

**THE ROLE OF ACADEMIC LIBRARIES IN THE ACCREDITATION OF
UNDERGRADUATE PROGRAMMES IN FEDERAL UNIVERSITY OF
TECHNOLOGY MINNA, NIGER STATE.**

BY

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ABSTRACT

The primary objective of this study is to find out the role of academic libraries in the accreditation of undergraduate programmes in Federal University of Technology Minna. The specific objectives are to: identify undergraduate accreditation requirement for various departments compared with library holdings, identify university accreditation requirements compare with library holding, find out if current materials available in academic libraries for accreditation of undergraduate programme are adequate and determine the relevance of the materials that are stock in the academic library in relation to accreditation requirement. This study is limited to Federal University of Technology, Minna with all categories of librarians as target respondents. The study adopted census design method called total enumeration as means of gathering data with a target population of 97 staff of the library . The questionnaire was used as instrument of data collection. One null hypothesis was tested at 0.05 level of significance. T-test analysis was used for the test of hypothesis. Research question data were analysed using frequency counts and simple percentages. The finding reveals that libraries are actively involved in all accreditation process since it provide information resources needed by the university to be accredited. It was concluded that a number of constraints such as inadequate funding and erratic power supply affect library role in accreditation. The study recommended sufficient financial support given to academic libraries to enable them function effectively, and alternative power supply should be constantly available for library to have a stable power supply. Adequate skilled personnel with professional knowledge in librarianship should be put in charge of the library and academic libraries should also invest in acquisition of electronic resources, as the world is going digital.

INTRODUCTION

Background to the study

As the number of universities continue to increase in Nigeria, it becomes increasingly important to tighten inspection and supervision of universities and their activities in order to maintain acceptable quality (National Universities' Commission, 2009). The numbers of Nigerian universities have grown geometrically since the establishment of the first university in 1948 in Ibadan, and so has the number of courses offered by these universities and the corresponding student population. According to Bello (2014), accreditation of programmes offered by universities is key to ensuring standards across the institutions.

The accreditation of degree and other academic programmes is an acknowledgement process in which standards, guidelines and procedures are evaluated to ascertain the quality of a particular programme by accrediting authorities which are either government agencies or specialised and professional bodies. Okebukola (2006) opined that accreditation of undergraduate programmes in Nigerian universities is to ensure that the provision of minimum academic Standard documents are attained, maintained and enhanced. It is a process of examining the obtain ability and adequacy of resources, merit rating of resources and programmes in order to enhance the quality of output. Accreditation as a process ensures that the curriculum, personnel, infrastructure, learning materials as well as the learning environment satisfy the needs and relevance of a university to achieve their predefined objectives. It is the process of evaluating from time to time, the academic standards of various undergraduate programmes in various higher institutions of learning. In Nigeria accreditation function is administered by the National University Commission (NUC) for all universities (including Federal, State and Private Universities), whereas the National Board

for Technical Education (NBTE) handles that of Polytechnics and Mono-technics and finally, the National Commission for Colleges of Education. They are concerned with the accreditation of other higher educational institutions like colleges of education and other institutes that are responsible for training teachers. It is also important to know that some professional or specialised courses are assessed by separate body or agencies. Some of these professional and specialised courses include: law, medicine, engineering and accounting.

Nkiko and Yusuf (2007) assert that accreditation is a recognition process in which standards, policies and procedures are evaluated to ascertain the quality of a particular programme by accrediting authorities, which are either government agencies or specialised or professional bodies. Over the years, various developments have been taking place relative to the monitoring, assessment and improvement of the quality of different components of higher education. It is against this that accreditation bodies operate to ensure that students receive an education continually with standards for entry into practice in their respective fields or disciplines. Accreditation process is an excellent opportunity for schools to look at their programmes and take note of progress made as well as gaps to be filled, thus acting as a veritable feedback mechanism.

The role of the National University Commission is to ensure that accreditation of academic programmes, are made evident with continuous monitoring of these programmes and subsequently, the accreditation of universities all through Nigeria. It is in this regard that Akomolafe (2009) pointed out the various benchmarks for accreditation of academic programmes are; examine adequacy of admission requirements; resource assessment at the inception, scrutinise the fitness of philosophy of the programmes and academic status of academic personnel. She further identified adequacy of office accommodation and curriculum in line with National University Commission bench mark; budget allocation to departments; examine external moderation of scripts, results; scores; reports of student's

work capability and library facilities. Some of these facilities include: number of library staff members, number of volumes of the collection, currency of information resources, physical structure of the library, budget allocation and etcetera. Librarians are actively involved in the accreditation for the reason that the provision and use of library resources and services contribute to the quality of the student's educational attainment and experience. The way academic library support and manages its library collections reveals the priorities of the institution, the educational goals and methods of faculty and the performance of students and graduates. This view was further shared by Adegbesan (2011), who opined that the future of accreditation exercise is also of great attention, since the criteria that are formulated and applied may affect the proportion of the institutional resources that are available to libraries and the prospects for their performance.

Obadara and Abayomi (2013) defined accreditation as a process of self-study and external quality review used in higher education to scrutinise an institution and its programmes for quality standards and need for quality improvement. Similarly, the Council for Higher Education Accreditation (CHEA) in Washington, US defines accreditation as a method of external appraisal by higher education to examine colleges, universities and educational programmes for quality assurance and quality improvement. The process is planned to determine whether an institution has met or exceeded the published standards (set by an external body such as a government, national quality assurance agency, or a professional association) for accreditation, and whether it is achieving its mission and stated purpose. Accreditation process usually involves a self-assessment of the programme by the institution, a site visit by peer reviewers, a report of that review, and a decision to accredit, deny accreditation, or put it on probation (or some other intermediary status). However, the extent to which each university accepts and fulfils the responsibilities inherent in this process is a measure of its concern for freedom and quality in higher education and of its commitment

to strive for and achieve excellence in its endeavours. The library and its university has symbiotic relationships, therefore the library is supposed to be impressive for the university programmes to be accredited.

The academic or university library is an integral part of a university, which exists to meet the information needs of students, staff, researchers and other users in the community. Onwudinjo (2015) posited that the main function of academic library is to serve as an auxiliary to its parent institution in carrying out its objectives. He also noted that the library is an important intellectual resource of an academic community, and helps the university to fulfill the curriculum requirements and promote studies and research. Relevant books and other information materials are provided by stressing that academic library is a learning centre for the students, as it function to provide materials that are needed for learning all courses. In a similar study, Abubakar (2011) also stressed the fact that library is the learning centre to the undergraduates as it provides materials that are needed for learning all potential courses that may be offered. This is why all academic library collections, are setup to meet the information and research needs of any academic programme offered by the institution. That is, librarians' try as much as possible to involve the various departments by sending publisher's catalogue to each of them, to see the list of available materials before embarking on purchase.

Afolabi (2014) revealed that accreditation is awarded to higher education programmes whose libraries and human resources meet the education requirement to set standards. It centres on a review of a programme's content and delivery that includes area such as relevance, coherence, challenge, assessment, staffing, quality assurances and resources. It is important to assert that a university cannot exist and function properly without the presence of a library. He described a university and its library to be interdependent. This is because each is clearly indispensable of the other and this is the main reason why a university is

established alongside with its library at all costs. This view was further shared by Edem, Ani, and Ocheibi (2008) as they expressed the idea that university libraries function as partners in supporting the university in teaching, learning and research, thus making them the “heart” of the universities. Since the university and its library have a symbiotic relationship, it is necessary for the university to stock its library with the necessary human and material resources in preparation for any accreditation process.

Statement of the problem

The quality of service rendered by the university library is an important factor among other considerations during accreditation. Accreditation of undergraduate programmes are supposed to be a process of measuring progress and quality assurance through continuous evolution of academic standards of which the quality of library services, funding, information resources, physical infrastructure, number of staff are determinant factors. Despite this important role played by academic libraries during accreditation, some undergraduate programmes fail to gain accreditation. Could this negative outcome be attributed to factors like irrelevant library information resources, inadequate funding of the library and lack of standard library building?

It is against this backdrop that the researchers embarked on this study to investigate the role academic libraries play in the accreditation of undergraduate programmes in the Federal University of Technology Minna.

Objectives of the Study

The main objective of the study is to find out the role of academic libraries in the accreditation of undergraduate programmes in the Federal University of Technology Minna.

The specific objectives of the study are to:

1. Identify undergraduate accreditation requirement for various departments compared with library holdings.

2. Identify university accreditation requirements compared with library holding.
3. Find out if current materials available in academic libraries for accreditation of undergraduate programme are adequate.
4. Determine the relevance of the materials that are stock in the academic library in relation to accreditation requirement.

1.4 Research questions

1. What are the undergraduate accreditation requirements for various departments as it relates to library resources?
2. What are the university accreditation requirements as regards library resources in FUT Minna
3. Are the current materials available in FUT Minna library for accreditation of undergraduate programmes adequate?
4. How relevant are the materials that are stocked in the FUT Minna library for accreditation requirement?

1.5 Hypothesis

The null hypothesis will be tested at 0.05 level of significance.

- (1) There is no significant relationship between academic libraries and accreditation of undergraduate programmes.

1.6 Significance of the study

This research intends to examine the role of academic libraries in accreditation of undergraduate programmes in Federal University of Technology. The findings of this research will be of utmost significance to Government, governing council of institutions, library managements students and researchers.

It will help the government to understand the need to make available adequate fund for academic library in other to meet-up accreditation requirements and pave way for

effective and efficient policies for improvement of academic libraries in general. To librarians, the study will help them with required information by acquiring relevant resources in meeting accreditation demands. To academic libraries, this study will serve as guide to implementing policies to enable them function effectively too.

Finally, this study that has a bias for Federal University of Technology Minna will be an addition to the already existing literature on the role of academic library in accreditation of undergraduate programme in other Nigeria Universities.

Scope of the study

This study is centered on examining the role played by academic libraries in accreditation of undergraduate programmes and is limited to Federal University of Technology Minna. This is due to financial constraints and time. Therefore, every research effort will be based on the library under study.

METHODOLOGY

Research Design

This study adopted the census design of total enumeration. It is considered appropriate to gather relevant data on the role of university library in the accreditation of undergraduate programmes in Federal University of Technology, Minna. (Lohr, 2009) believes that it allows the researcher to focus data gathering on the identified case study and carryout in depth study of the total population .

Population of the study

The population of the study covered all the academic library staff of Federal University of Technology, Minna. There is a total ninety-seven (97) staff. This include professionals, para-professional and the non-professional. The break down is shown on the table 1.

Table 1: Population Distribution Table

CATEGORY	Numbers of staff
Professionals	28
Para-professionals	19
Non-professionals	50
Total	97

Sample and Sampling Technique

The population for this research study covers all library staff of Federal University of Technology Minna, which is ninety-seven (97). The research involved the use of total enumeration otherwise called census. This is because the population of the studied institution is not much.

Research instrument

The instrument used during the course of this research was questionnaire. The questionnaire was selected because it provides high anonymity for the studied population and gives a very sincere response for academic research. It was design into two (2) section. Section A asked personal (Demographic) data such as: category of staff, gender, unit and working experience. Section B asked structured research question to find out the role of academic libraries in accreditation of undergraduate programmes.

Validity and reliability of the Instrument

Onwukanjo and Okwilagwe (2016) citing Nwaorgu (2001) opines that validity of the instruments implies adopting procedures to ensure the instruments measure what they are supposed to measure. Therefore to ensure face and content validity of the questionnaire, they

were given to senior lecturers and Associate professors in the Department of Library and Information Technology (LIT) FUT Minna. It was corrected and pretested by the administration of thirty copies on the undergraduate student of Faculty of Social Sciences University of Ibadan.

The Cronbach Alpha method was used to determine the reliability coefficient of the instruments. The values obtained were 0.87 for Accreditation of undergraduate programmes questionnaire (AUPQ) and 0.79 for Role of Academic Libraries Questionnaire (RALQ).

Methods of data analysis

Descriptive statistics of frequency tables and simple percentages was used in the data analysis for the socio-demographic information and to answer the research questions, while T-test was used to test the hypothesis.

Data analysis based on the research questions.

Research question 1: What are the undergraduate accreditation requirements for various departments as it relate to library resources?

Questionnaire item 1: Are you aware of library’s role in supporting accreditation of undergraduate programmes in various departments?

Table 2: Library’s role in departmental accreditation requirement

Options	Frequency	Percentage (%)
Yes	57	88
No	8	12
Total	65	100.0

Table 2 is the response got from seeking to know whether the library staff were aware of library supporting accreditation of undergraduate programmes in various departments. Majority 57(88%) of the respondents answered Yes and 8(12%) answered No.

Questionnaire item2:

Is the university library given target volumes of resource to be met before accreditation of any department?

Table 3: Target volumes for the university library by NUC

Options	Frequency	Percentage(%)
Yes	48	74
No	17	26
Total	65	100

Table 3 reveals that 48(74%) of the respondents indicated that the library is given a target number of resources to meet up with before accreditation while 17 (26%) of the respondents indicated No for any given target number of information resources.

Questionnaire items 3: does the University library have the required volumes of resources as it own standard for departmental accreditation?

Table 4: Required resources according to library standard

Options	Frequency	Percentage(%)
Yes	53	80
No	13	20
Total	65	100.0

Table 4 shows that 13(20%) of the respondents indicated NO that the library has a requirement to meet set by itself while 53(80%) of the population studied indicated YES that the library has requirement set by itself for accreditation.

Questionnaire item 4: What kind of information resources are necessary for accreditation?

Table 5: Kinds of information resources necessary for accreditation

Resources	Frequency	Percentage (%)
Books	13	20
Serials and Journal	-	-
Electronic resources	-	-
Books, serials and journals	14	22
All of the above	38	58
Total	65	100

On the kinds of information resources necessary for accreditation Table 5 shows that, 13(20%) of the respondents indicated books, 14(22%) of the respondents indicates just books and serials and while, 38(58%) of the studied population indicated all of the above.

Research question 2: What are the university accreditation requirements as regards library resources?

Questionnaire item 5: What is the number of volumes of information resources libraries stock for accreditation?

Table 6: Number of Volumes of information resources libraries stock for accreditation.

Options	Frequency	Percentage (%)
0-2000	14	22
2000-4000	17	26
4000-6000	10	15
6000 and above	24	37
Total	65	100.0

Table 6 shows that 14(22%) of the respondent indicated 0-2000 volumes of books as requirement for accreditation, 17(26%) of the respondents are of the opinion that 2000-4000 volumes of information resources are required for accreditation, 10(15%) of the population

studied indicated that 4000-6000 volumes while, 24 (37%) of the respondents indicated 6000 and above as requirement for accreditation resources libraries should stock for accreditation.

Questionnaire item 6: Does the library meet accreditation requirements from time to time?

Tables 7: University library meeting accreditation requirements

Options	Frequency	Percentage(%)
Yes	65	100
No	-	-
Total	65	100

Table 7 shows that 65(100) of the respondents selected Yes to library meeting accreditation requirement from time to time.

Questionnaire item 7: What are the factors that NUC considers in the library for accreditation

Table 8: Factors considered by NUC for library accreditation

Factor	Frequency	Percentage (%)
Space	13	20
Size of collection	9	14
Sources of fund	-	-
Space and Size of library	19	29
All of the above	24	37
Total	65	100

Table 8 analysis of factors to consider for accreditation shows that 13 (20%) of the respondent indicated space, 9(14%) of the respondents indicated size of library, 19(29%) of the respondents indicated space and size of library while 24(37%) of the respondents selected all of the above.

Questionnaire item 8: What are the challenges faced by libraries in providing necessary information materials for accreditation?

Table 9: Challenges libraries face in meeting necessary accreditation requirements.

Challenges	Frequency	Percentage (%)
Inadequate funding	39	60
Inadequate skilled personnel and E-resources	-	-
Erratic power supply	7	11
Inadequate funding and Erratic power supply	13	20
All of the above	6	9
Total	65	100

Table 9 analysis shows the challenges hindering libraries from providing necessary accreditation requirements which indicate that 39 (60%) of the population studied selected inadequate funding, 7(11%) selected erratic power supply, 13(20%) selected inadequate funding and erratic power supply while 6 (9%) selected all of the above.

Research question 3: Are the current materials available in FUT library for accreditation of undergraduate programmes adequate?

Questionnaire item 9: Are the available information resources adequate?

Table 10: Adequacy of resources

Options	Frequency	Percentage (%)
Yes	62	95
No	3	5
Total	65	100

Analysis of Table 10 show that 62(95%) of respondents indicated Yes that the information resources available in the library are current and up-to-date while, 3(5%) of the population indicated and said No.

Questionnaire item10: Indicate the currency range information materials for accreditation standard

Table 11: Currency range of information materials

.Currency by year	Frequency	Percentage (%)
One year	19	29
Two years	24	37
Three years	22	34
Four and above	-	-
Total	65	100

Analysis on Table 11 shows that 19 (29%) of the respondents indicated one year, 24(37%) of the respondent indicated two years, 22 (34%) of the respondent selected three years as currency range of information material for accreditation.

.Questionnaire item 11: What is the level of adequacy of information materials available?

Table 12: Level of adequacy of information resources

Options	Frequency	Percentage (%)
Very high	14	22
High	49	75
Low	2	3
Very low	-	-
Total	65	100

Table 12 shows level of adequacy of information materials in the library. It shows 14 (22%) of the respondents selected very high, 49(75%) of the respondents selected high while 2(3%) of the respondents selected low.

Questionnaire item 12: Is currency of information resources necessary for accreditation of undergraduate programmes?

Options	Frequency	Percent
Yes	56	86
No	9	14
Total	65	100.0

Table 13: Currency of information resources necessary for accreditation

Table 13 shows that 56(86%) of the respondent are of the opinion that currency of information materials is necessary for accreditation while 9(14%) selected No meaning they are of the opinion that it is not necessary for accreditation.

Research question 4: How relevant are the resources that are stocked in the FUT library for accreditation.

Questionnaire item13: How relevant are the available information resources for accreditation

Table 14: Relevance of resources for accreditation

Options	Frequency	Percent
Very relevant	35	54
Relevant	26	40
Irrelevant	4	6
Very irrelevant	-	-
Total	65	100

Table 14 shows the relevance of the available information resources stocked in the library for accreditation. Respondents indicated that 35(54%) of the population studied are of the opinion that they are very relevant, 26(40%) of the respondent indicated that the materials are relevant while 4(6%) of the respondent indicated that the materials are irrelevant.

Questionnaire item 14: Is the relevance of information resources an essential requirement for accreditation?

Table 15: Relevance as essential requirement.

Options	Frequency	Percentage (%)
Yes	61	94
No	4	6
Total	65	100.0

Analysis on Table 15 shows that 61(94%) of the respondent indicated that relevance of information resourcess is essential requirement for accreditation while 4(6%) of the respondent are of the opinion that it is not an essential requirement for accreditation.

Questionnaire item 15: Who is responsible for ensuring relevance of information resources in the library?

Table 16: Responsibility of ensuring relevance of resources

Options	Frequency	Percentage (%)
Library staff	20	31
Academic planning unit	-	-
Departmental representative	4	6
Library staff and departmental representatives.	24	37
All of the above	17	26
Total	65	100

Table 16 show that 20 (31%) of the respondents indicated that library staff are responsible for ensuring relevance of information resources, 4 (6%) of the respondent are of the opinion that departmental representatives are responsible for ensuring relevance of information resources, 24(37%) of the respondents indicated that library staff and departmental representative are responsible for ensuring relevance of information resources while, 17 (26%) of the respondents selected all of the above.

Questionnaire item 16: To what extent does the available information resources cover the curriculum of the various department?

Table 17 Coverage of the available information resource as regards curriculum

Options	Frequency	Percentage (%)
Excellent	17	26
Good	46	71
Average	2	3
Poor	-	-
Total	65	100

Analysis on Table 17 show coverage of information materials stock by library for accreditation which indicate that 17(26%) of the respondent selected excellent, 46(71%) of

the respondent are of the opinion that coverage of available information materials stock are good while, 2(2%) of the respondent are of the opinion that the coverage of information materials is average.

Analysis based on tested hypothesis.

Ho 1: There is no significant relationship between academic libraries and accreditation of undergraduate programmes

Table 17: The t-test relationship between Academic Libraries and Accreditation of undergraduate programmes.

	Academic Libraries	Accreditation
Mean	2.3375	1.845
Variance	1.086425	0.883567
Observations	4	4
Pooled Variance	0.984996	
Hypothesized Mean Difference	0	
Df	6	
t Stat	0.701785	
P(T<=t) one-tail	0.254553	
t Critical one-tail	1.94318	
P(T<=t) two-tail	0.509106	
t Critical two-tail	2.446912	

Table 17 shows that there is a significant relationship between Academic Libraries and Accreditation of undergraduate programmes . Because, at an alpha level of 0.05, the t Stat value which is 0.701785 is < (less than) the t Critical one-tail value which is 1.94318 and also, the Probability P (T<=t)two-tail value 0.509106 is greater than 0.05 significance. Thus, the independent null hypothesis is thereby rejected.

Discussion of findings based on research questions.

Research question 1: what are the undergraduate accreditation requirement for

Various departments as it relates to library resources?

The study revealed that the academic librarians were aware of the fact that library plays a major role in supporting accreditation of departmental courses. The library is given a target volume of resources to meet up with before accreditation, and that the library has requirement set by itself for accreditation. The study reveals that the kind of information resources necessary for accreditation are: books, electronic resources, serials and journals.

The library is responsible for acquiring information resources in various formats in order to meet up with accreditation requirements, this is further supported by the fact that, staff are aware of the role library play in supporting accreditation. However, the findings is in line with ACICS (2016) who observed that quality assurance does not only involve evaluation of institutional management facilities but covers library resources (which include books and non-book materials). This view was further supported by Nkiro and Yusuf (2007) who noted that academic libraries serve as major gateway to accreditation. This is so because it is responsible for providing all necessary information resources needed for accreditation.

Research question 2: What are the university accreditation requirements as regards

Library resources?

Findings revealed that university's requirement to meet up with accreditation should be from six thousand volumes (6000) and above as the range of required volume of information resources necessary for accreditation. The university library meet accreditation requirement from time to time, Space, size of collection and source of funds are factors considered by NUC before granting for accreditation from the library angle. Challenges libraries face in meeting up with necessary requirements are inadequate funding, inadequate skilled personnel, erratic power supply and inadequate electronic resources among others are the greatest challenges hindering the library from carrying out its accreditation functions effectively. These findings are in agreement with Nkiko and Yusuf (2007) who emphasized

that the volume of collection and fund given to libraries to allow acquisition of library resources goes a long way in improving its quality evaluation (accreditation) process. The findings are also in agreement with Afolabi (2014) who posited that academic libraries are seen as a reference point for accreditation at all times but are faced with many issues that affect the way services are provided on a regular basis.

Research question 3: Are the current materials available in academic libraries for accreditation of undergraduate programmes adequate?

Findings reveal that the information resources available are current and up to date, and the currency range is from one to three years. Majority of the respondents also indicated that the level of adequacy is high for the accreditation of undergraduate programmes. In the light of the fact that available information resources are current and adequate, this falls in line with ACICS (2016) who stated that adequacy of library information resources and information services, appropriate to the academic level and scope of an institution's programmes, is essential for accreditation. And also the study of Oseghale (2008) reveals that the currency of information resources are among other factors considered when academic libraries embark on collection building for accreditation purposes.

Research question 4: How relevant are the information resources stocked in FUT library for accreditation?

Majority of the respondents revealed that the information resources are very relevant and relevance is an essential accreditation requirement. The stakeholders responsible for ensuring relevance are library staff, departmental representatives and academic planning unit staff. Investigation also revealed that the available information resources covers all the university's curriculum as majority of the respondents ticked good over excellent, average and poor. The information resources in the library that was found to be relevant to users' curriculum, in

addition to the wide and pervasive coverage it has on the curriculum of users is in agreement with the study of Bello (2014) who maintained that the role of university libraries is indispensable in the recognition of the set objective of the parent institution by supporting the university programmes through operative planning, acquisition of current and relevant information materials and making them readily available as required by the university community.

Discussion of findings based on the tested hypothesis.

Ho: There is no significant relationship between Academic Libraries and Accreditation of undergraduate programmes.

Investigation revealed that the T-test table showing the relationship between Academic Libraries and Accreditation of undergraduate programmes. A statistically significant relationship was found from the result between Academic Libraries and Accreditation of undergraduate programmes in Federal University of Technology, Minna. ($P(T \leq t) = 0.509106$, $P < 0.05$). Since there is a significant relationship between Academic Libraries and Accreditation of undergraduate programmes, it implies that Academic Libraries has positive impact on Accreditation of undergraduate programmes. For this reason, the hypothesis was rejected, which means that there is a significant relationship between Academic Libraries and Accreditation of undergraduate programmes. The significant positive relationship revealed by hypothesis is in line with the questionnaire statements that the library plays important roles in supporting the accreditation of undergraduate programmes and that there are requirements the academic library must meet before accreditation. This is in line with Bello (2014), who opined that academic library played an inspiring role in the accreditation process of any undergraduate programme as they guarantee provision of up-to-date information resources needed for learning and teaching with assurance of easy access and also in

agreement with Nkiro and Yusuf (2007) who posited that accreditation will suffer if the academic library is not well stocked.

CONCLUSIONS

Accreditation of undergraduate programmes do not only fall on staff development, funding, physical facilities, etc. but also on adequacy of library facilities and services this is in line with the National University commission (NUC) plan which encourages bringing of library services closer to each student and staff. Therefore, university libraries are considered as one of the fundamental factor required for accreditation of any academic programme in every university in Nigeria.

RECOMMENDATION

Based on the findings discovered from the study, the following recommendations were made:

1. The study recommended that sufficient financial support should be given to academic libraries to enable them function effectively
2. The study recommended that alternative power supply should always be available for the library to have a stable power supply.
3. The study also recommended that sufficient skilled personnel with professional qualification in librarianship should be put in charge of the library.
4. It also recommended that academic libraries should invest in surplus acquisition of electronic resources, to be a member of the global digital village.

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