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UNIVERSITY

ILISHAN-REMO, OGUN STATE, NIGERIA

COLLEGE OF POSTGRADUATE STUDIES

2022/2023 PhD Thesis Abstract

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RT: Information Literacy Skills, Self-Efficacy and Library Service Delivery in Public Universities in South-West, Nigeria

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AB: Library service delivery provides interaction between librarians and patrons to satisfy their educational goals. However, studies have revealed a low and ineffective library services which led to the discontentment of patrons necessitating the need for alternatives. Evidences abound on the positive link between information literacy skills and self-efficacy on library service delivery in the literature. Studies have focused on self-efficacy and digital literacy of librarians without much attention to information literacy skills. Therefore, the study investigated the influence of information literacy skills and self- efficacy on library service delivery in public universities in South-West, Nigeria.

Survey research design was used for the study. The population comprised 220 professional librarians in 17 public universities in South-West, Nigeria. Total enumeration method was used. A structured validated questionnaire was used to obtain data. Cronbach's alpha reliability coefficients for the constructs ranged from 0.72 to 0.93. A response rate of 79.1% was achieved. Data were analyzed using descriptive and inferential (simple and multiple regression) statistics.

Findings revealed that information literacy skills and self-efficacy had a combined significant influence on library service delivery in public universities in South-West, Nigeria (Adj.R2 = 0.25, $F(2, 173) = 29.50$, $p < 0.05$). Information literacy skills (Adj.R2 = 0.24, $F(1, 173) = 55.66$, $p < 0.05$) and self-efficacy (Adj.R2= 0.29, $F(1, 173) = 31.90$, $p < 0.05$) had significant influence on library service delivery. Indicators of information literacy skills: the ability to locate information ($\beta = 0.46$, $p < 0.05$) and ability to evaluate information ($\beta = -0.22$, $p < 0.05$) had a significant influence on library service delivery, while the ability to identify information ($\beta = 0.12$, $p > 0.05$), the ability to use information ($\beta = 0.15$, $p > 0.05$) and ability

to organize information ($\beta = 0.09$, $p > 0.05$) were not significant. Similarly, self-efficacy indicators: physiological and affective state ($\beta = 0.29$, $p < 0.05$) and enactive mastery experiences ($\beta = -0.34$, $p < 0.05$) had significant influence on library service delivery. On the other hand, verbal experience ($\beta = 0.06$, $p > 0.05$) and verbal persuasion ($\beta = 0.05$, $p > 0.05$) had no significant influence on library service delivery.

The study concluded that information literacy skills and self-efficacy enhanced library service delivery in public universities in South-West, Nigeria. The study recommended that the library management of the public universities in South-West, Nigeria should sustain the high level of service delivery. The management should ensure the continuous improvement of the skills of librarians for effective library service delivery.

Keywords: Information literacy skills, Librarian's self-efficacy, Library management, Library service delivery, Nigerian public universities, Self-efficacy

Word Count: 414

Abbreviations: RFN: Researcher's Full Name, RD: Researcher's Department, RS: Researcher's School, RE: Researcher's Email, RAE: Researcher's Alternate Email, RP: Researcher's Phone Contact, RT: Registered Title, MS: Main Supervisor, ME: Main Supervisor's E-mail Address, SP: Main Supervisor's Phone Contact, CS: Co-Supervisor, CE: Co-Supervisor's E-mail Address, CP: Co-Supervisor's Phone Contact, AB: Abstract

Suggested Citation: Ibikunle, G.O., Ikonne, C.N. and Babalola, Y.T. 2023. Information Literacy Skills, Self-Efficacy and Library Service Delivery in Public Universities in South-West, Nigeria. PhD Thesis Abstract, College of Postgraduate Studies, Babcock University. [https://doi.org/10.61867/pcub.1\(5\).139](https://doi.org/10.61867/pcub.1(5).139)