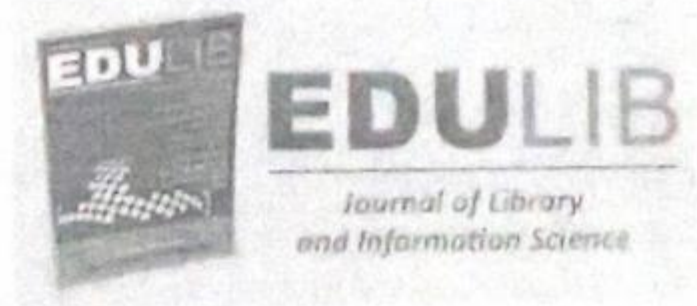




EVALUATION OF THE USE OF KWARA STATE PUBLIC LIBRARY BY SECONDARY SCHOOL STUDENTS IN ILORIN METROPOLIS

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Abstract

The study investigated the relevance of public library to the peculiar needs of secondary school students in Ilorin Metropolis. A descriptive research design was adopted for the study and 300 students participated in the survey. The instruments for data collection include structure questionnaire, interview as well as personal observation. Each instrument complements one another and the data gathered were analyzed through the calculation of frequencies and percentages. Reports of findings has it that Kwara State Library Board stand a good chance to adequately cater for the diverse educational and other related information needs of secondary school students in Ilorin Metropolis, but yet such expectation have not been met to a large extent. The state library has not leave up to its responsibility of providing services that support school curriculum and education. It is on this basis that recommendation was made that appropriate ministry responsible for funding of public library should wake up to reality of what is expected of a modern public library.

Keywords: Public Library; School Library; Secondary School Student; Ilorin Metropolis; Education.

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A. INTRODUCTION

Education essentially is the training and development of critical thinking and logical judgment. In this regard, the government strives to achieve her national objectives by fine-tuning her education policy toward her national objectives. Meanwhile, there is no need over stressing the fact that from the onset, it is implicit to conclude that education as it were, remains the greatest investment that any country can invest in for quick economic development. The underlying

constitutional objective of national education policy was essential to nurture its citizens' intellectual and physical skills that would enable them to be self-reliance and subsequently become a useful member of the society (Momodu, 2015; Federal Ministry of Education, 2013). Considering public library as the knowledge repository of humankind, a learning avenue, generation after generation inquiry centers, whose information services encompasses all categories of users in the community, pinpointed the relevant

roles of a public library in the actualization of national education policy.

Public libraries are knowledge repositories, while education represents the process by which people are impacted with knowledge. This implies that public libraries are indispensable educational institution needed in an ideal or knowledge society. On yet another ground, education and libraries are inseparable entities, of which absent of one pose the threat of educational system not functioning optimally. Education is generally believed to be one of the most important assets that any nation can bequeath her citizens (Adegbomogun & Salaam, 2011). It is an undisputable established fact, that a society that suffers education deprivation would hardly record any reasonable development (Department for Children, Schools and Families, 2009). In the world all over, education had been accepted as one of the most important factors necessary for attaining rapid and steady economic, social, political, technological, cultural growth and development in every sphere of human endeavor. It is on this premise and solid ground that government of any nation would place a high premium on the need to provide its citizen with sound and functional education.

There is no overemphasizing the fact that schools at all level of education, require a whole lot of assistance from the library in all ramifications. This materializes from the background that schools, in general, cannot educate students in true sense in the absence of well-defined library services. A well-stocked library contributes to the education development by providing support

service that enriches the school curriculum, enlarge the knowledge horizon of students and as well stimulate their critical thinking and imaginative faculty. With specific regards to the school system, in a nutshell, the library portrays itself as the greatest of all aids to teaching. Libraries are not just a veritable tool for the actualization of the school's goal and aspiration, but also much more importantly the heart of the school education system. It is quite unfortunate that one cannot but raise the vital issue of how many of our schools, most especially those owned by the government (public schools) that have what could be regarded as a standard library. General observation revealed that most could not boast of having a standard school library, as most are grossly deficient in both structure and collection (Adegbomogun & Salaam, 2011). Hence, public library, therefore, becomes so central to augment school teaching and learning, as it is freely open and accessible to all. This is more reason why public libraries are referring to as "poor man university". A public library, after it was given due consideration was thought of as a promoter of literacy as well as a provider of a wider range of information for all ages. It plays an eminent role in enlightening, uplifting and sustaining education status of individuals in the community (Anyalebushi & Udo-Anyanwu, 2016).

A public library provides unrestricted access to information resources free of charge (but in some exceptional cases most especially in Nigeria users are charged registration fee) to all residents of a given community (IFLA, 2001). By nature of their establishment, public libraries

provide support services for lifelong learning by providing a wide range of information services that accommodate the needs of all categories of users. The juxtaposition to foregoing was that public libraries facilitate and foster open access to diverse human knowledge. Just in consonance with aforementioned were Koontz and Gubbin (2010) when they asserted that public library is an information service providing an institution that provides access to knowledge through an all-inclusive range of information resources and services. In today digital age, public library constitutes the local gateway, internet and information technology center to a community of users where the library was situated. Public libraries are the only category of libraries that makes their services available and accessible to the public without any form of discrimination (Salman, Mugwisi & Mostert, 2017).

Laila (2014) characterized public library as a welfare center that provides information services within its host community (and at times beyond the host community) through its support service for education. There is no alternative to the public library since its services are not restricted to a group of users but rather embraced all users in respects to the various need of each group of users. Most importantly, public libraries take care of users neglected by other types of libraries and as such provide all with the reading requirement of the various group be it able body or disable (physically challenged users). The coverage of public library collections covers both academic and non-academic materials. Public libraries promote teaching and learning at all level of education be it at primary, secondary, and tertiary level. This is

more reason why they make provision for a plethora of information resources and services that cut across various disciplines. The extent of services provided in each public library may differ, depending on availability of fund and information infrastructure, yet they exhibit common practice of ensuring users' right to freedom of information are protected devoid of any form of censorship or discrimination. Public libraries are prerequisite for libertarian knowledge society where the populace is opportune to read more and better for the development of a system for lifelong learning.

People require education at schools, colleges and universities or less formal context and learning is a lifelong process that does not end with the completion of formal education. Most importantly, the focus of the public library was intimately and always been literacy for all people (hall, 2010). At that, the society has no obligation greater than ensuring everyone developed socially and academically and the path that led to this is citizen-having opportunities to explore, read, and pursue right information at the right place for the right purpose. The public library is used by various categories of users, but the emphasis of this currents study was on the secondary school students, this is because public library plays an important role in augmenting school teaching and empowering students learning by providing access to the information after school and during holidays.

Literature has it that high school students constitute one of the largest group of public library users (Shoham, 2010), and yet studies on utilization of public library among secondary school students remain scanty. However,

bridging this empirical gap justifies why the current study investigated the use of public library from the perspective of secondary school students' assessment of services rendered in Kwara State Library. This study would provide background information and as well constitute one of the few studies that explored the use of the public library by secondary school students.

B. LITERATURE REVIEW

Public library essentially played a crucial role in promoting education, reading culture and most importantly making provision for information sources capable of meeting the information needs of various categories of users, which is the reason why it is referred to as the epitome of people's right to freedom of information. It is considered as the community information gateway that provides essential fundamental environment and services for lifelong learning, a guardianship of cultural heritage as well as a powerful storehouse of indigenous knowledge (Obasi, 2015). In congruence to foregoing, Sasi (2014) associated public library with humankind agent of civilization that acts in the capacity of a custodian for human culture, knowledge and social customs. Public libraries are social institutions established under the clear mandate of the law of the hosting country, state or municipal, financed partially or wholly from the public fund without direct levies or charges from users for any of its services, open to all without any form of discrimination. What this implies is that there is no prejudice or repugnancy in respect to users' race, creed, gender, age, language, status, education background, religion and color (Ashikuzzaman, 2013). Public

library explained in chapter and verse denote knowledge repository, which housed all manners of information resources that range from books, periodicals, cartographic and graphic materials and now electronic information materials (such as e-book, e-journals and many more) that are freely accessible to all that are in need of information. In most cases, only registered users with a library card are allowed to borrow materials from the library.

Public library differs from other types of libraries, in that, it is not meant to serve a particular school, institution or specialized group of users but rather serve the information needs of all class, group or category of users (Rubin, 2010). Just in consonance to foregoing, Issa, Aliyu, Adedeji and Akanqbe (2012) affiliated public library with the universal library that is open to all. Principally, it rests on the shoulder of the government, the responsibility of establishing a public library at national, state or community level, and as such make provision for branch libraries to cater for the needs of rural settlers that also include a mobile library or library outreach program for remote users.

Brief History of Kwara State Library

It is very essential to briefly touch public librarianship in Northern Nigeria to which Kwara State belongs. Public library development in Nigeria can be linked to the UNESCO Seminar of 1953, as part of the resolution made in the seminar that a public library should be established in Northern Nigeria. Modern public library services in Northern Nigeria were no doubt a colonial creation started about 50 years after the fall of Sokoto Caliphate in 1903, as the modern method of

information dissemination was to be introduced. Incidentally, the year 1952 was the development and location of the regional public library at Kaduna, and ever since then, the trend has been a consistency even though the concentration of those public libraries established then was in urban areas, which completely neglected the rural dwellers. Later when states were created, the period witness emergence of more state libraries. From the 1970s to date, the spread in the establishment of public libraries in Northern Nigeria could be attributed to the effort of State Library Boards, in their effort to bring public libraries closer to the grassroots. Kaduna State Library Board was the first state library board that was established when the government decided to ensure the development of effective library services under the autonomous statutory body. Thereafter, other states follow suit by also establishing a state library board to oversee the affairs of the state public library. Among those library boards, Kwara State Library Board was established (Okiy, 2014; Nuhu, 1999; Nnaji, 1998).

Kwara state was created on 27th May 1967 when the then Federal Military administrator, General Yakubu Gowon, broke the four regions that constitute the federation of Nigeria into twelve states. Thereafter, the Northern regional library in Kaduna was decentralized and reallocated to the newly established states. Eventually, Kwara State Library Board was constituted to manage the affairs of the newly autonomous state library. The collections Kwara State Library inherited from the defunct Northern regional library were initially housed in the area court building while operating

as a public library of its kind commenced on 1st of April 1968. In due time, the library realized that the location of the library in an area court building is chaotic, as the building is much very close to the central market. So in due course, the library nurtured accommodation challenges for two decades as they are moving from one location to another. Twenty years after proper consideration, Lieutenant Colonel Ahmed Abdullahi, the then military governor of Kwara state, laid the foundation for the purposefully built library in November 1987 and General Ibrahim Badamosi Babangida commissioned the library building on 2nd of November 1990. The teeming populace only enjoyed the services of the library for a short while because the library building becomes dilapidated; its information resources also become obsolete and outdated because of lack of maintenance culture and negligence on the part of the state government. In the year 2003, the state experience a change in government, the then elected governor, Dr. Abubakar Bukola Saraki visited the dilapidated library building and he promises to give it a priority. On 23rd of November 2005, building renovation hit the ground running and the newly renovated library building was commissioned on 1st July 2006. Like what is obtainable in every other library, Kwara State Library comprises of the administrative section, acquisition section, technical section (cataloging and classification), reader service section (reference unit and circulation unit) children and serials division as well as internet café. The library uses Alice for Windows for automation of its operations (Issa, Aliyu, Adedeji & Akangbe, 2012; Kwara State Library Handbook, 2006).

The Role of Libraries in Secondary School Education

Libraries are citadel and anchor of a movement for freedom of information where people are opportune to read more and better, most especially in a democratic knowledge society (Kranich, 2001). This exonerates why the library is a spinoff, sequel to government justification for the need to have knowledgeable citizens for smooth running and execution of government policies and administration. However, the importance of the library to secondary education cannot be overemphasized. Among the important aims of education is the encouragement of activity rather than passive reception of knowledge. This position was further strengthened by Altman (1999) when he buttressed that secondary school students are expected not only to seek information but to also give consideration to it and apply the new found knowledge to a real-life situation. What this submission suggested is that secondary school students are encouraged to engaging in independent study, which implies their use of library services. It is no exaggeration that the school library is a keystone to quality education since education tends to be strengthened in direct proportion to the quality of the library services. Books are not just the main instrument of education but they are indeed instrument for teaching and learning.

By and large, libraries have been found to be much more important in secondary schools, as most students entering secondary school in Nigeria comes not only from non-book oriented homes but also non-book oriented primary schools. Many parents in Nigeria cannot afford to either buy

textbooks for their children or do not attach much importance to it. It is a well-known fact that school libraries despite their indisputable desirability, are often subject of major concern, as most school administrators always give excuses of the school library, being costly to erect, furnished, stocked and managed. The prevalent situation persists in many secondary schools to discover that provisions are hardly made for library building when schools are being established (Adegbonmogu & Salaam, 2011). Schools that even afford to make provision for a library prefer to use stores or classroom instead, and to worsen the situation, the government is yet to recognize that, it is upon the school library that the solid foundations of secondary school education are firmly built. The bottom line here is that without adequate library service in our post-primary institutions, the quality of education would no doubt be in state comatose. Hence, the need for public libraries to salvage the worrisome state of affairs by ensuring the information and educational needs of secondary school students are adequately catering for. It is clear from foregoing that public libraries if adequately equipped and effectively utilized can ameliorate in areas where school education system have failed.

Sequel to the state of our school libraries, public libraries are urged to provide services that support school curricula. This role of a public library to school students is essential due to the sorry state of our secondary school libraries in general and most especially the public schools. The finance and management of school libraries are at the prerogative and mercy of the school principals. This explained the reason why there is a wide variation of library

services of one school from the other. Ratiocination from this is that in schools where the principals appreciate the value and importance of school library services, fairly equipped and organized library could be found in such library, while on the other hand, where principals have shallow knowledge of the library, pseudo library services are found in such schools.

Public and school libraries shared in common the doctrine of nurturing and promotion of literacy and learning, therefore, harmonizing effort come with synergy for a quick actualization of national education policy. Public and school libraries can work together to help students attained education, career and life goals. In recognition of important of public and school libraries collaboration, organizations and association such as American Association of School Librarians Transforming Learning (AASL), Association of Library Service to Children (ALSC) as well as Young Adult Library Service Association (YALSA), initiated a public library and school library collaboration. The collaboration would foster mutually beneficial relationship as well as understanding of what school curriculum entails and how public library services for school students should be channel to support curriculum and syllabus (ALA, 2018). A well-funded public library with adequate staff and resources can assist the school education system by augmenting the materials holding of the school library. This assistance can also be in the form of training of school library personnel, donation or supply of what school libraries are lacking (Fayose, 2009).

Arising from literature reviewed, it is obvious that state libraries have a

paramount role to play in enhancing the learning/teaching processes in our schools. As many secondary schools in Nigeria did not have purposefully built library most especially public school, it is now pertinent for public libraries to act in the capacity of a library of last resort for secondary school students.

Challenges Militating against Effective Utilization of Public Library in Nigeria

Public libraries in Nigeria are faced with many challenges, and this is because many suffered the neglect of the government that ought to be a major stakeholder of its administration and finance. Anyalebushi and Udo-Anyanwu (2016) emphasized that post public libraries in Nigeria are characterized by old and outdated collections, inadequate information resources and infrastructures, qualified human resources and many more. All the foregoing challenges emanated from the mother of them all, which is insufficient funding of public library by the state government. In advocacy to aforementioned, Iwhiwhu and Okorodudu (2012) noted that most Nigerian public libraries are yearning for improvement of information infrastructure, information resources and other services expected of a modern public library of today digital age and knowledge society. Also in Bamise and Oyedepo (2012) study of comparative evaluation of adolescents' use of public libraries in Nigeria states of Osun and Oyo, the verdict had it that most information resources are outdated which subsequently posed challenges of current and relevant materials availability and users' accessibility to current and relevant information materials.

C. METHODOLOGY

Research design is a blueprint or a plan as well as a strategy deployed in making a scientific query or investigation on a particular phenomenon. The research design adopted for the study is a descriptive research design, which is mostly adopted whenever the research subject runs into hundreds and thousands. The choice is informed by the nature of the study itself, which bothered on students' use of the public library.

In research, the population is usually referring to as the unit of analysis that constitutes the source of information or scientific queries, and as such, the entire secondary school students using the Kwara State Library constitute the total population for the study.

D. RESULT AND DISCUSSION

The table above presents the demographical characteristic of the respondents. Students from Saint Anthony secondary school constitute the majority with 95 (31.67%) number of participants, followed by students from Cherubim and Seraphim College with 86 (28.67%) number of participants. Government Secondary School have 72 (24%) number of students as participants. Government Girls Day Secondary School have 25 (8.33%) number of students as participants and Bishop Smith Secondary School with 22 (7.33%), the least number of participants. The proximity of each schools to the state library reflected in the respondents' distribution, as those schools with higher number of respondents are those that are proximate to where the state library was located.

On gender distribution, male students, 183 (61%) participated in the survey more than their female, 117 (39%) counterparts did.

On age bracket of the respondents, majority of the participants, 105 (35%) fall within the age bracket of 16-18, followed by age bracket of 13-15 that have 98 (32.6%) number of participants. Participants that fall within age bracket 10-12 are 70 (23.33%), while least group, 27 (9%) are 19 years and above.

On classes of the respondents, students in the sixth year of secondary education, (SS3) constitute the majority with 83 (27.67) number of participants, followed by Junior Secondary year three (JSS3) with 69 (23%) number of respondents. Students in their fifth year (SS2) of secondary education constitute 61 (20.33%) in number and 52 (17.33%) in Junior Secondary year two (JSS2). The least group are those in Junior Secondary year 1 (JSS1) with 15 (5%) number of representative. Students in Senior Secondary year three (SS3) and Junior Secondary year three (JSS3) participated more in the study, probably because, as at when the survey was carried out, the two categories of students are preparing for Senior Secondary Certificate Examination (SSCE) and Junior Secondary Certificate Examination (JSCE) respectively.

Most respondents are Christians with 156 (52%), having more participants than their Muslim counterparts with 144 (48%) number of respondents. Rationale behind this might be because most secondary schools where the state library was located are church originated, before government take over their management. However, going by the

names of those secondary schools (such as Cherubim and Seraphim College, Saint Anthony Secondary School and Bishop Smith Memorial Secondary School), which still bear the name of the church that established them, would attract Christians more than they attracted their Muslim counterpart.

The table above shows that majority of the respondents visit the state library occasionally, representing 160 (53.33%), those that indicated weekly visit are 92 (30.67%) respondents. Only 38 (12.6%) indicated daily visit while the remaining 10 (3.33%) indicated that they are visiting the state library for the very first time. However, most occasional users are observed to belong to the group of students preparing for external examination such as West Africa Senior School Certificate Examination (WASSCE) and Junior Secondary School Certificate Examination (JSSCE).

On what the students visit the library to read, it is quite glaring from the table that the vast majority of the respondents indeed visit the library not much for consulting the library materials but rather use the library to read their own notebooks and textbooks. This category of students account for 100 (33.33%), followed by 94 (31.33) others who come to read newspapers and magazines. Only 53 (17.67%) of the students visited the library to read or consult relevant textbooks in the state library. Participants that constitute 32 (10.67%) indicated they consult reference materials such as dictionaries, encyclopedia, biography and many more, while the remaining 22 (7.33%) opted to reading recreational materials.

Then, respondents were asked about their satisfaction with the library's furniture and facilities. On whether there are enough chairs and tables, 258 (86%) answers are positive while the remaining 42 (14%) responses are negative. More so, many respondents did not agreed that the state library have enough staff to attend to their needs as argued by 182 (60.62%) students, 92 (30.62%) others agreed that there are enough staff while the remaining 26 (8.66%) give no option.

On good management of staff and user relationship in the library, 188 (62.67%) of participants, the majority remain neutral, only 60 (20%) agreed while the remaining 52 (17.33%) disagreed. Incidentally, 168 (56%) refuse to agree that the opening and closing hour of the library, most especially, during external examination period are good enough, while 132 (44%) others agreed with the opening and closing time of the library. On the attitude of library staff, 168 (56%) of the respondents believes staff attitude to users is friendly and helpful. Another 80 (26.67%) of the respondents attested that the staff members are always on seat to attend to users, while 49 (16.33%) respondents perceived the altitude of library staff as rude and unhelpful, the remaining 3 (1%) adduced that staff are not always on seat to attend to users.

Although, every library is expected to have a catalogue of which the state public library cannot be an exception, yet 189 (63%) of the respondents claimed ignorance of its existence, 69 (23%) confirmed its existence while 42 (14%) remain undecided. Thus, it is not surprising that when respondents are asked in respect to how they find the use of library

catalogue, majority that constitutes 202 (67.33%) have nothing to say. Only 48 (16%) find it easy, 27 (9%) find it not easy and 23 (7.67%) said it is useless.

On whether respondents borrow books from the state library, 258 (86%) of the respondents indicated that they do not borrow books from the library as against 42 (14%) that who claimed to have borrowed books from the state library. Similarly on frequency of borrowing, 258 (86%) of respondents proclaimed they never borrowed books from the library, 20 (6.67%) indicated they do borrowed books regularly, 10 (3.33%) occasionally and the remaining 18 (6%) adduced they borrow when the need arises.

As shown on the table distribution, a clear majority had no experience of library orientation amounting from 287 (95.67%) responses as against 13 (4.33%) respondents that claimed to have had library orientation. It is possible that the minority group who claimed to have had library orientation from the state library mistook the routine assistance rendered by the library staff for the general orientation exercise.

Respondents are asked whether they are aware of internet service provision in the state library, majority, 198 (66%) denial such awareness while only 102 (34%) said yes in affirmative. Furthermore on the usefulness of the internet service to their education, 47 (15.67%) indicated that it is most useful, another 55 (18.33%) agreed it is somewhat useful while the majority that constitute 198 (66%) pointed out that it is not useful. This implies that most users are not aware of the internet service of the state library, which subsequently accounted for the reason

why users judged the internet service unproductive to their study.

Table three above present respondents' responses to service provision of the state library for secondary school students. As to whether the state library meets up with their academic needs by way of adequate provision of relevant texts on their subjects of interests, 90 (30%) of respondents stood for yes whereas 168 (56%) others were for the contrary and the remaining 42 (14%) give no option. Similarly, on whether the library meets their other information need, it is interesting to note that 174 (58%) affirmed their other information needs are met, while 90 (30%) of respondents disputed meeting such needs, and the remaining 36 (12%) respondents give no option.

On whether the library have enough books on respondents subject areas, 192 (64%) being the majority disagreed. Only 62 (20.67%) respondents agreed and the remaining 46 (15.33%) was undecided. On whether the library have enough audio-visual materials, 264 (88%) or respondents disagreed, only 28 (9.33%) agreed while the remaining 8 (2.67%) give no option.

Report of Interview with the Librarian

The interview with the librarian indicated that the Kwara State Library, an offshoot of the defunct, Regional Library in Kaduna, has as its objective, the need to provide educational and informational materials for the pleasure of all citizens of the state as is it for any other public library. It was pointed out that the library objectives actually cater to the information needs of the students generally (secondary school students inclusive). It was however revealed that

the library could hardly claim to have adequately catered for these needs due to a number of factors. The mother of them all bothered on perennials shortage of fund for the general running of the library and on the other hand, for the procurement of current, relevant and required information materials that would help to satisfy the yearning need of users. In akin to the funding problem, the issue of recruiting qualify staff to augment the existing staff strength becomes practically impossible, which also affect the efficient and effective discharge of duty. It was pointed out that the bulk of their collections were made of largely antiquated, non-current information materials. It was thereafter suggested that the library would need some sort of relief grants to get out of its longstanding financial decadence while its annual subvention needs to be released as at when due henceforth.

Summarily, it could be deduced that the students' responses on their use of Kwara State Library did not differ from what actually is the situation on the ground. If nothing else, the interview had only commensurate most of the position and view expressed by the students.

Discussion of Major Findings

Ratiocination from the study of the use of the state library by secondary school students within Ilorin metropolis indicated that the library, on so many accounts, has not been able to rise up to fulfilled its laudable objectives, as its educational and academic services to secondary school students remain in jeopardy. Specifically in this regard, was the fact that its resources are not only quite outdated but also do not reflect the desire comprehensive coverage with

which it can cater for the specific needs of the secondary school curriculum and syllabus.

Since the foregoing report is contrary to the desire of this group of library users, it is only expected therefore that they naturally form a group of occasional users of the library while they mostly visit the library to read their own textbooks, notebooks, and sometimes library's newspapers and magazines. As the case may be, this is contrary to the professional understanding of what constitutes a library use. The implication is that the library collection hardly caters for the academic and educational needs of secondary school students due to its state of acute shortage of relevant and current information materials. Incidentally, users have claimed that they hardly had any form of orientation on the use of the library, which posed as another form of an impediment to the effective utilization of the library services. Yes, the library makes provision for internet service, but operations there are been run like a cyber-café, which make the service unpopular among secondary school students.

A number of factors have been found responsible for the situation principal among which is an acute shortage of funds, inadequate number of staff, and absence of relevant material to reflect the various shades of users' needs among others. This finding substantiates the report of Bamise and Oyedepo (2012) study, where similar challenges were identified. All the same, it is interesting to note that in spite of the shortcomings, staff attitudes to users were found to be welcoming. This was the opinion of the majority that

library staffs have not only been polite but indeed helpful to them.

E. KESIMPULAN

A public library is considered as the information storehouse and custodian of knowledge, a sort of information clearinghouse, education and recreational center of the hosting community and beyond. However, going by the fact that students constitute a significant proportion of public library users, and then the situation becomes unbearable when their information needs are not adequately cater for. The current study has clearly authenticated that the state library has not been able to live up to expectation with particular reference to the information needs of secondary school students. This can be interpreted to mean that the popularity of public library as a viable and veritable agent of education has not been actualized in the real sense.

The challenges encountered during the course of study did not emanate from one angle but in many areas from which data were collected. Relevant empirical studies in this area of research are scanty. More so, the

interview conducted with the librarian of the state library suffered the challenge of lack of understanding of the essence of the study. The whole idea was misconstrued from the angle of management presuming the result of findings would be used against the library management.

Arising from the discussion of finding and the conclusion drawn, recommendations were thereby given that the state library should review its collection development policy towards the one that would adequately cater for the curriculum and education need of secondary school students in Kwara State. Students should be encouraged to visit the state library, is the only library that is freely open to them after school. This will enable them to get familiar with library services before leaving school, which constitute the basis for lifelong learning and education. More so, the appropriate body (ministry of education or agency) responsible for the provision of funding of the state library should wake up to the reality of what is expected of a modern public library.

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