Influence of Digitized Library Information Resources on Knowledge Acquisition among Undergraduates of Federal University of Petroleum, EffurunWarri, Delta State, Nigeria.

Dr. Igere Mercy A.

Department of Library and Information Science, Delta State University, Abraka

Email:mesonia1@yahoo.com

Abstract: This study investigated the Influence of Digitized Library Information Resources on Knowledge Acquisition among Undergraduates of the Federal University of Petroleum, Effurun Warri, Delta State, Nigeria. Four research questions guided the study. The questionnaire was the instrument adopted for the study. The questionnaire validated by experts in the dep[1]artment was for face and content. A descriptive survey design was adopted for the study. The population of the study is 990 registered users of the FUPRE library. The stratified sampling technique was used to derive the sample size of 198 using 20% of the total population. Analysis was done with simple percentages and Pearson product-moment correlation coefficient. The study found that students acquire knowledge through research online and reading online books for their academic purposes and sometimes the economy. The study found among others that only a few of the resources in the library are digitized and digitized libraries positively influence knowledge acquisition. The study therefore recommends among others that libraries should fully digitize their resources to enable users to have access to information resources.

Keywords: information, Information resources, Knowledge, Knowledge Acquisition

Introduction

Knowledge according to Oeberst, Kimmerle and Cress (2016) is regarded as information in the memory of an individual. In order words, knowledge is the information and skills that is acquired through various ways, such as education experience etc. Knowledge generated within universities is often utilized by students to gain and sustain competitive advantage across the world. When knowledge is acquired, the survival of individuals, group or race and a nation is guaranteed to a great extent. Hence, there is need for Individuals to obtain educational qualification for relevant knowledge acquisition. Gakuo and Rotich (2017) described knowledge Acquisition as an institutional strategy for enhancing learning quality, innovation, improved decision making and productivity. Matar and Raudeliūnienė, (2021) also stated that knowledge acquisition is a design or practice put in place to get information from both internal and external sources in any organisation. In order words, information needed by individual, organisation or the society at large are sourced or obtained within the organisation and other sources to advance in life with procedures designed. Gakuo and Rotich noted that, knowledge acquisition is a way to

imparting ideas that will be of help to individual in achieving their goals. When students are able to grasp facts and principles in the materials that are learned, it is regarded as the result of knowledge acquired. Ramakrishnan and Yasin (2018) stated that to ensure success in universities and in academic endeavours, knowledge acquired have to reflect through effectiveness in all learning system. Knowledge acquisition has been identified as one of the important ways to be skillful to overcome difficulties in life. According to Hidayati, Zubaidah, Suarsini, and Praherdhiono (2020), knowledge acquired in any institution of study enable students to develop the skills needed to compete economically in a global society. Besides, dealing with scientific, social and functional problems is an achievement from knowledge acquisition (Amie-Ogan & Godsplan, 2021).

Students in Universities majorly acquire information in any library because the library is set up to house information resources that will support teaching, learning, and extracurricular activities in the university. Despite the importance of libraries attached to university, undergraduate students find it difficult to have easy access to recent information and to acquire knowledge in the university library. This is the regarded as one of the greatest challenge to the university communities. Matar and Raudeliūnienė, (2021) confirmed that higher institutions in the past faced various challenges in acquiring knowledge most especially going to the library before information resources could be accessed and not accessing current information. Ukachi, (2011) also noted a challenge on discharging information through printed sources which made it compulsory for face-to-face contact with users before services could be received. Igere (2022) emphasized that the problem of not able to have access to knowledge as a result of influx of information call for remedy which could be alienated through technological means. Though there is presently a great change as a result of the technological way of acquiring knowledge. It can also be noted that the ICT era has substituted print information resources for electronic resources for easy research work (Igere, 2020). Services delivered by libraries, has taken a different dimension where users and knowledge seekers are met through an electronic or digitized format. In order words, the difficulty in accessing current information resources has experienced a shift from the traditional ways to the digital age. In effect, there is an obvious shift from the traditional collection development and service approaches to the modern trends in library. According to Igere (2020), for institutions to meet the aim of establishment, library which is the warehouse of knowledge should be digitized. Digital Information Resources (DIRs), or library resources in electronic formats, are now acquired in libraries to supplement printed materials and the printed information resources are converted to electronic resources; as a result, African universities began to integrate technology into their academic operations, which included university libraries (Urhiewhu, 2014).

Digitized Information Resources (DIRs) are information resources formerly in print format that are currently put into electronic format and accessed through computer and other information communication technology tools (Obaseki, Umeji & Krubu, 2010). Dakshata, (2020) stated that digitized information resources are articles, games, music pamphlets and other resources that are in soft copies. These information resources in digitized format are made available for users to easily acquire information that were formally in hard copies but presently in soft copies. In order words, information or knowledge in digitized forms are preserved for easy acquisition by every user including those in remote areas. Digitizations of information resources means the visibility of invisible resources and improved acquisition to resources which by enable various users' access the same information at same time and also eliminating the problem of distance to resources. Digitization brings about increase in knowledge, provide access to global quality resources and tools for teaching, learning and research at all levels of education worldwide (Otubelu, 2010). With the numerous advantages possessed in acquisition of knowledge

through digitized library information resources, Lolade (2020) noted that most students do not acquire knowledge through digitized library information resources. In essence, knowledge acquisition is still done in the traditional ways which could lead to delay in accessing information resources

Statement of the problems

Individual's awareness, understanding of facts and information acquired from experience, learning or reasoning is reducing. It has been observed that most students do not have a grasp of what they are learning. Some literatures have revealed that despite the abundance of information resources in libraries and in the internet, some patrons still find it difficult to build up their knowledge. It is as a result of this observation that this study tends to find out the influence of digitized library information resources on knowledge acquisition among undergraduate students with consideration on the methods of knowledge acquisition among undergraduate students, types of digitized information resources available.

Research Questions

The following research questions guided this study:

1. What are the methods of acquiring knowledge by undergraduate students in Federal University of Petroleum, Effurun Warri, Delta State, Nigeria.?
2. What are the types of digitized library information resources available in FUPRE Library Warri, Delta State, Nigeria.
3. What is the influence of digitized library resources on knowledge acquisition among undergraduate FUPRE students

REVIEW OF RELATED LITERATURE

The how in knowledge acquisition indicates various ways or forms in which Individuals, organisations and society at large gain knowledge that will meet their need at any point in time. In time past, it was known that knowledge was acquired through interactions, town halls or through town crier in the community village square, radio, television, telegram, library and so many other means. According to Fakandu and Wamae (2022), knowledge is acquired in different forms through information sources such as interaction, documentations, conferences, training, mentoring and use of ict facilities with the help of experts. The influx of information in this present generation demand students exposure to relevant and needed recorded knowledge. It is imperative for institutions to ensure that students are properly taken care of when it has to do with availability of information through the development of standard library as a tool to knowledge acquisition. According to Igere (2015), a standard library, automates its resources and operations to organize resources so that the aim of the institution will be actualised. Igere (2021) also stated that with technology, when information is properly organized, it leads to easy retrieval for use thereby bringing about knowledge gain. Though it was noted by Kaba and Ramaiah (2018) that acquisition of knowledge could be of challenge and also impossible if knowledge tools like human, libraries, information centers, IT knowledge acquisition tools, knowledge sources like books, multimedia, periodicals are not put in place for knowledge seekers. Hidayati, Zubaidah, Suarsini and Praherdhiono, (2020)

stated that the 21ˢᵗ century with its abundant knowledge in circulation require universities to equip their graduates with sufficient knowledge by exposing students to knowledge in their preferred area of study.

Hitesh (2023), stated that the various methods in which students acquire knowledge could be through Intuition (emotion not based on facts just heart-felt guts), Engaging in Research(carrying out findings), Empiricism or Experience, Authority(An authoritative figure who urge one for acquisition of knowledge), Reading books(check free site and read books), Good habits(develope good habit without short cut), Rationalism(that is, facts and not guess work), Believe in yourself(believing yourself to acquire knowledge). It could be noted that in this technological era, acquisition of knowledge is now majorly based on the use of information communication technology (ICTs). According to Ukah (2020) that icts facilities or tools has transformed teaching, learning or acquisition of knowledge in this digital age. Igere (2022) in the same way stated that information technology has enabled proper management of lots of information online to creating easy access for acquisition of knowledge. In a study by Krubu and Osawaru's (2011) in Ukah (2020) revealed how most students at John Harris and Benson Idahosa Universities, Benin acquire knowledge from icts facilities like CD-ROM, online database, and also from the internet, search engine, www. Similarly, the finding from the study of Kaba and Ramaiah (2018) shows that majority of faculty members with the mean of 0.973 which is more than 97% use web based training tools to acquire knowledge. It was also recorded that using computer based training has (93%), text analysis (80%) for knowledge acquisition. Other sources such as knowledge map, automated taxonomy systems and intelligent agents had low response rate. In most cases application of ICTs is advantageous in this era hence most libraries delve into digitizing their resources for easy access to knowledge.

Urhiewhu, Okeke and Nwafor (2015) noted that a digitized library, store resources and make sure the digitised resources and services are made available to users electronically. In other words, access to the resources has to be through internet connectivity as well as information technology like laptops, computers or smart phones without which the content of the digitised information cannot be read. Urhiewhu, Okeke and Nwafor further stated that this digital information resources formerly in print format that are currently now in soft copy (electronic format) could be easily accessed through computer machines or other ICT tools. Some digital information resources are electronic sources of books, journals, theses, projects, conference proceedings, pamphlets, magazines, technical reports, reference sources etc. it is expected that when a library is fully digitized, the tendency that the usage of the library will be high as a result of the benefit of easy and quick access to knowledge will be great. In a study carried out by Urhiewhu, Okeke and Nwafor, a great number of the students in higher institutions utilise e- Projects with the mean of (2.68), e- Journals (2.60), e-Reference materials (2.70), eSeminar papers (2.67), e-Books (2.62), e- Newsletters(2.57). This is a clear indication that most libraries now go into digitizing their resources because of it positive influence in the acquisition of knowledge.

According to Ukachi, (2011), students most especially in higher institutions benefit from libraries that are digitized. Digitized information resources help users most especially students to stay abreast with current information in their field of studies unlike printed information resources. Lolade (2020) finding revealed that students make use of the digitized information resources for academic purpose. Similarly, Urhiewhu (2014) stated that students utilization of digitized library resources could be positive because there are great benefit such as giving opportunity to students to transmit, acquire or download, process and disseminate information in their area of interest. Though in Urhiewus findings on the extent to which student use digital information, it revealed a low

extent of usage of digital information resources. in a different dimension, the study of Ebiefung and Onah (2021) revealed a positive relationship between digitization and accessing electronic resources.

METHODOLOGY

A descriptive survey design was adopted for this study. The population of the study is 990 registered users of the Library of Federal University of Petroleum Resources, Effurun, Warri, Delta State Nigeria. The stratified sampling technique was used to derive the sampling size of 198 using 20% of the total population. The questionnaire was used as the instrument for collecting data.

Method of Data Analysis

Analysis was done using descriptive and influential statistics. Research question 1 and two were analysed using simple percentage while research question 3 was analysed with pearson product moment correlation.

RESULTS
Table 1: Descriptive Statistics showingmethods of acquiring knowledge

S/N	Items	Agree (A)	%	Disagree (D)	%
1	Engaging in research through the internet	152	76.8	46	23.2
2	Engaging in reading books online	140	70.7	58	29.3
3	Intuition	128	64.5	70	35.4
4	Listening to authority	126	63.4	72	36.4
5	Learning through Experience	138	69.7	60	30.3
6	Rationalism	71	35.9	127	64.1

Table 1 shows methods of acquiring knowledge. It is clear that majority of the students with 152(76.8%) acquire knowledge from engaging in research through the internet, 140(70.7%) engage in reading books online, 138(69.7%) learn through experience, 128(64.5%) gain knowledge through intuition and 126(63.4%) gain knowledge by listening to authority. On the other hand, students disagreed to acquiring knowledge through rationalism.

Table 2: Descriptive Statistics Showing types of digitized information resources available

S/N	Items	Available	%	Not Available	%
1	Web resources	35	17.7	163	82.3
2	CD-ROMs	38	19.2	160	80.8
3	Online index and abstract	75	37.9	123	62.1

4	Search engines	50	25.3	148	74.7
5	E-books	112	56.6	86	43.4
6	E-journals	106	53.5	92	46.5
7	E-project /Thesis	44	22.2	154	77.8
9	E-magazine/ e-newspaper	35	17.7	163	82.3
10	Databases	45	23.3	153	77.3

From table 2, it revealed types of digitized information resources that are made ready for use in the library. It is shown that e books with a response rate of 112(56.6%) is the highest available e-resources while e journal with a response rate of 106(53.5) is the next available e- resource. 75 (37.9%) shows that online index and abstract of resources are also available.

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Table 3: Pearson's (r) showing the influence of digitized library information resources on knowledge acquisition

		Digitized Information Resources (DIR)	Knowledge Acquisition (KA)
DIR	Pearson Correlation	1	.787**
	Sig. (2-tailed)		.000
	N	198	198
KA	Pearson Correlation	.787**	1
	Sig. (2-tailed)	.000	
	N	198	198

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the Pearson's correlation (r) value is .787and the Sig. value is 0.000. Since the Sig. value 0.000 is less than 0.05 level of significance, therefore the correlation is significant. However, the r-value .787 is positive. This result implies a positive influence of digitized information resources on knowledge acquisition.

Discussion of Findings

Table 1 revealed that majority of the students with 76.8% acquire knowledge by engaging in research through the internet. This results shows students majorly acquire knowledge through engaging in research, engaging in reading books, intuition, listening to authority and learning through experience. This is related to the study of Kaba and Ramaiah (2018) that majority of faculty members with mean of 0.973 which is more than 97% use web based training tools to acquire knowledge.

Table 2 shows the digitized library resources. Majority of the resources indexed are e-books, journals, and abstract to resources in the library. This finding revealed that the library do not have all its resources digitized. In essence, resources are not fully digitized as it is only e-books, e- journals and index and abstract of resources that are available in the library. This corroborates the study of Urhiewhu, Okeke and Nwafor in Delta and Edo state mentioning that some libraries only have some of their resources digitized in the library.

Table 3 is on the influence of digitised library information resources on acquisition of knowledge. It revealed that digitised library information resources positively influence knowledge acquisition. This is in consonance with Ebiefung and Onah (2021) that there is a positive relationship between digitization and knowledge acquisition.

Conclusion

Acquisition of knowledge in this present age of information influx ought to have been easy and quick as a result of technological tools available compared to the traditional age of difficulty in accessing information as a result of distance barrier and some other factors. But observation has shown that some libraries still experience difficulty in discharging information with the technological growth. Findings from this study has revealed that students acquiring knowledge through research online and reading online books. The study found that it is only few of the resources that are digitized. The study therefore concludes that though digitized library positively influence knowledge acquisition, it is tantamount to full digitization of information resources in the library.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Libraries should fully digitized their resources to enable users access to information resources in all sphere of life to meet their needs.
2. Awareness should be created also to students on full digitization.

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