# AVAILABILITY OF LIBRARY AND INFORMATION RESOURCES FOR ACCREDITATION OF PROGRAMMES IN STATE UNIVERSITIES IN NORTH-NORTHWEST, NIGERIA

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**Abstract**

*The study investigated library information resources availability, and accreditation of programmes in state universities in North-west, Nigeria. The study was set to ascertain the status of accreditation of programmes in state universities in North-west, Nigeria; to find out the extent of availability of library information resources for accreditation of programmes in state universities in North-west. Survey research method using descriptive research design was adopted for this study. The population of the study comprised of 197 professional librarians and 67 heads of departments. Total enumeration was used because the population size was small and manageable. Questionnaire was used as an instrument for data collection. A total number of 264 questionnaires were administered to the respondents out of which 205 (78%) were duly filled, returned and found useful. Collected data were analyzed using frequency counts and percentages, mean and standard deviation. The findings revealed that some programmes in the State Universities obtained full accreditation and some got interim while very few with denial. The State Universities equally have available information resources. It also revealed that cooperation between staff, qualitative resources, and good number of copies, library budget and seating capacity has great impact on accreditation of programmes. Lastly, it revealed that state universities faced some challenges during accreditation exercise. It is recommended that regular review and update of accreditation document should be made. Integrated library system (ILS) and online public access catalogs (OPAC) should be provided for seamless searching. Funding should also be increased, adhere to NUC criteria and sufficient time to prepare for accreditation.*

*were made line with the research findings.*

**Keywords:** Library, Utilisation, Accreditation, Universities and Information Resources

## Introduction

Libraries have been around for a very long time and are traditionally seen as collections of information and services. Libraries have always played a significant role, enabling people to engage with all kinds of information and knowledge resources. Through the technological development of electronic resources, the means to collect, store, manage, and use widely distributed knowledge resources have become more effective serving the library users even better. Modern libraries are therefore being redefined as an institution to get wider access to information in many formats and from many sources. The digital approach makes use of new technology capabilities to make library resources and services more accessible. University libraries, according to organizational theory, are an organization within a bigger organization, whose purpose and functions are dictated by the larger organization's numerous elements (Gabby and Shoham, 2017).

Accreditation of programmes is a process that involves self-study and external quality review used in higher education to scrutinize colleges, universities and higher education programmes for quality assurance and quality improvement. Accreditation of programmes in university libraries encourages library staff especially sectional heads, academic staff (lecturers) and school management to work hard toward successful accreditation to avoid interim or denial accreditation of programmes. It serves as a critical mechanism to ensure that educational providers maintain standards that meet the expectations of the educational community and society at large (Duate and Vardasca, 2023). Library information resources are basically sources of information. These resources are mostly books, journals, newspapers and other editorials, encyclopedias, atlases, dictionaries, etc.

In order to achieve the objectives of parent institution, university library provides library services aimed at exposing the library users to various information resources available for their use. With the advent of Information and Communication Technology (ICT), there have been changes in the way libraries provide information resources. This advancement has created a shift from traditional information resources in print form to digital resources and has affected all aspect of information handling and management as information is being produced more electronically. (Quadri and Egbesinba 2015) observed that, information resources are a collection of print and non-print materials, systematically organised and made available to users.

## Research Problem

It could be observed that accreditation of programmes in state university libraries in North-west, Nigeria are experiencing problems ranging from funds which are not readily available to improve learning facilities. Management seem not to meet up with the accreditation criteria, also some school records may not be adequately kept to ensure adequate information for accreditation, library facilities and lecture theatres seem not to be adequately ensured or provided by university management.

Preliminary investigation by researcher showed that accreditation of programmes in state university libraries in North-west, Nigeria are experiencing problems ranging from funds which are not readily available to improve learning facilities. Management seem not to meet up with the accreditation criteria, also some school records may not be adequately kept to

ensure adequate information for accreditation, library facilities and lecture theatres seem not to be adequately ensured or provided by university management.

**Research Questions**

The study was guided by the following questions;

1. what is the status of accreditation of programmes in the state universities in North-west, Nigeria?

2. what is the extent of availability of library information resources for accreditation of programmes in state universities in North-west Nigeria?

3. what are the challenges faced by the state universities in North-northwest, Nigeria on the availability of library and information resources for accreditation?

**Review of Related Literature**

**Accreditation of Programmes**

The concept of accreditation can be closely related to that of quality assurance in education. In recent times, various developments have taken place relative to the monitoring, evaluation and enhancement of the quality of different gears of higher education. It is in this vein, that accreditation bodies operate to guarantee that students receive an education continually with standards for entry into practice in their respective faculties and disciplines. Accreditation is defined as a type of quality assurance process under which services and operations of tertiary educational institutions and programmes are evaluated by an external independent body to determine if existing standards are met. Accreditation according to Obadara, and Alaka, as cited in Obiako, (2022) is the process of self-study and external quality review used in higher education to scrutinize an institution and/or its programmes for quality standards and need for quality improvement.

It is a process of examining the availability and adequacy of resources, merit rating of resources and programmes in order to enhance quality of output Enefu and Okolo, (2021). This means that accreditation involves the process of ensuring that curricula, physical facilities, personnel, funds and so on to meet the needs of the university to achieve its stated philosophy and objectives. In other words, accreditation is awarded to higher education programmes that meet the education requirement to set standards. It centers on a review of a program's content and delivery that includes area such as relevance, coherence, challenge, assessment, staffing, quality assurances and resources.

Many institutions and department had failed accreditation by National Universities Commission (NUC) just because the libraries failed to meet the standard for information materials in those disciplines. It is important to assert that a university cannot exist and function properly without the presence of a library. This was the view of Afolabi (2014) in his study when he described a university and its library to be interdependent. This is because each is clearly indispensable of the other and this is the main reason why a university is established alongside with its library at all costs. Furthermore, Bello (2014) has it that accreditation of programmes offered by universities is key to ensuring standards across the institutions.

**Library Information Resources**

In the library system, there are different types of library resources which users can consult during the process of research, although some users most recently prefer the use of electronic resources thereby neglecting library resources available. In retrospect therefore, library resources are mostly sources of information. The information resources in the library are books, journals, newspaper including other educational resources, not excluding encyclopedias, atlases, year book, dictionaries among others.

Recently with the advent of the Internet, digital forms of information resources have become very prominent. Digital sources encapsulate online libraries with journals, the encyclopedia like Wikipedia, blogs, video logs (YouTube), (Murugan, *et.al*. 2019). University library is a library attached to a university to provide access to information resources in order to support teaching, learning and research activities in the university. It is the nerve center that supports academic programs in the university environment through the provision of information resources and services.

The library is the educational focal point of every university therefore; its vital role is to assist the university to achieve its objectives and goals. Every university library activity must support the curriculum to fulfill the objectives of its parent institution. (Anyaegbu and Wali 2020) maintains that services offered by the university libraries include provision of an organized collection of printed and non-printed, staff trained to provide and interpret such materials and the physical facilities necessary to support such a collection, staff and students. Several studies highlight the funding challenges in Nigerian university libraries that directly undermine accreditation readiness.

Uzoagba and Okiche (2018) observe that although libraries are a core criterion in the NUC's evaluation, "the corresponding provision of funds" for libraries frequently lags, causing "frustration" among library administrators. Similarly, Adetunla and Familusi (2017) report that funding is often withheld and only released close to accreditation visits: "fund is not released until accreditation is approaching," which suggests that library improvements may be superficial or temporary rather than sustained. These financial bottlenecks hinder libraries' capacity to maintain current collections, adequately staff, and develop infrastructure, all of which are critical for meeting NUC benchmarks.

**Research Methodology**

The study adopted descriptive survey research design. The survey research is suitable for this study because data generated was collected and used to describe and interpret issues on the library information resources availability, and accreditation of programmes in state universities in North-west, Nigeria. The population of the study is 264. This consists of librarians from the state universities and head of departments of the programmes that participated in the 2023 NUC accreditation exercise in North-west, Nigeria.

The researcher considered four (4) universities that are relatively secured. These are Yusuf Maitama Sule University Kano (YUMSUK), Sule Lamidi University Jigawa Musa 'Yaradua University, Katsina, Kaduna State University (KASU). This is due to the insecurity situation in Sokoto, Kebbi, and Zamfara states.

**Results and Discussions**

**Research Question One:** What is the status of accreditation of programmes in state universities in North-west Nigeria?

**Table 1 Status of Accreditation of Programmes in State Universities**.

| S/N | Courses Accredited | N | FULL | INTERIM | DENIED | AWAITING |
|---|---|---|---|---|---|---|
| 1 | Agriculture | 32 | 1 (0.6%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 2 | Arabic | 32 | 3 (1.9%) | 1 (0.6%) | 0 (0%) | 0 (0%) |
| 3 | History and Strategic Studies | 32 | 2 (1.2%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 4 | Hausa | 32 | 3 (1.9%) | 1 (0.6%) | 0 (0%) | 0 (0%) |
| 5 | Islamic Studies | 32 | 2 (1.2%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 6 | Architecture | 32 | 1 (0.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 7 | Computer Science | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 8 | Mass communication | 32 | 0 (0%) | 1 (0.6%) | 0 (0%) | 0 (0%) |
| 9 | Estate Management | 32 | 0 (0%) | 1 (0.6%) | 0 (0%) | 0 (0%) |
| 10 | Environmental Management | 32 | 1 (0.6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 11 | Education Mathematics | 32 | 6 (3.7%) | 1 (0.6%) | 0 (0%) | 0 (0%) |
| 12 | Education Islamic | 32 | 2 (1.2%) | 1 (0.6%) | 0 (0%) | 1 (0.6%) |
| 13 | Education Economics | 32 | 1 (0.6%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 14 | Library and Information Science | 32 | 3 (1.9%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 15 | Education Biology | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 16 | Education Chemistry | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 17 | Education Physics | 32 | 5 (3.1%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 18 | Education English | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 19 | History | 32 | 2 (1.2%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 20 | Law | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 21 | Economics | 32 | 2 (1.2%) | 1 (0.6%) | 0 (0%) | 1 (0.6%) |
| 22 | Accounting | 32 | 5 (3.1%) | 0 (0%) | 0 (0%) | 0 (0%) |

| | | | | | | |
|---|---|---|---|---|---|---|
| 23 | Business Administration | 32 | 2 (1.2%) | 1 (0.6%) | 0 (0%) | 1 (0.6%) |
| 24 | Entrepreneurship | 32 | 3 (1.9%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 25 | Chemistry | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 26 | Physics | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 27 | Mathematics | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 28 | Biochemistry | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 29 | Biological Sciences | 32 | 4 (2.5%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 30 | Microbiology | 32 | 2 (1.2%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 31 | Anatomy | 32 | 2 (1.2%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 32 | Public Administration | 32 | 3 (1.9%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 33 | Sociology | 32 | 1 (0.6%) | 0 (0%) | 0 (0%) | 1 (0.6%) |
| 34 | Pharmacy | 32 | 0 (0%) | 0 (0%) | 0 (0%) | 1 (0.6%) |

Table 1 shows the respondents view on the status of accreditation of programmes in state universities in North West Nigeria. The result showed that majority of the programmes got full accreditation in year 2023 in the following order 6 (3.7%) Education Mathematics, 5 (3.1%) Education Physics, 5 (3.1%) Accounting, 4 (2.5%) Computer Science, 4 (2.5%) Education Biology, 4 (2.5%) Education Chemistry, 4 (2.5%) Education English, 4 (2.5%) Law, 4 (2.5%) Chemistry, 4 (2.5%) Physics, 4 (2.5%) Mathematics, 4 (2.5%) Biochemistry, 4 (2.5%) Biological Sciences, 3 (1.9%) Arabic, 3 (1.9%) Hausa, 3 (1.9%) Library and Information Science, 3 (1.9%) Entrepreneurship, 3 (1.9%) Public Administration, 2 (1.2%) History and Strategic Studies, 2 (1.2%) Islamic Studies, 2 (1.2%) Education Islamic, 2 (1.2%) History, 2 (1.2%) Economics, 2 (1.2%) Business Administration, 2 (1.2%) Microbiology, 2 (1.2%) Anatomy. Other programmes that got interim accreditation were 1 (0.6%) Arabic, 1 (0.6%) Hausa, 1 (0.6%) Mass communication, 1 (0.6%) Estate Management, 1 (0.6%) Education Mathematics, 1 (0.6%) Education Islamic, 1 (0.6%) Economics, 1 (0.6%) Business Administration. Those awaiting accreditation were 1 (0.6%) Business Administration, 1 (0.6%) Education Islamic, 1 (0.6%) Education Economics, 1 (0.6%) Library and Information Science, 1 (0.6%) Education Biology, 1 (0.6%) Education Chemistry, 1 (0.6%) History, 1 (0.6%) Law, 1 (0.6%) Economics, 1 (0.6%) Business Administration, 1 (0.6%) Chemistry, 1 (0.6%) Biochemistry, 1 (0.6%) Microbiology, 1 (0.6%) Sociology and 1 (0.6%) Pharmacy.

Whereas, none of the programmes were denied accreditation in the year 2023 in these state universities. Although none of the sampled state-university pharmacy programmes were denied accreditation in 2023 (NUC/PCN public records), literature and technical reports indicate this outcome often results from targeted pre-visit mobilization and fulfilment of minimum checklist items rather than sustained institutional transformation; consequently,

accreditation status should be interpreted alongside evidence of continued funding, staffing, facilities, and documentation improvements.

**Research Question Two: What is the extent of Availability of Library Information Resources for accreditation of programmes in State Universities in North-west Nigeria?**

**Table 2: Extent of availability of library information Resources for accreditation of programmes in State Universities in North-west Nigeria.**

| S/N | Statements | HA (3) | | MA (2) | | NA (1) | | N | FX | Mean | Decision |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fq | % | Fq | % | Fq | % | | | | |
| 1 | Books | 157 | 97.5 | 4 | 2.5 | 00 | - | 161 | 479 | 2.97 | Very High |
| 2 | Journal | 152 | 94.4 | 9 | 5.6 | 00 | - | 161 | 474 | 2.94 | Very High |
| 3 | Database | 137 | 95.1 | 24 | 14.9 | 00 | - | 161 | 459 | 2.85 | Very High |
| 4 | e-books | 139 | 86.3 | 22 | 13.7 | 00 | - | 161 | 461 | 2.86 | Very High |
| 5 | e-Journals | 140 | 87.0 | 21 | 13.0 | 00 | - | 161 | 462 | 2.86 | Very High |
| 6 | e-database | 115 | 71.4 | 46 | 28.6 | 00 | - | 161 | 437 | 2.71 | Very High |
| 7 | CD-ROM | 78 | 48.4 | 45 | 28.0 | 38 | 23.6 | 161 | 362 | 2.25 | Very High |
| 8 | Magazines | 120 | 74.5 | 41 | 25.5 | 00 | - | 161 | 442 | 2.74 | Very High |
| 9 | News Letters | 102 | 63.4 | 55 | 34.2 | 4 | 2.5 | 161 | 420 | 2.61 | Very High |
| 10 | Dictionaries | 112 | 69.6 | 46 | 28.6 | 3 | 1.9 | 161 | 431 | 2.67 | Very High |
| 11 | Encyclopedias | 101 | 62.7 | 57 | 35.4 | 3 | 1.9 | 161 | 420 | 2.61 | Very High |
| 12 | Directories | 65 | 40.4 | 67 | 41.6 | 29 | 18.0 | 161 | 358 | 2.22 | Very High |
| 13 | Monographs | 27 | 16.8 | 43 | 26.7 | 91 | 56.5 | 161 | 258 | 1.60 | Moderate |
| 14 | Almanacs | 24 | 14.9 | 20 | 12.4 | 117 | 72.7 | 161 | 229 | 1.42 | Moderate |
| 15 | Student Projects | 141 | 87.6 | 20 | 12.4 | 00 | - | 161 | 463 | 2.87 | Very High |
| 16 | Thesis | 139 | 86.3 | 22 | 13.7 | 00 | - | 161 | 461 | 2.86 | Very High |
| 17 | Conference Proceedings | 123 | 76.4 | 38 | 23.6 | 00 | | 161 | 445 | 2.76 | Very High |
| 18 | Atlases | 48 | 29.8 | 72 | 44.7 | 41 | 25.5 | 161 | 329 | 2.04 | Very High |
| 19 | Year Book | 46 | 28.6 | 53 | 32.9 | 62 | 38.5 | 161 | 306 | 1.90 | Very High |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | Annual Reports | 91 | 56.5 | 54 | 33.5 | 16 | 9.9 | 161 | 397 | 2.46 | Very High |
| 21 | News Papers | 118 | 73.3 | 35 | 21.7 | 8 | 5.0 | 161 | 432 | 2.86 | Very High |
| 22 | Others | 61 | 37.9 | 47 | 29.2 | 53 | 32.9 | 161 | 330 | 2.05 | Very High |

**Average Weighted Mean =2.50 (Very High)**

Table 2 shows the extent of availability of library information resources for accreditation of programmes in State Universities in North-west Nigeria. The extent of availability of library information resources was very high for 20 out of 22 library information resources investigated and had moderate mean level of availability for Monographs (1.6) and Almanacs (1.42). The general level of availability of library information resources for accreditation of programmes in State Universities in the North-West Nigeria had average weighted mean value of 2.50.

This is an indication of high extent of availability. The finding of this study—which shows a high extent of availability of the assessed resources—corresponds with previous empirical evidence in Nigerian university libraries. Uzoagba and Okiche (2018) reported that universities often improve the provision of essential learning resources, especially when preparing for accreditation exercises, which frequently results in an observable "increase in library information resources and library face-lift." Similarly, Adetunla and Familusi (2017) found that accreditation activities commonly stimulate better acquisition patterns and enhanced resource availability, even in situations where library funding is inconsistent.

This implies that the high extent of availability observed in the present study is a product of deliberate institutional efforts to meet accreditation requirements, reflecting the positive influence accreditation exercises can have on ensuring adequate resource provision despite systemic challenges.

**Research objective Three:** What are the problems of accreditation of programmes in state universities in North-west, Nigeria?

**Table 3: Problems of Accreditation of Programmes in State Universities.**

| S/N | Statement | SA | A | D | U | N | Mean | Standard Deviation | Decision 3.30 |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Funds are not readily available to provide library facilities. | 60 (37.3%) | 54 (33.5%) | 14 (8.7%) | 1 (0.6%) | 192 | 3.34 | .701 | Agreed |
| 2 | Faculty members are not cooperating with library to achieve accreditation of programmes. | 48 (26.7%) | 60 (37.3%) | 18 (11.2%) | 3 (1.9%) | 192 | 3.18 | .757 | Agreed |
| 3 | School records may not be adequately kept to ensure adequate information for accreditation. | 56 (34.8%) | 58 (36.0%) | 14 (8.7%) | 1 (0.6%) | 192 | 3.31 | .693 | Low |
| 4 | Library facilities and lecture theatres are adequately provided by university management. | 42 (26.1%) | 61 (37.9%) | 22 (13.7%) | 4 (2.5%) | 192 | 3.09 | .785 | Low |
| 5 | Some universities in Nigeria seem not to meet up with the National Universities Commission, criteria, that are the NUC bench mark and fail accreditation. | 49 (30.4%) | 58 (36.0%) | 18 (11.2%) | 4 (2.5%) | 192 | 3.17 | .785 | Low |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | University management does not comply to subscribe database before accreditation of programmes. | 33 (20.5%) | 68 (42.2%) | 24 (14.9%) | 4 (2.5%) | 192 | 3.00 | .755 | Low |
| 7 | Limited time to prepare for accreditation of programmes. | 48 (29.8%) | 48 (29.8%) | 27 (16.8%) | 6 (3.7%) | 192 | 3.06 | .876 | Low |

**Key: Strongly Agree (SA); Agree (A); Disagree (D); Undecided (U).**

Table 3 shows that seven items were listed for professional librarians to respond on the problems of Accreditation of Programmes in State Universities in North-west, Nigeria. The result indicated that majority 60 (37.3%) of the respondents strongly agreed that funds are not readily available to provide library facilities. Respondents with 60 (37.3%) agreed that faculty members are not cooperating with library to achieve accreditation of programmes. Also, 58 (36.0%) of the respondents agreed that school records may not be adequately kept to ensure adequate information for accreditation. Respondents with 61 (37.9%) agreed that library facilities and lecture theatres are adequately provided by university management and equally majority of the respondents 58 (36.0%) agreed that some universities in Nigeria seem not to meet up with the National Universities Commission, criteria, that are the NUC bench mark and fail accreditation.

The respondents 68 (42.2%) equally agreed that university management does not comply to subscribe database before accreditation of programmes. Respondents with 48 (29.8%) also agreed that limited time to prepare for accreditation of programmes.
The finding of the study shows that 48 respondents (29.8%) agreed that there is limited time to prepare for programme accreditation.

This result agrees with earlier studies. Adetunla and Familusi (2017) found that many universities only begin serious accreditation preparations shortly before visitation because institutional support often comes late. Likewise, Uzoagba and Okiche (2018) reported that facility and resource upgrades occur mainly at the last minute, reflecting poor continuous readiness.
Inference: This indicates that limited preparation time is a widespread systemic challenge, suggesting that accreditation efforts in many Nigerian universities are reactive rather than sustained.

**Discussion of Findings**

Research Question One: What is the Status of Accreditation of Programmes in State Universities in North-West Nigeria.

The findings of research question one revealed positive result of accreditation status offered by Yusuf Maitama Sule university. Out of 14 programmes investigated, an overwhelming majority (13) courses have secured full accreditation. This suggests that, the university has demonstrated a strong commitment to meeting the standards set by the National Universities Commission NUC, of ensuring quality education provided to the student. This is in line with the study of Hazelkorn (2018) who discussed the need for quality assurance to adapt to the changing landscape of higher education, including the rise of online learning, transnational education, and the increasing diversity of learners overall will assure the success of programmes accreditation.

Similarly, Bello (2014) posited that accreditation of programmes offered by universities is a key to ensuring standards across the institutions. This is in agreement with Nkiro and Yusuf (2019) who postulated that accreditation will suffer if the academic libraries are not well stocked.

Research Question Two: What is the perceived influence of availability of library information resources on accreditation of programmes in state universities in North-west, Nigeria?

The findings revealed a strong perceived influence of library information resources on accreditation of programmes comprising of available print and digital information resources, access to current data-base, prioritisation of core courses, quality and currency of journals among others influenced accreditation of programmes. This finding is in agreement with the views of Roberts as cited in Ternenge and Kashimana (2019) who opined that availability of electronic resources provides access to authoritative, reliable, accurate and timely access to information.

Corroborating this finding, Bara and Ubogu as cited in Ijeoma (2022); Oyedapo and Ojo (2022); Dukper, Sakibu and Arthur (2018); and Osinulu (2020) who out that the extent of usage of library information resources by students was high. Similarly, Owolabi, et-al (2016) maintained that electronic information resources provide access to current and up-to-date information, faster and easier access to information, and access to a wider range of information. This finding agrees with (Edem and Egbe 2016) who in their study opined that electronic information resources offer postgraduate students the chance to access relevant and current information from different subject areas.

Research Question Three: What are the problems of accreditation of programmes in state universities in North-west, Nigeria?

The finding of the study as regard to problems of accreditation of programmes has it that financial constraint (insufficient funds), lack of cooperation between library and university management, poor record keeping, infrastructural deficits, non-compliance with NUC standard, irregular subscription of database, time constraint were among the problem encounter by the prgrammes accreditation. This observation is parallel with the findings of Mambo &

Comfort (2022) who commented that the challenges of accreditation of programmes are not directly connected to the university management, but rather to the library managements which is linked to the absence of user training and education programs, lack of reliable electrical resources, poor library budgets for running and maintenance of library electronic security systems, absence of full automation of information resources, poor library rules and regulations, poor control and close supervision.

In their findings Burudi and Ndegwa (2021) asserts that universities should establish mobile phone resource centers where mobile phone users can get technical assistance, as well as invest in good Internet connectivity covering the entire university area, including student residences, to enable access to library materials even from outside the libraries, thus decongesting the libraries, and to install adequate power sockets in and outside the libraries to allow mobile phone users to use the library resources through their phones. The result of the study is important for the fact that, if such measures will be taken, it resolves many challenges that has to do with accreditation of programmes.

**Conclusion**

Based on the findings of the study, it could be concluded that majority of programmes in state universities in North-west Nigeria, has obtained full accreditation in 2023, and while others secured interim accreditation none was denied. The findings of the study identified challenges facing state university libraries in North-west Nigeria. The finding of the study also found that inadequate funding for university libraries, fostering collaboration, improve record keeping, investing in infrastructure, adhering to NUC criteria and allocating sufficient time for preparation of accreditation in state universities in North-west, Nigeria

**Recommendations**

Based on the findings and conclusions drawn from the study, the following recommendations are made:

1. It is recommended that regular review and update of accreditation document, provision of training and support for library staff and faculty members should be improved.

2. There should also be the need to provide integrated library system (ILS) and online public access catalogs (OPAC) for seamless searching, provide search filters and facets for efficient resource discovery.

3. There is need to increase funding, collaboration between faculty members and libraries, improve record keeping, investment in infrastructure and adhere to NUC criteria. We

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