

## National Library Services as Panacea to Educational Rebirth in Selected Secondary Schools in Ilorin Metropolis

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### Abstract

*This study investigated the role of the National Library on the educational rebirth of students in selected secondary schools in Kwara State. The study adopted a descriptive survey design and the data were collected using a structured questionnaire. Multi-stage sampling technique was used to select 335 respondents for the study and a questionnaire was administered to all respondents from which 323 were returned and valid for data analysis. Data collected were analyzed using frequency tables and simple percentages. The study revealed that secondary school students are aware of the existence of the National Library and they are registered users of the National Library, though they visit the library weekly. The findings indicated that the major role of the National Library is to promote students reading culture, meet the information needs of students, and encourage students to seek access to and use information material independently. The national library organized programmes such as debate and quiz competitions, preschool and summer reading programmes, and career counselling among others towards achieving educational rebirth. Challenges faced by the National Library in discharging its role in educational rebirth include socio-cultural barriers, historical barriers, political barriers, language barriers, technological barriers, and religious barriers among others. The study recommended National Library should improve on its reading advocacy to enhance reading culture among secondary school students.*

**Keywords:** *National Library, Educational Rebirth, Students, Secondary Schools*

### Introduction

It is impossible to overstate the value of education to humanity as a whole. The right to an education is a fundamental one. Education is now widely recognised as a crucial development

indicator since the link between education and development has been demonstrated. The international community and governments from all around the world have pledged to ensure that their populations have access to education in acknowledgement of its value. More importantly, it is a tool for knowledge transfer, a process through which a person develops the moral, intellectual, social, and physical skills necessary to operate well and contribute to their society. It is the ideal tool for promoting national development as well as lowering poverty and promoting socioeconomic empowerment for individuals, (Ike, 2017),

Additionally, education is a universal phenomenon that enables all human cultures to acquire the prerequisite knowledge, expertise, and abilities necessary for their survival and expansion. According to Leicht, Heiss and Byun (2018), education is a potent, dynamic, and real tool for effecting social, cultural, and economic transformation in any community. Every well-intentioned society prioritises it, and according to Barrett, Treves, Shmis, Ambasz, and Ustinova (2019), it is just as valuable in reshaping character and attitudinal transformation as it is in reshaping human potential for desired development. The fact that it serves as an essential tool for the development of human resources for social development is another reason for its recognition. Akusoba (2012) describes education as "the most reliable instrument of social mobility and cohesion, one of the essential determinants of the destiny of a nation in terms of social, political, and economic development" for this reason.

To crown it all, Sanubi and Akpotu's (2015) National Empowerment Development Strategy aptly summarises Nigeria's dire educational situation as follows: "...the delivery of education in Nigeria has suffered from years of neglect, compounded by inadequate attention to policy frameworks within the sector." The results of an ongoing analysis of the education sector in Nigeria support this. The current national literacy rate is 57 percent. The number of unqualified teachers in the workforce is about 49%. At all levels, there are severe infrastructure and facility deficits. Gender concerns, sociocultural attitudes, and practices, among other things, obstruct access to basic education. There are still significant differences in learning outcomes and educational standards. To the detriment of technical, vocational, and entrepreneurial education, the system places a strong emphasis on theoretical knowledge. To make school curricula more current and practical, urgent revisions are required.

Babalola (2016) agreed, claiming that a variety of causes contributed to the decline in the Nigerian educational system. These include the loss of highly skilled and qualified professionals, labour unrest, decaying structures brought on by decreased funding for education, negligence and lack of attention on the part of the government, and student disturbances. These forces over time have pushed Nigeria's educational system to the point where its graduates are so poorly educated that they have little to no ability to contribute to the progress of the country. Babalola stated that "when the issues of Nigeria's education system today are raised, the first set of thoughts that come to mind are: decline in standard, deterioration of facilities, examination malpractices,"

Oyewole and Osalusi (2016) further emphasised the poor state of the Nigerian educational system. The emphasis on material prosperity, the get-rich-quick mindset, and a general lack of value for education are some of the additional factors that have led to the terrible position in

which the Nigerian educational system currently finds itself. However, the current status of education in Nigeria is causing more concern than satisfaction, which has prompted the field's stakeholders to pose more concerns than they have answers about the functions of national libraries in ensuring that their citizens receive a solid education. According to the consensus of academics like Aiyebelehin and Iboi (2020); is that Nigeria's educational system needs a rebirth and a total overhaul through which national library roles cannot be left out through its services to ensure effective and efficient educational rebirth. Librarians as custodians of knowledge must be at the forefront of any effort aimed at revamping the educational system. Libraries and librarians have become long-standing development partners that provide cost-effective alternatives. In many countries, libraries are given special recognition because of the vital role they play in guiding societies to development.

Libraries receive special distinction in many nations due to the crucial role they play in fostering social development. In fact, according to IFLA (2015), libraries are "key public institutions that have a vital role to play in development at every level of society." As a result, the national library is essential to the revival of Nigeria's educational system. Some of these responsibilities entail initiating in secondary schools through well-planned programmes a process of social reengineering and mental reorientation of the students. It is impossible to overstate the importance of the National Library's contributions to the educational rebirth, particularly in terms of providing students with tools for lifelong learning. To fulfil its function in education, this library's services must be thoroughly researched and should actively include the educational community (IFLA, 2015). These services which vary from school library to school library if properly stocked and placed, school libraries have the potential to create literate communities and direct society towards growth and advancement. Particularly in a nation like Nigeria where education and economic sector are becoming neglected due to issues like inadequate funding, a lack of opportunities (such as grants), and societal disorientation, school libraries might act as a catalyst for educational and economic rebirth. The national library should, as part of its duties, put methods in place to counter the growing instances of youth indifference towards education, a lack of reading culture, and a general lack of interest in schooling in Nigeria, with a particular focus on Kwara state. The following initiatives and programmes should be implemented in addition to circulation, reference, serials, and ICT services to improve student's learning processes for educational rebirth: a book club, extending hours of operation, observing World Book Day, Book game, and information literacy lessons

Therefore, the government, parents, students, and other stakeholders need to understand and play their roles for Nigeria, and specifically Kwara state, to develop and come out with thought-out tactics in rebirthing a new educational system. The Kwara State government in particular should clearly define the roles of all stakeholders and make sure that everyone contributes to the effort to restructure the educational system in Kwara State (Kwara Digest, 2019).

### Research Questions

This study was guided by the following research questions:

1. What is the level of patronage of the national library by students of the selected secondary schools in the Ilorin metropolis?
2. What are the roles of the national library in educational rebirth among the students of the selected secondary schools in the Ilorin metropolis?
3. What are the types of programmes organized by the national library that are influential to the educational rebirth of students of the selected secondary schools in the Ilorin metropolis?
4. What are the constraints faced by the national library programmes on educational rebirth among the students in the selected secondary schools in the Ilorin metropolis?

### Literature Review

#### The Conceptual Definition of the National Library

The National Library stands out among all other sorts of libraries, and scholars consider its collections to have the broadest scope, richest material, and most comprehensive coverage. The simple truth is that it comprises knowledge of all facets of life, including political, social, cultural, educational, agricultural, economic, and spiritual. Ayanda, Olu Timothy, and Ayangbeku (2017) described National Libraries as those established and maintained by the national government of a country. National Library operates library services nationwide. The author further stated that national libraries are regarded and treated as part of the national government; this is because of policy controls and officially constituted boards.

According to Verma and Brahma (2017), a national library is a library that was especially founded by the government of a nation to act as the foremost information repository for that nation. These, in contrast to public libraries, hardly ever let anyone check out books. They frequently contain a large number of uncommon, priceless, or important works. National libraries can be defined more broadly, with less focus on their role as repositories. Compared to other libraries in the same nation, national libraries are typically renowned for their size. Some non-independent states that want to preserve their unique culture have set up national libraries with all the features of these institutions, including legal deposit (Akidi & Charles 2019). According to Aliyu and Akewukereke (2013), national libraries are government-maintained libraries that cater for the interests of both governmental entities and the general public. The majority of national libraries are legal depository institutions, meaning that every publisher is obligated by law to deposit one or more copies of every book they publish with the national library. National libraries typically stand out from other libraries in the same nation due to their size, (Fabiyyi, Ahmed, Kayode, and Moral 2014). Some non-independent states that want to preserve their unique culture have set up national libraries with all the features of such institutions, including legal deposits.

#### Monumental Development of the National Library of Nigeria

From 1953 to June 1970, the University of Ibadan library served as the country's main library. Even though from 1950 to 1970, the library at the University of Ibadan published both the

Nigerian publication and the present national bibliography. The chief secretary to the government received a letter from the head of a Standing Committee on the supply of libraries on July 3, 1948, in which he made the first reference to a national library in Nigeria (Okafor, 2020). The committee recommended that the government establish a national central library, which would be a copyright library and house "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 placement in regional or local libraries." Additionally, according to Ojo and Shabi (2011), it would serve as a repository and distribution hub for microfilms and out-of-print books.

The Nigerian Division of the West African Library Association (WALA), whose efforts and activities were more directly connected with the realisation of the dream for a National Library of Nigeria, a dream that dates back to the 1930s, played a key role in the conception of the National Library of Nigeria (Gbaje, 2013). The Nigerian Library Association was founded in 1962 as a result of the Nigerian Division of (WALA)'s recommendation, which was further traced by Gbaje (2013). A library advisory committee had already been set up in the late 1950s. It was the responsibility of this committee to develop plans for the nation's library services and convince the government to establish a National Library. Following independence, the Nigerian government accepted the association's suggestion for a national library. Along with funding, the Ford Foundation of America agreed to offer the required knowledge for a feasibility study. The study supported the suggestion of the Library Advisory Committee for the establishment of a National Library of Nigeria.

The National Library Act passed in September 1964, established the Nigerian National Library. The National Library Decree No. 29 of 1970 later replaced and substituted for this Act. It is the premier library in the nation and a grade "A" parastatal. It serves as the country's vast intellectual repository and data bank for the learning and memory-building process. It is at the forefront of information services delivery and library development, offering advice on library development to institutions, groups, and MDAs at all governmental levels.

### **Goals and Objectives of the Nigerian National Library**

The National Library of Nigeria is the information institution for the federal government of Nigeria, according to Iroka and Ndulaka (2018). The library has a foundation upon which to operate and direct its services to the nation. The National Library of Nigeria adheres to the following principles to serve as an intellectual announcement to its citizens: Offering assistance that is required for academic endeavours directed towards Nigeria's development and progress. Ensuring the availability of comprehensive and a nearly 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. Ensuring the free exchange of knowledge between the country and others. It also secures the country's role in the international community of countries that rely on recorded knowledge and information for survival in a world of quick technological development and intellectual exploitation.

Furthermore, the National Library acts as a catalyst, and reliable resource for education, illumination, and preservation of cultural heritage and values. It also acts as the last-order library, directing, organising, and maintaining library activities within the country's libraries or representing their interests abroad.

### **General Services Offered by the Nigerian National Library**

According to Abba and Song (2013), the National Library of Nigeria serves as an important national repository for information about international organisations like the United Nations and its departments. Additionally, every author and publisher operating in the nation is required by Decree 29 of 1970 section 4 (1) 4 (3 a b) to deposit with the National Library a predetermined number of copies of each book published. The law further specifies 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. This position implies that the National Library is the sole location where a citizen can find publications from all levels of government—federal, state, local, and individual—in one location. This facilitates research and accessibility while also conserving the user's important time. By establishing state branches of the National Library throughout the nation, the National Library is playing yet another important role in Nigerian society by ensuring that all Nigerians have equal access to its resources and services.

Currently, the National Library has branches in twenty-five (25) of the federation's states. The National Library serves as the library of libraries, completing other libraries' offerings and filling the gaps. This would encourage and support Nigerians across the nation's need for information, social interaction, and education. The researcher also believes that by assuring the gathering, preservation, and transfer of the country's cultural heritage for future generations, the National Library contributes significantly to Nigerian society. This implies that subsequent generations assure the continuity of the nation's cultural identity in all of its manifestations. Indeed, without the presence of people who will ensure the achievement of their intended goals, institutions and organisations are nothing more than inanimate objects. Employees in various organisations make up the people, and the National Library is no exception. The components that interact to produce the system in the library are the staff, information resources, patrons, and building/environment. A new component, information technology, has just been added, revolutionising and altering the pattern of information dissemination. Of all these components, personnel are the primary and most significant resources in view to accomplish organisational goals and coordinate the entire system (Ajala, 2003).

Given this growth brought about by the Information Age, the National Library is expected to play a leadership role as the top library in the nation. This leadership position can only be achieved by having a suitable number of workers and strong training programmes to ensure well-trained individuals. Shorunke and Makinde (2016) outlined the services of the National Library as follows: Legal Deposits, Bibliographic Control Services, Court Subpoena and Summons, Issuance of ISBN, ISSN, ISMN/, Production of National Bibliography of Nigeria (NBN), Establishment and maintaining branches of the National Library of Nigeria in each state, Readership Promotion Campaign (RPC), Book gifts and exchanges, virtual library services – ICT, services, content development, internet services, developing, maintaining and sustaining

online National Union Catalogue (ONUC) and Online Public Access Catalogue (OPAC) (National Library, 2019).

### **Funding of the National Library of Nigeria**

Ejechi (2019) defined funding as the act of finding, acquiring, and managing finance to accomplish desired goals. The author also noted the funding sources for the National Library, an organisation that oversees library operations and services in Nigeria: direct funding, government subvention, grants, donations, commissions, and fees for services.

### **Library Staff on the Rebirth of Education**

According to Abumandour (2020), the following outlined roles are played by library staff in educational rebirth: They collaborate to educate people, create curricula, and incorporate resources into teaching and learning. They equally impart the knowledge and abilities necessary for people to use ideas and information effectively. They look for, pick, assess, and use technological tools and resources, as well as teach people and teachers how to use them.

Library staff offer cooperative reading education programmes, choose resources to satisfy everyone's demands in terms of learning, provide smooth integration of technology into education, and choose materials that adhere to academic requirements. select resources that improve collections at different levels, They offer creative resources that encourage learning motivation and promote autonomous information seeking, access, and usage. In addition, they offer reading assistance, a personalised reading selection, and free voluntary reading.

They offer ways to fulfil the mission of education and achieve predetermined goals, manage information by enabling both physical and intellectual access to printed, broadcast, and online sources using local or global resources, address each person's intellectual demands, work together with educators, they regularly work with lecturers, teachers, and educators to provide resources and activities for integrating courses, units, and lessons. Library staff helps educators and individuals find the information they need, analyse the sources they find critically, and use technology to combine their results to create new knowledge, connecting students with books in all media, such as print, audio, and e-books, that could encourage reading advocacy, educate students in information literacy, managing, maintaining, and organise a collection of priceless materials.

They give people access to resources and endeavours that will benefit them both now and in the future, inform educators about the results of reading research, encourage individuals to engage in reading, learning, and academic success throughout their school years and promote individual fulfilment and success, keep the library and networking environment caring and helpful.

### **Conceptual Explanation of Educational Rebirth**

More children are attending school than ever, according to Lant Pritchett (2013). Targets like the second Sustainable Development Goal and increased international focus on increasing

enrollment have contributed significantly to this improvement. However, even though, there are numerous educational objectives, there is no international education aim, and it should be made clear that education is not the same as schooling. The purpose of basic education is to give children the fundamental knowledge, skills, and values that will enable them to contribute positively to their family, community, government, and economy. Although measuring education may be more difficult than tracking the number of students enrolled, it is nevertheless achievable by breaking down broad objectives into a series of precise, time-bound learning targets, such as proficient reading by the age of ten. A learning profile with the two elements of grade achievement (how long you remain) and grade learning (how much you study every year) can be used to represent how schooling contributes to education.

Almost all developing nations intend to increase their expenditures on education, yet decades' worth of data demonstrate that doing more of the same will typically result in more of the same. Countries require evidence-based plans to make meaningful educational development. Simply said, doing more of the same will not result in the significant gains required to reduce the learning gap between rich and poor countries (Iroka & Ndulaka, 2018).

### **Factors to be considered in Education Rebirth**

After several years of actively participating in initiatives to reform education, Mitra (2013) claimed that it was still not clear that the success of these efforts depended on the active inclusion and consideration of at least four elements. Matri (2013) listed the four elements as follows: assessment, curriculum, teacher Training and community involvement

### **Programs Associated with Education Rebirth to Secondary School Students**

Kirp (2015). exemplified a few of the initiatives aimed at giving secondary school pupils an educational makeover, namely:

Organising a debate and a quiz contest, summer reading and Pre-school education, campaign for reading promotion, learning opportunities for kids, references for universities and colleges, advice on significant issues and civic participation.

### **Methodology**

This study adopts the descriptive research design of survey type to obtain relevant and needed data on the research topic. This research design was employed because it gives room for careful recording of observation. The population of this study include all 168,174 senior secondary school students in public secondary schools in the entire Local Government areas in Kwara state.

### **Population of the Study**

The total population of the study in the selected Secondary School in Ilorin Metropolis is 2,056.



**Table1: Distribution of populations**

S/N	Schools	Population
1	St. Anthony Senior Secondary School	1,245
2	Government Day Senior Secondary School, Tanke	385
3	Government Day Senior Secondary School, Agbabiaka.	426
	<b>Total</b>	<b>2,056</b>

Source: Research Survey

### 3.3 Sample and Sampling Technique

Sample in research refers to a group of these 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 was 335 respondents

**Table 2: Distribution of the Respondents Table**

S/N	Schools	Population
1	St. Anthony Senior Secondary School	135
2	Government Day Senior Secondary School, Tanke	100
3	Government Day Senior Secondary School, Agbabiaka.	100
	<b>Total</b>	<b>335</b>

### Sample and Sampling Techniques

The multi-stage sampling procedure was used to select respondents for the study. In the first stage, the entire Local Government Areas were stratified into three Senatorial Zones. In the second stage, a simple random sampling technique was used to select three (3) Local Government Areas; thereby, one Local Government Area was selected from each of the senatorial zones. However, at the third stage, from each of the Local Government Areas selected, a purposive sampling technique was used to select 3 schools due to their closeness to the national library which are; St. Anthony Secondary School, Government Day Secondary School, Tanke, Ilorin and Government day secondary school, Agbabiaka, Ilorin. In all, 335 respondents were sampled among SSS 1-3 students from the three selected schools. These techniques were considered appropriate because they gave no room for bias and gave equal chances (to all respondents) to participate in the study.

## Results and Discussion of Results

### Response Rate

A total of 335 copies of questionnaires were administered to all the respondents sampled for this study of which 323 copies were completed and returned, which represents a 96.4% return rate.

**Table 3: Demographic Information of Respondents Table**

		Frequency	Percentage %
Name of schools	St. Anthony secondary school	121	37.5%
	Government day secondary school, Tanke	101	31.3%
	Government day secondary school, agbabiaka	101	31.3%
Discipline	Art	122	37.8%
	Commercial	85	26.3%
	Science	116	35.9%
Class	S.S.S 1	83	25.7%
	S.S.S 2	146	45.2%
	S.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 3 revealed that respondents of the study were from 3 secondary schools, 121 (37.5%) were from St. Anthony secondary school, 101(31.3%) were from Government Day secondary school, Tanke, and 101(31.3%) were from Government Day secondary school, Agbabiaka. Also, 122(37.8%) disciplines 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 S.S.S1, 146(45.2%) are in S.S.S2 and 94(29.1%) are in S.S.S 3. It was also revealed that 146 (45.2%) were male and 177(54.8%) were female. Of the age range of the respondents, 178 (55.1%) were in the range of 12-14 years, while 145 (44.9%) were in the age range of 15-17 years.

**Table 4: Level of National Library Patronage Among Students in the Selected Secondary**

<b>Statement</b>	<b>Yes</b>	<b>No</b>
Are you aware of the existence of a national library?	323 (100%)	0 (0.0%)
Have you been to the National Library before?	250 (77.4%)	73 (22.6%)
Are you a registered library user in the national library?	199 (61.6%)	124 (38.4%)
Have you used any library materials from the national library before?	199 (61.6%)	124 (38.4%)

  

		<b>Frequency</b>	<b>Percentage</b>
How frequently do you visit the national library?	Daily	0	0.0%
	Twice a week	22	6.8%
	Weekly	106	32.8%
	Monthly	71	22.0%
	Occasionally	51	15.8%
	Never	73	22.6%

Table 4 revealed that 323 (100%) of the respondents are aware of the existence of a national library. 250 (77.4%) of the respondents have been to the national library before, while 73 (22.6%) indicate “no” that they have not been to the national library before. 199 (61.6%) of the respondents indicated “yes” that they are registered users of a national library, while 124 (38.4%) indicate “no”. 199 (61.6%), of the respondent, indicated “yes” that they have used national library materials before, while 124 (38.4%), indicate “no”. 22 (6.8%) of the respondents indicated that they visited the 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 5: Roles of National Library on Educational Rebirth among the Students of Selected Secondary School**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The National Library promotes individual reading culture	0 (0.0%)	323 (100%)	0 (0.0%)	0 (0.0%)
They provide collaboration for the 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 standards.	0 (0.0%)	323 (100%)	0 (0.0%)	0 (0.0%)
The National Library provides imaginative materials that promote individual learning motivation.	0 (0.0%)	301 (93.2%)	22 (6.8%)	0 (0.0%)
The national library encourages the individual to seek, access and use information independently.	0 (0.0%)	250 (77.4%)	73 (22.6%)	0 (0.0%)
The national library provides new technologies that enhance the information needs of the individual.	0 (0.0%)	272 (84.2%)	51 (15.8%)	0 (0.0%)
National libraries provide resources and activities that are meaningful for individuals now and in the future.	0 (0.0%)	272 (84.2%)	51 (15.8%)	0 (0.0%)

Table 5 revealed that 323 (100%) of the respondents used for the study agreed national library promotes individual reading culture. Also, 323 (100%) of the respondents agreed that national libraries provide collaborative reading institutions. 272 (84.2%) of the respondents agreed while 51 (15.8%) disagreed that national libraries select resources to meet the information needs of individuals. 323 (100.0%) of the respondents agreed that national libraries acquire resources that support individual learning standards, while none of the respondents disagreed. Also, 301 (93.2%) of the respondents agreed while 22 (6.8%) disagreed that the National Library provides imagination materials that promote individual learning motivation. 250 (77.4%) agreed that the National Library encourages the individual to seek, access and use information independently, while 73 (22.6%) of the respondents disagreed. The national library provides new technologies that enhance the information needs of individuals 272 (84.2%) agreed with this statement, while 51 (15.8%) of the respondents disagreed with this statement. 272 (84.2%) agreed and 51 (15.8%) disagreed that national libraries provide resources and activities that are meaningful for individuals now and in the future.

**Table 6: Types of National Library Programs and Educational Rebirth of Students of the Selected Secondary School**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The national library organized debate and quiz competitions.	0 (0.0%)	323 (100.0%)	0 (0.0%)	0 (0.0%)
National Library organized preschool 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%)
A 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 an 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%)
Counselling 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%)

The results in Table 6 show that the types of national library programs for the educational rebirth of students in secondary is 323 (100.0%) who agreed that the National Library organized debate and quiz competitions, while none of the respondents disagreed. 323 (100.0%) agreed that the National Library organized preschool and summer reading programs. Also, 258 (79.9%) of the respondents agreed that the Reading promotion campaign is one of the programs the national library organized to influence educational rebirth, while 65 (20.1%) of the respondents disagreed. A learning experience for students as one of the programs organized by the 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 the national library to influence the educational rebirth of students in secondary. While 22 (6.8%) of the respondents disagreed. Also, 272 (84.2%) agreed to Advise on an 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 the national library for the educational rebirth of students in secondary. While 73 (22.6%) of the respondents disagreed. Counselling education as part of the programs organized by the national library for the educational rebirth of students in secondary school 251 (77.7%) of the respondents agreed. While 72 (22.3%) of the respondents disagreed with this. 323 (100%) of the respondents agreed that career education is part of the programs organized by the national library to influence the educational rebirth of students in secondary school, while none of the respondents disagreed.

**Table 7: Constraint Faced by National Library on Educational Rebirth of Students in the Selected Secondary School**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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 barriers	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%)

Table 7, revealed that 246 (76.2%) of the respondents used in this study agreed that geographical barriers are one of the constraints facing the national library on educational rebirth. While 77 (23.8%) of the respondents disagreed. 251 (77.7%) of the respondents agreed and 22 (6.8%) disagreed that social and cultural barriers are one of the constraints faced by the national library on the educational rebirth of students in secondary school. Also, 185 (57.3%) of the respondents agreed that the Historical barrier is one of the constraints. While 138 (42.7%) of the respondents disagreed. 272 (84.2%) of the respondents agreed that the political barrier is one of the constraints faced by the national library on educational rebirth. While 51 (15.8%) disagreed with this. 229 (70.9%) of the respondents agreed that the language barrier is one of the factors faced by the national library on educational rebirth. While 94 (29.1%) of the respondents disagreed. Technological as one of the factors faced by the 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 constraints faced by the national library on the educational rebirth of students in secondary school these are; Economic, Technical, Government problems and Fund allocations.

## **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 the national library and they have been to the national library before, more so, they are registered users of a national library, and they have used national library materials before, but they visit the national library weekly. These findings contradict the study by Sulyman, Taiwo, Rasaq and Fajenyo (2015) on the availability, accessibility and utilisations of indigenous publications in the 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 the National Library on educational rebirth among the students**

From the findings, it was revealed that the role of the national library in educational rebirth is to promote individual reading culture, to provide collaboration for reading institutions, to meet the information needs of the individual, to support individual learning standards, to promote individual learning motivation, encourages individual to seek, access and use information independently, to provides new technologies that enhance information needs of the individual and to provide resources and activities that are meaningful for an individual now and in the future. The findings corroborate the earlier findings by Ogbemor (2011) on the basic and extensive discussion of libraries, their roles and their resources in education.

### **Research Objective 3: Types of national library programs and educational rebirth of Students**

Concerning the types of national library programs and educational rebirth majority of the respondents agreed that national libraries organized 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 subject for students, Civil engagement, Counselling Education and Career education, to influence educational rebirth of students in secondary. This finding is supported by Arnn (2013), who highlighted the programs associated with the educational rebirth of students in secondary schools as it was implemented by the national library.

### **Research Objective 4: Constraints faced by the national library on the educational rebirth of students.**

The result obtained has shown that geographical barriers, economic barriers, social and cultural barriers, historical barriers, political barriers, language barriers, technological barriers, religious problems and technical problems are the constraints faced by the national library in the educational rebirth of students. This is supported by the findings of Niwezeshe (2016) who outlined factors influencing the educational rebirth of students in secondary school.

### **Conclusions**

The study has examined the effect of the national library on education rebirth. So far, the results have indicated that students are aware of the existence of the national library and they have been to the national library before, more so, they are registered users of a national library, and they have used national library materials before, but they visit the national library weekly. Also, the role of the national library in educational rebirth is to promote individual reading culture, provide collaboration for reading institutions, meet the information needs of the individual, support individual learning standards, promote individual learning motivation, encourage individuals to seek, and access and use information independently among others. the types of national library programs and educational rebirth range from debate and quiz competitions, pre-school and summer reading programs, reading promotion campaigns, Learning experiences for students, References for schools and colleges, Advise on important subjects for students, Civil

engagement, Counselling Education and Career education. The result also shows that encounter Geographical barriers, Economic barriers, Social and cultural barriers, Historical barriers, Political barriers, Language barriers and others.

### Recommendations

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

1. The 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 careers.
3. Efforts 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 information materials.
4. More funds should also be disbursed for the development of the national library in terms of resource growth, infrastructure, and other areas that will enrich the performance of the national libraries on the role they perform in supporting the educational rebirth of students in secondary.
5. 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.

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