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AN ASSESSMENT OF PRESERVATION AND CONSERVATION PRACTICES IN TWO SELECTED UNIVERSITY LIBRARIES IN KWARA STATE AND THEIR IMPLICATIONS FOR QUALITY EDUCATION

A. A. Bakare

tobayan1@yahoo.com

Department of Library and Information Science,
College of Information and Communication Technology,
Kwara State University, Malete, Ilorin, Kwara State

F. O. Ajani

Florence.ajani@kwasu.edu.ng

Senior Librarian,

Main Library, Kwara State University, Malete, Ilorin, Kwara State

S. K. GAMBARI

Kaybeeg5@gmail.com

Department of Library and Information Science,
College of Information and Communication Technology,
Kwara State University, Malete, Ilorin,
Kwara State

Abstract

Deterioration of library materials in university libraries has been established in literature as a universal phenomenon. Since it cannot be easily predicted what will be of interest for researcher in the future, Preservation and conservation of library materials will ensure that library collections are maintained and kept accessible whether for a few years or indefinitely. This research therefore investigate preservation and conservation practices and their implications for quality education in library and information schools using two selected university libraries in Kwara State as a case study.

The study adopted descriptive survey research design. The study used total enumeration technique whereby the population which comprises all the 43 professional librarians as well as other category of Para-professional staff whose part of job descriptions include preservation and conservation activities in their respective libraries, are used as sample. The main research instrument was a set of questionnaire for data collection. Considering the nature of the study, it further employed two other instruments, namely, observation and interview in order to obtain more credible information.

The study found that materials of different kinds and in diverse formats were acquired by the selected university libraries for supporting their parent institution's objective of expanding frontiers of knowledge; Binding, simple repairs, replacing/re-housing fumigation, notice to readers topped the techniques used in preservation and conservation of their library materials. The study concluded that inadequate finance, lack of trained personnel, lack of trained security and inappropriate building in that order of magnitude were some of the challenges facing the selected university libraries. The study, therefore, recommended that the selected university libraries should have preservation and conservation section with sound preservation and conservation programmes and assigned some professional staff as their preservation and conservation officers whose job description and responsibilities will include care of library materials; and establish departmental libraries in various departments to reduce pressure on the main library materials among others.

Keywords: Deterioration, Preservation, Conservation, Library Materials, Quality Education

Introduction

A library is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study and consultation (Aina, 2004). Libraries have always play a vital role as social institution and served as a tangible structure where books, journals, magazines, and all kinds of information sources are available for end users (Parvez, 2011). A University Library is a type of academic libraries. Academic libraries are libraries attached to post-secondary institutions such as university, polytechnic, college of education etc. They perform functions directly related to the mission of each institution. Therefore, the main purpose of a university library is to support the objectives of a university, which are in the areas of learning, teaching, research and service to the community (Aina, 2004). Olanlokun & Salisu (1993) opined that universities strive to realise their objectives by providing instruction to students in certain areas of knowledge, providing public service through training of people for various professions especially in the areas of need as articulated from time to time, making information available to members of the academic community and those from outside within the limit of the resources available, conducting research and extending the frontiers of knowledge, contributing to the efforts in finding solutions to specific problems of the society and preserving, organising and disseminating the research findings of their staff to the world at large. They further listed some of the functions that university libraries perform to aid in the achievement of these objectives to include: acquisition and organisation of relevant materials for the use of students, researchers, teachers and the general library users; contribution to the extension of the frontiers of knowledge through the provision of relevant research materials to aid researchers and teachers as well as personalised service; proper organisation of the library collections, preservation and transmission of knowledge through bibliographical instruction. Hence, a university library is central to the overall goals of a university and for this reason it is usually regarded as the heart of the intellectual system of the institution.

Nwalo (2003), opined that any type of library is primarily set up to acquire, organise, and by extension preserve and make accessible to the users, within the quickest possible time all forms of information materials which they require. He further stressed that library operations are ipso facto, that is, routine in nature. For example, the first daily task of the circulation department is the shelving of all books consulted by library users the previous day. This points to indicate that library materials are subject to heavy use and therefore susceptible to deterioration. Hence, from the myriad of activities with which the university libraries are saddled, it is imperative to have preservation and conservation programme in place to keep the large volume of information materials in usable forms for as long as possible. Therefore, to treat the matter of preservation of these library materials will be most undesirable.

Preservation encompasses a wide variety of interrelated activities designed to prolong the usable life of books, archives, manuscripts, and artifacts (Abdulkareem, Isah&Issa, 2013). According to Balloffet and Hille (2009) preservation encompasses all the steps and activities needed to ensure that the holdings of a library or archives remain in the best possible condition for as long as possible. This includes concerns about storage methods, the building's envelope and environment, security and other aspects that broadly affect every item in the collection. Preservation includes safeguarding not only physical materials but also information. Hence, reformatting replacement and the use of protective containers are employed to extend access to information that might be lost once paper or electronic books or documents deteriorate. Preservation is a core function of librarians, archivists, and information professionals. Vinas and Vinas (1988) define conservation as the operations that are intended to prolong the life of an object by forestalling or remedying deterioration.

Balloffet and Hille (2009) see conservation as a field of knowledge concerned with practical application of the techniques of binding, restoration, paper chemistry and other material technology as well as other knowledge pertinent to the preservation of archival resources. Further stressing that, conservation emphasizes on the physical treatment of specific items or collections. It includes simple preventive steps as well as major procedures that may require many weeks of work.

The Australian Library and Information Association (2008) observe that library and information services have particular responsibilities in supporting and sustaining the free flow of information and ideas. These include asserting the equal and equitable rights of citizens to information regardless of age, race, gender, religion, disability, cultural identity, language, socioeconomic status, lifestyle choice, political allegiance/social viewpoint. In other words, people should generally see library as familiar, accessible and a reliable source of information. It is in the light of this that Kitso (2010) opines that libraries provide essential infrastructure, largely in the form of reliable and well-document access to prior knowledge, data, the cultural record and other research materials necessary for teaching, learning and research processes.

Through preservation and conservation efforts, patrons can rest assured that although materials are constantly deteriorating over time, the library itself will remain a stable, reliable environment for their information needs. The contents of libraries represent the cultural and intellectual heritage of the society and their loss would be tragic. It is therefore important that valuable materials in the library are saved from the ravages of time and use; effects of natural and man-made disasters; and deterioration of chemically unstable products from which they are created (Chaudhary, 2013).

The University of Ilorin and Kwara State Universities are both situated in Kwara State, located in the North Central Zone of Nigeria. Library and Information Schools in both the universities share common historical destiny as they were both established in the same year (2009), even though, the former is one of the seven 2nd generation universities established in 1975 by a decree. The philosophy of their library and information schools' programmes is to produce Librarians and Information Scientists who are well grinded in the theories and application of librarianship to the principle of information provision and dissemination. It is important to note that the libraries in the two universities are compelled by their mandate to acquire, organise, preserve and make accessible to the students of these two schools all forms of information materials which they require for quality education. With this in mind that this study examines preservation and conservation practices of both university libraries and the implications for quality education in library and information schools in Nigeria.

Statement of the problems

Although, the sacred role of library is to provide a sense of immortality, traditional library collections contain a wide range of organic materials and such organic substances undergo a continual and inevitable natural ageing process. Deterioration of library materials in university libraries has been established in literature as a universal phenomenon. The deterioration of library materials, especially the print materials have been in existence for some decades but have escalated drastically. Preservation and conservation of library materials will ensure that library collections are maintained and kept accessible whether for a few years or indefinitely. Since it cannot be easily predicted what will be of interest to researcher in the future, preserving old and current collections is therefore the best way to serve future users of university libraries. It is with this in mind that this research is carried out with a view to give insights into preservation and conservation practices of two selected

university libraries in Kwara State and the implications on quality education in library schools in Nigeria.

Objectives of the study

The main objective of this study is to assess the level of deterioration of library materials and preservation and conservation practices of two university libraries in Kwara State. Other specific objectives are:

- i. To investigate the types of library materials held by the selected university libraries in kwara state
- ii. To investigate the causes of deterioration of these library materials
- iii. To find out the greatest agents of deterioration in the selected university libraries
- iv. To examine the preservation and conservation programmes available in the selected university libraries
- v. Identify the challenges in the preservation and conservation of library materials in the selected university libraries.

Review of Related Literature

The primary purpose of a Library is to collect, preserve, organize, and make useful information available to the right users at the right time and in the right format. Madukoma, Bamidele & Aluko-Arowolo (2015) regard library as a service oriented organisation which offers services by acquiring, organising, processing, storing, and preserving information in various formats and making them available and accessible to users. Daniel (2004) cited in Ajegbomogun & Ajegbomogun (2015) observe that the library remains the power house of educational institution and that education institution without a library is like a motor without an engine and a body without a soul. A library, therefore, represents a solid foundation for functional education, without which educational excellence cannot be realised.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators. University education includes teaching, research, and social services activities, and it includes both the undergraduate and the graduate or postgraduate level. Universities are generally composed of several colleges or Faculties in Nigeria. According to Udida et al (2009), higher educational institutions in Nigeria from their modest beginning are expected to offer services that significantly contribute within the context of a sound macro-economic and political environment to the growth of the society. In relation to the role of library in this, Pattanaik and Pattanaik (2011) stress that the purpose of using library should be viewed as an integral part and parcel of every academician to encourage, motivate and support not only learning and research but also to develop ideal citizens of the country. Thus, the purpose of visiting the library is equally important for optimization of users' knowledge to support their educational endeavor. To achieve this, availability and timely access to library and information resources will be indispensable to teaching and research for development in any academic institution. University library is, therefore, expected to meet all the information needs of lecturers and students by providing library information resources both in print and electronic forms so as to satisfy their academic and administrative needs (Onifade & Popoola, 2015).

Library resources can be described as those information bearing materials that are in both printed and electronic format such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, video-tapes/cassettes, diskettes, magnetic disk, computers, microforms etc. These information materials are the raw materials that libraries acquire, process, catalogue and classify, stock, and make available to their clientele in order

to assist them in their area of specialization. Onatola (2004), opines that the material resources expected to be in the custody of a typical university library toward maintaining its relevance within a given setting include the books (basic and reference texts), serials (journals and periodicals), artifacts (archival materials) and other non-book materials (e.g. audio-visuals, information technology, etc). For a university library to perform its myriad of functions, its collections must not only include books and journals but also other materials such as generalised and specialised collections (Aina, 2004). University library collections are always large, running into millions of materials and are expected to last thousands of years to come. Owing to this magnitude of its information resources, it is therefore imperative for it to employ preservation and conservation practices for its materials in order to prevent them from an inferior state resulting from the process of decaying.

Deterioration is the reduction in the extent of effectiveness of physical characteristics of library materials. Generally deterioration can be classified into physical, chemical, biological and environmental factors (Abiodun, 2013). Madu and Adeniran (2005) as cited in Abiodun (2013) express the view that different materials have been used as writing surfaces through ages with the exception of stones and metals and all these are susceptible to deteriorating factors. They further identified various causes of deterioration of these different media by claiming that clay is to worms as papyrus to insects and moisture, bark, wood and palm leaves are to termites and other insects, leather and linen to rat and clamp and finally paper to light, acidity, moisture, insects etc. Similarly, Aina (2004) identified heat, insects and disasters like water and fire as some of the causes of deterioration and emphasised the importance of the need to protect library materials from these agents of destruction. Other causes of deterioration on library materials can also be due to climatic factors, internal degradation, catastrophes, improper handling, poorly designed storage areas, use of untested materials which have done more harms than good to documents and to crown it all lack of trained staff referred to as advanced state of deterioration (Madu and Adeniran, 2005).

A library is primarily established to preserve and conserve materials acquired in usable conditions for posterity. The library preserves our thoughts, intellectuals, artistic creations and man's historical records for the upcoming generation. Aguolu (1983) stresses that all types of libraries have an important role to play in the preservation of oral traditions which constitute available sources for the reconstruction of the past especially in historical, biographical, literary and anthropological studies.

The method used to manage deterioration by libraries is preservation and conservation. While preservation involves keeping the materials in their original state by providing conducive storage conditions or putting the measures in place to protect them from any forms of degradation. Conservation on the other hands involves the stabilisation of materials to their original state with a view to keep them in workable condition. Chaudhary (2013) sees preservation as a branch of library and information science concerned with maintaining or restoring access to artifacts, documents and records through the study, diagnosis, treatment and prevention of decay and damage and conservation as referring to the treatment and repair of individual items to slow decay or restore them to a usable state.

The practice of preservation and conservation, therefore, in any library prevents its materials from inferior state resulting from the process of decaying. It is a restoration process which involves the act of making necessary changes required to make the library materials more intact and operational. Generally, the essence of preservation and conservation is to forestall or reduce degradation of library materials in order to make them available to users for as long as possible.

Popoola (2003) cited in Abdulkareem, Isah&Issa, (2013) observe that contemporary African education and information practitioners cannot afford to discountenance the fact that the continent is at the risk of losing a substantial part of her cultural entities due to poor level

of preservation activities. They further quoted Mnjama, Wamukoya, and Mutula (2004) who equally observe the challenges faced by some African countries in the capture and preservation of records and by extension, other library materials, to include; absence of organizational plans; low awareness of the role of preservation and conservation management in support of organizational efficiency and accountability; lack of stewardship and coordination in handling library materials; absence of legislation, policies, and procedures to guide the management of library information resources; absence of core competencies in preservation and conservation; absence of budgets dedicated for preservation and conservation programme; and poor security controls among others.

Similarly (Ishola, 2014), identified some of the problems confronting university libraries in Nigeria today owing to the deterioration and degradation of their holdings at varying levels to include: acquisition of library collections, especially paper-based, without adequate resources allocation (both financial and human), to address their future deterioration; lack of proper recognition of the need for preservation, conservation and restoration of information resources etc. He further contended that there are shortages and decline in book budget arising from the poor funding of the institutions as well as the high cost of books and other information resources and that as a result, the libraries are left with damaged books, distorted tapes scratch CDs, etc. The above reinforces the reasons for preserving and conserving library materials which Oshundeyi (2001) gave as follows:

- i. Library materials are expensive as most things are nowadays. The economy is very unstable and inflation rates are on the increase. This makes it difficult and very expensive to by imported educational materials, thus the ones available should be preserved for as long as possible.
- ii. Library materials do go out of the market as publishers may decide at times to discontinue with the production of more copies.
- iii. Library materials may be out of print. If the author dies, the work may not be continued.

Against this backdrop, it imperative to deploy techniques for preserving and conserving library materials to ensure that they will last many years for use. This research therefore attempts to assess the preservation and conservation practices of library materials in two selected university libraries in Kwara State and their implications on quality education in Nigeria.

Methodology

This study adopts descriptive survey research design. The study population comprised all the 43 professional librarians as well as other category of Para-professional staff whose part of job descriptions include preservation and conservation activities in their respective libraries. The breakdown of the total showed that 32 for Unilorin Library, 11 for Kwara State Library. Since the population of the study was not too large, the study therefore employed total enumeration technique whereby all the staff of the three selected university libraries that constituted the population were used as sample for the study. While the main research instrument used by the study was a set of questionnaire tagged (ALT), for data collection. The main research instrument was divided into five main sections. Section A dwelt on the demographic information of the respondents. Section B focused on the types of library materials held by the individual university library. Section C dealt with the causes and extent of deterioration of library materials in each of the academic libraries. Section D dealt with the questions on the greatest agents of deterioration in the selected university libraries. Section E focused on the preservation and conservation programmes available in the three selected university libraries. Section F dwelt on whether preservation and conservation policy existed in the three selected university libraries. Section E dealt with questions on the challenges

encountered by the respondents in preservation and conservation activities in their respective university libraries.

Considering the nature of the study, it further employed two other instruments, namely, observation and interview to compliment the use of the questionnaire which was the main instrument in order to obtain more credible information.

Presentation of Results

Table 1: Return Rate of Questionnaire from each Selected University Libraries

Selected University Libraries	Administered questionnaire	Total collected	Percentage
Unilorin	32	30	69.76
Kwasu	11	10	23.26
Total	43	40	93.02

Table 1 shows that, out of a total of 43 copies of the questionnaire that were administered to the Library personnel in the selected university libraries, 40 copies were duly filled and returned giving a return rate of 93.02%. The strength of the return rate recorded here could be attributed to personal involvement of the researchers in both the administration and collection of the filled copies of questionnaire.

Table 2: Demographic Information on the Respondents

Demographic Information	Category	Frequency	Percentage
Gender	Male	23	57.5
	Female	17	42.5
	Total	40	100
Age	16-20 years	2	5.0
	21-25 years	5	12.5
	26-30 years	9	22.5
	31 above years	24	60.0
	Total	40	100
Marital Status	Single	8	20.0
	Married	32	80.0
	Total	40	100
Educational Qualification	NCE/OND	6	15.0
	HND/Bsc	21	52.5
	MARM/MLIS	12	30.0
	PhD	1	2.5
	Total	40	100
Working Experience	1-5 Years	15	37.5
	6-10 Years	8	20.0
	11-15 Years	4	10.0
	16-20 Years	3	7.5
	Above 20 Years	10	25.0
	Total	40	100

The breakdown of gender distribution of the respondents as indicated in the Table shows 23(57.5%) male and 17(42.5%) female; a near-equal representation of both sexes, otherwise referred to as gender balance. The table also shows that 2(5.0%) of the respondents were

between ages 16-20 years, 5(12.5%) were between the ages 21-25 years, 9(22.5%), while 24 respondents with the highest percentage (60.0%) were above 31 years. This suggests that majority of the respondents who filled the structured questionnaire were not only adults but were well mature in minds. It can also be seen that out of the 40 respondents, 8(20.0%) are single, while 32(80.0%) were married. On their educational qualifications the table shows that 6(15.0%) of the respondents were NCE/OND, 21(52.5%) were HND/Bsc, 12(30.0%) were MARM/MLIS and 1(2.5%) respondent was a PhD holder. This implied that the majority are well-educated, which will enhance their understanding of the questionnaire administered on them and hence high possibility of giving credible information. In addition, it can be seen from the table that 15(37.5%) of the respondents have 1-5 years experience, 8(20.0%) have 6-10 years experience, 4(10.0%) have 11-15 years experience, 3(7.5%) have 16-20 years experience and 10(25.0%) have more than twenty years experience. This suggests that majority of the respondents who filled the copies of the questionnaire have a good mix of years of experience.

Research Question 1: What are the Types of Library Materials in Selected University Libraries and their Formats?

Table 2: Library Materials and their Formats

Library Materials	UNILORIN Library		KWASU Library	
	Yes	No	Yes	No
Print materials (e.g. books, serials, journals, e.t.c)	30(100%)	-	10(100%)	-
Cartographic materials(e.g maps, atlas, globs, plans e.t.c)	20(66.7%)	10(33.3%)	9(90.0%)	1(10.0%)
Graphic media (e.g. filmstrips, slides, transparencies)	17(56.7%)	13(43.3%)	3(30.0%)	7(70.0%)
Audio- visual (motion picture, video recording, CD ROM)	23(76.7%)	7(23.3%)	10(100%)	-
Government publications	30(100%)	-	10(100%)	-
Electronic information materials(online database, online journals)	27(90.0%)	3(10.0%)	10(100%)	-
Seminar papers/conference proceedings	27(90.0%)	3(10.0%)	10(100%)	-
Past projects	25(83.3%)	5(16.7%)	6(60.0%)	4(40.0%)
Thesis and dissertation	20(66.7%)	10(33.3%)	1(10.0%)	9(90.0%)

Table 2 shows that majority of the respondents (60%-100%) from the two selected university libraries agree that the listed library materials from the print materials to theses and dissertation, are available in their libraries, while a majority of respondents from KWASU library (70%-90%) disagree to the availability of Graphic media and thesis and dissertation. This may be attributed to the young age of the university and by implication has not yet produced any post graduate in any of its numerous colleges/departments.

Research Questions 2: What are the Causes of Deterioration of Library Materials?
Table 3 Causes of Deterioration

Causes of Deterioration	UNILORIN LIBRARY		KWASU LIBRARY	
	Agree	Disagree	Agree	Disagree
Termite	17(56.7%)	13(43.3%)	6(60.0%)	4(40.0%)
Silverfish	3(10.0%)	27(90.0)	1(10.0%)	9(90.0%)
Cockroaches	20(66.7%)	10(33.3%)	7(70.0%)	3(30.0%)
Booklice	12(40.0%)	18(60.0%)	4(40.0%)	6(60.0%)
Temperature and Relative Humidity	20(66.7%)	10(33.3%)	10(100%)	-
Light	13(43.3%)	17(56.7%)	1(10.0%)	9(90.0%)
Chemical Factors	13(43.3%)	17(56.7%)	3(30.0%)	7(70.0%)
Human Factors(e.g mutilation, rough handling etc)	25(83.3%)	5(16.7%)	7(70.0%)	3(30.0%)
Disaster(e.g.fire, earthquake, water etc)	9(30.0%)	21(70.0%)	4(40.0%)	6(60.0%)
Inappropriate Building (e.g. leaking, siting etc)	20(66.7%)	10(33.3%)	7(70.0%)	3(30.0%)

The breakdown of Table 3 indicates that human factor of all the agents of deterioration of library materials shows the highest response with 25(83.3%) for Unilorin library and 7(70%) for Kwasu library. This is followed by cockroaches, temperature and relative humidity and inappropriate building with 20(66.7%) for Unilorin and a little bit higher for Kwasu Library 7(70%). Next to these are termites for both the selected university Libraries where response for Unilorin shows 17(57.7%) and Kwasu shows 6(60%). However, a majority of the respondents in unilorin library disagreed that silverfish 27(90%) disasters 21(70%) booklice 18(60%), light and chemical factors 17(56.7%) each, constitute agents of deterioration. A similar pattern of response was recorded in kwasu library with 9 (90%) for silverfish and light each, 7(70%) for chemical factors, 6(60%) for booklice and disasters each in Kwasu library.

Research questions 3: What are the Greatest Agents Deterioration of Library Materials
Table 4 Greatest Agents of Deterioration

Agents of Deterioration	UNILORIN LIBRARY		KWASU LIBRARY	
	Agree	Disagree	Agree	Disagree
Termite	13(43.3%)	17(56.7%)	6(60%)	4(40%)
Silverfish	10(33.3%)	20(66.7%)	1(10%)	9(90%)
Cockroaches	13(43.3%)	17(56.7%)	3(30%)	7(70%)
Booklice	9(30.0%)	21(70.0%)	7(70%)	3(30%)
Temperature and Relative Humidity	22(73.3%)	8(26.7%)	7(70%)	3(30%)
Light	14(46.7%)	16(53.3%)	1(10%)	9(90%)
Chemical Factors	12(40.0%)	18(60.0%)	1(10%)	9(90%)
Human Factors(e.g mutilation, rough handling	25(83.3%)	5(16.7%)	9(90%)	1(10%)

etc)				
Disaster(e.g fire, earthquake, water etc)	13(43.3%)	17(56.7%)	1(10%)	9(90%)
Inappropriate Building (e.g. leaking, siting etc)	20(66.7%)	10(33.3%)	7(70%)	3(30%)

Table 4 indicates that of all agents of deterioration, human beings were considered the greatest agents of deterioration of library materials by the highest response recorded with 25(83.3%) for Unilorin library and 9(90%) for Kwasu library. Considered next to human beings were temperature and relative humidity 22(73.3%), inappropriate building with 20(66.7%) for Unilorin and a higher response for Kwasu Library 9(90%) for human factors, booklice, temperature and relative humidity and inappropriate building 7(70%) each respectively. On the other hand, majority of the respondents in the two selected university libraries disagreed that: booklice 21(70%), 20(66.7%), chemical factors 18(60%), termite, cockroaches and disaster 17(56.7%) each, for unilorin library are significant agents of deterioration of library materials. Similarly, silverfish, light, chemical factors and disaster attracted 9(90%) each, respectively in Kwasu library, were considered insignificant as greatest agents for destruction of library materials. The above analysis is in line with the earlier rating which scored human factors very high as causes of deterioration of library materials in both the selected university libraries.

Research Question 4: What are the Preservative and Conservative Practices in the Selected University Libraries?

Table 5 Preservation Practices that exist

Preservation Practices	UNILORIN LIBRARY		KWASU LIBRARY	
	Agree	Disagree	Agree	Disagree
Microfilming	10(33.3%)	20(66.7%)	3(30%)	7(70%)
De-acidification	13(43.3%)	17(56.7%)	3(30%)	6(60%)
Binding	25(83.3%)	5(16.7%)	8(80%)	2(20%)
Encapsulation	10(33.3%)	20(66.7%)	4(40%)	6(60%)
Digitisation	20(66.7%)	10(33.3%)	6(60%)	4(40%)
Photocopying	24(80.0%)	6(20.0%)	7(70%)	3(30%)
Protective Enclosures	17(56.7%)	13(43.3%)	4(40%)	6(60%)
Dust Jacket	20(66.7%)	10(33.3%)	7(70%)	3(30%)
Simple Repairs (e.g. Fastening, Stapling etc.)	25(83.3%)	5(16.7%)	8(80%)	2(20%)
Replacing/Re-housing	24(80.0%)	6(20.0%)	6(60%)	4(40%)
Fumigation	24(80.0%)	6(20.0%)	7(70%)	3(30%)
Notice to readers (e.g. don't eat, don't drink, etc.)	20(66.7%)	10(33.3%)	9(90%)	1(10%)

Table 5 shows that majority of the respondents (least being 53%) from all the selected university libraries (KWASU and UNILORIN) agreed to the preservation and conservation techniques listed in the table with 25(83.3%) of them agreeing that binding and simple repairs as the major preservation techniques. This result is followed by photocopying, replacing/rehousing and fumigation with 24(80.0%) each for Unilorin library and while notice to readers ranked highest 9(90%) for Kwasu, followed by binding and simple repairs 8(80%) each. Photocopy, dust jacket and fumigation also ranked high with 7(70%) each respectively. Digitisation, replacing/re-housing also ranked high with 6(60%) for both in

Kwasu library. The pattern of response was similar in both the studied university Libraries in disagreement that microfilming and encapsulation 22(66.7%) each for Unilorin library with the least as de-acidification 17(56.7%) and 7(70.0%) were used techniques for preservation and conservation. For Kwasu library, de-acidification, encapsulation and protective enclosures showing 6(60%) for each, were not used techniques.

Research Questions 5: What are the Challenges in Preservation Conservation of Library Materials

Table 6: Challenges in Preservation and Conservation

Challenges	UNILORIN LIBRARY		KWASU LIBRARY	
	Agree	Disagree	Agree	Disagree
Inadequate Finance	25(83.3%)	5(16.7%)	9(90%)	1(10%)
Lack of trained personnel	25(83.3%)	5(16.7%)	7(70%)	3(30%)
Lack of trained Security	23(76.7%)	7(23.3%)	6(60%)	4(40%)
Inappropriate Building	20(66.7%)	10(33.3%)	6(60%)	4(4%)

Table 6 provides the wide-ranging challenges faced the selected university libraries in proper preservation and conservation of library materials in. Majority of the respondents from all the university libraries agreed that inadequate finance, lack of trained personnel, inadequate security and inappropriate building are challenges hampering effective preservation and conservation of library materials. The results indicate 25(83.3%) for inadequate and lack of trained personnel as well as 20(66.7%) in Unilorin library, while it shows over 60% upward for all the variables in Kwasu library. This pattern indicated that the aforementioned challenges restricted the studied university libraries from fulfilling their core mandate of preserving and transmitting knowledge paramount to the cultural heritage of the past and for future generations.

Discussion of the Findings and their Implications for Quality Education

The result of the finding on the demographic characteristics implies that not only were the respondents highly qualified, they were also well- experienced on the job. These qualities are very necessary for effective preservation and conservation practices by the selected university libraries concerned, granted that necessary and adequate incentives are put in place. Hence, with the presence of older hands on the job, good monitoring as well as appropriate mentoring of the younger ones would be facilitated, thereby translating into good performance.

The study sought to identify the types of materials acquired in selected university libraries and their formats for supporting their parent institution's objective of expanding frontiers of knowledge the and found out that materials acquired were Print materials (e.g. books, serials, journals, e.t.c) Cartographic materials (e.g maps, atlas, globs, plans e.t.c), Graphic media (e.g. filmstrips, slides, transparencies), Audio- visual (motion picture, video recording, CD ROM), Electronic information materials(online database, online journals), Government publications, Seminar papers/conference proceedings, Past projects, Thesis and dissertation. Onatola (2004), opines that the material resources expected to be in the custody of a typical university library towards maintaining its relevance within a given setting include the books (basic and reference texts), serials (journals and periodicals), artifacts (archival materials) and other non-book materials (e.g. audio-visuals, information technology, etc). Similarly, Aina (2004) is of the opinion that for a university library to perform its myriad of functions, its collections must not only include books and journals but also other materials such as generalised and specialised collections. Therefore, Onifade & Popoola (2015)

observe that these library information resources are expected to be carefully selected, procured, organized, preserved and disseminated to the lecturers and students adding that availability and timely access to these library and information resources is indispensable to teaching and research in any academic institution. University library is, therefore, expected to meet all the information needs of lecturers by providing library information resources both in print and electronic forms so as to satisfy their academic and administrative needs.

On the causes of deterioration of library materials in the studied university libraries such as termite, silverfish, cockroaches, booklice, temperature and relative humidity, light, chemical factor, human factors disaster and inappropriate building, the finding of the study revealed that human being is the greatest agent of deterioration of library materials. This finding support, in part, that of Oshundeyi (2001) who indicated in his study that the greatest among agents that deface books and cause wears and tears on library materials are human beings through rough and careless handlings among other disruptive behaviours.

The result of the findings also show that, the majority of the respondents from the selected university libraries agreed that binding, simple repairs (e.g. Fastening, Stapling etc.), replacing/re-housing, fumigation, notice to readers (e.g. don't eat, don't drink, etc.) were extensively used as techniques in preservation and conservation of their library materials. Oshundeyi (2001) asserts that it is utmost importance for library to find ways of protecting materials from the common environmental, climatic hazards and human factors. He further stresses that repair works must be carried out on library information resources on a regular basis to ensure that they can continue to serve library users.

On the challenges encountered in preserving and conserving library materials, the findings show that inadequate finance, lack of trained personnel, lack of trained security and inappropriate building in that order of magnitude are the major factors affecting the selected university libraries in preserving and conserving their materials. Ishola (2014) identified some of the problems confronting university libraries in Nigeria today owing to the deterioration and degradation of their holdings at varying levels to include: acquisition of library collections, especially paper-based, without adequate resources allocation (both financial and human), to address their future deterioration; lack of proper recognition of the need for preservation, conservation and restoration of information resources; shortages and decline in book budget arising from the poor funding by the parent institutions as well as the high cost of books and other information resources and that as a result, the libraries are left with damaged books, distorted tapes scratch CDs; etc. This finding is further strengthened by Udida et al (2009) who observe that the gradual decline of academic work and especially the quality of higher education has followed in the wake of the neglect of libraries, laboratories, teaching equipment and other resources which at the outset allowed universities to uphold high academic standards.

Conclusion and Recommendations

The types of materials acquired in the selected university libraries and their formats for supporting their parent institution's objective of expanding frontiers of knowledge were Print materials (e.g. books, serials, journals, e.t.c), Cartographic materials (e.g maps, atlas, globes, plans e.t.c), Graphic media (e.g. filmstrips, slides, transparencies), Audio- visual (motion picture, video recording, CD ROM), Electronic information materials(online database, online journals), Government publications, Seminar papers/conference proceedings, Past projects, Thesis and dissertation.

The major causes of deterioration of library materials in the studied university libraries were termite, silverfish, cockroaches, booklice, temperature and relative humidity, light, chemical factor, human factors, disaster and inappropriate building. Of all these, the

study established that human being is the greatest agent of deterioration of library materials through rough and careless handlings among other disruptive behaviours.

Binding, simple repairs (e.g. Fastening, Stapling etc.), replacing/re-housing, fumigation, notice to readers (e.g. don't eat, don't drink, etc.) were extensively used as techniques in preservation and conservation of their library materials. Lastly, the challenges encountered in preserving and conserving library materials, include inadequate finance, lack of trained personnel, lack of trained security and inappropriate building in that order of magnitude. Based on this conclusion, the following are, therefore, recommended to improve the methods of preservation and conservation of library materials in the selected university libraries.

1. The selected university libraries should have preservation and conservation section with sound preservation and conservation programmes.

2. The library management of the selected university libraries should assign some professional staff as their preservation and conservation officers whose job description and responsibilities will include care of library materials. These preservators should be made to train and retrain on preservation and conservation of library materials through attending conferences, seminars, and workshops.

3. The preventive measures which include all forms of indirect actions aimed at increasing the life expectancy of undamaged or damaged of library materials should be adopted by the selected University libraries. These comprise all the methods of good house-keeping, caretaking, dusting, periodical supervision and prevention of any possibility of damage by physical, chemical, biological and other factors while, the Curative measures consist of all forms of direct actions aimed at increasing the life expectancy of undamaged or damaged library materials. It includes repairing, mending, fumigation, de-acidification, lamination, which are required considering the physical condition of the materials.

4. University libraries are entitled to 5% of the university budget and therefore, should allocate appropriate amount of money from it to preservation and conservation programme in order to prepare for any emergency and repair the damaged or worn out materials. They are therefore to make effort to acquire necessary equipment such as fire extinguisher, smoke detectors, insecticide air condition, and electronic surveillance camera (CCTV) to support a successful preservation and conservation programme.

5. The selected university libraries should make it a point of duty to embark on library orientation and educate the users especially the fresh students on proper handling and utilisation of library information resources.

6. The parent institutions of the selected university Libraries especially KWASU and AL-HIKMA should establish departmental libraries in various departments to reduce pressure on the main library materials.

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