NUC Accreditation Exercises and Acquisition of Information Resources by Private University Libraries in Oyo and Osun States

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Abstract

This study centers on Accreditation of academic programmes and the associated challenges of Accreditation-Driven Acquisition (ADA) in the university libraries. The research employed a total sampling technique to encompass all 111 academic librarians and library officers across the fifteen NUC-accredited privately owned universities in Oyo and Osun States, Nigeria. A structured questionnaire was administered via a Google form to collect primary data. Results indicate that library acquisition has become accreditation-centric, while fund allocation to the library is increased beyond the budgeted amount during accreditation visits. The hurried nature of the exercise hinders the involvement of all stakeholders in book selection, ultimately resulting in a loss of comprehensiveness in collection development. Private university libraries should implement a pre-accreditation acquisition programme to address these issues to facilitate collaborative collection development.

Keywords: NUC Accreditation, Accreditation-Driven Acquisition (ADA), Library Acquisition, Private Universities

Introduction

Accreditation evolved to strengthen the quality of education in the United States in the late nineteenth century and the rise of the twentieth century (Sayah & Khaleel, 2022). This practice later emerged as a global phenomenon, leading to the internationalisation of accreditation that consequently boosted the global ranking of academic institutions. University and programme accreditation in higher institutions globally stands for tools and measures to gauge the quality of services these institutions render. The task of fulfilling the tripod roles of the ivory towers, namely, teaching, research, and community service or enterprise (lately), requires a robust

evaluation, assurance, and control mechanism. As a player in the global education industry, Nigeria, via its supervisory agency, the National Universities Commission (NUC), laid down the Minimum Academic Standards to accredit the thirteen disciplines offered by Nigerian universities back then in 1989. This MAS was further upgraded to Benchmark Minimum Academic Standards (BMAS) in 2004, and lately, CCMAS has served as the document for evaluating universities' academic programs. This CCMAS will ensure adherence to its provisions, assure the Nigerian society of the competence of the university graduates, and certify the adequacy of Nigerian academic programmes before the international community (NUC, 2022).

Teaching, learning, and research processes are better enhanced when current, relevant, and easily accessible information resources are put at the behest of the students and academic staff. The quality of the literature positively impacts the outcome of the research endeavours of the faculty. The library is the fourth of the six rated items on the rating slab of the visiting accrediting agency aside from staffing, academic content, and physical facilities, attracting 12% of the entire one hundred scores. The critical position occupied by the library in the academic structure of the university system is thus further strengthened. Braving through this formidable hurdle and similar exercises involving the numerous professional and regulatory bodies supervising the quality assurance of academic content of university programmes requires the library to be above board. Library acquisition, which ordinarily should be one of the library's taken-for-granted routines, has become the nightmare of university libraries in Nigeria and other third-world countries thanks to dwindling economic resources and the consequent ever-declining library budget. While foreign books and relevant information resources could be easily procured, selection and delivery processes pose stiff challenges to the collection development system in university libraries. More herculean is collecting Nigerian published texts, given the absence of comprehensive and current catalogues that can ease the acquisition process. This task suggests ample time for a coordinated approach to course/user-approach library acquisition. Thus, in acquiring materials for the library in Nigerian private universities, a convergence of interests is considered: users' programme and accreditation specifications, making the job more tasking given the accreditation-induced acquisition model in the universities.

Statement of Problem

Literature extensively affirms that the procurement of information resources in Nigerian universities is intricately linked to the accreditation process, particularly emphasising the pivotal role of libraries in this context (Mbagwu & Udo-Anyanwu, 2021). Yet, there is dearth of literature on the emerging concept of acquisition geared towards meeting the requirements of NUC accreditation teams to the university. Adopting accreditation-driven acquisition (ADA) by university libraries in Nigeria has created many challenges to the traditional system of collection development in librarianship. Similarly, stakeholders whose contributions are vital for the

attainment of purpose-built collections are at the risk of largely not being carried along due to the hurriedness with which acquisition is done during accreditation visitations. Thus, a more responsive allocation of resources based on user demands, enhancing library materials' overall circulation and utilization is challenged. This study aims to scrutinise the interplay between NUC accreditation and the acquisition model within private universities in Oyo and Osun States who represent an alternative university system. It delves into the impact of Accreditation-Driven Acquisition (ADA) on user-centered collection development, elucidating the tangible involvement of patrons through Patron-Driven Acquisition (PDA) which had been with the libraries for ages. The investigation evaluates how ADA influences acquisition funding in private universities, seeking to establish a correlation between accreditation processes and the financial support allocated to university libraries within the private sector of the educational landscape. This comprehensive exploration underscores the intricate relationship between accreditation practices, library acquisitions, and the broader funding dynamics in private universities.

Objectives of Study
The study generally examines the correlation between NUC accreditation exercises and the acquisition of literary information materials in the libraries of private universities in Oyo and Osun States. However, a comparative approach to the specificity of the objectives of the study highlights the following:

1. To examine the correlation of NUC accreditation exercises to the funding of library acquisition in private universities of Oyo and Osun States
2. To assess the impact of accreditation-driven acquisition (ADA) on the involvement of the faculty and patrons in the library acquisition selection process in Oyo and Osun States' private universities.
3. To determine the relationship between accreditation-driven acquisition (ADA) and users' centeredness/comprehensiveness of library collections in Oyo and Osun States private universities.

Research questions
The following research questions guide the study:

1. Is there any correlation between NUC accreditation exercises and the funding of library acquisition in private universities of Oyo and Osun States?

2. What is the impact of accreditation-driven acquisition (ADA) on the involvement of the faculty and patrons in the library acquisition selection process in Oyo and Osun States' private universities?

3. What is the relationship between accreditation-driven acquisition (ADA) and users' centeredness/comprehensiveness of library collection in private universities in Oyo and Osun States?

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Literature Review

Strengthening the learning process and creating access to relevant and appropriate information resources underscores the vital role played by university libraries anywhere in the world (Men & Isreal, 2017). The imperatives of this vital role of the academic library have always motivated the librarians to source published and unpublished but highly relevant information resources to fulfil the client's information needs. However, acquiring the relevant resources has been challenging in some other libraries. In Nigeria, the National Universities Commission has demonstrated that Nigeria is staying caught up in its efforts to guarantee its citizens receive top-notch university education and ensure its graduates can compete globally (Danlad, 2020). Akinfolarin (2005) observed that apart from finances, physical facilities, academic staff, curriculum and other academic standards assessed by the visiting teams during accreditation, the library (facilities and collection) is the other vital facility visited when the delegation comes. Nevertheless, in Nigeria, where accreditation of programmes by the NUC is a compulsory exercise, Bello (2014) found that the academic library's role in attaining the vision, mission and academic set goals of tertiary institutions is placed on the front lines at the time of accreditation. This observation was corroborated by Rodin (2017), who stated that providing quality information resources and meeting the academic community's expectations are crucial roles that academic libraries play in support of study programme accreditation. Masoud (2019) discovered that the libraries of the University of Sharjah play a vital role in the accreditation exercise. These libraries present their library holdings. The list of resources, facilities and services rendered in the libraries are highlighted in the Accreditation Information Package prepared by the library.

Nevertheless, the period of accreditation remains a windfall for libraries. Masoud (2019) argued that the accreditation period remains an opportunity to improve library acquisition and provide other necessary facilities after long abandonment (Ekpo and Edet (2017). This attitude only portrays the vulnerability of academic libraries (Joseph & Urhiewhu, 2016). Many libraries only receive budgeted funds at the twilight of the accreditation exercises. This late allocation makes the collection development job more herculean. Though accreditation may be considered a great relief to the academic libraries in Nigeria, it has revealed the fact that there is poor attention to the needs of the libraries and near neglect in years when the universities have no programmes that are due for accreditation (Adetunla & Familusi, 2017). This development made Bassey and Agboola (2021) conclude that there is a significant improvement in the status and quality of staff, funding and library facilities and collection during accreditation. Anugomu (2016) found that the level of funding in Nigerian universities determined the quality of accredited programmes. In addition, there was a correlation between staffing and programme accreditation. All these point to a significant relationship between accreditation and funds injected into the financing of universities in Nigeria (Obadara & Alaka, 2013). Subscription to internet service providers and

electronic database aggregators, increment in acquisition of library materials, purchase of necessary library equipment, and employment of enough library personnel Mbagwu and Udo-Anyanwu (2021) noted are deliverables that come as benefits to university libraries in Nigeria during NUC accreditation.

Akerele, Egunjobi, Awoyemi and Ogunniyi (2018) found that irregular library annual budgets, inconsistent sources of income, and insufficient funds allocated to the libraries have proved to be a stumbling block preventing the provision of modern resources that can promote learning and academic breakthroughs in Nigerian centres of higher learning. Nonetheless, federal universities provide statutory budget allocation to their libraries annually apart from the internally generated revenue that accrues to the purse of the libraries from overdue charges and reprographic services (Ajayi, Diyaolu & Amusa, 2019). Akaaimo, Tondo and Iorfa (2020) observed that while the stakeholders are carried along in the selection process at Benue State University, poor budgetary allocation has remained a significant obstacle to acquiring raw materials. Notably, most of the private universities allocate below 40% of their annual budget to provide information resources, facilities and general funding for academic libraries (Ogunjimi, Bello & Olaniyi, 2018). In budget preparation, there is a need for collective budgeting to cater for the needs and views of all the branches and units of the library. Undoubtedly, the success of any budget process requires staff participation and the finance department's cooperation (Seer, 2000). Gerke, Knievel and Reynolds (2021) noted that the budgetary process in some libraries needs more participation by stakeholders.

The collection development activities in the library as Olanlokun and Adekanye (2005) noted had challenges traceable to downtown in economic stability in Nigeria. This economic crisis then created an on-and-off season in acquiring books and journals for the library. Literature has recorded that this is a global trend not peculiar to Nigerian academic libraries. Frimpong and Adjei (2020) stated that for some time, a trend of decline has been noted in the global funding of libraries due to other competing interests and shifts in priorities. Undoubtedly, adequacy in the funding of libraries significantly impacts the effective active service delivery of those libraries (Madu et al., 2020). Olajide and Adio (2017) correctly concluded that inadequate provision of collection and library facilities occasioned by poor funding had hampered effectiveness in the utilisation of library resources by undergraduate students in Nigerian universities, making it difficult for the library to meet the needs of the 21st century. Literature has proved that this poor funding could be responsible for the low ranking of universities, as Kumar, Balaji and Monika (2021) discovered a correlation between higher spending in academic libraries and higher national ranking scores.

In a study, Obadara and Alaka (2013) stated that the quality of the process and output are further influenced by the amount of funds released to the management of the universities. Suberu (2014) noted that even though the librarians prepare the budget, they have no control over its release and

implementation. This scenario was summed up by Jones (2017), who opined that the allocation of funds does not necessarily translate to fund release. Sometimes, there exists a gap or shortfall between what is approved and what is finally released for the execution of projects (Demekaa, 2013). Afebende (2017) reported a need for more adequacy in the amount allocated to the library by the mother institutions. University administrators do part release of budgeted funds, which hinders the smooth running of the libraries; sometimes, the budget needs to be honoured more, or something is just given (Ishola, 2014). In the worst cases, university librarians must learn about how much is allocated to their libraries (Onomeh Ubogu. & Okiy, 2011).

Students' success, library use, and comprehensive collections are achieved through collaboration with the faculty in pre-accreditation efforts and activities (Blandy, 1992). Recently, Coghill (2019) found that when patrons (students and faculty) participate in the selection process, usage of library materials is improved since they will be prepared to use materials they had suggested. Beyond the print collection, Goedeken and Lawson (2015) also agreed that involving patrons and users in building e-book collections has emerged as a new addition to demand-driven acquisition efforts in university libraries. Popular acquisition models in academic libraries include patron-driven models such as patron-driven acquisition (PDA) and demand-driven acquisition (DDA). Each of these models is operated based on the peculiarities of the affected libraries. Blume (2019) noted that diverse library collection and inclusiveness in the collection development process can be attained despite budgetary constraints when demand-driven acquisition (DDA) is applied with a small quantity of moderation and mindfulness. In a study, Yusuf and Abdullah (2020) observed that specific academic libraries in Malaysia employ a user-initiated collection acquisition approach that is modified from the Patron Driven Acquisition (PDA) model used in industrialised nations. Malaysian academic libraries claim that the user-driven acquisition strategy is effective (Yusuf & Abdullah, 2020) when considering resource utilisation, library budget justification, and high return on investment (ROI). Improved user experience and quickened acquisition process are dividends of an adequate library collection development model (Feng, 2013), such as patron-driven acquisition (PDA). Yun (2013) believed that several advantages are offered when patron-driven acquisition (PDA) is deployed to drive collection development in the library. Most libraries now use the DDA model heavily to cut costs and tilt the economy of cost in favour of the libraries and their ultimate users (Horava & Levine-Clark, 2016). Aside from the patrons, library stakeholders deserve to be appropriately carried along in the selection process. When librarians are involved in realistic decision-making based on an insatiable want of users' collection demands and ever-shrinking budget provisions, decisions on pragmatism in collection development are easily achieved (Gilbert & Nolan, 2015). Kelly (2015) had placed this properly when he said that librarians help grow knowledge by building a collection of quality materials that address the subject and its sub-areas rather than mere information suppliers.

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Acquisition of library materials is complex to accomplish either through direct purchase or vendor supply. Some libraries or branch libraries do not ordinarily possess a collection development policy (Ujah & Jacob, 2022). Such libraries would naturally be overwhelmed during accreditation when haste and haphazardness set in. The case of grey literature becomes more worrisome and more challenging to acquire in Nigerian academic libraries since they are not readily available at the sales points (Lawal, Sambo & Busari, 2023). Proper planning involving the participation of all stakeholders at the right time is of essence. It is pathetic that the acquisition librarian is more sidelined in the collection development process, with the lecturers being the significant determinants of materials selected for purchase (Musa, 2020). Acquisition of library information resources is often done haphazardly with the motive of a successful accreditation rather than the essentiality of the publications to the programmes and the users. For this reason, leaders of Nigerian academic libraries are blamed for their inability to stock the collection with current publications (Sayah & Khaleel, (2022).

Methodology

This study aims to understand the correlation between the collection development system in Nigerian private universities in Oyo and Osun States and the NUC accreditation exercises. Specifically, it looks at acquiring library materials based on the Accreditation-Driven Acquisition (ADA) concept. The study population consists of academic librarians (40) and library officers (71) in the fifteen private universities in the two states. Due to the small study population, the total sampling technique was adopted to select all 111 respondents. In order to answer the research questions, primary data was collected from the library staff of all the fifteen (15) NUC-recognised private universities: Ajayi Crowther University, Lead City University, Kola Daisi University, Dominican University, Precious Cornerstone University, Atiba University, and Dominion University (in Oyo State) and Joseph Ayo Babalola University, Oduduwa University, Westland University, Bowen University, Redeemer's University, Adeleke University, Fountain University and King's University (in Osun State) using a survey research design via a structured questionnaire. The questionnaire was administered to the entire population (through a Google form). Only ninety-seven (97) respondents filled out and submitted the questionnaire. The data so collected was analysed using descriptive statistics.

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Presentation and Analysis of Data

Table 1. Library Funding

	Library Funding	SD	D	N	A	SA
1	The library receives approval for budgeted funds when needs arise from the central bursary of the university	13	8	2	53	21
2	The university library has an account where budgeted funds are paid after approval by the council	7	49	14	20	7
3	Notwithstanding the availability of the annual budget, funds are only approved when the university prepares for resource verification and accreditation by the NUC	11	13	3	63	7
4	Accreditation by NUC increases the approval rate and ratio of funds to the library	6	9	1	49	32
5	Funds are often made available beyond the stipulated sum in the budget when my library expects the NUC accreditation team	2	8	3	53	31

The table above presents the respondents' answers to questions relating to funding provisions for the university library and how this fund is released for the use of the library. Most of the librarians, 74 (76.28%), supported the position that needs to determine the release of funds to the library even when the funds had earlier been provided for in the budget. The supporting respondents include those who agreed (53) and strongly agreed (21). Nonetheless, a minority of 23 (23.71%) respondents did not support as they strongly disagreed (13), disagreed (8) and maintained neutrality (2) respectively. On whether the university operates a dedicated bank account of its own, which is credited after budget approval by the governing council, the majority of the respondents, 70 (72.16%), did not support this opinion as they disagreed (49), were neutral (14) and strongly disagreed (7). At the same time, the minority, 27 (27.83%), gave their support as they agreed (20) and strongly agreed (7). The most significant majority of the respondents, 70 (72.16%), supported the opinion that irrespective of the availability of annual budget provisions, funds are only made available when the university is preparing for an NUC accreditation visit. This majority agreed (63) and strongly agreed (7). Others represent the minority who withheld their support when they disagreed (13), strongly disagreed (11) and remained neutral (3). On the impact of accreditation on fund release to the library, 81 (83.50%), constituting the majority, agreed (49) and strongly agreed (32), thus supporting the view that NUC accreditation increases the approval ratio and rate to the library. This position is followed by those who do not support it. They constitute the minority, 16 (16.49%), who disagreed (9), strongly disagreed (6) and 1 who was neutral. The majority of the respondents, totalling 84 (86.59%), supported 53 (agreed) and 31 (strongly agreed) that more funds are often made available to the library to prepare for NUC accreditation beyond what is ordinarily provided for

in the annual budget. However, a minority, 13 (13.40%) withheld their support. They disagreed (3), were neutral and strongly disagreed (2).

Table 2. Selection Process

	Selection Process	SD	D	N	A	SA
1	Due to lateness in fund approval, the library is often not opportune to follow the normal selection process during NUC accreditation visitation	4	6	1	54	32
2	Even though much is spent during accreditation, the patrons are less involved in the acquisition process	4	7	2	67	17
3	The lecturers are the major determinants of which materials are selected for acquisition during NUC accreditation	4	18	2	69	4
4	Despite the tight schedule, patrons contribute to the selection process during NUC accreditation	8	11	3	56	19
5	To fast-track the selection process, my library relies solely on the lists generated by the vendors to select books and journals during NUC accreditation	17	53	2	10	15
6	The focus is more on accreditation-driven acquisition than demand-driven acquisition during NUC accreditation in my library	2	13	1	54	27

The table above shows that 86 (88.65%) respondents, representing the immense majority, supported the opinion that the lateness in fund release to the library during NUC accreditation would not allow it to observe the usual selection process. These respondents agreed (54) and strongly agreed (32). The figures of 11 (11.34%) respondents did not back the opinion. They disagreed (6), strongly disagreed (4) and remained neutral (1). Despite the huge amount expended on library acquisition at the time of accreditation, 84 (86.59%) respondents, who constitute the majority, backed the view that patrons are less involved in the acquisition process during accreditation; out of this number, 67 respondents agreed, while 17 strongly agreed. However, the minority, 13 (13.40%) did not support the opinion. They disagreed (7), strongly disagreed (4) and were neutral (2) accordingly. In the same vein, 73 (75.25%), constituting the majority, supported the view that the faculty plays a determining role in selecting books, journals and other resources acquired during NUC accreditation, with 69 and 4 respondents who agreed and strongly agreed. The other respondents; 24 (24.74%), did not support. They disagreed (18), strongly disagreed (4) and were neutral (2). This block was the minority. The majority of librarians, 75 (77.31%), affirmed that even though the available time for library acquisition when preparing for accreditation is tiny, the library still allows the patrons to contribute to the library on what to select. Fifty-six agreed, while 19 strongly agreed. The minority, 22 (22.68%), did not support it. These are respondents who disagreed (11), strongly disagreed (8) and were neutral (8). On the question that libraries rely mainly on the catalogue provided by the vendors to make

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their selection, the majority, 72 (74.22%), did not support the question in the affirmative. The representation shows that 53 disagreed, 2 were neutral, and 17 strongly disagreed. Fifteen (15) who strongly agreed and, 10 who agreed constituted the minority, 25 (25.77%) who backed the opinion. A more significant number of the respondents believed that library acquisition during NUC accreditation is accreditation-driven rather than demand-driven. The majority, 81 (83.50%), affirmed this, representing 54 and 27 who agreed and strongly agreed that accreditation-focused acquisition is the practice when NUC is visiting. Of the remaining figures, 13 disagreed, 2 strongly disagreed, and 1 was neutral, totalling 16 (16.49%), indicating the position of those minorities opposed to this view.

Table 3. Impact of Accreditation on Library

	Impact of Accreditation on Library	SD	D	N	A	SA
1	My library regains its place of prominence when there is accreditation	6	9	1	39	42
2	Accreditation is a vital tool instigating library acquisition of books, journals and subscriptions to e-resources in my library	2	7	3	50	35
3	Without accreditation, there is the probability of my library being neglected by the central administration	3	6	1	24	63
4	There is an astronomical increase in the volumes of the collection in my library during accreditation season	3	4	0	69	21
5	I can say that the haste that accompanies NUC accreditation makes it challenging to attain comprehensiveness in the collection	8	13	0	61	18

The table above illustrates the impact of NUC accreditation on the collection development activities of academic libraries in Osun State private universities. The majority of the respondents, 81 (83.50%), affirmed that academic libraries gained significant prominence during the period of accreditation; 42 strongly agreed, while 39 of them agreed. Some other respondents who are the minority, 16 (16.49%), did not support this view; 9 disagreed, 6 strongly disagreed with the poster, while only 1 respondent was neutral. The more excellent figure of the respondents, 85 (87.62%), supported the opinion that accreditation serves as an essential instrument that spurs university libraries to acquire information resources. They included 50 and 35 respondents who agreed and strongly agreed. The minority of respondents, 12 (12.37%), did not give an affirmation. A more significant majority of the respondents, totalling 87 (89.69%), i.e. 63 and 24, who strongly agreed and agreed, respectively, supported the opinion that the library risked the possibility of financial neglect by the central university administration if accreditation had not been made compulsory by the NUC. However, a meagre figure of 10 (10.30%) did not share this view. Similarly, 90 (92.78%), who constitute the majority, shared the perception that the libraries witness a tremendous increase in library collection when it is time

for NUC accreditation, while the minority, equaling 7 (7.21%), refuse to share this view. Of the entire respondents, a large set, 79 (81.44%) representing the majority, supported the view that the state of hastiness in which acquisition is done in the university library during the accreditation period leaves little room for comprehensiveness in collection development. Only 18 (18.55%) did not share this thought.

Discussion

The study found that university libraries do not operate dedicated bank accounts where the approved budget allocated to them could be credited. Instead, money comes directly from the central university account through the bursary when needs arise for such. Furthermore, irrespective of the fund approved in the budget, the main reason this amount could be graciously and timely released to the library for acquisition is the approach of the NUC accreditation visit. Including the fund in the budget guarantees its eventual release if an accreditation exercise exists. This position affirms the assertion of Suberu (2014) that the control of the budgeted fund does not lie within the control of the university library but rather the university administration, which decides what to release and at what rate, as found by Demekaa (2013) and Jones (2017). The findings also show a higher ratio of fund release during accreditation, apart from the fact that more money could be released beyond the budgeted limit. The findings contradict Ekpo and Edet (2017) and Awoyemi and Ogunniyi (2018) that inadequate funds prevent libraries from possessing collections and facilities that could guarantee success. They had noted that the inadequacy was the cause of window-dressing during accreditations. This fund release emphasises the importance of NUC accreditation to Nigerian universities, especially the privately owned ones in Oyo and Osun States.

In many private university libraries, the university librarian performs a dual role of combining the functions of collection development with his statutory responsibilities as the administrative head of the library. In others where the offices are separated, loyalty to the head of the library instead of the length of service and practical experience informs the choice of who is chosen to occupy the office of collection development librarian. Notably, the unit is still treated as a regular section in the library, irrespective of whether there is accreditation and acquisition. Thus, the collection development unit is constant in the library like other sections, notwithstanding the busy engagement of the staff in the unit or less involvement. However, the unit's functionality becomes obvious during accreditation when the job of book selection and acquisition occupies the front burner to satisfy the regulatory requirement of the NUC regarding the standards expected of the university library.

The hurriedness that precipitates acquiring library information resources in private universities during accreditation exercises leads to the omission of the traditional selection process that

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brings all the stakeholders together, including all patrons (staff and students). This situation undoubtedly would give rise to a series of errors in the system. Consequently, clientele is less involved in selecting titles, books, journals, and databases acquired in the library in preparation for the NUC accreditation visit. The findings clarified that the patrons still play some roles in the process, especially the lecturers, who can be regarded as the significant determinants of the resources to be acquired. This involvement further confirms the finding of Musa (2020) that the academic arm of the university dominates the selection process. Ironically, the essence of librarianship, users' satisfaction through service provision, is lost in the process. Rather than DDA, the process is supplanted by accreditation-driven acquisition (ADA), which is more about satisfying the visiting team than the users' information needs. The internal and external stakeholders' role in the selection process, which was well emphasised by Terhemen, Richard-Iorver and Terungwa (2020), is lost in the hurriedly contrasted selection. The finding has shown a divergent result from the inclusivity advocated by Blume (2019) even in the face of budgeting constraints, involvement of the stakeholders as promoted by Goedeken and Lawson (2015) and PDA lauded by Yun (2013) as a solution to selection related challenges.

Even though the university system is better placed to attain its vision when the library complements its academic curriculum, teaching and research activities, the study found that the library regains its status and prominence during accreditation when the university races to garner the forty marks dedicated to library facilities and collection in the marking books of the NUC team. It is, therefore, understandable that the study also discovered that accreditations instigate the acquisition of materials into the library. Also, the study showed an astronomical increase in the volumes of books and journals added to the university collection due to the accreditation. The finding here aligns with the study conducted by Masoud (2019), which concluded that accreditation could be regarded as a windfall as it contributes to an unparalleled increase in library collection. Thus, the study found that there is the possibility of neglect of the library by the central administration if there is no accreditation by the NUC. This probable neglect is in tandem with the finding of Joseph and Urhiewhu (2016), who noted with concern the vulnerability of the university libraries in Nigeria and the near neglect they are coping with. This near neglect experienced by the library was equally the position of Adetunla and Familusi (2017), who decried the disdain for proper attention to the requirements of the libraries outside the accreditation period. Despite the positive impact of NUC accreditation on collection development in the library, it is saddening that the process needs to give more room for comprehensiveness in collection development as the dominance of the lecturers on the process is not healthy for the development of librarianship.

Conclusion

This study underscores the pivotal role of academic libraries in accreditation exercises within higher education institutions, particularly universities. While introducing private ownership to the Nigerian university system was expected to alleviate the concerns of stakeholders and remedy systemic issues, the research reveals a contrary reality. Instead of fostering a seamless collection development process in their libraries, private universities find themselves deeply entrenched in Accreditation-Driven Acquisition (ADA). This approach, unfortunately, does not facilitate collective stakeholder involvement in the selection process, disrupting the organic evolution of library resources. Moreover, the accreditation visits tend to shift the focus of library acquisition away from the needs of library users, resulting in a disconnection between the library's collection and the users' requirements. Ultimately, the study highlights how the comprehensive nature of library collections is compromised in pursuing accreditation goals within private universities. To optimise the library's role in accreditation exercises, private universities should proactively plan collection development programs, even before funds are released during accreditation visits. This strategic approach ensures the active involvement of all stakeholders, fostering a user-focused exercise that meets accreditation requirements and builds a robust and comprehensive library collection. Planning allows for a more inclusive and effective collaboration, aligning library acquisitions with users' evolving needs and the accreditation process's overarching goals.

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