money given to the heads of schools was not for the provision of library building and expensive infrastructure; instead it was meant for library furniture repairs, buying books and news papers and other running costs.

It was through this library levy that the Anambra State Library Board worked in cooperation with the professional associations to embark on different programmes, like the operation of Book

depot services, the mobile library services and the book club etc. It was envisaged that libraries should be stocked with adequate reading materials collected from library levy during this period.

At the onset each head teacher was to utilize the amount collected for the development of his/her school library but Mougilim (1989) noted that soon after, another directive from the government was that the money be paid into special account with a government owned bank in Enugu. After a few months, another extra-ministerial body known as School Library Development Committee was inaugurated, this body was to draw up and implement a programme with the intention that the library revenue accrued in the bank would be used by the committee for library development. These caused many problems as money realized from library levy was misappropriated yet the professional associations still went on to lobby and get more levies for library development.

Collection development

Aniugbo, (personnal communications, 2011) reported that the Association occasionally donated materials to the schools .This was usually done after refresher courses as a way of making up what the schools already had. The Association's collaborations with agencies and institutions also attracted book donations to the schools on several occasions. For instance, the public libraries with the support of the ASSLA engaged in exchange programs with universities. Ekweozor (personalcommunications,2011) and Fred Eze (personal communications,2011) reported that the exchange programmes were very active in the 1990s and that books got from exchange programmes were donated to schools thus helped boost the school library collection. A case in point is the University of Nigeria, Nsukka, which in the 1990's was vibrant in donating books to schools through the public library.

Programmes and services

The ASSLA and the Anambra state Public Library joined hand to have readership campaign among schools. This was meant to promote the use of library by pupils. The winning schools were awarded prizes. There was also the campaign for the promotion of school libraries which according to Obi, (1988) was made possible by a grant of Ten Thousand Naira (N10, 000.00) from the commissioner for local government. This included competitions for campaign slogan/jingle in 1988 and association logo in 1990 and a number of radio and television broadcasts.

The aftermath of this campaign was that a library complex was launched by junction primary school Nkalagu. In the launch, the chairman of Isieniu Local Government Area, Chief Felix Ezeke pledged ten thousand naira (10,000) worth of books and construction of shelves while the Enugu State Library Board and Abakakili Zonal Library donated books. On the same note, the Nigerian Primary School Nkalagu also in Ishielu local government area launched thirty thousand naira (N30,000) library complex in 1993, and Niger Cement Plc donated one hundred thousand naira (N100,000) to the primary schools. The chairman donated ten thousand Naira (10,000.00) worth of books while the Enugu State Library Board donated a carton of assorted books {ASSLA, Minutes of meeting}.

There were other activities held by the ASSLA such as the supervisory role played by the association during the period, these entailed visiting the schools to check the state of the school libraries, with the support of the Ministries of education. Anuigbo (2011) said that the professional associations went to Ministries to get government backing for such exercise.

Apart from this, some members of the association went to schools and formed young readers club for instance in Abakaliki and Enugu, in 1980, and it was very useful in making pupils use the library. Another activity embarked upon by these members was the 'reading made alive' and 'plant a tree'. The interviewee, Anuigbo, (2011) stated that some of the members encouraged children to

buy books through their parents after which their names were written on a list of donors. This strategy helped in developing the collection of the school library Anuigbo (personal communications, 2011) explained that the 'reading made alive' was like a form of interactive forum between the pupils and some members of the association. The programme involved making the children read for 10 minutes after which each discussed what he or she read. This helped them in vocabulary development and in making use of the library resources. These services helped in the development of libraries in the states most especially in promoting good reading habit among children and also involving parents somehow in library development, in other words raising awareness on the need for libraries among parents and pupils.

Apart from the activities of the Professional Associations, it is imperative to note that some government agencies like the Public libraries were also in the limelight this early period in the development of libraries, but most of them especially the public libraries worked individually and collectively with professional associations in making sure that libraries were well developed.

The Public Library

Apart from the collaborative effort of the public library with the professional associations, the Nigerian Public Library has also been at the fore front in the development of school library. There has been a recorded history of cooperation between the public libraries and the school libraries in many countries including Southeast Nigeria.

History had it that it was at the UNESCO seminar of 1953 held at Ibadan that some school library functions were assigned to the public libraries. The UNESCO Pilot Public Library Project for Africa was based in Enugu the then capital of the Eastern Nigeria. They funded the Eastern Nigeria library Board to develop children's services to schools through book boxes and book mobile services.

Anambra State Library Board has historically been in the forefront in the crusade for the development of libraries in Nigeria. As far back as 1955, the UNESCO pilot public library project, the first of its kind in Africa south of Sahara had taken off with a model ultra-modern Public Library in Enugu. By 1959 its mobile services began as well as the Saturday children's hours, and visitation to schools to assist in the organization of their libraries and stimulate the interest of children. There was also donation of books to schools which enabled them to take off. There was also a model school library, the catalogue of which served as a list of recommended books for schools about to start their own libraries. In recognition and implementation of NPE policy, the federal government made provision for the development and maintenance of school libraries. This was made in the four-year government programme. For example, the state programme in the national development plan 1976 – 1980, provided for a capital investment of up to ten million naira for the development of school libraries in the state. Under project no 191 titled "school library development," an action programme which will include in its package the building and stocking of five model school libraries, one at the headquarters of each educational zone. It also envisaged that libraries should be stocked with adequate reading materials acquired from library levy during this period.

During the period of study, the public libraries in the five states in the South East Nigeria contributed to the development of primary school libraries in their various capacities. These are the different areas of participation: programmes and services, staff training, consultancy services, collection development, advocacy and awareness and funding.

Programmes and services

From the interview carried out by the researcher, it was reported that mobile library services were still vibrant in 1980's and were still at its peak in 1980s and 90s. The mobile library services was established with the purpose of reaching both primary and secondary schools, and heavily

extended such services to pupils. From an interview carried out with the former Director of Anambra State Library Board, Chris Onebunne (personal communications, 2011) the Mobile library services was very vibrant in the 1980s. It was established with the purpose of reaching both primary and secondary schools, and heavily extended such services to pupils and teachers. The van contained high level textbooks which enabled teachers who were on correspondence studies with BBC and other channels to train themselves. The Mobile library vehicles were based in Enugu and Onitsha and had routes that made it possible for the board to extend its services to schools, institutions and communities in more distant places. The vehicle based in Onitsha covered communities in Idemili, Njikoka, and other parts of the present Anambra State, while that based in Enugu covered Abakiliki, Nsukka, and Oji River. In addition to the mobile library services, the board engaged in library depot services to the schools.

Book depot was officially commissioned in August, 1984 to sell books to members of the public at moderate prices. The book depot originated from the Bendel State Library Board, and copied by the Anambra State Library Board. It was meant to supply primary and secondary schools with books. It was specially meant for students in primary and secondary institutions through their headmasters and principals to ensure that the books got to the pupils and students who needed them. As a way of encouragement, the schools were given five (5) ñ ten percent (10%) discount for every purchase. The schools heads made selection of what books their school required, made payment and collected the books immediately. They could place orders if the books were not available then. The association helped in the opening of the Anambra State Library Board Book Depot service in 1984 and they made it possible for government to decide that schools could collect library books to the amount of library fees deposited for each. Chris Onebunne and C.N Ekweozor (personal communications 2011) stated that this library fee attracted by the professional association (ASSLA)

made it possible for the Public Library to run the book depot services effectively. The book depot services served as a bookshop for the schools and as a library for teachers who were on correspondence studies as it had not only books for children but textbooks for teachers. Fred Eze, a former director of Anambra State Library Board stated that the book depot flourished in 1999 until the Board had problem with fire disaster which made accommodation a problem. It stopped functioning due to lack of accommodation. This crippled the book depot services thereby making schools suffer for scarcity of reading materials.

There was also a model library services situated at Enugu as modern aid to education. It served as a reference library for primary and secondary school teachers. During the mid 80s the Public Library had a model library for reference services to teachers most especially in the post-primary institutions in the state. The catalogue of the model library served as a list of recommended books for schools about to start their own libraries.

Collection development

In aspect of collection development, Public Libraries allow the primary schools bulk loan or even book boxes as a means of developing the school library collection. The public libraries had assisted in getting library materials for schools through different measures thereby boosting the schools collection. Fred Eze (personal communications, 2011) stated that the public libraries embarked on exchange programme which were very active in the 1990s so that books the Board got from exchange programmes were donated to schools thus helping to boost the schools library collection. A case in point is the University of Nigeria, Nsukka. The gift and exchange programmes were on during the period but as time went on in late 2000, this was no more flourishing as the interest of the university librarian was always the key factor in promoting the exchange programme.

Book Aid International was also involved in primary school library development through the donation of books to the school library through the public library. There are so many instances that the Board got books from Book Aid International that were donated to the schools in a bid to increase the schools' library collection.

In the same vein, Fred Eze and Chris Onebunne former directors of public libraries reported that the Board during the 1950s and mid-1990s collaborated with government agencies such as the Education Trust Fund (ETF) in equipping primary school libraries. During that period, they were engaged in the acquisition of library equipment and books and also in donating fund for procurement of library materials. But according to Fred Eze, in 2000 till date ETF had stopped financing schools and restricted their services to universities.

Staff Training

The issue of personnel is very crucial in school library development and the Library Board had been on it through holding induction courses for teacher librarians. The Board organised induction classes, training of teacher librarians during long vacation [July and September] and during Easter periods in collaboration with the ASSLA. This induction courses for teacher-librarians was drawn from the entire state. Particularly, from the documents available. It was discovered that such induction courses were held July ñ September 1981, 1983, 1992, 1993, and other years up to the 90s. It was also found out that 206 candidates were trained in a three month induction course lasting from July to September each year for library assistants and teacher librarians, at the end of which successful candidates were issued with certificates.

Through partnership with school libraries, the Association and the Ministry of Education, the board had been in the business of having workshops for teachers. The Board for instance co-operated with the Anambra State School Library Association in organizing seminars and workshops for

teacher librarians. In 1982 It held workshops for headmasters and teacher- librarians with low income, a case in point is a workshop held in Abakaliki zone which was on problems of establishing functional primary schools The workshop helped to teach the teachers the need for use of library resources in teaching. It also inculcated in them the spirit of librarianship, which gingered the head teachers into sourcing funding for their schools for library development. Teachers were also gingered to form library clubs in their schools so as to promote the use of library materials by pupils.

They also held conferences for teacher- librarians almost free of charge. The Public Library provided cursory effect to the professional Associations in making sure that conferences are held to promote primary school libraries. Public libraries in 1980s and 90s had sponsored conferences of teacher librarians and even helped out in accommodating the attendees. In addition they provided personnel for the organization of such conferences.

Advocacy and Awareness

The Public libraries partner with School Libraries Association every year in organizing best-school library competition to improve the standard of library. In 1986, the Board organized the Best school library competition. This was to encourage school library development in the states. Prizes were awarded to the best schools and also best librarians were rewarded. In 1986, the Anambra State Library Board set up a committee with the Anambra State School Libraries Association and State educational authorities to run the competition, using the minimum standards for school libraries which had been adopted by government as criteria (Dike, Personal communications, 2011). The competition was first conducted at zonal level for both primary and secondary schools, with a panel of three representatives from the three groups visiting all the schools with libraries, scoring them and selecting the best. At each level there was a final round with a panel of three agencies; at state level. This competition took place in 1986 and 1987 as was reported in the association's bulletin.

In raising awareness, the Library Boards in South East Nigeria had been very active. It can be recalled from interview from the former directors of Anambra State Library board that the Board engaged in readership campaign which involves the use of posters, fliers to schools, people in the streets and even traders, as a way of raising awareness on the need for libraries. They are also involved in readership campaign among the schools so that schools compete among themselves and then prizes were awarded to the best schools. Apart from this, the board was also involved in reading promotion which entails organizing school library competitions so that any school that wins gets a prize to increase awareness.

Consultancy services

The Anambra State Library Board engaged in consultancy services to the schools, this was in the area of selection, technical processing of school library resources and advisory services. The board provided consultancy services to schools, helping them to establish their own libraries through organizing their materials for them. They are also involved in bulk loan or book boxes to the primary and secondary schools. Consultancy services aid in improving the state of the school libraries. The public libraries during the period of study had engaged in helping schools set up their own libraries through simply cataloging their book materials, selection and teaching, circulation services through the use of their staff.

Funding

The Public Library has always been the baby of the Ministry of Education, they liaised with the Ministry in getting library fees approved in the states. The only way to make sure that this was ensured was to join forces with the professional Associations in making sure that the fees are not banned or even returned fully to the ministry so that school heads had percentages which they used to develop their libraries. In a nutshell, they gave administrative backing to the collection of library

fees. Public libraries also liaised with the government through the Ministry of Education to give the schools backing for generating school library levies for school library development.

Fund were also raised through other means other than library levies for instance in 1987, there was the 2nd Enugu book and library fair; that was supported by the board with the aim of supporting and assisting schools in the states to equip their libraries with good books. It was also during this period that they were involved in bulk loan or book boxes to the primary and secondary schools. Onebune (personal communications, 2011) stated that these bulk loans had gone a long way in equipping the school libraries without spending much through purchase.

The issue of funding was basically that of the Ministry of Education. There was no direct funding from government and that was why the board's collaboration with the school library Association was a success as new ways were improvised.

The public libraries major achievements in the period under study are:

1. Maintenance of book depot services and regular administrative backing of professional association's efforts on payment of library fee by students.
2. Achievements on the recognition of role of library which spurred individuals support from philanthropists through awareness drive.
3. Improvement of the status of teacher librarians through providing opportunities for attending induction courses, workshops and conferences.
4. The book loans and book boxes improved the level of achievement of people during the time it was in process.
5. Overt support services like selection of school library materials, hosting of workshop and giving consultancy services without charge.

There are other government agencies that contributed a lot in the development of primary school libraries in South East States of Nigeria during the early period of this study .They are The Ministry of Education, National Primary Education Commission (NPEC), Universal Primary Education (UPE), and the Primary School Management Board, (PSMB).

The first attempt of the Ministry of Education at developing primary school libraries in the 1980s came with the establishment of National Primary Education Commission (NPEC) by the Federal Military Government in 1989. It was charged with the duty of developing primary schools including their libraries nationwide and improving the deplorable situation of primary education at the time. Despite the interruptions from the government, NPEC helped in various ways in improving the physical infrastructure in the schools. It also helped in employing more qualified teachers. In addition to that, they also provided library services to schools so as to help library development at that period, NPEC accepted the proposal of Abadina Media Resource Centre in 1989 to conduct a training workshop for teacher librarians to work in primary schools. The workshop was meant to expose teacher librarians to work in primary schools. The workshop was meant to expose teacher librarians to the need for libraries in their states. This was meant to expose them to important rudiments in library practice, such as readersö services in a school library, organization of a school library, simple cataloguing, career prospects in library, and technical services. These were held in an attempt to sensitize teacher librarians on the need for libraries and to help them to perform very well in their capacity as teacher librarians. There are other collaborations between government agencies and professional associations.

According to Dike in an interview, NPEC at the beginning of 1990 organized workshops for teacher- librarians and introduced a competition for primary school libraries. The Federal Ministry of Education also mounted a workshop for teachers in charge of school libraries in the early 1990s.

Also during this period the federal government through NPEC introduced the book aid programme whereby library texts and other instructional materials were purchased and distributed free to primary schools through the curriculum development centre of the Ministry (Federal Ministry of Education Government, Document, 1990). The texts were to help schools, build up their libraries in recognition of the fact that relevant books are scarce and the ones available are very expensive and that not every school child can afford to purchase all the books required to cover the wide curriculum.

In 1990, there was a World Bank project on primary school library development over a period of 4 years, seven million books were proposed to be produced and distributed to schools in the federation. It was to this end that NPEC mandated all local government education authorities to have an ideal library and a book depot from where books were to be distributed to various school libraries within each local government. It was to improve the establishment of libraries and book depots that the commission donated vehicles to each local government authority that complied with the directives. This was done to facilitate and encourage the local governments to establish libraries in schools around them.

Also in 1990, the Primary School Management Board (PPSMB) in Anambra State had a seminar on functional school library in July 1990. It was organized for chief education officers and teacher librarians throughout the state. The workshop was basically on the establishment of primary school libraries. It was envisaged that the participants will at the end of the workshop act as local resource persons and organize similar workshops in their local government education areas for all teachers librarians. The workshop exposed the participants to different issues in librarianship such as facilities, accommodation, staff, materials and the library collection, these was also a demonstration workshop on preservation of library material . In addition to this, the issue of library resources

organization was treated as there were simple demonstrations in processing, cataloguing and lending of library materials, the act of developing reading habit in children and skills using story books, drama were also demonstrated. These packages were for the sensitization of teacher librarians to be good ambassadors of the library profession. From the interview conducted it was found out that most of this participation from government parastatals was pushed by the professional associations during the 1980s and early 1990s.

Dike (personal communications, 2011) also reported that the state governments of the zones took their turn at developing school libraries as they supported school library developments through grants and sponsorships of teachers to refresher courses, adoption of minimum standards and other recommendations of the school library association, and introduction of library studies as a specialization in the NCE programmes. It was also reported that certain local governments were also supportive during the period, as it is evidenced in Onitsha zone that some heads of education Ministries helped through donation of money and supporting the activities of this organization, further more, it was reported that Parents Teachers Associations(PTA), Philanthropists and publishers were also involved, a typical example was reported by Onebunne as it was said that Mr. C. O. Agunwa proposed that Onitsha Local Government should make available two copies of the daily star and one of the daily times to each school everyday of the school year. In 1992, it was reported that Parents Teachers Association (PTA) of Odakpu Onitsha completed the library building of Township Primary School Odakpu.

Imo State School libraries Association (IMSSLA) and other state branches.

The Imo State School libraries Association came into being when States were created .Members from the old Anambra State went to their different new states and started off their own activities. It was found that activities did not go on like it were in the Anambra State School Libraries

Association .From an interaction with some of the members of the Association ,it was found that most of the people who held key positions in the Association had passed on .This made the researcher have limited information from Imo State .

In other states such as Abia and Ebonyi State, it was noticed that activities of the Association seized as there was further creation of states. Infact, (Otigba, personal communications, 2011) reported that the State Universal Basic Education (SUBEB) in Ebonyi State took the responsibility of school library development and all matters concerning primary education. What this means is that the only history available was that of the Anambra State School Libraries Association (ASSLA) which was vibrant before the states were created .The Activities of the Anambra State School Libraries Association (ASSLA) covered the states in the South East as the developmental efforts spread across the states.

Research question 4

Factors that promoted or inhibited the agencies developmental efforts at primary school libraries development

The AASLA and the public libraries activities in school library development were relatively successful at the time the organization was operational. It was successful because there were interested and dedicated individuals who worked tirelessly in making sure that the Association achieved its aim. Then teachers were ready to learn and they attended the workshops despite all odds.

Another factor that made it successful was that government parastatals were relatively co-operative during the period. For instance, the public libraries, Ministry of Education, and parastatals cooperated very well in organizing conferences and workshops, the success lasted throughout the

period of old Anambra State but immediately states were created, activities began to dwindle. The ASSLA success lasted till the late 1980s, when it started dwindling.

The most damaging factor was state creation; all the interviewees were of the view that the creation of states in 1976 and 1991 disorganized the organs of the professional Association. The first blow was the division of East Central State into Anambra and Imo States in 1976; which was followed by the division of Anambra State into Enugu and Anambra States in 1991 and Ebonyi State creation in 1994. This made members scatter to their various states with different governance, so it was difficult to be together again. Even though the Association held joint meetings for instance Anambra and Enugu Joint meeting, Imo and Enugu School libraries Association etc., things were not the same as the association's effort at developing school libraries started to decline. This situation led to the association's inactivity in the former Anambra State between 1991 when states were created and 1998 when the new Anambra State hosted the NSLA conference.

Another factor was the economic decline in the country at that time. Economic conditions got worse in late 1990s to the extent that teachers were hardly paid their salaries. This led to loss of interest and a shift in emphasis, making teachers to look for other means of getting income to support their families. With the introduction of structural adjustment programme (SAP) by the government, the financial grants to the school Libraries association and sponsorship of teachers to refresher courses ceased and, this hampered the association's activities. The Nigerian school library Association was also hit as they had no conference between 1991 and 1997.

The changing nature of the government also made the activities of ASSLA decline. Just the period they were getting more support from government through the National Primary Education Commission (NPEC), the commission was disbanded. In addition to that primary school education was then handed over to local government; and payment of teachers salaries not paid for may

months. This led to declining interest among teachers in attending the association's workshops and conferences. In addition to that, government also stopped sponsoring teachers for those workshops and then the post of teacher-librarians were not taken seriously any more as they had classes in addition to the post. The worst of it all was the ban on collecting library levies. All these contributed a lot to the neglect accorded to school library development.

Another factor was the retirement of the older generation of teachers who had better understanding and greater interest in the role of the library and a replacement by less motivated teachers in the system. The abolition of library studies in NCE programmes was also instrumental to the decline of interest of teachers in participating in library activities. These made the activities of the association to decline but, there were additional factors that hampered the organization's efforts even before the period, while they were at the peak of their activities. These factors were noted by people who served in the association.

Summarizingly, the interviewees noted these as the remote factors that hampered the developmental efforts of the agencies during the early period of this study. They noted the following factors as having hampered the agencies' activities in the development of primary school libraries.

1. Lack of school library legislation
2. Lack of the post of school librarian in public primary schools
3. Abolition of library studies in NCE programmes
4. Apathy from government
5. Lack of fund

The first factor pinpointed by the respondents was the lack of school library legislation. Legislation gives power and facilitates the development process. In the case of school libraries, there was no such legislation, so that no body or section could be held liable and no fund was set aside for

the development of libraries. This weakened most of the activities geared towards development of libraries as there was nothing mandated to maintain them.

Another factor was initial apathy from the government and the general public. They did not understand what libraries were meant for so this led to lack of interest and support from the government and the public. Sequel to this, government failed to establish a position for school librarian and abolished library studies in NCE programmes, making the issue of personnel a big problem in school library development. The teacher librarian who was charged to man the library was always over burdened by teaching work. The issue of personnel according to one of the respondents was never solved. The practice of giving teaching loads to teacher librarians, non-sponsorship of teachers to study Library Science or attend workshops and conferences, the removal of Library Science as an option in Colleges of Education around 1990, and the non advertising of the post of school librarians as job vacancies by the government hampered school library development. All these factors contributed to the lack of professional librarians in Primary School Libraries.

Another challenge was changes in politics and over dependence of schools on the government. A change of leadership could make or mar development. Government that is interested in a particular project always supports such project. The government of old Anambra State in the 1980s supported library development but when new states were created out of old state, new heads of government must be lobbied before they support any activities for school library development. This attitude brought set backs in library development in the recent period.

Another issue that was very pressing was the issue of fund. There was no fund set aside for school library development. This hampered a great deal in library development as fund was only got through donations and occasionally grant from government agencies which was collected after much lobby.

Adding to this, the poor state of the publishing houses in Nigeria was an additional factor as there are ill illustrated texts, few children's books for Nigerian children, this made books for children rare and over dependence on books published in western world, which may have unfamiliar stories to Nigerian children. This made school library collection to be very expensive as most of the books and other resources are bought from overseas.

Finally, wrong orientation and neglect of public primary schools is another problem. The neglect of public primary schools according to Onebunne (personal communications, 2011) had led to the mismanagement of public primary school libraries in Nigeria. This had led to the preference of private schools to public schools. The teachers in public primary schools lack the basic orientation for teaching talk more of libraries. This could be perhaps because of poor background on library studies and poor educational background on library skills. All these do not favour school library development.

Assessment of agencies' activities in the development of school libraries

The end of the decade (1990s) saw the decline of activities of the Anambra State School Libraries activities. According to Dike in an interview conditions were less favourable especially with the introduction of structural adjustment programme when money was diverted to other sectors like agriculture and less attention was paid to education. This crippled the financial grants to the school libraries association and this led to the non- sponsorship of teachers to refresher courses, in addition to that, officers were stopped giving transport money to attend meetings.

Another major blow was the creation of states in 1991. This disorganized the organs of government and the professional association. This was because most of the members especially the executives went back to their states and as a result meetings could not hold as usual .As was stated by Virginia Dike, meetings held was only for asset sharing. This situation disrupted the association's

activities. Assets (both material and human) were divided among the states to the extent that it affected the work force as government workers were asked to go to their states. This disrupted school library development, and according to Dike this gradually killed the Association. This situation was what led to not having any professional association activities in the former Anambra State between 1991 and 1994 when states were created except for few meetings for asset sharing.

Another factor that declined the activities was the disbandment of NPEC. The politics that led to disbanding of NPEC and handing over of primary school education to local government authorities also contributed, this was because teachers' salaries were held for months and they were deprived of other benefits which resulted in loss of interest to partaking in any activity that will not yield income.

In addition to these Anuigbo(personal communications,2011) reported that most of the key players retired from service such like Dr. Mrs. Dorothy Obi, Mr. Nwokedi, Bar.Onebunne among others. These people and many others were the live wire of the association. Their retirement from office affected the association so much as new people were not forthcoming.. These problems affected the exco members so that the last exco meeting had according to Dike where the ones held is 1991 and 1993 (just for dividing assets) but that was all heard about the organization until 1998 when the two directors of library board put together new temporary executive committees for the 1995 and 1998 NSLA conference in Awka. The conference was the last ever had. As the public libraries worked hand in hand with these professional associations during the period, the public libraries were also affected in most of their activities.

The efforts of the Library Boards started declining too when the professional association's activities started dwindling. It was a period that people no more believe in selfless service, at this period there was no library fees, so the Library Boards had declined interest in the service without

money. More so, in the recent period people lack interest in any thing that will not benefit them infact it was when materialism became the order of the day. All these attributed to the decline in the public libraries activities. The former director of Enugu State Library Board who served in the 1980s and 1990s was of the view that the service of the Public Library started declining when there was fire disaster at the library which got the library displaced. The library fee which was the life-wire of the services was stopped by the Ministry and government was not financing them directly, this single act stopped these activities at that time.

Government inadequate funding was also attributed to change of government. It is not every government that recognizes the value for library, therefore once such government is in place; libraries are bound to suffer, due to the fact that the government in place may not see the need to support libraries.

Another issue connecting to this is the interest of the librarians. Interest of librarians started dwindling as the active ones went out of public service, new ones have no interest, such persons cannot help in lobbying the government in any way to sponsor such programmes this made public libraries efforts dwindled.

From the data collected through interview from the heads of Library Boards in the States of the South East Nigeria. It was found that the public libraries efforts in the 1980s, and 1990s, were slow but successful compared to the events of 2000s. It was successful in the 1980s and 1990s because there was concrete effort from interested individuals who worked together to achieve their aims. Materialism was not much then and there was a group of librarians who are ready to identify with their profession, ready to give selfless services. They were also successful because they closely worked with professional associations, the Ministry of Education at that time and other agencies. The evidence of the successful nature of the activities could be checked from the intellectual level of

people who studied in the 1980s and 1990s compared to those who studied without libraries in 2000s. The success of the libraries led to the success of pupils who studied in those periods.

In summary, the library boards faced so many problems, according to the response from one of the interviewee. The major constraints that limited the Public Libraries efforts were lack of fund, professional associations inactivity, lack of dedication on the part of government, librarians and teachers, lack of legislation that ensure that library fees did not just become mere token, inadequate supervision and absence of community interest in public schools.

Funding is the major catalyst of development. Once the library fees were banned because of free education, development halted, yet there were no other provisions for school library development.

Interest is the mother of development. Once there is no interest; nothing works. The professional associations' dwindled interest affected public libraries very much; because they were solely partnering with the associations in making things done. On the part of government, interest is also crucial as once an executive has no interest; he or she puts the circle in a round whole. For instance, appointing a non-librarian as a director of Public Library, this kind of thing shattered the system. Other factors hinges on lack of dedication on supervision of schools from the ministry which is as a result of lack of legislation.

The decline in the activities of these professional associations brought a set back in library development but the government agencies came in with a lot of programmes for instance the UBE programme, the State Universal Basic Education, Education Trust Fund (ETF) and World Bank intervention etc . The dwindled nature of these professional associations also affected to a greater extent the public libraries participation in school library, development this was because it was the

professional associations that were taking the lead but not withstanding government took a leadership role in subsequent years.

Contributions of Agencies to the Development of Primary School Libraries in the South East Nigeria from 1980-2010.

Later period.

Frederick Eze, One of the directors who worked in the Enugu State public library related in an interview that from 1999 up till 2000, the public library mobile and book depot services were still on. They flourished up to 2000s when the board had problem with fire disaster which made accommodation a problem. Up till 2007 there was no place that the library board can operate its activities. This crippled the book mobile services and also the book depot activities thereby making schools suffer for scarcity of reading materials.

Again, it was during this period that government banned the schools from collecting library levies. This action halted the book mobile services and book depot services. Other activities such as gift of exchange programmes, readership campaign and children's services were on. As the public libraries and the professional associations became inactive during the period, other non governmental agencies and government agencies took an active role, an example is the Universal Basic Education Programme.

UBE ERA

The coming of the Universal Basic Education raised the need to strengthen the grassroots which is the Primary School. This included developing libraries to support resource -based learning.

Universal Basic Education was set up as part of Nigeria's ratification of Millennium Development Goals (MDGs) and Education for All (EFA). The UNO article 46 on the Universal Declaration, also calls for resource based learning. It further states that everyone has the right to

education and this shall be free in elementary and primary stages and must be resource- based. The goals of UBE as specified in the implementation guideline are to develop in the entire citizenry a strong conscientiousness for education and a strong commitment to its vigorous promotion. Provision of free universal basic education for every Nigerian child of school going age, reduce drastically the incidence of drop out from the formal school system, and then catering for young persons and ensuring the acquisition of appropriate levels of literacy numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for building a solid foundation for the life-long living.

The instrument for achieving these skills is resource- based learning which entails having a well stocked library to serve the teachers and pupils. UBE is programmed to cater for a child's education from primary school to the end of the junior secondary school. It is expected to be free, universal and compulsory.

The Universal Basic Education Commission in a bid to fast track school library development works in different aspects of development which include: advocacy and standard, collection developments, awareness, personnel development, services and other programmes, attraction of fund through collaborations with other foreign agencies.

Advocacy and standard

The Universal Basic Education Commission is aware of the precarious position of libraries in primary schools. This called for their intervention in making sure that primary schools have good libraries. They did these through the provision of minimum standard, this provides guidelines for the establishment of school libraries, it stipulates standards for services, collection, funding, personnel and accommodation etc. These standards are meant to encourage uniformity in the development of functional school libraries and ensure sustainability .Another thing it does is the development of blue

print for the development of school libraries. UBEC has also helped in the development of minimum guidelines for UBE libraries.

Awareness

The Universal Basic Education Commission embarked on different activities so as to raise awareness on the need for library development. One of the zonal heads of UBEC, S.I. Gamba said that UBEC/SUBEB librarians have helped in the formation of lobby groups to the government to get money for library development. According to Edegere (2011), this had not however gone a long way in improving the situations of school libraries in the country. It has facilitated getting ETF library intervention fund to SUBEBs. It has fought for the inclusion of SUBEB librarians in instructional materials committees. This has helped in promoting the cause of libraries. It was through the efforts of librarians in UBEC, that a day 7th of August every year has been declared National Library Day; as a way of raising awareness on the need for libraries and also on role of library in the country. It was also through their effort that Education Trust Fund (ETF) set out funds permanently for library development. They have also attracted World Bank and other agencies in to library development over the years. Example are the World Bank loan in year 2000, the China Based Organisation called (COICA) etc. Through this project, books were selected for purchase for one thousand one hundred and ten (1110) focus primary schools with the assistance of librarians as consultants and resources persons. In addition to this, a zonal school library resource centre was developed by the seven hundred and seventy-four (774) local governments existing at that time. This was done to give primary schools better access to effective school library services.

From the interview conducted at UBEC headquarters Abuja and from the perusal of the commission's documents, such as the Universal Basic Education annual reports and advocacy

manual. It was gathered that the commission embarked on other projects in a bid to develop libraries .These projects are

- a) The Nigerian second primary education project.
- b) Self help project.
- c) Establishment of UBE libraries
- d) School based management committee

Nigerian second primary education project

UBEC played the role of an intermediary in development. They partner with other countries in making sure that schools are developed. The first project was initiated in 2000 to 2004. It was titled Nigerian Second Primary Education Project. It had as components: Strengthening human resources, Capacity building, Procurement of library books, Instructional materials. This project was geared towards improving the states of primary school education in Nigeria. Books were donated to primary schools while teachers were trained on how to use instructional materials in teaching. The project covered the whole states in Nigeria including South East states.

Self-help project

The next project titled *self help project* was also embarked on from 2000 ñ 2004. This was geared towards empowering communities to develop schools. According to their needs, one million naira was given for such project. But 10 percent was to be provided by the community while 90 percent was given by the government. This 10 percent could be from the support fund which was released in two installments. The communities had to identify the areas of need which could be building of school libraries blocks, construction of new class rooms, building of fences or purchase of textbooks. According to one of the interviewees, this project was World Bank assisted in 2002 but recently it has been adopted by federal government of Nigeria, using federal government fund to

sponsor the project. The self help project is designed to provide support towards the execution of priority based projects in public primary schools with a view to enhancing access, equity and quality in basic education delivery in Nigeria. It is geared towards creating educational balance among communities through collaborations with agencies in initiating funding and execution of access equity and quality-based educational projects that are mostly needed for improved basic education delivery. The vision is to be world class education intervention and regulatory agency for the promotion of uniform qualitative and functional basic education in Nigeria.

It also served as a monitoring agency to improve capacity of states, local government; agencies and communities in the provision of unfettered access to high quality basic education in Nigeria. Among its deliverables is the procurement of instructional materials and increased number of libraries and laboratories. In an achievement test on primary four pupils in 2001, which was to assess their level of performance in mathematics and English language, the results showed that performance was generally low. The general low level performance by pupils in the tests was attributed to the very poor reading ability of the majority of the pupils and to some extent their teachers. This poor reading ability of pupils and some teachers was further attributed to scarcity of textbooks in schools, absence of libraries in schools and subsequently lack of the additional reading materials expected to be provided in school libraries. UBEC believed that the provision and development of functional school libraries would reduce this historical shortage of reading materials as libraries will provide variety of reading materials that would support learning.

One of the ways the agency wants to improve on poor reading habits of children was by first designing minimum guidelines for Universal Basic Education (UBE) libraries. This helped in setting standards and maintaining the existing ones. In UBEC the department of academic services is the section that is responsible for curriculum development. They are in charge of providing instructional

materials to the schools. It is in this department that the UBEC headquarters library is domiciled. Its major objectives are to stimulate the provision and management of functional libraries for all UBE Zones; to learn skills and a reading habit for life ñ long literacy. The library/publications unit coordinates library sources at SUBEB and school levels, provides library information service to staff and accredited stakeholders maintains inter-library cooperation with other libraries promotes literacy and a reading culture.

The commission also embarked on Community self help project libraries, as a way of developing early reading initiatives in public primary school (ERIPPS)through classroom reading collections. The learning achievement test carried out by UBEC revealed deficiency in reading. It was this need that called for the ERIPPS.

Establishment of UBE Libraries

Another effort is the establishment of UBE Headquarters library. The commission through the establishment of UBE libraries has helped in extending library services to primary school pupils. Through its childrens section pupils have the opportunity of visiting libraries. In FCT for instance, over 100 teachers and 50 pupils attended an interactive workshop on promoting reading culture in 2001. The programme in the library featured a month long exhibition of African writers novels and stories published by Heinemann. Other activities featured library use skills, reading aloud sessions (pupils-to-pupil) creative writing, extension services, drama, dance, music and poetry. The commission also set up 12 zonal office libraries, with its childrens section. This helped to extend library services to the pupils in the states around the zone by reading out to them in their various schools. The South East states have recorded a lot of achievements through the use of the UBE Library Mrs. Anamaleze and Okeke, (personal communications,2011) reported that the library has

been of help to schools through the use of many programmes like reading competitions in developing the art of reading among the pupils.

School based management committee

UBEC also established the School Based Management Committees (SMBCs) as a way of social mobilization. The concept of the local management of schools, which emerged in the early 1980s in countries like Australia and New Zealand when it became apparent that public schools often lack positive school cultures, especially when compared to private school counterparts where the parents are more involved in school decision-making. This is encouraged as communities are more committed to schools if the communities are given a chance. This has led to the communities helping in building up libraries in their schools.

The planning of the schools/community involvement helps to ensure the more effective and equitable utilization of school resources as in Kenya where school committees are responsible for textbook procurement and management. Members of this committee constitute Parents Teachers Association, the Old Pupils Association and the Community Development Association.

Collaboration with other international agencies

The Commission also embarked on the attraction of funds from international bodies for school library development. Such bodies include the World Bank assisted project of 2000 which had 111 focus schools, the COICA a China based agency involved in the community initiated self-help projects. This agency is also involved in donor intervention partnership, production and media relations for UBEC. They collaborated in making guidelines for the establishment of school based management committees; they also collaborated with Action Aid Commission to organize a one day sensitization meeting on school governance with the school based management committee.

In 2005/2006 a total of four thousand four hundred and seven (4, 407) communities who were supported with the 2005 imbalance funds completed their projects while seven thousand five hundred and thirty two (7,532) communities were supported in 2006 with the same funds. The communities cut across the country including States in South East Nigeria .The following projects were completed with these funds in the different communities:

- ❖ 8,653 new classrooms
- ❖ 6,840 classroom renovation
- ❖ 714 VIP toilets
- ❖ 126,150 sets of furniture
- ❖ 122 boreholes or deep wells and
- ❖ Provision of electricity, culverts and fencing etc

The completion of classrooms through this project helped in providing accommodation for libraries. Accommodation is a major factor in library development therefore this was a means of solving the problem of accommodation(.Antonia Ugwu, personal communications ,2011) .

In the same vein, the building of more infrastructure made way for the libraries to have more shelves, tables and chairs as the case may be. It was gathered from the desk officers of UBEC that this allocation of accommodation and furniture to libraries depends on the school heads, that is if the school heads indicate interest in library development then accommodation and materials will be set aside for libraries, if not the reverse will be the case.

The need for re-orientation of teachers on how to use library resources to stimulate the research skills of pupils was noted. This made UBE embark on re-orientating them through workshops and seminars so as to fill the gap in the teacher's pre-service training. Teachers as the

final implementers of the curriculum need to know how to work closely with the libraries for adequate use in teaching.

Training of teacher librarians to man libraries has also been a major priority for the Commission. It was noted that twenty UBEs that met the pre-qualification standards set by UBEC were supported with 2 million naira each to develop their libraries (Gamba, personal communications, 2012). The Federal Ministry of Education Library Project complemented this intervention in 2003 by providing them with library books. Subsequently, UBE in 2002 and 2003 also organized workshops for teachers during this period until 2004 when it was changed to UBEC and SUBEBs instead of Universal Basic Education and State Primary Education Board, there was now Universal Basic Education Commission (UBEC) and State Universal Basic Education (SUBEB). This came in at a period when teachers' salary was coming through the LGA and as a result; teachers' salaries were not paid for months. This system has negative effects on school library development. To salvage the situation SUBEB was set up to get direct fund from the Ministry of Education via UBEC to make sure that the officers of primary schools and the development of libraries were adequately taken care of. The States were also involved in their own way in developing libraries in their respective states

State Universal Basic Education (SUBEBs) Role in South East Nigeria

From interview carried out with SUBEB librarians in the five states of the South east. It was found that the Universal Basic Education has gone a long way despite its challenges in the development of primary school libraries in their respective states.

In the attainment of its goals UBEC engages in advocacy, sensitization and mobilization as efficient tools by which the populace can be so empowered to fully accept, commit them to be fully involved in its implementation. These agencies collaborate with UBEC so as to implement its goal.

The UBEC has called technical committees to draw up a blueprint for school library development, write a training manual and evaluate books. UBEC also conducted training for teachers from 1,110 focus schools and also held a national seminar on textbooks and supplementary reading materials. UBEC also supplied a number of excellent library books to selected schools through several different programmes. There are several programmes embarked upon by State Universal Basic Education Boards (SUBEB) in some states in the Southeast as a way of developing libraries.

Enugu State

Since the inception of State Universal Basic Education Board in Enugu State, the Board has engaged in awareness programmes through the use of Library week: During the library week, they organized competition in schools such as drama, essay writing, competition, recitation, reading competition, music, reading club. They gave out books to children to promote reading; the board organized competition between zones from 2004-2005, 2006 to 2007. Okeke (personal communication, 2011) stated that the state held workshops as a means of sensitizing teachers on the need for libraries. As part of this he said that UNICEF organized librarians' workshop, this went a long way to sensitize teachers on the need for libraries in education. The Board also worked in the area of personnel through training of teacher librarians. This was done in 2001, 2005 by ETF and NSLA, but other years, there was not such because of lack of fund. The interviewee also said that ETF gave library intervention fund and donated books but books on core subject areas. They also donated fictional materials to schools. These were done in 2004, 2005, and 2006 but not in later years because of inability of following format.

The state SUBEB organized national debating competition to create awareness on the need for libraries. Apart from that, librarians started a proposal that was meant to upgrade the qualifications of Teacher- librarians to first degree. The Enugu State Universal Basic Education

Board on their own fought and got library period put on the school time table. It was approved by Ministry of Education but not purposely implemented perhaps because the head of library unit is not a librarian. They have also succeeded in organizing annual competitions as a way of developing libraries in their state.

Other activities are library excursion for schools and visit to places of relevance to education which was organized every year by the Board. Books and other reading materials are sent to the schools as a way of developing their libraries. They also sensitize the public to have libraries through motivating PTAs to donate books, but it is only core text books that are usually donated.

Anambra State

SUBEB in Anambra State (ASUBEB) has also worked hard in the development of libraries in their states. From a report and interview held with the ASUBEB librarians, it was gathered that ASUBEB has worked in the area of training, collection development and awareness in the promotion of school library. Anamaleze (personal communications, 2011) reported that due to the disbursement of N2.1million to ASUBEB, by the World Bank/UBE and N500.000.00 by ASUBEB, as her counterpart fund for library project, a committee of five members was set up in line with the World Bank guidelines. Through the outcome of the committee's deliberations, ASUBEB bought library books, reference books, 30 sets of encyclopedia Americana, library furniture and other reading materials such as carrels, catalogue, cabinets, newspapers; racks, chairs circulation desks, computers, and other audio-visual material. These materials were donated to primary schools in Anambra State.

In the issue of personnel, ASUBEB has since 2004 sent their library staff to four-week induction course at the State Library Board at Ifitedunu Njikoka LGA. In addition to that it has been involved in training teacher librarians from primary and secondary schools in Anambra state. There

was recently a two-day seminar/workshop on reading and basic library techniques which was held for teacher-librarians.

Awareness is a prerequisite to school library development; ASUBEB has gone a long way in creating library awareness in the state. It did that through an awareness campaign which distributed posters to all primary schools and placed them at strategic places all over the state. Another awareness campaign was for the Parents Teachers Association as this gingered them more in the development of libraries in their locality. The campaign was also carried out to schools with teacher librarians and supervisors participating. Finally, awareness on library role was carried on UBE focus schools and ten non-focus schools, this was meant to intensify the use of materials sent to the focus schools.

The establishment of ASUBEB library as a service unit to primary and secondary school pupils since 6th October 2004 has attracted readers from the public, teachers, pupils, education secretaries and ASUBEB staff that use the library on daily basis. There are also remarkable achievements in other states such like Ebonyi state.

Ebonyi state

Ebonyi state SUBEB has played a major role in developing primary school libraries in the state. According to the executive chairman of Ebonyi State Universal Basic Education Board, Chief Austin Igwe Edeze, the State through its agency (Ebonyi State SUBEB) accesses all quarterly intervention funds, which accrue to Ebonyi State for UBE projects and programmes; with this fund, they have engaged in beefing up facilities, provision of materials and training etc. They have enabled many communities in Ebonyi State to benefit from the material donations. In 2004, the Ebonyi State governor commissioned the 1st phase of the 300 new classroom blocks and handed them over to the

schools. This helped out in having accommodation for libraries but it is left for the heads of these schools to allocate such accommodation to either libraries or used as classrooms.

ASUBEB has been involved with publication and distribution of customized textbooks and sports equipment. This was directed by the governor, Dr. Sam Oninyi Egwu. Ebonyi State SUBEB implemented this by engaging the services of reputable publishers such as the MacMillan, Evans, and Longman Publishers to produce the textbooks. The materials were distributed in 2005 to all primary schools in Ebonyi State. In 1999, the governor of Ebonyi State launched free education programme to reduce the stigma of poverty in the state. Free education attracted the distribution of educational materials like textbooks, exercise books, chalk, etc. to both students and pupils. The state government in 2004 budgeted more for primary school development in general.

The Board enacted on October 1, 2002 a tripartite policy in a bid to justify the change of the state government to ensure the overall transformation of the State Primary Education sub-sector. The first thrust of the policy was upgrading of facilities.

In Ebonyi State primary schools, cases of dilapidated building abound. The board had helped in collaboration with the state government in building new classrooms and maintaining old ones. One of the interviewees noted that this was done through "Operation Look Back Home Programme" a forum of the Board's community education mobilization programme, which involved community participation in primary school development. Many schools benefitted through the "Operation Look Back Home", a lot of schools have benefited. Through this means materials have been donated to libraries, money was also attracted for the Schools through donation. The interviewee noted that the programme was not exclusively meant for library development though library development was part of it.

The Board also appointed supervising head-teachers for the 862 primary schools in Ebonyi State and they have helped to supervise the state of their libraries. The Board granted full financial and administrative autonomy to its zonal offices and by newly established local government, education authorities that emerged from the newly created local government councils, this helped development to extend to the remotest part of the state.

The government also approved special allowances for teacher- librarians, along with other teachers with special functions such, as masters, handicraft masters, supervisory head teachers, science teachers in primary schools. This makes the teacher librarians to be committed in their work.

SUBEBS Collaboration with Other Agencies in Library Development

ETF intervention

State Universal Basic Education Boards have collaborated with other agencies in different ways in the development of libraries in their various states. These agencies include the Education Trust Fund and the World Bank.

The ASUBEB Librarian reported that from the ETF primary school library Intervention Fund of 2004 the sum of four million, two hundred thousand naira (4,200,000.00) was received as library intervention to selected Primary Schools in the state. It was reported that the fund was adequately used by ASUBEB to purchase library materials including wooden bookshelves, reading carrels, iron chairs, teacher librarians' tables and chairs, notice boards and books both fiction, non-fiction, and charts. Seven school libraries were further provided with, burglary proofs and four schools libraries were renovated. These selected schools were selected from the three senatorial zones in the state namely, Anambra central, Anambra North and Anambra South. This was done to ensure adequate representation of the schools.

The result of this exercise created awareness as pupils in the schools know that there is a place called library in their schools and that they can read, write their assignments and interact with others in the library. Due to this, the schools make out time (library periods) during which pupils visit the library to read on their own. School libraries now provide supplementary reading materials, including teacher's guides and Champion new literacy enhancing areas like scientific information and technology literacy

It was also reported that Ebonyi State SUBEB accessed ETF intervention for library and learning resources development in 2008. Similarly, document revealed that N727, 100 million was set aside for library development interventions for the 2009 session and was accessed. The SUBEB in Ebonyi State used ETF intervention fund of 2001/2002 to ensure that 3,250 four-seater desks were made for the libraries to get furniture. It was reported that it was only in Ebonyi State that a bill establishing Ebonyi State Universal Basic Education Board was signed into law in Dec. 17, 2003 with a functional board put in place. This made it easier for government participation in the development of libraries in primary schools. In Imo state, it was reported that ETF since 2002 had built and equipped two hundred and sixteen school libraries with books, shelves, reading tables and chairs and other facilities. In addition, they trained teacher librarians and supervisors of schools.

Education Trust Fund has been on the front line in school library development but not directly to the schools. It was discovered that ETF always have fund for school library development for the agencies they help such as: SUBEB, State library boards but most of the money earmarked for these agencies were not collected as a result of inability to reconcile or give account on the ones originally collected. Other reasons could be attributed to lack of interest in library development and inability to follow the procedure required to access these fund.

These are some of the examples of what transpired in the different states of the Southeast as it concerns ETF counterpart funds for school library development. In the progress report on the ETF intervention funds by beneficiaries , it was reported that for the year 2003-2005 SUBEB had hundred percent(100%) of access to fund but by 2006, it started dwindling from eighty-nine percent (89%,) to seven-six percent (76%), to forty-nine percent (49%) and finally in 2009 to sixteen percent(16%).

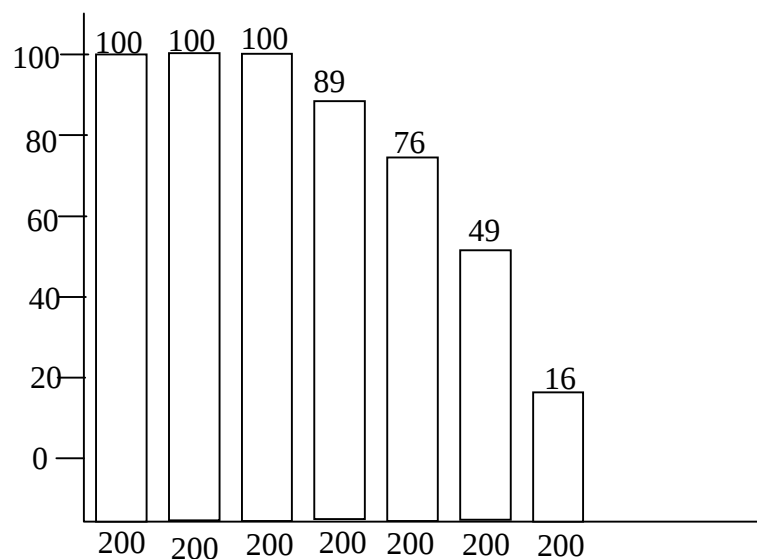


Figure: 1 ETF intervention Fund

Also in 2008, 2009, 2010 ETF set aside money for library development in primary schools through SUBEBs such allocation are as follows:

2008	7 million for primary school library developments
2009	7 million naira for primary school library development
2010	1.79m for primary school library development

In Abia State, the State Library Board received 3.5million naira from ETF and used it for the procurement of 8 references reading materials, training and upgrading of system, purchase of two (2)

Olympia typewriter, 26 plastic chairs, paid bank charges and met contingencies .This according to the interviewee helped in improving the state of school libraries in the state.

In addition to that, the Anambra State Primary Education Board (SPEB) did not access the money earmarked for library development for not reconciling her account. Also the Imo State School library Board had one hundred and eight thousand naira (108, 000.00) not yet reconciled. It was also reported that Ebonyi State Library Board had nothing for library development in 2009 while Ebonyi State Primary Education Board (SPEB) had fifty two million naira (52,000,000.00) not yet reconciled. In Enugu State Library Board, there was no fund for the state library but the State Primary Education Board (SPEB) ñ Enugu had sixty-eight million naira (68,000.000.00) not yet reconciled.

Federal Government of Nigeria and World Bank Intervention

The UBEC interviewees Francesca Edegere and Susie Gamba, (personal communications 2011, 2012) reported that there were collaborations between UBEC and the World Bank. One of these collaborations was through the FGN/World Bank Primary Education Project. This started in the year 2002. The intervention was in form of donation of books and staff training. The 1, 110 focus schools were represented in the five states in the South East. The schools chosen were provided with classroom collection while respective head teachers and teacher-librarians in the benefiting schools were trained on the management of the collection. The focus schools have been identified for classroom collections of supplementary readers. This may not cover all the primary schools but it touched most of the states in South East Nigeria. UBEC supplementary materials had gone a long way in promoting the development of libraries in primary schools. The World Bank held one week workshop for master trainers who later trained teachers. SPEB and LGEA staff on the management and use of classroom materials. They also helped in selecting titles for the various classroom

collections. Through this means schools chose their own titles after which each school was provided with 30 (thirty) metal boxes and cartons of books. These books and boxes were meant to be stored in every classroom for teachers' use.

It is worthy to note that apart from UBEC, SUBEB and other agencies which were active in the later period of this study, there are other professional associations in this struggle which were very active in the later part of the study. One of these associations is the Nigerian School Library Association (NSLA) and finally a non-governmental organization called the Children's Centre Library an organ of the University Women's Association situated at University of Nigeria, Nsukka. It is also imperative to look at these associations' activities and their collaborative efforts on development of school libraries in South East Nigeria during the later period of this study.

Nigerian School Library Association (NSLA)

The Nigerian School Library Association also contributed to the development of school libraries in South East Nigeria

NSLA participated in the National conference on implementation of the National policy on education in 1979 which necessitated the statement on provision of school libraries development in section 10 of the policy. The Association also helped in sponsoring publications in the field of school librarianship. Examples are: Nigerian School Library Journal, Association's Newsletter, occasional publications and *Nigeria School Librarianship: yesterday, today and tomorrow*. The Association had gone to a higher level in keeping in touch with the international community by its membership of the International Association of School Librarianship (IASL) and affiliation with the Nigerian Library Association and Nigeria Union of Teachers.

The Association was involved in creating awareness on the need for libraries in schools. They did this through the Organization of annual conferences on different themes related to school

library development. Conferences were held for teachers at the national and state level. Through this way; teachers became aware of the role of the library in education.

The Association held another conference in the year 2000 at Children's Centre Library, University of Nigeria Nsukka from 23-26 February. In the conference, it was resolved and recommended to the government that a good library development policy be put in place to guide school library development in the area of infrastructure, funding, collection personnel and capacity development. Since experience all over the world has shown that where there is a viable library development there is always a library policy to support it. This shows that there is need for this policy in Nigeria (NSLA communiqué, 2000). It was also resolved that library curriculum should be part of all teacher education programmes from pivotal to bachelors degree in education.

In 2004, the Nigerian School Library Association Enugu State chapter solicited and appealed to the library unit, teacher training and curriculum development and the State Primary Education Board for assistance in the development of library services in Enugu State Primary and post primary school system. They also sought assistance from universities, publishers, churches and politicians. The help given, to some extent, helped the association in organizing seminars for teacher librarians. Also in 2004 the Enugu state branch of NSLA had Annual meeting/seminar, the topic of which was on book processing while the target audience were teacher-librarians of primary at post primary institutions, librarians and education officers in charge of libraries and post primary education zonal office levels. The Association wrote letters to SPEB, PPSMP and appealed for the sponsorship of these education officers in charge of libraries at the LG/EA levels to attend conferences of the association. This helped to awaken in them the need for libraries in the school system.

Another activity embarked by this organization is the organization of library week, workshops and seminars for teachers, this helped in the training of personnel for school libraries. It was

gathered from the interview that there was low response from primary schools during the 1990 library week. Achebe, (personal communications, 2012), stated that the members of this association appealed to individuals, philanthropist to fund school libraries. A good example is that of the University of Nigeria Primary School Enugu campus which received donations from philanthropists and had been seriously funded by individuals including the Parents Teachers Association courtesy of the efforts of the interviewee.

The interviewees (Dike, Achebe, Okeke) stated that the NSLA Enugu branch has been in active since the late 2000, part of the reason being the inability of the members to understand each other .It was also found from the perusal of the Association's documents the complaints by some officials of the association on who holds a particular office .This brought down the Associations activities.

Another nongovernmental organization that was active during this later period is the Children's Centre Library University of Nigeria, Nsukka established by the University Women Association {UWA}.

Children's Centre Library University of Nigeria Nsukka: Organ of the University Women Association {UWA}

Children's centre library has contributed a lot to primary school library development. From the perusal of the organization's documents and from interview held with key persons in the association, a lot of activities that promoted primary school library were revealed. In (1987/1988 annual report p.2) it was recorded that the Centre hosted the annual refresher course of the Anambra State School Libraries Association, in collaboration with the dept .of Library Science and the University Library, this was held from April 20-22, 1988.During the 1988/1989 session, it

was reported that there was annual refresher course for teacher librarians held at the center from April 26 -28, 1989 with the theme literature and the school child.

The Children's centre library reached out to schools in the vicinity. In 1988/89, the CCL started outreach programmes to local primary schools. According to the annual reports, their school outreach programme has continued to organize workshop for schools that registered with the centre the workshops were based on how to effectively use library resources in promoting teaching, developing information literacy and promoting independent learning The programme was expanded to involve students of Library Science to conduct story hours in schools on the outskirts of the campus.

The Children's Centre Library has been involved in rendering library services to schools in the zone, an example, was the reading promotion project held in six public primary schools in Nsukka zone. The schools involved were Central school 11 and the CPS Ajuona Obukpa in Nsukka Zone in Enugu State. Using materials from the library, students of the Dept. of Library Science conducted the book sharing sessions during that period, in addition, story hours were held in local primary Schools. Students of the Department of Library Science carried out a study of reading interest and arts enrichment activities (Annual report 1992/1993p.4).

The library re-introduced a full story hour programme on Saturdays, which began in march 1991. It extended other kinds of Library services to local primary schools (Annual reports 1990/1991). The centre has contributed in so many ways in the development of school libraries. It has organized workshops for teacher librarians and nursery school personnel. It has hosted refresher courses for the Anambra State School Libraries Association .It has also held lectures on Nigerian children's literature for groups of international students and other visitors. The centre extended portable library services to three institutional members namely, the Mest Basic Skills Centre, Onuiyi

and Hiltop primary School, Ajuona Obimo. The CCL committee participated in the planning of a new school library built by the PTA of Hiltop Primary School Ajuona Obimo ,the chairman of the committee visited the schools to advice them on the type of furniture and materials to buy for the school library. The school's teacher Librarians also visited the Centre for introductory training and selection of materials. CCL also rendered book box services to institutional members comprising the primary schools in Nsukka community.

The Centre donated books to the schools, and also helped in training teacher librarians. The centre also held workshops for classroom teachers, teacher librarians and heads of school on how to use their library resources in teaching the pupils. It was also found that teachers did not use the school library and do not even know that they can use the resources to expand their knowledge, teach and lead the children to appreciating the resources in the library. It was through the workshops that they were taught how to use library resources in teaching .

It is worthy to note that Children centre is still involved in the development of primary school libraries in this recent period .They donate books, train teacher librarians, organise workshops and seminar .In addition they supervise the schools libraries advising them on how best their libraries could be utilized.

Research Question 5

Major achievements and challenges of the agencies in school library development 1995-2010

UBEC and SUBEB major achievements and challenges.

UBEC worked in various capacities in the development of primary school libraries .They had projects that helped a great deal in collection development ,books were selected and donated to schools on various occasions .They also helped in involving the community in library development through different projects . UBEC is also involved in Self help project which gives room for schools

to develop their libraries; the board was also involved in providing infrastructure for instance the construction of more classrooms which according to the interviewees can provide accommodation for libraries.

The provision of materials were paramount with this agency but there is the problem of non-use of these materials by the teachers, in-addition, most of the materials were not organized at all so that most of the books got wasted. Infact, one of the LGEA supervisors in Enugu State (Antonia Ugwu, 2011) lamented the waste of the materials supplied to the Schools, This problem was attributed to lack of awareness on the role of library, lack of skills on the use of library materials in teaching among teachers. It could be attributed to poor training given to teachers in the use of library.

There were so many challenges that UBEC had in the development of primary school libraries. Though they made some success but this was short-lived because of the problems inherent in the administration of the commission. Edegere, (2011) with other UBEC librarians reported in interview that the role of UBEC is hampered because librarians are not heads of their own unit so that matters concerning library development are always swept under the carpet while the heads of unit pursue their own interest. But it was found that they do not know what happened to the books that they sent to the schools. A personal observation revealed that most of these primary school packs (UBE books) were stored in cartons for years and not being used at all thereby demeaning the World Bank objective. This can be attributed to poor supervision and lack of library skills.

A follow-up to this is that most of the books sent to the schools are not adequately selected by professionals as most of them are just textbooks, there were not enough fictional materials which will help to promote reading among the pupil. To add to this, the workshops UBEC sometimes

organised do not even involve the teacher- librarians themselves rather head teachers who might not even know the relevance of libraries.

The partial success is due to the lobbying that was always carried out by the desk officers in UBEC, the librarians in the professional associations and other interested people in the populace. Another interviewee graded the Boards role as partly successful, scoring it below fifty percent(50%), at most, while another Interviewee rated the level of success of the commission as sixty-five percent(65%); this is because there is apathy on the side of government and lack of political will too. Moreover, librarians do not push the cause of library development as they should and the status of librarians in the government is low hence they cannot make much impact.

The major factor that limited the agencies effort according to Francesca Edegere and Susie Gamba, and other SUBEB Librarians is the fact that librarians are not having a directorship status in UBEC. They are not even heads of Library units which make them not to be involved in matters concerning libraries, especially school library development. Heads that have no idea of librarianship pursue their own interest when there is any money voted for school library development, and this makes libraries suffer.

Another factor is lack of interest by government in implementing their policies. Governments do not give library grant to develop schools and without these, libraries cannot be developed .This is followed by poor reporting when in collaborations with other agencies. It has been noted that most of the money voted for library development was unspent, this led to the poor state of the libraries in the countries.

There is no role without challenges. ASUBEB like ESUBEB and other SUBEBS in the state gave the low status given to the profession as a major challenge. They also identified the non-challant attitudes of heads of schools to development of libraries, even after undergoing training.

The last but not the least, is the post of a librarian in primary schools. The fact that librarianship cadre is not advertised as teaching course in the five states in the South East Nigeria had caused a lot of damage to libraries and even continues because personnel issue is very important in development.

Major achievements and challenges of Other agencies: ETF, Professional associations, Library boards and Children's Centre Library

Education Trust Fund (ETF) now Tertiary education fund (TETFUND) also has some challenges in supporting school library development. According to one of the information retrieved from the agencies documents. Poor response of beneficiary institutions to ETF fund is a major problem, with the result that most of the money set aside for library development was unaccessed and untapped. For instance, call for submission of 5-year strategic development plans and 2-year operational plans in various components of ETF has caused huge level of inaccessible intervention fund. Another challenge has to do with beneficiaries' non-compliance with ETF guidelines and ETF institutional library development and operational policies stipulated under this intervention and communicated to the institutions by ETF. Another Challenge is the frequent re-prioritization after approval-in-principle had been given by the organisation. This is followed by non-submission of required documents by beneficiaries; this poses a problem to their getting fund on time.

As at the time of the interview with Eze, (2011) it was reported that ETF had stopped funding school libraries and that they now concentrate on tertiary institutions. This has affected the development of libraries a great deal, most especially, the library boards managing the public and school libraries.

The problems facing Nigerian School Library Association (NSLA) in developing primary school libraries are many. First is the non-payment of the association's dues by members, this

crippled the activities of the association. In addition, Achebe, (2012) and others lamented the poor implementation by teachers and teacher librarians of what they learnt from workshops. This has caused a lot of challenges for them in carrying on with their activities. Again government non-challant attitude to library development also set back development of libraries especially primary school libraries. At times during conferences the associations resolutions are sent to government but these communiqués were not implemented which according to Charles Okeke hampered the association's efforts. Another problem was the non-attendance of teacher librarians to conferences due to lack of sponsorship. The poor attendance of teachers and teacher librarians makes it impossible for the aim of the conferences to be achieved. Adding to this the non-challant attitude of library supervisors in Ministries of Education also sets back the organization's target. This may be due to non-library experience of these supervisors and the quest for materialism which leads them into not being thorough in their supervisory works.

Children's Centre Library has also contributed immensely to primary school library development in this later period. It has been involved in training of teacher librarians through workshops seminars and supervision of the libraries. They are also involved in the donation of books to these libraries and the processing of these books. The major challenge they face is the problem of awareness among the teachers on the use of library materials in teaching. Another problem is the lack of interest among some of the head teachers in the development of libraries. It was discovered that most of the schools found it difficult to have a teacher librarian permanently posted to the libraries resulting in the locking of the libraries most of the times the libraries are locked. Again, some of the head teachers do not see the need to set aside a room for libraries. More so, most of the teachers that attended the workshops do not put what they learnt into practice. But amidst these challenges CCL have continued in its giant stride in this later period.

Summary of Major Findings

The researcher found out the following in the course of the research.

1. The study revealed that there were two periods in the development of school libraries in the period of study .The first and earlier period was from 1980-1995 and then later period is 1995-2010. The professional associations took the lead in school library development in the early part of this study while the governmental agencies took a leadership role in the later period.
2. It was discovered that there was long-term cooperation between the various agencies during the period of 1980 to 1995 but after 2000 cooperation was less. Cooperation started dwindling as active members of professional associations retired from service and new states were created by the government. New government came into being with people who had no interest and good orientation on the need for libraries.
3. In comparing the role of governmental and non-governmental agencies, it was discovered that the non-governmental organizations, especially the professional associations, went to the grassroots in developing libraries. For instance the organization of the ASSLA into five zones each with its own officers and programme of activities for their zone helped in touching the grassroots.
4. It was also revealed that the governmental agencies did not have a good supervising role on their programmes due to the fact that librarians are not heads of their units but the non-governmental agency does that through their members. The government officials are yet to understand the need to set aside money and have separate programmes for library development and even allowing librarians to head their unit. This was evident is the case of UBEC, and SUBEB where by librarians do not head the unit; and even the library units are subsumed in another unit called support services unit. Non-governmental agencies on the other hand are mostly professional associations who saw that need and that were why they were very successful.

5. Most of the government agencies do not get necessary fund from international agencies for school library development due to non-compliance with guidelines, not following due process and lack of interest. The professional associations and other non-governmental agencies took a very active role in fund raising even though governmental agencies had more opportunities. They did that through getting into communities, town unions, philanthropist, Parents Teachers Associations (PTA), publishers and other NGOs
6. Governmental agencies are not very much involved in awareness campaigns like the non-governmental organizations that saw the need for that and engaged in so many activities that promoted libraries.
7. It was found that governmental agencies in the early period were gingered by non-governmental agencies especially the professional associations to carry out most programmes. For example the ASSLA raised the issues of payment of library fees, reducing work load for teacher librarians and establishing more library schools to train more teacher librarians.
- 8 Non-governmental agencies have been more involved in developing personnel. This was achieved through the organization of annual refresher courses for teacher librarians which was done almost every year. The agencies also organized Conferences and sensitization workshops in order to train personnel for school library administration.
9. It was also found that non-governmental organizations took further steps in getting personally involved in making sure that libraries develop. This was evident in workshops that the non-governmental organizations have with teacher- librarians in their schools free of charge, introduction of competitions and assistance in cataloguing and other rudiment practices in library profession

10. Finally, it was discovered that there was more progress in the early period than in the later period. This was justified by taking cognizance of the activities of the two types of agencies.

CHAPTER FIVE

DISCUSSION OF FINDINGS, IMPLICATIONS OF THE STUDY, RECOMMENDATIONS, LIMITATIONS OF THE STUDY, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSIONS

Discussion of Findings

In this chapter, the researcher outlines the major findings of the study. The findings were based on the documentary search and interviews reported in result of research data presented on chapter four. The findings will be discussed drawing inferences from author's views in the literature review. As this is a historical study, the chapter will show whether development of school libraries in South east Nigeria was progressive in the past or now. Whether it was better then or now, and then gives reasons for the situations observed. This will help to show the way forward. Looking at the past always help in amending the future, as it either help to emulate the positive aspect or to discard and bring in new concept. This chapter will also explain the educative implications of the findings, draw conclusions on the basis of the research findings, and then recommend ways of improving the situation and finally conclude by suggesting possible areas for further follow-up-research. It is important to note that the findings will be based on the research objectives.

Factors that gave rise to the development of Primary School libraries in Southeast Nigeria

The first research question was on tracing the development of primary school Libraries in South east Nigeria from 1980 ñ 2010. Data presented in chapter four showed that libraries started developing in the South east states of Nigeria precisely when there was UNESCO seminar which later gingered the government to give library boards mandate to take care of school libraries. It was during this period that public libraries were revitalized to service school libraries. Elaturoti and Udoh (2002) said that it was at this period that Public Libraries were fully involved in children's library services to schools .In a survey carried out by the authors on the level of involvement of public

libraries in school Library development, it was found that almost 13 State Library Boards helped in the development of school libraries. South east Nigeria was a fertile ground for this development because the UNESCO Pilot Public Library Project for Africa was based there, in fact Eastern region of Nigeria was a UNESCO demonstration centre.

Apart from this, another factor that gave rise to the development of school libraries in the different states of southeast Nigeria was the spirit of professionalism that was inherent and expressed by people that grew up with libraries. Such people were the Westerners who were married to Nigerians and also Nigerians who knew the importance of libraries. Some of these individuals held government offices, while some were very active in professional associations. These Nigerians who had the spirit of professionalism championed the cause on development of school libraries during the time frame of this study. The efforts of these people were supported by international, national and non-governmental organizations: the British Council, Book Aid International, Parents Teachers Associations, town unions, philanthropists etc. Their efforts helped considerably in the development of primary school libraries in the five states of Southeast Nigeria.

In fact, one of the interviewees noted that the alarming rate of failure in primary schools made interested individuals to champion the cause of development of libraries at grass roots level and this brought so many informal efforts at that period in the development of libraries. The interviewee was of the view that there is a huge difference between people who studied when libraries were functional and people studying now without functional libraries. The current prevalence of barely literate school leavers may be related to the poor state of libraries most especially at the foundation level which is the primary school.

Again, the people at the helm of affairs in government were interested in library development and that was the reason for the cooperation of government for instance in sponsoring

jingles, sponsoring teachers for conferences and approving library levies as was reported by the interviewees. This made things function very well in the 1980s. This interest also led to the formation of viable professional associations that worked hand in hand with the government at developing school libraries.

Back in history, it was observed that professional associations have been of immense help in the development of school libraries. A good example was reported by Davis (1979), who said that the American Library Association under Melvin Dewey helped so much in the development of school libraries in the 19th century. Part of this development effort was done by making of standards for elementary libraries so as to comply with the modern education demands.

Throughout the study, it was discovered that professional associations worked very hard in the development of school libraries in the early period. There has been, throughout history, involvement of professional associations and other informal efforts in the development of school libraries. A case in point is the Suwon Woman's Council, a non-governmental organization based in Korea which has also been very instrumental in the development of school libraries in Korea. Kim (2000) reported that the NGO persuaded the government to hire librarians for primary schools. Tawete, (2005) also reported that a lot of non-governmental organizations have been involved in the development of school libraries in different countries. A case in point is the Carnegie Corporation, which has helped in the development of libraries in different countries. Other nongovernmental organizations include Scottish Charity Book Abroad and Book Aid International among others. This showed that professional associations were also active in other countries apart from Nigeria

The next finding was that a viable economy fosters school library development. Dike (1993) reiterated that the emergence of many nations from colonial rule encouraged the development of school libraries. This was because the states were managing their fund and was able to earmark

money for what they think is best for them. It was found that the colonial masters then were interested in developing research institutes that will help fast track their economic trade. So instead of developing school libraries which will help to develop the minds of young Nigerians, they went ahead developing what favours the administration that time. But when the mantle was given to Elites in South east, they fought to develop people through the development of their libraries.

It was also discovered that the development of libraries was made successful because of a relatively good economy at that time. Periods such as the oil boom years saw to the rapid development of these libraries in the early 1970s and 1980s. This was supported by Ojo-Igbinoba (1995) who stressed that one of the indices for development of libraries include a good economy and the security of the country Nigeria at the time. According to Dike (1993) the money earmarked for library development was spent on crash programmes, and providing classrooms without libraries. Concurring to this, Edegere (2011) in an interview stated that the money was used to provide libraries without books.

Another factor was the new educational idea which emphasized a shift from rote learning to modern way of learning. This was favorable to school libraries development at that period. It was a period of expansion for school libraries and it created good recognition of libraries. This shift in emphasis from the old way of learning to the new way of learning was well captured by the National Policy of Education of 2004; the Education for All goal (EFA), and a quest to develop human capital. It was stipulated that education should be resource based, child centered and lifelong and that there should be junior libraries to support learning in primary schools. It was in a bid to achieve the EFA goals that Nigerian Government launched the Universal Basic Education (UBE) at the junior level. These goals were set because of well researched indicators of Nigerian children going back to illiteracy. Alabi (2005) pointed out some of these indicators; He stated that educational

statistics of 1996 showed that out of 21million children of school age only 14.1 million children were enrolled in school. It was also found again that the nationsö literacy rate was 52 percent. All these indicators spurred primary school libraries development at the period.

The researcher also found out that recognition of the role of library was the major catalyst of library development. This is because, it is individuals who are the major agents of change, and it is these individuals who grew up with libraries that championed the cause of library development in the schools and in the professional associations. It can be conveniently said that in the 70s and 80s school libraries rapidly developed because there was a group of people who recognized the role of library. This recognition on the role of libraries was what spurred development in other countries such as the USA, South Africa and Tanzania. Tawete (1991), Pederson (1991), Oberg and Wright (1991) and Dike (1991) were of the view that throughout the history on development of libraries, school libraries only developed when the role of library was recognized. In fact, one of the interviewees noted that the alarming rate of failure in primary school made interested individuals to champion the cause of developing libraries at grassroots level. The professional associationsö knowledge on the need for awareness made them channel most of their efforts in organizing awareness campaigns which took different forms. This was done to make sure that people and the government recognized the need for libraries. Other activities were lobbying of government into accepting publications and certain proposals meant for promoting libraries. The issue of recognition of the role of the library is paramount in school library development.

Data collected revealed that since most of these individuals who grew up with libraries retired from service, many newer officers in late 1990s and 2000 had no interest, most especially in rendering service without money. This according to Onebunne and Anuigbo caused serious damage to development of libraries, as change cannot occur if individuals do not change their opinions and

aspirations about things. Okeke (2006) advocated for individual development since there is need for individuals to develop so that they will effect change in institutions where they work, such as schools, libraries and other parastatals. In order to compete with their peers in other countries, there is need for good libraries for children. This is because as the society changes, the skills needed to negotiate the challenges in life changes and the best way of learning these skills is through the school library. Afolabi (1989) also stated that libraries had led to a revolution which led to development in countries like Europe and Russia. This shows that human capital development is paramount to national development and the library can stimulate change if the library is well equipped.

Also, during the early period, there was good cooperation from the government and through public libraries and as well as their cooperation with viable professional association. In South East Nigeria, the School Libraries Section of the NLA which formed such library associations such as the ASSSLA, the IMSSLA as well as other NGOs like the Children's Centre Library were very active. Elaturoti and Udoh (2002) reported that public libraries were charged to service school libraries, so that, the regional libraries as they were called then was taking care of school libraries during the period. This gesture spurred primary school library development. It was through this means that the projects of book boxes, book mobile services, book depot were activated, just for serving schools. Literature revealed that there has been long cooperation between public libraries and other agencies in the development of libraries in many countries. In the recent times, the study revealed that these services have lapsed. This may be because the Public Libraries are no more supported through funds to carry out their functions or to support school libraries. Different agencies worked in different capacities in developing primary school libraries in South East Nigeria during the period of this study.

Contributions of agencies in the development of Primary School Libraries in South East Nigeria from 1980-1995

The study revealed that the professional associations such as the Anambra State School Library Association (ASSLA), Imo State School Library Association (IMSSLA) in collaboration with the public library and other non-governmental agencies like the Children's Centre Library Nsukka, took the leadership position in the development of primary school libraries in the early period of this study (1980-1995). The public libraries during the early period worked with these professional association. The reason for this lead was that government efforts declined a great deal during the early period. There were so many interruptions in government programmes and this set back the development of libraries. An example is the defunct NPEC which was abolished as it was at the peak of developing programmes for the development of libraries.

The management of primary schools by local government authority also made teachers have nonchalant attitude to their jobs, this was as a result of non-payment of salaries. Libraries have a role to play in human and manpower development because of this concerned individuals that saw this gap came together forming associations that helped in the development of libraries most especially at grass root level. It is imperative to have other informal efforts to make sure that development reaches the grass root. This informal effort were championed by these professional associations during the early period of this study. The professional associations contributed in so many ways such as raising awareness on the need for libraries, training of personnel, supervision of libraries and raising of standards for libraries.

In South East Nigeria, the researcher discovered that these professional associations first started with awareness campaign. This was done through jingles on radio and having best school library competition as a way of creating in the minds of people the interest of libraries. Awareness

has been discovered by many writers as the major factor that facilitates the development of libraries. This is because it is only when people understood the role of library that they can support development of libraries in their community. From a personal observation, it was found that once a school administrator, the headmaster/mistress, does not have interest in developing school libraries, any attempt to develop the school libraries in the school will be hampered. The school head might not comply with the advice or directive given, may not find it necessary to send teachers for workshops and many others. This attitude hampers development of school libraries. The ASSLA's effort on this line helped in winning the interest of some philanthropists in their communities. This act led to the donation of money for library development. A case in point is in Anambra State where notable dignitaries had supported library development through donation of money, books and other valuables. The government agencies cannot go far on this, as the root of the problem is development of interest in library and recognition of its needs. According to one of the interviewees, some of the members of the association went as far as meeting the traditional rulers of their towns so that they will assist in the development of libraries.

Another major finding was that the professional association worked very closely with the government. As they believed involving the government will help their efforts to get fruitful result. Such closeness brought about cooperation of public libraries, Ministry of Education, and other government parastatals. It was this cooperation that accelerated library development during the period. An example is the act of lobbying government to see to the need for libraries. The Anambra State School Library ASSLA, Imo State School Library Association, and the Nigerian School Library Association (NSLA) lobby government to grant their request on library development. Such requests are the establishment of the post of teacher librarians, payment of library fees, sponsorship of teacher librarians to workshops and conferences. One of the interviewees was of the view that this

act of lobbying the government brought much cooperation between the professional association and the government. An example is the cooperation between the Anambra State School Libraries Association ASSLA and local education authorities in the state.

Hannesdottir (1991) reported that it was only when government recognized the need for libraries that government became interested in developing libraries. Also in Finland; Ramet Scuta (1991) reported that the development of school library was tied to a conviction on the part of educational leaders on the role of library. This recognition led the National Board of General Education to set up a working group with the objective to develop school libraries. Government involvement makes way for an overall development in a country because it is the government that have adequate resources that can go round the populace unlike individuals and other non-governmental associations. Oberg and Wright (1991) reported that as a result of government participation in school library development almost all schools in Canada had libraries. There is need for the Nigerian government to borrow a leaf from Canadian experience so that school library development will be wide spread.

Professional associations in South East Nigeria through the use of awareness programmes and lobbying the government on so many issues achieved their aim. They collaborated with the public libraries and other government agencies in doing this, For instance the Ministry of Education, the Ministry of Information, Post Primary School Management Board (PPSMB) and some Local Government Education Authorities were very active at these. Through this cooperation, the professional associations successfully saw to the approval of library studies in NCE programmes and in the University of Nigeria, Nsukka. This single act provided a way of solving the problem of personnel in schools in South East Nigeria. Personnel issue is a major construct of development, Onebunne (1980) and Mahajan (2000) lamented the problem of personnel in schools. They were of

the view that without a professional manning the school library, the efforts at developing libraries will be wasted, as it is the professional that does the main jobs like selection of materials for acquisition; selection of materials for teachers to teach particular subjects in the curriculum, organization of other literacy activities.

It is important to note that training of personnel is imperative to school library development. One of the ways the professional association helped is by training teacher librarians on organizing library materials, cataloguing, using the resources in their library. This process is acquired through conferences, workshops and refresher courses. In addition to this, the professional associations in the South East Nigeria helped in reducing teaching load for teacher librarians and also made sure that they were sponsored to attend conferences and workshops so as to increase their knowledge of librarianship. Apart from that, they also got study leaves for these teacher- librarians to increase their knowledge through taking another course in librarianship.

The researcher also found out that the professional associations produced publications, guidelines for developing libraries, a manual for developing libraries with small budget by Dorothy Obi, and publication of a journal and occasional papers on various topics.

The Association also went as far as attracting donors to the schools; an example is the donation of books to schools from Universities through Exchange Programmes, donation from Public Libraries, from publishers, parents, communities and other philanthropist, interested individuals were also attracted into funding school libraries, a case in point is University Primary School Enugu campus which due to the effort of one of the members of the association had developed its library. Through this means, they helped in improving the school collection and other facilities

Professional associations also sensitized schools and teacher librarians that are very active through the gifts of books to schools and even to the best librarians. This was usually done after conferences. This act helped in encouraging the teacher librarians to put into practice what they learnt from conferences and workshops. Best teacher- librarians were used to spur development of libraries during the period; so that schools are sensitized to support library development.

The issue of fund had been a major problem in the development of libraries. It was found that the ASSLA lobbied and persuaded the government to approve library fees. During the period these fees was used for book box schemes, book depot services, and other kind of services. It was through this means that libraries got developed. In many countries, for instance, in the United States, School Libraries are funded through taxation. This was applicable to so many countries but in Nigeria it was not the same rather it was through lobbying that pupils are asked to pay a token for library development.

From the data collected, it was discovered that ASSLA was able to reach down to the grassroots and mobilize school administrators and teacher-librarians throughout the state for school library development. This process facilitated library development as it was impossible to implement any activity without getting these people involved. Daniel (2005) supported this act in a study of development of school libraries in Abuja (FCT). She was of the view that headmasters and teachers help in a very crucial way in developing school libraries.

Professional organizations and other non-governmental agencies reach to the grassroots by entering the library and demonstrating how resources could be used. An interviewee reported that she personally went to the schools to teach reading through using library resources. Other non-governmental agencies like Children's Centre Committee go to the schools demonstrating in classes

how library resources could be used in teaching pupils. This is because according to (Cleaver, 1981) a library is not a library if it is not used.

The Children's Centre Library in a bid to develop teacher- librarians held free workshops for teacher- librarians in primary schools, donate books and supervise teachers on the use of library resources in teaching and learning. These activities got to the root of solving the problem of personnel. Just like informal associations such as the Shramadana movement of Sri Lanka, the READ Movement of South Africa who made sure that library materials are put into use.

Professional Associations and other informal agencies have done a lot in the development of libraries in South East Nigeria .The researcher found out that professional associations and other non-governmental associations are the architects of primary school library development in South East Nigeria during the early period of this study, this is because they went to the grass root in developing school libraries.

Professional associations are good catalysts of development, they are group of persons who share the same interest and so do every necessary thing so as to champion their cause but there are problems that hampered the activities of these professional associations during the period of study. These problems watered down the professional associations activities in the later period of this study.

Contributions of agencies in the development of Primary School Libraries in Southeast Nigeria from 1995-2010

In the 1990s, professional association's activities declined as well as the public library but the governmental agencies took the lead in school library development during this period. This period was when the UBE programme was inaugurated in 1999. It was during this time that UBE partnered with various agencies in promoting primary education in Nigeria.

Though in the 80s and early 90s the governmental agencies such as the Ministries of Education, the Primary School Management Board, National Primary Education Commission and the library board were involved in school library development. They held workshops and seminars in the 1980s and 1990s. To be precise NPEC in 1986 and 1989 were very active in introducing the book aid programme whereby library texts and other instructional materials were purchased and distributed to schools. But, the commission was disbanded in 1991 and there was relative inactivity until Universal Basic Education was launched in 1999.

NPEC and PSMBs were particularly interested in primary school libraries and went into the nitty gritty of developing primary school libraries to the extent of training teacher-librarians in 1980 to work in primary school libraries. They are also involved in purchasing, selecting and evaluating books specially for Primary Schools etc.. These government agencies during those periods did not last in most of their activities because government changes.

UBE or UBEC in the 2000s worked very well in the area of collection development. They attracted World Bank loans and even had focus schools that they supplied supplementary reading materials. They also have other self-initiated projects such as School Based Management Committee that involves the community into donating books to the schools. This effort was commended by Elaturoti (2010) in his article in *Nigerian School Library Journal* where he stated that UBEC, NERDC and Federal Ministry of Education had done a great deal in the development of libraries in Nigeria. It is important to note that government's effort is essential if there will be wide spread development of libraries because it is only the government that has the resources that can go round, unlike an individual. That was the reason Okeke (2006) reported that the neoclassical theory otherwise called the neo liberal theory propounded by Keynes General advocates for the government to borrow and help the populace if the need be. They are also of the view that

government should attract foreign aid in order to help develop people , part of this development is the development of libraries which inform humans. Human capital development is a Prerequisite to national development so there is needed to develop intellects through developing libraries.

Universal Basic Education and its State branches also made a tremendous contribution to constructing infrastructure in schools which involves having more class room buildings that helped a great deal in solving the problem of library accommodation in most of the schools .No library is functional if there is no space and furniture to house library materials and its users .The later period saw the organization of workshops as a way of training personnel. This was little compared with the professional associations that trained teacher librarians every other year.

Another finding was that UBEC,/SUBEB do not have separate programme for library development rather it is subsumed among other programmes. Just as the commissions aim is to meet the MDGs goals, they do not separate out library development as a major programme. From the interview conducted with the major functionaries in UBEC headquarters it was found that, library development is found among many other activities.

It was also found that librarians are not heads of their unit in UBEC and SUBEB; this is very detrimental to library development in states. Due to lack of interest of the heads of the units that caters for libraries, money voted for library development is sometimes channeled to other areas of interest other than library development. A case in point is the approval of library hour in some states in the South East Nigeria. Due to the fact that the heads are not professionals, they do not implement the policy which will favour libraries.

The study discovered also that in the early periods that there was close cooperation between the governmental organizations and the professional associations, such cooperation went a long way in helping out in the development of public primary schools libraries. An instance is the fund

backing given to professional associations by public libraries and the book mobile services organized by the board etc. This library fees helped to operate the book depot services which helped the schools to have books relevant to their studies and generally to school library collection as there is no money set aside for buying books for the library. But in the recent period there was no such cooperation, and this hampered the development of libraries in the recent period.

It was also noticed that the government officials got interested in the development of these libraries due to the fact that some of them grew up with libraries but the greater part was the lobbying which the non-governmental organizations used as a tool to get them on the know of what libraries can do for humanity. Government parasatals cannot have adequate involvement or impact more in library development except if non-governmental organisations are involved. For instance, Children's Centre Library a project of the University Women Association, READ in South Africa and Small Libraries for Small People in Sri Lanka and the Banco del Libro Library in France. All non- governmental organisations had library services that reached the remotest part of their countries. This was due to commitment on the NGOs side.

This non-corporation also affected the nature of government agencies programmes. It was revealed that most of their role, especially in Ebonyi State, was construction of classroom blocks and donation of instructional materials. These classroom blocks may either be used for classrooms or for the library. So in the researchers view, libraries were not in mind when building such classrooms, this is confirmed through the fact collected that most of the schools even convert libraries to classrooms. Even in the community-based-programme and self-help programme, it was found that library development was an option for the community or the school. If the school or the community did not indicate interest in library development then it is not done. This close observation revealed

that construction of classroom blocks and construction of furniture took the highest place in the priority list of most of the schools.

It can be conveniently stated that government agencies in the past were very much involved in library development than they were now, most particularly in developing primary school libraries. Even though the governmental agencies in recent times are attracting more fund than before from other agencies like ETF, UNESCO, World Bank etc. Yet no significant development took place in most of the schools now.

International agencies, such as the World Bank, UNESCO, UNICEF, Book Aid International and British Council have played a tremendous role in the development of libraries in the country. It was found that these international agencies were not directly involved in developing libraries in primary schools themselves; rather they were supportive. These agencies Collaborate with the Ministries of Education and their parastatals such as public library, UBE, UBEC and SUBEB.

Through examination of agencies' documents, it was also found that most of the ETF counterpart fund was not sourced by the state. A case in point is the Anambra State Library Board, Abia State Library board who in 2004 and 2005 did not reconcile their counterpart fund. Most of this non-reconciliation of accounts may be attributed to lack of skills on writing proposals, misappropriation of agencies fund and non-compliance of beneficiaries with ETF guidelines. It was found that ETF since 2000 had ceased to fund school libraries. It now focuses on tertiary institutions, and this is a big blow on school library development.

The British Council had also made significant contribution to school library development in British colonies in so many ways. First by appointing library specialists who helped in training librarians; they organise conference, make grants, donate books and give scholarships as a way of helping in the development of libraries.

It is important to note that international agencies' direct contact with the schools through these non-governmental agencies is the best as an adage says that giving an individual to give another person may be destructive as the person may withhold what was given. Therefore it is better to work directly with the non governmental agencies so as to fast track school library development. This direct contact is very important since it was the UNESCO seminar that led to the development of libraries in South East Nigeria . World Bank had made schools in the South East to add to their collection while ETF has helped in collection development and constructing libraries furniture and buildings.

It was found that ETF before now had earmarked money separate for library development. This is a good development as when such is done an institution may be probed for not using the money for library alone. This cooperation and networking was supported by Fahimnia (2006) and Tawete (1991). They were of the view that cooperation with international agencies will go a long way in aiding school library development.

This cooperation was also supported by the liberal schools of thought who were of the view that countries should attract aid for development. This is because it is believed that government alone cannot see to all the needs of its countries. It was also during this period that there was US peace corp. who occasionally visited the country and helped out in different aspects of development especially in the development of libraries.

Assessment of agencies contributions between 1980--2010

The two agencies worked in various capacities in the development of primary school libraries. The professional association's activities were rated more active in the earlier period than in the later period. The reason being, that there were individuals who have the spirit of professionalism and were ready to give selfless services. The public libraries were also vibrant and so the

professional associations collaborated with them to a very high extent and this made their effort very successful.

In carrying out their activities professional associations worked very well in the area of awareness. These awareness campaigns which took so many forms was responsible for setting development of library in motion; this also led to philanthropists donating for the development of libraries in the communities. Agunwa (1979) and Nwokedi (2011) reported how people donated for library development in various zones.

The issue of personnel was also addressed through constant refresher courses and workshops held for teacher- librarians and head teachers. The professional associations also helped to get more personnel for school libraries by making library courses offered in colleges of education and the establishment of an additional library school. While the public libraries did very well in developing the school library collections, this was done through book depot services, book mobile and book boxes scheme. This was followed by the initiation of library fees. These fees were used to carry out many services such as book mobile services, book boxes and loan services

The issue of raising standards was done by lobbying the Ministries to help in assessing the school libraries. They were also lobbied into accepting the minimum standard for school libraries which helped in a big way in having standard libraries

On the governmental agencies, the results implied that the agencies were more involved in library development in the later part. In the earlier part, most of their activities were short-lived but recently, they were more active. Data revealed that there are activities UBEC embarked on in the development of primary school libraries but these activities like the self help project, the Nigerian second primary education project was sub-summed in other projects so that if a community, or a

school do not see the need for libraries, then they will not champion the cause on the need for library development. As a result of that libraries will not be developed at all.

The agencies attracted money from other agencies like the World Bank which had loans for schools and donated books to the focus schools. The UBE officials do not know whether the materials are used or not, so that most of the materials donated are not being used at all. This information was got from an interview conducted with the library supervisors.

The government agencies did very well in training librarians through workshops and orientation of teachers but through interview it was found that participants sent to these kinds of workshops are not teacher- librarians. This makes it impossible for some of the attendees to make impact at all in developing libraries. The issue of personnel is very crucial as Muogilim (1989) was of the view that what goes on in the school library and with what effect would, to a large extent, depend on the quality of its personnel. Unlike the government agencies, professional associations have direct workshops with the teacher- librarians who carry the affairs of the organization to a greater extent.

In assessing government agencies, it was found that librarians in the UBE commission are not heads of library unit ñ this has also crippled their activities in the development of libraries. This may be responsible for the ETF un-accessed fund for library development. This is because without interest nothing will work out.

Factors that Hindered Primary School Library Development from 1980-2010

The data collected revealed that there are lots of factors that set back agencies' efforts during the period stated above. These factors are the decline of professional associations activities, issue of personnel, lack of funding, poor awareness on the role of the library and issue of lack of any legislation on school libraries.

Decline of Professional association

Since professional associations played a big role in school library development, it was discovered that when their activities decreased, it affected school library development. It dwindled due to states creation, retirement of members from government offices etc. This was instrumental to the poor state of school libraries in recent periods in South East states of Nigeria.

Cooperation dwindled later

Cooperation has been noted as a major facilitator to library development. Tawete (1991) reported that the government's collaboration with UNESCO led to the establishment of model school libraries in Tanzania this was also applicable in Nigeria. The World Bank loan also went a long way in adding to the resources in the library, adding to this the cooperation between the public libraries and the professional association in South East States was commendable. But in this study, what was obtainable then is lacking now as the public libraries, educational Institutions are no longer cooperating in developing libraries in schools, this attitude had led to the underdevelopment of libraries.

Legislation

It was found that the major factor that limited the agencies effort was basically apathy from government. As government officials who grew up with libraries retired and new ones came in, they stopped helping in the development of libraries. This was evident in the ban of library fees, the non-sponsorship of teacher- librarians to conferences, the overloading of teacher librarians with class teaching work, conversion of libraries to classrooms etc. All these are attributed to lack of legislation governing school library development. The issue of legislation has been a major issue. This is because it is only through legislation that an enforcement of law on school library will be carried. If there is no law, then it becomes very difficult to set aside funds for development. Clyde (1999) noted

that it was legislation that led countries such as USA as well as Britain to recognize the role of libraries and then supporting its development. In India, Mahaja (2010) noted that there is no government legislation governing school library development and that it was very instrumental to the non-existence of libraries in most of the primary schools in India most especially in the rural areas.

This situation was also noted in other countries like South Africa, Tanzania, and Nigeria, Marinho (2009) reiterated that the poor state of school libraries can be attributed to the government lack of legislation for school library development. This lack of legislation can be linked with lack of awareness on the role of library.

Awareness problem

During the course of this research work, it was discovered that library development succeeded to a great extent early in the period of study compared with the present because there was much publicity, awareness creation on the importance of library in education but in recent times it dwindled when the activities of these agencies slowed down. This created a problem as communities, individuals, headmasters and mistresses do not understand what libraries can do to facilitate their job in schools, and this problem had made it impossible for adequate implementation of whatever government and non-governmental agencies do to develop libraries. It has been also noted that most of the teachers do not use materials in the libraries, while some schools left books sent to them by these agencies in cartons unused. Tawete (2002) and Dike (2002) noted that this problem had caused a general lack of interest in reading thereby leading to poor reading culture in the populace, lack of awareness has caused improper training of teachers and teacher librarians to carry out the duties of the library, and it has caused the non recognition of the librarians in government.

Issue of personnel

The issue of personnel is very crucial in development. No establishment is developed if the human capital is underdeveloped. For school libraries, the issue of having a good personnel, a professional, is a pre-requisite for adequate utilization of resources in the library and proper development of the library. Apart from manning the library, a school librarian selects materials for teachers in teaching their various lessons. The librarian helps in organization of activities such as story hour sessions in libraries which help in developing information literacy. Among other things the librarians make sure that libraries are developed. Muogilim (1989) discussed the importance of having a professional librarian in school but in this study, it has been discovered that most of the schools do not have professional library personnel and even the teacher librarians are not enabled to do their job, rather overloaded with subject teaching. The situation has gone a long way to hamper school library development; Onwuka (1998) noted that it has led to most of the libraries being locked up for lack of personnel or ill managed by untrained teachers or even class representatives which undermines the role of the library. The worst of it all is that the position of a school librarian is not advertised whenever teachers are being recruited. This has been responsible for not having qualified personnel in the school library.

Issue of fund

Funding is a prerequisite for development, school libraries need fund for making the library standard, but it was discovered in this study that government does not set aside money for school library development. Even the professional associations' efforts to have library fees was aborted. This crippled development in so many aspects. The issues of fund are national and international as

governments all over the world have attributed poor funding to poor development. As far back as 1966 Fafunwa attributed lack of adequate reading materials to lack of fund and went further to say that lack of elementary school library has adversely affected low educational standards in our primary schools.

Poor funding leads to other problems such as lack of facilities, poor library programmes and services. This is because libraries cannot function if there is no adequate fund to support them as evident in the mobile services that were halted immediately library fees were banned. Notwithstanding, there is a lot of implications of the findings of this study.

Implications of the Findings

The study has revealed a number of implications for primary school library development .

- ❖ Implication of Cooperation among Agencies
- ❖ Implication of awareness on the role of library
- ❖ Implication of Educational Standard
- ❖ Implication for Library Profession
- ❖ Implication of Personnel
- ❖ Implication of funding

The study has revealed that the agencies were very cooperative in the past and thus had been instrumental to the rapid development of libraries during the period. This implies that for rapid development of libraries, there is need for governmental and non-governmental agencies to cooperate in their activities towards primary school development. This is because the non-governmental organizations go to the grassroots and have personal contact with the people. These non-governmental associations have been very instrumental to the development of libraries in their

communities through informal effort and cooperation with government agencies so that it is easier if international and governmental agencies work closely with them in the development of libraries.

The study revealed that when the role of library is fully recognized, libraries will be developed. Non-governmental agencies were aware of this and embarked on raising awareness in the communities and with government parastatals, it was this awareness that drew the interest of the government and individuals who donated selflessly for school library development.

The educational implication is that the work has exposed different ways the agencies embarked on awareness campaign and so it behooves on the agencies existing now to imitate these steps as they have been found recorded to be successful. Perhaps if done now, it will help to reawaken the spirit of giving back to the society, the spirit of community service and philanthropy among the citizens. In addition to this, it will help to put all the school administrators, teachers, the government functionaries, parents and the public on the need for libraries in schools. This will help in re-addressing the position of professional librarians in schools and even making legislations for school library development.

The desire to raise standards of education has led the government into having programmes and ministries that will see to the needs of primary education. Among government programmes the library has been underplayed even though there is clamour for resource-based education, as the resource for teaching, the library is essential to raising standards in our primary schools. The implication of this is that there is need to set standards at the foundation level by having a well equipped library but for this to be achieved the issue of funding must be addressed and the issue of personnel as well.

The issue of fund is very crucial, there is need for government to have budget for school libraries, this will help in school library development. Again the study revealed the abolishment of

library fees which is the only means libraries get fund for minor repairs. This abolishment had since crippled the activities of the agencies especially public libraries in their effort at developing libraries, an example being the stoppage of book depot, services, book boxes scheme etc.

The implication of not having book mobile services is enormous as it will stop the extension of library services to rural schools. It will also reduce the reading promotion which is crucial in pupils' educational career and the teachers will no longer benefit from using it as research centres for improving on their work. All is attributed to poor funding.

Personnel issue has been a concern of every researcher in the field of school librarianship, even though the professional associations have helped in so many ways in training teacher-librarians in recent times, little had been done on this. The implication therefore is that if there are no personnel and of course trained ones, the library cannot function very well. There is need therefore to readdress the issue of personnel if development will be achieved.

The retirement of most of the pioneers in library development and the non-challant attitudes of the young ones had crippled school library development. This has implication as it has led to the neglect of the profession, librarians are not allowed to be in-charge of their affairs anymore as in, State Universal Basic Education (SUBEB), Universal Basic Education (UBEC) where it was revealed that librarians are not heads of their unit, and money set aside for library development are siphoned or being put into other things this not related to the school library development.

The non-challant attitude of young librarians toward school library development has also weakened professional associations from championing the cause of primary school library development. It has led to the non-accessibility of counterpart fund by some government agencies. This action has led to non-development of primary school libraries and thus has educational implication which is that professional associations must be up to defending their profession at all

levels. It was because of all these discussed above that the researcher marshaled out some recommendations.

Recommendations

Based on the findings in this study, the researcher recommends that:

- ❖ The spirit of professionalism should be reawakened by revitalizing professional associations that will follow the foot steps of their predecessors.
- ❖ Public libraries should be revitalized as they recorded many achievements in primary school library development.
- ❖ There should be an awareness campaign to the extent of having campaign buses to reawaken the spirit of using libraries and understanding the role of library in development
- ❖ Librarians should be made heads of department in the units that sees to the needs of libraries in parastatals such as UBEC and UBEB
- ❖ The post of librarians should be made compulsory in primary and secondary schools but at the interim. Teacher- librarians should be given a stipend and sent for further training with allowance
- ❖ More library schools should be established and library studies reintroduced in colleges of education curriculum so that the forth coming teachers will be professionals
- ❖ International agencies should work directly with non-governmental organizations and professional associations as this study had shown that they have more direct contact with the schools rather than government agencies.
- ❖ The professional associations should lobby and get their members at the hem of affairs in government so that libraries can benefit more.

- ❖ Measures should be taken to punish any official that misdirects funds set out for library development but this can be achieved if there is legislation.
- ❖ The issue of legislation must be readdressed as this will help the development of libraries. It will make fund available for primary school library development because without fund and human capital development will be impossible as nothing will be done in the end. Therefore, professional associations should work more on that.
- ❖ Workshops and conferences should be organized yearly for all teachers so as to train them in using library resources in teaching and learning. This will make learning resources based and add value to libraries. Utilization of the resources in the library makes the library serve its purpose.
- ❖ Throughout the study, it has been discovered that lobbying and awareness campaign helped a great deal in developing school libraries. It will be advised that both governmental and non-governmental organization have a common ground and engage in such as it will help in developing libraries the more.

Suggestions for Further Research

There is need for further research on development of school libraries in other zones of Nigeria such as the South-South zone, south west, North Central among others. This will make way for comparison and in addition to the history of libraries and education as well. It will help a reader have a holistic view about school library development in Nigeria.

Limitations of the Study

There is no study without limitations. The research was such that required primary data from experts and key players that worked for school library development during the period of study (1980 ñ 2010).

The first limitation was that there was no directory to know all the people that served during the period of study. This would have made the researcher to omit some key players who might not be within the reach of the researcher. However, this omission was forestalled through a careful perusal of archival materials such as the minutes of the meetings of some of the agencies in getting the names and address of the key players that served during the period of study. This has enabled the researcher to trace the respondents even to their homes.

Another limitation was the location of these key people, it was difficult as most of them have retired and gone to their villages which forced the researcher to engage in telephone interview for those in the remote places and abroad but the use of telephone interview was minimized as face to face interview brings more reliable information this is because of the interaction, that goes between the interviewer and interviewee. Again most of the key players' voices were not clear which may be as a result of age or distortions in MTN services.

Conclusion

In conclusion, it is clear that primary school library development in 1980s and 1990s was very progressive due to interest of individuals in professional associations. It brought about individuals who donated and spent time for library development; inspite of the little fund that was available that time. The interest of government and collaboration of non- governmental agencies and government parastatals helped a great deal in the development of primary school libraries.

It is imperative to note that during those periods, many strategies were in place .Such strategies as campaigns for awareness on the role of libraries in the society, cooperation and partnership with different agencies, constant training of personnel and lobbying of the government .The professional associations worked very well in the area of raising awareness. This helped people at that time to appreciate the role of library. They partnered and cooperated with other agencies in

carrying out most of their programmes. An example is the lobbying of government to sponsor teacher librarians for conferences, lobbying for the payment of library fees, lobbying for the establishment of another library school. The agencies during the period did not solve the issue of fund and legislation, as even the fees they lobbied for were banned but they did much in the training of personnel in the area of collection development. It was the public library that did a great deal through book loan services, book depot, book mobile and exchange service. The professional associations did not do much here. The Children's Centre Library contributed much in the area of collection development, and training of personnel.

In the later period, the issue of funding and legislation were not solved either but collection development and training of teacher- librarians were fairly carried out. During this period UBEC donated books to schools and also trained teacher- librarians occasionally. They also helped out in building more classrooms which to the judgment of the school heads could be used as libraries. UBEC also have projects that involved the community in building schools, this could be used as an avenue of getting communities involved in developing libraries.

The researcher noticed the period of regression in late 1990 to late 2000s. Even when there were more agencies to help out in primary school library development and many international agencies, yet there are not much development as before due to lack of awareness, lack of interest, and the dwindling nature of professional associations' activities in school library development.

Having seen the strategies used by different agencies, there is need to reintroduce the strategies that worked in the past, so as to develop primary school libraries. Librarians need to join hands and renew viable associations such like the ASSLA, the NSLA and other non governmental associations to reawaken this dream. The government agencies need to create units for library matters and involve professional associations in most of their activities for libraries.

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APPENDIX I

LIST AND PORTFOLIOS OF PERSONS INTERVIEWED

		Capacity	Place of interview	Date & year of interview	Time of interview	Form and place of interview
1.	Bar. Chris Onebune	Director, Anambra State Library Board, Executive Member representing the public library, Anambra State school library Association, 1981-1990	Emene, Enugu	July, 2011	10-1pm	Face to face Emene Enugu
2.	C. N. Ekweozo	Director. Enugu State Library Board 1983-1991, Member MCA Member ASSLA	Enugu	July, 2011	2-4pm	Telephone
3.	Chief C. C. Ude	Director, Enugu State Library Board, 1991-1999; Chairman, NLA Enugu State Branch	Anambra	April, 2011	4-6pm	Telephone
4.	Mr. Frederick. C. Eze	Divisional Librarian, Enugu State Library Board, Nsukka Branch - 1991-1993 Former Director of Library and Information Services, Ministry of Education Enugu State; Director, Enugu State Library Board.	Enugu State Library Board, Enugu	May 2011	10-12pm	Face to face Enugu SLB, Enugu
5.	Mrs. Francesca. Edegere	Librarian, UBEC, Abuja, 1990-2000; SUBEB coordinator South- South Zone, Nigeria	Port Harcourt	June, 2011	10-11am	Telephone
6.	Mr. Henry Aniugbo	Enugu Zonal Organiser, ASSLA Anamabra State	IMT Enugu	April, 2011	2-4pm	Face to face IMT, Enugu
7	Dr. (Mrs.) Dorothy Obi	Secretary/Treasurer, Eastern Nigeria East Central/ Anambra State School Library Association, 1980-1993	Enugu	July, 2011	2-4pm	Face to face Enugu

		University Of Nigeria, Enugu campus 1962-1998, Nsukka Secretary ASSLA				
8	Prof. (Mrs) V. W. Dike	East Central/Anambra State School Libraries Association Editor 1977 ñ 1994 Secretary 1990 - 1994 Nigerian School Library Association member, president 1996	United State of America & UNN	August, 2011		E- mailface to face, UNN Nsukka.
9	Mrs. Suzie Gamba	UBEC Librarian Abuja Zonal coordinator UBEC, North Central Zone.	FCT Abuja UBEC	August 2011 and 2012	10-1pm	Face to face Abuja
10	Mr. Aleshin (UBEC) Abuja	Universal Basic Education Commission.	FCT Abuja UBEC	August, 2011	2-3pm	Face to face Abuja
11	Mrs. Antonia Ugwu	Library Supervisor Nsukka LGEA	Nsukka	February , 2012	4-6pm	Face to face Nsukka
12	Mrs. Elizabeth. Anamaleze	Former Librarian SUBEB Anambra State NSLA member, chairman, Anambra State chapter, 1998-2011	Anambra	August, 2011	10-11am	Telephone
13	Mr Daniel O. Ibiam	Director of Library Services Ebonyi State Library Board	Ezza, Ebonyi State	August, 2011	2-4pm	Face to face Ezza, Ebonyi State
14	Mrs. Nkem Osigwe	Director Anambra State Library Board, NLA Chairman Anambra State	Onitsha State Library board	June, 2011	1-2pm	Face to face Onitsha
15	Mrs. Nkechi Udeze	Anambra State Division Library Onitsha member NLA	Onitsha	June, 2011	12-1pm	Face to face Onitsha
16	Mrs. Nkechi Okeh	Head of Library Unit Ebonyi State SUBEB	Abakaliki, Ebonyi State	May, 2011	2-4pm	Face to face Abakaliki
17	Mr. Vincent. Otigba	Acting Chairman, Anambra State Universal Basic Education Board	Anambra	May, 2011	10- 12noon	Face to face Awka

		{ASUBEB}				
18	Hon. Dominic Nwafor	The Head of Department, School Library Services Ebonyi State	Abakaliki, Ebonyi	May,2011	11-12noon	Face to face Abakiliki
19	Dr. Nancy Achebe	Chairman, Nigeria Library Association, Enugu State, First Vice President, Nigeria School Library Association	Nsukka, UNN	Sept. 2012	12-1pm	Face to face UNN, Nsukka
20	Mr. Charles Okeke	SUBEB librarian Enugu State, 2005 -2012 Member NSLA	SUBEB Enugu	Sept.,2011	10-12	Face to face SUBEB Enugu

APPENDIX II

DOCUMENTS ANALYSIS GUIDE

The researcher sought the following information from the agencies documents. They are as follows:

1. Delineate the role played by the agencies in developing primary school libraries in South East Nigeria.
2. Find out the various projects embarked by the agencies in the development of primary school library from 1980 ñ 2010.
3. Find out if there are collaborations with other agencies
4. Find out the different forms of collaboration that took place and area of coverage
5. Find out resolutions of different meetings held by the organization.
6. Major achievements of the agencies in Primary school library development.

APPENDIX II

**IN DEPTH INTERVIEW FOR KEY PLAYERS IN THE DEVELOPMENT OF PRIMARY
SCHOOL LIBRARIES IN THE SOUTHEAST STATES
OF NIGERIA**

Tracing Primary School Library Development in Southeast Nigeria

1. What experience have you gathered over the years in the development of primary school libraries?

(Experience in terms of service and landmark development during the period of service)

2. Under what capacity were you, when working for school library development from 1980-1995? , from 1995-2010.

(Probe for establishments the interviewee served. (Year and post held)

3. In your view, what factors gave rise to school library development during the period?
4. Can you trace the development of school libraries during the period in question?
5. What do you see as the significant developments?

(Probe for developments in the different constructs of library development)

Agencies and their contributions in school library development

6. What agencies were involved in school library development during the period?
7. If you are working in one of the agencies, what role has the agency played in the development of primary school libraries?

(Take note name of agency)

8. Can you trace the agency's development efforts from 1980 -1995, and from 1995- 2010?
9. Please could you explain these efforts in terms of human and resource development?

10. Did your agency work in cooperation with any other groups? If so, please explain the areas of cooperation, nature of the partnership

Aspects of Library Development

11. In what aspect of school library development has your agency worked?

(Ask more on the following aspects of library development)

(Awareness and advocacy

Standard and legislation

Facilities (accommodation and furnishing)

Collection development

Personnel

Funding

Programmes and services)

12. If in any of these, what form did that take?

13. (Probe for year, area of coverage)

14. What do you consider the most significant achievement over these thirty years? From 1980-1995, 1995-2010.

Evaluating Agencies Role

Extent of Success

15. How would you rate the extent of success of the various efforts?

(Is it successful, partly successful not successful?)

16. To the extent they were successful, what in your opinion were responsible for the success?

17. How lasting was this success?

18. Was there any particular period it declined? If yes, what period, what were the reasons for this decline?

Factors that Hampered Developmental Efforts

19. What in your opinion are the factors that limited the success of school library development?

20. What steps in particular would you suggest be taken in the present?

21. Is there other information on primary school development that you may like to give?