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Digital Preservation Practices and Use of Digital Library by Postgraduate Students in selected Universities in South-West, Nigeria.

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DIGITAL PRESERVATION PRACTICES AND USE OF DIGITAL LIBRARY BY POSTGRADUATE STUDENTS IN SELECTED UNIVERSITIES IN SOUTH-WEST, NIGERIA

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Abstract

Digital libraries are established to meet the demands of students who are ever in need of information that must be current, updated and available at a go, to satisfy their academic needs. However, in spite of the benefits accrued to the use of digital library, postgraduate students, hardly make meaningful use of digital libraries. The study therefore investigates digital preservation practices and use of digital library by postgraduate students in selected universities in South-west, Nigeria.

The study adopted a descriptive survey research design. The population of the study comprised 29,017 postgraduate students and 363 library personnel in 12 universities in South-west, Nigeria. Multi-stage sampling technique was adopted to draw a sample size of 385 from the postgraduate population, while simple random technique with a sampling fraction of 50% was used to draw a sample size of 182 from the library personnel population.

The predominant purpose of digital library use by postgraduate students in the selected universities is for examination preparation ($\overline{x}$ = 3.36) and to complete assignment ($\overline{x}$ = 3.29). There

is a low frequency of digital library use by the postgraduate students. Copying of old information into new and higher technology media was the predominant digital preservation practice ($\overline{x}$ = 3.47). The study identified erratic power supply ($\overline{x}$ = 3.25), slow internet speed ($\overline{x}$ = 3.15) and inaccessibility of some websites ($\overline{x}$ = 3.13), as some predominant challenges to digital library use by the postgraduate students. Digital preservation practices do not independently and significantly influence digital library use by postgraduate students: digital preservation practices (β = -.122, P >.05). There is a weak, positive but not statistically significant relationship between digital preservation practices and digital library use by postgraduate students (r = .067, P > 0.05).

Digital preservation practices influences the use of digital library by postgraduate students. Libraries should prioritise investment in digital preservation practices and collaborate with other institutions and stakeholders to share best practices, develop common standards, and promote interoperability of digital resources, as this can help to improve the quality and availability of digital resources and facilitate access to resources across different institutions.

Keywords: Digital preservation practices, Digital library use, Digital libraries.

Introduction

A digital library can be part of a main university library or a stand-alone unit of the library is a computerised system that allows users to obtain coherent means of access to an organised electronically stored information. This follows therefore that postgraduate students as part of the users of a university need to make use of digital libraries as they provide them the means of access to varieties of information. However, to boost the use of digital library by postgraduate students, there is the need for adequate digital preservation practices in university libraries. Cordon_Garcia, Alonso-Arevalo, Gomez-Diaz and Linder (2013) defined digital library as internet site purposely meant for the creation and preservation of electronic book collections and holdings of other kinds of materials, without the need for end users to purchase the materials they want to consult. In other words, digital library is a networked collection of digital texts, documents, images, sounds, data, software and many more that are the core of today's web and tomorrow's universally accessible digital repositories of all human knowledge.

A digital library is the collection of electronic information resources, in which all the information resources are accessible through a computer networks and internet facility. A digital library is a collection of electronically accessible digital artifacts such as: books, periodicals, audio recordings, video recordings, and other documents (Terrell, 2023). Among the benefits of digital

libraries are: accessibility, automated and simplified library management, unlimited number of books and electronic resources, ease of search, preservation of knowledge and research, access to current (up-to-date) information and speed of access. An electronic software creation known as a digital library includes both source data and manually recovered metadata, the primary data must be regularly updated and can either be thematic or collections based.

Digital library's information resources are categorised into two parts: information resources that are produced in digital form such as; e-books, e-journals, e-projects, e-reference materials, e-seminar paper, e-books, e-newsletters, e-thesis, e-conference papers, e-technical reports, e-dissertation among other, while some are converted into digital forms over time. A digital library is meant to be used by postgraduate students.

The goals of postgraduate education in any university are: to help postgraduate students develop their spirit of inquiry through research training in an environment that values intellectual independence, to help develop individual creativity and a strong feeling of group cooperation. Therefore, postgraduate students need access to information that are current, updated and timely to aid and facilitate their research works and other academic activities, these can be found in ther digital libraries. In spite of the usefulness of digital library to postgraduate students in the provision of effective and efficient information for their learning and research purposes, studies have shown that the use of digital library is still low. A major factor that can influence the use of digital library by postgraduate students is the preservation of digital library resources through digital preservation practices.

Digital preservation entails procedures and activities designed to maintain the availability of digital historic resources for as long as they are required. Digital preservation incorporates policies, tactics and activities to guarantee correct representation of verified material across time, difficulties posed by media failure and technological development. Digital preservation applies to both born digital and reformatted content (American Library Association (ALA, 2007). Digital preservation is a coordinated and continuing collection of procedures and actions that enable long-term, error-free storage of digital information, including methods of retrieval and interpretation, for the duration of the information's requirement (State Library, New South Wales, 2021). According to Beafrie (2006), digital preservation has become necessary owing to factors like information growth, information explosion, e-research and collection-based science, the relatively short life span of digital storage media as well as the transient nature of web documents.

The advantages and importance of digital information resources to postgraduate students has informed the necessity for digital preservation. The risk of deterioration, catastrophic loss, short lifespan of digital media compared to traditional format materials and the obsolescence of retrieval as well as playback technology among many others form a number of reasons that make the preservation of digital information essential. The loss of access is also among the major challenges to digital information continuity, if the means of access is lost, then it is difficult to have access to information resources. Accessibility or the capacity to locate a digital object's core, genuine message or purpose is the goal of preservation.

Among the digital preservation practices undertaken in digital libraries are: encapsulation, this is keeping the old technology or the hardware and software that were used to create and access the digital information in its original form and environment. Technology emulation as part of digital preservation practices is the process of developing new software to replicate the functionality of previous software. Another preservation practice is metadata, this helps in tracing the history of digital items, therefore it is important to manage and keep the metadata safely to enable users find and use them in future. Saur (2005), mentions that printing of paper is one of the preservation practices which is sometimes referred to as change media, it entails printing digital content and it serves as hardcopy backup of the digital resources: Digital archaeology as a preservation practice refers to methods and procedures for recovering content from damaged media, outdated or damaged hardware, and software environment.

Copying in digital preservation is a versioned copy of resources, it is created when the original content or metadata is updated or altered, these copies are usually stored in a different location than the original document for future accessibility when the original copy is altered, lost or corrupted. Conversion of digital resources as a strategy in digital preservation is the transformation of digital information from an existing format to another format that maintains the content, context and structure of a record. Transferring original information is migrating data from an aging or obsolete file format into a new file format, by using new application systems at each stage to interpret the information. This is a standard practice of migrations and one of the reasons for digital libraries to keep updating their systems. However, it is important when undertaking file format migration to always retain the original file along with the new migrated file.

Statement of the problem

Considering the immerse benefits of digital library to postgraduate education, it is imperative that postgraduate students use the digital library. In spite of the benefits accrued to the use of digital library, literature has found that postgraduate students hardly seem to make meaningful use of their digital libraries. A possible reason for the low use of digital library by postgraduate students can be the lack of resources in the digital library resulting from poor digital preservation practices in the library. Poor digital preservation practices in digital libraries can results in loss of viable and useful information resources required to enhance the academic activities of postgraduate students. This study will therefore investigate digital preservation practices on use of digital library by postgraduate students in selected universities in South-west, Nigeria.

Research questions

1. What is the purpose of digital library use by postgraduate students in selected universities in South-west, Nigeria?
2. What is the level of digital library use by postgraduate students in selected universities in South-west, Nigeria?
3. What are the digital preservation practices undertaken in digital libraries in selected universities in South-west, Nigeria?

Hypothesis

1. There is no significant relationship between digital preservation practices and use of digital library by postgraduate students in selected universities in South-west, Nigeria.

Literature review

According to Deshpande (2021), a digital library is essentially a fully automated information system with all resources in digital form. Digital libraries are a collection of digital materials, such as books, journals, videos, images, and other types of electronic resources, that are organised and made accessible through the internet or other electronic means. Digital Library Federation (DLF) defines digital libraries as organisations that provide the resources, including the specialised staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the

integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities. Digital libraries are similar to traditional libraries in that they provide access to information and resources, but they differ in that they use digital technologies to provide remote access to these resources, making them available to users from anywhere at any time.

One of the significant challenges in managing digital libraries is the preservation and maintenance of digital materials. As digital materials become more complex, it becomes increasingly challenging to preserve them for the long term. Digital materials are also vulnerable to technological obsolescence, which makes it difficult to ensure long-term access to these resources. In response to this challenge, studies have proposed various preservation techniques, such as migration and emulation, to ensure the long-term preservation of digital materials.

The primary purpose of using digital libraries by students according to Kadirire (2007) is to access information resources. Digital libraries offer a convenient and efficient way to access various resources such as e-books, academic journals, databases, and other online resources that may not be available in traditional libraries. Another purpose of using digital libraries is to support learning and research activities (Lai et al., 2013; Oduwole et al., 2019). Students utilise digital libraries to search for and retrieve information relevant to their coursework and research. Digital libraries are also used to enhance study skills (Kumar et al., 2014). Students can use digital libraries to improve their skills in searching for and retrieving information, managing citations and references and evaluating the credibility of sources. Digital libraries are also used to facilitate collaboration and knowledge sharing among students (Zhang et al., 2019). Students can share resources, collaborate on group projects, and engage in discussions with other students and faculty members through digital libraries. Overall, digital libraries offer numerous benefits to students, including convenience, access to a wide range of resources, and opportunities for collaboration and knowledge sharing.

Obeidat (2021) in a study on digital libraries in Jordanian universities and overcoming the digital gap in the time of COVID-19, revealed that students use digital libraries mainly because of their dependence on the internet as findings showed that 66.6% of the study sample use internet daily to access the free digital resources. Onanuga, Ilori and Kusoro (2020) in a study examined postgraduate students' use of library and challenges encountered in South-west, Nigeria universities. The study revealed that most postgraduate students in South-west Nigerian

universities use the library for reading their personal note (94%), preparing for test and examination (92%), updating their knowledge and skills (92%).

Kumar (2015) concluded that postgraduates students used the library regularly for studying purposes in his study. Onuoha and Subair (2013), on the other hand, said that students visit the library to borrow learning materials, connect to the internet, photocopy, and check the latest service offerings. Lateef *et al*. (2016) said that students visit the library for relaxation between lectures and meet their classmates and friends. Raza *et al*. (2022) concluded in their study that students are aware of the resources and services of libraries and use them as course materials. Postgraduate students, according to Saiti (2008), preferred the internet as the primary provider of information because it is accessible and provides credible information. Also, Kumah (2015) said that postgraduate students visit the library because it offers an ideal space to study, and they enjoy the services provided to them.

On frequency of use, Onifade, Ogbuiyi and Omeluzor (2013) held the view that most postgraduate students (especially in Babcock University) do not use the library on a regular basis. Also, a study by Anunobi and Emezie (2020) revealed that postgraduate students in Federal University of Technology Owerri underutilised library resources (prints and subscribed databases). However, Ibrahim and Sakiyo (2015) established that postgraduate students (in the North-East zone of Nigeria) frequently used the library more than undergraduate students.

The study by Nair (2020) investigated the usage of digital libraries by postgraduate students in India. The study found that 85% of the respondents used digital libraries for their academic work, with 63% using them on a daily basis. The study also found that the main reasons for using digital libraries were to access research articles, journals, and databases. However, a common trend is that a significant proportion of students use digital libraries on a regular basis, with the main reasons being to access academic materials and to complete assignments. The frequency of use of digital libraries varies among students and is influenced by several factors, including age, education level, income, attitude towards digital libraries, digital literacy, and access to digital libraries.

The use of digital libraries by students, especially the postgraduates, is becoming increasingly popular, but it is not without challenges. According to Salisbury (2018), technical challenges are one of the primary obstacles to using digital libraries effectively. This may include difficulties with navigating the interface, finding information, or using search functions. Technical

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issues such as slow loading times or website errors can further impede students' ability to access and use digital library resources. Another significant challenge faced by students when using digital libraries is information overload. According to Zhang et al. (2018), with vast collections of electronic resources available, students may struggle to sift through the available content to find the most relevant and useful resources. This can be especially challenging for students who lack experience in conducting online research. According to Mohammed and Reuben (2015), some of the challenges to using digital libraries are a lack of qualified librarians (to provide, process, and make available library information resources and services), inadequate infrastructural facilities, erratic power supply, inadequate library funding, a lack of adequate information resources in their areas of research, outdated information materials, the inconvenience of the opening hours, and lack of adequate modern information technologies to acquire, process and access current information. These challenges need to be addressed to ensure that postgraduate students can maximize the benefits of digital libraries.

Digital preservation encompasses all such activities that are undertaken by a digital curator to ensure that the digital content for which the digital curator has responsibility is maintained in such usable formats that it is usable over a period of time and can be made available in meaningful ways for currently existing and future users, beyond the limits of media failure or technological change (Najar and Wani 2019). Digitisation of library collection, according to Van der Hoeven and Rutgers (2014), has many benefits, including cost savings, increased information access, and cultural heritage preservation. Library materials that are delicate, rare, or at risk of deterioration due to environmental variables can be preserved by digitisation, and it also gives researchers and the general public the chance to acquire high-quality digital surrogates.

A study by Yang (2015) found that digital preservation practices were positively associated with the use of digital libraries by postgraduate students. The study also found that digital preservation practices had a significant indirect effect on digital library use, mediated through library cooperation. This suggests that digital preservation practices are an important factor in facilitating library cooperation and improving the effectiveness of digital libraries in serving postgraduate students. Similarly, a study by Shreeves et al. (2013) found that digital preservation practices were positively associated with the perceived value and usefulness of digital libraries among postgraduate students. The study also found that postgraduate students were more likely to

use digital libraries that offered high-quality digital preservation services, as they believed that these libraries would be more likely to provide access to high-quality and reliable digital resources.

Digital preservation practices and the use of digital libraries are closely intertwined, as digital libraries are an important means of ensuring the long-term accessibility and usability of digital content. According to Rorissa and Chen (2013), digital libraries have emerged as important tools for preserving and providing access to digital content. Digital libraries provide a range of services, including storage, retrieval, and dissemination of digital content, as well as metadata management and digital preservation activities such as data backup, migration, and emulation. Digital preservation practices and the use of digital libraries are essential for ensuring the long-term accessibility and usability of digital content. Digital libraries play a critical role in digital preservation by providing a centralized platform for managing, preserving, and providing access to digital content, as well as by integrating digital preservation practices into their services. As the volume and complexity of digital content continue to increase, it is important for digital libraries to continue to evolve and innovate to meet the challenges of digital preservation.

Methodology

The study adopted a descriptive survey research design. The population of the study comprised 29,017 postgraduate students and 363 library personnel in 12 universities in South-west, Nigeria. Multi-stage sampling technique was adopted to draw a sample size of 385 from the postgraduate population, while simple random technique with a sampling fraction of 50% was used to draw a sample size of 182 from the library personnel population. The study adopted questionnaires as the main instrument for data collection. Two different questionnaires were used for the study, the first questionnaire was for the postgraduate students and the second was designed to collect information from the university library personnel in the studied universities. Upon the retrieval of the administered questionnaires, data collected was analysed using the Statistical Package for Social Sciences (SPSS).

Findings and discussion

Response rate

A total number of 182 questionnaires were administered to Library Personnel across twelve (12) universities in Southwest Nigeria, out of which 161 (88.5%) were retrieved. Similarly, a total

number of 384 questionnaires were administered to Postgraduate students across 12 universities in Southwest Nigeria, out of which 358 (93%) were retrieved. This high response rate was achieved due to the researcher's persistence and assistance by postgraduate students and library personnel in the studied universities.

Question 1: What is the purpose of digital library use by postgraduate students in selected universities in South-west, Nigeria?

The purpose of digital library use by postgraduate students in selected universities in South-west, Nigeria, was examined under 11 items, with the response scale of: Strongly Agree, Agree, Disagree and Strongly Disagree. This result is presented in Table 1 below.

Table 1: Purpose of digital library use by postgraduate students

S/N	Statements **I use digital library:**	SA	A	D	SD	Mean	Std. Dev.
1	to access information to write background to the study and literature review of my thesis	154 43.0%	167 46.8%	10 2.8%	26 7.3%	3.26	.828
2	to update my knowledge	155 43.4%	160 44.8%	18 5.0%	24 6.7%	3.25	.833
3	for personal development	113 31.7%	216 60.5%	8 2.2%	20 5.6%	3.18	.729
4	to download information materials in preparation for seminar, conference and workshop	112 31.4%	214 59.9%	11 3.1%	20 5.6%	3.17	.735
5	to access information materials in order to write journal articles	102 28.6%	217 60.8%	13 3.65	25 7.05	3.11	.769
6	to access information materials in order to write a book	93 26.1%	223 62.5%	15 4.2%	26 7.3%	3.07	.768

7	for examination preparation	188	127	23	19	3.36	.824
		52.5%	35.5%	6.4%	5.35		
8	to prepare course materials	109	190	23	35	3.04	.873
		30.5%	53.25	6.4%	9.8%		
9	for teaching preparation	85	118	128	26	2.73	.905
		23.8%	33.1%	35.9%	7.3%		
10	to complete assignment	151	180	6	20	3.29	.761
		42.3%	50.4%	1.7%	5.6%		
11	to supplement print resources	149	150	35	23	3.19	.860
		41.7%	42.0%	9.8%	6.4%		
Weighted mean= 3.15							
Criterion mean = 2.50							

Table 1 shows the purpose of digital library use by postgraduate students in the selected universities. The result revealed that the predominant purpose of digital library use by postgraduate students of the selected universities are: for examination preparation ($\overline{x}$ = 3.36; Std. dev.= 0.824), to complete assignment ($\overline{x}$ = 3.29; Std.dev.= 0.761), to access information to write background to the study and literature review of my thesis ($\overline{x}$ = 3.26; Std.dev.= 0.828), to update knowledge ($\overline{x}$ = 3.25;Std.dev.= 0.833), to supplement print resources ($\overline{x}$ = 3.19; Std.dev.=0.860), among other.

Question 2: What is the frequency of digital library use by postgraduate students in selected universities in South-west, Nigeria?

The frequency of digital library use by postgraduate students in selected universities in South-west, Nigeria, was examined under 13 item, with the response scale of: Daily, Weekly, Monthly, Occasionally and Never. The result is presented in Table 2 below.

Table 2: Frequency of digital library use by postgraduate students

S/N	Types of digital library resources used	Daily	Weekly	Monthly	Occasionally	Never	Mean	Std. Dev
1	Online databases (e.g. OARE, AJOL, HINARI,EBSCOHOS, SCOPUS, DOAJ, JSTOR OAPEN etc.)	10 2.8%	24 6.7%	19 5.3%	263 73.9%	40 11.2%	2.16	.815
2	University Open Access Catalogue	7 2.0%	18 5.0%	152 42.6%	127 35.6%	53 14.8%	2.44	.874
3	Institutional repository	4 1.1%	25 7.0%	154 43.1%	133 37.2%	41 11.5%	2.49	.830
4	Open access resources	26 7.3%	119 33.3%	56 15.7%	135 37.8%	21 5.9%	2.98	1.114
5	E-books	30 8.4%	141 39.5%	79 22.1%	94 26.35	13 3.6%	3.23	1.045
6	E-dictionaries	45 12.6%	128 35.9%	18 5.05	154 43.15	12 3.4%	3.11	1.192
7	E-encyclopedias	27 7.6%	48 23.45	7 2.05	247 69.2%	28 7.8%	2.44	1.062
8	E-thesis and dissertation	17 4.8%	44 12.3%	18 5.0%	255 71.4%	23 6.4%	2.38	.948
9	E-journals	29 8.1%	172 48.2%	22 6.2%	122 34.2%	12 3.45	3.24	1.110
10	E-manuscript	16 4.5%	27 7.6%	13 3.6%	251 70.3%	50 14.0%	2.18	.923

11	E-newspapers	66	84	102	82	23	3.25	1.185
		18.5%	23.5%	28.6%	23.0%	6.4%		
12	Multimedia collections	47	163	30	92	25	3.32	1.192
		13.2%	45.7%	8.4%	25.8%	7.0%		
13	Open educational resources (OERs)	154	59	22	102	20	3.63	1.417
		43.1%	16.5%	6.2%	28.6%	5.6%		
Weighted mean= 2.83								
Criterion mean = 3.0								

Table 2 shows the frequency of digital library use by postgraduate students. The result revealed an aggregated weighted mean of 2.83 which is lower than the criterion mean of 3.0, implying a low frequency of digital library use by the postgraduate students. However, the Table 2 further revealed that: Open educational resources (OERs) ($\overline{x}$ = 3.63; Std.dev.=1.417), Multimedia collections ($\overline{x}$ = 3.32; Std.dev.=1.192), E-newspapers ($\overline{x}$ = 3.25; Std. dev.=1.185), E-journals ($\overline{x}$ =3.24; Std. dev.= 1.110), Open access resources ($\overline{x}$ = 3.23; Std. dev.=1.045) and E-dictionaries ($\overline{x}$ = 3.11; Std. dev.=1.192), are the frequently used digital library resources by the postgraduate students.

Question 3: What are the digital preservation practices undertaken by the digital libraries in selected universities in South-west, Nigeria?

The digital preservation practices undertaken by the digital libraries in selected universities in South-west, Nigeria, was examined under 10 items, with the response scale of: Strongly Agree, Agree, Disagree and Strongly Disagree. This result is presented in Table 3 below.

Table 3: Digital preservation practices undertaken by the digital libraries

S/N	Digital preservation practices in library:	SA	A	D	SD	Mean	Std. Dev
1	Digitisation is typically employed by libraries to enable users to access information that was previously available only in	82	72	1	6	3.43	.696
		50.9%	44.7%	0.6%	3.7%		

	print format, now in electronic format.						
2	To keep up with advancing technology media, the library copies old information into new and higher technology media	89 55.3%	65 40.4%	0	7 4.3%	3.47	.716
3	Not minding the changes that could occur, my library always transfers information	67 41.6%	84 52.2%	4 2.5%	6 3.75	3.32	.702
4	Copying of information in diverse information media is done in the library from lower resolutions into a higher one	71 44.1%	72 44.7%	12 7.5%	6 3.7%	3.29	.764
5	Encapsulation is mostly carried out on information resources with accompanying devices	67 41.6%	88 54.7%	1 0.6%	5 3.1%	3.35	.654
6	The library has a mechanism for resources access control	77 47.8%	78 48.4%	2 1.2%	4 2.55	3.42	.648
7	The has institutional repository for documentation of publications in the university	72 44.7%	80 49.7%	1 0.6%	8 5.0%	3.34	.734
8	Digital storage/cloud computing/ buying cloud space is a common thing in my library	69 42.9%	80 49.7%	7 4.3%	5 3.1%	3.32	.704
9	The library does regular information storage and backup	80 49.7%	69 42.9%	7 4.3%	5 3.1%	3.39	.717
10	The library provides access to information in other libraries databases	79 49.1%	69 42.9%	8 5.0%	5 3.1%	3.38	.724

Weighted mean= 3.37
Criterion mean = 2.50

Table 3 shows the digital preservation practices undertaken by the digital libraries in selected universities. The result revealed an aggregated weighted mean of 3.37 which is higher than the criterion mean of 2.50, implying the presence of digital preservation practices in the selected universities. Table 3 further revealed that all the items examined under this construct had mean scores higher than the criterion mean. This further proved that the selected university libraries undertake digital preservation practices. Table 3 also revealed that copying old information into new and higher technology media is the predominant digital preservation practices ($\overline{x}$ =3.47; Std. dev.=0.716). Others include: digitisation ($\overline{x}$ =3.43; Std. dev.= 0.696), resources access control ($\overline{x}$ =3.42; Std. dev.=0.648), information storage and backup ($\overline{x}$ =3.39; Std. dev.=0.717), among others.

Hypothesis 1: There is no significant relationship between digital preservation practices and use of digital library by postgraduate students in selected universities in South-west, Nigeria.

The relationship between digital preservation practices and use of digital library by postgraduate students in selected universities in South-west, Nigeria, was determined using the Pearson's Product Moment Correlation (PPMC). The result of the analysis is presented in Table 5 below.

Table 5: Relationship between digital preservation practices and use of digital library by postgraduate students

Variables	N	Mean	St.Dev	r	P	Sig
Digital Preservation Practices	161	3.37	.493			
Digital Library Use	357	2.83	.670	.067	.399	Not Sig.

Correlation is significant at the 0.05 level (2 tailed).∗∗

Table 5 shows the relationship between digital preservation practices and digital library use by postgraduate students in the selected universities. The result reveled that the Pearson

Product Correlation of digital preservation practices and digital library use was found to be weak but positive, and not statistically significant ($r = .067$, $P > 0.05$). Hence, the Null Hypothesis 1 (H_0 1) is accepted. This therefore implies that there is no statistically significant relationship between digital preservation practices and digital library use by postgraduate students in the selected universities.

Conclusion

This study explored the patterns and factors influencing digital library use by postgraduate students in selected universities. While digital libraries are found to be significant resources for academic pursuits, the frequency of their use among postgraduate students remains low. However, certain digital resources, such as OERs, multimedia collections, and e-newspapers, are frequently accessed by postgraduate students. Digital preservation practices is an important aspect of the digital library landscape, but its influence on digital library use is found to be weak. Challenges faced by postgraduate students in utilizing digital libraries, such as erratic power supply and slow internet speed, need to be addressed. Further research and intervention are necessary to better understand the dynamics of digital preservation practices and to ensure that digital libraries remain valuable resources for postgraduate students' academic pursuits.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Given the low frequency of digital library use, the universities should conduct awareness campaigns and training sessions to familiarise postgraduate students with the various digital library resources available. Highlight the relevance of Open Educational Resources (OERs), multimedia collections, etc., for their academic needs and show how these resources can aid examination preparation, assignment completion, and thesis research.

2. The university libraries should improve digital library accessibility by addressing the challenges of erratic power supply, slow internet speed, and inaccessibility of certain websites to enhance the overall digital library experience. They should invest in robust infrastructure and reliable internet connectivity to ensure seamless access to digital resources for postgraduate students.

3. The university libraries should expand their digital preservation practices. While copying old information into newer technology media and digitisation are steps in the right direction, the libraries should adopt additional preservation methods and stay up-to-date with the latest preservation standards and technologies.

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