INFLUENCE OF PRESERVATION ON THE USE OF INFORMATION RESOURCES IN ACADEMIC LIBRARIES IN NIGER STATE, NIGERIA

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Abstract
This study examined the influence of preservation on the use of information resources in academic libraries in Niger State, Nigeria. Information resources in academic libraries in Niger State were deteriorated due to so many factors. Questionnaire and checklist were used to collect data from one hundred and ninety-four (194) professional and para-professional staff of the six academic libraries in Niger State. The data collected were analysed using mean scores and standard deviation. Audio-visual materials were partially available in academic libraries. Disasters, human, and biological factors were responsible for deterioration of information resources and Photocopying, re-binding and fumigation techniques were adopted for preservation of information resources and the challenges faced by academic libraries included lack of plans for managing records and lack of preservation policy and strategy. Based on the findings, the study concluded that professional and para-professional staff of academic libraries in Niger State have low skills on preservation of information resources and level of preservation strategies awareness is also very low generally. This study recommended that academic libraries should be adequately funded by government and the preservation policy and strategy on information resources in the academic libraries should be in place and be reviewed from time to time.

Keywords: Academic Libraries, Information Resources, Preservation, Use, Niger State, Nigeria.

Introduction

Information resources are all the library materials found in the library to serve the library users for the purpose of satisfying their information needs. Udoudoh (2012), described information resources as the summation of all carriers of information of diverse areas/needs which the library provides for her clienteles. Deterioration can be defined as a state in which the efficacy of library information resources is being worsened, declined, weakened and depreciated. Preservation of library materials is a broad field encompassing not only books, but maps, prints, and photographic paper documents of diverse types, microfilms, motion pictures, tapes and disc recordings, software and computers.

Preservation according to Ogunniyi & Adejubee, (2014) is the art of controlling risk to the intellectual and physical heritage of a community. Preservation techniques are methods used for preservation of information resources in the libraries. Techniques used in preserving print

resources such as textbooks, serial publications, government documents and reference materials in libraries include: Cleaning and dusting, photocopying, re-binding, lamination, fumigation, shelving to allow free air flow and air conditioning while techniques used for preservation of non-print resources like electronic and audio-visual resources include: digitization, use of hard disc and flash disc, microfilming, air conditioning, cleaning and dusting, standard shelves, cabinets, boxes and vertical files etc.

Use is the capacity of one to exploit something. Use of information resources is the act of library users to exploit library resources. Use of library and its materials are normally vital factors in ascertaining the effectiveness of services provided by libraries. Use of information resources is concerned with the exploitation of variety of information resources for teaching, learning and research activities. Such resources include print, non- print and electronic materials such as online books, journals, theses, and dissertations, online newspapers, magazines, indexes/abstracts, Internet based, online databases, online encyclopediae and dictionaries etc. A better understanding of library use and its materials would enable libraries to improve in acquiring of resources and service delivery to its users. Omotayo (2010) defined use as the capacity of academics or researchers to exploit and conform technologies to overcome a purpose or set goals.

Statement of the Problem

Academic library is a repository of information resources for the educational development of citizenry at tertiary level with its significant contributions to the academic achievement of lecturers and students in tertiary institutions. Preservation has become a pressing issue and of interest for librarians all over the world as they realise the need to preserve the world's memories. Academic libraries in Niger State just like those in other parts of the country are established primarily to meet the information needs of their user communities through collection and preservation of information resources to support teaching, research and dissemination of knowledge. For these resources to serve the purpose for which they are collected, they need to be preserved in such a way that their life span is prolonged so as to sustain their use by the academic communities. Unfortunately, some information resources available in the academic libraries have deteriorated due to several factors and this can hinder

the long-term access to them when they are needed by library users and likely to reduce the life span of these library resources. It is in the light of the above that, this study is carried out.

Objectives of the Study

The objectives of the study are to:

1. identify the types of information resources available in academic libraries in Niger State;

2. find out the causes of deterioration or damages done to information resources in academic libraries in Niger State;

3. ascertain the techniques adopted for preservation of information resources in academic libraries in Niger State;

4. determine the influence of preservation on the use of information resources in academic libraries in Niger State;

Research Questions

This study would provide answers to the following research questions:

1. What types of information resources are available in academic libraries in Niger State?

2. What are the causes of deterioration or damages done to information resources in academic libraries in Niger State

3. What are the techniques adopted for preservation of information resources in academic libraries in Niger State?

4. What are the influence of preservation on the use of information resources in academic libraries in Niger State?

Literature Review

Academic libraries refer to those libraries established in tertiary institutions to support and strengthen the academic programmes of such institutions of learning as it contributes to the total development of its user's community by broadening their intellectual horizons and inculcating in them a lasting desire to study and carry out research. However, all these could be possible if the relevant information resources are available in the library. The main functions of academic library is to acquire, organize, preserve and disseminate information. Ifidon and Okoli cited in Oyelude (2004) defined academic libraries as libraries established in higher institutions and which include universities, polytechnics and colleges of education. Information

resources found in academic libraries are made up of print and non-print resources. Olanlokun and Salisu cited in Udoudoh (2012) grouped information resources into two distinct groups, the printed and non-printed formats. Printed Formats: These are information in the printed format which can be used for study, research, reading, ect. they are textbooks, journals, magazines, newspapers, reference materials, treaties, monographs, government documents, conference papers, manuscripts, pamphlets, past examination question papers etc. Non-Printed Formats: These are carriers of information which are not in printed format. They are product of advanced technology which needs special equipment for their usage.

Collectively they are called electronic and audio-visual resources which require both senses of auditory and visual to use them. Electronic: These are computer-based information resources available in the library. Examples of electronic resources are computers, compact disk read-only memory (CD-ROMs), digital video disc (DVDs), electronic books, electronic journals, electronic texts etc. Audio: These are information resources which require only senses of auditory for their use. Examples of such information resources are sound recordings, audio-tapes, phono-discs, audio cassettes etc. Visual: These are information resources which require only senses of visual for their use. Examples of such information resources are microfilms, microfiche, ultra fiche, micro-card, filmstrip, transparencies, slides, VCD and DVD etc. Audio-visual: These are information resources which require both senses of auditory and visual for their use. Examples of such information resources are tape/slide programmes, videotapes, sound films, video cassettes and video discs etc.

Deterioration is a state of worsening, declining, weakening and depreciating of something. In library perspective, deterioration can be define as a state in which the efficacy of library information resources is being worsened, declined, weakened and depreciated. The causes of deterioration of library information resources is as old as library itself and it begins immediately as paper was invented and the writing started. Madu and Adeniran cited in Olajide (2013), opined that the whole lot of record compilation is decaying at the present, its decays as days gone by and likewise it will continue to decay tomorrow. At the moment, a lot of conditions that make information resources to decay are human, environmental, biological and chemical factors. Deterioration is being caused by some enemies of information resources

and this can be grouped into inborn precariousness of the materials/inside variables and external variables.

Ogunniyi and Adejubee (2014) investigated the strategies of curbing deterioration of library materials in selected Colleges of Education libraries in Southern Nigeria. It was discovered that the most prominent incidences of deterioration were broken spine of projects, vandalism and mutilation of the projects. Furthermore, results showed that none of the libraries has digitized the undergraduate projects.

Adekannbi and Wahab (2015) investigated comparative analysis of the preservation and conservation techniques of selected special and academic libraries in Nigeria. The study found out the causes of deterioration in both special and academic libraries were dust, wear and tear, excessive photocopying, pests and excessive light, frequent use of material, magnetism and biological agents. The results showed among others that both special academic libraries adopted cleaning and dusting, shelving to allow free flow of air, security systems, de-acidification, technology preservation, refreshing and migration to preserve their information resources. The findings revealed inadequate funding, lack of necessary facilities, inadequate manpower, in adequate of staff training and users and security, autonomy and administrative lags, power etc. Techniques have to do with some measures adopted by libraries to protect or prevent the entire library materials or collections from being harmed, damaged or deterioted. The following are some of the techniques used for preservation of information resources in libraries: cleaning and dusting of information resources, photocopying, re-binding, microfilming, lamination, fumigation, shelving to allow free air flow, air conditioning and digitization.

Olatokun (2008) carried out a survey of the various techniques used in the preservation and conservation of library materials in selected university libraries in Nigeria. Findings revealed that preservation and conservation techniques, though adopted in the university libraries, were not effectively in use although the libraries all had preservation polices. The study also revealed that cleaning and dusting of library materials was the most commonly used technique. The study established that there are indeed incidences of deterioration, the most prominent being books becoming torn and cracking and scratching of digital materials. Further results

showed that though some of the libraries adopt and use some digital preservation techniques, they are still not effectively used. Other findings revealed that inadequate funding was the most severe inhibitor to effective preservation and conservation activities in the university libraries. Shameenda (2011) investigated preservation and conservation of library materials, techniques and practices in the University of Zambia Library and its two branches. The study highlighted preservation and conservation issues which included managerial and financial considerations including storage and accommodation, staffing levels, policies, techniques and practices in preserving and conserving library materials and the information contained in them in order to ensure long term access to them. The research findings revealed that although the University of Zambia libraries were involved in the long-term preservation of library materials, they did not provide a well-planned preservation and conservation care because preservation was given least priority and conservation programmes were addressed in varying degrees in the libraries. The study further identified lack of preservation and conservation planning, policies and weak commitment from the University of Zambia management on funding of libraries at the University of Zambia. Also inadequate programmes and limited preservation and conservation education and training among librarians were the other forms of obstacles to effective preservation and conservation of library materials in the university libraries. Also revealed was the lack of awareness concerning preventive preservation measures, poor handling and use of library materials.

Nkamnebe, Udem and Nkamnebe (2014) assessed the use of library resources and services by students of Paul University, Awka in Anambra State, Nigeria. The study found out the levels of use of library and information resources. The findings revealed that students fairly use the library for their studies. Observation shows that they use the library most during examination periods. It also revealed that resources currently available are fairly accessible to the students. Furthermore, the study revealed that the clienteles were satisfied with the services and facilities given by the library. Problem militating against effective use of the University Library by the students were identified and solutions were proffered. It was recommended among others that the habit of using the Library should to be inculcated into students through avenues such as organising library show, library orientation, library exhibition, and inclusion of use of library as a course in the University's curriculum so as to attract students to the library.

Adeniran (2013) studied the usage of electronic resources by undergraduates at the Redeemer's University library, Mowe. The objective of the study was to examine the usage of electronic resources by undergraduate study of Redeemers University. The findings of the study revealed that the use of electronic resources has tremendous impact on the academic performances of the undergraduate students of Redeemer's University; however, there is need for them to acquire more skills in the use of electronic resources.

Kwadzo (2014) studied access to use of library resources by sandwich diploma students in the University of Ghana. The objective of the study was to determine the library use of sandwich diploma students of the College of Agriculture and Consumer Sciences, University of Ghana, Legon. The findings of the study revealed that majority of the students used campus library facilities when on campus. Majority also used the college library more than any other library on campus. The main reason for using the library was to find a quiet place to study. This was followed by the use of the internet. The findings further revealed that the students did not receive any library orientation or user education. As a result majority of students found it difficult using the library. With regard to improving services they received, they stated provision of more computers, provision of user education, acquisition of more current books, and extension of opening hours in the evening of the libraries during the inter-semester breaks when the sandwich programme is in session.

Njeze (2012) carried out a research on Preservation and Conservation Issues in Selected Private Universities in South-West Nigeria. It was discovered that the challenges facing all Universities studied were lack of comprehensive preservation policy, trained manpower and funding, which also affects the infrastructural development of the libraries and their preservation policy.

Ogbodo (2011) examined the preservation of information sources in polytechnic libraries in South Eastern States of Nigeria. The study found out that the problem of preservation of information sources in the polytechnic libraries are dust and disintegration of books and that the library did not adopt the use of modern technology. The results showed among others that there were problems of preservation of information sources in polytechnic libraries in Nigeria. It was reported that the polytechnic libraries adopted repairs, the use of firefighting equipment,

binding, fumigation, air conditioning, proper storage, photocopying/duplication, use of insecticides and the storage of book away from light to preserve their information source. The findings revealed inadequate funding, harsh environmental condition, lack of good preservation policy and lack of competent manpower as constraints to use of preservation and conservation techniques.

Methodology

Descriptive survey research method was adopted for this study. A total of one hundred and ninety four (194) professional and para-professional staff in the academic libraries were the respondents in the study. Questionnaire and checklist were the instruments used to elicit responses from the respondents. Data gathered were tabulated and analysed using mean scores and standard deviation. Professional and para-professional staff of the six academic libraries in Niger State form the population of the study.

Table 1: Types of information resources available in academic libraries

S/N	Information Resources	Academic Libraries					
		FUTML	IBBULL	FPBL	NSPZL	FCEKL	NSCEML
1.	Dictionaries	√	√	√	√	√	√
2.	Encyclopediae	√	√	×	√	√	√
3.	Gazettes	√	√	×	√	√	√
4.	Almanacs	√	√	√	√	√	√
5.	Indexes and Abstracts	√	√	√	×	×	×
6.	Directories	√	√	√	×	√	×
7.	Newspapers	√	√	√	√	√	√
8.	Projects and theses	√	√	√	√	√	√
9.	Journals	√	√	√	√	√	√
10.	Textbooks	√	√	√	√	√	√
11.	Electronic Resources	√	√	√	√	√	√
12.	Audio - Visual Materials	√	√	√	×	×	×
	Total	**12**	**12**	**10**	**9**	**10**	**9**

Key: √ = **Available** × = **Not Available**

Key: FUTML=Federal University of Technology, Minna Library;

IBBULL=Ibrahim Badamasi Babangida University Lapai, Library;

FPBL=Federal Polytechnic Bida, Library;

NSPZL=Niger State Polytechnic Zungeru, Library;

FCEKL=Federal College of Education Kontagora, Library;

NSCEML=Niger State College of Education Minna, Library.

Table 1 show that dictionaries were available in all the six (6) academic libraries. Encyclopediae were available in five (5) academic libraries and not available in the remaining one academic library. Gazettes were also available in five (5) academic libraries and not available in the remaining one academic library. Almanacs were available in all the six (6) academic libraries. Indexes and abstracts were available in three (3) academic libraries and not available in the remaining three (3) academic libraries. Directories were available in four (4) academic libraries and not available in the remaining two (2) academic libraries. Newspapers were available in all the six (6) academic libraries. Projects and theses were available in all the six (6) academic libraries. Journals were available in all the six (6) academic libraries. Textbooks were available in all the six(6) academic libraries. Electronic resources were also available in all the six (6) academic libraries. Audio-visual materials were available in three (3) academic libraries and not available in the remaining three (3) academic libraries. Out of twelve (12) information resources listed, seven (7) were available in all the six (6) academic libraries under study.

Comparatively, Table 1 also reveals that Ibrahim Badamasi Babangida Library; Federal University of Technology, Minna and Abubakar Gimba Library; Ibrahim Badamasi Babangida University Lapai, had all the twelve (12) information resources in their collections. These were followed by Federal Polytechnic Bida, Library and Federal College of Education Kontagora, Library with ten (10) of the information resources in their collections. Niger State Polytechnic Zungeru, Library and Yahaya Madaki Library; Niger State College of Education Minna, with nine (9) of the information resources in their collections.

Table 2: Causes of Deterioration or Damages Done to Information Resources

S/N	Statements	$\bar{x}$	S.D
1.	Rough handling of materials by library staff	2.84	1.00
2.	Mutilation of materials by library users	2.99	0.99
3.	Environmental factors such as temperature and high humidity	2.94	0.94
4.	Biological factors such as insects, moulds, rodents, bacterials and fungi	2.87	0.92
5.	Chemical factors such as acidity of paper	2.75	0.94
6.	Natural disasters such as flood, earthquake and fire	2.74	0.95
7.	Improper organization and frequent use of materials	2.83	0.93

Key: Mean = ($\bar{x}$)   Standard Deviation = (**S.D**)

Table 2 shows that all the seven statements listed were agreed to by the respondents. None was disagreed to. Table 1 also reveals that: rough handling of materials by staff with ($\bar{x}$=2.84; S.D=1.00), mutilation of materials by users with ($\bar{x}$=2.99; S.D=0.99), environmental factors such as temperature and high humidity with ($\bar{x}$=2.94; S.D=0.94), biological factors such as insects, moulds, rodents, bacterias and fungi with ($\bar{x}$=2.87; S.D=0.92), chemical factors such as acidity of paper with ($\bar{x}$=2.75; S.D=0.94), natural disasters such as flood, earthquake and fire with ($\bar{x}$=2.74; S.D=0.95) and improper organization and frequent use of materials with ($\bar{x}$=2.83; S.D=0.93). Consequently, all the mean scores were accepted as they are all greater than 2.50 criteria standard of assenting of mean.

Table 3: Techniques Adopted for Preservation of Information Resources

S/N	Statements	$\bar{x}$	S.D
1.	Photocopying of printed documents	3.32	0.74
2.	Re – binding of books and periodicals	3.09	0.96
3.	Microfilming of periodicals	3.07	0.89
4.	Fumigation of the library building	2.84	0.99
5.	Lamination of charts and related documents	2.84	0.98
6.	Air Conditioning of all spaces	3.09	0.90
7.	Cleaning and dusting of the books and computers	3.32	0.92
8.	Digitization of old publications of staff, storage of e- materials such as CDs, DVDs in containers or cabinets and use of hard disc or flash disc to store e-books and e-journals	3.02	0.92
9.	Proper storage of audio-visual materials such as pictures, charts, slides, transparencies, guides, audio and video tapes in boxes, cabinets and vertical files	2.12	0.82

Key: Mean = ($\bar{x}$) Standard Deviation = (**S.D**)

Table 3 reveal that majority of the respondents agreed with eight out of nine statements listed. These include: photocopying of printed documents with ($\bar{x}$=3.32; S.D=0.74), re – binding of books and periodicals with ($\bar{x}$=3.09; S.D=0.96), microfilming of periodicals with ($\bar{x}$=3.07; S.D=0.89), fumigation of the library building with ($\bar{x}$=2.84; S.D=0.99), lamination of charts and related documents with ($\bar{x}$=2.84; S.D=0.98), air conditioning of all spaces with ($\bar{x}$=3.09; S.D=0.90), cleaning and dusting of the books, computers and televisions with ($\bar{x}$=3.32; S.D=0.92), digitization of old publications of staff, storage of e- materials such as CD-ROMs, DVDs in containers, cabinets and use of hard disc or flash disc to store e-books and e-journals with ($\bar{x}$=3.02; S.D=0.92) respectively. Hence, all the mean scores were accepted as they are above 2.50 criteria set for assenting of mean. The table also showed that respondents disagreed with the remaining one statement which state that Proper storage of audio-visual materials such

as pictures, charts, slides, transparencies, guides, audio and video tapes in boxes, cabinets and vertical files with ($\bar{x}$=2.12; S.D=0.82) which is below 2.50 criterion standard.

Table: 4: Influence of Preservation on the Use of Information Resources

S/N	Statements	$\bar{x}$	S.D
1.	Preservation enables library staff and users to access materials for decades	3.02	0.93
2.	Preservation makes information resources always available for use	3.36	0.74
3.	Preservation makes information resources to meet the user's information need	3.28	0.73
4.	Preservation makes information resources adequate in number which allows many users to study at a time	3.33	0.68
5.	Preservation makes information resources to be in good format to withstand prolonged use	3.28	0.69
6.	Preservation makes the use of information resources to increase students ability to tackle classroom challenges	3.07	0.76
7.	Preservation and use of information resources provides users information on current research issues	3.02	0.76

Key: Mean = ($\bar{x}$) Standard Deviation = (**S.D**)

Table 4 reveals that all the seven statements on the influence of preservation on the use of information resources were agreed to by the respondents. These include: Preservation enables library staff and users to access materials for decades with ($\bar{x}$=3.02; S.D= 0.93), Preservation makes information resources always available for use with ($\bar{x}$=3.36; S.D=0.74), Preservation makes information resources to meet the user's information need with ($\bar{x}$=3.28; S.D=0.73), Preservation makes information resources adequate in number which allows many users to study at a time with ($\bar{x}$=3.33; S.D=0.68), Preservation makes information resources to be in good format to withstand prolonged use with ($\bar{x}$=3.28; S.D=0.69), Preservation makes use of information resources to increase students ability to tackle classroom challenges with ($\bar{x}$=3.07; S.D=0.76) and Preservation and use of information resources provides users information on current research issues with ($\bar{x}$=3.02; S.D=0.76). Hence, all the mean scores were accepted as they were greater than 2.50 criteria standard for assenting of mean.

Findings

The findings reveal that audio-visual materials were partially available in some libraries of the tertiary institutions in Niger State. The non-availability of audio-visual materials in some of the libraries could be due to the fact that audio-visual materials are much more complex and expensive to handle, preserve and provide access to in comparison to printed documents. This is even made worse as tertiary institutions in Nigeria face problem of inadequate funding due

to poor economic situation in the country that even makes the present administration to reduce funds allocated to tertiary institutions. As such most of the tertiary institutions in Nigeria such as universities, polytechnics and colleges of education find it difficult to acquire audio-visual materials for their libraries. Availability of audio-visual materials is very important in Nigerian tertiary institution libraries and that was the reason why International Federation of Library Associations and Institutions as cited in Mnjama (2010) stated that in no circumstance should audiovisual materials be viewed as extravagance materials but instead they should be considered as vital segments in a completely coordinated library services.... In developing countries, the provision of audiovisual materials and their associated equipment might be regarded as of greater significance than the printed materials on the grounds that the level of proficiency is such that oral and visual communication is crucial for the purposes of communication. Despite the fact that audiovisual materials play an imperative part in the preservation of cultural heritage, they are often neglected. Similarly, the findings also agree with Kalusopa (2008) who stated audiovisual materials, just like other information resources, have not received the attention they deserve. In many of the institutions surveyed, audiovisual materials are not fully process and were not easily accessible.

The study reveals that rough handling of materials by library staff, mutilation of materials by library users, environmental factors such as temperature, light and high humidity, biological factors such as insects, moulds, rodents, bacterias and fungi, chemical factors such as acidity of paper, natural disasters such as flood, earthquake, hurricane, tornados and fire, improper organisation and frequent use of materials were the factors responsible for deterioration or damages done to information resources in polytechnic libraries in Niger State (Table 1). This could be due to lack of plans for managing records or poor allocation of fund to libraries to acquire preservation equipment or chemicals to fight against the agents of deterioration. This finding is similar to that of Adekannbi and Wahab (2015) who investigated comparative analysis of the preservation and conservation techniques of selected special and academic libraries in Nigeria. The study found out the causes of deterioration in both special and academic libraries were dust, wear and tear, excessive photocopying, pests and excessive light, frequent use of material, magnetism and biological agents. The results showed among others that both special academic libraries adopted cleaning and dusting, shelving to allow free flow

of air, security systems, de-acidification, technology preservation, refreshing and migration to preserve their information resources. The findings revealed inadequate funding, lack of necessary facilities, inadequate manpower, inadequate of staff training and users and security, autonomy and administrative lags, power etc.

The study reveals that majority of the respondents agreed that eight out of nine techniques of preservation of information resources listed were adopted in polytechnic libraries in Niger State. These technique included: Photocopying of printed documents, re-binding of books and periodicals, microfilming of periodicals, fumigation of the library building, lamination of charts and related documents, air conditioning of all spaces, cleaning and dusting of the books and computers and digitization of old publications of staff, storage of electronic materials such as Compact Disc Read-Only Memory (CD-ROMs), Digital Video Disc (DVDs) in containers, steel cabinet and use of hard disc or flash disc to store electronic books and electronic journals. This finding is similar to that of Olatokun (2008) who carried out a survey of the various techniques used in the preservation and conservation of library materials in selected university libraries in Nigeria. Findings revealed that preservation and conservation techniques, though adopted in the university libraries, were not effectively in use although the libraries all had preservation polices. The study also revealed that cleaning and dusting of library materials was the most commonly used technique. The study established that there are indeed incidences of deterioration, the most prominent being books becoming torn and cracking and scratching of digital materials. Further results showed that though some of the libraries adopt and use some digital preservation techniques, they are still not effectively used. Other findings revealed that inadequate funding was the most severe inhibitor to effective preservation and conservation activities in the university libraries.

The study reveals that respondents strongly agreed with the statements listed on the influence of preservation on the use of information resources in academic libraries in Niger State. These included: preservation enables library staff and users to access materials for decades, preservation makes information resources always available for use, preservation makes information resources to meet the users information need, preservation makes information resources adequate in number which allows many users to study at a time, preservation makes

information resources to be in good format to withstand prolonged use, preservation makes use of information resources to increase students ability to tackle classroom challenges and preservation and use of information resources provides students information on current research issues. Therefore, this implied that preservation of information resources makes significant influence on the use of information resources in academic libraries in Niger State.

This finding is similar to that of Mnjama (2010) that states that the documentary heritage which the libraries housed provide the raw materials that allow researchers to understand, explain, order and enjoy the visible and invisible world. Access to the past information resources enable humans to understand and locate themselves in the present and give them the opportunity to inform the future. In preserving the shared past, we are preserving the collective memory for future generations. Similarly, the finding also agrees with the opinion of Cloonan (2001) who stated that "preservation allows for the continuity of the past with the present and the future".

Conclusion

This study examined the influence of preservation on the use of library materials. The terms preservation and use were defined. The concept of information resources, causes of deterioration of information resources, techniques adopted for preservation of information resources, levels of use of information resources and influence of preservation on the use of information resources were highlighted. The use of chemicals like hydrogen cyanide, carbon disulfide or methyl bromide to eradicate pests and insects in the library, installation of fire alarm system and fire extinguisher to curb fire outbreak, training and re-training of library personnel on preservation and among others. Once these are provided in the university libraries, the level of deterioration of materials will be reduce and use of information resources will be improve.

Recommendations

Based on the findings of the study. the following recommendations were made to improve preservation as well as use of information resources in university libraries in Niger State:

1. Academic libraries in Niger State should make provision of acquiring audiovisual materials as part of their collections. This is because oral and visual communication is essential for the purposes of communication to assist the low level learners in

comprehending teaching and learning process. Audiovisual materials also play a vital role in the preservation of cultural heritage as in the case of archives.

2. Academic libraries should install air condition systems in the store rooms and library spaces and use of barometer and thermometer to test temperature and relative humidity level within the library. The use of chemicals like hydrogen cyanide, carbon disulfide or methyl bromide should also be used to eradicate pests and insects in the library. Fire alarm system and fire extinguisher should be install to curb fire outbreak. Materials in single copy should also be reproduce into many copies to avoid over stressing of a material.

3. Academic libraries should also adopt techniques of preserving audiovisual resources through storing of pictures, charts, transparencies, guides, slides, audio and video tapes, in boxes, cabinets, standard shelves and vertical files.

4. Academic libraries in Niger State should carry out preservation exercise from time to time such as fumigation of the entire library building. Academic libraries should also employ the services of preservation consultants to train their staff on preservation operations. There should be plans on how to manage records. Adequate funds should be allocated for preservation programmes. Management of the institutions under study should also have good and willing attitudes to support libraries for their preservation programmes. Preservation policy and strategy should be in place to guide the library to achieve optimum preservation standard.

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