Review of Factors Influencing Library Accreditation Performance of Federal University Libraries in Nigeria

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Abstract
Library accreditation performance has to do with excellence, good or poor result by university libraries during library accreditation exercise. It is library accreditation performance results given against approved accreditation agency benchmarks. Library accreditation performance strongly determines university accreditation and as such, library accreditation performance is considered very key by the Nigerian University Commission (NUC). The library is expected to carefully follow the guidelines provided by the NUC which clearly captures important factors called indicators which determine the overall library accreditation performance. This work reviews the concept of library accreditation performance and its factors in Nigerian universities. The factors reviewed include library academic content, library staffing, library physical facilities, library internet connectivity, library books and other publications and library funds. This review concludes that, since the NUC has set down minimum requirements for library accreditation, importance should be given adequately to library academic content, library staffing, library physical facilities, library internet connectivity, library books and other publications and library funds for good library accreditation performance result.

Key words: Accreditation, Internet Connectivity, Library, Federal Universities, Staffing

Introduction
Universities all over the world are established for the advancement of knowledge and transformation of human minds. University libraries are an important part of the University system, as they undertake the responsibility of knowledge management and information provision (Ugwu & Ekere, 2018). According to Okoro and Njoku (2019), the library is where knowledge is captured, organized, and used to meet the demands of the current global knowledge-driven economy. The library accommodates knowledge resources such as dissertation and theses produced from research and development (R&D). Libraries manage information by creating, processing, and disseminating knowledge through the library services (Balague, Duren & Saarti, 2016). Libraries are established for resource sharing and collaboration among librarians and libraries (Igbinovia & Osuchukwu, 2018.) Others are current print and non-print local and foreign journal titles, government publications, multimedia resources, online resources, audio-visual resources, human and other material

resources. The library also offers specific services such as circulation/borrowing, reference, bibliographic verification, and other services which make information get to the users on time. For libraries to effectively achieve their goals, library collections must attain minimum requirements and standards as set by education accreditation agencies such as Council for Higher Education Accreditation (CHEA) in the USA, National Agency for Quality Assessment and Accreditation in Spain, British Accreditation Council (BAC) in the UK, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) in Hong Kong, National Board of Accreditation (NBA) in India and Nigeria's National Universities Commission (NUC).

Concept of Library Accreditation Performance
Library accreditation performance of universities is the result of visitation and evaluation by an approved university accreditation agency, to assess and evaluate educational standards and quality assurance of all university library resources in meeting material resource requirements for the university's academic programmes. It is an integral part of university accreditation (USDE, 2012). The National Universities Commission (NUC), an agency under the Federal Ministry of Education, was established as a system of accreditation of all academic programmes with the mandate of ensuring conformity with minimum standards for accreditation and promoting quality of university education in the country. Thus, the NUC accredits Nigerian universities' programmes and their specialized departments, including the university library, through regular periodic accreditation exercises (often five years for programme accreditation and seven years for institutional accreditation). University library accreditation is conducted together with universities' accreditation and their programmes. Library accreditation performance, according to the NUC is a condition for university and university programmes' accreditation (NUC, 2014).

The National University Commission (NUC) (2014) describes accreditation as a means through which educational institutions and programmes offered in the universities are recognized for a level of performance, integrity, and quality which entitles them to the confidence of the educational community, the public they serve and employers of labour. The goals of accreditation according to NUC include: to verify that institutions or programme meets established standards; assist prospective students in identifying acceptable institutions; assist institutions in determining the acceptability of transfer credits; to identify institutions and programmes for the investment of public and private funds; protect institutions against harmful internal and external pressure; create goals for self-improvement of weaker programmes and stimulate high standards among educational institutions; involve the faculty and staff comprehensively in institutional evaluation and planning; establish criteria for professional certification and licensure and for upgrading courses, and provide one of several considerations used as a basis for determining eligibility for federal assistance. Accreditation is essentially about ensuring quality and standard (Nwosu & Aniche, 2019).

Library accreditation performance strongly determines university accreditation and as such, library accreditation performance is considered very key by the NUC. The library is expected to carefully follow the guidelines provided by the accreditation agency (NUC, 2014). The guideline has a clearly defined library requirement and requires a clear definition of the philosophy and objective programme. It specifies an adequate and robust curriculum for the program, quantity and quality of teaching staff, students' admission, retention, and graduation. It also demands a standard degree for examination. The NUC expects evidence of adequate financial support both to the university and the department where the programme is domiciled.

Other key requirements for accreditation are adequate physical facilities, employers rating of graduates as well as an accompanied library and information centres for reading and studying.

Accreditation performance has been classified into three statuses namely: full, interim, and denied accreditation. As stipulated in the NUC self-study (2018), full accreditation is granted to programs that have satisfied the Basic Minimum Academic Standards (BMAS). It is usually granted for five academic sessions with a mid-term appraisal after three years. The interim accreditation is granted to programmes with minor deficiencies that can be rectified within a stipulated period and can be for a maximum of two academic sessions. Denied accreditation applies to any program that fails to satisfy the approved minimum academic standards.

According to the National Universities Commission (NUC), the benchmark for measuring accreditation performance spreads across six major areas: staffing (32%), academic content (18%), physical facilities (27%), library (18%), funding (03%) and employer's rating (02%). Many universities in Nigeria have not been meeting the accreditation standards; hence, they end up scoring low marks due to a number of factors, such as inadequate funding, poor staffing, low library collection quality, and poor infrastructure (NUC, 2014).

Factors of Library Accreditation Performance in Nigeria

Library accreditation performance among universities, as set out by the NUC also has five (5) measurable indicators and sub-indicators or components and subcomponents. The indicators of library accreditation performance have been identified to include academic content of reading materials; staffing; physical facilities and internet connectivity (NUC, 2014). Thus, accreditation bodies are mostly interested in assessing library resources in terms of adherence to curricula of academic programmes; library staffing; library infrastructure or physical facilities; library funding and books, journals and other non-book resources. In Nigeria, the NUC which is the accreditation body for all university programmes and departments identified its five (5) library resources for accreditation to include academic library content; library staffing; physical library facilities; library financing; and library books, journal and other resources as reflected in Table 1. These are the performance components for NUC accreditation of university libraries in Nigeria, there are specific sub-components for each of the components, as shown in the Table.

Reiterating the importance for library accreditation performance, Joseph and Urhiewhu (2016) defined accreditation as a process which ensures that the curriculum, personnel, infrastructure, learning materials and the learning environment satisfy the needs and relevance of a university to achieve the pre-defined objectives. For Bello (2014), accreditation is a process by which institutions or programmes continuously update their educational quality and services through self-evaluation and judgement of peers. It is a process that aids institutions in developing and sustaining effective educational programmes. It assures the educational community, the public, and other organizations that the accredited institution has met high standards of quality and effectiveness. Accreditation is the establishment of the status, legitimacy or appropriateness of an institution, programme, or module of study (NUC, 2014; Iroaganachi-Nkiko, 2016; Okolo, Eserada, Ugboh & Ugbo, 2019).

In Nigeria, accreditation has also been defined as a process of external review used by higher education to scrutinize colleges, universities and educational programmes for quality assurance and quality improvement, particularly by NUC for University programme control (NUC, 2014; Iroaganachi-Nkiko, 2016). Accreditation exercises in Nigeria have three definite objectives and goals: (i) to ensure that at least the provisions of the Minimum Academic Standard (MAS) are

attained, maintained and enhanced, (ii) to assure employers of labour and other members of the community that Nigerian graduates of all academic programmes have attained an acceptable level of competence in their areas of specializations and (iii) to certify to the international community that the programmes offered in Nigerian Universities are of high standard and their graduates are adequate for employment and for further studies (NUC, 2014; 2016).

Section 10 of Act No. 16 of 1985 and Section 4 (m) NUC amended Act No. 49 of 1988 Empowered the NUC to lay down Minimum Accreditation Standard (MAS) for universities in Nigeria and to accredit their degrees and other academic awards. The National Universities Commission was established in 1962 as an advisory agency in the Cabinet Office. Over the years, the Commission has transformed from a small office in the cabinet office to an important arm of the government in development and management of university education in Nigeria. Accreditation of degree and other academic programmes by the NUC is a system of evaluating academic programmes in Nigerian universities to determine whether they have met the conditions for the Minimum Academic Standard documents (NUC, 2014).

The first accreditation of programmes in Nigeria was carried out in 1991 (NUC, 2008). This is with a view to enhancing quality assurance in universities in Nigeria. NUC (2014) defined quality assurance as a key component of the successful internalization mechanism for building an institutional reputation in a competitive local and global arena, and a necessary foundation for consumer protection. However, it appears that the NUC is finding it difficult to achieve all these requirements of quality accreditation performance to the universities.

According to Nwosu and Aniche (2019), NUC criteria for the accreditation of programmes places quality of library learning resources among its four major areas that must attain high pass quality before full status is granted to a programme. They further reiterate the fact that the quality of academic libraries is greatly connected with the services (teaching and learning activities) and products (university students) as well as staff and facilities of the university. In effect, accreditation is as important as the programme itself. Accreditation is essentially about guaranteeing quality and standard.

A well-designed accreditation is aimed at providing quality education with adequate library facilities, resources, and services. Such library facilities and services include printed resources such as books and journals as well as electronic journals and online databases, online public access catalogue, scanning facilities, drop box facilities and photocopy facilities. The services include circulation; article index of selected periodicals; a compilation of specialized bibliographies; weekly display of new arrivals; interlibrary loan and interlibrary reference services; reprographic services; reference files; library orientation to fresh members; supply of hand-out to guide the users for the use of the library; facility to reserve books; display of course reference collection; display of publications of faculty members; ramp exhibition of books; exhibitions at the library; lecture series; film screenings; newsletter; and book launches. It is not enough to have facilities and resources in the library; there is also a need to have adequate library spaces. For instance, there are services and collections to be viewed (movies), listened to (audiobooks or music), read aloud (story time, big books), played with (puzzles, game consoles, puppets), computed (CD-ROMs, Internet, computer instruction classes), or read silently (newspapers, magazines, books) and digital laboratories. All of these require special facilities as well (soundproofing, space for large equipment like 3-D printers, wiring for lots of electronics).

The library is also expected to focus on other information resources and services such as staffing, library hours, technical services, and public services. Allocation of resources and

materials and services affects the quality of the students' educational experience for a successful accreditation (Mudasiru, Adewale & Pelemo, 2017). It should provide a balance of local and foreign textbooks and retrieval tools like catalogue cards, catalogue boxes, and computer systems for Online Public Access Catalogue (OPAC) and Internet facilities for assessing e-databases for accreditation exercise. There should be evidence of library training for effective retrieval of e-resources for both staff and students in each faculty. The library should also provide access to electronic information materials to augment the available print materials. All students, especially postgraduate students, should be able to download and print library acquired electronic databases and free links from their respective faculty libraries and even in their halls of residence.

The student-to-student ratio in the library will be aligned with what is applicable to other academic departments. As contained in NUC 1995-1999 report, the recommended student-to-lecturer ratio is 9:1 for agriculture and engineering-technology faculties, 6:1 for human and veterinary medicine faculties and 10:1 for science and pharmacy faculties, while law, social sciences and art should be 20:1 (NUC, 1999). The university library is used in evaluating and scoring academic programmes; hence, the performance of the library goes a long way to affect the type of accreditation accorded to the university. For instance, if the university library is scored less than 70%, while all other components score 100%, the programmes will not get full accreditation. Hence, the academic worth, intellectual vitality, and effectiveness of any university depend upon the state of its library. Some librarians are usually selected as part of the accreditation exercise. Such librarians are usually full members of the team having the same overall charges as all other team members. In addition to these general responsibilities, they are expected to serve as special resources in helping the team assess their specialized areas.

In Nigeria, University performance is a measure of the quality of graduates they produced vis-à-vis whether they are passing the accreditation requirement of NUC. Authors have examined the relationship between university activities and their accreditation performance. Scholars such as Bello (2014); NUC (2014); Ibijola (2015); Ekpoh and Edet (2017); Ohia and Ukala (2018); Akomolafe and Adesua (2019) have examined university accreditation exercises and their performance indices in relation to NUC.

Ibijola (2015) investigated the level of Nigerian Universities' leadership compliance with the National Universities Commission's benchmark on minimum academic standard and its impact on the quality of Nigerian university education. Their finding revealed a moderate level of universities' leadership compliance with the NUC benchmark on the minimum academic standard. In a related study, Ekpoh and Edet (2017) examined the politics of National Universities Commission on programme accreditation practices using descriptive survey design. Findings from their study indicated that politics had been part of programme accreditation practices. The aspects of politics of accreditation identified were politics of funding, borrowed books to boost library stock, borrowed facilities, and window dressing of facilities, among others. They, however, identified inadequate funding, inadequate and obsolete facilities, and much paper documentation rather than electronic documentation among the selected universities as their challenges.

Library accreditation performance is very important to the NUC. Accreditation standards and guidelines in Nigerian education system be it "institutional" and "specialized" or "programmatic" is aimed at strengthening programme for quality assurance and quality improvement. Quality assurance refers to the ability of educational institutions to meet the need of the user of manpower in relation to the quality of skills acquired by their products, that is,

students. The need for quality of the academic programme has become a universal concern because the product of one university invariably becomes an employee in another university or industry. Also, degree obtained at the end of training in a university is intended to ascertain the level of competency of the individual graduates (Amaka, 2012). The National Universities Commission has specific concerns for library accreditation performance as indicated in Table 1.

Table 1: The NUC components of the library accreditation exercise

S/N	Components	Sub-components
1.	Academic matters	The programme philosophy and objectives
		The curriculum
		Admission requirements
		Academic regulations v. Course evaluation (examination and continuous assessment)
		Student course evaluation
		External examination system
2.	Staffing	Academic staff (including library staff)
		Non-academic staff (including library staff)
		Head of department/discipline/sub-discipline
		Staff development (including library staff)
3.	Physical facilities	Laboratory/clinic/studio facility (area per student) and equipment
		Library facilities
		Classroom facilities and equipment
		Laboratory size (area per student) and equipment
		Safety and environment
4.	Financing of Programme by the University	
5.	Books, journals, and other resource materials for the programme	

Source: NUC various publications

The library accreditation performance is thus based on the key components outlined in Table 1. The numbers 4 and 5 make library accreditation a little different from academic programme accreditation. However, the performance of the library in the total accreditation score cannot be overemphasized because it is expected to contribute significantly by being scored 70% or above in the entire accreditation performance of each programme.

Library Academic Content

In library accreditation performance, academic matters encompass how library materials satisfy the university and its academic programmes' philosophy, objectives, curriculum, and student evaluation. Meeting these requirements denotes that library resources align with NUC in terms of the subject matter contents. It also includes an external evaluating system for students. Library resources must be in tandem with the programmes' philosophy and objectives, curriculum components and student assessment mechanisms, as reflected in NUC requirement in Table 1

Library Staffing
Staffing university library adequately and for efficient library service delivery comes second in the library accreditation performance exercise prescribed by the NUC (NUC, 2014). This should include manpower development in university libraries, the qualifications and experience of the library staff. This should also be on par with those of the academic staff and should fulfil the norms prescribed by NUC and the (Nigerian Library Association NLA, 2020) as well as

the university career structure for guaranteeing a professional approach in quality library services. Khan and Bhatti (2016) noted that training programs and professional involvement of library professionals need to be encouraged, while Akidi and Agbese (2019) emphasized career progression for the attainment of their professional goals. Khan and Bhatti (2016) further posited that other measurable indicators under staffing include the total number of qualified and semi-skilled manpower, and also the ratio between the number of users and collection needs to be maintained as per government norms for promoting a better library environment. However, the seemingly noticeable problem in most federal university libraries in South-West Nigeria has inadequate library professionals and staff, and very poor human capacity development for the few ones available. Aji, Habibu and Dawha (2019), Nwosu and Udo-Anyanwu (2019) and Arua and Udoh (2019) revealed the poor state of the capacity of Nigerian universities, including their libraries. These challenges affect library staff delivery of quality services which is noticeable in most library accreditation exercises, thus bringing down the performance rating for such libraries. Ogah (2013) and Adubasin, Adim, and Ibekwe (2018) also emphasized the significant role of library staff in knowledge creation and innovation of the library.

Excellent performance in quantity and quality of library staff is greatly desired for high library accreditation performance. For instance, Harvard University Library, with a budgetary allocation of US\$ 160 million in 2014, had a staff strength of 800 (Harvard Library, 2020). The entire staff strength of South-West federal university libraries is even less than that of the Harvard library alone. Library staff development and welfare are key points for the concept of library staffing.

Library Physical Facilities
The quality of physical facilities as an indicator of library accreditation performance implies that the physical facilities in the library and its environment must be conducive for reading purpose and all other library activities. The infrastructure of the library is paramount. Accreditation performance takes into cognizance location of the library, whether the library has a place of its own with proper planning and organization of space, proper furniture, necessary quantity, and quality of reading chairs, tables, display racks and magazine racks. Infrastructure in Nigerian universities is in a deplorable state. Library physical facilities are not spared. Library space, books and journals and office spaces are poorly maintained and in short supply. The equipment for teaching, research and learning are either lacking or very inadequate. Urhiewuhu, Nzewi and Prisca (2019) enumerated on the need for the organizational arrangement of Nigerian library university buildings. The features of a modern library building as identified by Yuanliang (2001) include openness, flexibility and artistry. These were emphasized by Sinclair (2007), who opined that modern library buildings must be open, comfortable, inspiring, and practical. The minimum carpet area for service counters and other sections of the library as prescribed by the government and other governing bodies are to be taken note of along with proper ventilation, fans, water, and toilet facilities (Khan & Bhatti, 2016). Indicators that can be operationalized in this area include library ICT infrastructure and know-how; quantification and computer facilities and systems for enabling e-library services. According to Khan and Bhatti (2016), all these facilities need to be determined, considering the total number of users, type of users and programs offered.

A library should provide free, convenient, and rapid services to users. Therefore, the design of the building should consider the efficiency of space and place. Reading areas should be provided in positions that can easily be seen and reached with open stacks and large spaces. This bridges the gap between the reader and books, creating convenient access to the books, thereby encouraging serendipity and browsability.

A good library building must provide many functions in relation to recent developments in formats of documents, the ways of reading, the methods of document delivery, and the diversity of library activities. Yuanlinag (2001) pointed out that these developments have been motivating the building of new libraries in Shanghai, China. An example is the Shanghai library building with a floor space of 20,900 m^2 which moved to a building with a floor space of 83,000 m^2 in 1997. It was four times larger than the old structure. In the same vein, the new Nnamdi Azikiwe Library, University of Nigeria, Nsukka was open on 5th June 2009 with multifunctional features. There is a mobile telecommunication network (MTN) sponsored virtual library on the ground floor of the library building.

Library buildings must be designed and built in such a way as to accommodate any change in library structure and services. The introduction of modern information technology into the library profession has caused a re-organization of library services and structure. To satisfy this current development in the library information systems and reader services, new library buildings now follow the principles of flexibility. It uses unified module size, unified floor height and unified building load (3U).

Library Internet Connectivity
The traditional library has become a thing of the past as cheaper and more up-to-date information materials become available on the Internet (Bamigboye & Agboola, 2011). Libraries are faced with enormous digital challenges. For Oketunji (2001), internet gives us access to a vast wealth of knowledge and access to tools that facilitate research. The Internet offers the opportunity to conduct remote classes, allow access to remote libraries, and create an environment innovative and cooperative learning experiences (Bamigboye & Agboola, 2011). Internet connectivity is no longer a luxury, but a necessity. It allows tertiary institutions to leverage the teaching and learning process. This will ensure a brighter future for students by providing access to IT and helping close the global information gap (Omagbemi, Akintola, and Olayiwola, 2004). Internet connectivity in university libraries provides a golden opportunity for the provision of value-added services by libraries (Bamigboye & Agboola, 2011; Oketunji, 2004). The indexing, abstracting and publication of local research and their digitization are a means of facilitating learning. Bamigboye and Agboola (2011) noted that digitization is a window of opportunity to libraries that can strengthen Nigerian academic research libraries' contribution to the Web. Internet connectivity has the capacity to boost the Open University System in Nigeria as well as the conventional tertiary education (Bamigboye & Agboola, 2011). It has fostered a collaborative approach to learning that differs from the more solitary learning of traditional methods. Bamigboye & Agboola (2011) submit that it is useful for the following: as an expert system; as reference resource; allow communication with any professional colleague around the world; permits access to libraries and library catalogues around the world; valuable information in electronic libraries, books, journals, magazines and newsletters is made available. Daly (2000) provides comparative analysis with the situation in the US, where in 1998, 44% of university library patrons used the internet connectivity and one third of all courses used the internet as part of the syllabus. Moreover, high-speed networks are rapidly emerging; internet connectivity will link the institutional libraries at speeds 45 times faster than the best telephone modems.

Internet connectivity has become a major component of the modern library (Ukaegbu & Wegwu, 2019). The library should have a networking facility and be a part of an institutional network, with fully implemented automation. Chukwueke and Nnadozie (2019) and Agbo and Okafor (2019) re-iterated the need for library networking. The bandwidth of internet access and subscription, organization, and access to e-resources are important factors in the transmission of digital information services (Khan & Bhatti, 2016). Horsfall, David-West and

Igwe (2019) advocated for more social media use among university libraries in Nigeria while Oyelude and Oladele (2014) reiterated the need for leadership role in internet connectivity via ICT of African libraries. Safety and security of library collections are poorly maintained in most Nigerian university libraries. For example, in October 2016, over 200,000 books, journals and periodicals turned to dust when the University of Jos Library, Naraguta campus was gutted by fire. Even by December 2019, according to a report by the University Librarian, the university could only boast of 20,875 books (University of Jos Library, 2016; 2019). Jagboro (2003) carried out a study of internet connectivity in Nigerian universities where the perception of 73 respondents was sought. Two-third of the respondents indicated that they use it for e-mail, to get research materials followed while course materials had 39.73%. The study concluded that there was low internet utilization attributed to the low level of connectivity and the high cost of cybercafé facilities.

Library Books and Other Publications
Books, journals and special publications, government and gazette documents, dictionaries and encyclopaedias, manuscripts and students' projects constitute the last indicator for measuring library accreditation performance. An assessment of the bookshelves of most university libraries in South-West Nigeria will leave one appalled. This is because one would find many of these books, particularly textbooks as old as two to three decades and in which they have outlived their usefulness considering modern teaching and learning curriculum of university programmes, even when they are grossly inadequate. This is not only for bookshelves; it is a similar scenario for e-library resources of many libraries. For example, the University of Lagos (UNILAG) library's collection size is by far one of the largest in South-West Nigeria with a volume of 509,719 books and 708,319 print journal articles in the main and faculty library in Akoka excluding the print resources in the College of Medicine in Idi-Araba (UNILAG Library, 2019). Yet, UNILAG library collection is by far nothing to compare with Harvard Library's 200 million volumes, 400 million manuscripts, 10 million photographs and 1 million maps (UNILAG Library, 2019; Harvard Library, 2019). This poor volume has been impacting on library accreditation performance. The UNILAG library performs well in its accreditation programmes because of its comparatively large number of volumes among South-West universities.

Library Funds
Funding and use of funds as a key determinant of library accreditation performance has been described as the lifeline of the library (Dina, 2015; Igbokwe, Mbagwu & Enweani, 2019). The university library has a valuable role in higher education as well as research activities (Khan & Bhatti, 2016). Like other public service institutions or those financed by public funds, federal university libraries have come under increasing pressure to demonstrate results and outcomes of their activities and to justify the use of resources allocated to them. Khan and Bhatti (2016) opined that it is difficult for university libraries to manage and properly utilize library resources due to the prevailing financial crisis. It is also difficult that library finance is properly utilized according to budget allocation. Some libraries have adequate budgetary allocation, while others do not. So, it is a challenge to library manager to properly utilize library finance as well as resources of the library. Some other components of funding include administrative and budget reforms which affect the public sector and by extension federal university libraries. This is particularly significant since they come under the funding purview of the government, and thus are subject to closer scrutiny and monitoring through various budgetary and audit procedures. The Treasury Single Account (TSA), Bank Verification Number (BVN), integrated personnel payroll and identification system (IPPIS) are among the newly introduced financial guidelines

or policies of the Central Bank of Nigeria (CBN) which could have an influence on how federal university libraries are funded.

Conclusion
Evidence from literature (Ogungbenle and Edogiawerie 2016; Urhiewuhu, Nzewi and Prisca, 2019) corroborate the poor accreditation performance of federal university libraries in Nigeria in recent times. This review concludes that for library accreditation performance of federal university libraries in Nigeria, library academic content, library staffing, library physical facilities, library internet connectivity, library books and other publications and library funds were the determining factors and be prioritized adequately.

Way Forward
The following suggestions derived from literature review will provide pragmatic way forward.
1. Based on the discovery of inadequate budgetary allocation to the federal university libraries from review, the Federal Ministry of Education and parastatals in the ministry should commence the process of educating the government on the need to implement the UNESCO recommended 26% for education sector because it will have a multiplier effect on federal university libraries budgetary allocation. Other funding sources particularly directed at the libraries can be experimented with, such as certain percentage of book publication going into library funding.
2. Library academic content should also be prioritized in federal university libraries in Nigeria. The university authorities and the university librarian should make judicious use of the available funds for quality library collection including books, journals and e-materials.
3. The NUC should have a special university library monitoring unit that will be saddled with the responsibility of encouraging or helping university management to stick to the minimum budgetary allocation benchmark to university libraries. Part of their responsibilities will include capacity building for library staff in terms of training and retraining.
4. Library internet connectivity should be improved upon across and within faculty libraries in federal universities in Nigeria.

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