

LITERARY LITERACY, READING AND LIBRARY SERVICES FOR NATIONAL DEVELOPMENT IN NIGERIA

Azeez Akinwumi Sesan*

Abstract *The past few decades in Nigeria have witnessed a continuous yearning for literacy at all levels of the society, as well as in all disciplines and professions with the aim of enhancing competence and performance. Since the period, this yearning has generated different forms of literacy such as financial literacy, media literacy and literary literacy while the attention, in this paper, is on literary literacy in relation to the reading culture and library services in Nigeria. Literary literacy, as conceptualised in this paper, is all encompassing and inclusive of the parents, the curriculum developers, the government and all the strata of Nigerian society because the concept is seen beyond the reading, interpretation and analysis of literary texts. Among the problems confronting literary literacy, as identified in this paper, are non-availability and non-affordability of quality books, poor library services in the country's educational institutions at all levels, examination malpractices and gross misconducts/corruption in the country's educational sector. When all these problems are addressed with a strong political will, there will be an improvement in the literary literacy of the country. The paper, therefore, argues that the literary literacy in the country can be improved upon if the stakeholders form positive attitude towards reading in this era of media imperialism by social media and digital communication. The paper concludes that the efficiency and effectiveness of literary literacy in Nigeria depend on an improved reading culture and qualitative library services at all levels of the country's institutions of learning*

Keyword: *Literacy, Reading, Literary Literacy, National Development, Nigeria*

INTRODUCTION

Never talk of right and wrong to me
Nor of left and right when I'm near
We stand
On a facet of iceberg
Left is not right
Our heads pierce up
And our feet nail us down
Spectacles can't make us see
Down below is quite tartarian
What shall we name?

What we cannot see or know (Taban Lo Liyong, 2010: 245)

An analysis of the above lines of poem reveals its relevance to a discourse on literacy. The poetic persona, by implication, expresses that there is no maturation beyond what is not known, and hence the need for literacy. As a concept, literacy itself has many dimensions and its meaning varies according to context (Windham, 1991, p.10).

Literacy is a relative term that is discipline-specific and context-specific. What constitutes literacy in one discipline does not imply literacy in another discipline. Thus, literacy is seen beyond the ability to read, write and compute with figures. As a relative term, literacy is the ability to make sound judgment with promptness, relevance and adequacy. The fact that Nigeria has considerable number of educated elites does not qualify the country as literate. In line of this argument, the view of Akinpelu (2008, p.317), who sees literacy as a lifelong learning and skill acquisition is acknowledged. He is of the view that "literacy is perceived as lifelong learning, it is for the literacy skills to be acquired permanently and functionally". The core issue in the position of Akinpelu on literacy is that it (literacy) should be permanent and functional. Similarly, Arnove and Arboleda (1973, pp.4-7) sees literacy beyond ability to read and write but rather they see literacy as the ability to be conscious of the events and happenings of the society. They (Arnove and Arboleda) are of the view that: *definitions of literacy range from a set of mechanical skills to the quality of an individual consciousness from skills of encoding, decoding and reproducing written symbols, to the reading and writing skills equivalent to so many years of primary schooling... to the competence and knowledge required to perform adequately in the adult roles in the society; to the critical*

* Lecturer, Department of Languages and Linguistics, College of Humanities and Culture Ikire campus, Nigeria.
E-mail: azeezakinwumisesan@gmail.com

consciousness and understanding of the fundamental issues which characterized a society.

To determine the extent of literacy in Nigeria, there is a need to measure the literacy level in the country and this can be achieved through what is termed here as Literacy Development Index (LDI). In this instance, Literacy Development Index (LDI) is adapted from UNDP's Human Development Index (HDI). Thus, it is given here that Literacy Development Index (LDI) has three parameters: competence; performance and efficiency. while calculating Literacy Development Index (LDI), it is expected that every individual in a country has access to basic education irrespective of gender, race, ethnicity, geographical location and religious affiliations. Adapting Human Development Index (HDI), Literacy Development Index (LDI) is calculated using the formula below:

INDEX (X_i) = ACTUAL X_i (BASIC EDUCATION) – MINIMUM X_i (BASIC EDUCATION)

Maximum X_i (basic education) – Maximum X_i (basic education)

Actual X_i (basic education) = total population in a country,

Minimum x_i (basic education) = the lowest number of population with basic education;

Maximum x_i (basic education) = the highest number of population with no basic education.

Let us assume that:

Actual X_i (basic education) = 350 million

Minimum X_i (basic education) = 100 million

Maximum X_i (basic education) = 250 million

Literacy Development Index (LDI) = $\frac{350M - 100M}{250M - 100M}$ =

$\frac{250m - 100m}{250m - 100m}$

= 5/3% = 1.67%

The above result shows that literacy level in such country is extremely poor. From the submission made here, it can be said that basic education is used as the simple way of measuring literacy level of a country because, it (basic education) helps to improve on the native intelligence of individuals. Basic education combined with native intelligence will promote competence, performance and efficiency which are basic expectations of average literate individuals. As said earlier, literacy goes beyond reading, writing and computation with figures. In the view of this paper, literacy is comprehensive and all- inclusive. It involves knowledge and understanding to operate within normative standards of behaviour.

No nation can outgrow the quality of its literacy. The quality of the human resources of a nation can be adjudged by the quality of its literacy. In other words, it can be said that literacy is the combination of native intelligence and the ability to think and act proactively. Literacy is not reflected in the chain of degrees that an individual has. An educated mind is not a literate mind. It is therefore wrong to equate literacy with education. An individual may be educated but not literate in some aspects of socio-human relationship. Thus, literacy is the ability to harness, utilize and harmonize the 3 Hs (Head, Heart and Hand) creatively and imaginatively for proactive actions geared towards personal, societal and national development.

A nation in search of sustainable development should increase the level of literacy to meet the local needs. In this instance, there is a need for the identification of the felt need and the actual need. Most African countries and other third world countries have the felt need for technological development, human-capital development and socio-economic development without being mindful of the actual need for national security. Most African countries are plagued with series of ethno-religious crises and civil wars. These internal strives and the civil wars have created the sense of insecurity in the minds of individuals in the country, and by extension, the foreign nationals in such African countries plagued with the problems ethno- religious crises and civil wars.

The focus of this paper, therefore, is to identify and discuss the nexus between literary literacy and reading; reading and national development; literary literacy and library services. The paper critically discusses the connection among the variables of reading, literary literacy, reading and library services for national development.

LITERARY LITERACY: THE CONCEPTUALISATION

The conceptualisation of literary literacy requires an understanding of the concept of literature. Considering its broader scope, literature means anything that is written and printed, either of literary and non-literary quality. Specifically and in relation to this paper, literature is any imaginative/creative writing that performs utilitarian functions of entertainment, education, cultural expression/promotion, social concretization, etc. This imaginative/creative writing is usually in the genres of poetry, drama and prose.

A literary text enjoys relevance in the socio-political milieu of a country when it is read. Thus, it can be said that reading cannot be separated from a sustainable literary culture of a country. The cycles of production of a literary text (in writing and publishing) are not complete without willing and voluntary readers. A literary text, therefore, becomes

dormant, irrelevant and unproductive when it is not read or rarely read by the audience that is meant for.

Literary literacy, on the other hand, is any conscious efforts taken to ensure that the utilitarian functions of literature (entertainment, education, moralisation, socialisation, acculturation, etc.) are attained through formal and informal trainings (workshop, symposia, media advocacy, etc.) on reading comprehension for personal, social and national development. Literary literacy is a complex activity that requires the attention of the content producers, the policy makers and the consumers of literary texts for the production, use, reading, interpretation, criticism and the application of the themes and subject matter of literary texts in solving various socio-political and economic problems militating against national development. On the meaning and concept of literary literacy, Shittu and Sesan (2013, p.557) are of the view that:

literary literacy is a complex activity that involves different categories of individuals: Government, Teachers, Creative Writers, Film Producers and other care givers that are involved in the growth and development of a child from childhood to adolescence.

Going by the view of Shittu and Sesan, it can be said that literary literacy requires the collaboration and cooperation of all the individuals that are involved in the production and use of books.

Literary literacy is expected to begin from home because this is the first base of child's socialisation and education. The traditional Nigerian society (e.g. Yoruba) put much attention on literary literacy through various verbal arts such as poetry, folk performances and narratives. Through this, children were exposed to the production, interpretation, analysis and criticism of literature at the formative stage of their life. Apart from the moral lesson the children learn at the end of the narration/performance, they also experience linguistic development and interpretative power through the way the performer has used language. In the performance of folktales, words carry connotative power for communicative purpose and hence "the performer of folktales therefore relies on the verbal and non-verbal gestures for the purpose-driven utilization of words and language aesthetics during the performance (Sesan, 2014,p.79). The disruption of the traditional, communal setting has sorely affected the literary literacy that was in place in the agrarian communities.

With the structure of the modern society and the proliferation of modern means of communication/ entertainment, the place of home in the education and socialisation of a child is being threatened. Homes, in the contemporary Nigerian society, have also demonstrated some laxity and incompetence in the literary development of their children owing to the phenomenal unbridled interest in movies and

the use of social media networks. The reading culture in some homes in the contemporary Nigerian society has been overshadowed by the watching culture and the dominance of new technologies. In this regard, "young children are often more comfortable with new technology than their teachers who grew up in a generation in which new technology was not pervasive" (Goodman, 2009, p.89).

Considering the nature and form of literary literacy, it can thus be said that it (literary literacy) should be all-inclusive of parents, caregivers in child's development, the stakeholders in a country's education sector (government, policy makers, school administrators, teachers, examination bodies and students) and the media. The collaboration and cooperation of these stakeholders will ensure that the utilitarian functions of literature for national development are attained through formulation of sustainable policy or the review of the existing policy on the development and sustenance of literary literacy.

The Nexus between Literary Literacy and Reading

Reading is central to literary literacy and in this regard, what is meant is voluntary, unconditional, undetached, passionate and comprehensive reading. This argument is given based on the understanding of the concept of literary literacy. A comprehensive and functional literary literacy involves the four language skills (listening, speaking, reading and writing) for the reception and expression of ideas and opinions. As a receptive skill, reading cannot be divorced from literary literacy owing to the fact that a literary text, or in a broader sense, a book is useless when it is not read.

Scholars and critics (e.g. Emenyonu, 1993; Onukaogu, 2003; Ngwoke, 2007; Okpala, 2009; Sesan, 2009) have given varied opinions on the nature and psychodynamics of reading among Nigerians. Their arguments and submissions centre on reading typology, the problems militating against effective reading culture and how these problems can be addressed. These scholars labour on these and similar issues owing to the fact that:

Reading is the hallmark of academic achievement, and functional literacy is fundamental to human development. This functionality is achieved when a person willingly engages effectively in those activities that require knowledge and skills in responding to his environment. (Maduabuchi, 2009, pp.35-6).

The view of Maduabuchi points to the centrality of reading to literacy, personal and national development. In this instance, reading is expected to be voluntary, passionate and determined for the realisation of the set objectives (personal, societal and national development).

An individual with a good reading culture will invariably have a good sense of literary literacy. This argument is premised on the fact that such an individual will have the natural propensity for voluntary and passionate reading of literary texts in any of the genres of poetry, drama and prose. The nexus between reading and literary literacy is seen in the fact that meaning is extracted from a literary text through the physiological, psychological and cognitive activities of reading. Thus, the argument of Soneye and Fajobi (2009, p.203) that 'literary texts are educational materials and quite significant in the literacy acquisition' is valid. The strength and the weakness one will surely affect the other because they are mutually dependent on each other.

The problem of reading culture in Nigeria has affected the sustainability of literary literacy in the country and the genesis of this problem can be traced to the basic family unit. Apart from being the starting point of the moral, social, psychological and spiritual development of a child, homes are also expected to be the first place of the literacy development of such a child. In the contemporary urbanized, modernist-oriented Nigerian society, most homes have failed in their role of ensuring literacy development of their children. With the acute economic demands on these homes, parents have become less-conscious of the need to ensure the literacy development of their children at a very tender age. To this end, the care of the children is left in the hands of care givers and surrogate parents. In the past and before the acute economic demands that take mothers out of the home for paid employment, children were exposed to basic literacy of reading and writing at a very tender age. At this time, mothers would become elated the moment their children could demonstrate the ability to talk and such children were thereby exposed to the reading of the alphabets in their mother tongue and English, as well as the basic number. The poor reading culture in Nigeria can be addressed if homes can be proactive to ensure the sustainability of literary literacy through various reading projects. Parents and other care givers within and around the reach of a child should set aside projects and programmes that can motivate a child to read. Among these programmes are reading at bedtime, even if what is read is not more than a page. With this, the child may develop interest in independent and voluntary reading. Besides, weekends of parents and other care-givers should be devoted to reading literary materials with questions and answers session. The expected outcome is that the child, in the process, is exposed to reading comprehension that may help in forming a positive and sustainable reading culture.

The problem of the reading culture is also compounded by poor educational sector and the society at large. In the instance of the poor reading culture in the country's educational sector, curriculum developers, school administrators, teachers, the examination bodies, government ministries/parastatal and students are concerned. The Federal Ministry

of Education has placed much importance on the science and technology with little or no commitment to humanistic studies. The fallacy of this notion and attempt is that no nation can advance scientifically and technologically with poor reading culture, hence, there is a need for humanistic studies. To this end, there is a need for the Federal Ministry of Education to do a nationwide review of the country's *National Policy on Education* to incorporate the ethos and practices of literary literacy that can promote sustainable reading culture. The first year of a child in primary school is expected to complement the efforts of home in the promotion of literary literacy and reading culture. In this instance, some literary texts, particularly junior reader's supplement are expected to be introduced to a child in the early stage of his/her education to stimulate his/her interest in voluntary and independent reading. The adoption of this strategy will make a child see reading as a habit, and more importantly as a way of life for personal, societal and national development. But in this general decline in the value we attach to education and enlightenment, it is the Arts in particular that are perceived as redundant (Osofisan, 2004, p.7). To this end, the view of this paper is consistent with the opinion of Olajide (2001, p.179) that:

Teachers across the rungs of the educational ladder are badly equipped, disorientated and dejected; research that would have rekindled literacy drives and ginger national development and integration seems abandoned or haphazardly carried out. Nobody appears to care about education being the capstone of self determination and good progress. Even when grants are given to institutions for research projects, the grants are either misallocated or diverted. Educational policy makers emphasized the sciences, engineering and medicine to the detriment of crucial disciplines like applied linguistics, reading, literacy and language education. If any nation thinks there can be scientific and technological breakthroughs without appropriate arts and humanities to back up, such a philosophy is as good as saying that there can be man without a brain.

Teachers have significant roles to play to enhance reading and literary literacy among children, youths and adolescents but lamentably, they (the teachers) have been found wanting in this regard. Most teachers in the country's educational institutions do recycle their lesson notes and plans of many years without any committed attempt to update the stale knowledge (see Sesan, 2013). What this implies is that they don't read latest textbooks to update their knowledge and their students, thereby, emulate this lazy reading habit from them. Teachers of Literature-in-English have also been found wanting in their roles. Many of them do not read the primary texts that are recommended in the examination syllabi but rather they opt for any of the quick revision texts (e.g. *Examination Focus, Countdown, Comprehensive*, etc.) available on the subject (see Sesan, 2013). This is a lazy

habit that betrays the performance and the efficiency of the students in reading and literary literacy.

Onukaogu (2007, p.7) makes a proposition for the teacher's requirement for efficient reading and by extension literary literacy that:

In order to raise the type of teachers who can turn around our school system, we need to take two vital steps. First, we must put in place a sound reading teacher education package in our Colleges of Education, Faculties of Education, Institutes of Education and other agencies that are charged with the training of teacher. Second, we must undertake the retraining of all personnel involved in the teaching of reading in our schools and colleges.

As good as the proposition of Onukaogu is, there are some issues that need to be considered for validity and relevance to the current challenges of reading culture in Nigeria. What has been forgotten is that voluntary and passionate reading habit is attitude formation and this can be done from home, the first literacy and reading centre of a child. At the college, an individual is already "literacy and reading adult" that has different activities competing for his or her attention. What needs to be done is that there should be a vigorous reading campaign on the need to catch the children young from toddlers on the attitude formation for sustainable reading culture and literacy. It is when this is done that the reading teacher education suggested by Onukaogu can be effective, and thus, it can be said that his proposition is for a near future.

The modernist-oriented culture that is prevalent in the contemporary Nigerian society has also affected effective reading and literary literacy in the country. The emergence and dominance of information and communication technologies (e.g. internet, digital communication, mobile telephony and other forms of information super highway) have borne negatively on the reading culture and literary literacy in the country. Majority of the students spend much of their time and money to utilise the opportunities offered by these facilities. The main worry is that these students do find it difficult to spend their money on the purchase of books that will assist them in the pursuit of their career. Even the production of e-books has not alleviated the problem of reading in the contemporary Nigerian society owing to the fact that getting the e-books is not the same with reading them. Daramola (2012, p.286) is of the view that "one major disadvantage of the internet is that it is taking much of time of school age children. The time that could have been used for reading is now spent browsing, sending junk messages and watching pornographic films". The unbridled interest of students in the utilization of the facilities of information and communication technologies have made them form lazy attitude about reading, and hence, the ineffectiveness of e-books in the promotion of reading culture and literary literacy.

The core issues of the formation of reading culture and literary literacy are availability, affordability and accessibility of quality books and other reading materials for the use of students and other interested individuals. The bane to reading culture and literary literacy in Nigeria is that quality books are not, in most of the cases, available for the use of students. Parents and guardians search laboriously for quality books that will promote the reading proficiency of their children and wards but to no avail, and gradually, this reduces the passion to buy and read books. Even when quality books are readily available in the market, their prices are not affordable owing to the fact that most of these books are not produced in the country, and thus, they are imported. The economic recession, sky-rocketing inflation and the menace of piracy make publishers nurse fear for production of books for the need of the reading public. These publishers have now created interest in the publishing of their books outside of the shores of the country. Consequently, the books are not within the reach of the readers because their prices are always on the high side. The few quality books that are produced in the country are not accessible to the readers considering the linguistic pattern of the authors. Some text books and literary texts are written in complex lexical choice and syntactic structure, thereby, creating problem of understanding for any willing and ready reader. With a critical study of the language of literary texts written in Nigeria, writers of imaginative literature can be grouped into (i) exophoric (writers whose language is difficult to understand) and (ii) endophoric (writers whose language is easy to understand). For communicability and stimulation of interest in reading, literary writers and writers of academic textbooks are expected to write in simple expressions. To this end, this paper corroborates the opinion of Okpala (2009, p.98) on what to be done or considered to make texts simple for reading comprehension of any willing and ready readers. The critic (Okpala) is of the opinion that writers should:

- Write concretely. Avoid abstractions and transferred concepts.
- Be logical. The action should follow a common thread with logical continuity.
- Action should be direct and simple, without long introductions and without too many characters involved.
- Avoid symbolical language (metaphors) that may be misunderstood by the reader.
- Be concise. Do not place several actions in a single sentence. Place words on the same phrase on the same line.
- Avoid difficult words, but attempt to use language that is adult and dignified. If unusual words have to be used, they should be explained by context clues.
- Even rather complicated relationships can often be described and explained if this is done in a concrete

and logical manner, where events take place in a natural chronological framework.

The view of Okpala on the way of making texts accessible and readable for students and other willing readers is ambitious and goal-achieving if writers and publishers adopt the principle in their book making process. Sadly, some writers of literary writers and other textbooks have seen their use of complex language as a means of establishing their status as people that have good grasp of the language intricacies. This practice amounts to attitude formation that achieves nothing in the promotion of reading and literary literacy in the country. A text is rendered invaluable and unreliable when readers have difficulty in making meaning out of what is written or printed because the essence of a text is communication between the writer and the reader for positive proactive actions that are aimed at national development. Thus, availability, affordability and accessibility of books should be pivotal to the discussion of issues on reading and literary literacy in the country.

Reading, Library Services and National Development

It is an aphorism that a reader is a leader and by an extension, an enlightened leader. Reading opens the door of opportunities and enlightenment for individuals. The place of library services cannot be ignored in the promotion of reading culture in the country. Libraries make books and other reference materials available for the willing readers and it also stimulates interest of readers in reading (Aina, 2004; Okpala, 2009; Lawal, 2011).

The working definition of a library, for the purpose of this paper, is any pre-determined place that is meant for procurement, preservation, maintenance and consultation of books for human use and development. What can be deduced from the working definition of a library here is that books are central to the existence and sustenance of a library. Since it has been established here that books are central to the existence and survival of a library, it can be said that library can play important roles in the promotion of reading and literary literacy.

Archival scientists and scholars of library science have identified types of library that are available and these are national library, state library, public library, school library, academic library, special library and private library (Obi, 1975; Ogunsheye, 1978; Aina, 2004; Lawal, 2011). All these types of library are meant to perform all the conventional roles of a library together with the promotion of reading culture and literary literacy.

The attitude of Nigerian students to library services is negative and in the argument of this paper, this negative

attitude begins from home. Many homes do not have positive disposition towards acquisition of books for the use of their children. They only have the attitude of buying books that are on the list of books given to them at the beginning of the session in their children's schools and even these parents do not buy all the books on the list. They only buy Mathematics and English Language textbooks that they feel are compulsory for the children to have. These parents do not form the positive habit of buying story books and children's literature for their children and wards. To this end, the children develop cold attitude to books, reading and library services (in terms of procurement and maintenance of books and other reading materials) at a later stage in life.

Another worrisome situation about library services in Nigeria is the moribund state of school and public libraries in the country. From the late 70s to up till the early 90s, there used to be a commendable situation of school and public libraries. Around this time, nearly all the schools in the country had functional library for the use of staff and students and consequently, the reading culture among the students was not as lamentably poor as it is today. These libraries were regularly stocked with relevant and up-to-date textbooks and literary texts so that students could enjoy robust and viable learning (Fayose, 2000; Nwalo 2000). The same can be said of public libraries within the temporal setting of the late 70s and the early 90s. This time also, there used to be functional public library services to serve the need of individuals and schools and other educational institutions that were within and around a particular community. The present writer was a beneficiary of the facilities of public libraries while in the primary school. In the contemporary Nigerian society, many schools set up libraries as emergency routines to secure approval to conduct external examinations conducted by National Examination Council (NECO) and West African Examination Council (WAEC). With the experience of the present writer as a teacher in basic schools (primary and secondary) and as an examiner for West African Examination Council (WAEC) and National Examination Council (NECO), it is observed that immediately after the approval, these emergency libraries "disappear" or perpetually become dysfunctional.

Functional and efficient library services will impact positively on reading culture, literary literacy and national development of any country. The interconnectivity between library services and reading, as well as the interconnectivity between reading and literary literacy, can engineer national development through the man power development that is needed and necessary for viable and sustainable national development. For instance, Ajala and Ojebode (2006, pp.13-14) identify the two levels in which reading can contribute to national development and these are (i) the micro level and (ii) the macro level. These two levels are interrelated because one impacts greatly on the other. At the micro level,

reading helps in the development of an individual's skills and cognition for personal and collective development of a society. In addition, reading enables individuals to keep educating themselves in terms of personal and environmental health, politics, economy and business, and current affairs (Ajala and Ojebode, 2006, p.13). At the macro level, "reading promotes the economic, industrial and cultural development of a country" (Ajala and Ojebode, 2006, p.13).

Apart from the promotion of reading and literary literacy in the country, library services (e.g. at the national, state, local and individual levels) add more to the national income through the generation of gross domestic product (GDP), one of the indexes that are used in the calculation of human development index (HDI) in any country. Library services contribute to GDP of the country through the provision of employment opportunities for library staff, particularly in the public and general libraries. The wages and salary earned by these library staff contribute to the generation of GDP through the disposable income with the deduction of PAYE (pay as you earn). By making books and other research materials available to academics and researchers, library services also make significant contribution to national development. The findings/research outcomes of these researches make valuable contributions to the human and non-human resources that are instrumental to socio-economic development of a nation. Since it cannot be denied that the triad of reading, literary literacy and library services contributes to national development, this paper corroborates the view of Osofisan (2001, pp.168-169) that:

This is why we must accept it as a task to encourage literacy and the widespread love of reading and of books. It means that we must be active in the promotion of both reading habit, as well as the writing of books. We must organize literacy classes, as well as writing workshops for those who are enthusiastic and are endowed.

CONCLUSION

This paper has examined the significance of literary literacy, reading and library services in the enhancement of national development. The conceptualisation of literary literacy is done with the nature and challenges of reading in the contemporary Nigerian society. The paper identifies and points to the fact that home plays important role in the encouragement of literary literacy and reading. It is also established in the paper that there is interconnectivity among literary literacy, reading and library services and to this end; it is advised that parents and guardians should encourage acquisition and maintenance of books within the home in order to promote reading and literary literacy. Types of libraries (e.g. school, public, academic and private) are identified. The significant contributions of library services to personal and national development are also discussed. It

is discussed that library services contribute to human capital development and gross domestic product (GDP) of the country.

RECOMMENDATIONS

Based on the aforementioned arguments and observations, the following recommendations are made:

- There should be collaboration of efforts by Reading Association of Nigeria (RAN), Association of Nigerian Authors (ANA) and Nigerian Library Association (NLA) for advocacy programmes aimed at encouraging reading and literary literacy for national development. This collaboration will make the advocacy programmes on reading comprehensive and effective.
- Government at all levels (federal, state and local) should pay committed attention to the provision of library services for the citizens by making facilities for public libraries across the states and local councils of the federation.
- School administrators should also pay committed attention to the establishment and maintenance of libraries for the use of students and staff. They should not see library as an ornament to get the approval of the examination bodies. Availability of efficient and functional libraries in schools enhances effective teaching-learning process.
- Communities should also see the establishment and maintenance of community libraries as a collective responsibility of all, as they collectively establish community schools. The same attention paid to the establishment and running of community schools should be given to the establishment and running of community libraries to enhance academic performance and reading efficiency of students within and around the community.
- Parents and guardians should make efforts that their children and wards form positive attitude towards reading and literary literacy by making books available for the use of their children. Books should form part of the "accessories" of homes.

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