Self-Efficacy and Digital Literacy Skills Utilisation as Predictors of Library Personnel Productivity in Universities of Southwest Nigeria

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Abstract

This study investigated self-efficacy and digital literacy skills utilisation as predictors of library productivity personnel. Three research questions were raised, answered and tested. The study employed the survey research design, and the sample consists of 200 librarians in universities of Southwest Nigeria. Simple random sampling and purposive sampling techniques were employed for this study. The instrument for the collection of data was the questionnaire. The face and content validity was established by the supervisor and two other experts. To determine the reliability of the instrument, Cronbach's Alpha reliability statistics were used, and this produced a reliability index of 0.81. Data collected were analyzed using descriptive and inferential statistics such as frequency, percentage, Pearson product-moment correlation coefficient, t-test for an independent sample mean and regression analysis. The level of significance was obtained at 0.05. The findings of the study revealed that positive correlation between self-efficacy and digital literacy skills utilization of librarians ($r = 0.624$, $N = 189$, $P < 0.05$), also the finding shows that Library personnel whose digital literacy skills utilisation are high performed significantly better than that library personnel whose digital literacy skills utilisation are low in Nigeria ($t_{(198)} = 2.217$ $p>0.05$), and lastly, Self-efficacy possessed contributed most with $\beta=1.251$, $t= 1.338$, $p<0.05$ followed by library productivity personnel with $\beta= 1.216$; $t= 1.236$; $p< 0.05$). It was therefore recommended that modern facilities and befitting services that would meet the needs and expectations of users should be provided by the senate and council of universities. Librarians should be given adequate recognition as custodians and providers of information resources required to support the educational curricula of every academic programme in the university system.

Keywords: Self-Efficacy, Digital Literacy, Skills Utilisation, Library Productivity Personnel.

Introduction

Today, information resources are critical to the development and sustainability of man and society. Information, to begin with, is indispensable, ranking just like other basic needs of man such as water, food, shelter and air. Man needs information, especially to reduce uncertainty and make decisions. Information resources are content-carrying material that can be consulted and used for various purposes depending on the seeker's need. Also, information resources are kinds of resources which contain information that can be used to satisfy the need of a seeker. Information resources could be in print format and electronic format. Such as; books, journals, databases, CD ROM, newspapers, websites, television encyclopedias etc. (Velmurugan, 2018).

Self-efficacy is the thought that one can perform a specific task or achieve certain objectives. It is a conviction that one is capable of playing the activities required to oversee planned circumstances. Students usually judge their ability to learn based on specific learning outcomes. As indicated by Bandura (1977), the achievement is not just the possession of important skills; it additionally requires the certainty to utilize these skills adequately. As it is, taking in specific skills is not sufficient; people ought to create trust in the skills that they are learning. Subsequently, other than having information literacy skills, individuals of the present social order should likewise feel equipped and certain about utilising these skills. Along these lines, an accomplishment of self-efficacy beliefs is as vital as having information literacy skills. Tella and Tella (2004) state that Self-efficacy refers to a belief in one's ability to perform a task successfully.

Self-efficacy is the self-assurance that one can competently perform a task. Self-efficacy is an inherent belief that motivates a person to accomplish a task based on positive self-assessment. The term self-efficacy assists in why individuals decide to target particular activities and the degree of effort they exert on such activities. Self-efficacy belief concedes to what extent people will continue, how flexible they will be even with the challenges and how much exertion they will put into any activity. People with high self-efficacy perception hope to succeed and will continue an activity until the point it is finished. Despite what might be expected, people with low self-efficacy recognition foresee disappointment and are more opposed to continuing to do testing activities. The higher the feeling of efficacy, the more prominent their effort, persistence and versatility, two significant variables for information problem-solving, self-controlled learning, and lifelong learning. Bandura (1997) opined that people who build up a solid feeling of self-efficacy are ready to teach themselves when they need to act without anyone else's idea. This is why strong self-efficacy discernment for information literacy becomes necessary for lifelong learning (Kuranogu, Kukoyunlu and Umay, 2006).

Self-efficacy impacts human work, even though the knowledge and skills individuals have assumed the primary role in the decisions they make, individuals' level of inspiration, and self-belief in their ability to perform a specific task can be related to workplace performance, burnout, the experience of stress and role adjustments. Self- efficacy influences how an individual will approach tasks and challenges in the workplace (Diseiye, 2018; Khalique & Singh, 2019). That is one motivation behind why self-efficacy is so imperative for lifelong learning. On the contrary, people who feel capable and are sure about their information literacy skills readily attempt and effortlessly solve information issues. It is more probable that others will keep a distance to have a probable solution to solving information issues in their hands.

Since self-efficacy depends on self-perception concerning specific behaviour, the construct is considered circumstance-particular or domain touchy.

Information is an important factor in improving students' self-efficacy and attitude in investigating library and information science. Subsequently, it has for quite some time been sloughed to comprehend the components that propel an information searcher towards finding applicable information. The focal point of this study has been on the factors that assume critical roles in information utilization; the procedure of information inquiry, retrieval and continuous learning. These examinations are given more significance today because of the developing impact of information and communication technology (ICT) on information administration (Owusu-Ansah, 2003). The information condition of the 21stCentury blossoms with few fundamental abilities for lifelong learning. All things considered, the concept of information literacy (IL), which evolved with the coming of information and communication technology, had developed and has come to a realization and fortified to end up perceived as basic literacy for the 21st Century (Bruce, 2002). Webber and Johnston (2002) characterize information literacy as "the reception of proper information conducts to get, through whatever channel or medium, the information very much fitted to information needs, together with basic consciousness of the significance of astute and moral utilization of information in the society".

Digital literacy is the key ability required for lifelong learning and accomplishment in the information-based social orders. An Information literate person knows how to learn and is fit for lifelong learning. Digital literacy is the term connected to the ability to information problem-solving skills (American Library Association, 2000). The utilization of skills, information problem solving, as it were, information literacy skills turn into the vital scholarly element of any person's life. Information literacy consolidates the capacity to perceive when information is required and seek techniques to find the required information. It incorporates assessing, combining, and utilizing information properly, morally, and lawfully once it is received from any media, including electronic or print sources. It likewise incorporates conveying and sharing the consequences of the information problem-solving endeavours, precisely and inventively over the scope of information designs and assessing how well the final item settles the information issue, and how to fit and effectively the means taken to achieve the coveted result. Moreover, an informative person devises systems for refreshing self-produced knowledge and perceives the principles of academic flexibility and equitable access to information (Association of College and Research Libraries, 2000; American Association of School Librarians and Association for Educational Communications and Technology, 1998).

Digital literacy skills utilization helps people to know when information is needed and the ability to evaluate and use it. Information literacy skills are also very useful in critical thinking. Association of College and Research Libraries information competency for higher education, (2018) define digital literacy as a set of characteristics that transform teachers and help them to obtain skills not just for discharging academic responsibilities but for lifelong learning. A librarian who is information literate will therefore be in the position to find out information needs and the extent of information needed, locate and retrieve appropriate information sources, and evaluate and use them for discharging academic responsibilities. Hence, digital literacy utilization is, therefore, a prerequisite for the effective use of information resources.

Problem Statement

It is generally expected that library as a repository of information resources should be fully utilized to enhance the teaching, researching and learning process. This is because for an organization to achieve its stated goals, it should have satisfied and happy employees. On the other hand, a lack of job satisfaction could cause low job productivity and complaints. It has, however, been observed that job satisfaction of librarians is on the decline because there appears to be total neglect of librarians in the aspect of job security, recognition for a job well done, career development opportunities, conducive work environment, promotion and improved salary package. Consequently, some scholars have ascribed the reasons to include their information literacy level, self-efficacy and attitude toward information literacy skills. This has resulted in some significant outcomes on their capacity to perceive and source pertinent information; their ability to find, assess and viably use information in libraries or other information systems. Also, a positive attitude towards information literacy is a precondition for the acquisition of information literacy skills, thus, establishing the fact that self-efficacy and attitude are factors that may influence the level of information literacy.

As users of the information community, library personnel are faced with diverse, abundant information choices in their pursuit of knowledge because of the complexity of information sources and formats. This poses new challenges for library personnel in evaluating and understanding the content. The uncertain quality and expanding quantity of information pose big challenges for any society. It is evident from the literature that access to information resources can immensely improve library personnel productivity. However, the nagging challenges, such as low information literacy skills among academics in developing countries as reported in the literature can be noted; However, existing literature has shown that most studies in the knowledge area have been carried out in developed nations and not much has been done in the developing countries, especially in Nigeria. Consequently, to determine how these variables interact in our local setting, this study investigates self-efficacy and digital literacy skills utilisation as predictors of library personnel in Nigeria.

Objectives of the Study

The following research objectives were formulated to guide the research study:

1. To determine the relationship between self-efficacy and digital literacy skills utilization possessed by library personnel in Universities of Southwest Nigeria.
2. To examine the digital literacy skills utilisation possessed by library personnel in Universities of Southwest Nigeria.
3. To discover the level of self-efficacy possessed by library personnel in Universities of Southwest Nigeria.

Literature Review

Self-efficacy is the inside thought of Bandura's social-cognitive theory, suggesting one's limits in dealing with an issue and playing out an appropriate action (Ikonne et al., 2019). In librarianship, a higher degree of professional self-efficacy concerning information retrieval skills has been associated with a higher probability of collaborating with management and being involved in planning, evaluating and conducting educational activities. Adeeko et al. (2017) posited that library personnel's self-efficacy level in southwest Nigeria is high. Furthermore, in

their study, the authors affirmed that library personnel have high coping capabilities based on high self-perception of themselves on the job regardless of the heavy workload in Nigerian university libraries. Self-efficacy is viewed as one of the real determinants of job satisfaction. Ikonne et al. (2019) examined the impact of self-efficacy on the job satisfaction of game officials. The exploration populace comprised 380 head football referees. The example comprised 191 arbitrarily chosen officials; Sherer's general self-efficacy scale was utilized for data gathering.

The experts' self-efficacy was additionally assessed in light of this poll. Likewise, to gauge job satisfaction, David and Damilola's (2017) job satisfaction scale was utilized; the outcomes demonstrated that the general self-efficacy of librarians significantly affects inherent and outward factors of job satisfaction, while this impact was not critical for general variables of job satisfaction. Conversely, the apparent self-efficacy of the officials demonstrated no significant impact on none of the inherent, outward or general components of job satisfaction. Likewise, Judge, Bono, Thoresen, and Patton (2001), in their position on self-esteem, self-efficiency, locus of control and neuroticism to job satisfaction, asserted that core evaluation of self-had had a predictable impact on job satisfaction independent of the characteristics of the job itself.

The expectations of employers, parents and educators from graduating university students (about digital literacy) are changing. Therefore, most universities have embarked on compulsory computer literacy courses so students can be well-groundedded within this space. This is corroborated by UNESCO, which emphasizes that in today's technological society, computer literacy is emphasized in every institution. In the same vein, Hague and Williamson (2009) opined that digital literacy is a combination of technical procedural, cognitive and emotional-social skills. For example, using a computer involves procedural skills (file management) and cognitive skills (intuitively reading the visual messages in graphic user interfaces). At the same time, others interpret it from a different perspective. For instance, American Library Association (2017) states that digital literacy involves the transition of text from being printed to a new form of literacy (digitally mediated); it has the features of interactivity and openness, which, when harnessed by undergraduate students, rub off positively in their library usage and essence on their academic productivity.

For undergraduates to enjoy the benefit provided by electronic database resources provided by the library, there is the need for a composite skill which is referred to as digital literacy skills. These skills will help them to acquire information literacy skills, media literacy skills, and ICT literacy skills. Julien (2018) explained that the skills required to use electronic database resources are higher than the ones required for searching printed sources and that students need to master certain skills to be able to make exploit academically in addition to using the growing range of e-resources. Undergraduates, therefore, need skills such informational, ICT, and media literacy skills for speedy retrieval of the information needed from electronic resources.

Paulina (2019) provides a more detailed definition of digital literacy as the ability to use digital technology, communications tools, and networks to access, manage, integrate, evaluate, create and communicate information to function in a knowledge society. Similarly, Fakunle,

Bakare, and Adeyeye (2022) state that digital literacy represents a person's ability to perform tasks effectively in a digital environment. Furthermore, to be digitally literate is the ability to make and share meaning in different modes and formats; to create, collaborate and communicate effectively, and understand how and when digital technologies can best be used to support these processes. Fatiloro, Adesola, Hammed and Adewumi (2017) indicate that from a social, cultural and economic point of view, libraries play a fundamental role in our society, most especially in promoting digital literacy skills in this era of digital connectivity.

There is widespread consensus among researchers that to use the internet in meaningful ways; users must develop sufficient digital skills (Jenkins et al., 2009; Mossberger et al., 2003). However, regarding how users could develop these skills, different answers are provided. Most initial investigations of the digital divide tended to look at basic demographic and socioeconomic predictors of mere access, such as gender, age, education, income, and employment status (DiMaggio et al., 2004). The digital divide approach based on inequalities in internet access has evolved into a divide that includes differences in skills to use the internet (Fuchs, 2009; Van Dijk, 2005). Several studies have demonstrated that once access to technology is equal, the differences in how effectively it is used relate to economic, cultural, and social variables (Jara et al., 2015).

Most literature reviews on skills research attempted to structure and synthesize conceptualizations instead of evaluating skills assessments in empirical studies (Siddiq et al., 2016). Moreover, existing reviews of digital literacy skills–related assessments mainly focused on uni-dimensional aspects such as basic internet skills (Litt, 2013). Van Deursen and Van Dijk (2010) showed that similar determinants of internet access and use determine internet skills; however, the relative influence of these determinants depends on the type of skill measured. Given the apparent controversies of definition, an extended perspective on assessments of digital skills as a broader concept is missing. The main goal of this systematic literature review is to develop a comprehensive description of state-of-the-art 21st-century digital literacy skills assessments by identifying the variety of empirical studies that aim to measure the determinants of these skills. This study furthermore establishes an empirical base to indicate the determinants' impact on these skills and to highlight potential interventions. To present the review's findings, we categorized the identified determinants adapted from the resources and appropriation theory (De Haan, 2004; Van Dijk, 2005). This theory relates the differences in people's digital skills to a distribution of resources (temporal, material, mental/motivational, social, and cultural) that, in turn, are explained by personal categories and positions in society. Here, we divided personal and positional categorical inequalities into demographic, socioeconomic, and personality/psychological determinants.

Methodology

The survey research design was adopted for the study. A survey as a research design describes the relationship between two or more variables and interprets the strong relationship among the different variables.
The population for this study comprised all the 200 librarians in the public universities (Federal and State) in the South-West geopolitical zone of Nigeria. The states are as follows: Ekiti, Lagos,

Ogun, Ondo, Osun and Oyo.A total enumeration technique was used for this study. Simplerandom sampling and purposive sampling techniques were used for the study. The researcher employed a questionnaire to collect the data for this study. The researchers postulated three research questions for the study and designed the questionnaire along with the identified research objective. The data from the research questionnaire was analyzed using version 22 of the Statistical Package for Social Science (SPSS). The data collected were analyzed using descriptive statistics such as frequency distribution, percentages, mean and standard deviation, especially for research questions. The hypothesis was tested using Pearson Product Moment correlation (PPMC) analysis.

Findings

Table 1: Showing Partial Correlation between Self-efficacy and Digital Literacy Skills Utilization possessed by Library Productivity Personnel in Nigeria

Variable	N	MEAN	SD	r.-value	P	REMARK
Digital literacy skills utilization	200	2.93	0.68	0.624**	0.000	Sig
Self-efficacy	200	2.95	0.51			

Source: Researchers' Field survey, 2022

The mean of Digital literacy skills utilization possessed by library productivity personnel in public university libraries in South-West Nigeria was 2.93, SD = 0.68, while that of Self-efficacy was 2.95, SD = 0.40. The correlation of the coefficient obtained was 0.624 with a p-value < 0.05. The result showed a positive correlation between self-efficacy and digital literacy skills utilization by librarians. There was a significant positive relationship between the variables, as indicated in the above table (r = 0.624, N = 189, P < 0.05). Hence, it is rejected. This indicates a significant relationship between self-efficacy and digital literacy skills utilization of library productivity personnel in public university libraries in South-West Nigeria.

Table 2: Showing Comparison of Digital Literacy Skills Utilisation possessed by Library Productivity Personnel in Nigeria

Variables	N	Mean	SD	Df	T	Sig
Digital literacy skills utilization	109	20.50	9.57			
				198	2.217	.005
Library productivity personnel	91	18.72	8.43			

Source: Researchers' Field survey, 2022

Table 2 presents the t-value observed, indicating the difference indigital literacy skills utilisation possessed by library productivity personnel in Nigeria. The t $_{(198)}$ = 2.217 p>0.05. Since p is less than 0.05, there was a significant difference. Library personnel whose digital literacy skills utilisation are high performed significantly better than those whose digital literacy skills utilisation are low in Nigeria.

Table 3: Relative Contribution of the Predictor Variables to Self-efficacy possessed and Library Productivity Personnel in Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta		T	Sig.
1	(Constant)	2.126	.896			2.360	.004
	Self-efficacy possessed	.216	.044	1.251		1.338	.024
	Library productivity personnel	.529	.066	1.216		1.236	.016

Source: Researchers' Field survey, 2022

Table 3 shows relatively significant contributions of the variables on self-efficacy possessed in Nigeria. The table shows the degree of contribution of each of the independent variables to library productivity personnel. Self-efficacy possessed contributed most with β=1.251, t= 1.338, p<0.05 followed by library productivity personnel with β= 1.216; t= 1.236; p< 0.05).

Conclusion

Conclusively, the welfare and personal issues of librarians ought to be considered important in public-funded university libraries. They should be adequately and genuinely inspired to enable them to perform their obligations effectively. The university authorities need to look for and set up those spurring factors that would improve librarians' self-efficacy level in the university community. Based on the findings of this study, it is concluded that there is a high level of digital literacy among the library productivity personnel of selected Universities in South-Western states in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made:
1. Digital literacy experts in institutions' libraries must maintain goals of leading continuous improvement in teaching practices and learning endeavours in the university environment.
2. Professional librarians and other supporting library staff working in universities
3. libraries in southwest Nigeria should make serious efforts towards acquiring all the digital literacy skills, utilization and self-efficacy required for perfect library service.
4. University library management in south-west Nigeria should always provide financially
5. sponsorship for the academic librarians for digital literacy skill acquisition and professional development in general.

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