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The Journal of Information Resource Management is a peer-reviewed journal of the Nigerian Library Association, Niger State chapter that publishes articles once a year; articles are received throughout the year. Specifically, the journal covers the areas of Library Science, Information Science, Knowledge Management and allied disciplines for the purpose of promoting interdisciplinary studies in Library/ Information related disciplines. The goal of the journal is to bring together researchers and practitioners from academia and industry to focus on areas of LIS exploration.

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EDITORIAL

The Journal of Information and Resource Management (JIRM) is the official publication of the Nigerian Library Association, Niger State chapter. This is volume 11 number 1 edition of the journal published in 2026. It is a great joy to acknowledge the patronage received from the authors and the continued supports from the executives and members of the Association. To God be the glory on the production of this edition. Also, the collaborating and encouraging efforts of our Editorial Board members, advisers and peer reviewers are highly commendable. More importantly, I want register my profound gratitude to Dr. Sadiat Adetoro Salau and Mrs Rukaiya Musa, the Managing Editor and Assistant for a job well done. Specifically, Dr. Adetoro Salau has been very resourceful. In addition, the motivational support and assistance received from the Executive members of the Nigerian Library Association, Niger State chapter led by Dr. Baba Adamu CLN cannot be over emphasised.

In this edition of the journal, there are twenty - nine (29) articles written by erudite scholars and which revolved on modern and fundamental trends in library and information services. The first article is on Human Resource Development and Utilisation of Electronic Information Resources among Library and Information Science Students at the University of Ibadan, Nigeria authored by Victoria Olubola Fadeyi while the second article is on Effect of Digital Literacy on Students' Utilisation of Electronic Resources at the National Open University of Nigeria by Mercy Enefu Okwoli, Ifeoma Abigail Ajie and Rahila Rachael Hassan. The peer of Emmanuel Tunde Makinde and Florence Agbese wrote on Assessing the Selection, Acquisition, and Accreditation Processes of Academic Libraries in North-central Nigeria.

The article of Osoria Iziegbe and Blessing Chika Funom focussed on User Satisfaction and Challenges of ICT Infrastructure Deployment in Military Libraries in Abuja, Nigeria. The title "Between Access and Attack: Cybersecurity and Data Privacy in Nigeria's Public and Academic Libraries" is written by Francis O. Anaeme, Ike Patricia C, Okoro Joy Uchenna and Oraekwe Chidimma. In their contribution, Ukaegbu, Bernadette C. N. and Wagwu, Victor wrote on Artificial Intelligence and Machine Learning in Libraries in Nigeria. The seventh article written by Busa, Danlami Umar, Musa, Hussaini and Onyeabor, Grace addressed a Conceptual Framework for Enhancing Library Support for Course Accreditation in Nigerian Universities. This was followed by Interrogating the Integration Gap in Sustainable and Defensible Digital Preservation in Hybrid Records Ecosystems authored by Habib Shehu, Patience Owerre Ekpang, Felicia Nkativ Undie and Bukar Ibrahim.

Leveraging Artificial Intelligence to Improve Information Retrieval in Academic Libraries in Nigeria is written by Abubakar Hadiza Oluwatayo, Achie Jessica Kakoushio, Mahmuda Bala Mohammed, Attahiru Mohammed Idris and Ibrahim Usman. The study of Omoyemi Philomena MIKE-RAJI addressed the issue of Library Website Architecture and User Satisfaction in Two Selected Private Universities in Osun State, Nigeria while Shagabe Nda, A. M. Obaje, F. C. Chike-Okoli and Hussaini Musa's works focused on Utilization of Online Information Resources by Undergraduate Students for Academic Activities in Universities in Niger State, Nigeria. The next article is Information and Communication Technology and Information Resource Utilisation in Determining Reading Habits of Undergraduate Students in Federal Universities, North-central Nigeria: Conceptual Review written by Abdulrahman Amadu, G. A. Babalola and M. A. Salubuyi.

The study on Artificial Intelligence Tools and Research Activities among Undergraduate Students in Selected Universities in Lagos State, Nigeria is jointly written by Goshie, Rhoda Wusa, Matthew, Winifred Dufia and Abu Ahmed Adamu. The next article was co-authored by Zakariyawu Abduldayan, Fatimah Jibril Abduldayan and Amina Gogo Tafida which addressed Cultural Artefacts Preservation in Developing Communities: Evidence from Bida, Nigeria while the study on Electronic Information Resources and Utilization as Determinants of Research Competencies Among Postgraduate Students in Library and Information Science in Universities, North-central Nigeria was carried out by Mohammed, Attahiru, P.O. Chuks-Ibe and R.W. Goshie. The sixteenth article co-authored by Igbinosa Clifford Osayomore, Igbinosa Clifford Osayomore and Benson Idahosa centred on Strategies to Enhance the Organization of Legal Information Resources for Enhanced Access in Academic Law Libraries in Nigeria Universities. The next article is on Assessing Entrepreneurship

Competencies Among Library and Information Science Students of Moses Orshio Adasu University Makurdi (MOAUM) formerly Benue State University, Makurdi written by Kpughur, Terso Aloysius, Chia, Chivir, Orahembaga, Terhile, Kar, Terungwa Isaac and Sesugh Atsuku.

Information Literacy Skills for Retrieval of Information Resources by Science and Technology Students in Federal Polytechnic, Kaltungo, Gombe State, Nigeria is the eighteenth article jointly written by Mustapha Abubakar Jumare, Aminu Bello, Aishatu Ahmed Shu'aib and Rifkatu Sabo. The study of Lucy Ndidiamaka Okonkwo, Faith Tinuola Ige, Adebayo, Babafemi Richard and Frances Ngozi Nkenchor addressed Digital Librarians' Roles and Support in Enhancing Information Resource Sharing and Services for Distance Learners in the National Open University of Nigeria (NOUN). The study on the Influence of Digital Media and Serial Publications on Faculty Members' Research Productivity in Federal Universities in North-central, Nigeria: A systematic Conceptual Review is co-authored by Yisa, Solomon, J. N. Udensi and P.O. Chuks-Ibe. The twenty first article revolved on Re-conceptualising Information Retrieval through Semantic Search, Knowledge Graphs and Linked Data Technologies: Perspectives of Librarians in South-west Nigeria by Adebola Aderemi Olatoye and Oluwayinka Esther Baibe. This was followed with the title "A Survey of Knowledge Sharing Practices among Library and Information Science Professionals of University of Maiduguri, Borno State, Nigeria" written by Habiba Abdullahi, Ibrahim Wada and Bukola Agboola. In their article, Fatima Abubakar Sayyadi, Sadiat Adetoro Salau and Isah Ndashiru discussed the Adoption of Open Access Publishing among Librarians in Federal Universities in North-central Nigeria: Moderating Roles of Publishing Behaviour and Research Assessment Practices.

The study of Dafwang, Retplang Hephzibah focused on Educational Blogging: Integrating Web Blogging Technology for Teaching and Learning in Nigerian Tertiary Institutions: a Case Study of Ahmadu Bello University, Zaria. Charles Ejesei Eruanga and Ogheneyoma Esther Omoeffe addressed the issue of Digital Preservation Practices and Information Service Delivery in Private University Libraries in Edo and Delta States of Nigeria. The article on Conceptual Review of the Influence of Collection Development Policy on Accreditation of Programmes in Universities was co-authored by Mukhtar, Shamsuddeen Mustapha, Shuaibu Ndako and Firdausi Muhammad. Impediments to Effective Policy Formulation and Strategic Implementation of Digitisation in Research Institutions in Nigeria is the paper written by Hadiza Anave Abdulaziz, and Helen Emmanuel. The peer of Tomi James Babatunde, Gideon Adesina Babalola and Chuks-Ibe, Prisca Oluchi wrote on Access to and Utilization of Non-english Collections and Research Productivity among Postgraduate Students in South-west Nigerian Universities. The last article centred on Artificial Intelligence Competency of Librarians and Postgraduate Students' Research Self-Efficacy: a Review of Evidence with Insights from Kwara State, Nigeria written by R.A. Abdulraheem, F.O. Ajani and A.A. Salman

At this juncture, it is pertinent to thank our contributors once more for the continued interest in publishing your researches in our journal. Let me also express my profound gratitude to all other stakeholders that have contributed significantly towards the success of this edition. It is my hope that you will continue to patronise our Journal (JIRM) in future. Thank you and wishing you a resourceful reading.

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A CONCEPTUAL FRAMEWORK FOR ENHANCING LIBRARY SUPPORT FOR COURSE ACCREDITATION IN NIGERIAN UNIVERSITIES

By

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Abstract

The quality of academic programmes in Nigerian universities is closely monitored through accreditation exercises conducted by the National Universities Commission (NUC). A critical, yet often underexplored, factor influencing accreditation outcomes is the role of university libraries in providing both resources and services that support teaching, learning, and research. This conceptual study develops a framework linking library resources and services to course accreditation success, integrating mediating variables such as staff competence, ICT infrastructure, and library management efficiency, as well as moderating factors including government policy and institutional support. Drawing on Systems Theory, the Resource-Based View, and the SERVQUAL model, the framework emphasizes how library inputs and service quality collectively influence accreditation outcomes. Key propositions suggest that library resources and services significantly affect accreditation success, with ICT infrastructure and policy support acting as important mediators and moderators. The study contributes theoretically by providing a comprehensive model that explains the structural relationship between libraries and accreditation outcomes and practically by offering actionable insights for university administrators, librarians, and accreditation bodies. Implementation of this framework can guide strategic investments, enhance library effectiveness, and improve accreditation readiness, ultimately supporting higher education quality assurance in Nigeria.

Keywords: *University libraries, Course accreditation, Library resources, Library services, Accreditation outcomes, Nigeria*

1. Introduction

University education globally is increasingly driven by quality assurance mechanisms, among which accreditation plays a central role in ensuring that academic programmes meet established standards. In Nigeria, accreditation serves as a formal process for evaluating the quality, relevance, and adequacy of academic programmes in universities. This process is overseen by the National Universities Commission (NUC), which is mandated to regulate, coordinate, and maintain quality assurance within the Nigerian university system. The Commission establishes minimum academic standards, conducts accreditation exercises, and ensures that universities comply with national and international benchmarks for higher education delivery (Bougherira, et al., 2024; Amaehule, et al., 2015). A critical component of accreditation in Nigerian universities is the university library. Academic libraries are widely recognized as the intellectual hub of universities, providing essential information resources and services that support teaching, learning, and research. During accreditation exercises, the adequacy, currency, and accessibility of library resources such as textbooks, journals, and

electronic databases are rigorously evaluated as part of the quality assurance criteria. Evidence from existing studies indicates that libraries constitute a significant component of accreditation assessment, contributing directly to programme quality and overall institutional performance (Okunoye, et al., 2023). Furthermore, university libraries play a pivotal role in facilitating knowledge acquisition, supporting curriculum delivery, and enhancing the academic experience of both students and faculty members (Okogwu & Akidi, 2022).

Beyond the provision of resources, library services such as reference assistance, user education, digital access, and information literacy programmes are equally essential in meeting accreditation requirements. These services ensure that users can effectively utilize available information resources, thereby improving academic productivity and learning outcomes. However, despite the recognized importance of libraries in accreditation, several challenges continue to hinder their effectiveness in Nigerian universities. Studies have identified issues such as inadequate funding, outdated information resources, poor ICT infrastructure, and insufficient staffing as major

constraints affecting library performance during accreditation exercises (Okogwu & Akidi, 2022). While existing literature has extensively discussed the roles and challenges of academic libraries in accreditation processes, there remains a significant gap in terms of a comprehensive and integrated framework that systematically links library resources and services to accreditation outcomes. Most studies tend to examine these elements in isolation, without clearly establishing the structural relationships between inputs (resources and services), enabling factors (such as funding and staff competence), and outputs (accreditation status). This lack of a unified conceptual model limits both theoretical understanding and practical application, particularly for policymakers, university administrators, and librarians seeking to improve accreditation performance.

Therefore, addressing this gap is essential for advancing both scholarship and practice in library and information science within the Nigerian context. A well-structured conceptual framework can provide a holistic perspective that explains how library inputs translate into accreditation success, while also identifying key mediating and moderating factors that influence this relationship. Against this background, the aim of this study is to develop a conceptual framework that links library resources and services to course accreditation success in Nigerian universities. The framework is intended to provide a theoretical foundation for understanding the role of academic libraries in accreditation, as well as a practical guide for enhancing library effectiveness in achieving quality assurance standards.

2. Literature Review

2.1 Library Resources for Accreditation

Library resources are fundamental to supporting academic programme accreditation in universities. Accreditation exercises typically evaluate the adequacy, currency, and accessibility of library collections, as these resources directly affect teaching, learning, and research outcomes (Okogwu & Akidi, 2022). According to the National Universities Commission (Bougherira, Elasmir & Alrayes, 2024), libraries are considered a core infrastructural requirement for accreditation, and universities are expected to provide sufficient print and electronic resources aligned with curriculum requirements.

Print Resources

Print resources, including textbooks, monographs, and scholarly journals, remain critical for

accreditation despite the increasing digitalization of academic libraries. These resources provide students and faculty with authoritative and curriculum-aligned content that supports effective learning and teaching (Adebayo & Onasanya, 2021). Research indicates that universities with well-stocked, updated print collections tend to perform better during accreditation evaluations, as accreditation teams often examine the depth and relevance of these holdings (Okunoye, et al., 2023). Furthermore, print resources serve as a backup for electronic resources, especially in contexts where digital infrastructure is unreliable or underdeveloped (Ojo & Oduwale, 2020).

Electronic Resources

Electronic resources, including databases, e-books, e-journals, and institutional repositories, have become increasingly central to accreditation processes. They provide wide-ranging and current information, enabling students and staff to access research outputs and scholarly content globally. Studies highlight that the availability and usability of electronic resources are positively correlated with accreditation outcomes in Nigerian universities (Oyelude, et al., 2021). For instance, the use of electronic databases such as JSTOR, ScienceDirect, and ProQuest allows universities to meet accreditation criteria related to curriculum relevance, research output, and faculty competence. Moreover, the integration of electronic resources with library management systems enhances accessibility, resource sharing, and user satisfaction, all of which are assessed during accreditation exercises (Okogwu & Akidi, 2022). Despite the recognized importance of both print and electronic resources, many Nigerian universities continue to face challenges that limit resource adequacy. Common issues include insufficient funding, outdated collections, limited access to licensed databases, and inadequate ICT infrastructure (Adebayo & Onasanya, 2021; Ojo & Oduwale, 2020). Such deficiencies can negatively affect accreditation outcomes, as libraries are unable to provide comprehensive support for teaching, learning, and research activities. In summary, library resources both print and electronic constitute a critical component of accreditation readiness. Adequate investment in and maintenance of these resources not only satisfy accreditation criteria but also enhance the overall quality of academic programmes. This underscores the need for a structured conceptual framework that integrates library resources into accreditation processes as a key factor influencing outcomes.

2.2 Library Services

Library services play a pivotal role in ensuring that academic programmes meet accreditation standards. While resources form the foundation, services such as reference assistance, information literacy instruction, and user support systems ensure that students, faculty, and researchers can effectively utilise these resources. Accreditation bodies, including the National Universities Commission (NUC), assess not only the quantity and quality of library collections but also the effectiveness of the services provided to users (Okogwu & Akidi, 2022).

Reference Services

Reference services are a core component of library support, offering personalised guidance to users in locating, evaluating, and using information resources. During accreditation exercises, these services are evaluated to determine whether library staff can assist students and faculty in accessing relevant materials for coursework, research projects, and curriculum delivery (Oyelude, et al., 2021). Studies have shown that universities with robust reference services such as one-on-one consultations, virtual reference, and subject-specific support tend to score higher in accreditation assessments because these services enhance user engagement with library resources (Okunoye et al., 2023).

Information Literacy

Information literacy refers to the set of skills that enables users to identify, locate, evaluate, and ethically use information. It is an essential library service that directly supports academic achievement and research productivity. Effective information literacy programmes equip students and faculty with the ability to navigate complex information environments, critically evaluate sources, and integrate evidence into their academic work. Accreditation teams often assess the presence, scope, and impact of information literacy training when evaluating universities, as it demonstrates the institution's commitment to producing competent graduates (Adebayo & Onasanya, 2021). Furthermore, the integration of information literacy instruction into the curriculum is increasingly recognized as a marker of library excellence in supporting accreditation outcomes.

User Support Systems

User support systems encompass digital and physical infrastructure, including help desks, online guides, chat services, and access management systems. These systems facilitate efficient library

use, reduce barriers to information access, and improve user satisfaction (Ojo & Oduwale, 2020). Accreditation standards require that libraries demonstrate their ability to support diverse user needs effectively, particularly in navigating electronic resources and databases. The availability of responsive support systems ensures that students and staff can maximize the benefits of library collections, which in turn strengthens the university's accreditation profile (Okogwu & Akidi, 2022). Despite the recognized importance of library services, challenges persist. Common issues include understaffing, inadequate training of library personnel, lack of integration of information literacy into curricula, and limited technology infrastructure (Oyelude et al., 2021). These limitations can negatively affect accreditation outcomes, as libraries are unable to provide comprehensive support that aligns with NUC standards.

In conclusion, library services comprising reference assistance, information literacy, and user support systems are critical in complementing library resources to meet accreditation requirements. An integrated approach that combines well-resourced collections with effective services strengthens the university's capacity to achieve successful accreditation outcomes. This underscores the necessity of a conceptual framework that maps the relationship between library resources, services, and accreditation results.

2.3 Accreditation Requirements in Nigeria

Accreditation in Nigerian universities is governed primarily by the National Universities Commission (NUC), which establishes regulatory frameworks to ensure quality and standardization in higher education. Among these frameworks, the **Benchmark Minimum Academic Standards (BMAS)** are pivotal. BMAS serve as the official criteria for programme design, curriculum content, and institutional infrastructure, including library facilities and services (National Universities Commission [NUC], 2020). These standards provide universities with a guideline for maintaining quality and for preparing academic programmes to meet national and international expectations.

Benchmark Minimum Academic Standards (BMAS)

The BMAS outline specific requirements for each academic programme, covering aspects such as curriculum structure, faculty qualifications, teaching facilities, and research support. Libraries are explicitly recognized within BMAS as a critical

academic support system, and accreditation exercises evaluate the extent to which libraries satisfy these requirements (NUC, 2020; Okunoye et al., 2023). The BMAS emphasize that libraries must provide relevant collections, access to scholarly materials, and sufficient infrastructure to support both undergraduate and postgraduate programmes. Failure to meet these standards may result in partial accreditation, interim accreditation, or outright denial of accreditation for a programme.

Library Compliance Indicators

To operationalize BMAS, accreditation teams use library compliance indicators to assess how well a university library supports academic programmes. These indicators typically include:

1. **Adequacy of Collections** – Evaluates the availability and relevance of print and electronic resources in line with programme requirements (Okogwu & Akidi, 2022).
2. **Accessibility and User Support** – Measures how easily students and faculty can access resources and whether support systems, such as help desks and online guides, are in place (Oyelude, et al., 2021).
3. **Information Literacy and Training** – Assesses whether the library provides training for students and staff to develop research and information-use skills, which is critical for successful accreditation outcomes (Adebayo & Onasanya, 2021).
4. **Infrastructure and Technology** – Includes ICT facilities, library management systems, digital repositories, and the ability to provide remote access to resources (Ojo & Oduwole, 2020).
5. **Staff Competence** – Evaluates whether library personnel have the necessary qualifications and training to support accreditation-related functions (Okunoye et al., 2023).

Libraries that perform well against these compliance indicators are more likely to contribute positively to accreditation outcomes. Conversely, deficiencies in collections, services, or infrastructure can negatively affect programme accreditation status, highlighting the critical role libraries play in the quality assurance ecosystem.

In summary, accreditation requirements in Nigeria, particularly BMAS and library compliance indicators, provide a structured framework for evaluating academic quality. University libraries are central to meeting these requirements, making the integration of resources and services into accreditation processes essential. Understanding

these standards is foundational for developing a conceptual framework that links library support directly to successful accreditation outcomes.

2.4 Identified Gaps

While literature consistently highlights the importance of library resources and services in supporting accreditation, several gaps hinder the optimal contribution of libraries to accreditation outcomes in Nigerian universities. Identifying these gaps is critical for developing a robust conceptual framework that addresses both theoretical and practical challenges.

Lack of Integrated Framework

Despite extensive studies on library resources, services, and accreditation, there is a notable absence of an integrated framework that systematically links these elements to accreditation outcomes. Most existing research examines library resources or services in isolation without demonstrating how these inputs interact to influence accreditation success (Okogwu & Akidi, 2022; Okunoye et al., 2023). This fragmented approach limits understanding of the structural and functional relationships necessary for strategic library planning and accreditation preparation. Without a comprehensive framework, policymakers, librarians, and university administrators lack guidance on prioritizing resources and services to optimize accreditation results.

Poor ICT Infrastructure

ICT infrastructure remains a significant barrier to effective library support for accreditation. Electronic resources, digital repositories, online catalogues, and remote access services are essential components of accreditation readiness (Oyelude, et al., 2021). However, many Nigerian universities face challenges such as slow internet connectivity, outdated hardware, and lack of integrated library management systems (Ojo & Oduwole, 2020). These limitations hinder access to electronic resources and reduce the effectiveness of information literacy programmes, undermining the library's role in meeting accreditation standards.

Funding Issues

Insufficient funding continues to compromise the ability of university libraries to maintain current collections and provide adequate services. Empirical evidence shows that underfunded libraries struggle to acquire relevant print and electronic resources, upgrade ICT facilities, and employ qualified personnel (Adebayo & Onasanya, 2021). Inadequate funding also limits professional development opportunities for library staff.

reducing their capacity to support accreditation exercises effectively. Consequently, financial constraints remain a critical bottleneck in leveraging library resources and services for accreditation success.

These gaps lack of an integrated framework, poor ICT infrastructure, and funding limitations highlight the challenges faced by university libraries in supporting accreditation exercises in Nigeria. Addressing these gaps is essential for developing a conceptual framework that systematically links library resources, services, and infrastructure to accreditation outcomes. Such a framework would provide both theoretical clarity and practical guidance for universities seeking to enhance their accreditation performance.

3. Theoretical Foundation

A robust conceptual framework requires a theoretical grounding to explain the mechanisms by which library resources and services influence accreditation outcomes. For this study, three complementary theories are particularly relevant: Systems Theory, Resource-Based View (RBV), and the SERVQUAL Model. Together, these theories provide a comprehensive lens for understanding libraries as integral components of university accreditation processes.

3.1 Systems Theory

Systems Theory, as formulated by Ludwig von Bertalanffy (1968), emphasizes the interdependence of components within a system, where each part contributes to the performance and stability of the whole. Within the context of Nigerian universities, the library can be conceptualized as a subsystem of the broader university system, interacting with other subsystems such as academic departments, administration, and ICT infrastructure (Checkland, 1999). From this perspective, the library is not an isolated entity; its resources, services, and staff competence directly affect teaching, learning, and research outcomes, which are evaluated during accreditation exercises. Systems Theory thus justifies examining the library holistically, highlighting how inputs (resources and services), processes (information provision, user support), and outputs (student learning and research productivity) collectively influence accreditation results. This systemic lens underscores the need for alignment between library operations and broader university goals to achieve accreditation success.

3.2 Resource-Based View (RBV)

The Resource-Based View (RBV) posits that an organisation's sustainable competitive advantage arises from resources that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). Applied to university libraries, RBV frames library collections both print and electronic as strategic assets that enhance institutional capability and quality. Library resources support curriculum delivery, research output, and faculty development, which are critical criteria in the National Universities Commission (NUC) accreditation process (Okunoye et al., 2023). The RBV also emphasizes the importance of capabilities such as information literacy programmes, user training, and digital access which transform library resources into functional advantages. Thus, libraries that leverage their resources strategically are more likely to contribute positively to accreditation outcomes.

3.3 SERVQUAL Model

The SERVQUAL Model, developed by Parasuraman, Zeithaml, and Berry (1988), provides a framework for assessing service quality across dimensions such as tangibles, reliability, responsiveness, assurance, and empathy. In the context of university accreditation, library services including reference assistance, information literacy instruction, and user support systems can be evaluated using these dimensions. High-quality library services ensure that students and faculty can access and utilize resources efficiently, directly influencing learning outcomes, research productivity, and curriculum support all of which are evaluated during accreditation exercises (Okogwu & Akidi, 2022). By integrating SERVQUAL into the framework, the study highlights the mediating role of service quality in transforming library resources into accreditation success, emphasizing that the mere presence of resources is insufficient without effective service delivery.

3.4 Integrative Theoretical Perspective

By combining Systems Theory, RBV, and SERVQUAL, the conceptual framework captures the multidimensional nature of libraries in accreditation processes:

- **Systems Theory** provides a holistic view of the library as an interconnected subsystem within the university.
- **RBV** frames resources and capabilities as strategic assets critical to institutional competitiveness.

- **SERVQUAL** emphasizes the quality-of-service delivery in translating resources into measurable outcomes.

his integrative theoretical foundation justifies a framework that links library resources and services to accreditation outcomes, while also identifying enabling factors such as ICT infrastructure, funding, and staff competence as moderating or mediating variables.

4. Conceptual Framework Development

The conceptual framework for this study is designed to systematically illustrate the relationships between library resources, library services, and course accreditation outcomes in Nigerian universities. Drawing from Systems Theory, Resource-Based View (RBV), and the SERVQUAL Model, the framework posits that both tangible resources and service quality, when efficiently managed, contribute significantly to the success of accreditation exercises.

4.1 Key Variables

Independent Variables (IV)

Library Resources: These are the tangible and digital assets that form the foundation for academic support. Key components include:

- **Books** – Core textbooks, monographs, and reference materials necessary for curriculum delivery.
- **E-resources** – Online databases, e-books, electronic journals, and digital repositories, which provide up-to-date information for teaching and research (Oyelude, et al., 2021).
- **ICT Infrastructure** – Hardware, software, library management systems, and network connectivity that facilitate access to resources and support accreditation readiness (Ojo & Oduwale, 2020).

Library Services: These are the functional activities that enable students and faculty to utilize library resources effectively. Major components include:

- **Reference Services** – Personalized assistance in locating and using information, supporting curriculum and research requirements (Okogwu & Akidi, 2022).
- **User Education** – Information literacy programmes and workshops that equip users with skills to navigate, evaluate, and ethically use information (Adebayo & Onasanya, 2021).
- **Digital Services** – Remote access, online support, and virtual help desks that enhance

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resource accessibility and service quality, aligning with SERVQUAL dimensions (Parasuraman, et al., 1988).

Mediating Variables

Mediators are factors that influence the strength or direction of the relationship between library inputs and accreditation outcomes:

- **Library Management Efficiency** – Effectiveness of policies, processes, and organisational structures in delivering resources and services.
- **Staff Competence** – Skills, training, and professionalism of library personnel, which determine how resources and services are deployed (Okunoye et al., 2023).
- **Funding Level** – Adequacy of financial resources to acquire collections, maintain infrastructure, and support service delivery.

These mediators ensure that library resources and services are transformed into measurable outputs that can positively influence accreditation outcomes.

Moderating Variables

Moderators affect the strength or direction of the relationships between independent and dependent variables:

- **Government Policy** – Regulatory frameworks, funding guidelines, and accreditation regulations set by NUC and other governmental bodies.
- **Institutional Support** – University leadership's commitment, strategic prioritization of library services, and provision of infrastructural and financial support.

Moderators are crucial because even well-resourced libraries may not achieve accreditation success without enabling policies and institutional backing.

Dependent Variable (DV)

Course Accreditation Status is the ultimate outcome variable, measured according to NUC accreditation classifications:

- **Full Accreditation** – Programmes meet all BMAS criteria, including library compliance indicators.
- **Interim Accreditation** – Programmes meet most criteria but have minor deficiencies.
- **Denial** – Programmes fail to meet minimum accreditation standards.

This outcome reflects the integrated effect of resources, services, mediating efficiency, and contextual support.

4.2 Conceptual Model Narrative

The proposed conceptual framework posits that:

1. **Library resources and services** directly influence the quality of academic support, which affects accreditation outcomes.
2. **Library management efficiency, staff competence, and funding** mediate the relationship by determining how effectively resources and services are utilized.
3. **Government policy and institutional support** moderate the relationships, enhancing or limiting the impact of library inputs on accreditation.

4. Together, these variables create a systems-oriented, resource-driven, and service-quality-aware model that explains accreditation success in Nigerian universities.

This framework in figure 1 is grounded in **Systems Theory** (library as part of the university system), **RBV** (resources as strategic assets), and **SERVQUAL** (service quality as a determinant of outcomes). It provides a theoretical and practical roadmap for administrators and librarians to optimize library performance for accreditation success.

4.3 Conceptual Framework Diagram

The diagram can be visualized as follows:

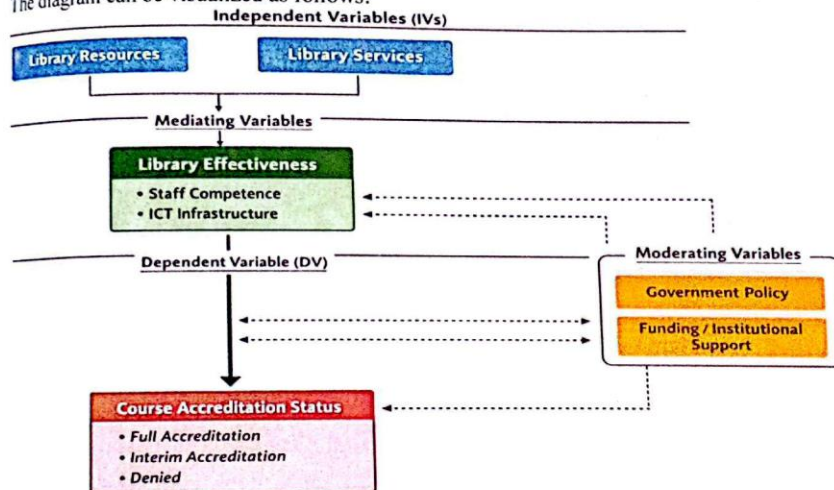


Figure 1: Conceptual Framework Diagram

- **Independent Variables (IVs):** Library Resources & Library Services
- **Mediating Variables:** Library Management Efficiency, Staff Competence, Funding Level
- **Moderating Variables:** Government Policy, Institutional Support
- **Dependent Variable (DV):** Course Accreditation Status

4.3 Propositions

Since it's conceptual, use propositions:

- P1: Library resources significantly influence course accreditation outcomes
- P2: Library services positively affect accreditation success
- P3: ICT infrastructure mediates the relationship between library resources and accreditation

- P4: Government policy moderates library effectiveness and accreditation outcomes

4.3 Propositions

In conceptual research, propositions are used instead of formal hypotheses to articulate expected relationships among variables. Based on the conceptual framework developed in Section 4, the following propositions are formulated to guide future empirical validation:

Proposition 1 (P1)

Library resources significantly influence course accreditation outcomes.: Rationale: Consistent with the Resource-Based View (RBV), university libraries' tangible and digital resources such as books, journals, and e-resources are strategic assets that directly support curriculum delivery, research productivity, and faculty development. Adequate resources increase the likelihood of meeting National Universities Commission (NUC)

accreditation standards (Okunoye et al., 2023; Oyelude, et al., 2021).

Proposition 2 (P2)

Library services positively affect accreditation success: Rationale: Drawing from the SERVQUAL Model, high-quality services including reference support, information literacy programs, and digital assistance enhance users' ability to access and effectively utilize library resources. Efficient service delivery improves academic outcomes and compliance with accreditation criteria, leading to higher accreditation ratings (Okogwu & Akidi, 2022).

Proposition 3 (P3)

ICT infrastructure mediates the relationship between library resources and accreditation outcomes.

Rationale: Following Systems Theory, ICT infrastructure acts as a critical mediator that enables the efficient use of library resources. Even well-stocked libraries may fail to influence accreditation positively without functional ICT systems for cataloguing, digital access, and online research support (Ojo & Oduwole, 2020). This proposition emphasizes the operational mechanisms that translate resources into accreditation success.

Proposition 4 (P4)

Government policy moderates the relationship between library effectiveness and accreditation outcomes.

Rationale: Institutional and regulatory contexts shape the impact of libraries on accreditation. Supportive government policies, adequate funding, and compliance requirements amplify the influence of library resources and services on accreditation success. Conversely, restrictive policies or insufficient support may weaken this relationship (Adebayo & Onasanya, 2021).

Summary of Propositions

These propositions collectively reflect the theoretical and conceptual logic of the study:

- **P1 & P2** focus on direct effects of library resources and services on accreditation.
- **P3** highlights the mediating role of operational capability (ICT infrastructure).
- **P4** emphasizes the moderating role of contextual factors (government policy and institutional support).

Together, they provide a testable conceptual roadmap for examining how libraries contribute to course accreditation outcomes in Nigerian universities.

5. Discussion

The conceptual framework presented in this study highlights the central role of library resources and services in influencing course accreditation outcomes in Nigerian universities. By integrating Systems Theory, Resource-Based View (RBV), and the SERVQUAL model, the framework provides a holistic understanding of how academic libraries function as strategic enablers of accreditation success.

5.1 Relationships in the Model

Library Resources → Accreditation Outcomes:

The framework posits that well-stocked and accessible library resources including books, journals, and e-resources directly enhance the quality of academic programmes, thereby improving accreditation results (Oyelude, Adeyemi, & Aina, 2021). This aligns with RBV, which emphasizes resources as strategic assets that provide competitive advantage. The proposition P1 suggests that programmes with adequate library holdings are more likely to meet National Universities Commission (NUC) standards.

Library Services → Accreditation Outcomes:

High-quality library services, including reference assistance, user education, and digital support, ensure that students and faculty can effectively utilize resources. This relationship, articulated in P2, reflects the SERVQUAL model, highlighting that service quality positively affects user satisfaction and, consequently, accreditation performance (Okogwu & Akidi, 2022). The framework suggests that even abundant resources are insufficient without complementary services that facilitate effective usage.

Mediating Role of Library Effectiveness (ICT Infrastructure & Staff Competence)

ICT infrastructure and staff competence serve as **mediating variables** (P3) that operationalize resources and services into measurable outcomes. For example, a library may have extensive e-resources, but without functional ICT systems and competent personnel, these assets cannot fully contribute to accreditation success (Ojo & Oduwole, 2020). The mediating mechanism demonstrates how internal efficiency transforms inputs into outputs, addressing a key gap in the literature where resource availability was often examined in isolation.

Moderating Role of Government Policy and Institutional Support:

Government policies and institutional backing moderate the effectiveness of

libraries on accreditation outcomes (P4). Even well-resourced and efficiently managed libraries may underperform without supportive policies, adequate funding, and institutional prioritization (Adebayo & Onasanya, 2021). This moderating effect emphasizes the contextual nature of accreditation, linking library performance to broader systemic and regulatory factors.

5.2 Linking Back to Reviewed Literature

The proposed framework responds to the challenges identified in previous studies:

- **Lack of integrated frameworks** – Most studies examined resources or services independently (Okunoye et al., 2023). This framework integrates resources, services, mediators, and moderators into a coherent model.
- **Poor ICT infrastructure** – Previous literature identified ICT limitations as a major barrier to accreditation readiness (Ojo & Oduwole, 2020). By positioning ICT infrastructure as a mediating variable, the framework highlights its operational importance.
- **Funding and policy constraints** – Earlier studies reported that insufficient funding and weak institutional support limit library effectiveness (Adebayo & Onasanya, 2021). Incorporating moderators into the model explicitly accounts for these contextual factors.

By linking resources, services, operational efficiency, and institutional context, the framework provides a theoretically grounded and practically applicable roadmap for enhancing accreditation outcomes through library interventions. It extends existing scholarship by demonstrating not only the direct effects of library inputs but also the critical roles of mediating and moderating factors in shaping accreditation success.

5.3 Addressing the Research Gap

This study addresses the significant gap in the literature regarding the structural linkage between library services and accreditation outcomes. While prior research documented challenges and individual roles of libraries in accreditation, few studies proposed a comprehensive, testable framework connecting:

1. **Resources and services (inputs)**
2. **Library effectiveness (mediators)**
3. **Institutional and regulatory context (moderators)**
4. **Accreditation outcomes (DV)**

The framework therefore provides a foundation for both future empirical research and policy/practice interventions, enabling university administrators, librarians, and policymakers to identify leverage points for improving accreditation performance.

6. Implications

6.1 Theoretical Implications

This study makes several important theoretical contributions:

1. **Development of an Integrated Conceptual Framework:** The paper introduces a comprehensive model that links **library resources and services** to **course accreditation outcomes**, incorporating **mediating** (library effectiveness, ICT infrastructure, staff competence) and **moderating variables** (government policy, institutional support). Unlike prior studies that examined resources or services in isolation (Okunoye et al., 2023; Okogwu & Akidi, 2022), this framework provides a **holistic perspective** for understanding how libraries influence accreditation success.
2. **Application of Multiple Theories:** The integration of **Systems Theory**, **Resource-Based View (RBV)**, and **SERVQUAL** strengthens the theoretical grounding. It demonstrates that:
 - Libraries function as **critical subsystems** within the broader university system (Systems Theory).
 - Library resources are **strategic assets** that provide competitive advantage in meeting accreditation standards (RBV).
 - Quality of library services directly affects user performance and accreditation outcomes (SERVQUAL).
3. **Addressing Literature Gaps:** The framework fills a key gap by articulating the mechanisms through which library inputs translate into accreditation outcomes, showing both direct and indirect effects through mediators and moderators. This contribution advances theoretical understanding in library and information science and higher education quality assurance in the Nigerian context.

6.2 Practical Implications

The conceptual framework provides several actionable insights that can guide practice in Nigerian universities and beyond:

1. **For University Administrators:** The framework equips university leaders with a

structured approach to assess and strengthen library contributions to accreditation. By identifying key resources, services, and mediating factors (e.g., staff competence, ICT infrastructure), administrators can allocate budgets, plan strategic interventions, and monitor progress toward full accreditation. It also helps in aligning institutional policies with accreditation standards.

2. **For Librarians:** Librarians can use the framework to enhance operational efficiency and service delivery, ensuring that resources are accessible, services are responsive, and staff are well-trained. By focusing on both resource provision and service quality, libraries can directly contribute to programme quality and facilitate successful accreditation outcomes. The framework also provides a roadmap for identifying areas that require improvement, such as digital service provision or user education.
3. **For Accreditation Bodies:** Accreditation agencies, including the National Universities Commission (NUC), can leverage the framework to refine evaluation criteria for library performance. By emphasizing the interplay between resources, services, and institutional support, accreditation bodies can better assess whether libraries meet minimum standards, thereby ensuring that programme accreditation evaluations are holistic, consistent, and evidence-based.

Overall, the framework offers a practical guide for improving accreditation readiness by linking library inputs, operational efficiency, and external policy support to tangible accreditation outcomes. It fosters collaboration among administrators, librarians, and regulators to achieve quality assurance goals.

Conclusion

This study presents a comprehensive conceptual framework linking library resources and services to course accreditation outcomes in Nigerian universities. By integrating library inputs (resources and services), mediating factors (staff competence, ICT infrastructure, management efficiency), and moderating influences (government policy, institutional support), the framework provides a holistic understanding of how academic libraries contribute to accreditation success.

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The framework addresses key gaps identified in the literature, including the lack of an integrated model and inadequate attention to operational and contextual factors affecting library effectiveness. It demonstrates that accreditation outcomes are not solely dependent on resource availability but are also shaped by service quality, effective management, and supportive institutional and policy environments.

The importance of the framework lies in its dual utility:

1. **Theoretical contribution:** It advances scholarship in library and information science and higher education quality assurance by providing a testable model grounded in Systems Theory, Resource-Based View, and SERVQUAL principles.
2. **Practical relevance:** The framework serves as a roadmap for university administrators, librarians, and accreditation bodies to identify priority areas, optimize library operations, and enhance programme accreditation outcomes.

Implementation of this framework is essential. Universities must not only invest in physical and digital library resources but also strengthen service delivery, staff competence, ICT infrastructure, and policy alignment to achieve sustainable accreditation success. Future empirical studies can validate the propositions presented, further refining the model and ensuring that libraries remain strategic enablers of academic excellence in Nigeria and similar higher education contexts.

Recommendations

Based on the conceptual framework and discussion presented in this study, the following recommendations are proposed to enhance the role of academic libraries in achieving successful course accreditation in Nigerian universities:

1. **Increase Funding for Libraries:** Adequate financial investment is critical to ensure that libraries can acquire current print and electronic resources, maintain ICT infrastructure, and hire competent staff. Universities and government agencies should prioritize library budgets, recognizing libraries as strategic enablers of accreditation success (Oyelude, et al., 2021).
2. **Strengthen Digital Infrastructure:** Modern accreditation exercises place significant emphasis on access to digital resources and e-services. Universities should invest in reliable ICT systems, high-speed internet, e-databases, and virtual learning platforms to enhance accessibility and usability of library resources.

This also includes implementing robust digital libraries, online reference services, and virtual user training programs (Okogwu & Akidi, 2022).

3. Align Library Services with Accreditation Standards: Librarians should design and deliver services that directly support accreditation criteria, such as user education programs, reference assistance, and resource management policies. Continuous assessment of library services against Benchmark Minimum Academic Standards (BMAS) will ensure that libraries contribute effectively to programme quality and accreditation outcomes (Okunoye et al., 2023).
 4. Enhance Staff Competence and Training: Continuous professional development for librarians is essential to improve service quality and facilitate effective use of resources. Training programs should focus on information literacy, ICT skills, digital resource management, and accreditation procedures, ensuring that staff can meet the demands of accreditation assessments efficiently.
 5. Foster Institutional and Policy Support: University management and regulatory bodies, including the National Universities Commission (NUC), should create supportive policies that promote library effectiveness. This includes recognizing the library as a critical subsystem in the university system, providing clear guidelines for library contributions to accreditation, and offering incentives for excellence in library service delivery (Adebayo & Onasanya, 2021).
- Overall, these recommendations provide a roadmap for enhancing library performance, strengthening accreditation outcomes, and ensuring that libraries are fully integrated into the quality assurance framework of Nigerian universities.

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