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Strategies for Reinventing Classroom Libraries in Nigerian Primary Education System

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Developing Classroom Libraries for Promoting Primary Education in Nigeria

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ABSTRACT

This paper examines the concept and role of classroom library as an educational instrument for promoting curriculum learning outcomes and building pupils skills for effective lifelong learning attitudes in Nigerian primary schools. The paper focused on the library collections, activities in the library, management and how to effectively use the library resources. Analytical survey perspective was used to examine and identify: lack of infrastructure, school management apathy to library development, absence of qualified school librarians, lack of budget provisions for school library development, general poor school environment among others as factors inhibiting the development of classroom libraries in Nigerian primary schools. Suggestions are made to remedy the situation.

KEYWORDS: Classroom, teacher librarian, Curriculum, library collections, students' reading habit

Introduction

No nations' educational system can succeed without attaching a great level of importance to her primary education. Globally, the future of a child's education is to a great extent acquired at the primary school level. Without a solid foundation of primary education, a child's functional and progressive education at the tertiary level cannot be guaranteed. Primary school education is a basic educational instrument designed for inculcating permanent literacy, numeracy, creativity needed for effective communication, sound basis for scientific reasoning and manipulative skills for the child to function effectively within the ambit of his/her capacity. But in Nigeria, the neglect and decay in the general educational system, has also put the primary education in a sick and pitiable state. Zakari (2014) noted a general negative attitudes by government to primary school education, teachers' salaries are poor and irregular, and the learning environment is unattractive and lacked basic teaching and learning facilities. In the same vain, Abukalim (2017) stressed lack of books, irrelevant curriculum provision, corruption, poor subventions, unqualified teachers in the system with apathy to the job, insecure learning environment and equipment, absence of library facilities, irregular promotion and poor inspection of schools, amongst others as the many problems bedeviling primary education in Nigeria. Ukwayi (2012) posits that the old system or method of teaching has been discarded and the new methodology is irrelevant at meeting the needs of the society. In a related development, Okoro (2018) identifies poor financial investment, corruption in appointment of teachers and school heads and insufficient inspection of schools as the bane of Nigerian educational problems and the primary school system is at their worst end. In comparing education funding of some countries in Sub-African region, Unegbu, Uzo-Onkonkwo & Oduh (2012) citing Adawo (2011) observed that Nigeria have never in any year met the minimum prescribed standard by the UNESCO, which is 26% annual budget of an economy.

We are in a digital society where information, technology and learning are the driving force of national development. In this era, one way of achieving a functional primary school based curriculum education is through effective use of library information. Generally, the library is an inevitable instrument for promoting education. Classroom library is an extension of the school library. Idadah (2016) defined the classroom library as a collection of reading books and other text organized in the classroom for easy access to pupils to enhancing their literacy growth. In a related definition, Halismano (2015) opined that it is a teacher/pupil learning resource center that facilitate effective pupils reading and learning outcome through progressive use of

books and other learning Medias in the classroom. Uyvenur (2016) posited that it is a teacher organized library system attached to the end of a classroom with texts to motivate the reading and writing curriculum of the primary school pupils. The classroom library therefore, is a teacher/pupil resource facility organized by a teacher in the classroom to build his/her pupils learning skills for effective lifelong learning attitude. The teacher organizes the resources in line with the school learning curriculum with assistance of the school management. Generally, learning habits that are acquired at the early school age has more lasting benefits in facilitating pupil ability to use books for information in problems solving.

Purpose of a Classroom Library.

Generally, library is an educational facility whose resources are to facilitate teaching, learning and research. At the primary school level, the classroom library should be designed to provide the learning resources needed by the teacher to enhance the curriculum learning outcome of the pupils. Specifically, the library should be able to:

- Provide pupils quick access to resources to develop their interest in extensive reading to cultivate sustainable reading habit.
- Provide opportunity for pupils to use books and other learning materials to develop desirable social standards, morals and religious values.
- Make pupils develop aesthetic values and appreciate books and information materials as key to learning and development.
- Introduce pupils to technology learning resources such as the computers and its media resources for collaboration and self-management.
- Motivate pupils to appreciate the role of technology and engage them in critical thinking as digital citizens.
- Mirror the resources as intellectual heritage for individual and national development.
- Serve as workshop to teach pupils to be creative in communication, etc.

Building the library Collection

Building a classroom library should not be the teacher's responsibility alone but with the financial assistance of the school management. Where there is a school librarian, the librarian should assist the class teacher in the organization of the collections. The class teacher manages the resources with assistance of a class library prefect. Although there is no cut rule as to the number of volumes that make up the library collection, Visness (2018) listed some items of the library by genre to include: science fiction and non-fiction, graphics, civics, grammar and poetry. In a related view, Machmis (2016) identify the collection to include: books on fiction and

non-fiction, graphics, pictures, poetry, video and audio tapes and computer games. In the same vein, Mthunzi and Xuma (2015) listed the library collection to include books of short stories, poetry, elementary science, computer games and pictures books.

Generally, the classroom library collections may be very small because of the space and the number of class pupils that are met to use the resources. The resources may include books and materials such as the class reader, mathematics text, elementary science, story books, picture books, poetry, civics, video and audio tapes, television, video games, projector, etc. These resources may be acquired through direct purchases, donations or gifts from parents, authors, publishers, associations, politicians, voluntary agencies, etc. The resources should be kept in baskets or cupboard to protect them from enemies of books such as dust, rodents, insects, water and theft.

The classroom library is a primary school system that can be effectively used to stimulate and encourage the pupils` intellectual and emotional interest in reading and writing. Romano (2016) believes that no habit acquired at early school age is likely to be more lasting benefit than the habit of reading and the ability to use books for information and problems solving by children. No doubt Idhalama, Abdullahi and Abubakar (2016) also see the library as a tool that “...assist in boosting the talent of school children”.

In the early 1980s, there were classroom libraries also known as “Reading Corners” organized at the back of the classrooms. The pupils were taught to use the resources of the library under the supervision of the teachers. Many of the pupils could read and write, do assignments using the resources in the library independently. Then the standard of primary school education was very high and the education well valued. But today, the reverse is the case; such facilities can hardly be said to exist. Generally, the basic aim of the Nigerian primary education as recognized by the National Policy on Education 2004 include to:

- Inculcate permanent literacy and numeracy, and ability to communicate effectively;

- Lay a sound basis for scientific reflective thinking;
- Give the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;
- Provide the child the basic tools for further educational advancement, including preparation for trades and crafts of the locality, etc.

Among the educational services provided to actualize the above goals was the development of school libraries. But the neglect and decay in the general educational system, has also put the primary education in a sick and pitiable state. Zakari (2014) notes that there is a general negative attitudes by government to primary school education, teachers' salaries are poor and irregular, the learning environment is unattractive and lack teaching facilities. In the same vain, Abukalim (2017) stresses lack of school books, irrelevant curriculum provision, lack of subventions, unqualified teachers, poor learning environment and equipment, lack of school libraries, irregular promotions for teachers, lack of inspection of schools, amongst others as the many problems bedeviling primary education in Nigeria. Ukwai (2012) posits that the old system or method of teaching has been discarded and the new methodology is not relevant at meeting the needs of the society. In another development, Okoro (2018) identifies poor financial investment as the bane of Nigerian educational problems. According to Okoro, subventions are not paid to schools and the primary school systems are at their worst end. Unegbu, Uzo-Okonkwo & Oduh (2012) citing Adawo (2011) in comparing education funding of some countries in Sub-African region, observe that Nigeria have never in any year met the minimum prescribed standard by the UNESCO, which is 26% annual budget of an economy. It is in view of the above observed phenomena that the authors used analytical perspective to examine what is now on ground.

Globally, no nation educational system can succeed without attaching a good level of importance to her primary education system. Ukwai (2012) affirms that children's future education is to a great extent acquired at the primary level. Supporting this view, Ideodo (2018) posits that without a solid foundation of education at primary school education, functional and progressive education at the tertiary level cannot be achieved. Primary school education is a basic educational system that is required to be provided for every Nigerian child to achieve his/her minimum educational potential before higher education. A recognizance survey carried out by these authors in January 2019 revealed a pitiable state of primary education in the country. The population of pupils' enrolment has been growing higher and higher each year without correspondent increase in the school infrastructure, teaching and learning facilities, provision of qualified teachers, enhanced teachers' salaries, provision of library facilities, etc. It was also observed that the experienced teachers retired from the service were not being replaced with trained qualified teachers.

In advanced countries, available literature has shown that classroom library is one educational strategic plan for promoting reading habits among primary school students. The classroom library in US, according to Powell (2017), is specifically a goal set at improving library within the classroom as a significant strategy at providing a literacy-rich learning environment at that school level. According to Powell, the growing awareness of its significant, development, effective and progressive use in stimulating teaching and learning at that school level is highly amazing. Rolly (2015) believes that the classroom library is generally designed to guide the teachers in advancing and helping the pupils' reading and writing interest and also serves as an instrument for the continuous assessment and improvement process of the pupils' reading and learning behavior.

Major and Routman (2012) describes the classroom library as a collection of reading books and other texts organized in the classroom for easy access to pupils to enhance their literacy growth. Fox (2013) also affirms the classroom library is an educational instrument for promoting curriculum learning outcomes and building students skills for effective lifelong learning attitudes. In another view, Halismano (2014) defines the classroom library as a teacher/student learning resources that facilitate effective students reading and writing outcome through progressive use of books and other media materials in the classroom. Furthermore, the classroom library, according to Uyvenur (2014), is a system of library that is attached to the classroom with some organized texts in baskets or cupboard to motivate the reading and writing curriculum of the students. The classroom library therefore is a place set aside in a normal classroom environment with one or two shelves or cupboard(S) with books and other media resources used by the teacher to extend the students' reading and writing curriculum. The collections of the library usually include: such Books as fiction and non-fiction texts, poetry, basic science, grammar, pictures/graphics, maps, colors, audio and video tapes, film strips, computer games etc. depends on the level of its development.

The relevance of classroom library in the primary school system in American schools as Bush (2015) notes, is to encourage the students' intellectual and emotional interest in reading and writing. In a related view, Romano (2016) believes that no habit acquired at early school age is likely to be more lasting benefit than the habit of reading and the ability to use books for information and problems solving by children. No doubt Idhalama, Abdullahi and Abubakar (2016) point out, "...assist in boosting the talent of school children".

In another development, Marcus (2013) in explaining the importance of the school environment on learning outcome, noted it as

an essential factor for promoting learning. According to Marcus, a good school environment includes the conducive nature of the classroom, its cleanliness, arrangement of seats, color of the class, the wall pictures, color of books, and the teacher's reception. Children love to play and learn when given the right time and supporting materials they need. The classroom library opens such opportunity to develop the students' full potentials which can be rapidly actualized through engaged activities with text that reflect the students interest in storytelling, drawing and painting objects, searching for a topic or items in books, etc.

The purpose of the classroom library

The general purpose of classroom library may be summed up as follow:

- To provide the students a small range of reading and learning materials to help them focus on intellectual content that promotes cognitive skills and learning experience.
- Provide pupils the opportunity to use books independently. Through a comprehensive daily reading programs, students learn better and develop self-confidence.
- To help pupils learn how they can select books that meet their personal recreational reading needs and snowball them into expositions, science and discovery.
- To introduce the pupils to media learning resources such as the computers for curriculum extension learning.
- Increase pupils' motivation, engagement and achievement that will help them to become critical thinkers, analytical readers and digital citizens.
- Identify the value of books as source of information that can ignite their love for learning, eliminate fears, and improve their spirit of appreciation.

- Promote reading habits and ability to writing independently and assist others who may be slow learners.
- To mirrors media center as an organized central storage place for books/instructional materials such as science equipment, audio players DVDs, computers, games and magazines, that supports learning.
- To learn and appreciate how book are organized, arrange and protected from book enemies
- Provide a place for the teacher to teach pupils to learn about books in a control learning environment. This offer the teacher the opportunity to conduct informal assessment of each pupil reading abilities and help to plan for individual pupil instruction.

Building Classroom Library Collections

The classroom library is organized and managed by the class teacher with assistance of some class students. Visness (2018) listed the items of the library by genres to include: science fiction and non-fiction, graphics, civics, grammar, and poetry. In a related view, Machmis (2016) also identify the collections to include books on fiction and non-fiction, graphics, pictures, poetry, cassettes players, video and audio tapes, computer games, etc. In a related view, Mthunzi (2015) listed the collections to include books of short stories, poetry, elementary science, computer games, picture books, maps, etc. Generally, classroom library collection are very small because of the space and the number of class students who use them. The library collections may be acquired through direct purchase by the class teacher in line with the learning curriculum or by donations or gifts from parents, authors, publishers, associations, politicians, voluntary agencies, local government council, stakeholders in the school, etc. But where it is totally imposable for the teacher to establish a classroom library, the students should be taught and encouraged to use the general school library facilities and some of the

activities that would have been done in the classroom library, can then be performed in the ordinary classroom after the use of the school general library by the students.

Activities in the Classroom Library

Various activities have been identified that can be carried out in the classroom library to enhancing teaching/learning outcome of students as follow:

- Children are engaged in various practical curriculum learning activities such as reading, storytelling, writing, drawing and painting, acting drama, playing video games, etc. from which they are assessed.
- The library is used as a platform for teaching children the value of books and other media materials including how to care for the books and other materials used in the class.
- During the library period, the children work with books and other media materials to solve giving problems independently.
- The teacher use the library as a workshop to teach the children how to identify and select relevant books needed to do assignments and other classroom work.
- The teacher also use the library resources to engage extroverts with assignment such as reading to the class, telling stories from books or the students are made to draw and paint objects, do mathematical calculations, etc.
- The library is used to make students perform role assignments such as checking noise making, cleaning and arranging the classroom library books, keeping records of borrowed books, lending books to their classmates, etc. During the library hours, the children could also be made to recite poems, sing and dance to entertain themselves.

- During the teacher`s busy schedules, the students may be given assignment to search for certain items from the library collections and write down their results while the teacher is engaged with other tasks.
- The children are sometimes made to act drama using the library materials. This can be very effective to develop children who are shy to learn to be self-confident before their mates.

Impact of classroom library on children`s Academics

Kalimacus (2015) in a study on school library materials and management by teens in some schools in America, used observation and analytical method to discover that through the use of the library resources, many children are able to read in their very early stage in school and also had appropriate skills and Knowledge transferred to them through practical engagement in various extra curricula activities such as drawing, poem recitation, painting objects, storytelling, drama, and computer games. Also noted was that students who accesses the library resources daily were better equipped with imaginative reasoning than those who often use the library.

In another development, Smith (2018) opine that with the resources of the classroom library, students` natural curiosity are arouse and their questions answered with sustain minds at independent investigative opportunities available in books and other media materials in the library. This explains the importance of independent learning and discovery which at that level of a child`s education can be very productive and innovative at a later stage in the child school life.

In a related observation, Lylian (2017) also asserts that through use of school library materials, children are found to be more confident in handling and using books independently than at their earlier stage in the school. This view explains the ability of the student to eliminate the spirit

of phobia in use of printed materials which are sometimes noted in children when they first come to school.

It can also be said that use of library resources always help to equip students' knowledge and capacity for exams and thus reduced the teacher's stress at monitoring or invigilating exam since the students are better equipped with the right skills and knowledge to write their exams confidently. By this standard, examination malpractice at higher education would be absent or better handled if noticed.

The classroom library have also helped to provide students with rare materials through inter-library loan, online search and download of free information materials which are of importance to the students. Class teacher can also use this opportunities to introduce the older students to the importance of the Internet and use of the resources.

Factors to promote classroom library in Nigeria

1. Special training and retraining of the non-professional teachers on teaching methods and special library skills so as to be able help the students on use of library materials in the most effective way.
2. There should be annual budget provision by all levels of government for the development of school libraries.
3. Event days such as end of year speech/prize giving day, cultural day and inter-house sport should be used to solicit for donations and gifts from school stakeholders, Associations, Voluntary organizations, and other well-meaning individuals in the school community.
4. Old Students Association, authors, publishers, book sellers and bigger libraries should be called for assistance, inter-library loan and download of online free resources should be exploited by school authorities.

5. Direct purchase of some library materials to assist the class teacher to form the initial collection should be a responsibility of the school authorities.
6. Organization of library talks at regular interval to sensitize parents and students of the importance and use of library resources to enhance children overall educational development should be included among school events.
7. Use of handsets by students at all school levels should be allowed to enable students to access online information, make enquiries, store and share information with the garget, etc.
8. Computer studies as a subject should be taught to expose the children early enough to the use of technology in their education. This will help equipped the students for the Computer Base Exam (CBE) which is now the trend in majority of Nigeria universities.

Conclusion

In this information age where technologies and it application is now the dominant in almost everything, classroom library resources for children in Nigerian schools will make teaching and learning very attractive and amazing by using mobile library technology tools such as computers, television, radio, cassettes, videos tapes, slides/projectors. Teachers can designed their curriculum instruction using library media materials to present their lessons and its instructional materials to the delight of the students. Classroom library resources can also be used to engross students who would want to participate in whatever they are told to do. Reading at this stage of education could be very fascinating for the children when taught how to manipulate a problem to get to the solution using cognitive skills.

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Classroom Library Development: Innovation for Promoting Primary Education in Nigeria

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ABSTRACT

This paper examines the concept and role of classroom library management as an educational tool for promoting curriculum learning outcomes and building students skills for effective lifelong learning attitudes in Nigerian primary schools. Also discussed include the learning environment, the library collections, management, factors for effective and deep use of the library resources and the impact of the library on students' academic standards. The study used analytical survey method to identify factors inhibiting the development of classroom libraries in Nigerian primary schools which include: lack of infrastructure, school management apathy to library development, absences of qualified school librarians, lack of finance for library development, general poor

school learning environment which creates poor implementation of school curriculum, students' apathy to reading, lack of infrastructure such as books and other teaching and learning materials as some of the implications. Suggestions were made to remedy the situation.

KEYWORDS: Classroom, teacher librarian, Curriculum, library collections, students' reading habits.

Introduction

In advanced countries, the classroom library is one educational strategic plan for promoting reading habits among primary school students who are between the ages of 5 – 10 years plus. The classroom library is specifically a goal set at improving library within the classroom as a significant strategy at providing a literacy-rich learning environment at that school level. Although still a novelty in some schools, the growing awareness of its significant, development, effective and progressive use in stimulating teaching and learning at that school level is highly amazing. In some countries, classroom library is generally designed to guide the teachers in advancing and stimulating his/her pupils' reading and writing interest and also serves as an instrument for the continuous assessment and improvement process of the students' reading and learning behavior.

Major and Routman (2012) define the classroom library as a collection of reading books and other texts organized in the classroom for easy access to pupils to enhance their literacy growth. Fox (2013) also

affirms that the classroom library is an educational instrument for promoting curriculum learning outcomes and building students skills for effective lifelong learning attitudes. In another view, Halismano (2014) defines the classroom library as a teacher/student learning resources that facilitate effective student reading and writing outcome through progressive use of books and other media materials in the classroom. Furthermore, the classroom library, according to Uyvenur (2014), is a system of library that is attached to the classroom with some organized texts in baskets or cupboard to stimulate the reading and writing curriculum of the students. The classroom library therefore is a place set aside in a normal classroom environment with one or two shelves or cupboard(S) with books and other media resources used by the teacher to extend the students' reading and writing curriculum. The collections of the library usually include: Books- fiction and non-fiction, poetry, basic science, grammar, pictures/graphics, maps, colours, audio and video tapes, film strips, computer games etc. depends on the level of development.

In the advanced countries, the relevance of classroom library in the primary school system cannot be over emphasized. Bush (2015) notes that books around children is one strategic ways to stimulate their intellectual and emotional interest in reading and writing. Also, Smith (2016) asserts that no habit acquired at early school age is likely to be more lasting benefit than the habit of reading and the ability to use books for information and problems solving by children. This view explains the need to expose children early enough to library resources to strengthening their literacy skills, widening their learning opportunities, and like Idhalama, Abdullahi and Abubakar (2016) point out, "...assist in boosting the talent of school children".

In another development, Marcus (2013) in explaining the importance of the school environment on learning outcome, noted it as

an essential factor for promoting learning. Beautiful school environment includes the conducive stimulating nature of the classroom, its cleanliness, the seats arrangement, color of the class, the wall pictures, color of books, and the teacher's reception. Children love to play and learn when given the right time and supporting materials they need. In that sense, the classroom library opens such opportunity to develop the students' full potentials which can be rapidly actualized through engaged activities with text that reflect the students interest in storytelling, drawing and painting objects, searching for a topic or items in books, etc.

In this information age where technologies and its application is dominant in almost everything, classroom library resources for children in American schools are making teaching and learning very attractive in an amazing ways. Teachers designed their curriculum instruction using library media materials to present lessons and its instructional materials to the delight of the students. Classroom library resources can be very engrossing for students who would want to participate in whatever they are told to do. Reading at this stage of education is very fascinating for the children when taught to manipulate a problem to get to the solution using cognitive skills.

The purpose of the classroom library

The general purpose of classroom library may be summed up as follow:

- To provide the students a small range of reading and learning materials to help them focus on intellectual content that promotes cognitive skills and learning experience.
- Provide pupils the opportunity to use books independently. Through a comprehensive daily reading programs, students learn better and develop self-confidence.

- To help pupils learn how they can select books that meet their personal recreational reading needs and snowball them into expositions, science and discovery.
- To introduce the pupils to media learning resources such as the computers for curriculum extension learning.
- Increase pupils' motivation, engagement and achievement that will help them to become critical thinkers, analytical readers and digital citizens.
- Identify the value of books as source of information that can ignite their love for learning, eliminate fears, and improve their spirit of appreciation.
- Promote reading habits and ability to writing independently and assist others who may be slow learners.
- To mirrors media center as an organized central storage place for books/instructional materials such as science equipment, audio players DVDs, computers, games and magazines, that supports learning.
- To learn and appreciate how book are organized, arrange and protected from book enemies
- Provide a place for the teacher to teach pupils to learn about books in a control learning environment. This offer the teacher the opportunity to conduct informal assessment of each pupil reading abilities and help to plan for individual pupil instruction.

Building Classroom Library Collections

The classroom library is organized and managed by the class teacher with assistance of some class students. Visness (2018) listed the items of the library by genres to include: science fiction and non-fiction, graphics, civics, grammar, and poetry. In a related view, Machmis (2016) also identify the collections to include books on fiction and non-fiction,

graphics, pictures, poetry, cassettes players, video and audio tapes, computer games, etc. In a related view, Mthunzi (2015) listed the collections to include books of short stories, poetry, elementary science, computer games, picture books, maps, etc. Generally, classroom library collection are very small because of the space and the number of class students who use them. The library collections may be acquired through direct purchase by the class teacher in line with the learning curriculum or by donations or gifts from parents, authors, publishers, associations, politicians, voluntary agencies, local government council, stakeholders in the school, etc. But where it is totally imposable for the teacher to establish a classroom library, the students should be taught and encouraged to use general the school library facilities and some of the activities that would have been done in the classroom library, can then be performed in the ordinary classroom after the use of the general school library by the students.

Activities in the Classroom Library

Various activities have been identified to be out in the classroom library in enhancing teaching/learning outcome of students as follow:

- Children are engaged in various practical curriculum learning activities such as reading, storytelling, writing, drawing and painting, acting drama, playing video games, etc. from which they are assessed.
- The library is used as a platform for teaching children the value of books and other media materials including how to care for the books and other materials used in the class.
- During the library period, the children work with books and other media materials to solve giving problems independently.

- The teacher use the library as a workshop to teach the children how to identify and select relevant books needed to do assignments and other classroom work.
- The teacher also use the library resources to engage restless students with assignment such as reading to the class, telling stories from books or the students are made to draw and paint objects, do mathematical calculations, etc.
- The library is used to make students perform role assignments such as checking noise makers, cleaning and arranging the books, keeping records of borrowed books, lending books to their classmates, etc. Children are also encouraged to borrow books from the library for reading at home. By this, many parents with busy office schedule, have come to appreciate the teacher's efforts at teaching their children at school.
- During the library hour, the children are made to recite poems, sing and dance to entertain themselves.
- During busy schedule for the teacher, students may be given assignment to search for certain items from the library collections and write down their results while the teacher is engaged with other tasks.
- The children are sometimes made to act drama using the library materials. This can be very effective to develop children who are shy to learn to be self-confident before their mates.

Impact of classroom library on children's Academics

Available literature have shown tremendous impact of the classroom library on students' academics. Kalimacus (2015) in a study on school library materials and management by teens in some schools in America, used observation and analytical method to discover that

through the use of the library resources, many children are able to read in their very early stage in school and also had appropriate skills and Knowledge transferred to them through practical engagement in various extra curricula activities such as drawing, poem recitation, painting objects, storytelling, drama, and computer games. Also noted was that students who accesses the library resources daily were better equipped with imaginative reasoning than those who often use the library.

In another development, Williams and Hill (2014) opine that with the resources of the classroom library, students' natural curiosity are arouse and their questions answered with sustain minds at independent investigative opportunities available in books and other media materials in the library. This explains the importance of independent learning and discovery which at that level of a child's education can be very productive and innovative at a later stage in the child school life.

In a related observation, Lylian (2016) have also asserts that through use of school library materials, children are found to be more confident in handling and using books independently than at their earlier stage in the school. This view explains the ability of the student to eliminate the spirit of phobia in use of printed materials which are sometimes noted in children when they first come to school.

It can also be safely said that use of library resources always help to equip students' knowledge and capacity for exams and thus reduced the teacher's stress at monitoring or invigilating exam since the students are better equipped with the right skills and knowledge to write their exams confidently. By this standard, examination malpractice at higher education would be totally absent or better handled if noticed.

The classroom library have also helped to provide students with rare materials through inter-library loan, online search and download of free information materials which are of importance to the students.

Class teacher can also use this opportunities to introduce the older students to the importance of the Internet and use of the resources.

Nigerian School Situation

Classroom library is not a new phenomenon in Nigerian primary educational system. Before 1979 when Nigeria became a democratic society, there were “Reading Corner” attached to the classrooms in majority of primary schools in Nigeria. Children were taught to use the resources in the corner under the supervision of the resilient teachers. Children could read, discussed what they have read, do assignments using the resources at the corner and even borrowed text home for special home work. Then the standard of primary school education was very high and education was well valued. But today such facilities can hardly be said to exist in the primary schools. The basic aim of the primary education is to inculcate permanent literacy in children through reading, writing and numeracy (3Rs). The literacy growth of the primary school child, as recognized by the Nigerian National Policy on Education 2004 include to:

- Inculcate permanent literacy and numeracy, and ability to communicate effectively;
- Lay a sound basis for scientific reflective thinking;
- Give the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;
- Provide the child the basic tools for further educational advancement, including preparation for trades and crafts of the locality, etc.

Among the educational services to be provided to actualize the above goals is the development of school library. Globally, it is evident that no nation educational system can succeed without attaching a good level of

importance to her primary education system. Ukwai (2012) affirms that children's future education is to a great extent made at the primary level. Supporting this view, Ideodo (2015) asserts that without a solid foundation at primary school education, functional and progressive education at the tertiary level cannot be achieved. But in Nigeria, the primary educational that is supposed to be given much attention because of the fundamental nature, is sick or at a cross road. Frequent industrial action by teachers at government education sector, irrelevant curriculum provision, lack of school subventions, unqualified teachers and their negative attitudes to work, poor learning environment and equipment, lack of school libraries, poor salaries and irregular promotions for teachers, lack of inspection of schools, amongst others are the many problems bedeviling primary education in Nigeria. Ukwai (2012), also posits that the old system or method of teaching has been discarded and the new methodology is not relevant and not meeting the needs of the society. Poor financial investment has been the bane of Nigerian education system to the extent that subventions are no longer paid to schools and primary education is at the worst end. Unegbu, Uzo-Okonkwo & Oduh (2012) citing Adawo (2011) affirm that comparing education funding of some countries in Sub-African region, it was observed that Nigeria have never in any year met the minimum prescribed standard by the UNESCO, which is 26% annual budget of an economy.

Primary school education is a basic educational system required to be provided for every Nigerian child to achieve his/her minimum educational potential before higher education. Looking at the state of primary education in the country, there is much to be desired. The population of students enrolment is growing higher and higher every year without correspondent increase in school infrastructure, teaching and learning facilities, provision of qualified teachers, regular payment

of salaries, provision of library facilities, etc. the situation is now more pathetic as the experienced teachers are retiring from the system and rather than being replaced by qualified young vibrant one, the government are employing graduates from whatever field to substitute them under the youth empower scheme program which translated into nothing but putting a round peg in a square hole. Majority of the employee lack basic educational qualification and teaching methods and the situation is heading education into a terrible disaster if urgent steps are not taken to arrest the ugly trends.

Factors to promote classroom library in Nigeria

9. Special training and retraining of the non-professional teachers to acquire educational skills on teaching methods and on the principles of use of classroom library materials to be able to handle the students effectively.
10. Annual budget provision of subvention to school to enable school authorities to provide for the development of library programs for students.
11. Appeal for donations and gifts from the school stakeholders, Associations, Voluntary organizations, and other well-meaning individuals in the school community. This can be very successful during special school events such as inter-house sport programs, end of year speech/prize giving day, cultural day, etc.
12. Appeal through writing to Old Students Association, authors, publishers, book sellers and bigger libraries for assistance, inter-library loan, download of online free resources.
13. Direct purchase of some library materials by the school management to assist the class teacher form the initial collection.
14. Organization of library talks at regular interval to sensitize parents and students of the importance and use of library

resources to enhance children overall educational development. Through this, many of them may give out to the library their used books.

15. Allowing the use of handsets by students at school and educating the students about the importance and use of the technology device to access information online, make enquiry, send short message service (SMS), take photographs, store and share information with the garget, make calls, etc.
16. Introduction of computer studies as a subject at this level of education to expose the children early enough to the use of technology in their education. This will help equipped the students for their future Computer Base Exam (CBE) which is now the trend in majority of Nigeria universities, Computer Base Text (CBT) also for tertiary matriculation exams, etc.

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