

## **Budgetary Allocation and Accreditation Performance of Federal Universities Libraries in South-West, Nigeria**

**<sup>1</sup>Vincent E. Unegbu, <sup>2</sup>Gabriel O. Alegbeleye, <sup>3</sup>Yemisi T. Babalola, <sup>4</sup>Cecilia Funmilayo Daramola**

*<sup>1234</sup>Department of Information Resources Management, Babcock University, Ilishan-Remo, Ogun State, Nigeria*

### **Abstract**

*This study was motivated by the poor accreditation performance pattern prevalent among universities' libraries in Nigeria with specific focus on the role of budgetary allocation. The survey research design was adopted for the study while questionnaire was used to collect the data for the study. The Krejcie and Morgan Table was used to select 252 library personnel of federal universities in Nigeria that constituted the sample size for the study. Findings from the study revealed high level of accreditation performance but inadequate budgetary allocation in federal university libraries in South-West, Nigeria. Findings from the study further established inadequate library staff training, inadequate funding for library resources, communication gaps between stakeholders and nonchalant attitude towards library by faculty staff as major barriers to accreditation performance of federal university libraries in Nigeria. Budgetary allocation was found to have significant influence on the accreditation performance of federal university libraries in South-West, Nigeria. From the relative standpoint, sources of fund and adequacy of budgetary allocations had significant positive influence on accreditation performance of federal university libraries in the study area while availability and use of funds had no significant influence. The study recommended that university library management should be mandated to ensure that all units and departments of the libraries are covered in annual and other period budgetary allocation and library accreditation mock exercise.*

**Keywords:** *Budgetary allocation, Accreditation performance, Federal universities libraries, South-West, Nigeria.*

### **Introduction**

Universities all over the world are established for the advancement of knowledge and transformation of human minds. University libraries are important part of the University system, as they undertake responsibility of knowledge management and provision (Ugwu and Ekere, 2018). According to Okoro and Njoku (2019), the library is where knowledge is captured, organised, and used in meeting 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), manages information by creating, processing, and disseminating knowledge through the library services (Balague, Duren and Saarti, 2016), and engages in resource sharing and collaboration among librarians and libraries (Igbinovia and Osuchukwu, 2018). Meanwhile, 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).

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 specialised departments including the university libraries through regular periodic accreditation exercises (often five years for programme accreditation and seven years for institutional accreditation). University library accreditation is conducted simultaneously 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 recognised 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: verifying that institutions or programme meets established standards; assisting prospective students in identifying acceptable institutions; assisting institutions in determining the acceptability of transfer credits; identifying institutions and programmes for the investment of public and private funds; protecting institutions against harmful internal and external pressure; creating goals for self-improvement of weaker programmes and stimulating high standards among educational institutions; involving the faculty and staff comprehensively in institutional evaluation and planning; establishing criteria for professional certification and licensure and for upgrading courses, and providing one of several considerations used as a basis for determining eligibility for federal assistance. Therefore, accreditation is essentially about ensuring quality and standard (Nwosu and 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 of programme as well as specifies an adequate and robust curriculum for the programme, quantity and quality of teaching staff, students' admission, retention, and graduation. 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 programme 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 programme 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: of 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).

One of the major factors that determine library accreditation performance among universities is budgetary allocation to the libraries. As stipulated by the NUC, every university in Nigeria is expected to expend at least 10% of its annual budgetary allocation on the library (NUC, 2014).

Regrettably, observations have revealed that many of the federal universities have been too incapacitated financially to allocate at least 10% of their budgetary allocation to their libraries in the face of other universities financial outlay. The resultant effects of this include poor library physical facilities, poor library staffing and development programmes, poor library service delivery and inadequate library resources for the university programme including teaching and learning. Subsequently, the problems have led to many federal university libraries failing library accreditation performance. On the other hand, the low budgetary allocation to the education sector in Nigeria has both direct and indirect implications on the budgetary allocation to the federal universities. For instance, the budgetary allocation to the education sector in Nigeria for 2019 and 2020 is 7.02% and 6.7% of the total budget respectively, which is by far too low to the recommended 26.0% minimum by UNESCO.

This NUC statutory condition accentuates the critical and dependent role of budgetary allocation to enhance any library accreditation performance exercise based on its various dimensions. In public owned universities in Nigeria, government allocations are the main source of revenue for university libraries through the annual university budget prepared by university management and approved for use by the National Assembly. The budgetary allocation has other dimensions, but the common ones include the sources of funding, availability, adequacy, accessibility, frequency of use and amount of budget. Budgetary allocation has measurable indicators for objective accreditation performance exercise just as 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).

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. Staffing university library adequately and for efficient library service delivery comes second in the library accreditation performance exercise prescribed by the NUC (NUC, 2014). These details manpower development in university libraries, the qualifications and experience of the library staff should 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 programmes and professional involvement of library professionals need to be encouraged, while Akidi and Agbese (2019) emphasised 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 is 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. Adubasin, Adim, and Ibekwe (2018) and Ogah (2013) also emphasised the significant role library staff in knowledge creation and innovation of the library.

Urhiewuhu, Nzewi and Prisca (2019) emphasised the need for the organisational arrangement of Nigerian library university buildings. The features of a modern library building as identified by Yuanliang (2001) include openness, multifunctionality, flexibility and artistry. Sinclair (2007) also opined that modern library buildings must be open, comfortable, inspiring, and practical. with proper ventilation, fans, water, and toilet facilities (Khan and Bhatti, 2016). Indicators that can be operationalised 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.

Funding and use of funds as a key determinant of library accreditation performance has been described as the lifeline of the library (Dina, 2015). The university library has a valuable role in higher education as well as research activities (Khan and Bhatti, 2016). Like other public service institutions or those financed from 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 utilise library resources due to prevailing financial crisis. 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 influence on how federal university libraries are funded.

Books, journals and special publications, government and gazetted 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 leaves 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 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 the library accreditation performance. The UNILAG library performs well in its accreditation programmes because of its comparatively large number of volumes among South-West universities.

The performance of the Nigerian Universities during the accreditation exercise has been a benchmark for measuring the viability of programmes and courses offered. It is a predetermined factor for the continuous existence of such programme. Hence, the library plays a central role in achieving this feat. The library as a repository of knowledge is saddled with the responsibility of providing relevant resources and academic contents in terms of books, physical and virtual facilities as well as human resources capable of managing the facilities. According to the NUC standard, a minimum of 70% score must be achieved before a programme could be granted full accreditation, hence, it is expedient for the library to meet up with all the requirements stated to qualify for accreditation. However, evidences from literature suggest that libraries especially

those from federal universities in South-West Nigeria perform poorly during accreditation (Ogungbenle and Edogiawerie 2016; Urhiewuhu, Nzewi and Prisca, 2019). Despite the fact that the university management in Nigeria is aware of the significance of library's performance in accreditation exercise, they tend not to support their libraries by way of providing sufficient funding. The trend of consistent poor budgetary allocation has had negative effects on library accreditation performance. It is evident that university libraries prepare budgets annually and that universities allocate funds for libraries. It is assumed that if the budgetary allocation for the library is adequate in federal universities in South West Nigeria, the accreditation performance could improve greatly. Hence, this study seeks to investigate the influence of budgetary allocation on accreditation performance of libraries in federal universities in South-West Nigeria.

### **Objective of the Study**

The specific objectives of the study are to:

1. ascertain the accreditation performance of federal university libraries in South-West Nigeria.
2. determine the level of adequacy of budgetary allocation of federal university libraries in SouthWest Nigeria.
3. establish the influence of budgetary allocation on the accreditation performance of federal university libraries in South-West Nigeria.
4. determine the influence of components of budgetary allocation on the accreditation performance of federal university libraries in South-West Nigeria.
5. find out the barriers militating against accreditation performance of federal university libraries in South-West Nigeria.

### **Research Questions**

This study provided answers to the following research questions:

1. What is the level of accreditation performance of federal university libraries in South-West Nigeria?
2. How adequate is budgetary allocation for federal university libraries in South-West Nigeria?
3. What are the barriers militating against accreditation performance of federal university libraries in South-West Nigeria?

### **Hypotheses**

The following null hypothesis were tested at 0.05 level of significance:

1. Budgetary allocation has no significant influence on the accreditation performance of federal university libraries in South-West, Nigeria.
2. Components of budgetary allocation have no significant influence on accreditation of performance of federal university libraries in south-west Nigeria

### **Literature Review**

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 United States Department of Education identified two types of educational accreditation: "institutional" and "specialised" or "programmatic". The institutional accreditation applies to the entire institution, that is, every member of the institution is contributing to the achievement of the institution's objectives, although not necessarily all at the same level of quality. On the other hand, the specialised accreditation is a voluntary process in which the institution chooses to apply for an accredited status, and if accredited, such an institution agrees

to abide by the standards of the accrediting agency and to regulate itself by taking responsibility for its own improvement. Essentially, specialised or programmatic accreditation normally applies to programmes, departments, or schools that are parts of an institution such as exemption granted by the Institute of Chartered Accountants of Nigeria (ICAN) to graduates of accredited institutions from its professional examinations (USDE, 2012).

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 as well as 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 and assures the educational community, the public, and other organisations 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 scrutinise 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 specialisations 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 successful internalisation mechanism for building an institutional reputation in a competitive local and global arena, and necessary foundation for consumer protection. However, it appears that the NUC is finding it difficult to achieve all these requirements of quality accreditation performance of 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 reiterated the fact that the quality of academic libraries is greatly connected with the services (that is, teaching and learning activities) and products (that is, 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.

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).

Budget is indispensable to any tertiary institution in achieving its goals (Wheldon, 2012). CIMA (2006; 2007) defined a budget as a quantitative expression of a plan for a defined period and may include planned sales volumes and revenues, resource quantities, costs and expenses, assets, liabilities, and cash flows. At the microeconomic level, a budget is seen as a concept that shows the trade-off made when one good is exchanged for another. Budget is a financial plan, expressed in quantitative terms, and used in controlling government finances for a specified period, usually a year (Faleti *et al.*, 2014). It is the maximum amount of funding an organisations is willing to spend on a given item or program, and it is a limit that is not to be exceeded by the employee authorized to charge expenses to a particular budget line. Ogunbenle and Edogiawerie (2016) described a budget as a plan quantified in monetary terms, prepared and approved prior to a defined period of time usually showing planned income to be generated and/or expenditure to be incurred during that period and the capital to be employed to attain given objectives. According to Karen (2006), budgeting identifies currently available capital, provides an estimate of expenditure, and anticipates incoming revenue. It enables the business owner to concentrate on cash flow, reducing costs, improving profits, and increasing returns on investment. Budgeting is the basis for all business success.

Andrea (2015) affirmed that library budgeting could formalise the coordination of activities between departments while aligning these activities to the bigger of the institutions' strategic plan. The university library is expected to have its own separate budget such as those meant for books and non-book materials, audio-visual and or multimedia resources, periodicals and other miscellaneous. According to Ashikuzzaman (2018), the university library could derive its income from different sources from government funding, gifts, and donations. Okojie (2010) reports that all federal universities receive bulk funds from the federal government through the National Universities Commission (NUC). The funds are differentiated into capital and recurrent grants with the recurrent grant to be disbursed based on NUC funding criteria of 60.0% on personnel cost and 40.0% on overhead cost, out of which library cost, research cost, and capacity building cost are allocated 10.0%, 5.0%, and 1.0% respectively.

Ajayi and Ekundayo (2006) remarked that the Nigerian government over the years has not been meeting the United Nations Educational Scientific and Cultural Organization (UNESCO) recommendation of 26.0% of the total budget allocation to the education sector. In a related study, Mudasiru (2017) posited that government priority to education is still very low as shown in the budgetary allocation to education in 2018, whereby 7.0% of the total budget was allocated to education. These revelations expose the extent to which the government is a contributing factor to the financial difficulty of the university system in Nigeria. Other sources of fund for the university library might include the money realised from photocopies, microfilm copies, old furniture's, old books, magazines, membership fees, fines for late returns of books, endowment donation, the funds from well-wishers of the libraries and gifts from national or international organizations. Ojoade and Ochai (2000) conducted a survey among 18 African University

Libraries and found that the resources generated internally by the libraries through various means were quite insignificant. On the contrary, Adedoyin (2000) argued that despite the insignificance of the resources generated through these sources, it provides some level of assistance in the overall provision of services by the libraries, if prudently managed. Many university libraries are under pressure from funding authorities to generate income internally. These demands are made at university convocation ceremonies, inaugural board meetings and any other opportune events.

Ezinkwa (1992) identified launching as another source of fund for libraries. In addition to launching, the pursuit of greater external assistance, especially for library facilities and information resources, could also be a viable source through which libraries could boost their collections. Exchange is another key means of internally generated revenue (IGR) for libraries. This is a strategy university library can use to acquire additional materials for the libraries; however, libraries in Nigeria cannot enjoy such exchange programmes from foreign counterparts due to lack of suitable substitutes for such exchange. He further identified other sources of funding for libraries as bequests, endowments, and financial development programs such as fundraising, friends of the universities and alumni associations, student fees, investments, and consultancy.

Aliyu and Joseph (2017) examined the role of academic libraries in the accreditation of undergraduate programmes at the Federal University of Technology Minna, Niger State. The study adopted the census design method as a means of gathering data from 97 library staff. The findings reveal that libraries are actively involved in all accreditation process since it makes available and accessible information resources that are necessary and critical for accreditation. It was concluded that several constraints such as inadequate funding and erratic power supply affect the library's role in accreditation. This is similar to the studies of Adetunla and Familusi (2017) on the 'impact of accreditation on the growth of academic libraries in Nigeria' using a descriptive survey design. He also affirmed that paucity of funds affects the optimum performance of academic libraries in Nigeria, despite the benefits derived from accreditation exercise in terms of increased library information resources and library facelift.

However, though Ekpoh and Edet (2017) discovered paucity of funds and obsolete facilities in university libraries and held a different opinion on accreditation practices. Through their studies on the politics of the National Universities Commission programme accreditation practices in Akwa Ibom and Cross River States, Nigeria, they affirmed that rather than ensuring proper accreditation, the universities have engaged the political dimension through borrowing books to boost university stock and other window dressing activities. 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. The study employed descriptive survey design. A total of 300 respondents were chosen from six universities in South-West Nigeria. The finding revealed a moderate level of universities' leadership compliance with the NUC benchmark on the minimum academic standard. The finding was compared with the table on the quality of Nigerian university education. A significant relationship was established between universities' leadership compliance with NUC benchmark and quality of Nigerian university education, and no significant difference was established between the federal and state universities.'

Ogungbenle and Edogiawerie (2016) examined budgetary allocation and development in Nigeria tertiary institutions. The study made use of a descriptive survey and secondary data. The data are the Federal Government Recurrent Expenditure from 2000-2014. The findings of the study revealed that inadequate funding deters growth in tertiary institutions. The study was



similar to that of Alabi, Ojebode and Abdulkareem (2013) who examined budgeting systems in Universities in South-West, Nigeria. The data collected were analysed using descriptive statistics. The findings were that the most adopted budgeting system by the sampled universities was the incremental type with 46.7%, in comparison with line-item, planning programming and zero-based budgeting systems with 33.33%, 16.67 % and 8.33%, respectively. Also, out of the total sum of ₦80,115,006,285 as expenditure on six selected priority areas in the three academic years by the sampled universities, salaries and allowances had the highest amount of expenditure (i.e. ₦60,412,111,285) (75.41%) while research and publications had the lowest amount of ₦211,528,456.64 (0.26%). In the same vein, Wordu (2015) highlights the trend in the establishment and funding of universities, noting that funding of education has remained one of the most challenging problems of universities and the government. The study utilized secondary data and shows the trends of budgetary allocation to Federal Universities in Nigeria from 1991-2006. It described the concept of quality education; how quality education is perceived in the Nigeria context and various ways in which underfunding has impinged on the quality of university education. It concluded that underfunding has become a recurring issue and that the government have not been sincere in their commitment towards university education. The three studies revealed poor funding of tertiary institutions in Nigeria

Azi (2017) examined the Influence of Federal Government Budgetary allocation on Developmental priorities of the Federal universities in North-Central zone of Nigeria. Both qualitative and quantitative data were used. A questionnaire, interview guide and focus group discussion were used in data collection. Data were analysed using descriptive and inferential statistics. Findings show inadequate funding of the university system. This affected the provision of academic staff offices, lecture halls, recruitment of academic staff and inability to meet the student-staff ratio. It also affects the performance of all the various units within the university system. Considering all the studies across different Zones in Nigeria, there is no distinct difference in funding the university libraries as well as education in general.

### **Research Methodology**

The survey design was adopted for the study because it gave room for a systematic and comprehensive collection of data that establish relationship between variables investigated. The population for this study comprised 252 librarians comprising academic/professional librarians and non-academic/para-professional librarians. The rationale for choosing both professional and para-professional librarians is to ensure inclusiveness of all library officers involved in library accreditation performance. With an adoption of an accurate and standard sampling error value of 5% on the population of 255, the sample figure as determined by Krejcie and Morgan (1970) is 169 (See appendix for the Krejcie and Morgan Table). However, the sample size of 169 participants appears to be small for questionnaire administration, hence all the total population (total enumeration) of Librarians were used for the study. The primary data used for the study was collected with the aid of structured questionnaire which comprises four sections, namely A, B, C and D. Section A was designed to collect data on the respondent's demographic information such as the name of the university, gender, age, department/unit in the library, position in the library, designation, gender, marital status, highest academic qualifications, years of work experience in this library and number of years of certification. Section B is the library budgetary allocation scale. This section contains a 14-item statement that was designed to collect information on the perception of employees as regards the budgetary allocation based on the four dimensions of budgetary allocation which are sources, availability, adequacy and use of funds. The items were scored on a 4-point Likert-type scale, ranging from Strongly Agree (4) to Strongly Disagree (1). Section C of the questionnaire covers items on library accreditation performance measured using adapted scales from empirical studies. Altogether, there are 22

items for the library accreditation performance variables examined under five indicators of library academic content, staffing, physical facilities, and internet connectivity and scored on a 4-point Likert-type scale; 4-very high level (VHL). 3- high level (HL), 2- low level (LL); 1 – very low level (VLL). Section D contains a YES or No of answers on open-ended statement to collect information on the barriers to accreditation performance of libraries. An observation checklist was used to gather the secondary data used for this study. The face and content validity of the questionnaire was examined by giving the survey instruments (questionnaire and observation checklist) together with the objectives of the study to experts in Information Resources Management of Babcock University for the face and content validity of the instruments. The instruments were also given to some colleagues to identify difficult or confusing terms or phrases from the items. All the experts agreed with the researcher on the assignment of the items to the objectives. The comments, corrections and suggestions from the experts and colleagues were used to modify the contents of the instruments which were thereafter administered to participants in the pilot study. Reliability of the instrument was done through a pilot study using 40 librarians in University of Ilorin, Kwara State who are not included in the actual study. The pre-test data was analysed using Cronbach's alpha reliability test, to measure the internal consistency of the set of items that constitute the measuring instrument. The calculated Cronbach's alpha scores for the variables ranged from 0.74 - 0.88. Therefore, the research instrument is highly reliable for data collection based on the rule of thumb of 0.70.

## **Presentation and Interpretation of Results**

### **Demographic Information**

The results on gender revealed that one hundred and thirty-four respondents (134, 53.2%) were males while 46.8% of the respondents were females. This suggests that there are more male employees in the Librarian profession than their female counterparts in federal university libraries in South-West Nigeria. Hence, the library's profession in federal university libraries is male dominated in the study area. Most of the librarians in federal university libraries in South-West Nigeria were found have the basic qualification but lack MLS/MLIS/M Inf. Sc. this could as well contribute to their accreditation performance on the job. Majority of the respondents 46.0% were below the age of 41 years while 54.0% were 41 years and above. This shows that there are more aged personnel in the federal university libraries than the youth. This might be so since the librarian job is carried out by experienced staff rather than young or newly employed staff. Forty-one percent (40.5%, n =102) of the personnel in the federal university libraries had 1-10 years' work experience while those with 11 years and above were 59.5% (n =150). This result showed that many of the participants in the study area have worked in the library sector for quite a while and can be said to possess requisite experience. Hence, the job experience of the librarians can be vital in accomplishing organisational outcome of the federal university libraries.

Also, about forty-one percent (40.5%) of librarians in federal university libraries in South-West Nigeria work in the technical services while only 6.3% work in the e-library unit. This type of result is expected since the library sector would likely give higher priority to the technical services than in others. Senior librarians (18.7%) in the federal university libraries is the highest as regards job position while deputy university librarian is the least at 2.0%. This result implied that librarians in the federal university libraries is largely dominated by senior librarians. This result also suggests that the sample cuts across the various departments in the federal university libraries under study. Thirty-seven percent (37.3%) of librarians in the federal university libraries had no certification experience which means that 62.7% had library professional experience. Out of those with professional experience, 26.6% (1-5 years) was the highest, while 5.6% was the least. This result suggests that librarians in the federal university

libraries possess high experience when it comes to their profession. This situation could help improve the accreditation performance of their libraries.

**Research Question 1:** What is the level of accreditation performance of federal university libraries in South-West Nigeria?

**Table 1: Accreditation performance of federal university libraries**

<b>Statements State the level to which your library....</b>	<b>Very High level (4)</b>	<b>High level (3)</b>	<b>Low level (2)</b>	<b>Very Low level (1)</b>	<b>Mean</b>	<b>Std.</b>
<b>Academic content</b>					<b>2.77</b>	<b>0.62</b>
develops friendly atmosphere for staff-user relationship to achieve program academic goals.	75(29.8)	118(46.8)	15(6.0)	44(17.5)	2.89	1.02
upholds philosophy of all academic programs for accreditation	61(24.2)	114(45.2)	35(13.9)	42(16.7)	2.77	1.0
resources provide easy student assessment mechanism to aid accreditation	39(15.5)	152(60.3)	24(9.5)	37(14.7)	2.77	0.89
materials measure up with curricula of academic programs for accreditation	54(21.4)	103(40.9)	49(19.4)	46(18.3)	2.65	1.01
<b>Staffing</b>					<b>2.71</b>	<b>0.63</b>
there are academically qualified professionals to manage the library resources	118(46.8)	110(43.7)	6(2.4)	18(7.1)	3.30	0.83
library technical staff are adequate	81(32.1)	120(47.6)	32(12.7)	19(7.5)	3.04	0.87
library administrative staff are adequate	51(20.2)	98(38.9)	68(27.0)	35(13.9)	2.65	0.96
sponsorship of staff for educational programmes is given priority	54(21.4)	91(36.1)	54(21.4)	53(21.0)	2.58	1.05
sponsorship of staff to conferences and workshops is given priority	35(13.9)	82(32.5)	74(29.4)	61(24.2)	2.36	1.0
there is regular in-house training for library staff	38(15.1)	53(21.0)	112(44.4)	49(19.4)	2.32	0.95
<b>Physical facilities of library</b>					<b>2.82</b>	<b>0.54</b>
the building is user-friendly to the physically challenged	82(32.5)	114(45.2)	31(12.3)	25(9.9)	3.00	0.92

the library building is centrally located for ease of access to users	69(27.4)	136(54.0)	24(9.5)	23(9.1)	3.00	0.86
display racks and shelves are well-arranged	81(32.1)	93(36.9)	48(19.0)	30(11.9)	2.89	0.99
the library is in a serene environment for users' comfort	75(29.8)	104(41.3)	27(10.7)	46(18.1)	2.83	1.05
there is sufficient space for all library sections to perform optimally	59(23.4)	123(48.8)	35(13.9)	35(13.9)	2.82	0.95
reading chairs and tables are well-arranged	64(25.4)	94(37.3)	77(30.6)	17(6.7)	2.81	0.89
there is regular electricity supply to the library	55(21.8)	80(31.7)	94(37.3)	23(9.1)	2.66	0.92
library building meets NUC recommendation in terms of reader seating/space requirement	57(22.6)	74(29.4)	81(32.1)	40(15.9)	2.59	1.01
<b>Internet connectivity</b>					<b>2.62</b>	<b>0.67</b>
there is good intranet connectivity between the main library and faculty libraries	45(17.9)	102(40.5)	92(36.5)	13(5.2)	2.71	0.82
there is good internet connectivity between the library and faculty buildings	46(18.3)	89(35.3)	95(37.7)	22(8.7)	2.63	0.88
e-resources in the library are used effectively	44(17.5)	103(40.9)	71(28.2)	34(13.5)	2.62	0.93
there is good internet connectivity between the library and hostels	22(8.7)	108(42.9)	98(38.9)	24(9.5)	2.51	0.79
Accreditation performance (Average Weighted Mean = 2.73)						

**Source: Researcher's Field Survey, 2021**

Decision Rule: 1.0-1.74 = Very Low Level; 1.75-2.49 = Low Level; 2.50-3.24 = High Level; 3.25-4.0= Very High Level.

The result on Table 1 showed that the level of accreditation performance of federal university libraries in South-West Nigeria, was high ( $\bar{x} = 2.73$ ), on a scale of 4. Further details from the analysis depict that all the indicators show high level of accreditation performance; physical facilities of library ( $\bar{x} = 2.82$ ), academic content ( $\bar{x} = 2.77$ ), staffing ( $\bar{x} = 2.71$ ) and internet connectivity ( $\bar{x} = 2.62$ ). The implication of this analysis is that federal university libraries in South-West had slightly higher level of accreditation performance in terms of academic content, staffing and internet connectivity. Of the four dimensions of accreditation performance, physical facilities of library ( $\bar{x} = 2.82$ ) had the highest score while internet connectivity ( $\bar{x} = 2.62$ ) had the lowest score in the federal university libraries. The high accreditation performance could be due to the fact that federal university libraries in South-West Nigeria performed highly in areas such as having academically qualified library professionals (3.30), adequacy of technical staff (3.04),

user-friendly building to the physically challenged (3.0), ease of library access to users (3.0), well-arranged racks and shelves (2.89), friendly atmosphere in the library (2.89). This result suggests that the federal university libraries can sustain accreditation performance by putting flexible policies in place to promote high academic qualification among library staff, adequacy of technical staff, user-friendly building to the physically challenged, ease of library access to users, proper arrangement of racks and shelves and friendly atmosphere. Nonetheless, the result showed that the federal university libraries performed poorly in the aspect of sponsorship of staff to conferences and workshops (2.36) and in-house training for library staff (2.32). This result suggests that the federal university libraries in the study area could further improve accreditation performance by paying attention to staff sponsorship to conferences and workshops and regular in-house training.

**Research Question 2:** How adequate is budgetary allocation for federal university libraries in South-West Nigeria?

**Table 2: Adequacy of budgetary allocation for federal university libraries**

<b>Budgetary allocation</b>	<b>SA (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>SD (1)</b>	<b>Mean</b>	<b>Std.</b>
<b>Sources</b>					<b>2.63</b>	<b>0.69</b>
Budgetary allocation to the library come mainly from the Federal government and its agencies	78(31.0)	84(33.3)	52(20.6)	38(15.1)	2.80	1.04
The Tertiary Education Trust Fund (TETFUND) provides allocation for library use	71(28.2)	84(33.3)	52(20.6)	45(17.9)	2.72	1.06
The library generates its IGR as part of its funding for budgetary allocation	26(10.3)	109(42.9)	58(23.0)	60(23.8)	2.40	0.96
<b>Availability</b>					<b>2.16</b>	<b>0.64</b>
Budget allocated to the library is made available for all sections in due time for their needs once money is released to the library	15(6.0)	74(29.4)	129(51.2)	34(13.5)	2.28	0.77
Library transactions (weekly, monthly, quarterly, annually) are captured and provided for in the budgetary allocation	25(9.9)	65(25.8)	116(46.0)	46(18.3)	2.27	0.87
Budgetary allocation to the library could easily be obtained for staff development	20(7.9)	38(15.1)	164(65.1)	30(11.9)	2.19	0.74

programmes (conferences, workshops, seminars)						
Library budget is easily approved	14(5.6)	56(22.2)	116(46.0)	66(26.2)	2.07	0.84
All sections of the library receive their allocated budgets with ease	22(8.7)	41(16.3)	101(40.1)	88(34.9)	1.99	0.93
<b>Adequacy</b>					<b>2.22</b>	<b>0.69</b>
Budget allocated to the library is enough for all sections of the library	28(11.1)	152(60.3)	44(17.5)	28(11.1)	2.29	0.81
Budgetary allocations are adequate in meeting the library's operations	23(9.1)	44(17.5)	146(57.9)	39(15.5)	2.20	0.81
Monthly, quarterly, and annual releases of budgetary allocation are adequate for all library activities	32(12.7)	25(9.9)	151(59.9)	44(17.5)	2.18	0.87
<b>Use of funds</b>					<b>2.64</b>	<b>0.60</b>
Efficient use of allocated funds is ensured through bidding process for library purchases	42(16.7)	127(50.4)	58(23.0)	25(9.9)	2.74	0.85
Use of allocated funds to all sections of the library is monitored through internal audit.	44(17.5)	103(40.9)	78(31.0)	27(10.7)	2.65	0.89
Efficient use of allocated funds is ensured through bidding process for library contracts	19(7.5)	125(49.6)	82(32.5)	26(10.3)	2.54	0.78
<b>Budgetary allocation (Average Weighted Mean = 2.42)</b>						

Source: Researcher's Field Survey, 2021

Decision Rule: 1.0-1.74 = Very Inadequate; 1.75-2.49 = Inadequate; 2.50-3.24 = Adequate; 3.25-4.0= Very Adequate.

The result on Table 2 showed that the adequacy of budgetary allocation for federal university libraries in South-West Nigeria, was inadequate ( $\bar{x}=2.42$ ) on the scale of 4. Further details from the analysis depict that two of the indicators namely use of funds ( $\bar{x}=2.64$ ) and sources ( $\bar{x}=2.63$ ) show high levels of adequacy. However, adequacy ( $\bar{x}=2.22$ ) and availability ( $\bar{x}=2.16$ ) indicated low ratings among librarians. The implication of this analysis is that budgetary allocation of the federal university libraries in South-West Nigeria was inadequate and availability low. The result further points out various issues that have not been addressed in budgetary allocation by the federal university libraries namely difficulty in assessing allocated budgets by all sections of the library (1.99), delay in approval of library budget (2.07), difficulty in obtaining budgetary allocation for staff development programmes (2.19), inadequacy of monthly, quarterly and annual releases of budgetary allocation for all library activities (2.18), inadequacy of budgetary

allocations in meeting the library's operations (2.20), inadequate budget allocation for all sections of the library (2.29), delay in budget availability (2.28), failure to capture weekly, monthly, quarterly and annual library transactions in the budgetary allocation (2.27). The implication of this finding is that the issues posed serious barriers to budgetary allocation in the federal university libraries and therefore, calls for urgent attention.

**Research Question 3:** What are the barriers militating against accreditation performance of federal university libraries in South-West Nigeria?

**Table 3: Barriers militating against accreditation performance of federal university libraries**

What are the barriers to accreditation performance of libraries in federal universities in South-West Nigeria?	Yes (1)	No (0)	Mean	Remark
Inadequate library staff training	203(80.6)	49(19.4)	0.81	Barrier
Inadequate funding for library resources	198(78.6)	54(21.4)	0.79	Barrier
Communication gaps between stakeholders (library and faculty)	151(56.0)	111(44.0)	0.56	Barrier
Nonchalant attitude towards library by faculty staff	140(55.6)	112(44.4)	0.56	Barrier
Inadequate electronic resources for efficient e-library	124(49.2)	128(50.8)	0.49	Not a barrier
Inadequate library collections (books, journals)	121(48.0)	131(52.0)	0.48	Not a barrier
Poor coordination and monitoring by university mock accreditation committee	119(47.2)	133(52.8)	0.47	Not a barrier
Lack of university management support for accreditation	113(44.8)	139(55.2)	0.45	Not a barrier
Inadequate furniture for library users	106(42.1)	146(57.9)	0.42	Not a barrier
Poor library staff work attitude to accreditation	102(40.5)	150(59.5)	0.40	Not a barrier
Barrier (Average Weighted Mean = 0.51)				

Source: Researcher's Field Survey, 2021

**Decision Rule:** If  $\bar{x}$  is greater than 0.49 = a barrier, if  $\bar{x}$  is less than 0.50 = Not a barrier.

Respondents were asked to identify barriers militating against accreditation performance of federal university libraries in South-West Nigeria. The results are presented in Table 3. The result depicts generally that there are few barriers militating against accreditation performance of federal university libraries in South-West Nigeria ( $\bar{x} = 0.51$ ), on a scale of 1. In the list of the barriers measured, the result showed that inadequate library staff training ( $\bar{x} = 0.81$ ), inadequate funding for library resources ( $\bar{x} = 0.79$ ), communication gaps between stakeholders ( $\bar{x} = 0.56$ ) and Nonchalant attitude towards library by faculty staff ( $\bar{x} = 0.56$ ) constituted major barriers to accreditation performance of federal university libraries. This can further be proved because 80.6% of the respondents agreed that inadequate library staff training was a barrier while 19.4% were of the opinion that it is a barrier. On inadequate funding for library resources, 78.6% are of the opinion that it is a barrier, 56.0% agreed that communication gaps were a barrier and 55.6%

indicated nonchalance towards library by faculty staff as a barrier. The result further suggests that most of the barriers militating against accreditation performance of federal university libraries in South-West Nigeria were administrative based challenges. However, inadequate electronic resources ( $\bar{x} = 0.49$ ), inadequate library collections ( $\bar{x} = 0.48$ ), poor coordination and monitoring by university mock accreditation committee ( $\bar{x} = 0.47$ ), lack of university management support for accreditation ( $\bar{x} = 0.45$ ), Inadequate furniture for library users ( $\bar{x} = 0.42$ ) and poor library staff work attitude to accreditation ( $\bar{x} = 0.40$ ) were not regarded as barriers to accreditation performance. This result suggests that administrative arm of federal university libraries in South-West Nigeria should give serious consideration to resolving the aforementioned challenges of accreditation performance.

**Test of Hypotheses**

**Hypothesis 1:** Budgetary allocation has no significant influence on the accreditation performance of federal university libraries in South-West, Nigeria.

**Table 4: Simple linear regression analysis of budgetary allocation and accreditation performance of federal university libraries**

Predictors	B	Beta (β)	T	P	R <sup>2</sup>	Adj. R <sup>2</sup>	F	ANOVA (Sig.)
(Constant)	1.504		11.265	.000	0.259	0.256	87.47	0.000
Budgetary allocation	.508	.509	9.353	.000				
Dependent Variable: Library accreditation performance Predictor: (Constant), Budgetary allocation DF (F-Statistic) = 1, 250 DF (T-Statistic) = 249								

Source: Field Survey Results, 2021

Table 4 shows that budgetary allocation has significant influence on the accreditation performance of federal university libraries in South-West, Nigeria ( $R^2 = 0.259$ ,  $\beta = 0.509$ ,  $t(249) = 9.353$ ,  $p < 0.05$ ). The model shows that budgetary allocation contributes 25.9% ( $R^2 = 0.259$ ) variation in accreditation performance. This implies that budgetary allocation predicts accreditation performance of federal university libraries in the study area. This result suggests that improving budgetary allocation has a strong connection with the accreditation performance of the federal university libraries in South-West, Nigeria.



**Hypothesis 2:** Components of budgetary allocation have no significant relative influence on accreditation performance of federal university libraries in South-West Nigeria.

**Table 5: Multiple linear regression analysis of relative influence of budgetary collections (components) on accreditation performance of federal university libraries**

Predictors	B	Beta (β)	T	p	R <sup>2</sup>	Adj. R <sup>2</sup>	F	ANOVA (Sig.)
(Constant)	1.629		11.939	.000	0.29	0.288	26.38	0.000
Sources	.130	.195	3.384	.001				
Availability	-.018	-.024	-.356	.722				
Adequacy	.301	.454	6.161	.000				
Use of funds	.049	.064	.976	.330				
Dependent Variable: Library accreditation performance Predictor: (Constant), Sources, Availability, Adequacy, Use of funds DF (F-Statistic) = 4, 247 DF (T-Statistic) = 246								

Source: Field Survey Results, 2021

Table 5 revealed that components of budgetary allocation had significant relative influence on accreditation performance of federal university libraries in South-West Nigeria (*Adj. R*<sup>2</sup>=0.288, *F*(4, 247) = 26.389, *p*<0.05). The model shows that the linear combination of components of budgetary allocation explains 28.8% (*Adj. R*<sup>2</sup>=0.288) change in accreditation performance of libraries in the federal university libraries. This implies that the linear combination of dimensions of budgetary allocation predicts accreditation performance of the federal university libraries in South-West Nigeria. Hence, the null hypothesis which states that, Components of budgetary allocation have no significant influence on accreditation performance of federal university libraries in South-West Nigeria, was rejected. From relative standpoint, sources ( $\beta = 0.195$ ,  $t$  (246) =3.384,  $p$ <0.05) and adequacy ( $\beta = 0.454$ ,  $t$  (246) =6.161,  $p$ <0.05) of budgetary allocations had significant positive influence on accreditation performance of federal university libraries in the study area. On the other hand, availability ( $\beta = -0.024$ ,  $t$  (246) =-0.356,  $p$ >0.05) and use of funds ( $\beta = 0.064$ ,  $t$  (246) =0.976,  $p$ >0.05) of budgetary allocations had no significant influence on accreditation performance of federal university libraries. The result further shows that adequacy of budgetary allocations is the highest contributor to the accreditation performance of federal university libraries in South-West Nigeria. This suggests that improving the sources and adequacy of budgetary allocations would lead to better accreditation performance in federal university libraries in South-West Nigeria. Nonetheless, in the order of priority, adequacy of budgetary allocations must be given more consideration since it had the largest effect on the accreditation performance of the federal university libraries.

### Discussion of Findings

This study examined the influence of budgetary allocation on accreditation performance of federal university libraries in South-West Nigeria. The findings revealed that that the level of accreditation performance of federal university libraries in South-West Nigeria, was high. This finding disagrees with that of NUC (2014) which reported that, many universities in Nigeria have not been meeting the accreditation standards. According to NUC, the poor accreditation arising from scoring of low marks can be traced to several factors such as inadequate funding, poor staffing, low library collection quality, and poor infrastructure. The findings are also inconsistent with Ibijola (2015) who revealed that there was a moderate level of universities' leadership compliance with the NUC benchmark on the minimum academic standard as well as evidence

from several other studies which corroborated the poor accreditation performance of the federal university libraries in South-West Nigeria in recent times (Ogungbenle and Edogiawerie 2016; Urhiewuhu, Nzewi and Prisca, 2019). This means that poor accreditation performance has been a serious issue in Nigeria tertiary institutions. Findings from the study further revealed that the level of adequacy of budgetary allocation for federal university libraries in South-West Nigeria, was inadequate. This finding disagrees with the study of NUC (2014) which stipulated that every university in Nigeria is expected to expend at least 10% of its annual budgetary allocation on the library. The reason for poor budgetary allocation by the federal universities in Nigeria could be traced to financial incapacitation of universities management to allocate at least 10% of their budgetary allocation to their libraries in the face of other universities financial outlay. However, low budgetary allocation has led to poor library physical facilities, poor library staffing and development programmes, poor library service delivery and inadequate library resources. Subsequently, the problems have led to many federal university libraries failing library accreditation performance. Also, in contrast with the finding of this study was Ogungbenle and Edogiawerie (2016), who found that the budgetary allocation to the educational sector in Nigeria has been dwindling over the years. Ogungbenle and Edogiawerie (2016) asserted that only 7.6 % of the total budget goes to the educational sector.

On the barriers militating against accreditation performance of federal university libraries in South-West Nigeria, findings revealed that inadequate library staff training, inadequate funding for library resources, communication gaps between stakeholders and nonchalance towards library by faculty staff constituted major barriers to accreditation performance of federal university libraries. The finding agrees with Aliyu and Joseph (2017) who examined the role of academic libraries in the accreditation of undergraduate programmes at the Federal University of Technology Minna, Niger State. The findings revealed that constraints such as inadequate funding and erratic power supply affect the library's role in accreditation. The finding is also in agreement with earlier studies of 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 exercise, thus bringing down the performance rating for such a library.

The result from the study showed that, budgetary allocation has a significant influence on the accreditation performance of federal university libraries in South-West, Nigeria. The finding supported that of Adetunla and Familusi (2017) who reported that paucity of funds affects the optimum performance of academic libraries in Nigeria. This is despite the benefits derived from accreditation exercise in terms of increased library information resources and library facelift. This finding is in line with that of Khatri (2016) who affirmed that in expense and revenue budget, the funds allocated for different categories of library operations (personnel, library materials, binding, equipment, travel, supplies and other operating expenses) are usually listed. The approach assumed that budgetary allocation must meet both on-going and future needs of the parent organization such as new courses, research projects, institutes and other kinds of expansions and changes in programmes. This finding is in contrast with Wordu (2015) who highlights that underfunding has become a recurring issue and that the government have not been sincere in their commitment towards university education. The relative influence of components of budgetary allocation on accreditation performance of federal university libraries in South-West Nigeria was investigated. The result showed that, components of budgetary allocation have significant relative influence on accreditation performance of federal university libraries in South-West Nigeria. The finding disagrees with Azi (2017) who found that inadequate funding of the university system affected the provision of academic staff offices,

lecture halls, recruitment of academic staff and inability to meet the student-staff ratio. It also affects the performance of all the various units within the university system.

### **Summary and Conclusion**

This study examined budgetary allocation and accreditation performance of libraries in federal universities in South-West Nigeria. Generally, there was a high-level accreditation performance and inadequate budgetary allocation among federal university libraries in South-West Nigeria. The high accreditation performance libraries could be deduced from the fact that federal university libraries in South-West Nigeria performed highly in areas such as having academically qualified library professionals, adequacy of technical staff, user-friendly building for the physically challenged, ease of library access to users, well-arranged racks and shelves, friendly atmosphere in the library. Summarily therefore, it denotes that the federal university libraries can sustain accreditation performance by putting flexible policies in place to promote high academic qualification among library staff. Federal university libraries in South-West used budgetary allocation to a high level and also pulls budgetary funds from different sources to address library needs, however, this budgetary allocation was found to be unavailable and inadequate to meet the needs for accreditation performance. The overall outcome of this study indicates that, there is a linear relationship between budgetary allocation and accreditation performance of federal university libraries in South-West Nigeria. Specifically, the findings from the study have proven the need for the federal government to increase budgetary allocation, which has a strong relationship with high library accreditation performance. It can be rightly concluded that accreditation performance of federal universities in South-West Nigeria was not bad or poor because of the high score, however, there were neglected indicators for better accreditation performance.

### **Recommendations**

From the discovery on inadequate budgetary allocation to the federal universities libraries, the Federal Ministry of Education and parastatals in the ministry should commence process of educating the government of the need to implement UNESCO recommended 26% for education sector because it would have a multiplier effect on federal university libraries budgetary allocation. Other funding sources particularly directed at the libraries can be experimented with. Furthermore, the NUC should have a special university library monitoring unit that will be saddled with encouraging or helping university management to stick to minimum budgetary allocation benchmark to university libraries. Part of their responsibilities will include capacity building for library staff in terms of training and retraining. Finally, University library management should be mandated to ensure that all units and departments of the library are covered in annual and other period budgetary allocation and library accreditation mock exercise.

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