

**NATIONAL LIBRARY SERVICES AS A CATALYST FOR EDUCATIONAL
GROWTH OF SECONDARY SCHOOL STUDENTS IN KWARA STATE**

By

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CERTIFICATION

This is to certify that this project titled “*National Library Services as a Catalyst for Educational Growth of Secondary School Students in Kwara State*” by Abdulazeez Hameed Ayomide meet the regulations guiding the award in National Diploma in Kwara State Polytechnic Ilorin and is approved.

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DEDICATION

This project is dedicated to God for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

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All praise is to God, the most beneficent, the most merciful. My sincere appreciation goes to my parents for their concern, prayers and words of encouragements towards the completion of this programme. My utmost gratitude also goes to my supervisors Mr. Taiwo, M. A. for his moral and intellectual guidance and contribution towards the possibility of this project and all other lectures of the department.

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ABSTRACT

This research project investigated national library service on the educational growth of students in secondary schools in Kwara State. It was conducted to know the effect of the national library service on the educational growth of students. It adopted a descriptive survey research, with a structured questionnaire as the tool for data collection. Because of the large population involved, the researcher employed simple/systematic random sampling. Three hundred and thirty-five (335) questionnaires were administered to the respondents purposively selected across the schools in Ilorin. Out of this, a total of three hundred and twenty-three (323) students responded correctly to give a return rate of 96.4%. The study used frequency counts, percentages, and charts for data analysis. Also, it was found that it has a positive result on their level of awareness of the existence of the national library and they have been to the national library before. Again, it was gathered that a larger percentage of the users rated the role of the national library on educational rebirth are to promotes individual reading culture, providing collaborative for reading institutions, meeting the information needs of individuals, to supporting individual learning standards. The result showed that the work attested to the programs and educational rebirth ranges from debate and quiz competitions, pre-school and summer reading programs, reading promotion campaigns, learning experiences for students, References for schools and colleges, Advice on important subjects for students, Civil engagement, Counseling education and Career education. This research work entails recommendations such as making the National Library should be located where it will be easily accessible by students and there should be proper awareness of national library services on the educational rebirth of students in secondary.

CHAPTER ONE

1.1 Background to the Study

A library is a place where collection information resources are acquired, processed, systematically arranged, and disseminated to the users of the library. The library can be defined as a center where information resources are collected, processed, and made available for the use of its clients. The library is the nerve center of the educational development of a man at any level and more particularly in any academic pursuit. The word library comes from the Latin word “Liber” which means book. A library can be defined as a collection of writing, printed or other graphic materials [including films, slides, phonographs, records, and tapes] house, interpreted to meet the broad and varying needs of people for information, knowledge, recreation, and aesthetic enjoyment.

According to Aliyu (2010), A library is a place or building where technical responsibilities are performed. These include selection, acquisition, processing, organizing, storing preservation, retrieving, and dissemination of information required by professional staff at a particular time and place. Once any of these key factors is lacking in a library, it is abnormal to refer to it as a library. A national library is the apex library in a country with branches in regions and states of the country. According to Kolawole and Igwe (2010), a national library is a unique form of public library established and maintained by national governments for special functions and services such as: collecting and preserving all publications emanating from the country; issuing the national bibliography and national union catalog; rendering bibliographic services like issuing of International Standard Book Number (ISBN), International Standard Serial Number (ISSN); coordinating the activities of other types of libraries within the country; and so on.

Fabiyi and et al (2014), described the national library as an important phenomenon of librarianship. Mostly, it is maintained primarily at public expense with funds allocated from, and disbursed as parts of national governments, subject to the policy controls and decisions of superior and officially constituted board commissions. Due to basic variations in their origins, some national libraries were established for the purpose they have been serving while others only came into existence as a result of the dedication to public use of great private collections. A national library is a library specifically established by the government of a country to serve as the preeminent repository of information for the country.

Unlike public libraries, these rarely allow citizens to borrow books. Often, they include numerous rare, valuable, or significant works. There are wider definitions of a national library, putting less emphasis on the repository character. National library also ensures a free flow of knowledge between this nation and thereby securing a place for the nation in the country of nations that depend on recorded knowledge and information for survival in a world of rapid advancement and occupation of ideas.

Education is a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills. According to Bowen and et al... (2019), education discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various non formal and informant means of socialization (e.g. rural development projects and education through parent-child relationships). Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization or enculturation. Children-whether conceived among New-Guinea tribes people, the Renaissance Florentines, or the middle classes of Manhattan are born without culture. Education is designed to guide them in learning a culture, melding their behavior in the ways of adulthood, and directing them toward their eventual role in society.

In the most primitive cultures there is often little formal learning-little of what one would ordinarily call school or classes or teachers. Instead, the entire environment and all activities are frequently viewed as school and classes, and many or all adults act as teachers. As societies grow more complex, however, the quantity of knowledge to be passed on from one generation to the next becomes more than any one person can know, and, hence, there must evolve more selective and efficient means of cultural transmission. The outcome is formal education-the school and the specialist called the teacher.

1.2 Statement of the Problem

A national library is to always serves as the information centre for the country's government and its regions. In the states, the main objectives of national library are to collect and preserve all publications emanating in the country, it government policies and legislations. It is therefore another duty of public library to help in preserving policies and legislation in education in the country.

Education re-birth is a new phenomenon emanating in this century as a result of innovations and changes that exists in all sectors and society. Therefore, the need to re-program what education of pupil would be of both in content and process is desirable. To achieve this purpose, it is expected of the national library to facilitate and enhance the challenges of this course. There is the need to look into the education re-birth of student in selected secondary school in Ilorin metropolis through the contributions of national library.

1.3 Objectives of the Study

The aims and objectives of this study is to evaluate the effect of national library on education rebirth; while specific objective is to:

1. To find out the level of national library patronage among the students in secondary school.
2. To determine the roles of national library on educational growth of students in secondary schools.
3. To identify the types of programs organised by national library, which are influential to educational growth of students of secondary school.
4. To identify constraints faced by the national library on educational growth among the students.

1.4 Research Questions

1. What is the level of patronage of national library by students of secondary schools?
2. What are the roles of national library on educational growth among the students of secondary schools?
3. What are the types of programs organized by national library, which are influential to educational growth of students of secondary schools?
4. What are the constraints faced by the national library program on educational growth among the students in secondary school?

1.5 Significance of the Study

Educational rebirth is prominent in this current dispensation in our country. It is noted that more than half of the country population are youth and this youthful stage of life should translate to much productivity for the country, but it has been less productive only because, education in Nigeria does not serves or no longer achieve its objectives there by making lots of students not to relevant to the industry. The above therefore gives a reason for educational rebirth. The significant of the Study is to majorly contribute to the existing knowledge and

also create an awareness about educational rebirth and depicts the effects of the national library in the educational rebirth.

1.6 Scope and Limitations of the Study

This study aims to find out about the effects of national library on educational rebirth of student in selected public secondary schools in Ilorin metropolis, the study is strictly restricted to the aforementioned confined.

1.7 Operational Definition of Terms

1. **Education:** is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habit.
2. **Growth:** is the preparation of children to assume their adult roles in societies as loving parents, as engaged citizens, as contributors to society and their communities, and as productive workers.
3. **National library:** A national library is a library specifically established by the government of a country to serve as the preeminent repository of information for that country.
4. **Public secondary school:** Is a school that is maintained at public expense for the education of the children of a community or district and that constitutes a part of a system of free public education commonly including primary and secondary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter will discuss some major topics that are important to this study. In this chapter, various positions, assertions, evaluations, remarks, opinions and reviews of scholars, authorities and previous studies will be systematically made in order to show their relevance to the study.

However, this chapter will be arranged with headings in the following order:

2.2 Conceptual Definition of National Library

2.3 Overview of Education Development in Nigeria

2.4 Conceptual Explanation of Education Growth

2.5 Factors Influencing Education Growth

2.6 Appraisal of Related Literature Reviewed

2.2 The Conceptual Definition of National Library

The national library is the most distinctive of all types of libraries, and the contents of its collections, from scholar's perspective, are the widest both scope and contents, depth and coverage. The fact could be simply entail to the purity that it contains information on all aspects of life, arranging from political, cultural, social, educational, agricultural, economical, and spiritual e.t. c. One of such information is indigenous knowledge. Ayanda, Olu Timothy, and Ayangbeku (2017) describe national libraries as those established and maintained by national government of a country. National library operates library services nationwide. She

further states that national libraries are regarded and treated as part of the national government; this is because of policy controls and officially constituted boards.

A national library is a library specifically established by the government of a country to serve as the preeminent repository of information for that country. Unlike public libraries, these rarely allow citizens to borrow books. Often, they include numerous rare, valuable, or significant works. There are wider definitions of a national library, putting less emphasis to the repository character. National libraries are usually notable for their size, compared to that of other libraries in the same country. Some states which are not independent, but who wish to preserve their particular culture, have established a national library with all the attributes of such institutions, such as legal deposit (definition, 2019).

National library, to Aliyu and Akewukereke (2013), are libraries maintained by government to serves the needs of governmental bodies and citizens of the nation as a whole. National libraries are usually legal depository libraries that are to say that every publisher are required by law, to deposit a copy or more of each book it published with the national library.

According to Fabiy and et al... (2014), National libraries are usually notable from their size, compared to that of other libraries in the same country. Some states which are not independent, but who wish to preserve their particular culture, have established a national library with all the attributes of such institutions, such as legal deposit.

National library is defined according to online dictionary (2019) as library established and funded by the national government with the designation national, to serve the needs of this government, often to function as a library of record for the nation's publishing output, and in some cases to as a central agency for library and bibliographic development in the nation.

Unegbu and Otuza, (2015), the national libraries are libraries established by a sovereign nation as the apex library that collects, acquires, stores, preserves and disseminates

information resources published within the country, about the country and by any citizen of the country anywhere in the world. The national library serves as the giant memory also the data bank of knowledge of the nation.

2.2.1 Historical Development of National Library of Nigeria

Aliyu (2012) explained the history of national library very often quite a good number of African states had no national libraries. There were university libraries, wherever there is one that acts in such a capacity. The library of the university of Ibadan is an example, played the role of a national library from 1953 to June 1970. Even though the university of Ibadan library published both the Nigerian publication and the current national bibliography from 1950 – 1970. The first mention of a national library in Nigeria was made in 1948 in a letter dated July 3, 1948 and written by the chairman of the Standing Committee on the provision of libraries to the chief secretary to the government. The committee advised the government to establish a national central library which would be copyright library and in which “All books and papers published in Nigeria, and works of reference which are required by serious students but not in sufficient demand to warrant their being placed in regional or local libraries” would be stocked. It would also be a depository and distributing center for micro-films or out of print books.

The idea of setting up the National Library of Nigeria began with the role of the Nigerian Division of West African Library Association (WALA) whose efforts and activities were more directly connected with the realization of the dream for a National Library of Nigeria, a dream that dated back 1930s. Following the recommendation of the Nigerian Division of (WALA), which later became the Nigerian Library Association in 1962, a Library Advisory committee was established in the late 50's. This Committee had the assignment of working out plans for library services in the country and to persuade the government to agree to set up

a National Library. On the attainment of independence, the Nigerian government embraced the idea of a National Library as proposed by the association.

The Ford Foundation of America agreed not only to finance but also provide the necessary expertise for a feasibility study. The survey recommended a National Library of Nigeria, thus backing up the recommendation of the Library Advisory Committee.

Dr Carl White a distinguished Scholar/Librarian was appointed to come to Nigeria in February 1962 to assist in setting up necessary technical personnel for the National Library. Thus, in September 1964, the government passed the first legislation

The National Library of Nigeria came into existence by the National Library Act passed in September, 1964. This Act was later replaced and substituted with the National Library Decree No 29 of 1970. It is a grade “A” parastatal and the apex library in the country. It is the giant memory of the nation, her intellectual store house and data bank for learning and remembering process. It is the Vanguard of library development and information services delivery, advising institutions, organizations and MDAs at all levels of government on library development.

The need for the national library was dated back to the 1953 UNESCO seminar on the development of public libraries in Africa held at Ibadan. When request for assistance in this respect came in 1959 to Ford Foundation of U.S.A. Dr. Frank Rogers, the director of the National Library of Medicine, Washington, D.C was sent to survey the situation in 1961.

His report recommended a national library to provide essential services for the area around Lagos and serve as National Bibliography Centre and the need for Ford Foundation to assist the federal government with technical assistant, staff advisers and others. These reports were approved by federal government of Nigeria. The first library adviser arrived from New York in person of Dr. Carl. The National Library Act of 1964 was later amended by Decree No. 29

of 1970. The amendment was done by Rappaport. Its provision was more comprehensive than the Act of 1964. The decree set out for NLN objectives.

2.2.1.1 The Board of National Library of Nigeria

The National Library of Nigeria is comprising of the Library Board, the functions of the Board as enshrined in Decree no. 29 of 1970;

1. To establish and maintain in accordance with this Decree the National Library of Nigeria, and to provide in accordance with this Decree such services as in the opinion of the Board are usually provided by national libraries of the highest standing.
2. To assemble, maintain and extend a collection of books, periodicals, pamphlets, newspapers, maps, musical scores, films and recordings and such other matter as the Board considers appropriate for a library of the highest standing.
3. To establish and maintain a branch of the National Library in each State, to make the facilities of the National Library available to members of the public and others on proper terms, which may include provision for; the imposition of a scale of fees, subject to the approval of the Commissioner, for services rendered to the public safeguarding the property of the Board, and specifying the categories of persons who may be admitted to premises under the control of the Board to make such arrangements as the Board considers appropriate with respect to; the exchange of matter included in the collection aforesaid, the preparation and publication of catalogues, indexes and similar aids, the provision of assistance to other persons in the organization of libraries and with respect to the manner of using facilities under the control of libraries.

4. To make recommendations and give advice on library development or organization to any department or agency of government of the Federation or a State or to any local government authority.
5. To be responsible for the development of the National Bibliography of Nigeria and national bibliographical services, either in a national bibliographical center or elsewhere.

The Board shall have such powers as may be necessary or desirable for the proper exercise of its functions; and in particular, without prejudice to the generality of the foregoing, the Board may sue and be sued in its corporate name, acquire, hold and dispose of movable and immovable property in general, and in particular; acquire, construct, maintain or repair any property required for the purposes of the National Library, and let on lease or otherwise dispose of any property which appears to the Board to be unnecessary for the time being for the purposes of the Board, do anything for the purpose of advancing the skill of persons employed by the Board or the efficiency of the equipment of the Board or of the manner in which that equipment is operated (including the provision by the Board, and the assistance of the provision by others, of facilities for training, education and research), provide houses, hostels and other like accommodation for persons employed by the Board: for purposes specifically approved by the Board as being likely to increase the effectiveness of those persons in the service of the Board, or otherwise for the purpose of exercising the functions of the Board to make loans to any person employed by the Board for the purpose of building a house, purchase a plot of land on which a house for such a person may be built or purchase a house for the residential use of any such person or his family, and otherwise promote the welfare of persons employed by the Board. Subject to this Decree, the Commissioner may give the Board directions of a general character or relating generally to particular matters (but

not to any individual person or case) with regard to the exercise of the Board of its functions and powers, and it shall be the duty of the Board to comply with the directions.

2.2.2 Aims and Objectives of the National Library of Nigeria

The national library of Nigeria is the federal government of Nigeria information institution. The library has basis that guides and direct its services to the country. The following principles of national library of Nigeria to serves as intellectual annunciation to the citizens of the country are as follows:

1. To provide necessary supports for intellectual efforts activities diverted at progress and development in Nigeria.
2. To ensure availability of comprehensive and a near complete collection of resources as possible, materials or knowledge in existence in the world and ensuring fuel access to such resources both within and outside the nation's boundaries.
3. To ensure a free flow of knowledge between the nation and others, thereby securing a place for the nation in the community of nations that depends on recorded knowledge and information for survival in a world of rapid advancement and occupation of ideas.
4. To serve as a stimulus and a sound source of education enlighten, repository of cultural heritage and values;
5. It serves as the library of the last order, which directs, coordinates, organized and maintains library activities within or represents the affairs of the nation's libraries at international levels (Aliyu, 2012).

2.2.3 Functions of National Library of Nigeria

However, scholars have maintained the same or similar positions on the functions of National Library of Nigeria. Aliyu (2015) highlights the functions of National Library as:

1. To see to the establishment of library development efforts throughout the country.
2. Coordination of these efforts and channels them along the right directions.
3. Coordination of these efforts throughout the country.
4. Maintenance of a national library of Nigeria to provide such services as in the board is usually provided by national libraries of the highest standing.
5. Serves as the library of the last resort, the nation's intellectual treasury, and its learning and remembering processes.
6. To compile the National Bibliography
7. To run periodical courses to library assistants in government, ministry and government agencies.
8. Take research on library and bibliographical problems and act as a clearing house for library and bibliographical inquiries to and from other nation's libraries, such as international body like IFLA, UNESCO e.t. c.
9. It links up with the international network of information e.g. The national library of Nigeria is a depository of the publication like (U.N) United Nation, (OAU) organization of Africa union, now Africa Union Economic Cooperation of West Africa States.
10. To acquire, assemble and preserve for use of all citizens of the country or international output of the nation in all phases of human endeavours e.g. Decree spelt out that the national library should be responsible for:
11. It responsible for issuance of the international Standard Book Number (ISBN) and the International Standard Serial Number (ISSN) to publishers and authors in a country. A publication resource without these international identifiers is sub-standard and illegal.

12. It is responsible for the publication of the union catalogues and directories of libraries in the country.

2.2.4 General Nature of Services of the National Library of Nigeria

According to Thomas (2012), National Library in the Nigerian environment play significant role as a national depository of international agencies such as the United Nations and its organs. Furthermore, the National Library legal deposit law, Decree 29 of 1970 section 4 (1) 4 (3 a.b) makes it mandatory for every author and publisher operating in the country to deposit with the National Library, at his own expense specified number of copies of each book published, the law further stipulates that three (3) copies are to be deposited by private publishers, ten (10) copies by state and local governments and twenty-five (25) copies by the Federal government. The implication of this role is that the National Library is the only place where a citizen can find the publications of Federal, State, Local government and individuals in one place thus facilitating research and accessibility while saving the user his or her valuable time. Yet another role the National Library is playing in the Nigerian society is ensuring that Nigerians have equitable access to its services and resources through the establishment of state Branches of the National Library across the country.

Today, there are branches of the National Library in twenty-five (25) states of the federation. As the library of libraries, the National Library is There to complement the services of other libraries and provide where they are lacking. This will stimulate and boost the educational, social, cultural and information needs of Nigerians across the Country. It is also the view of the researcher that the National Library plays a significant role in the Nigerian society by ensuring the collection, preservation and transmission of the nation's cultural Heritage for future generations. This means that the nation's cultural identity in all its ramifications is ensured continuity by successive generations.

Indeed, institutions and organizations are mere objects and are in themselves useless without People who will ensure the realization of the objectives for which they were established. The people Are the employees who work in these organizations and the National Library as an organization is not an exception. In the Library, personnel, information materials, Users and building/environment are the components that interact to make up the system. In recent times, a new component Information technology has been added, this has revolutionized and changed information dissemination pattern and of all these components, personnel are the principal and most important Resources. They coordinate the entire system to achieve organizational objectives (Ajala, 2003).

In the light of this development occasioned by the information age, the leadership role that the National library is expected to play as the apex library in the country can only be realized by having adequate Number of employees and a sound training programme towards ensuring well trained personnel. Specifically, the following services are outlined on the official webpage of the National Library of Nigeria:

- a. Legal Deposits.
- b. Bibliographic Control Services.
- c. Court Subpoena and Summons.
- d. Issuance of ISBN, ISSN, ISMN/
- e. Production of National Bibliography of Nigeria (NBN).
- f. To Establish and maintain a Branch of the National Library of Nigeria in each state.
- g. Readership Promotion Campaign (RPC).
- h. Book Gifts and Exchanges.
- i. Virtual Library Services – ICT, Content Development, Internet Services.
- j. Provision of Reference and Document Delivery Services.
- k. Publication of Catalogues, Classification tools, indexes and Seminar Research Aids.

- l. Maintenance of Cataloguing Standards.
- m. E-Resources – i.e EBSCO.
- n. Promotion of Research in the field of Library and Information Science.
- o. Library Development, Consultancy and Technical Services.
- p. Exhibitions and Displays.
- q. To Develop, Maintain and sustain the ONLINE NATIONAL UNION CATALOGUE (ONUC) and ONLINE PUBLIC ACCESS CATALOGUE (OPAC) (National Library, 2019).

2.2.5 Funding of the National Library of Nigeria

Funding is the process of sourcing, securing and directing finance to achieve desired objectives. As an institution that engages in administration and management of library activities and services in Nigeria, the National Library of Nigeria is also funding its so that its objectives can be achieved. The major sources of funding that are applicable to the National Library of Nigeria are:

- i. Direct Funding
 - ii. Government Subvention
 - iii. Grants
 - iv. Donations
 - v. Commission/Charges on Services
- i. Direct funding:** This is the major source of funding to all National Library. This funding is derived by the National Library directly from the government of a nation or country. As an intellectual repository of any nation, the national library is entitled to certain percentage from annual or periodic allocation of the central government, so that the library can be robustly financed to provide services for the citizens.

- ii. **Government Subvention:** This type of funding is received by the National Library of Nigeria through the government parastatals and other agencies that want to support them. These agencies are supporting the services of National Library with fund at certain percentage at regular intervals. Such subventions are received from TetFund, ETF, etc.
- iii. **Grants:** The National Library of Nigeria is also funding its services and programs through grants provided by agencies and bodies. The limitations on grants are that they are mostly restricted to specific services and programs, which make it difficult for the National Library to be directed to other activities.
- iv. **Donations:** These are willful financial assistance the library received from philanthropists and other individuals who are extending kind gesture to the library. Donations are different from grants because they are not attached to specific programs they are to be expended on.
- v. **Commission/Charges on Services:** These are another way of funding of the National Library. The National Library received funding from charges it made from services it renders to the public. Such services where charges may be earning from can be issuance of ISBN, compilation of bibliography, internet services, etc.

2.2.6 Roles of National Library Staff on Education Rebirth

- a. They teach skills and strategies individuals need to learn and achieve.
- b. They are partners in educating individuals, developing curricula, and integrating resources into teaching and learning.
- c. They teach the skills individuals need to become effective users of ideas and information.
- d. They seek, select, evaluate, and utilize electronic resources and tools and instruct individuals and educators in how to use them.

- e. They provide collaborative programs for reading instruction.
- f. They select resources to meet the learning needs of all individuals.
- g. They assure that technology, teaching, and learning are integrated seamlessly.
- h. They select resources that support learning standards.
- i. They select resources that enhance levelled collections.
- j. They provide imaginative materials that promote learning motivation.
- k. They encourage individuals to seek, access, and use information independently.
- l. They provide for free voluntary reading, individual reading selection and reading guidance.
- m. They provide avenues for achieving set objectives and mission of education.
- n. Manage information by providing intellectual and physical access to information in print, media, and online resources, either local or web based.
- o. Collaborate with educators to meet the intellectual needs of individuals.
- p. Collaborate with lecturers, teachers, educators regularly to provide resources and activities for course, unit, and lesson integration.
- q. Assist educators and individuals to search out their information needs, critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge.
- r. Promote reading advocacy by matching students to books in all formats, including print, audio, and e-books.
- s. Teach information literacy skills.
- t. Organize, manage, and maintain a collection of valuable resources.
- u. Provide resources and activities for individuals that are meaningful now and in the future.
- v. Share the findings of reading research with educators.

- w. Promote resources and activities that spark individual interest in reading, learning, and achievement through school years.
- x. Maintain a supportive and nurturing environment in the library and network environment to increase individual satisfaction and achievement

2.3 Overview of Educational Development in Nigeria

Karugu, Kamere, and Mugo (2012), explained Nigeria education system as the Western-style education came to Nigeria with the missionaries in the mid-nineteenth century. Although Methodists founded the first mission school in 1843, it was the Anglican Church Missionary Society that pushed forward in the early 1850s to found a chain of missions and schools, followed quickly in the late 1850s by the Roman Catholics. In 1887 in what is now southern Nigerian education department was founded that began setting curricula requirements and administered grants to the mission societies. By 1914, when north and south were united into one colon, there were fifty-nine government and ninety-one mission primary schools in the south; the missions ran all eleven secondary schools, except for King's College in Lagos. The missions got a foot hold in the middle belt; admission school for the sons of chiefs was opened in Zaria in 1907 but lasted only two years.

In 1909, Hans Vischer, Annex-Anglican missionary was as led to organize the education system of the Protectorate Northern Nigeria. Schools were setup and grants given to missions in the middle belt. In 1914 there were 1,100 primary school pupils in the north, compared with 35,700 in the south; the north had no secondary schools, compared with eleven in the south. By the 1920s, the pressure for school places in the south led to increased numbers of independent schools financed by local efforts and to the sending of favorites on overseas for more advanced training. The education system focused strongly on examinations. In 1916, Frederick Lugard, first governor of the unified colony setup a school inspectorate. Discipline,

buildings, and adequacy of teaching staff were to be inspected, but the most points given to a school's performance went to the numbers and rankings of its examination results. This stress on examinations was still used in 1990 to judge educational results and to obtain qualifications for jobs in government and the private sectors.

Progress in education was slow but steady throughout the colonial era until the end of World War II. By 1950, the country had developed a three-tiered system of primary, secondary, and higher education based on the British model of wide participation at the bottom, sorting into academic and vocational training at the secondary level, and higher education for a small elite destined for leadership. On the eve of independence in the late 1950s, Nigeria had gone through a decade of exceptional educational growth leading to a movement for universal primary education in the Western Region. In the north, primary school enrollments went from 66,000 in 1947 to 206,000 in 1957, in the west (mostly Yoruba areas) increased from 240,000 to 983,000 in the same period, and in the east from 320,000 to 1,209,000. Secondary level went from 10,000 for the country as a whole in 1947 to 36,000 in 1957; 90 percent of these, however, were in the south.

2.3.1 The Formal School System

In 1982, Nigeria switched to the American system of six primaries, three junior secondary and three senior secondary school grades, but the rigid examination system remained. Education is free but not compulsory at any level. The formal education system is six years in primary schools, 3 years of junior secondary school, 3 years of senior secondary and 4 years of university education leading to a bachelor's level degree in most fields.

Primary education Primary education begins at the age of six for the majority of Nigerians and lasts for six years. The curriculum for primary school typically includes subjects like Mathematics, English, Social Studies, Home Economics and Agriculture. However, the

curriculum has just recently been reviewed, and, from September 2008, the primary school curriculum includes ICT, French Language and Civic Education. For the first three years of primary school, the medium of instruction is that of the immediate environment. During this period, English is taught as a subject. During the remaining years of primary school, English is progressively used as the medium of instruction.

Until 2004, graduating students from primary school had to sit the Primary School-Leaving Certificate examination, this examination has been abolished and the Primary School Leaving Certificate is now awarded on the basis of continuous assessment. Secondary education cycle lasts for six years and it was divided into two three-year cycles: junior secondary and senior secondary. Junior secondary school has two streams; pre-vocational and academic and the core curriculum includes: English, mathematics, French, Integrated Science, Social Studies and Introduction to Technology.

Pre-vocational electives include Agriculture, Business Studies, Crafts and Computer Education. Non-pre-vocational electives include Creative Arts, Religious and Moral Education and Arabic. Students typically take between ten and thirteen subjects, including core subjects. On the successful completion of the junior cycle students are awarded the Junior Secondary School Certificate (JSSC)/ Certificate of Basic Education, which is necessary to progress to the senior secondary school level. Following the junior secondary school cycle, students are streamed into Secondary Schools, Technical Colleges or Schools and out of school Vocational Training Centers or Apprenticeships offering arrange of terminal trade and craft awards. The senior secondary cycle lasts for three years and each student takes eight subjects from a diversified curriculum that includes six core subjects: English; mathematics; one major Nigerian language; and one elective out of biology, chemistry, physics or integrated science; one elective out of English literature, history, geography or social studies, agricultural science or a vocational subject. The Senior School

Certificate (SSC) is issued by the West African Examination Council or the National Examination Council on successful completion of the senior secondary cycle. The SSC is one of the requirements for undergraduate admission into Nigerian university. The second requirement for entry to higher education is the Universities Matriculation Examination (UME), which was first conducted in 1978 by the joint admission and matriculation board. Students taking the UME must register for English language and three subjects based on their particular major. A fifty percent total score is considered a pass for the UME examination.

However, the different higher education institutions would specify different minimum requirements based on the nature of specific undergraduate programmes. The Senior School Certificate replaced the West African General Certificate of Education Ordinary and Advanced levels (GCE 'O' and 'A' levels) in 1989. It should be noted that students may still take the GCE 'O' and 'A' level examination, though these are not mandatory, and if successful this would guarantee direct entry to university without being required to take the University Matriculation Examination. Secondary and post secondary vocational education and training Vocational education is provided at secondary level through science technical schools following junior school education. Vocational and innovation enterprise institutions are vocational institutions, which have recently been established to offer part and fulltime education leading to the award of certificates and national diplomas. Vocational enterprise institutions (VEIs) would admit candidates with a minimum of the Basic (JSC), and would cover multi disciplinary areas that would prepare learners for Education Certificate jobs in most industries.

The Innovation Enterprise Institutions (IEIs) would admit students with a minimum of five credits obtained in the Senior Secondary Certificate (SSC). A two-tier system of nationally certified courses is offered at science technical schools, leading to the award of National Technical/ Certificate (known as Craft Level Certificate pre 1995) and the Advanced

National Technical/ Business Certificate (known as the Advanced Craft Level Certificate pre 1995). The National Technical/ Business Certificate programme lasts three years after Junior School and the qualification is considered comparable to the Senior Secondary. The Advanced Certificate lasts one year and requires the National Technical/Business Certificate and two-year relevant industrial experience for entry. This means that a student requires a minimum of six years to qualify as a master crafts person from a science technical school. The awarding body for the National and Advanced Technical/Business Certificates is the National Business and Technical Examinations Board (NABTEB).

The National Certificates are recognized by the Joint Admission and Matriculation Board (JAMB) as meeting minimum entry requirements for admission into tertiary institutions including the Universities, Polytechnics and Colleges of Education. The provision of technical education takes place in institutions that are considered higher education in level, but non-university in status Polytechnics, Monotechnics (single-discipline training) and Colleges of Education all provide Higher Technical Education and Training. Entry into non-university Higher Education institutions is based on performance in both the Senior Secondary Certificate and in the Monotechnics, Polytechnics and Colleges of Education (MPCE) and Examination conducted by the Joint Admission and Matriculation Board (JAMB). In 2008, there were 320,000 candidates sitting the MPCE, numbers of candidates have increased significantly over recent years, reflecting the growth in interest in higher technical education and training and the recent decision by Government to allow Polytechnics to award Bachelor of Technology degrees in the near future. Polytechnics and Institutes of Technology award the Ordinary Higher Diploma on the successful completion of a two-year program.

The Higher National Diploma (HND) can be taken as a two-year program following the completion of the Ordinary Higher Diploma and one year of relevant work experience. The

Professional Diploma is open to holders of the HND and takes at least eighteen months post-HND to complete. The Professional Diploma allows for progression to Masters level nationally. Colleges, Universities, specialized training Institutes and Professional Bodies offer various certificates and diplomas that may be obtained after one, two or three years. The Nursing council of Nigeria awards the Diploma of Midwifery after one year of theoretic and clinical post secondary studies and the Registered Nurse Certificate after three years of post-secondary study. The Institute of Medical Laboratory Technology (IMLT) awards the Associate Diploma of Medical Laboratory Technology and the Fellowship Diploma on a four plus one basis of post secondary education. The IMLT is a professional body that has cooperated with universities to offer examinations and qualifications to technologists. The exam has recently been discontinued in favour of a more academic Bachelors degree in Laboratory Technology. The award of Certificates, Diplomas and Advanced Diplomas are intended to support progression to professional registration and employment in specific professional employments. Polytechnics, Monotechnics (single-discipline training) and Colleges of Educational provide Higher Technical Education and Training. Entry into Non-University Higher Education Institutions is based on performance in both the Senior Secondary Certificate and in the Monotechnics, Polytechnics and Colleges of Education (MPCE) and Examination conducted by the Joint Admission and Matriculation Board (JAMB).

In 2008, there were 320,000 candidates sitting the MPCE, numbers of candidates have increased significantly over recent years, reflecting the growth in interest in Higher Technical Education and Training and the Western-style education came to Nigeria with the missionaries in the mid-nineteenth century.

2.4 Conceptual Explanation of Educational Growth

According to Lant Pritchett (2013), more kids are in school now than ever before. International attention to improving enrolment and targets such as the second Millennium Development Goal have had much to do with that improvement. But while there have been many schooling goals, there have been no international education goal and schooling-to make one thing clear-is not the same as education. The goal of basic education is to equip children with the foundation skills, abilities, knowledge, cultural understandings, and values they will need to successfully participate in their family, society, polity, and economy. Education may be harder to measure than counting kids in school, but breaking broad objectives into a series of specific time-bound learning goals such as reading fluently by age 10 make such measurement possible. The contribution of schooling to education can be visualized as a learning profile, with two components: grade attainment (how long you stay) and grade learning (how much you learn per year).

A common reaction to the learning crisis is a cry for more inputs. Nearly all developing countries have plans to spend more money on education, but decades of accumulated evidence show that more of the same will mostly reproduce more of the same. What countries need are evidence-based plans for achieving significant progress in learning. One simply cannot produce the magnitude of improvements needed to close the learning gap between rich and poor countries by doing more of the same.

2.4.1 Factors to be considered in Education Growth

After several years of active involvement in efforts of revamping education, it is not obvious that its success depends upon active inclusion and consideration of at least four factors. Howard Gardner outlined the four factors as:

- i. Assessment

- ii. Curriculum
- iii. Teacher Education
- iv. Community Participation

2.4.1.1 Assessment

For education to be revived, has to possess the skills and abilities to assess or evaluate the learning that takes place in different domains, by different cognitive processes, because the superior curricular innovations are bound to instructions. The reflection of the foregoing is that for education to be revived or to be given a new look, learners and educators must be robustly enriched with some proficiencies like questioning, critical thinking and analytical thinking abilities as these will enable them to evaluate the context of learning, review it and make changes when necessary.

2.4.1.2 Curriculum

More than average of what is being taught are included primarily for reasons: historical or economic development. Even teachers, not to mention students, often cannot explain why a certain topic needs to be covered in school. This is because curriculum is configured to focus on skills, knowledge and above all, understanding that are truly desirable in any country today. These skills, knowledge and interpretations are needed to be adapted as much as possible to a particular learning styles and abilities of the students.

2.4.1.3 Teacher Education

Most Teacher Education Institutions make an honest effort to produce teaching candidates of high quality. These Institutions have to be the front runners of educational improvement. They have to be empowered by establishing principal bodies and also encouraged by students of high qualitative backgrounds, who are committed to receiving training and certification.

The Teacher Education bodies should be working assiduously to attract sound and competent individuals into teaching and improve their conditions so that they will remain in teaching, and use their knowledge to impact understanding and skills in next generation of teachers and students.

2.4.1.4 Community Participation

In the past, societies have been contented with placing educational burden on the schools. This is no longer a viable option. The growing cognitive demands of schooling, the severe problems in our societies today and the need for support to students, which extends 9-3 period each day make it essential that other individuals and bodies should be contributing to the development of education.

2.4.2 Programs Associated with Education growth to Secondary School Students

- i. Organising debate and quiz competition
 - ii. Pre-School and summer reading
 - iii. Reading Promotion Campaign
 - iv. Learning experience for children
 - v. Reference for schools and colleges
 - vi. Advice on important subjects
 - vii. Civic engagement
- i. Organizing debate and quiz competition:** Debating helps you to develop essential critical thinking skills – the ability to make reasoned and well thought out arguments in addition to questioning the evidence behind a particular stance or conclusion.
- ii. Pre-school and summer reading:** Children also benefit from the rich literacy experiences afforded by the many special events and organized programs the library

offers. Finally, parents of children engaged in preschool and summer reading programs appear to be strongly invested in their children's reading achievement.

- iii. **Reading Promotion Campaign:** Develop your messages based on the understanding of the problem and the motivation of your target audience.
- iv. **Learning experience for children:** Encouraging the development of social and self-help skills in order to create a healthy self-concept, develop independence, and promote a positive attitude toward life.
- v. **Reference for schools and colleges:** The school/college reference tells us about an applicant's abilities and potential. Admissions Tutors look for indications that a student's academic strengths are well suited both to the course and to the style of study.
- vi. **Advice on important subjects:** Be aware of these important distinctions; some subjects are essential for further careers; others are not essential but still highly recommended; others are useful because they give a general background or involve some of the same skills. Please note that many subjects cannot be taken up for the first time in Year 11, so having a good understanding of the pre-requisites is vital in selecting your subjects.
- vii. **Civic engagement:** Civic engagement involves "working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

2.5 Factors Influencing Education Rebirth

Niwezeshe (2016) opined that there several factors influencing educational rebirth. Among other factors, he outlined the following:

2.5.1 Geographical Factors

In this regard the education system cum school system is influenced by the geography of the particular region. By and large the geography of a particular area dictates the type of building and equipment, means and methods of transporting children to school, school going age of pupils among others. However, there are three major geographical aspects that influence the educational system directly. These are, climatic conditions, population distribution and land configuration. Climatic Conditions, in regard to climatic conditions they influence the system of education in terms of content of education depend on the continental climate, for example, training of doctors in the tropics is likely to emphasize more on tropical disease like malaria.

2.5.2 Population Distribution

Generally, worldwide, population is either concentrated in the urban centers, or scattered in the country side. For example, Australia has two systems of education, that is, one for the urban areas and the other for rural areas. In the urban areas there are well-equipped schools with adequately qualified teachers and administrative personnel. While in the rural areas, schools are small with one teacher for ten up to forty students. This is because farms are far from the nearest schools and daily attendance is difficult. Therefore, the central government is responsible for their administration and financing. The government also provides the means and organization of correspondence, tuition and traveling teachers. Land Configuration, this also influences the education system in terms of architectural structure of farm houses, school buildings, village location and also the whole way of life and thinking of people because of the rigors of the climate, in some cases, because of closeness of family ties, boarding schools for children are non-existence, except for the few who come from far and inaccessible places on daily basis.

2.5.3 Economic Factors

The economic factor determines the content and method of an education system. It is important to note that formal education is often possible where production exceeds consumption. In indigenous traditional education people were trained depending on the economic conditions and needs of the community. From an economic perspective, expenditure on education refers to the amount or percentage of national revenue spent on education by both individuals and the government. If the economic condition is poor, education becomes backward in many aspects while if the economy of a country is strong, then educational aims and the curriculum are given a special direction for making the country prosperous.

2.5.4 Social and Cultural Factor

The education system is usually seen as a social factor which must reflect the ethos of the people that it serves. In this regard, it is the prime aim of education to ensure cultural continuity through fostering the growth and development of national characteristics that often act as stabilizing forces. In its simplest definition a culture of a society is the total way of life of the society. Every society consist of human beings and in whatever state they find themselves they always have some kind of educational system. This form of education of the society will always strive to perpetuate and protect its traditions and aspirations. As such a close study and analysis of each education system will always reveal the cultural concept and pattern of the community in question. Also, the social patterns of the people in any particular community or country are reflected in its system of education.

2.5.5 Historical Factor

Each country of the world has its own history that shapes the nations aims, aspirations, activities and destiny. This is often reflected through the educational system. Colonialism has been an important historical factor that can be said to have shaped the education system of

many African countries and others in the world. For example, Christian missionaries in particular from Britain, France, Holland, Germany, Switzerland, and USA among others, have largely influenced the development of the education system in Africa. In this regard, the present systems of education in many countries of Africa, Asia, North and South America are actual products of past colonial influence.

2.5.6 Political Factor

There is also a close relationship between the national character and the national system of education. Nationalism also as a political ideology influences the system of education in a country. Nationalism could be defined as a psychological feeling within a group which believes they have common outlook and traditions based on myth of common ancestry. The British colonial policy was based on the principle of decentralization and on the building up of a commonwealth of nations each of which should be free to develop its own culture and national character. Hence there is a close relationship between national character and national system of education and the former has been universally accepted as an important basis of national system of education.

2.5.7 Language Factor

In every country the national language occupies a special place. Also every government tries to ensure that every one acquires the capacity to express himself through the national language. Without one's own national language, no country can be said to be strong. Language in itself is a symbol of the people. In the former British colonies, pupils were taught in their vernacular in the lower elementary or primary school curriculum. The French colonies put more emphasis on French as a medium of instruction. To date most of the inherited systems of education still suffer from the effect of the colonial masters in the school system and at large in the education system.

2.5.8 Technological Factors

With the emergence of computer technology, internet technology, this has revolutionaries the whole education system especially in the developed countries. Through information communication technology, home learning has been made possible. Universities are also adopting projects like AUV and e-learning. Today the influence of technology in education cannot be ignored. Indeed, the use of information communication technology fully and be able to reap its maximum benefits in the education system especially in the developing world.

2.6 Appraisal of the Reviewed Literature

There are acute shortage of literature concentrating on the roles of national library on educational rebirth. Though, there are literature on educational rebirth, there are also literature on educational roles of libraries and its resources. This makes the need for this study to be one that is timely as it will expose the state of the art in the aspect of national library of Nigeria and its roles on educational rebirth among secondary schools' students. Ogbebor (2011) explained the basic and extensive discussion of library, its roles and its resources on education. In the paper, the author emphasized what are to be done by libraries and its staff so that they can be useful to education and learning of all. Also, Aliyu (2013) posited that the national library must design its programs and services for the needs of all citizens.

Sulyman, Taiwo, Rasdaq and Fajenyo (2015) conducted a study on the availability, accessibility and utilisations of indigenous publications in national library of Nigeria, Kwara State branch. In the survey, it was reported that only a few portion of secondary school students are using the national library. The researchers recommended that the national library of Nigeria should be doing everything possible to make its services known to the secondary school students. The roles of National Library on educational rebirth can't be

overemphasized, but this is yet to be live up to by attributing concentration to it by researchers to investigate the topic or by the national library itself to provide services in this aspect. The position of the researcher on this assertion is born on the lack of access to publications and studies on national library and educational revival in Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

Due to the nature of this project, descriptive survey design will be adopting for the study, this is because the design is associated with research situations. The underlying principle of case study research design is to study a particular case in point with a view to examining in great depth and extent. The critical issue about case study is that all valuable connected with the unit have to be thoroughly identified and evaluated (Issa 2012).

3.3 Population of the study

The population of the study comprised two selected secondary schools in Ilorin metropolis. The population of this study consisted of selected senior students of St. Anthony secondary school, Government day secondary school, Tanke, Ilorin and Government day secondary school, Agbabiaka, Ilorin. The researcher selected these secondary schools because those schools are nearby the national library branch in Ilorin metropolis. Therefore, the population for this study is the senior secondary students of this secondary school. The total number of the population is 2,056.

3.3.1 Distribution of populations

S/N	Schools	Population
1	Ansarul Islam Secondary School Ogidi Ilorin	1,245
2	Government Day Senior Secondary School, Adata	385
3	Government Day Senior Secondary School, Ojagboro	426
	Total	2,026

3.4 Sample and Sampling Technique

Sample in research refers to group of selected population from which necessary data for its conduct would be obtained. The sample for this study is

$$N = 2056 / 1 + 2056(0.0025)$$

$$N = 2056 / 1 + 5.14$$

$$N = 2056 / 6.14$$

$$N = 334.85 \sim 335 (\text{sample size})$$

The sample for the study will be 335 respondents.

Sampling technique is the skill that will be employed by the researcher in choosing the respondents that will provide data for the study. Therefore, random sampling will be used as the sampling technique for this study. The reason for choosing simple random is because the respondents are large in number, which makes the researcher want to give equal chance of being participated in the study.

3.5 Instrument for data collection

Questionnaire designed based on the objectives of this study was used for data collection. The questionnaire was in two parts, the first part was designed to obtain personal and demographic information of the respondents while the second part contained questions on their information and with range of answers.

3.6 Data collection procedure

The administration of the questionnaire was made solely by the researcher and retrieved immediately. The students of St. Anthony secondary school and Government day secondary

school, under study were the distribution of the questionnaires. The respondents were assured that their responses will be treated as confidential and used for academic purposes only.

3.7 Validate and Reliability of the Instrument

The questionnaire was given to the project supervisor for vetting for the necessary correction and other senior lecturer in the department. Concerning the reliability, it was to ascertain whether or not the respondents understand the content of the questionnaire.

3.8 Procedures for Data Analysis

The data for this study was collected through questionnaire. The series of questions were carefully sorted, arranged and analyzed in order to be meaningful. The answer from the respondents on the various questions was analyzed on simple percentage using Statistical for Social Science Software. Tables were presented to illustrate responses with accompany explanation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter discussed with the data analysis, interpretation and discussion of the findings of the study on effect of national library on educational rebirth of students in selected secondary school challenges associated. Which comprised of three secondary school which are; St. Anthony secondary school, Government day secondary school Tanke, and Government day secondary school Agbabiaka in Ilorin metropolis.

4.2 Response Rate

The response rates of the questionnaire administered were 335 to the respondents, which are students of the aforementioned secondary school within Ilorin metropolis, while 323 of the questionnaires were returned. This represents 96.4% return rate.

Table 1: Demographic Information of respondents

		Frequency	Percentage %
Name of school	Ansarul Islam Senior Secondary school Ogidi	121	37.5%
	Government day secondary school, Adata	101	31.3%
	Government day secondary school, Ojagboro	101	31.3%
Discipline	Art	122	37.8%
	Commercial	85	26.3%
	Science	116	35.9%
Class	S.S 1	83	25.7%
	S.S 2	146	45.2%
	S.S 3	94	29.1%
Gender	Male	146	45.2%
	Female	177	54.8%
Age range	9-11yrs	0	0.0%
	12-14yrs	178	55.1%
	15-17yrs	145	44.9%
	18-20yrs	0	0.0%
	21yrs-above	0	0.0%

Table 1 reveals that respondents of the study were from 3 secondary schools, 121 (37.5%)

are from Ansarul Islam secondary school Ogidi, 101(31.3%) were from Government Day

secondary school, Adata, 101(31.3%) were from Government Day secondary school, Ojagboro. Also, 122(37.8%) Discipline were Art, 85(26.3%) were Commercial and 116 (35.9%) were Science. The table further shows the Classes of the respondents 83(25.7%) are in SS1, 146(45.2%) are in SS2 and 94(29.1%) are in SS3. It is also revealed that 146 (45.2%) were Male and 177(54.8%) were Female. The age range of the respondent, 178 (55.1%) were at the rage of 12-14yrs, while 145 (44.9%) were at age range of 15-17yrs.

Table 2: Level of national library patronage among students in the selected secondary

Statement		Yes	No
Are you aware of the existence of national library?		323 (100%)	0 (0.0%)
Have you being to the national library before?		250 (77.4%)	73 (22.6%)
Are you a registered library users in national library?		199 (61.6%)	124 (38.4%)
Have you used any library materials of national library before?		199 (61.6%)	124 (38.4%)

		Frequency	Percentage
How frequent do you visit national library?	Daily	0	0.0%
	Twice in a week	22	6.8%
	Weekly	106	32.8%
	Monthly	71	22.0%
	Occasionally	51	15.8%
	Never	73	22.6%

Table 2 revealed that 323 (100%) of the respondents are aware of the existence of national library. 250 (77.4%) of the respondents have being to the national library before, while 73 (22.6%) indicate “no” that they haven’t being to national library before. 199 (61.6%) of the respondents indicate “yes” that they are registered user of national library, while 124 (38.4%) indicate “no”. 199 (61.6%), of the respondent indicate “yes” that they have used national library materials before, while 124 (38.4%), indicate “no”. 22 (6.8%) of the respondents indicates that they visit national library twice in a week, 106 (32.8%) indicate “weekly”, 71 (22.0%) indicate “monthly”, while 51 (15.8%) indicate “occasionally” and 73 (22.6%) indicate “never”.

Table 3: Roles of national library on educational rebirth among the students of selected secondary school

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
National library promotes individual reading culture	0 (0.0%)	323 (100%)	0 (0.0%)	0 (0.0%)
They provide collaborative for reading institution	50 (15.5%)	273 (84.5%)	0 (0.0%)	0 (0.0%)
They select resources to meet the information needs of individual	0 (0.0%)	272 (84.2%)	51 (15.8%)	0 (0.0%)
They acquire resources that support individual learning standard.	0 (0.0%)	323 (100%)	0 (0.0%)	0 (0.0%)
National library provides imagination materials that promote individual learning motivation.	0 (0.0%)	301 (93.2%)	22 (6.8%)	0 (0.0%)
National library encourages individual to seek, access and use information independently.	0 (0.0%)	250 (77.4%)	73 (22.6%)	0 (0.0%)
National library provides new technologies that enhance information needs of individual.	0 (0.0%)	272 (84.2%)	51 (15.8%)	0 (0.0%)
National library provides resources and activities that are meaningful for individual now and in the future.	0 (0.0%)	272 (84.2%)	51 (15.8%)	0 (0.0%)

Table 3 it is clearly revealed that 323 (100%) of the respondents used for the study agreed national library promotes individual reading culture. Also 323 (100%) of the respondents agree that national library provide collaborative for reading institution. 272 (84.2%) agreed and 51 (15.8%) that national library select resources to meet the information needs of individual. 323 (100.0%) of the respondents agreed that that national library acquire resources that support individual learning standard, while none of the respondent disagree. Also 301 (93.2%) of the respondents agreed while 22 (6.8%) disagreed that National library provides imagination materials that promote individual learning motivation. 250 (77.4%) agreed that National library encourages individual to seek, access and use information independently, while 73 (22.6%) of the respondents disagreed. National library provides new

technologies that enhance information needs of individual 272 (84.2%) agreed to this statement, while 51 (15.8%) of the respondents disagreed to this statement. 272 (84.2%) agreed and 51 (15.8%) disagreed that national library provide resources and activities that are meaningful for individual now and in the future.

Table 4: types of national library programs and educational rebirth of students of the selected secondary school

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
National library organized debate and quiz competition.	0 (0.0%)	323 (100.0%)	0 (0.0%)	0 (0.0%)
National library organized pre-school and summer reading program	0 (0.0%)	323 (100.0%)	0 (0.0%)	0 (0.0%)
Reading promotion campaign	50 (15.5%)	208 (64.4%)	65 (20.1%)	0 (0.0%)
Learning experience for students	0 (0.0%)	272 (84.2%)	51 (15.8%)	0 (0.0%)
Reference for schools and colleges	50 (15.5%)	251 (77.7%)	22 (6.8%)	0 (0.0%)
Advise on important subject for students	0 (0.0%)	272 (84.2%)	51 (15.8%)	0 (0.0%)
Civil engagement	50 (15.5%)	200 (61.9%)	73 (22.6%)	0 (0.0%)
Counseling education	50 (15.5%)	201 (62.2%)	72 (22.3%)	0 (0.0%)
Career education	50 (15.5%)	273 (84.5%)	0 (0.0%)	0 (0.0%)

From the table 4 above, on types of national library programs for educational rebirth of students in secondary, 323 (100.0%) agreed that National library organized debate and quiz competition, while none of the respondent disagreed. 323 (100.0%) agreed that National library organized pre-school and summer reading program. Also 258 (79.9%) of the respondents agreed that Reading promotion campaign is one of programs national library

organized to influence educational rebirth, while 65 (20.1%) of the respondents disagreed. Learning experience for students as one of the programs organized by national library to influence educational rebirth, 272 (84.2%) of the respondents agreed, while 51 (15.8%) disagreed. 301 (93.2%) of the respondents agreed that Reference for schools and colleges is part of the program organized by national library to influence educational rebirth of students in secondary. While 22 (6.8%) of the respondents disagreed. Also 272 (84.2%) agreed to Advise on important subject for students as part of the programs, while 51 (15.8%) of the respondents disagreed. 250 (77.1%) of the respondents agreed that Civil engagement is part of the programs organized by national library for educational rebirth of students in secondary. While 73 (22.6%) of the respondent disagreed. Counseling education as part of the programs organized by national library for educational rebirth of students in secondary school 251 (77.7%) of the respondents agreed. While 72 (22.3%) of the respondents disagreed to this. 323 (100%) of the respondents agreed that career education is part of the programs organized by national library to influence educational rebirth of students in secondary school, while none of the respondent disagreed.

Table 5: constraint faced by national library on educational rebirth of students in the selected secondary school

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Geographical barrier	0 (0.0%)	246 (76.2%)	77 (23.8%)	0 (0.0%)
Economic barrier	0 (0.0 %)	323 (100.0%)	0 (0.0%)	0 (0.0%)
Social and cultural barrier	50 (15.5%)	251 (77.7%)	22 (6.8%)	0 (0.0%)
Historical barrier	0 (0.0%)	185 (57.3%)	138 (42.7%)	0 (0.0%)
Political barrier	50 (15.5%)	222 (68.7%)	51 (15.8)	0 (0.0%)
Language barrier	0 (0.0%)	229 (70.9%)	94 (29.1%)	0 (0.0%)
Technological barrier	0 (0.0%)	280 (86.7%)	43 (13.3%)	0 (0.0%)
Religion problem	0 (0.0%)	217 (67.2%)	106 (32.8%)	0 (0.0%)

Technical problem	0 (0.0%)	323 (100.0%)	0 (0.0%)	0 (0.0%)
Government problem	0 (0.0%)	323 (100.0%)	0 (0.0%)	0 (0.0%)
Fund allocations	0 (0.0%)	323 (100.0%)	0 (0.0%)	0 (0.0%)

The above table 5, revealed that 246 (76.2%) of the respondents used in this study agreed that geographical barrier is one of the constraint faced national library on educational rebirth. While 77 (23.8%) of the respondent disagreed. 251 (77.7%) of the respondent agreed and 22 (6.8%) disagreed that social and cultural barrier is one of the constraint faced by national library on educational rebirth of students in secondary school. Also 185 (57.3%) of the respondents agreed that Historical barrier is one of the constraint. While 138 (42.7%) of the respondent disagreed. 272 (84.2%) of the respondents agreed that political barrier is one of the constraint faced by national library on educational rebirth. While 51 (15.8%) disagreed to this. 229 (70.9%) of the respondents agreed that language barrier is one of the factor faced by national library on educational rebirth. While 94 (29.1%) of the respondent disagreed. Technological as one of the factor faced by national library on educational rebirth 280 (86.7%) of the respondents agreed to this, while 43 (13.3%) of the respondents disagreed. 323 (100%) of the respondents used for this study agreed to the following terms as part of the constraint faced by national library on educational rebirth of students in secondary school these are; Economic, Technical, Government problem and Fund allocations.

4.3 Discussion of Findings

Research Objective 1: Level of national library patronage among students

To a considerable extent, the students are aware of the existence of national library and they have being to the national library before, more so, they are registered user of national library, they have used national library materials before, but they visit national library weekly. These findings against the study by Sulyman, Taiwo, Rasaki and Fajenyo (2015) on the availability, accessibility and utilisations of indigenous publications in national library of Nigeria, Kwara

State branch. In the survey, it was reported that only a few portion of secondary school students are using the national library.

Research Objective 2: Roles of national library on educational rebirth among the students.

From the findings, the role of national library on educational rebirth are to promotes individual reading culture, to provide collaborative for reading institution, to meet the information needs of individual, to support individual learning standard, to promote individual learning motivation, encourages individual to seek, access and use information independently, to provides new technologies that enhance information needs of individual and to provide resources and activities that are meaningful for individual now and in the future. These findings are consistent with the earlier findings by Ogbebor (2011) on the basic and extensive discussion of library, its roles and its resources on education.

Research Objective 3: Types of national library programs and educational growth of students.

With reference to the types of national library programs and educational rebirth it range from debate and quiz competition, pre-school and summer reading program, reading promotion campaign, learning experience for students, Reference for schools and colleges, Advise on important subject for students, Civil engagement, Counseling education and Career education.

Research Objective 4: constraint faced by national library on educational growth of students.

The result obtained has shown that Geographical barrier, Economic barrier, Social and cultural barrier, Historical barrier, Political barrier, Language barrier, Technological barrier, Religion problem and technical problem are the constraints faced by national library on educational rebirth of students. These is in support with findings by Niwezeshe (2016).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study examined the effect of national library on education rebirth. The following broad research questions guided the study:

1. What is the level of patronage of national library by students of the selected secondary schools?
2. What are the roles of national library on educational rebirth among the students of the selected secondary schools?
3. What are the types of programs organized by national library, which are influential to educational growth of students of the selected secondary schools?
4. What are the constraints faced by the national library program on educational growth among the students in the selected secondary school?

The study employed a survey research design and used quantitative (questionnaires) as an instrument for data collection. Three hundred and twenty-three respondents participated in this study, of whom 45.2% were male and female were 54.8%.

5.2 Summary

The key findings revealed that students are aware of the existence of national library and they have being to the national library before, more so, they are registered user of national library, they have used national library materials before, but they visit national library weekly. Also, the role of national library on educational rebirth are to promotes individual reading culture, to provide collaborative for reading institution, to meet the information needs of individual, to support individual learning standard, to promote individual learning motivation,

encourages individual to seek, access and use information independently, to provides new technologies that enhance information needs of individual and to provide resources and activities that are meaningful for individual now and in the future.

Moreover, the types of national library programs and educational rebirth it range from debate and quiz competition, pre-school and summer reading program, reading promotion campaign, Learning experience for students, Reference for schools and colleges, Advise on important subject for students, Civil engagement, Counseling education and Career education. Also, they encounter Geographical barrier, Economic barrier, Social and cultural barrier, Historical barrier, Political barrier, Language barrier, Technological barrier, Religion problem and technical problem.

5.3 Conclusions

The study has examined the effect of national library on education rebirth. So far, the result has indicated that students are aware of the existence of national library and they have being to the national library before, more so, they are registered user of national library, they have used national library materials before, but they visit national library weekly. Also, the role of national library on educational rebirth are to promotes individual reading culture, to provide collaborative for reading institution, to meet the information needs of individual, to support individual learning standard, to promote individual learning motivation, encourages individual to seek, access and use information independently among others. the types of national library programs and educational rebirth it ranges from debate and quiz competition, pre-school and summer reading program, reading promotion campaign, learning experience for students, Reference for schools and colleges, Advise on important subject for students, Civil engagement, Counseling education and Career education. The result also shows that

encounter Geographical barrier, Economic barrier, Social and cultural barrier, Historical barrier, Political barrier, Language barrier and others.

5.4 Recommendations

Based on the findings in this study, it is recommended that:

1. National library should promote reading advocacy by matching students to books in all formats, including print, audio, and e-books. This will enhance the reading culture of every individual in the community.
2. There should be a supportive and nurturing environment for students in the library and network environment to increase individual satisfaction and achievement in their education career.
3. Effort should be made to educate students by national library staff on the use of library materials and teach the skills individuals need to become effective users of ideas and information.
4. More fund should also be disbursed for development of national library in term of resource growth, infrastructure, and other areas that will enrich the performance of national library on the role they perform in supporting of educational rebirth of students in secondary.
5. National library should be located where that it will be easily accessible by students and there should be proper awareness on national library services on educational rebirth of students in secondary.

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APPENDIX
QUESTIONNAIRE

Department of Library and Information Science
Institute of Information and Communication Technology
Kwara State Polytechnic, Ilorin Nigeria

Dear Respondent,

I am final year student of the above-named institution, conducting research on: ***national library services as a catalyst fo educational growth secondary school students*** as part of the requirements for the award of National Diploma in Library and Information Science. Kindly respond to the questionnaire sincerely and accurately. The information provided would be treated with utmost confidentiality and would be used for research purpose only. Thank you for anticipated cooperation.

SECTION A: Demographic Data of Respondents

Kindly tick (✓) the option of your choice from the following options.

1. **Name of school**.....
2. **Discipline:** Art () Commercial () Science ()
3. **Class:** S.S. 1 () S.S. 2 () S.S. 3 ()
4. **Gender:** Male () Female ()
5. **Age Range:** (a) 9 – 11 years () (b) 12 – 14 years () (c) 15 – 17 years () (d) 18 – 20 years () (e) 21years–above ()

SECTION B: To find out the level of national library patronage among students in the selected secondary.

Instruction: please indicate your response by putting a tick (✓) in the appropriate spaces provided.

S/N	Statements	Yes	No
1.	Are you aware of the existence of national library?		
2.	Have you been to the national library before?		
3.	Are you a registered library users in national library?		

4.	Have you used any library materials of national library before?		
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5. How frequent do you visit national library?

- a. Daily ()
- b. Twice in a week ()
- c. Weekly ()
- d. Monthly ()
- e. Occasionally ()
- f. Never ()
- g. Others, please specify.....

SECTION C: To determine the roles of national library on educational growth among the students of selected secondary school

Instructions: please answer the statements below indicate how strongly you agree or disagree with each statement by ticking the options which best describes your level of agreement: **(SA) Strongly Agree, (A) Agree, (SD) Strongly Disagree, (D) Disagree.**

S/N	STATEMENT	SA	A	D	SD
1.	National library promotes individual reading culture				
2.	They provide collaborative for reading institution				
3.	They select resources to meet the information needs of individual				
4.	They acquire resources that support individual learning standard.				
5.	National library provides imagination materials that promote individual learning motivation.				
6.	National library encourages individual to seek, access and use information independently.				
7.	National library provides new technologies that enhance information needs of individual.				
8.	National library provides resources and activities that are meaningful for individual now and in the future.				

SECTION D: types of national library programs and educational growth of students of the selected secondary school.

S/N	STATEMENT	SA	A	D	SD
1.	National library organized debate and quiz competition.				
2.	National library organized pre-school and summer reading program				
3.	Reading promotion campaign				
4.	Learning experience for students				
5.	Reference for schools and colleges				
6.	Advise on important subject for students				
7.	Civil engagement				
8.	Counseling education				
9.	Career education				

Other, please specify.....

SECTION E: constraint faced by national library on educational growth among the students in the selected secondary school.

S/N	STATEMENT	SA	A	D	SD
1.	Geographical barrier				
2.	Economic barrier				
3.	Social and cultural barrier				
4.	Historical barrier				
5.	Political barrier				
6.	Language barrier				
7.	Technological barrier				
8.	Religion problem				
9.	Technical problem				
10.	Government problem				
11.	Fund allocations				

Other, please specify.....